



## Good Practices for Learning 2.0

# The Potential of Social Computing to support Inclusion in Learning

*Joe Cullen*

Arcola Research LLP,  
London – United Kingdom

<http://www.arcola-research.co.uk/>

## Good Practices for Learning 2.0 – Inclusion Context & Aims

---

### *Context*

- Part of the 'Exploratory Research on the Socio-Economic Impacts of Social Computing' (EROSC) of IPTS;
- Element of the broader study 'The Impact of Web 2.0 Innovations on Education & Training' of IPTS;

### *Aims*

- To provide inputs to the broader study 'The Impact of Web 2.0 Innovations on Education & Training' of IPTS;
- To investigate the potential of Social Computing to promote the *inclusion of groups at risk of exclusion from society*.

## Good Practices for Learning 2.0 – General Research Questions I

---

- What are their characteristics, in terms of *technical configurations; learning scenarios; pedagogic methods; institutional arrangements*?
- What kinds of *innovative learning approaches and pedagogies* are facilitated and supported by particular Learning 2.0 initiatives?
- What kinds of *new digital skills* are emerging as a result of the use of Learning 2.0 applications?
- What *specific learning outcomes* are associated with the use of Learning 2.0 applications and initiatives?

## Good Practices for Learning 2.0 – General Research Questions II

---

- What *institutional and organisational changes* – for example on organisational cultures; on the educational enterprise – are associated with the use of Web 2.0 applications in lifelong learning?
- What *unforeseen, negative, additionality and displacement effects* are associated with the use of Learning 2.0 applications and initiatives?
- What *barriers on institutional, organisational and technical level* occurred when implementing the initiative and how was dealt with these barriers?
- What *key motivational aspects* played a role for project managers, teachers/tutors and users when organizing and carrying out the activity?

## Learning 2.0 & Inclusion – Selected Good Practice Cases

---

- (1) Notschool
- (2) Assistive Technology Wiki
- (3) Mundo des Estrellas
- (4) ALPEUNED
- (5) Conecta Joven
- (6) MOSEP
- (7) Schome
- (8) BREAKOUT

Dropped: Web in the Neighbourhood, WIMPS, Coalfield Forum,  
Handicap compensation with MP3

## Learning 2.0 & Inclusion – Positioning the Good Practices I

General Research Questions	1	2	3	4	5	6	7	8
General Case Characteristics	✓	✓	✓	✓	✓	✓	✓	✓
Approaches & Pedagogies	✓	✓	✓	✓	✓	✓	✓	✓
Digital & Non-digital Skills	✓	✓	✓	✓	✓	✓	✓	✓
Learning Outcomes	✓	✓	✓	✓	✓	✓	✓	✓
Institutional Changes	✓	✓	✓	✓	✓	✓	✓	✓
Negative Effects of Web 2.0 Implementation	✓	✓	✓	✓	✓	✓	✓	✓
Barriers	✓	✓	✓	✓	✓	✓	✓	✓
Motivational Aspects	✓	✓	✓	✓	✓	✓	✓	✓

## Learning 2.0 & Inclusion – Positioning the Good Practices II

Scenarios	1	2	3	4	5	6	7	8
Transferability	✓							
Co-collaborative Knowledge	✓	✓	✓	✓		✓	✓	✓
Re-entry to Learning	✓						✓	✓
Motivation	✓	✓	✓		✓	✓	✓	✓
Added Value to Conventional Tools	✓		✓	✓		✓	✓	
Decision making								✓
Cost effectiveness								
'Real' Learning	✓		✓					
'Real' Inclusion	✓	✓						
Reinforcement of Exclusion								✓
Partnerships					✓			
Intermediaries					✓	✓		✓

## Learning 2.0 & Inclusion – Positioning the Good Practices III

Target Group	1	2	3	4	5	6	7	8
Young People	✓		X		✓	✓	✓	✓
Unemployed					✓			
Disabled/Chronically Ill		✓	✓	✓		✓		
Ethnic Groups					✓			✓
Older People		✓			✓			
Poor, Homeless					✓			
Method/Objective								
Educational Re-insertion	✓						✓	✓
Supporting Disability		✓	✓	✓				
Digital Literacy	✓							✓
Overcoming Low ICT Use	✓	✓			✓			
Addressing Social Isolation	✓		✓		✓	✓	✓	✓

## Learning 2.0 & Inclusion – Positioning the Good Practices III

Learning Setting	1	2	3	4	5	6	7	8
Secondary School								✓
Vocational Education & Training		✓						✓
Higher Education				✓		✓		
Workplace Learning		✓			✓			
Lifelong / Adult training		✓			✓			✓
Informal Learning		✓			✓			✓
Completely Virtual	✓		✓				✓	

## Learning 2.0 & Inclusion – Positioning the Good Practices IV

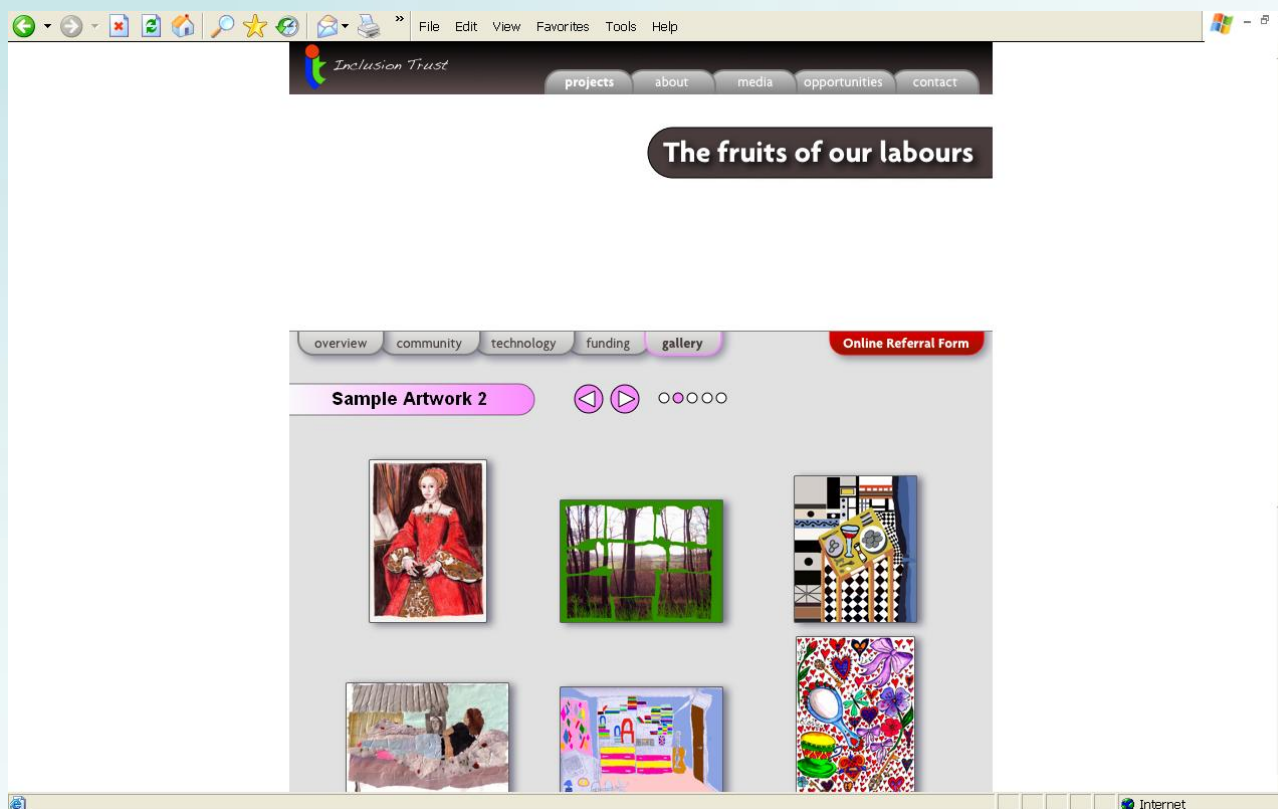
Technical Platform	1	2	3	4	5	6	7	8
Wiki		✓						
Blog								✓
Social Community	✓	✓	✓	✓	✓	✓	✓	✓
Podcasts								✓
Virtual Meeting	✓			✓			✓	
Social Bookmarking		✓	✓		✓			✓
Personal Learning Environment	✓		✓	✓		✓		
Interactive Games			✓				✓	
Video Conferencing			✓					
Co-authoring	✓				✓	✓		
E-Portfolios						✓		

## Inclusive Learning 2.0 Practices 1: Notschool I

---

- *Case Characteristics:*
  - i) alternative on-line school for drop-outs – including chronic ill
  - ii) 70% students from inner city areas with high crime and other social pathologies
  - iii) asynchronous using Firstclass
  - iv) constructivist pedagogic model: researchers-mentors-experts-buddies
  - v) learning materials collaborative and peer-produced – 150 courses provided blending traditional with unconventional
- *Specific Research Questions:*
  - i) In what ways do Learners communicate with 'mentors' and 'experts' or 'buddies'? What degree and type of collaboration is involved?
  - ii) What is the actual value of the learning acquired? Is it transferable outside the Notschool environment?
- *Data Collection Instruments:* i) on-line SAQ ii) interviews iii) content analysis

# Inclusive Learning 2.0 Practices 1: Notschool II



## Learning 2.0 & Inclusion 1: Notschool III

---

- *Results:*
  - i) 98% learners re-engage in education process
  - ii) increases confidence and self-esteem
  - iii) develops technical skills – e.g. photoshop ;web design
  - iv) 91% achieve Level 1 accreditation (GCSE Grade D)
  - v) poor results with children in care and dysfunctional families
- *Success Factors:*
  - i) constructivist pedagogy – empowers the learner
  - ii) 'on-demand' learning improves accessibility
  - iii) mentoring support
  - iv) problems in accreditation equivalence
- *Lessons learned:*
  - i) improve links between Notschool and formal education system (referrals; accreditation)
  - ii) need support from home environment

## Inclusive Learning 2.0 Practices 2: Assistive Technology Wiki I

---

- *Case Characteristics:*
  - i) supports knowledge creation about assistive technologies; ii) addresses low level of ICT use among disabled people; iii) uses wiki – free 'wetpaint' platform; Moodle for courses and YouTube to compile video database on products; discussion forum; iv) 'routes of desire' pedagogic model
- *Specific Research Questions:*
  - i) how is wiki adapted for disabled people? ii) what degree of real collaborative knowledge production for disabled people?
- *Data Collection Instruments:* i) online SAQ ii) interviews iii) Discussion Forum

# Inclusive Learning 2.0 Practices 2: Assistive Technology Wiki II

The screenshot shows a web browser window displaying the 'AbilityNet GATE' website. The browser's address bar shows 'A Wetpaint Site'. The website header includes the 'AbilityNet GATE' logo and navigation links: 'Home', 'Discussion Forum', 'What's New', 'Photo Gallery', 'Members', 'To-Dos', and 'Invite'. A search bar is located at the top left of the page content. The main heading is 'Global Assistive Technology Encyclopedia'. Below this, a paragraph explains that the site is a Wiki where users can create and edit content. A sidebar on the left lists 'Site pages' such as 'Home', 'A Map of this Site', 'Accessibility Help', 'Guidance For Writers', 'Latest News from the Web', 'What is a Wiki?', 'What is Assistive Technology', 'Web Accessibility', 'Recent Site Activity', and 'Top Contributors'. The main content area features two highlighted sections: 'What this Wiki is all about' and 'What is Assistive Technology'. The 'What this Wiki is all about' section describes the wiki's purpose and moderation. The 'What is Assistive Technology' section defines assistive technologies and provides a link to a video. Below these sections are links for 'Guidance for Creators and Writers' and 'Site Map to Aid Navigation ...'. At the bottom of the page, there is a section for 'Reviews - What they say about this wiki'. The browser's status bar at the bottom shows 'Done' and 'Internet'.

## Learning 2.0 & Inclusion 2: Assistive Technology Wiki III

---

- *Results:*
  - i) small number of users – 74
  - ii) Discussion Forum most used
  - ii) wiki used mainly by professionals – low level of disabled users
  - iii) 'dynamic learning' supported by combining video with social networking and discussion forum
  - iv) high levels of satisfaction and reported impacts – 72% have better networks; 61% better information; 72% more involved in community
  - v) but high % passive users
- *Success Factors:*
  - i) cost-effective using open source
  - ii) blending of Web 2.0 tools
  - iii) feedback loop inputs user needs into product design
- *Lessons learned:*
  - i) build critical mass
  - ii) manage and balance needs of diverse users

## Inclusive Learning 2.0 Practices 3: Mundo des Estrellas I

---

- *Case Characteristics:*
  - i) young people in hospital; their carers and family – 11,300 young people
  - ii) formal learning; recreational learning; normalisation of illness through shared stories
  - iii) interactive games; text; video; interactive forum
- *Specific Research Questions:*
  - i) Does genuine collaboration happen between users and other stakeholders?
  - ii) Does genuine learning occur or are the outcomes mainly 'diversionary'?
  - iii) How much 'formal' content is delivered and is it useful in pedagogic terms?
- *Data Collection Instruments:*
  - i) content analysis
  - ii) observation
  - iii) focus groups
  - iv) interviews

# Inclusive Learning 2.0 Practices 3: Mundo des Estrellas II

Se encuentra en: [principal](#) > [Saber más sobre](#) > [Mundo de Estrellas](#) Martes, 21 de Octubre de 2008

## Mundo de Estrellas

El Proyecto **Mundo de Estrellas** entró en funcionamiento en el Hospital Universitario Virgen del Rocío, dependiente del Servicio Andaluz de Salud, en Diciembre de 1998, como primera experiencia para poner a disposición de la fantasía de los niños hospitalizados, en los Centros del Servicio Andaluz de Salud, las nuevas tecnologías de la información y comunicación, con objeto de facilitarles mundos virtuales de felicidad compartida, en clave de salud positiva

Esta experiencia, que ha continuado en el Hospital Universitario Virgen de Valme, se hace extensiva a todos los hospitales públicos de Andalucía, en el año 2.000, dentro del Programa de Atención al Niño Hospitalizado, dependiente del S.A.S., bajo las directrices de la Consejería de Salud, en el marco de la estrategia digital del Sistema Sanitario Público de Andalucía, con objeto de que todos los niños que se encuentran hospitalizados en la Comunidad Autónoma, puedan conocerse, interactuar mediante mundos virtuales, voz, imagen, texto y encontrarse para desarrollar actividades lúdicas y recreativas, abriendo la experiencia, al mismo tiempo, a la intercomunicación con cualquier niño que, disponiendo de la tecnología Internet en su casa y en situación de salud, quiera jugar con ellos.

Dentro del Programa de **Atención Integral al niño Hospitalizado**, que el Servicio Andaluz de Salud tiene implantado en todos los Hospitales, mediante un Concerto con la Consejería de Educación y Ciencia,

## Learning 2.0 & Inclusion 3: Mundo des Estrellas III

---

- *Results:*
  - i) very high user base and utilisation
  - ii) significant success in promoting collaboration between disparate groups (young people; families; professionals; administrators)
  - iii) normalising institutionalisation
  - iv) basic ICT skills
  - v) advanced ICT skills – e.g. gaming
- *Success Factors:*
  - i) substantial funding
  - ii) partnership – DoH; HP
  - iii) Web 2.0 supports learning motivation
  - iv) significant involvement of health professionals
- *Lessons learned:*
  - i) institutional buy in
  - ii) integration within hospital culture

## Inclusive Learning 2.0 Practices 4: ALPEUNED I

---

- *Case Characteristics:*
  - i) 480 students with disabilities from Spanish Open university
  - ii) supports peer counselling, provides a news service, and coordinates user involvement in related research projects
  - iii) low level Web 2.0 – interactive Forum
  - iv) peer counselling
- *Specific Research Questions:*
  - i) Does limited Web 2.0 still promote social networking?
- *Data Collection Instruments:*
  - i) automated web platform utilisation data
  - ii) interviews
  - iii) content analysis
  - iv) SAQs

# Inclusive Learning 2.0 Practices 4: ALPEUNED II

The screenshot shows the UNED website interface. At the top, there is a navigation bar with links for 'Tu Universidad', 'Estudiar en la UNED', 'Investigación/Innovación', and 'Medios y Servicios'. Below this is a main banner featuring a smiling woman reading a book, with the text 'Tráenos tu experiencia' and 'Juntos la haremos crecer'. A button indicates 'Curso 2008-09' and 'Abierta matrícula por Internet'. The left sidebar contains a vertical menu with categories like 'Futuro Estudiante', 'Estudiante', 'Docente', 'P.A.S.', 'Tutor', and 'Empresas'. The main content area includes news items such as 'Hoy apertura de curso en la UNED de Tenerife' and 'Canta con el Coro de la UNED'. A 'Compra ahora' button is visible at the bottom, along with the text 'Tus libros del curso 2008-09' and the website URL 'www.libreriadelauned.es'. The footer shows the URL 'http://www.unedtenerife.com/' and the Internet icon.

## Learning 2.0 & Inclusion 4: ALPEUNED III

---

- *Results:*
  - i) uses dotLRN 2.4. to make learning accessible
  - ii) organisational innovation – new support service for disability
  - iii) gathers evidence on disability needs
  - iv) shared problem-solving improves academic performance
  - v) contributed to getting funding for 2 EU funded projects
- *Success Factors:*
  - i) institutional support from University
  - ii) accessibility compliance - AA level compliance with W3C WAI WCAG
  - iii) creating community identity
- *Lessons learned:*
  - i) institutional buy-in required
  - ii) integration of initiative into University culture and structure
  - iii) relevance in terms of contribution to courses

## Inclusive Learning 2.0 Practices 5: Conecta Joven I

---

- *Case Characteristics:*
  - i) provides e-skills in 23 telecentres
  - ii) Web 2.0 for trainers and motivators
  - iii) inter-generational learning
  - iv) supports collaborative content generation and good practice sharing
  - v) social networking; ning; blogs; interactive Forum
  
- *Specific Research Questions:*
  - i) What role do intermediaries play in promoting e-inclusion? Do the benefits of Web 2.0 filter down to actual end users?
  - ii) What value added does Web 2.0 give to the conventional platform and tools used?
  - iii) What learning and inclusion occurs for end users that would otherwise not have happened?
  
- *Data Collection Instruments:*
  - i) content analysis
  - ii) SAQs
  - iii) interviews
  - iv) website utilisation analysis

# Inclusive Learning 2.0 Practices 5: Conecta Joven II

The screenshot shows the website for 'conecta joven' by Fundación Esplai. The browser window title is 'conecta joven' and the address bar shows 'http://www.conectajoven.net/'. The website has a green header with the logo and 'Fundación Esplai'. Below the header is a navigation menu with links: Intranet, Plataforma e-learning y foro, Red Conecta, e-pandora, Despertar inquietudes en l@ adolescentes, Presentación, Convocatoria, Testimonios, Participantes, Galerías de fotos, Enlaces, and Contacto. The main content area features a video player on the left with the title '¿Qué es?' and a description of the project. To the right is a photo of a group of young people holding a banner. Below the photo is a reportage link for 'Experiencia conecta Joven Junio 2006' with download options for 'Calidad media' (4.82 MB) and 'Calidad alta' (14.7 MB), and subtitle options in English. At the bottom, there are two event announcements: '3er encuentro Conecta Joven' and 'V Encuentro de e-inclusión'.

**conecta joven** es un proyecto de aprendizaje y servicio que impulsa la participación de los jóvenes a su comunidad mediante acciones formativas orientadas a la alfabetización digital. Para más información pinchar [aquí](#).

Colaboran: **Microsoft**, **WRIGLEY**

Conecta Joven es posible gracias a la colaboración de Microsoft mediante el programa **Unlimited Potential**

**Reportaje:**  
**Experiencia conecta Joven Junio 2006**  
[Calidad media - Descargar - 4,82 MB](#)  
[Calidad alta - Descargar - 14,7 MB](#)  
[Subtitulado Inglés - calidad media - 11,1 MB](#)  
[Subtitulado Inglés - calidad alta - 24,7 MB](#)

**3er encuentro Conecta Joven**  
Enseñando a conectar

**V Encuentro de e-inclusión**  
El V Encuentro de e-inclusión tendrá lugar durante los días **5, 6 y 7 de Noviembre** en **Centre Esplai, El Prat de Llobregat, Barcelona**.  
Desde aquí queremos invitar a todas las personas dinamizadoras y responsables de entidades a conocer el [programa provisional](#) y a [participar](#) en la preparación. La fecha límite para la inscripción es el 15 de Octubre.

## Learning 2.0 & Inclusion 5: Conecta Joven III

---

- *Results:*
  - i) high staff turnover affects continuity and knowledge loss
  - ii) lack of evaluation data on outcomes at regional centres
  - iii) some evidence that Web 2.0 improves training skills and production of learning content
  - iv) new content created for end users
- *Success Factors:*
  - i) users obtain diplomas in ICT
  - ii) strong partnerships
  - iii) volunteers
- *Lessons learned:*
  - i) importance of 'motivators' in e-skills development
  - ii) partnerships with business, local councils and third sector crucial for sustainability
  - iii) volunteers pivotal to success

## Inclusive Learning 2.0 Practices 6: MOSEP I

---

- *Case Characteristics:*
  - i) More self-esteem with my e-portfolio - targets early school leavers by improving the skills and qualifications of their teachers and career counsellors
  - ii) Wiki, Moodle, FlashMeeting, blogs, Skype, bookmarking, tagging, RSS feeds, Flickr, SlideShare
  - iii) tutors are 'learning companions'
  - iii) self-organised and self-directed learning model
- *Specific Research Questions:*
  - i) What role do intermediaries play in promoting e-inclusion? Do the benefits of Web 2.0 filter down to actual end users?
  - ii) What value added does Web 2.0 give to the conventional platform and tools used?
  - iii) Does Web 2.0 increase motivation?
- *Data Collection Instruments:*
  - i) SAQ
  - ii) interviews
  - iii) utilisation data analysis
  - iv) content analysis

# Inclusive Learning 2.0 Practices 6: MOSEP II

MOSEP  
More Self-Esteem with my e-Portfolio

- Home
- E-Portfolio Tutorials
- MOSEP Toolbox
  - E-portfolio Study
  - Course Modules
  - Trainer Guidelines
  - E-Portfolio Video
- MOSEP Presentation
- MOSEP Flyer
- MOSEP Poster
- Mahara Screencasts
- Mahara Language Packs
- Project Information
- Forum

Introduction: How to register and setup an e-portfolio account in Mahara.

Options: How to adjust the e-portfolio system

## Learning 2.0 & Inclusion 6: MOSEP III

---

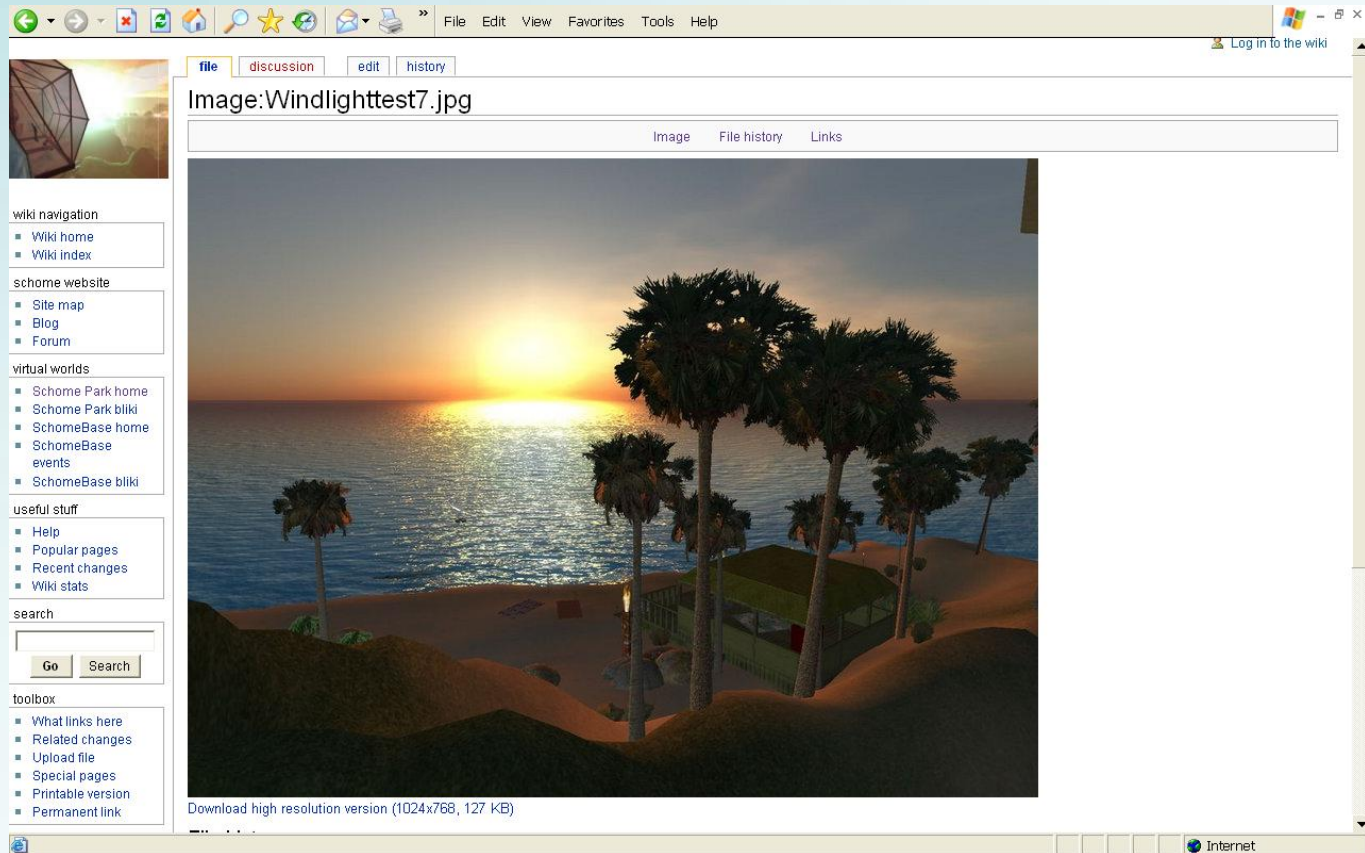
- *Results:*
  - i) improved soft skills e.g. time-management and team-working
  - ii) improved student self-esteem
  - iii) advanced technical tools improved learning participation and outcomes especially for kinaesthetic learners
  - iv) supported teacher CPD
- *Success Factors:*
  - i) student active participation in designing e-portfolio increased learning motivation
  - ii) shared roles between students and teachers supports co-production of knowledge
  - iii) consistent encouragement and support by 'learning companions'
- *Lessons learned:*
  - i) technical support vital in multi-media rich environment
  - ii) new collaborative teacher roles vital

## Inclusive Learning 2.0 Practices 7: Scheme I

---

- *Case Characteristics:*
  - i) opposite to Notschool – aimed at ‘gifted’ students who don’t do well in conventional school environment – including ADD and autism
  - ii) explores potential and pitfalls of ‘Teenage Second Life’
  - iii) ‘open pedagogy’ based on collaborative learning
  - iv) Second Life; Machinima; blogs; wikis
- *Specific Research Questions:*
  - i) what contribution do virtual environments make to learning and inclusion?
- *Data Collection Instruments:* i) content analysis ii) SAQ iii) interviews

# Inclusive Learning 2.0 Practices 7: Schome II



## Learning 2.0 & Inclusion 7: Scheme III

---

- *Results:*
  - i) supports active citizenship – students have control over governance of 'Scheme Island'
  - ii) expands learning horizons through virtual field-trips e.g. caves of Lascaux; Mayan temples; Roman aqueducts
  - iii) virtual world builds confidence – safe environment
  - iv) high-level e-skills
- *Success Factors:*
  - i) virtual world support safe environment and encourages confidence
  - ii) evolving and adaptive technical and pedagogic approach incorporates learning from failure
  - iii) supportive community of practice
- *Lessons learned:*
  - i) build learning into evolutionary technical/pedagogic model
  - ii) engage users in constructing governance rules

## Inclusive Learning 2.0 Practices 8: BREAKOUT I

---

- *Case Characteristics:*
  - i) offending and drug use prevention ii) schools iii) blended e-learning: drama and video workshops; link to San Quentin prison 'Death Row'
  - iv) podcasts; blogs; interactive forum; social bookmarking
- *Specific Research Questions:*
  - i) Does Web 2.0 promote 'lifeswapping'? ii) Does it support new e-skills? iii) does it reduce potential for offending?
- *Data Collection Instruments:*
  - i) automated web data analysis ii) observation iii) focus groups iv) SAQs

# Inclusive Learning 2.0 Practices 8: BREAKOUT II

The screenshot shows a web browser window displaying the Breakout website. The browser's address bar shows the URL: `http://www.breakoutlondon.org.uk/youngpeople/infospace/anti-social-behaviour/anti-social-behaviour.html`. The website header features the "BREAKOUT" logo and the tagline "Helping to break the cycle of offending". A breadcrumb trail reads: "you are here: home → breakout london → breakout london young people's area → breakout london infospace → crime and anti-social behaviour → crime and anti-social behaviour".

On the left side, there is a "log in" section with a "Login Name" field, a "Password" field, a "log in" button, and a link for "Forgot your password?".

The main content area is titled "Crime and anti-social behaviour" and "Breakout London InfoSpace". Below the title, it states: "InfoSpace provides information and help on crime, drugs and learning".

The central image is a black and white sketch of a group of young people in an urban setting. One person is being pulled back by another, while others are in the background, some appearing to be in a state of conflict or distress.

Below the sketch, the text reads: "This section is about Crime and antisocial behaviour".

The browser's status bar at the bottom shows "Done" and "Internet".

## Learning 2.0 & Inclusion 8: BREAKOUT III

---

- *Results:*
  - i) awareness-raising successful
  - ii) 82% users rated programme very useful
  - iii) significant variability in use of Web 2.0 – linked to gender; ethnicity; educational performance
  - iv) problems with timetabling and organisational culture
- *Success Factors:*
  - i) Life-swapping
  - ii) blended model
  - iii) team working
  - iv) social bookmarking – especially YouTube
- *Lessons learned:*
  - i) context is everything – some students exceptional social networking skills and poor knowledge application skills
  - ii) need management and staff buy-in
  - iii) need sustainability strategy
  - iv) keep it simple – students find content management difficult

## Learning 2.0 & Inclusion – Results Synthesis & Lessons Learned – Innovation

---

- Little evidence of radical technological or pedagogic advances – e.g. movement to 'Web 3.0' and semantic net
- But examples of 'higher end' applications using virtual worlds and interactive games – e.g. Schome; Mundo des Estrellas
- Innovation in integration of tools and approaches – e.g. BREAKOUT use of combinations of Web 2.0+drama='lifeswapping'
- Some evidence that 'low tech' approaches in ingenious contexts produce innovation – e.g. Notschool
- Signs of shift from 'individuation' of social bookmarking to 'collectivisation' – e.g. use of YouTube in Assisted Technology Wiki
- Pedagogic innovation – new shared roles based on co-production of knowledge e.g. MOSEP; 'open pedagogy' – Schome
- Web 2.0 can expand learning horizons – e.g. Schome 'virtual field trips'

## Learning 2.0 & Inclusion – Results Synthesis & Lessons Learned – Success Factors

---

- Close fit between user needs; pedagogic model and technical strategies – e.g. Notschool 'constructivist' model
- Low cost available open source technologies – e.g. 'wetpaint' wiki (but problems with interoperability)
- 'High end' technologies support inclusion through empowerment; self-esteem; confidence-building e.g. Shome
- Strong and effective partnerships plus organisational buy-in – e.g. Conecta Joven; ALPEUNED

## Learning 2.0 & Inclusion – Results Synthesis & Lessons Learned – Barriers

---

- Separation between formal and informal – problems with accreditation e.g. Notschool
- Maintenance of existing power structures – e.g. Assisted Technology Wiki
- Funding and sustainability – e.g. BREAKOUT; MOSEP
- Costs and rapid obsolescence of high-tech solutions and content – e.g. Mundo des Estrellas
- Some technical problems with 'higher end' tools – e.g. MOSEP browser compatibility
- Accessibility in media-rich environments – e.g. Schome

## Learning 2.0 & Inclusion – Results Synthesis & Lessons Learned – Skills & Competences

---

- Balance identified between basic and high level e-skills. Basic – Notschool; ALPEUNED; Conecta Joven. Higher – MOSEP; Mundo des Estrellas; Schome.
- Strong evidence of positive outcomes on user 'soft skills' – team-working; time management
- Some evidence of support for 'active citizenship' – e.g. Schome involves students in governance. Mostly empowerment within institutional boundaries – e.g. MOSEP and cultivation of 'collective solidarity' within community environment e.g. ALPEUNED
- Some evidence that acquisition of skills contributes to inclusion – e.g. higher self-esteem in a number of cases (Notschool; ALPEUNED; Assisted technology wiki; Mundo des Estrellas)
- Supports skills outcomes for intermediaries – e.g. teachers CDP (MOSEP)
- No real evidence of 'downstream' contribution to labour market mobility – e.g. not clear how far MOSEP e-portfolio operates

## Learning 2.0 & Inclusion – Results Synthesis & Lessons Learned – Institutional Impacts

---

- No evidence of major change in educational enterprise
- But evidence of adaptation and assimilation of practices – e.g. ALPEUNED
- Some good practices can be transferred – e.g. Notschool constructivist model; Scheme 'virtual field trips'
- New forms of 'producer-consumer' relationship based on co-production – e.g. Notschool 'researchers'; MOSEP 'learning companions'
- Issues around accreditation and 'equivalence' of learning outcomes – e.g. Notschool; Scheme

## Learning 2.0 & Inclusion – Results Synthesis & Lessons Learned – Outcomes

---

- Considerable evidence of innovative use of Web 2.0 scenarios to support collaborative learning – both 'high end' and 'low end' solutions
- Web 2.0 does make contribution to promoting inclusion – mainly within institutional space – through: increasing self-esteem and empowerment; active co-production of knowledge; team-working and community identity
- No real evidence of broader impacts – contribution to labour market mobility not established; limited evidence on 'active citizenship' and contribution to social capital
- Limited effects on institutional change in educational enterprise – but transferable innovation identified, particularly in new pedagogic models and collaborative learning roles

## Thank you very much for your attention! Questions, Suggestions, Feedback?

---

- Joe Cullen:  
[jcullen@arcola-research.co.uk](mailto:jcullen@arcola-research.co.uk)