



Learning Futures...  
The best way to predict the future is to invent it

Gilly Salmon  
Prof of E-learning  
& Learning  
Technologies



Beyond Distance Research Alliance

all things in  
**moderation**  
modération



Learning  
Groups

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Beyond Distance Research Alliance

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Welcome

The Beyond Distance Research Alliance, University of Leicester (UK), brings together teachers and researchers, interested in the field of innovation in teaching and learning, from any discipline or level of education.



Further Information

The Alliance  
Our Purpose

News

## Media Zoo

- [www.le.ac.uk/beyonddistance/mediazoo](http://www.le.ac.uk/beyonddistance/mediazoo)

## 15 years of the WWW

- <http://news.bbc.co.uk/2/hi/technology/5243862.stm>

August 1991



**6 Aug**  
Tim Berners-Lee releases web software

January 2007



Why are we not  
already transformed?



Perhaps...



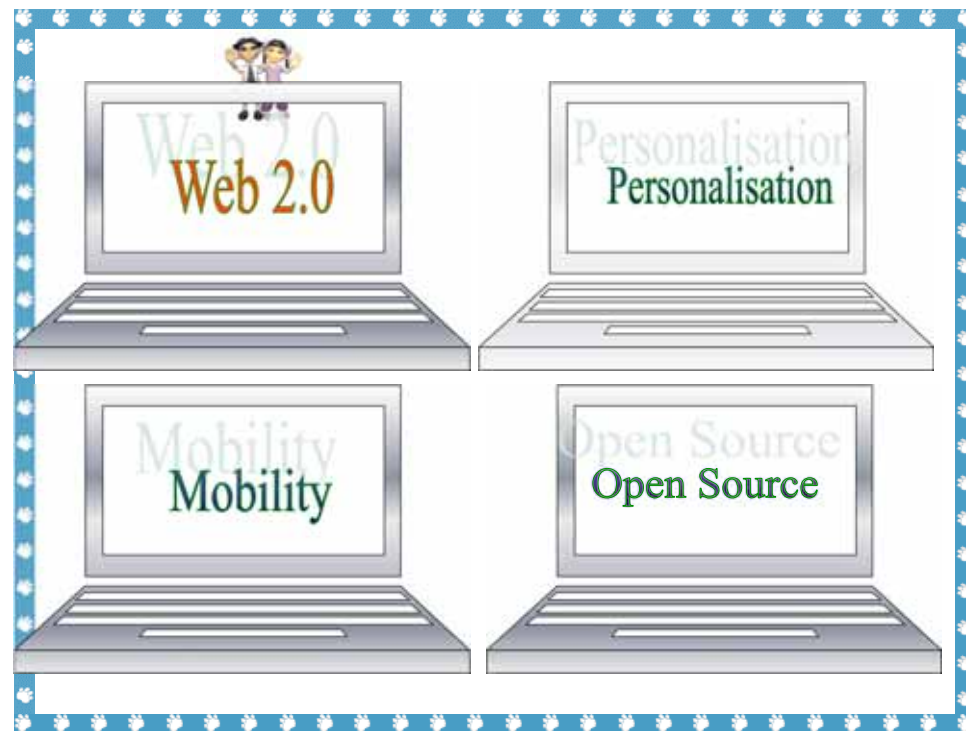
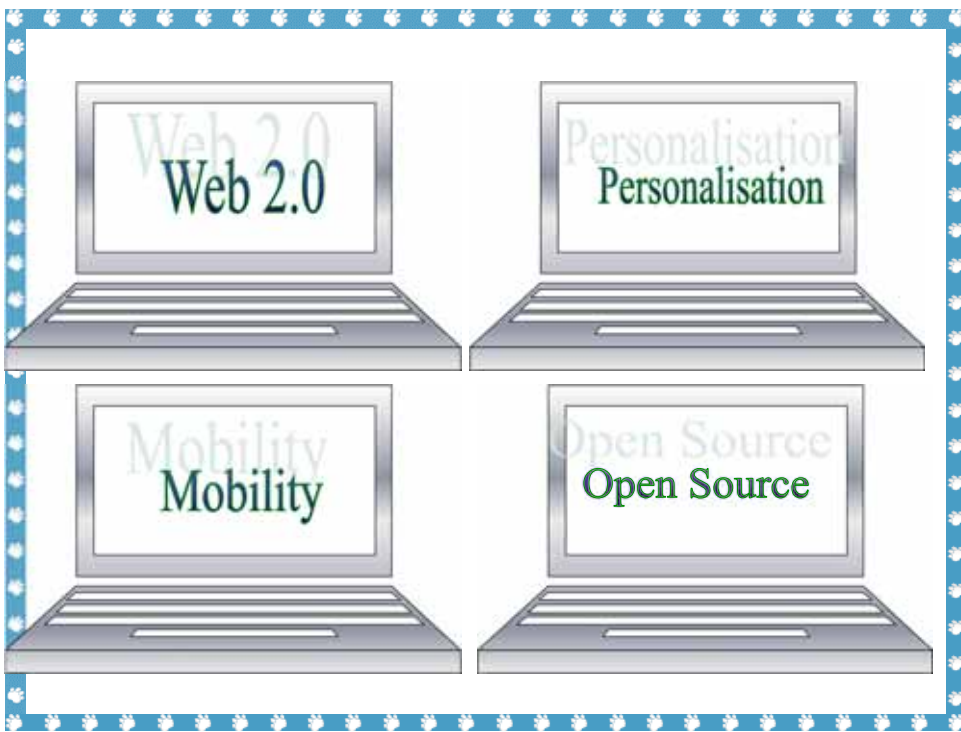
## Nature of knowledge is changing

- **New literacy of information navigation**
- **Increasing use of discovery or experiential learning especially using linkages and connections**
- **Bricolage – 2nd uses... rethinking**

(Seeley-Brown 2002)

## Learners are also changing

- Identity , Space , Attention , Creativity
- They will need developing to:
  - act as innovators and creators of knowledge
  - operate effectively within digital and information rich environments



**Web 2.0**

“Platforms that other people can build on”

“Activities rather than applications”

“People doing things together on the Web”

“The two-way web where”

“It’s made of people It’s not content”

“Harnessing collective intelligence”

Rich media:  
Audio-visual  
Photos  
Radio-waves

Spatial and geographic  
Web linked with real, physical space

Like –minds  
Profile matching  
Affinity

Folkssonomy  
Bookmarks, shareable by others

Syndication  
Content on changing content

Weblogs  
Wikis

Many of these tools are used by our people for their personal use. ... but they are not (yet) seen as participatory tools in learning, training & development at work and at college...

# Media Zoo

SESSIONS   CONTACT US   SUPPORT MATERIAL   ZOO BLOG   ZODCAST

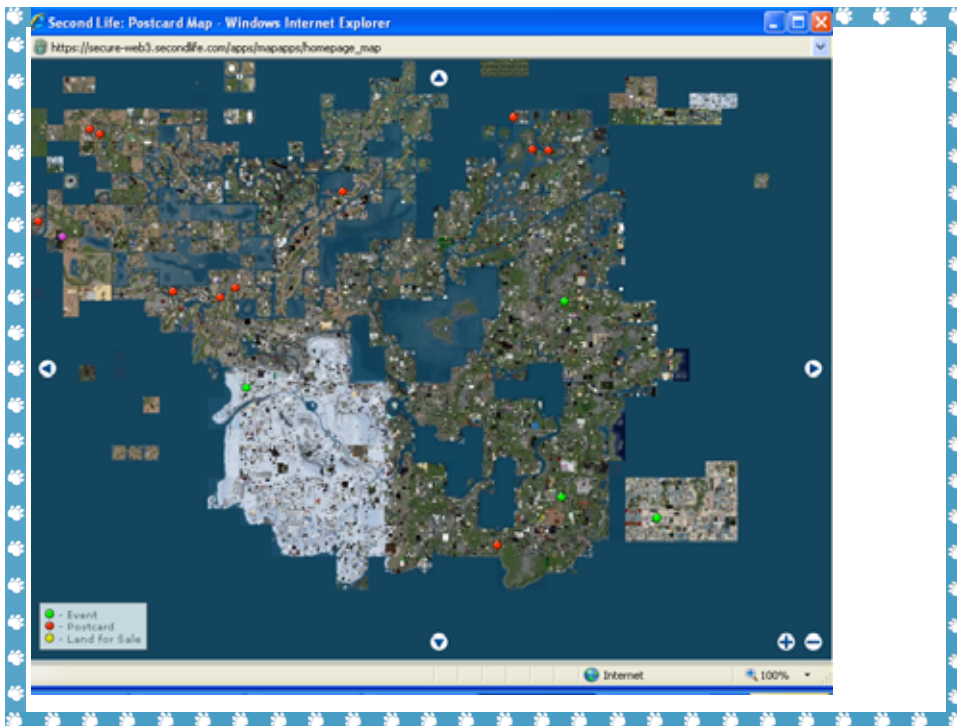
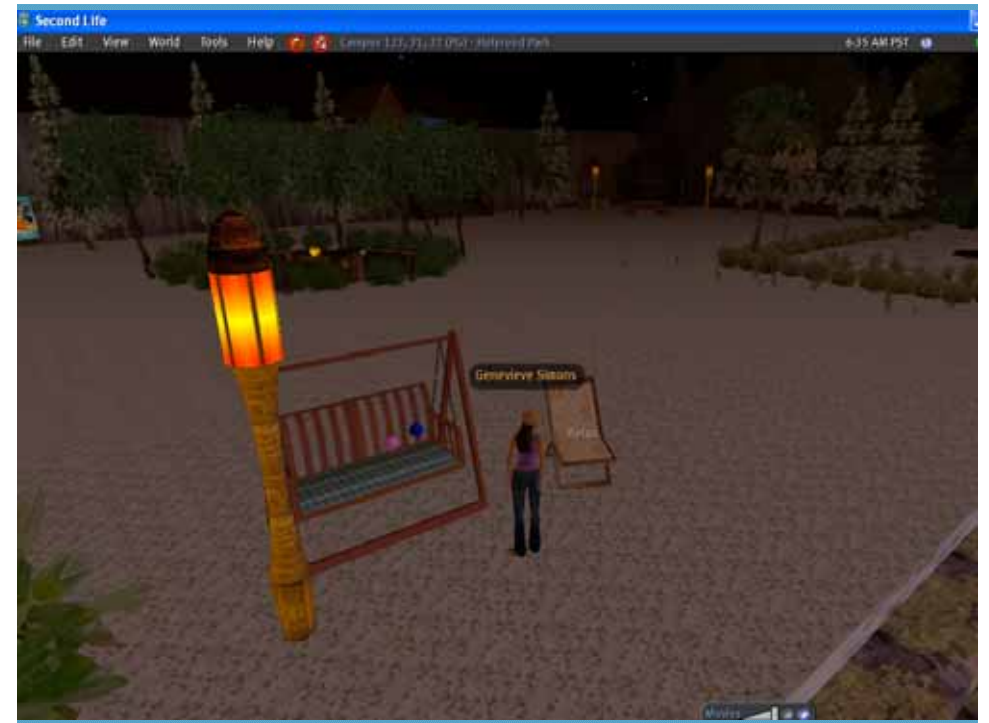
[click here to return](#)

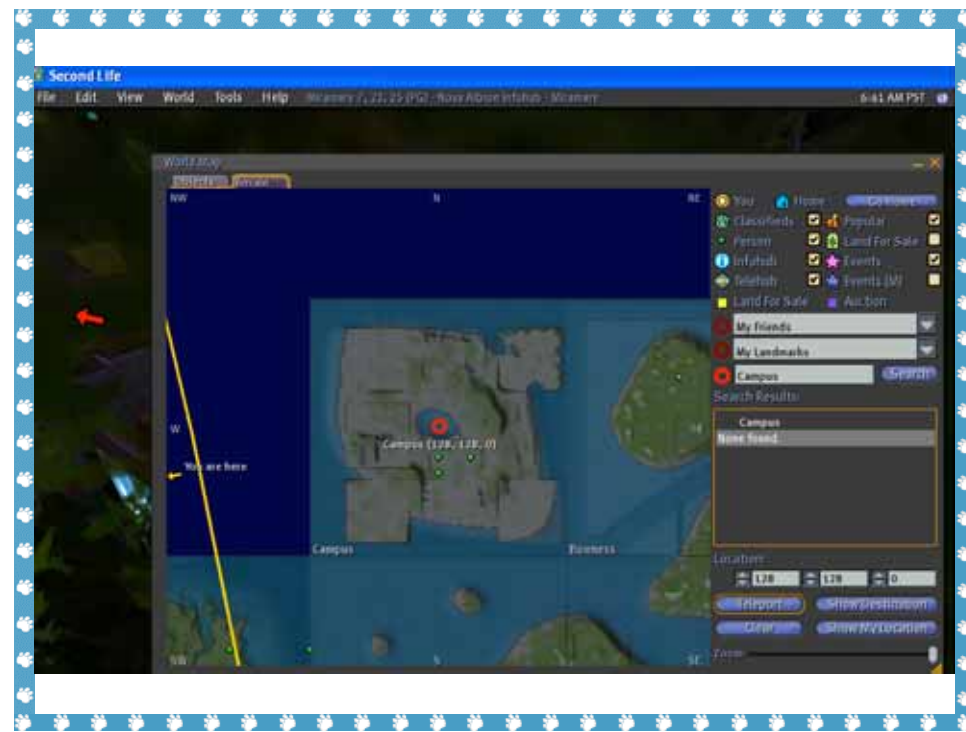
## OUTSIDE THE CAGES

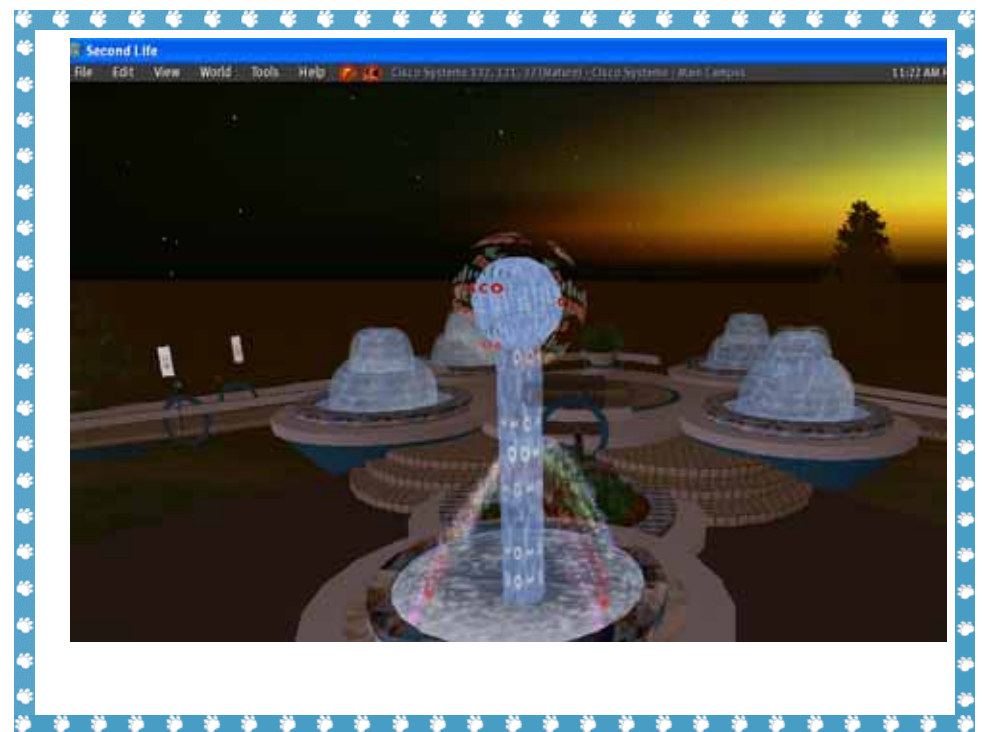
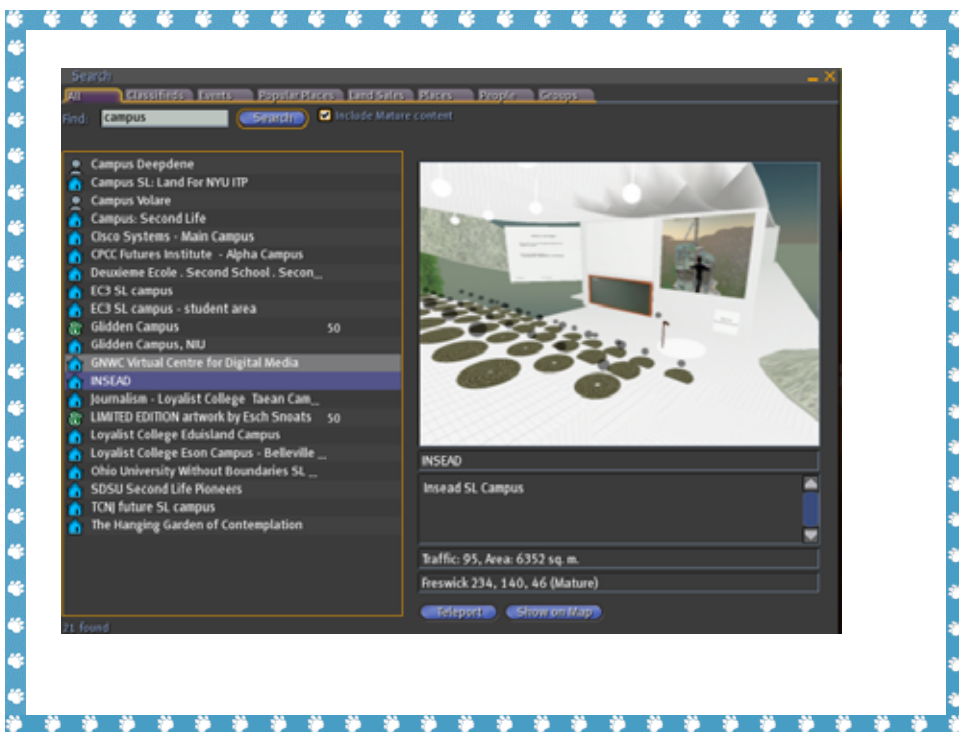
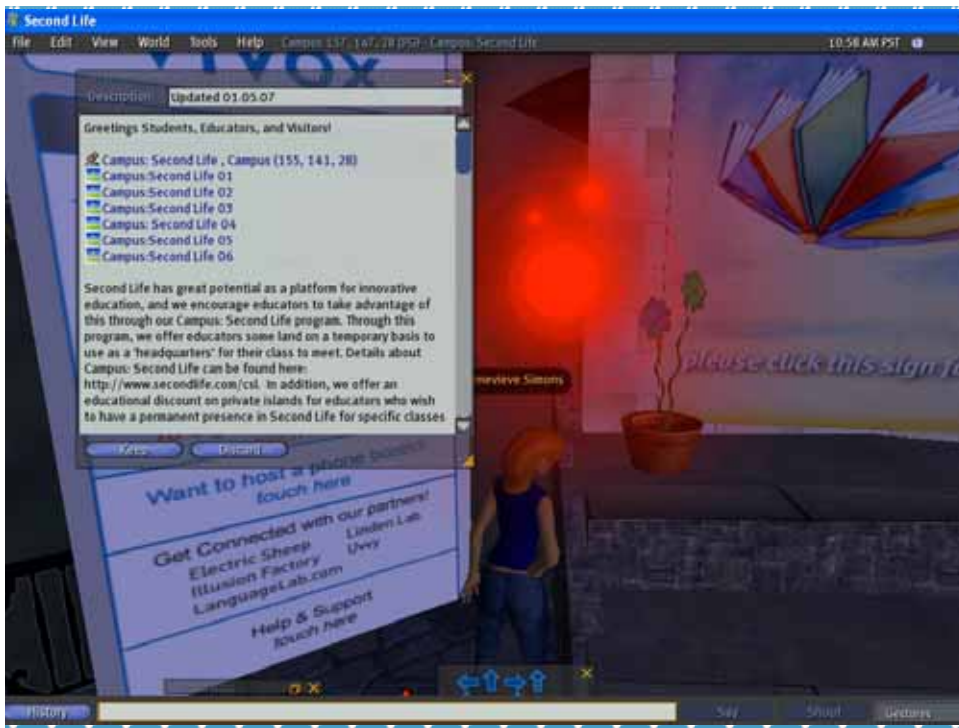
<p><b>MySpace</b></p> <p>Meet people from your area in the country and keep in touch includes blog, forums, email, groups, games and events.</p>	<p><b>Wikipedia</b></p> <p>The biggest multilingual free-content encyclopedia on the Internet. Over two million articles and still growing.</p>	<p><b>Citizendium</b></p> <p>An experimental new wiki project that combines public participation with gentle expert guidance.</p>	<p><b>Tagzania</b></p> <p>Tagging the Planet - you can add places, points, to create and document your maps.</p>
<p><b>YouTube</b></p> <p>A popular free video sharing website which lets users upload, view, and share video clips.</p>	<p><b>Blogger</b></p> <p>Free, automated weblog publishing tool.</p>	<p><b>Stumble-Upon</b></p> <p>Free web-browser extension which acts as an intelligent browsing tool for discovering and sharing web sites.</p>	<p><b>Stumble-Upon</b></p> <p>Free web-browser extension which acts as an intelligent browsing tool for discovering and sharing web sites.</p>
<p><b>del.icio.us</b></p> <p>A social bookmarks manager. Using bookmarks to your list and categorize them.</p>	<p><b>Futurelab</b></p> <p>Pioneering ways of using new technologies to transform the learning.</p>	<p><b>Second Life</b></p> <p>An online society within a 3D world, where users can explore, build, socialize, and participate in their new economy.</p>	<p><b>Second Life</b></p> <p>An online society within a 3D world, where users can explore, build, socialize, and participate in their new economy.</p>
<p><b>Tagzania</b></p> <p>Tagging the Planet - you can add places, points, to create and document your maps.</p>	<p><b>Probocis</b></p> <p>An artist-led studio which combines artistic practice with commissioning of projects, design and consultancy.</p>	<p><b>Scheme</b></p> <p>The education system for the information age.</p>	<p><b>Flickr</b></p> <p>Online photo management and sharing application</p>

# Second Life

- Second Life is a 3-D virtual world entirely built and owned by its residents.
- Second Life a complete platform for business and entertainment (not a video game)
- Since 2003, it has grown explosively and now is inhabited by millions of people from around the globe.
- Web 2.0 platform for those interested in the business, cultural and social potential of online virtual environments.



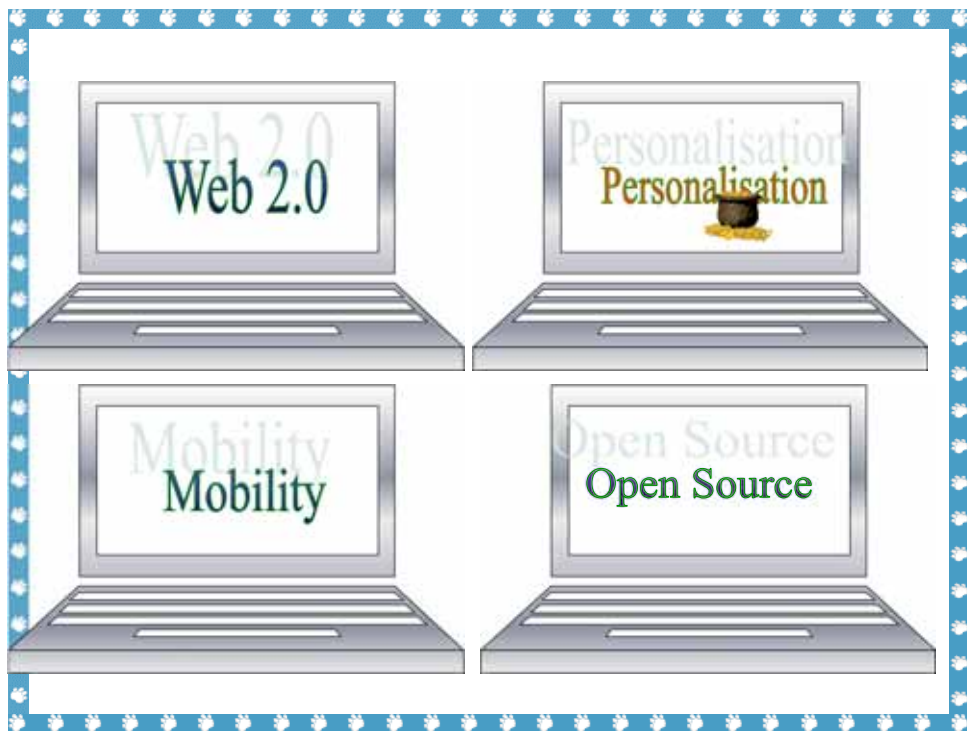






Ohio University Without Boundaries SL Campus

1 of 2 joined islands that make up Ohio University's SL presence. Also see OHIO Outreach Island.



## How personal can you get?

“The individual learner has many choices available for personal learning. The list of social software technology is long and is growing”

...there is also a need for a response from education and training”

Futurelab, Social software and learning.2006 P. 58

# Personalisation

Supply-led Personalisation	Learner-Led Personalisation
Institution-centred, controlled 'top-down'	Learner-centred 'bottom-up'
Technology driven	Needs- driven
Teacher-led design	Learner choice informs design
VLE	VLE part of blend
Rigid menus	Options
Pre-determined educational process	Choices of pathways and approaches
Learning activities within one technological boundary	Learning activities integrated or straddle technologies
Learners abide by institutional regulations	Learners

(BECTA, 2006; Hall, 2006; Higgins, 2003; JISC, 2006: 46; Naeve et al, 2006; Sharpe et al, 2006; Watson and Hardaker, 2005).

- [www.le.ac.uk/adelie](http://www.le.ac.uk/adelie)



## "Ubiquitous"

- Something that is
- common place
  - taken for granted
  - fades into the environment &
  - takes little conscious effort to use



*Wearing my heart on my sleeve*



Dave Raggett  
WWW200 Conference  
Edinburgh, May 2006

& <http://wearables.cs.bris.ac.uk/>

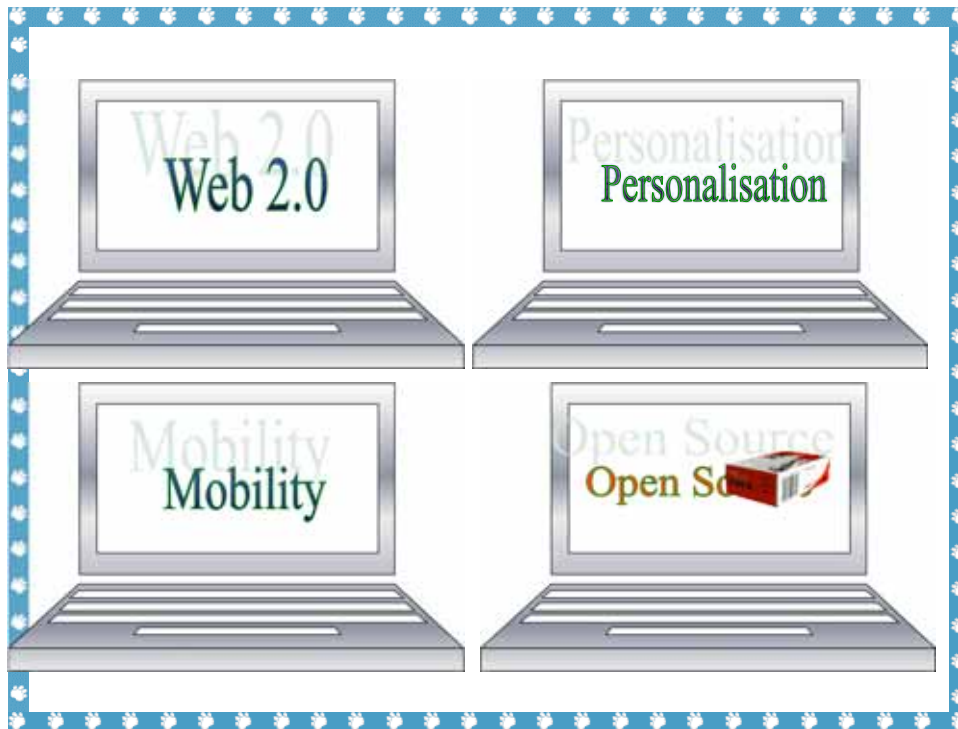
# Everywhere...

“Today’s devices will disappear. Electronics will instead be embedded in our environment, woven into our clothing, and written directly to our retinas from eyeglasses and contact lenses”

“Devices will no longer be spokes on the Internet—they will be the nodes themselves,”

Futurist Ray Kurzweil From [Red Herring](#), April 10, 2006

- [www.impala.ac.uk](http://www.impala.ac.uk)



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*"It's always useful to see variations of classic physics experiments or to discover new ones. In addition, I use the OCW course materials as a reference whenever I have doubts or questions about various topics in physics."  
— Horatio Prok, educator in Warsaw, Poland  
[Read more World Reaction...](#)*

Search  60

> MIT OpenCourseWare > Science, Technology, and Society > Cultural History of Technology, Spring 2005

ST5.464 Cultural History of Technology, Spring 2005

Course Home

Syllabus

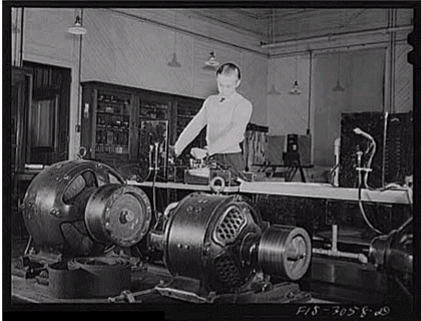
Calendar

Readings

Assignments

Seminar Discussions

Download this Course



Jim Tillma in the electrical engineering laboratory, University of Nebraska, Lincoln. (Photo courtesy of John Vachon. [Library of Congress Prints & Photographs Division](#), Farm Security Administration - Office of War Information Photograph Collection, [reproduction number: LC-USW3- 003058-D].)

**Staff**  
 Instructors:  
 Prof. Leo Marx  
 Prof. Rosalind Williams

**Course Meeting Times**  
 Lectures:  
 One session / week  
 3 hours / session

**Level**  
 Graduate

**Feedback**  
 Send [feedback](#) about OCW or this course.

**Highlights of this Course**

This course features a complete set of [readings](#) and [lecture notes](#).

**Course Description**

The subject of this course is the historical process by which the meaning of "technology"

The Open University

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- Arts and History
- Business and Management
- Education
- Health and Lifestyle
- IT and Computing
- Mathematics and Statistics
- Modern Languages
- Science and Nature
- Society
- Study Skills
- Technology

Search units... All units...

**Latest news** 2,244, 10:30 OpenLearn Admin

Open education is the future, says expert in distance education, more...

Older topics... RSS

**General forums**

**Visit our partner site**

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LabSpace

**Feedback**

"Might I be among the first to extend a hearty congratulations to our friends at the Open University. I am super excited about both OpenLearn and LabSpace. The content is amazing."

John Dehlin, Center for and Sustainable Learning, Utah State University

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Welcome to The Open University's **OpenLearn** website - free and open educational resources for learners and educators around the world.

The Open University

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<http://openlearn.open.ac.uk/>

Developing countries in the world trade regime  Site search:

Home > DU321\_1

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- Health and Lifestyle
- IT and Computing
- Mathematics and Statistics
- Modern Languages
- Science and Nature
- Society
- Study Skills
- Technology

Search units... All units...

**Section Links**

Learning Outcomes  
 Introduction  
 1 Flipping by the rules? Developing countries in the world trade  
 2 The road to Doha  
 3 What went wrong?  
 4 The rocky road ahead  
 5 Conclusion  
 Further reading

**Unit forum**

(No news has been posted)

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LabSpace

**Recent Activity**

Activity since Sunday, 31 Dec 2006, 12:27 PM

Full report of recent activity  
 Nothing new since your last log in

**Learning Outcomes**

After studying this unit you should be able to:

- identify the economic issues faced by developing countries in multilateral trade negotiations;
- describe these issues from a developing country perspective;
- explain how the economic power of nations impinges upon the ability of states to negotiate settlements that are beneficial to them.

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Crossing the boundary - analogue universe, digital worlds  Site search:

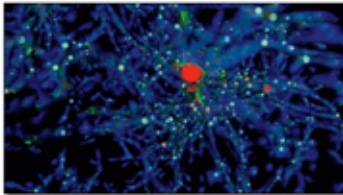
Home > M150\_1

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Enrol me in M150\_1

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**Units by topic**

- Arts and History
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- Education
- Health and Lifestyle
- IT and Computing
- Mathematics and Statistics
- Modern Languages
- Science and Nature
- Society
- Study Skills
- Technology

Search units...

**Section Links**

Learning Outcomes  
 Introduction  
 Aims  
 2: The worlds we live in  
 3 Analogue information: digital representation  
 4 Crossing the boundary  
 5 Going back  
 6 What if? ... changing the world  
 7 Crossing the boundary - word  
 8 Summary  
 Key terms

**Unit forum**

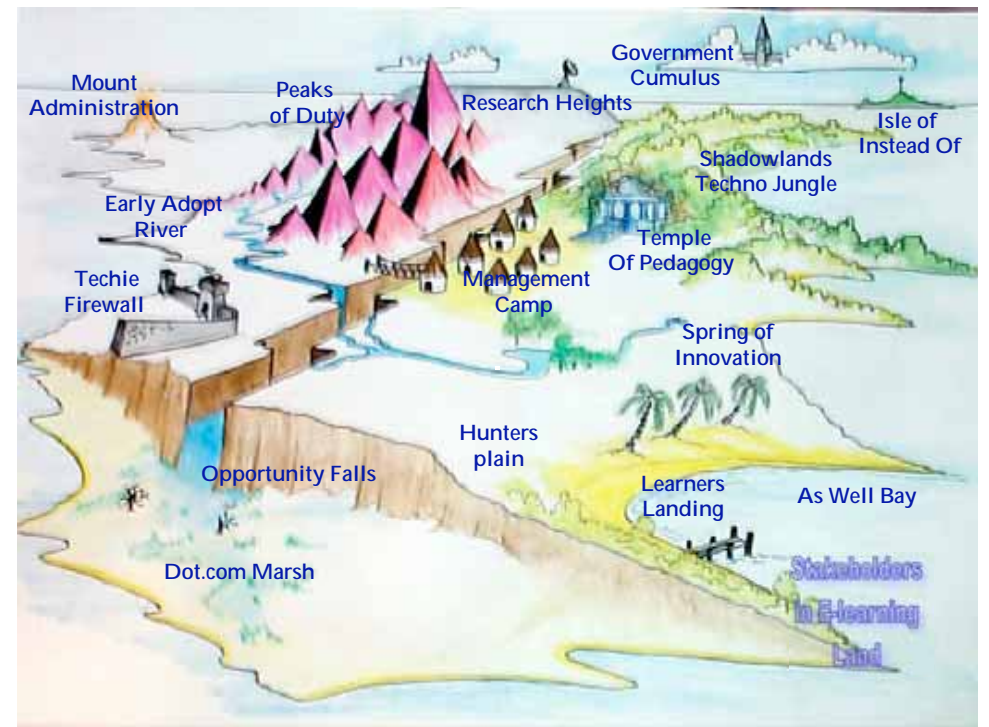
(No news has been posted)

**Learning Outcomes**

Having studied this unit, you should have achieved the following learning outcomes:

- Give examples of quantities that are intrinsically analogue, and quantities that are intrinsically discrete/digital;
- Define the terms 'bit', 'byte' and 'word'.

# Can we make good choices?



## Resources

- [www.e-moderating.com](http://www.e-moderating.com)
- [www.e-tivities.com](http://www.e-tivities.com)
- [www.atimod.com](http://www.atimod.com)
- [www.learninggroups.com](http://www.learninggroups.com)
- <http://openlearn.open.ac.uk/>
- <http://ocw.mit.edu/index.html>
- <http://tim.oreilly.com/>
- <http://www.tagzania.com/>
- [www.learnometer.net/](http://www.learnometer.net/)
- [www.futurelab.org.uk/](http://www.futurelab.org.uk/)
- [www.heppell.net/](http://www.heppell.net/)
- <http://news.bbc.co.uk/2/hi/technology/5243862.stm>
- <http://wearables.cs.bris.ac.uk/>
- [www.e-health-insider.com/news/item.cfm?ID=2101](http://www.e-health-insider.com/news/item.cfm?ID=2101)
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