The (Untapped) Potential of Learning 2.0

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The views expressed by the authors are not necessarily those of the EC
IPTS: Part of Joint Research Centre of the EC: 7 Research Institutes across Europe

Mission: “to provide customer-driven support to the EU policy-making process by researching science-based responses to policy challenges that have both a socio-economic as well as a scientific or technological dimension”
1. Context: The growth of the Web 2.0

2. The Potential of Web 2.0 tools for Learning
   a) Content: providing greater access and diversity
   b) Creating: supporting the creation of educational content
   c) Connecting: connecting different actors
   d) Collaborating: supporting collaboration

3. Challenges

4. Conclusions
The Growth of Web 2.0

Reach over time
Active internet users: “Thinking about using the internet, which of the following have you ever done?”

WEB 2.0 APPLICATIONS ARE BECOMING MAINSTREAM INTERNET USE...

Source: Social Media Tracker, Universal McCann
... for those already connected!

- Individuals who have never used the Internet (Eurostat, 2008)
# Learning 2.0 – Innovating Formal Education & Training

## Key research questions
- What is the potential of Learning 2.0 for promoting innovations in E&T in Europe?
- What is its potential for promoting inclusion by re-engaging groups at risk of exclusion?

## Scope
- Investigate Learning 2.0 initiatives in primary, secondary and tertiary E&T; assess the potential for supporting technological, pedagogical and organisational innovation; identify & study projects for inclusion.

## Methodology
- Literature and resource review
- Case collection (250 cases)
- In depth case studies (8+8 cases)
- Expert Workshop (October 2008)
- Synthesis and Assessment

# Innovations in ICT-enabled Learning Communities

## Key research questions
- Can new ICT-enabled communities innovate lifelong learning? How?
- What can E&T systems learn from them?
- What are the risks and challenges?

## Scope
- Innovative Learning approaches emerging in online communities consisting of (Preece 2000):
  - People, who interact socially with a shared purpose;
  - Policies that guide people’s interactions
  - Computer systems to mediate social interaction as well as learning through individuals’ networked activities

## Methodology
- Literature and resource review
- In depth case studies (12 cases)
- Expert Workshop (March 2009)
- Synthesis and Assessment
The Potential of Web 2.0 for Learning

**Content**
- user as customer
- access
- diversity

**Creating**
- user as producer
- sharing
- modifying
- recommending

**Connecting**
- user as social being
- bridging distance
- networking
- help & support

**Collaborating**
- user as team worker
- joint production
- pooling resources
> 1500 videos from MIT, Stanford, Berkeley, Harvard, Princeton, and Yale
Top rated courses, lectures, instructors
Creating and sharing knowledge

http://www.wikiloc.com/wikiloc/home.do

worldwide
> 100,000
walking and
mountain bike
trails
uploaded
by users
Online community ("a safe venue") for sharing instructional videos for teachers, schools, and home learners

• About 800,000 visitors every month; 220,000 regular users and more than 54,000 videos (launched in 2007)

• Most popular: teacher rapping about the math concept of perimeter (355,000 hits) and top 10 list of "things you do not learn about teaching in college" (227,000 hits).

• Top 1 video is "Pay Attention" (820,000 hits) (Cf infra)
5800 members; mean age 38; 62.6% female; more than 40% with university degree.
Over 3,000,000 members from over 220 countries, speaking over 100 different languages.

Livemocha members completed over 2.2 million language learning activities in May 2009.

Livemocha members who submit a spoken or written language exercise receive an average of 3 reviews from native speakers.

Livemocha has a global footprint, with paying customers in 76 countries.

(www.businesswire.com/news/home/20090625005822/en)
IBM internal knowledge exchange:
Discussion forums: 400,000 entries, 150,000 threads
Blogs: 13,000 blogs; 2,000 blogs frequent entries; 60,000 active contributors
Wikis: 12,000 wikis with 190,000 pages; 65,000 daily users; 2/3 of staff use wikis actively
Bookmark sharing: 550,000 links shared by 20,000 employees
‘Bluepages’ networking tool: 580,000 profiles; 3 million queries per month

http://www-01.ibm.com/software/uk/web20/
### Content
- Access
- Diversity
- Addressing the digital divide:
  - Access
  - Basic ICT skills
  - Critical skills

### Creating
- Sharing
- Modifying
- Recommending
- Quality
- Safety
- Reliability
- Of user generated content

### Connecting
- Supporting
- Networking
- Privacy
- Security
- Identity
- Bridging distance

### Collaborating
- Joint production
- Ownership
- Copyright
- Pooling resources

### User as
- Consumer
- Producer
- Social being
- Team worker
- Access
- Sharing
- Supporting
- Joint production
- Ownership
- Copyright
- Pooling resources

### Addressing the digital divide:
- Access
- Basic ICT skills
- Critical skills
Learning 2.0 is a reality
... at least outside of formal education and training;

Web 2.0 applications open up new learning opportunities
... by making content available; allowing the creation of content;
    providing virtual networks connecting learners; and supporting collaboration;

Learning 2.0 can support learning in a lifelong learning continuum.

However,

Most public or private organisations have not (yet) seized the opportunities of Learning 2.0 ...
The question is: Why?

Thank you very much for your attention!

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