

From distance learning courses to knowledge collaboration in distributed communities

USEM workshop: Heerlen, LEX 3rd of June 2009

Dr. Marlies Bitter-Rijpkema

Centre for Learning Sciences and Technologies
celstec.org



Topics

- USEM needs .
- Distributed knowledge and users
- Distance learning .
- Defining the needs & setting the scene.
- Agenda of workshop.

USEM workshop – June 2009 p 2



Workshop orientation

- Investigation of the possibilities of “distance learning” and learning communities for USEM :
- Exploration and getting acquainted with relevant tools available and relevant for USEM.
- Setting agenda for further actions especially, sharing Bonn standardization course knowledge and experiences with the target user groups
- Knowledge sharing and community building for the empowerment of USEM, EDEAN users..



USEM workshop – June 2009 p 3



Universal Design

The power of the web is in its universality. Access by everyone regardless of disability is an essential aspect”.

Tim Berners Lee



USEM workshop – June 2009 p 4



Inclusive design and universal accessibility are key



“If anybody asks me what the Internet means to me, I will tell him without hesitation: To me (a quadriplegic) the Internet occupies the most important part in my life. It is my feet that can take me to any part of the world; it is my hands which help me to accomplish my work; it is my best friend - it gives my life meaning”.

Dr. ZhangXu (2001)
(<http://www.zhangxu.org/>)

USEM workshop – June 2009 p 5



USEM: distributed knowledge and users

Support fitting the needs of

- distributed users
- with distributed – different knowledge
- in different contexts, with different support needs

To be ready for effective participation in-time!

USEM workshop – June 2009 p 6



Distance learning & distributed collaboration

- Learning *support at a distance* requires different strategies than those in face-to-face settings.
- *Knowledge support* in traditional teaching environments differs from support for *non-formal learning* in expert communities or communities of practice
- Enable *competence development* is (expertise) one issue
- Prevention of breakdowns in interaction, isolation of learners another. Therefore: *Enabling effective interaction* is crucial for distance learning,

USEM workshop – June 2009 p 7



Education intransition

Initial learning	Post initial/ Life Long learning
Supply driven	Demand driven
Teacher-controlled	Learner-empowered
Formal	Non-formal & informal
School	Workplace ,uniquitous
Face to face	Any device
School	Anywhere
Uniform schedule	Anytime
Uniform schedule	Any tempo
Content	Support
Uniform product	Personalization and co creation of product

USEM workshop – June 2009 p 8



From web standards to a wiki worlds



- The world of connectivity.
- Transformation of the web of surfing and passively reading, listening or watching
- It becomes the space of sharing, socializing, collaborating creating of people in loosely connected communities.

USEM workshop – June 2009 p 9



Ongoing shifts

- From page and information based web to social interaction spaces
- From content oriented courses to knowledge collaborations in learning networks, communities



USEM workshop – June 2009 p 10



From available knowledge resources to distance learning

- Distance learning has to be highly interactive: Interaction is crucial for learning knowledge communication in distance learning.
- Learning has to lead technology and not the other way around.
- Don't confound learning with learning the tools and technology.
- Be aware of page turning and talking heads
- Build an "real" team to design distance learning
- Act and reflect: keep learning as you go
- Both learner and designer are accountable

USEM workshop – June 2009 p 11



Define starting points for design of distance learning for USEM.

- **Defining prime objectives**

- **Define requirements par example of chapter 1:**

What do the target users need?

Who are the users? Different roles?

When do they want what (information, knowledge exchange, discussion)?

How to support?

- Group1: situation of use.

- Group 2: possible scenario of support.

USEM workshop – June 2009 p 13



Lunchtime



USEM workshop – June 2009 p 14

