

Fostering Knowledge Sharing in Ad Hoc Transient Communities

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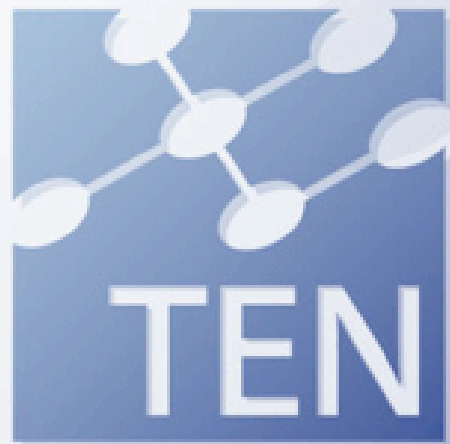
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TEN Competence

Building The European Network for Lifelong Competence Development

Fostering Knowledge Sharing in Ad Hoc Transient Communities

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Development Infrastructures

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TEN Competence

Building The European Network for Lifelong Competence Development

TENCompetence

- competence development
- in loosely organised communities
- for life-long learning (formal, informal, non-formal)



Our work package

- emphasises the social structures that are needed for learning
- looks at how these may emerge on top of a technical infrastructure
- so that life-long learners may develop their own preferred modes of interaction





Problem

Problem

- ‘Learners in a TENCompetence community ‘want to learn something’ through the infrastructure provided
- Broadly speaking, we provide learning opportunities by providing learning resources

Problem (2)

- But you learn with, through and from other people!
- Unfortunately, the learners don't know each other, each others' current competencies, competence development needs, etc.



Our answer

- use Ad Hoc Transient Communities



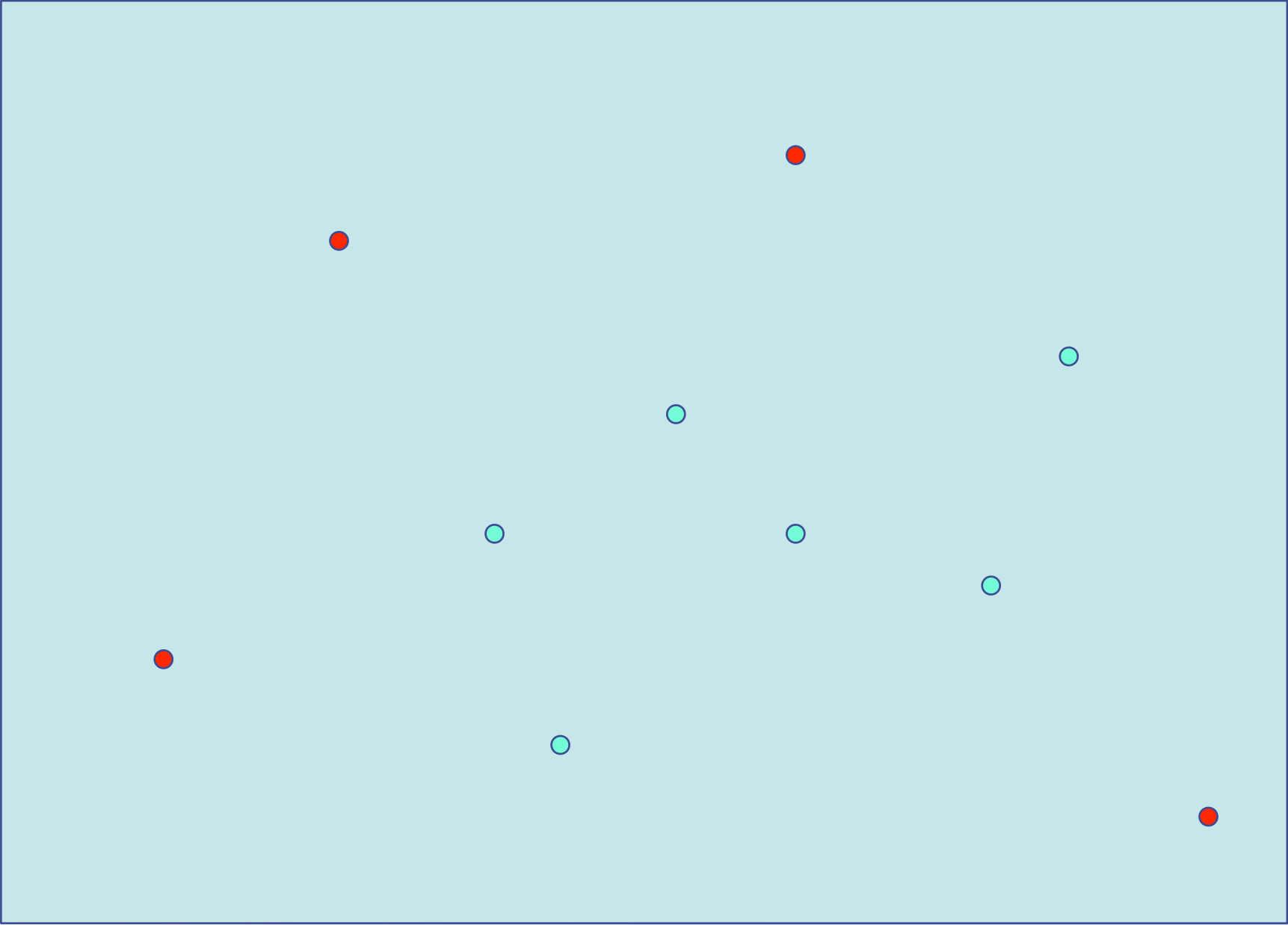
Communities

Communities

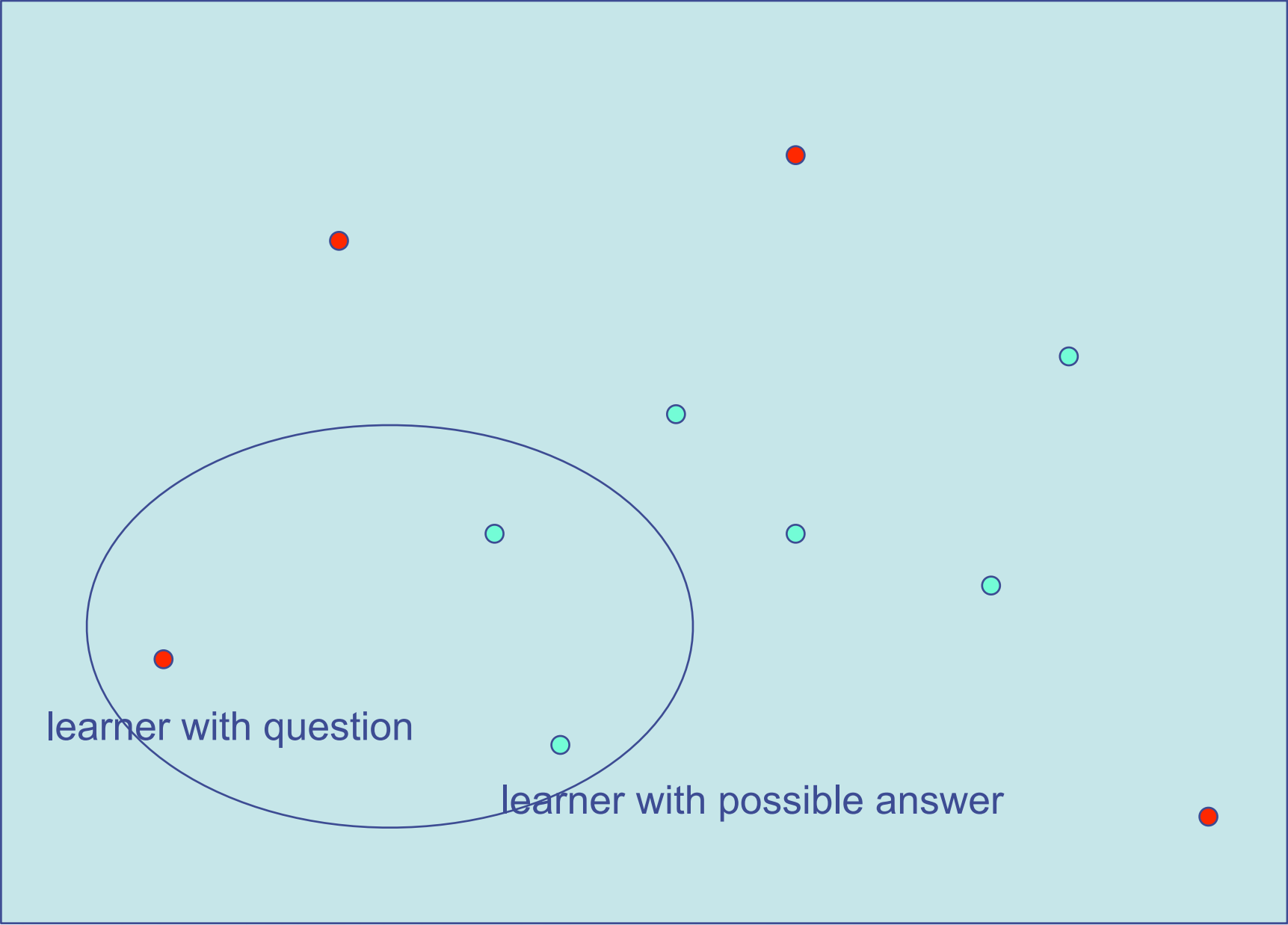
- There is a large literature on communities, on how they function, should be set up and managed (policies), etc.
- However, most of it is focused on communities with *shared, long-term* goals and a *division of labour*



Learning Network



Learning Network



Typical questions

- Content related
 - I don't understand why ...
 - I don't understand how ...
- Process related
 - How do I best study this material?
 - What module should I do after this one?
 - What's the exam like?



Communities (continued)

- there are about as many goals as there are users
- the goal is sort-lived
- there is no division of labour, only role taking
- the community (as a consequence) is asymmetric: the question asker profits, the answer providers contribute



Ad Hoc Transient Communities

- are temporary alliances of small numbers of learners
- are meant to help solve some learner's problem (their ad hoc-ness)
- disappear once the problem has been solved (their transience)





How do we make them work? Background theories

Community-level policies needed

- Ad hoc transient communities face the prisoners' dilemma: people optimise their own profit rather than the collective good
- However, the iterated version allows us to get the desired behaviour: help now, be rewarded later



To prevent cheating

- disallow anonymity in the learning network (persistent 'pseudonymity' is ok)
- maintain clear boundaries of the learning network (who's in, who's out)
- make it technically possible to keep track of others (FOAF - friends-of-friends)



Cold-start problem

- set good examples
- particularly by ‘veterans’ in the network
- (Bandura’s social learning theory)



Build 'swift' trust

- small teams that need to carry out a difficult task instantly develop a trust relation
- to what extent do ad hoc transient communities resemble such communities?
- (Starr Roxane Hiltz)

Case: Peer tutoring

- System has been built
- Simulations for fine-tuning have been done
- Empirical tests are planned
- Ultimate goal: incorporation in TENCompetence infrastructure



www.tencompetence.org
www.open.ou.nl/psl

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