



The Open University

Social Learning Analytics

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Southern SoLAR Flare, Sydney

The Open University (UK)



- Supported distance education
- Quality open education at scale
- Over 250,000 current students



Open learning



59,053,400
iTunes downloads

6,200,000
YouTube views

OpenLearn
11,000 hours of
viewing material
400,000 unique
visitors per month

Frozen Planet

Have you studied with us?

Online social learning



Why has someone sawn down half of the beautiful cedar tree outside my office window? I can't find this out from a book, and I don't know anyone with the precise knowledge that I am looking for. It is as I engage in conversations with different people that my understanding of what I see outside my window increases, and I learn more about the tree's history, health, ecosystem and future possibilities.



Sociallearn.open.ac.uk



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The Open University | Study at the OU | Research at the OU | **OU Community** | About the OU

SocialLearn ^{beta}



Home | Explore | Create | People | Communities | Search | Analytics | Admin | Help

RebeccaFerguson ▾

FILTER BY SCOPE All Collections ▾ FILTER BY TOPIC All Subjects ▾

Displaying All Collections in All Subjects

Japan-Hiroshima 1948



<http://aoo.al/239Th>



Foucault on Social Media



SD226 Biological Psychology - Exploring the Brain

This is a collection set up for all current students of SD226 to share useful links, websites, books they are reading. Any up and coming TV/Radio programmes etc.



Professional Development at the OU

Discussing how the Institute of Educational Technology at The Open University can use SocialLearn to support professional development at the university.



Learning analytics



Developing new tools for learners and teachers
drawing on experience from the learning sciences
intention of understanding and optimizing
not only learning
but also the environments in which it takes place

Implementing analytics

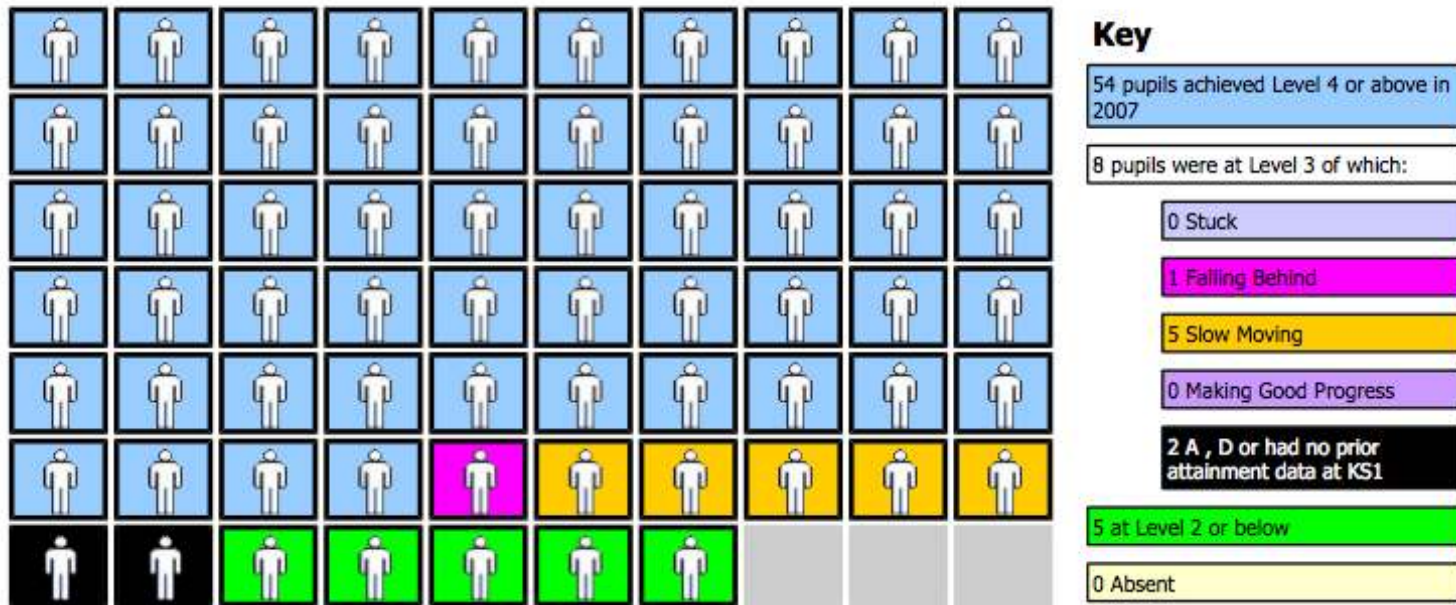


Department for
Education

Chart 2.1.22

For 2007 results, Mathematics (KS2)

The chart shows the proportion of pupils achieving level 4 or above in Key Stage 2 Mathematics (KS2) and for those who did not reach this threshold how they have progressed since Key Stage 1.



- Aligned with clear aims
- Huge and sustained effort
- Agreed proxies for learning
- Clear and standardised visualisation
- Driving behaviour at every level

Individual assessment within cohort

Negative perspective: NAPLAN



There is massive pressure on schools and individual teachers to lift their school results. The logical consequence is to teach to the test ... It is not about the students but it is all about the school ... It does not reveal anything about the richness of your child's learning ... Why is the ability to work in teams not included...?

This is a nice little earner capitalising and exploiting the anxiety of students and parents. Schools aid and abet this by opting to purchase these materials.

⚡ Schools are as much to blame as ambitious parents who want bragging rights. ⚡

But what is of deep concern and reflective of the flawed British experience of persistent testing is that standards in the classroom are not linked to NAPLAN. The information given to parents is of palpably little worth. It tells you that on a given day your child scored this or that. It does not reveal anything

Sydney Morning Herald
27 November 2012

Social learning analytics



Social learning analytics focus on how learners build knowledge together in their cultural and social settings.

In the context of online social learning, these analytics take into account both formal and informal educational environments, including networks and communities.

Why social learning analytics? (1)



Changing environment



Shift Happens:
Karl Fisch


Why social learning analytics? (2)




Social media

 **Florence Chee** @cheeflo
Working on my acknowledgments se choked up. Oh halp. #phdchat

 **Keri Ferencz** @keri_lotion
Interesting! #phdchat #highered RT @hvrd.me/JsZ9G6

 **Michelle A. Hoyle** @Eingang
I just submitted my first article to be probably to be rejected :-p) #phdchat

 **Jess Drake** @soilduck 22 Apr
#phd thought of the day: you can't compare your phd with another. it is a different journey for each person #phdchat



Doug Clow

Today I learned that Klezmer/Techno/Ragga/??? fusion music exists. Also that it is really rather good.

Like · Comment · 17 hours ago via Mobile · 📱

👍 2 people like this.

💬 View all 7 comments



Doug Clow Mark Gaved iTunes previews here <http://itunes.apple.com/us/album/terk-remix-p.-millenaar/id156267880?i=156267892> – would love pointers to Klezmer/dubstep stuff!



iTunes - Music - Remixed by Amsterdam Klezmer Band
itunes.apple.com

Preview songs from Remixed by Amsterdam Klezmer Band on the iTunes Store. Preview, buy, and download Remixed for \$9.99. Songs start at just \$0.99.

8 hours ago · Like



Mark Gaved This Is Honkstep by Orkestra Del Sol: brass/klezmer/ balkan/ dubstep sorta thing: <http://youtu.be/XYbSnOrDaWI>

about an hour ago · Like

Write a comment...

Support learning-related reflection on interpersonal relationships and interactions

Why social learning analytics?



Free and open content

New ideas

Helpful info

The screenshot shows a Twitter thread with four tweets. Each tweet includes a profile picture, the user's name and handle, the time since posted, and the text of the tweet. The first tweet is a retweet of a tweet about concept maps and mind maps. The second tweet is about a PhD program. The third tweet is a reply about achieving goals. The fourth tweet is a reply recommending Atlas-Ti software.

Boris Popov @ScholarAtLarge 12h
RT @SAGE_Methods: Using concept maps and mind maps in mixed methods research: ow.ly/ayPeA #phdchat #mixedmethods #mindmaps

Karen Strickland @strictlykaren 12h
@phytoplanktonic Is a PhD For You? wp.me/p1eBc3-7C #phdchat
[View media](#)

Jeffrey Keefer @JeffreyKeefer 12h
@savasavasava No easy task; my achieving #InboxZero helps me jump back into writing. Small successes breed bigger ones #phdchat
← In reply to sava

Jonathan Tummons @JonathanTummons 13h
@rou09 #phdchat, can strongly recommend Atlas-Ti. Windows only though so you'll need a virtual machine if - like me - you are on a mac.
← In reply to Roukana Sanjakdar

Useful resources

Key hashtags

Support networks

Support the role of social networks in filtering and recommending resources

Why social learning analytics? (3)



Living in the knowledge age

Learning skills for the knowledge age

- | | |
|--|---|
| <ul style="list-style-type: none">• Information and media literacy skills• Communication skills• Critical thinking and systems thinking• Problem identification, formulation and solution | <ul style="list-style-type: none">• Creativity and intellectual curiosity• Interpersonal and collaborative skills• Self-direction• Accountability and adaptability• Social responsibility |
|--|---|

The 7Cs

- | | |
|--|--|
| <ul style="list-style-type: none">• Critical thinking-and-doing• Creativity• Communication | <ul style="list-style-type: none">• Computing• Career & Learning self-reliance• Collaboration• Cross-cultural understanding |
|--|--|

Support learners to assess their progress in terms of knowledge-age skills

Why social learning analytics? (4)



Sociocultural understandings

The screenshot displays a virtual meeting environment. On the left, a 'Participants' list includes names like Dragan Gasevic 1, eLearnspace, George Siemens, and others. Below it, a chat window is highlighted with a red border, showing a message from 'Moderator (George Siemens)' with a link to a TED talk: http://www.ted.com/talks/tim_berners_lee_on_the_next_web.html. The main area is a 'Whiteboard - Main Room (Scaled 128%)' titled 'Semantic Documents'. It contains a bulleted list: 'Resources composed of data units', 'Uniquely identified by URIs', 'Annotated by concepts from ontologies', and 'Linked to other data units'. In the bottom right, a video window shows a man wearing a headset, identified as 'Dragan Gasevic 1'.

Increase learner proficiency in the use of educational dialogue

Why social learning analytics? (5)



Sociocultural understandings

The screenshot shows a presentation slide for 'SOCIALLEARN' with a sign-up form and a Twitter feed. The slide text includes:

- Learning... It's all about to change
- We're building a new vision for learning using the best social web technologies to connect people, resources and ideas. Then it'll be up to you to decide what, how, and when you learn... and who with.
- The Open University will launch a beta service later in 2009. Send us your details if you would like to be one of the first to use the website. We'll send you one invitation email - we promise not to use your details for anything else.
- Sign up for news of the SocialLearn launch
- First name*
- Last name*
- Email*
- Personal OR*
Personal OR*
- Occupation*
- Department*
- Organisation*
- Company OR*
- Company OR*

2009/Q3: closed beta
2009/Q4: open beta
Blog
Twitter
Beta signup...
www.open.ac.uk/sociallearn

The Twitter feed shows tweets from users like @openpad, @chrisrjones, @gconole, @iusher, and @psychemedia, discussing the altc2009 conference and the SocialLearn project.

Enable learners to engage proficiently with a range of tools and social settings

Why social learning analytics? (6)



MOOCs

November 26th, Week 7: Researching and evaluating other OT tools and projects (1)

This week you will have to opportunity to explore other Open Translation projects, including the work of GlobalVoices, TEDTalks and Wikipedia.

📅 Things to do this week

Translating TEDTalks

TED's Open Translation Project: 9,000+ translators, 88 languages, nearly 30,000 volunteer-contributed translations of TEDTalks. The video below tells you why they do it! You can also have a look at: <http://www.ted.com/OpenTranslationProject>



📅 Global Voices Lingua project Unread

📅 Translating Wikipedia Unread

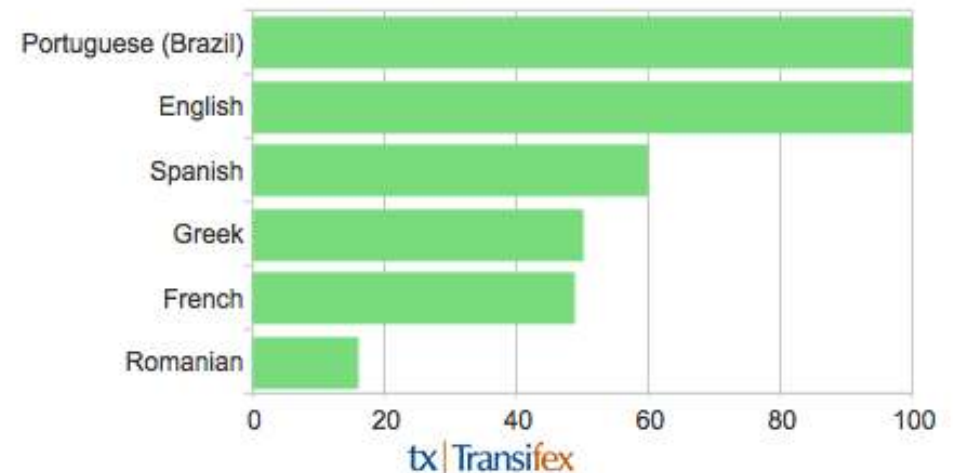
🗨️ OT PROJECTS FORUM (Unread posts)

🗨️ Paula and Dimitra's forum (Unread posts)

📅 Link to the online meeting with Paula Góes from Global Voices - 29th November (7pm UK time) Unread

Our progress with the translation!

Top translations: Learning to learn » Unit 1 Course overview



Open Translation MOOC <http://bit.ly/OTcgjD>
Learning Design MOOC <http://www.olds.ac.uk/>

Social/ized analytics



Social analytics

- social network analytics
- discourse analytics

Socialized analytics

- content analytics
- disposition analytics
- context analytics



Network analytics

Identify individuals who support my learning

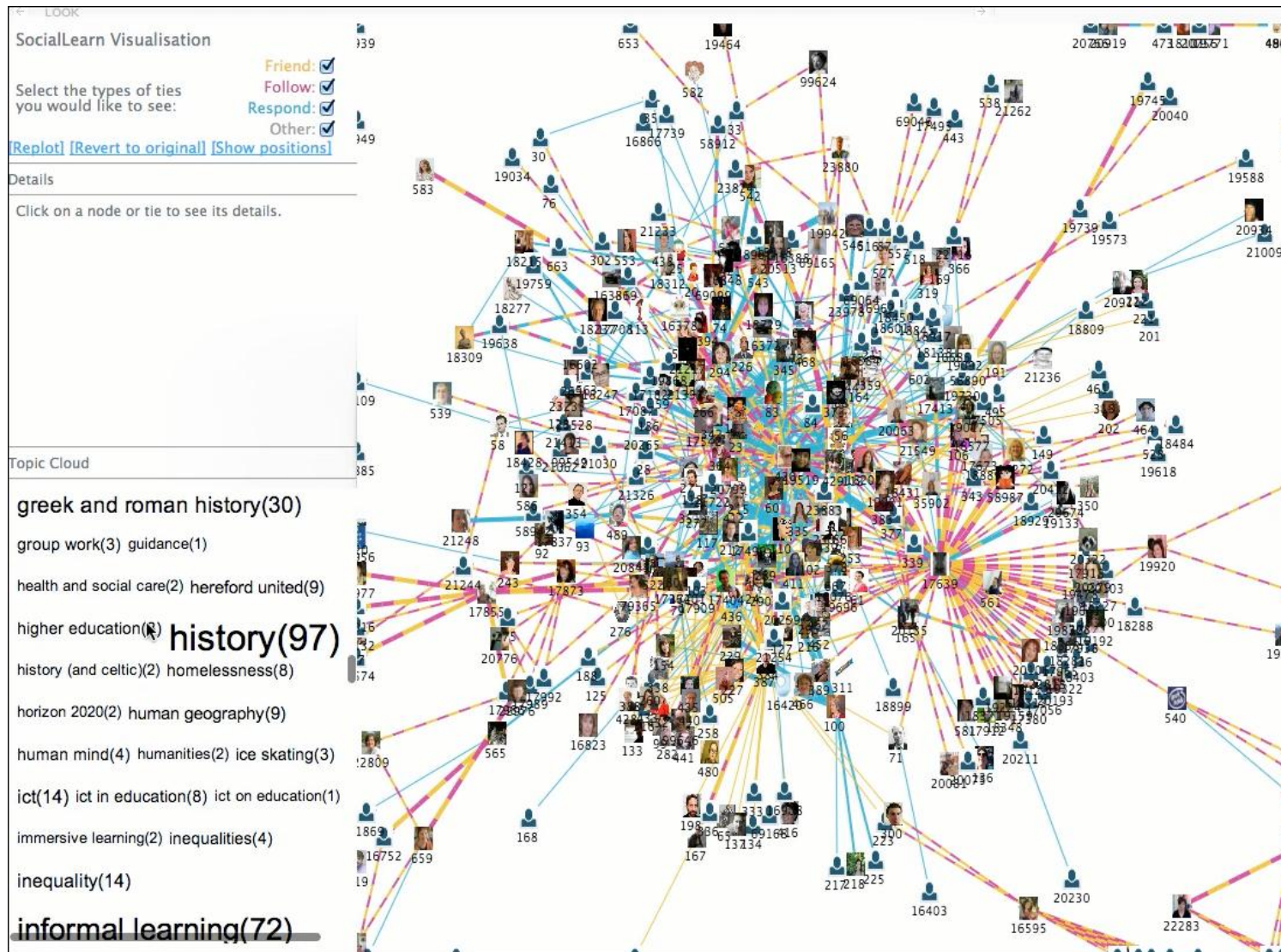
Identify individuals with relevant interests

Identify origins of conflicts

Identify groupings that could support learning

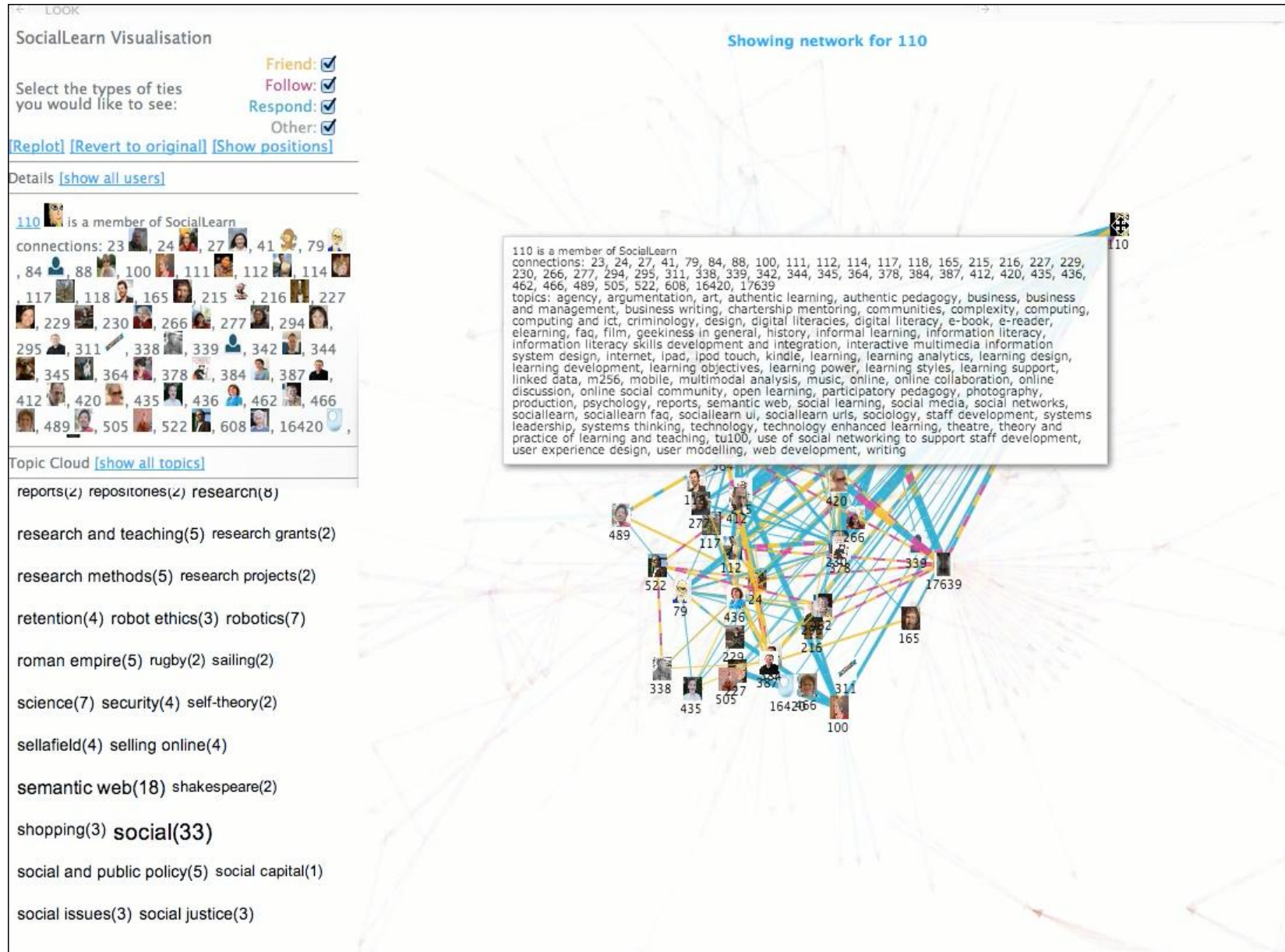
Provide feedback to groups and group leaders

Network analytics



Visualising Social Learning in the SocialLearn Environment. *Bieke Schreurs and Maarten de Laat (Open University, NL), Chris Teplovs (Problemshift Inc. and University of Windsor), Rebecca Ferguson and Simon Buckingham Shum (The Open University, UK), SoLAR Storm webinar, The Open University, UK.* <http://bit.ly/UaFhbL>

Visualising ties by topic and type



Visualising ties by topic



LOOK

SocialLearn Visualisation

Select the types of ties you would like to see:

- Friend:
- Follow:
- Respond:
- Other:

[Revert](#) [\[Revert to original\]](#) [\[Show positions\]](#)

Details

[110](#) is a member of SocialLearn
connections: 23 [24](#), [27](#), [41](#), [79](#), [84](#), [88](#), [100](#), [111](#), [112](#), [114](#), [117](#), [118](#), [165](#), [215](#), [216](#), [227](#), [229](#), [230](#), [266](#), [277](#), [294](#), [295](#), [311](#), [338](#), [339](#), [342](#), [344](#), [345](#), [364](#), [378](#), [384](#), [387](#), [412](#), [420](#), [435](#), [436](#), [462](#), [466](#), [489](#), [505](#), [522](#), [608](#), [16420](#)

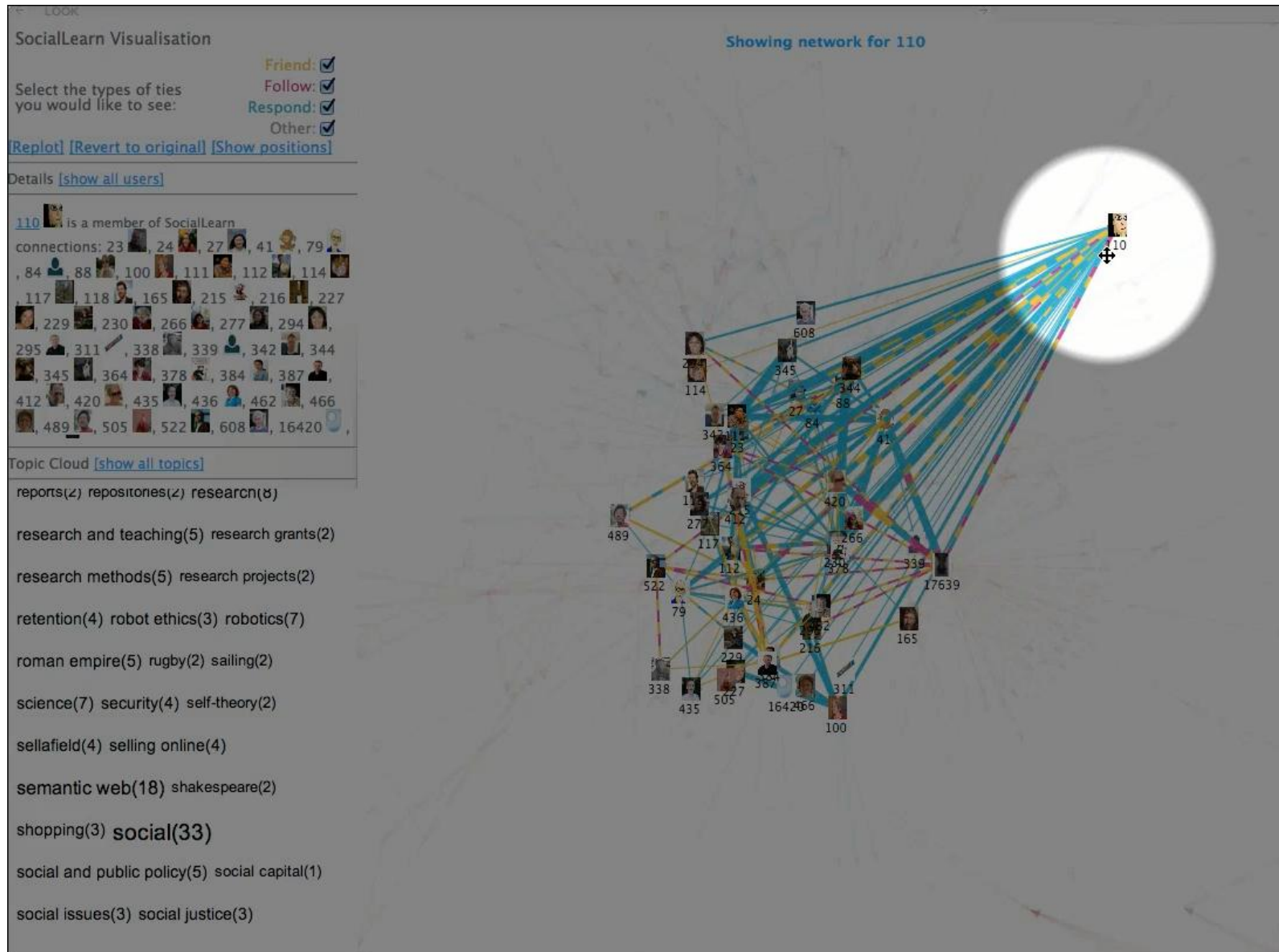
Topic Cloud [\[show all topics\]](#)

- reports(2) repositones(2) research(8)
- research and teaching(5) research grants(2)
- research methods(5) research projects(2)
- retention(4) robot ethics(3) robotics(7)
- roman empire(5) rugby(2) sailing(2)
- science(7) security(4) self-theory(2)
- sellafield(4) selling online(4)
- semantic web(18)** shakespeare(2)
- shopping(3) **social(33)**
- social and public policy(5) social capital(1)
- social issues(3) social justice(3)

Showing network for topic "semantic web" in all organizations

Quill

Visualising ties by individual





Discourse analytics

The ways in which learners engage in dialogue indicate how they engage with the ideas of others, how they relate those ideas to their understanding and how they explain their own point of view.

- Disputational dialogue
- Cumulative dialogue
- Exploratory dialogue

Analysing synchronous chat



The screenshot displays a web-based chat application interface. On the left, a 'Participants' list shows names such as Nany, Nick Freear (Away), Nigel Pigott, Non, Olga_Semenova, Pat Grace, Paul Mundin (Away), Paul Richardson, Peter Wilson, Richenda Power, RJJ, RoughBounds, russell gurbutt, S Sparrius, santy 1, Steve B 1, Steve Swithenby, svyukn, Teemum, Teresa Connolly, Thanh Le, Tim Hunt, Tina, Tony Hirst, Tullmann, vjkh, Walter Patterson, Wendy Maples, Will laptop, and Will Stewart. Below this is an 'Audio' section with a 'Talk' button and volume sliders for 'Frank Rennie'. The central 'Chat' window shows a conversation with messages from 'Moderator', 'Michelle "Eingang" Hoyle', 'Will Stewart', 'Andy Lane', 'IsaacParlay', 'fred garnett', and 'FranciscoAlvarez'. The right-hand 'Whiteboard - Main Room (Scaled 94%)' contains a section titled 'Useful Links' with a bulleted list of resources:

- The Course Wiki
<http://climatechangecourse.wetpaint.com>
- sideCAP wiki (with resources)
<http://sidecap.wetpaint.com>
- The course on OpenLearn
<http://openlearn.open.ac.uk>
- The sideCAP report
<http://www.blurb.com/bookstore/detail/1267854>

The interface also includes a 'Send to Moderators' button at the bottom of the chat window and a session timer at the bottom right indicating 'In session for 4 hours, 2 minutes.'

Extensions to: Ferguson, R. and Buckingham Shum, S. (2011). Learning Analytics to Identify Exploratory Dialogue within Synchronous Text Chat. *Proc. 1st International Conference Learning Analytics & Knowledge*. Feb. 27-Mar 1, 2011, Banff. ACM Press. Eprint: <http://oro.open.ac.uk/28955>

Identifying indicators



Category	Indicator
Challenge	But if, have to respond, my view
Critique	However, I'm not sure, maybe
Discussion of resources	Have you read, more links
Evaluation	Good example, good point
Explanation	Means that, our goals
Explicit reasoning	Next step, relates to, that's why
Justification	I mean, we learned, we observed
Reflections of perspectives of others	Agree, here is another, makes the point, take your point, your view

Identifying exploratory chat



Challenge: Locate the exploratory dialogue

Time	Contribution
2:42 PM	I hate talking. :-P My question was whether "gadgets" were just basically widgets and we could embed them in various web sites, like Netvibes, Google Desktop, etc.
2:42 PM	Thanks, that's great! I am sure I understood everything, but looks inspiring!
2:43 PM	Yes why OU tools not generic tools?

Time	Contribution
3:12 PM	LOL
3:12 PM	It's not looking good.
3:13 PM	Sorry, had to do that.
3:13 PM	jaaa
3:13 PM	Ouch!
3:13 PM	It was a vuvuzela.

Manual analysis identifies indicators

Category	Indicator
Challenge	But if, have to respond, my view
Critique	However, I'm not sure, maybe
Discussion of resources	Have you read, more links
Evaluation	Good example, good point
Explanation	Means that, our goals
Explicit reasoning	Next step, relates to, that's why
Justification	I mean, we learned, we observed
Reflection of perspectives of others	Agree, here is another, take your point

Self-training framework



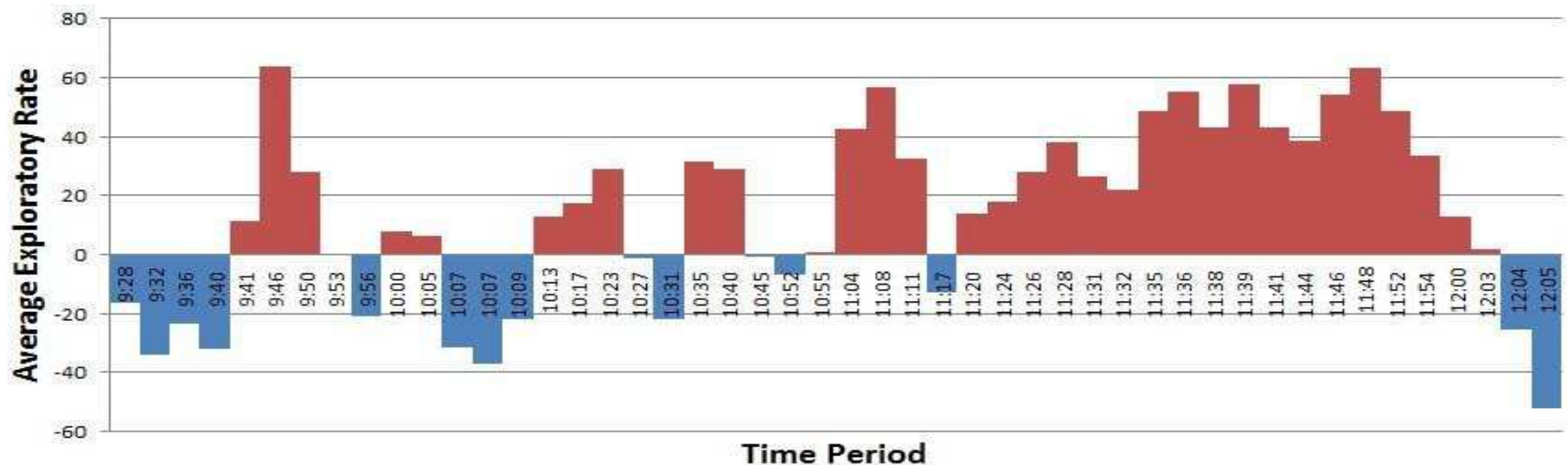
- Framework uses cue phrases to make use of discourse features for classification
- Uses a k -nearest neighbours instance selection approach to draw on topical features

Exploratory features

	exploratory probability	non-exploratory probability
httpurl	exploratory:0.999999998924732	non-exploratory:1.0752688169730606E-10
learning	exploratory:0.999999998863637	non-exploratory:1.136363636105372E-10
i-think	exploratory:0.999999997727272	non-exploratory:2.272727271694215E-10

Non-exploratory features

	exploratory probability	non-exploratory probability
bye	exploratory:3.448275859690844E-10	non-exploratory:0.999999996551724
sound	exploratory:4.999999995E-10	non-exploratory:0.999999995
hi	exploratory:4.999999995E-10	non-exploratory:0.999999995

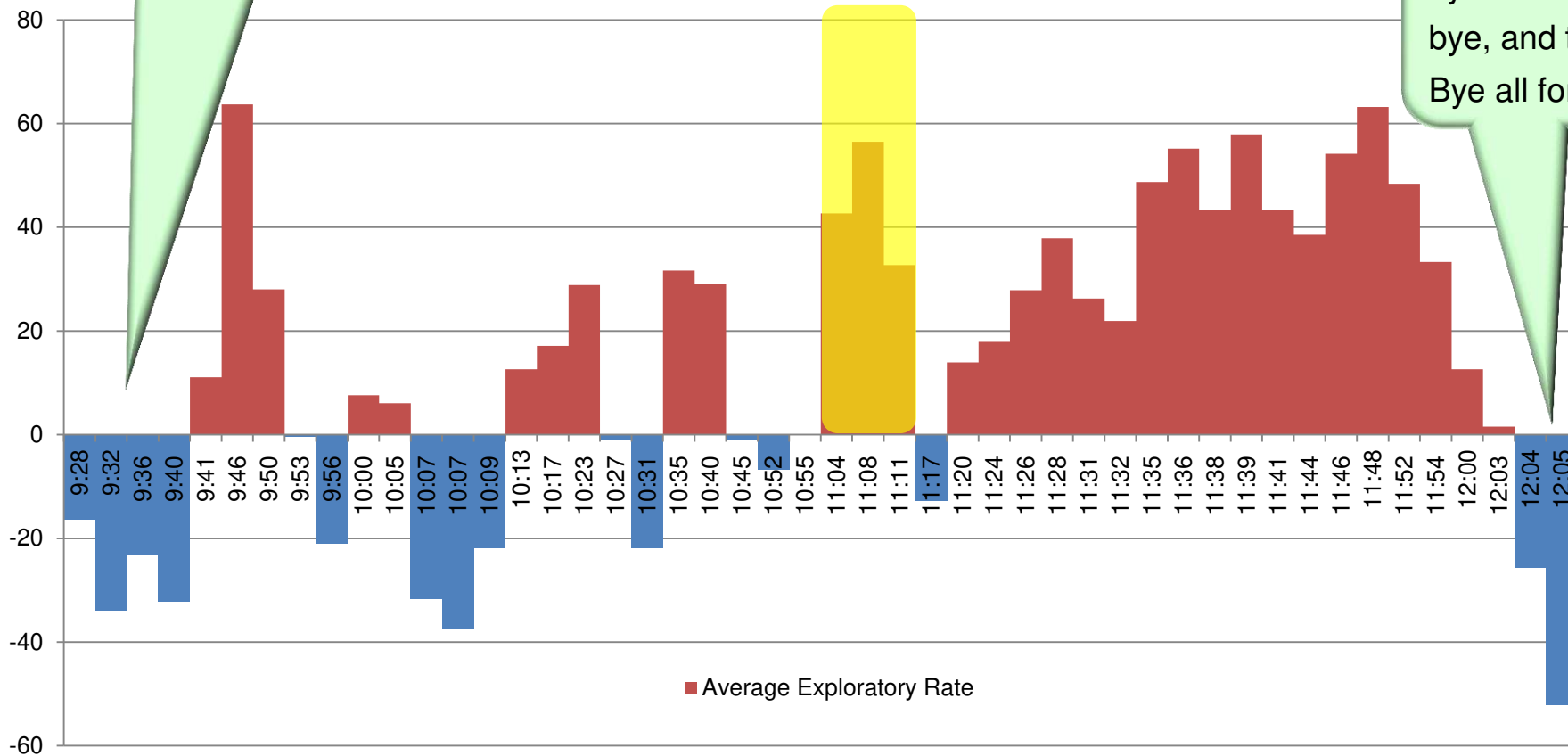


Webinar chat analytics



Sheffield, UK not as sunny as yesterday - still warm
Greetings from Hong Kong
Morning from Wiltshire, sunny here!

See you!
bye for now!
bye, and thank you
Bye all for now

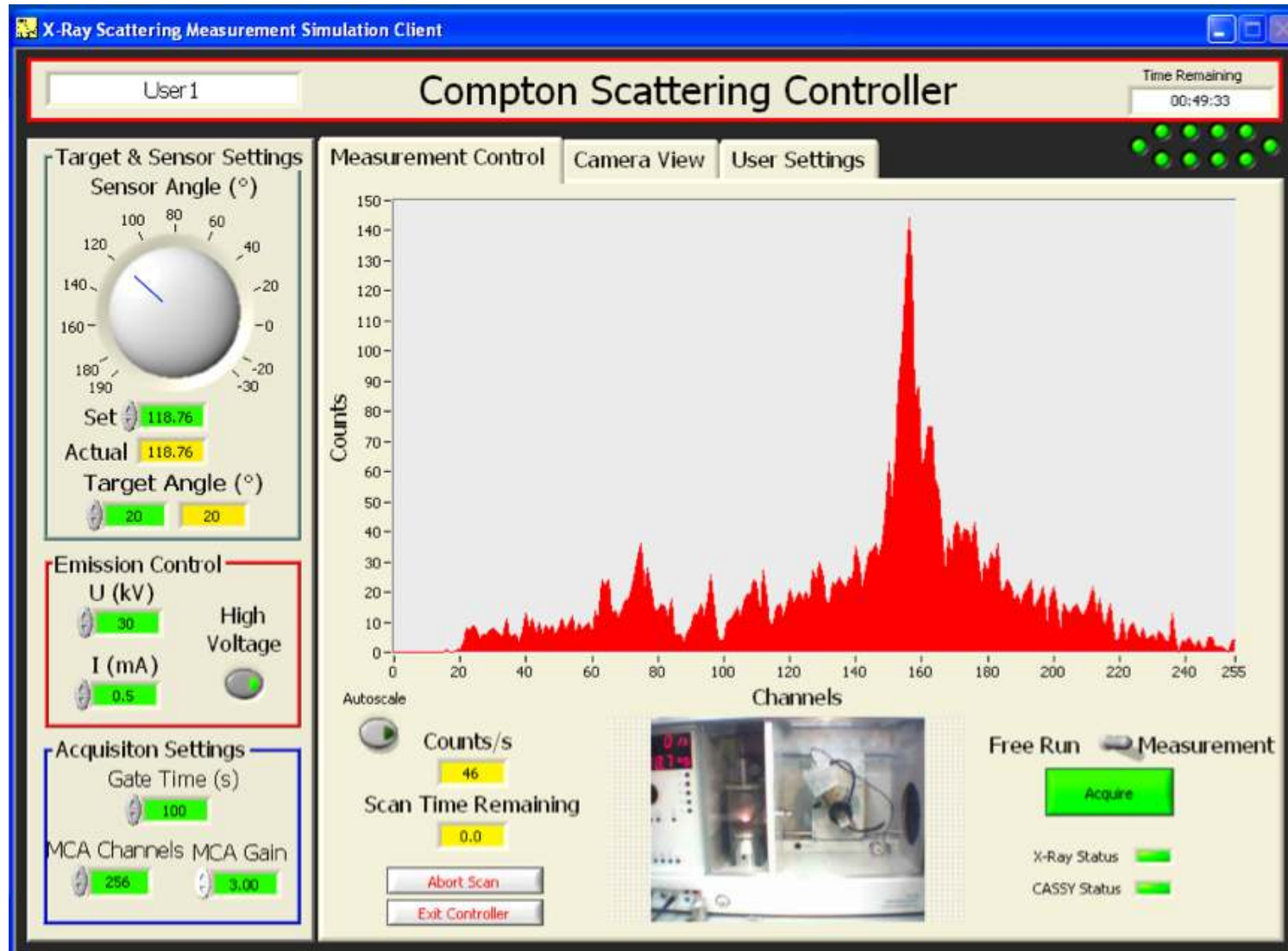


Webinar chat analytics



right	
I wonder if it also changes from introspective feel of some (of our) materials to more of an open dialogue?	
Course teams (not necessarily OU) can become incredibly blinkered during the period of writing a course and an additional external view is valuable	
Is the authoring out loud model best suited for new, emerging fields? Introduction to Algebra might go be so ripe for this model -- unless there was a novel dimension to it, eg. a new way of teaching it, or for s niche audience	
hello Helen!	
OK i take your point - I think there are points when it could really help. Eg. inviting ALs and students in to comment on course outlines or particularly tricky chunks of material. Yes - take your point.	Classified as "exploratory talk" (more substantive for learning)
would you like me to speak?	
I'm just wondering; how 'team work' works when live authoring is used?	
That's what I was looking for Tony - lovely, "Conversational" is the term	
<RT>@Tony Does the meaning of 'a course' change through the process? I.e. there is effectively a different learning process (course) in the preparation of the actual course.</RT>	
I'd also like to point out that this particular model is more agile, not just in initial development but in ongoing development. "Traditional" OU courses are written and pretty much well fixed in stone for extended periods of time.	
The link to the artist who painted the image I used on one of my slides is Steve Russell http://www.russellstudio.co.uk/russell_studio/steve_russell.html	"non- exploratory"

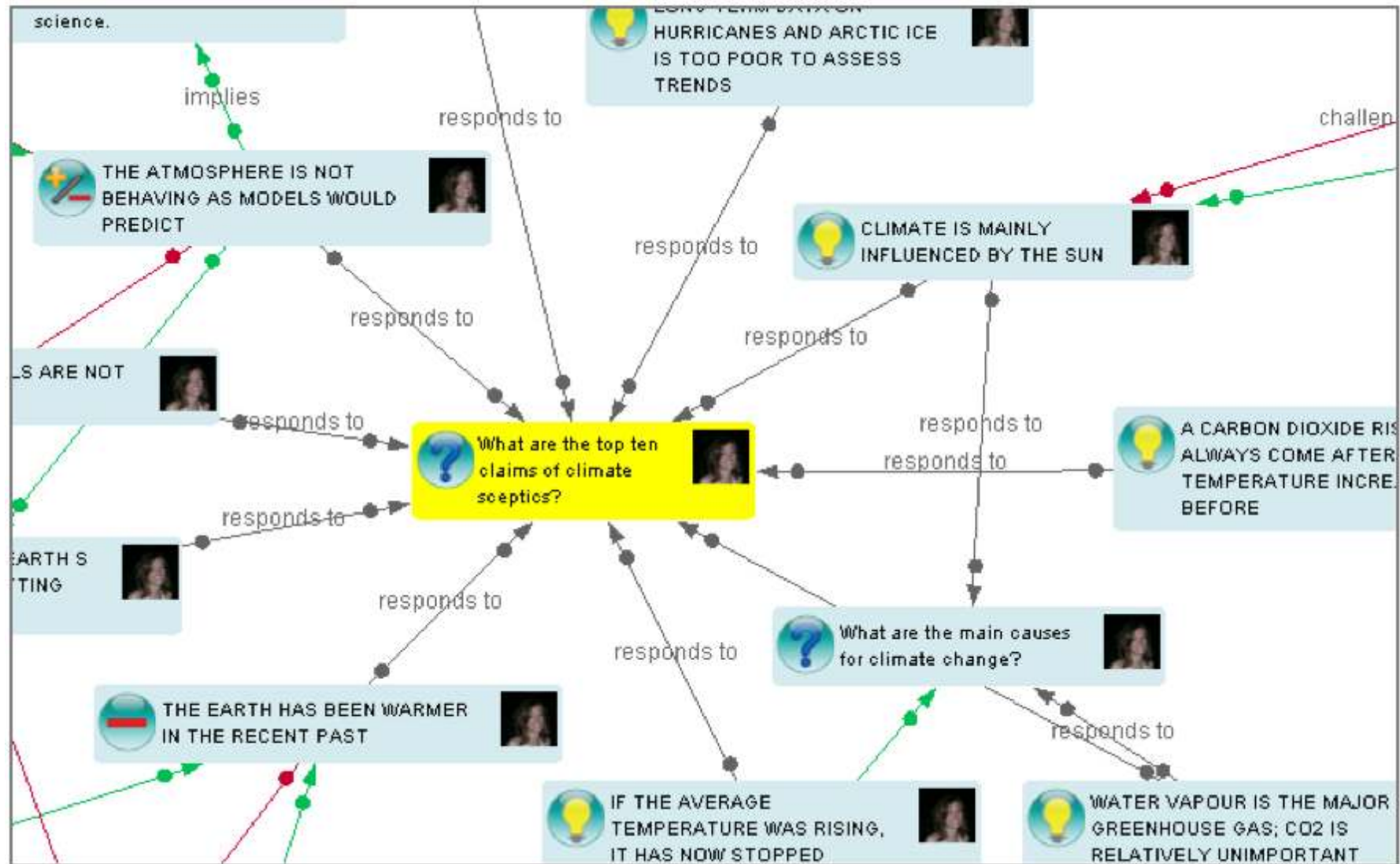
OpenScience Laboratory



<http://www.open.ac.uk/blogs/openscience>



The OpenScience
Laboratory
An initiative of The Open University
and The Wolfson Foundation



Weave webs of meaningful connections between ideas

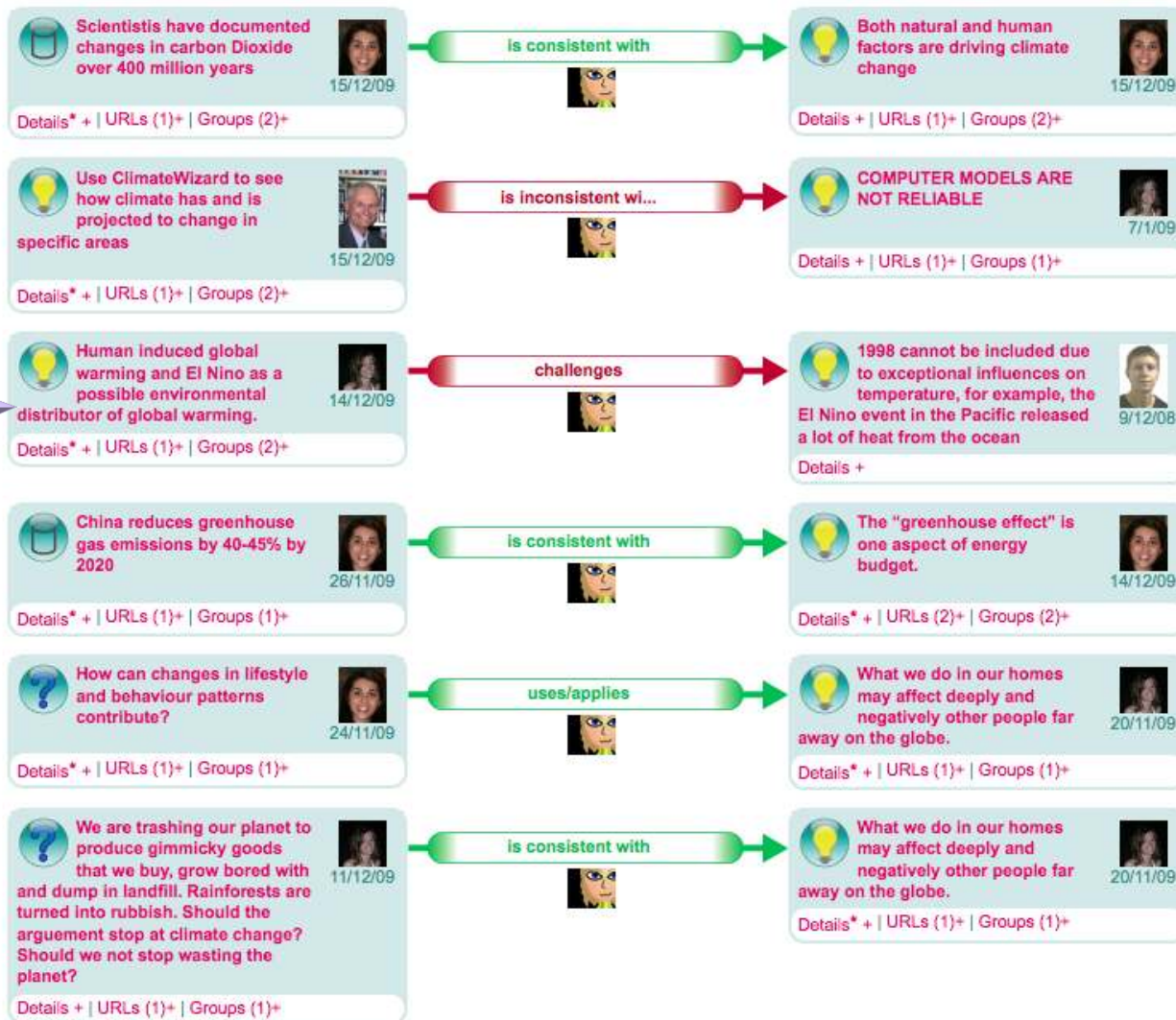
Kmi's Cohere



Stats for Rebecca

Rebecca is playing the role of *broker*, connecting 2 peers' contributions in meaningful ways

web deliberation platform enabling semantic social network and discourse network analytics



Evidence-hub.net



Linear View **Widget View** Evidence Map View

Organizations/Projects with this Theme (5)
Add

- GL Assessment
- The School of Education, Communication and Language Sciences (ECLS), Newcastle

Key Challenges with this Theme (2)
Add

- What constitutes effective educational dialogue and how can this be supported?
- How do we assess language in a multicult...

Issues with this Theme (7)
Add

- How can we support the identification and diagnosis of impairments for children with English as an additional language (EAL)?

Potential Solutions with this Theme (8)
Add

- Assessing a child's speech and language development
- Identifying speech and language delays

Theme: Assessment

Added on: 23/3/11
Added by: System Admin

Research Claims with this Theme (1)
Add

- Delayed comprehension is a key indicator of whether children between the age of two to three years are likely to go on to have language difficulties or whether they are just a 'late bloomer'

Evidence with this Theme (9)
Add

- Dialogues in e-assessment
- a new paper by the Department of health has conducted a relevant study
- The Multilingual Toolkit of the NRDLs pro...

Resources with this Theme (11)
Add

- Developmental Language Scales
- Assessing the comprehension and production of language in young children: an account of the Reynell Developmental Language Scales III, Edwards, 2010, International Journal of...

Comments about this Theme (0)
Add

Followers of this Theme (0)
follow

Simon Buckingham Shum, Anna De Liddo & Michelle Bachler

Flashmeeting.e2bn.net



0:15:10 3 joined names images

Chris

MarkW

Lapjop

Chris

Interrupt **STOP BROADCASTING**

prefs xtra vote urls

Chris: Hi Mark, thanks for helping with this.
MarkW: No problem... I'm learning lots about Flashmeeting myself :-)

27-05-09 Flash Meeting Demonstration

snaps files urls chat list

03:17 Chris
03:37 MarkW
03:42 Chris
04:24 MarkW
04:37 Chris
04:59 MarkW
05:15 Chris
05:53 Chris
07:09 Chris
07:35 Chris
07:45 Chris
08:11 Chris

see URLs open snaps

00:03:26 03:17 19:10

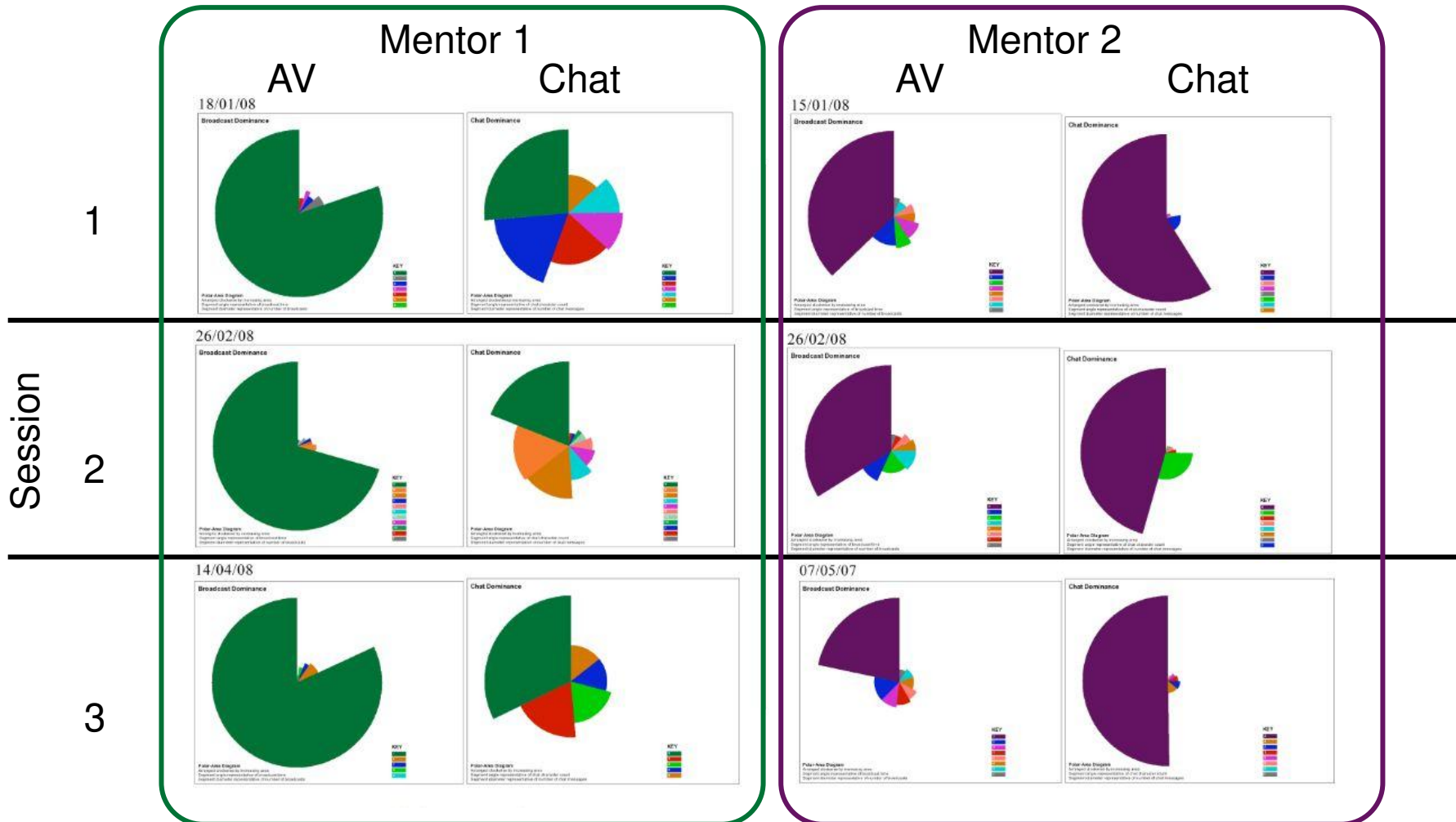
Chris
MarkW

<http://flashmeeting.open.ac.uk/research/shapes.html>

Videoconferencing analytics



Flashmeeting video conference: spoken foreign language tutorials





Disposition analytics

Dispositions can be used to render visible the complex mixture of experience, motivation and intelligences that make up an individual's capacity for lifelong learning and influence responses to learning opportunities



Buckingham Shum, S., & Deakin Crick, R. (2012). *Learning dispositions and transferable competencies: pedagogy, modelling, and learning analytics*. Paper presented at the 2nd International Conference on Learning Analytics & Knowledge.

ELLI Profile



Home » Topics » [ELLI Adult Version 2.0](#) » ELLI Adult Version 2.0

ELLI Adult Version 2.0

	No not at all like me	A little bit like me	Quite a lot like me	Yes very much like me
1. Talking things through with my colleagues helps me to learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I enjoy discussing difficult problems with my friends.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I often look back and think about what I have learned.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I always approach learning in the same way.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. There is at least one person in my community/social network who is an important guide for me in my learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

answered 0 of 74 questions

[Save and proceed](#)

Web questionnaire 72 items (children and adult versions: used in schools, universities and workplace)



Dimensions of learning power



Resilience

Definition

Resilient learners like a challenge. They accept that everyone can find learning hard sometimes and are not frightened by finding something difficult. They have a high degree of 'stickability'. They are not fragile and can tolerate the feelings of anger, fear, frustration and anxiety that sometimes accompany learning.



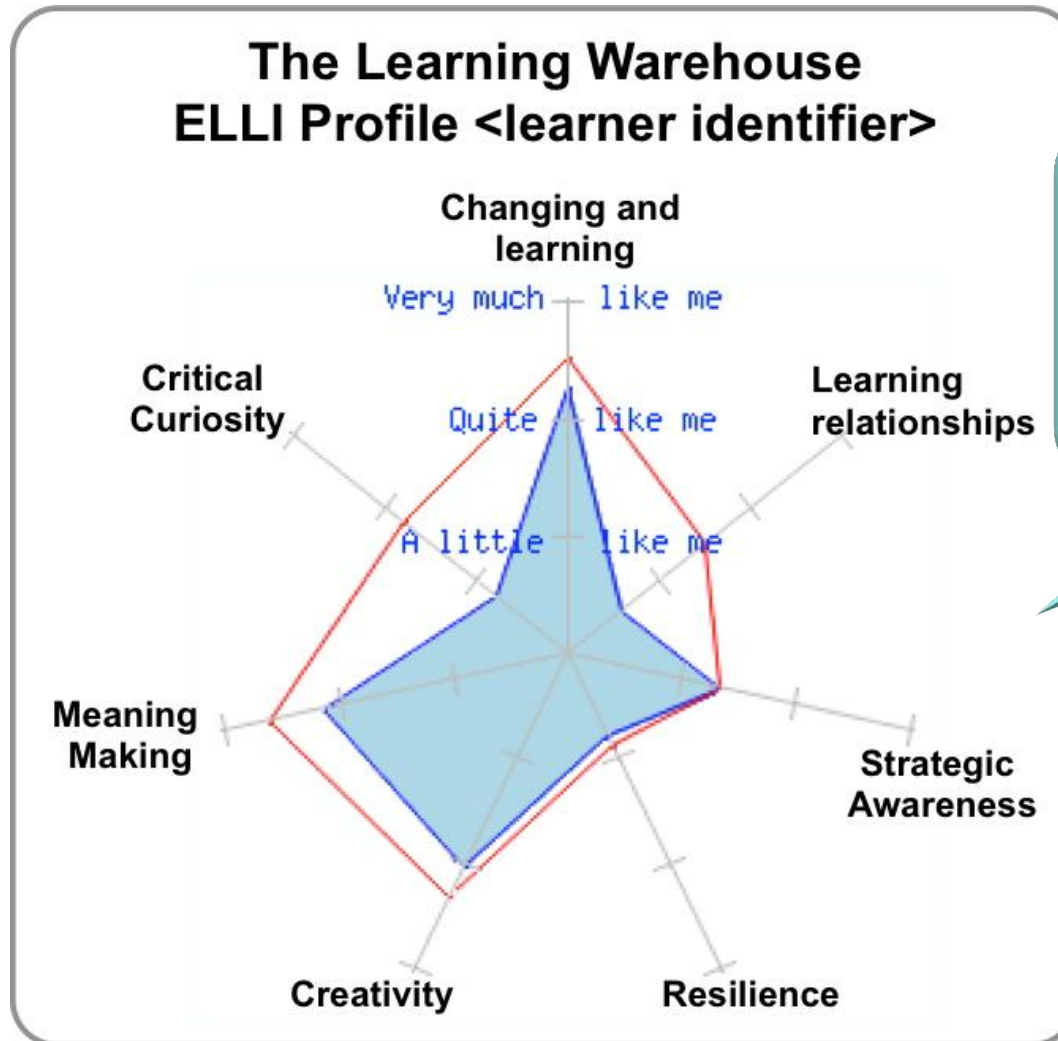
Critical curiosity
Meaning making
Creativity
Resilience
Strategic awareness
Learning relationships
Changing and learning

Strategic awareness

Definition

Strategic learners think about how they learn. They talk about how they will go about something and consider the habits, preferences, strengths and weaknesses they bring to the task. They are aware of their own feelings about learning and know how to manage them. They can talk about personal learning preferences.

A 'visual learning analytic'



Basis for a mentored discussion on how learner see themselves, and strategies for strengthening the profile



Connecting with learner identity



Singleton High School
(ratified by the
Wonnaruah elders)

willy wagtail: didijiri
 emu: kungkurung
 snake: ta nipa tang
 eagle: ka-wul
 echidna: kuntji kukan
 platypus: pikan
 ants: yunrring



Connecting with learner identity



Gappuwiyak School
N. Territory

Changing & Learning:
Drongo - Guwak



Strategic Awareness:
Emu - Wurrpan

<http://bit.ly/srUSHE>



Meaning Making:
Pigeon - Nabalawal



Critical Curiosity:
Sea Eagle - Djert



Resilience:
Brolga - Gudurrku

Learning Relationships:
Cockatoo - Ngerrk



Creativity:
Bower Bird - Djurwirr

ViTaL
Partnerships

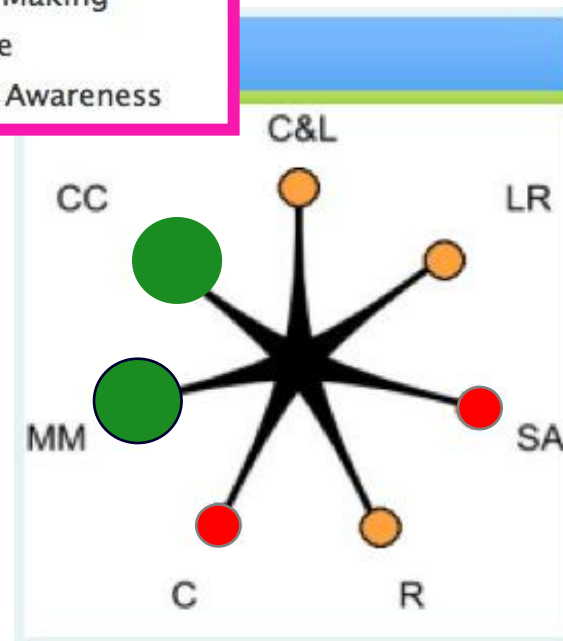
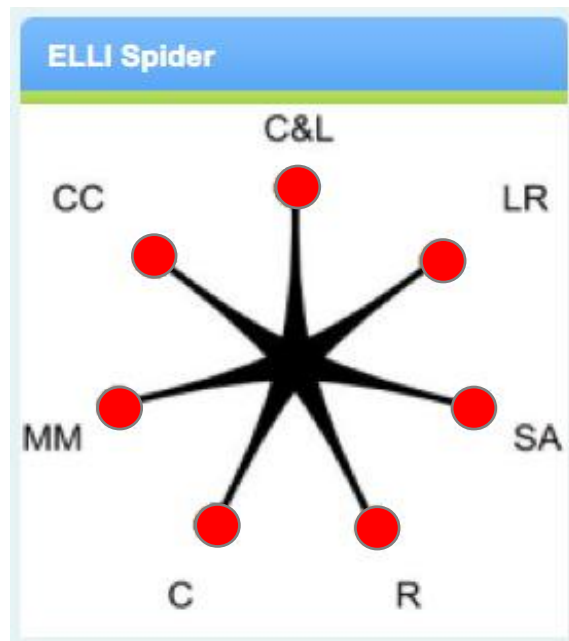
University of
BRISTOL

EnquiryBlogger



Standard Wordpress editor

Categories from ELLI



Plugin visualises blog categories, mirroring the ELLI spider

More information at learningemergence.net

Secondary school bloggers



Anum Khan's blog

THIS IS MY ENQUIRY PROJECT

Pages ▾

Categories ▾

Search 

May
03
2011

last terms story!

1. Choosing, 2. Observing, 3. Questioning, 4. Narrating, 6. Connecting, 9. Applying, Changing & Learning, Creativity, Critical Curiosity, Learning Relationships, Meaning Making, Resilience, Strategic Awareness No Responses »

My last term review is when i was interduced to enquiryblogger and this post is based on how i felt and what the first thing i did on enquiryblogger.

*How i felt when i was interduced to enquiryblogger: when i found out that year sevens at **matthew moss high** school had there own website called enquiryblogger and the fact that year sevens at **matthew moss high** school were the first students to try enquiryblogger. So basicly i felt shocked and really suprised.*

*The first post i wrote: the first time i used enquiryblogger in the first post i wrote all about my my world lesson with **miss Hey and mr Moorhouse**.*

it was on the 2.o3.2011 i wrot this in my pukkah pad and it was the 7.o3.2011 i wrote it on enquiryblogger i wrote that it was the start of another individual learning project and it was up to me to choose between 2 really good topics animal awarness and food they have on islands around the pacific.

*However i just couldn't decide so i thought of asking a freind so i asked **rebecca** because she was in front of me and she said to do animal awarness in the pacific so thats what i did and look at me now i've succeded and i am proud also i couldn't have done it with elli.*

Archives

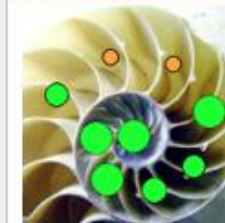
Links

Meta

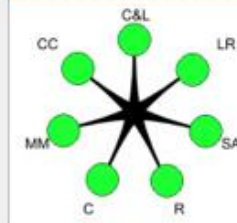
Recent Comments

- July 2011
- June 2011
- May 2011
- April 2011
- March 2011

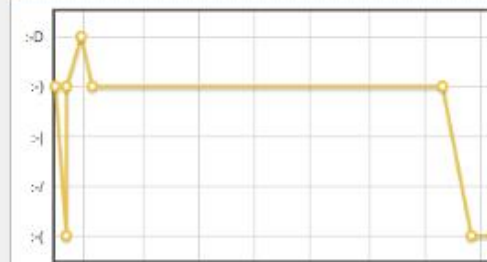
Enquiry Spiral



ELLI Spider



Mood View



My mood is :- (It's a disaster

Primary school bloggers



Creativity
Meaning making
Strategic awareness

May 23 2012 Day 3: Answering and conclusion

Creativity, Meaning Making, Strategic Awareness

No Responses »

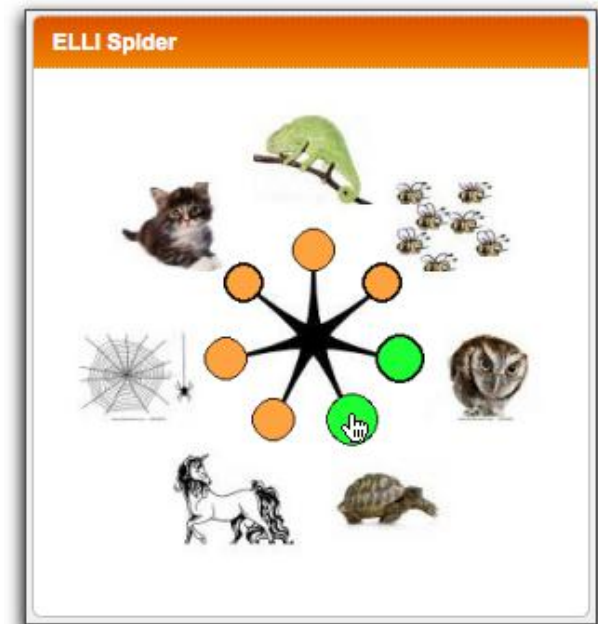
Today, we were looking at our questions in detail, adding and removing question we thought needed to be. We also spent sometime sitting on the carpet and descussing our ideas for our finished product for the project. We have also tried to answer most of our questions as well.

Elli dimensions:

I used my meaning making dimension because we have been trying to make links with our questions in order to answer them. We have also used our Creativity dimension, because we have been looking through our questions, and rivising to make them seem better. And finally, we have used our strategic dimention, because we have been planning out what we are going to do for our project, and how we are going to do it.

Also, could you try to email Evelyn Glennie, so I can maybe get an answer from her, about how she felt about music as a child. Don't worry if you can't, because it doesn't matter if she can't get back to me, because it doesnt affect my plan. It would be extremely helpful if you could. So please could you try, I would be most grateful.

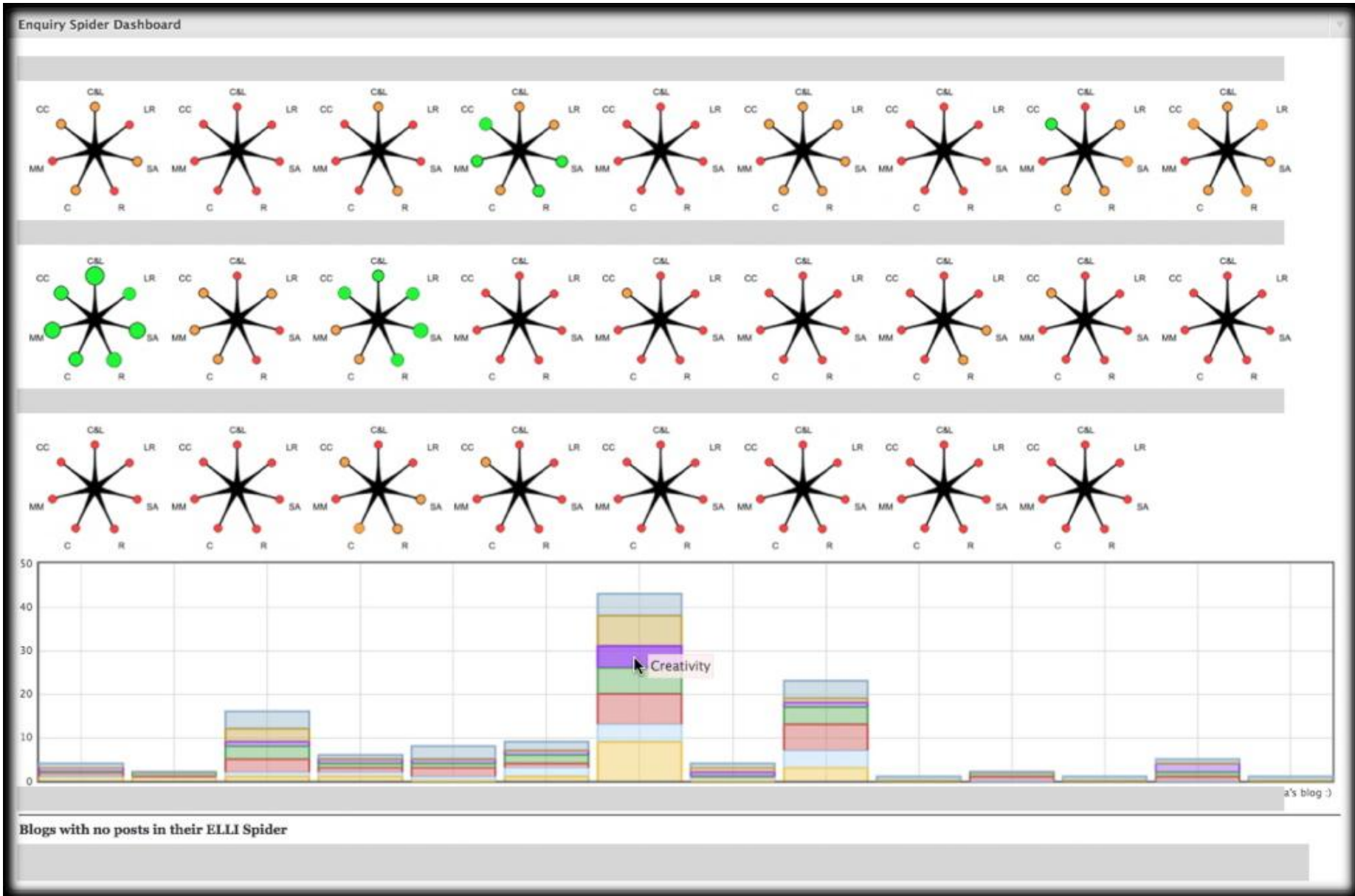
Please get back to me as soon as you are able. Thank you,



EnquiryBlogger: blogging for Learning Power & Authentic Enquiry

<http://learningemergence.net/2012/06/20/enquiryblogger-for-learning-power-authentic-enquiry>

EnquiryBlogger dashboard



New possibilities



ELLI works from what learners say they do

Home » Topics » ELLI Adult Version 2.0 » ELLI Adult Version 2.0

ELLI Adult Version 2.0

	No not at all like me	A little bit like me	Quite a lot like me	Yes very much like me
1. Talking things through with my colleagues helps me to learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I enjoy discussing difficult problems with my friends.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I often look back and think about what I have learned.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I always approach learning in the same way.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. There is at least one person in my community/social network who is an important guide for me in my learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

answered 0 of 74 questions

[Save and proceed](#)

Now we can observe what they actually do...

SocialLearn

Me ▾ Explore ▾ Create ▾

Path

Participatory Pedagogy

Manage Path/Steps

- Add or arrange steps
- Manage sharing

Path content

- **Path summary (Edit)**
- Participatory Knowledge View (Edit)
- Try to include a video (Edit)
- Try putting in a podcast link (Edit)



ShaofuHuang
Path summary

I will pull together resources and thoughts about participatory pedagogy in this path.

[Bookmark](#)

[#Tag](#)

Mon 18 Jun 2012 | 15:06

★★★★★ [Rate](#)

1 comment

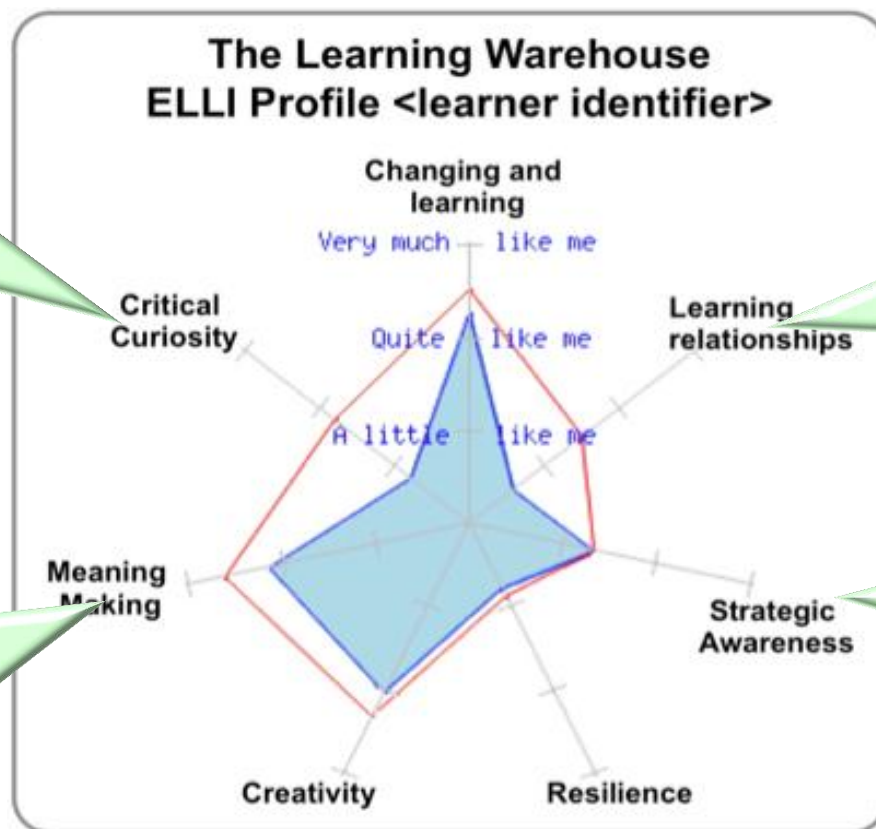
 ShaofuHuang

Could a platform generate an ELLI profile from user traces?



Questioning and challenging may load onto *Critical Curiosity*

Sharing relevant resources from other contexts may load onto *Meaning Making*

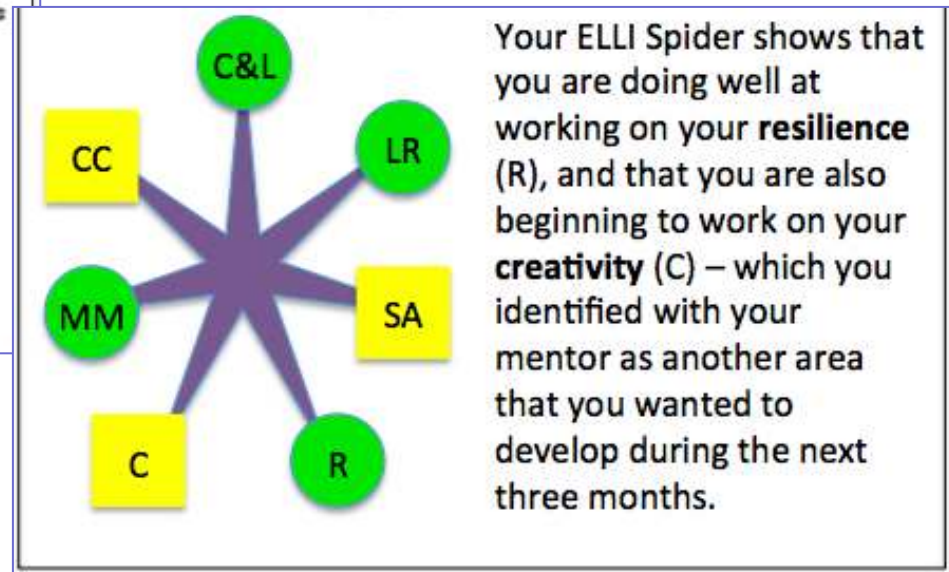
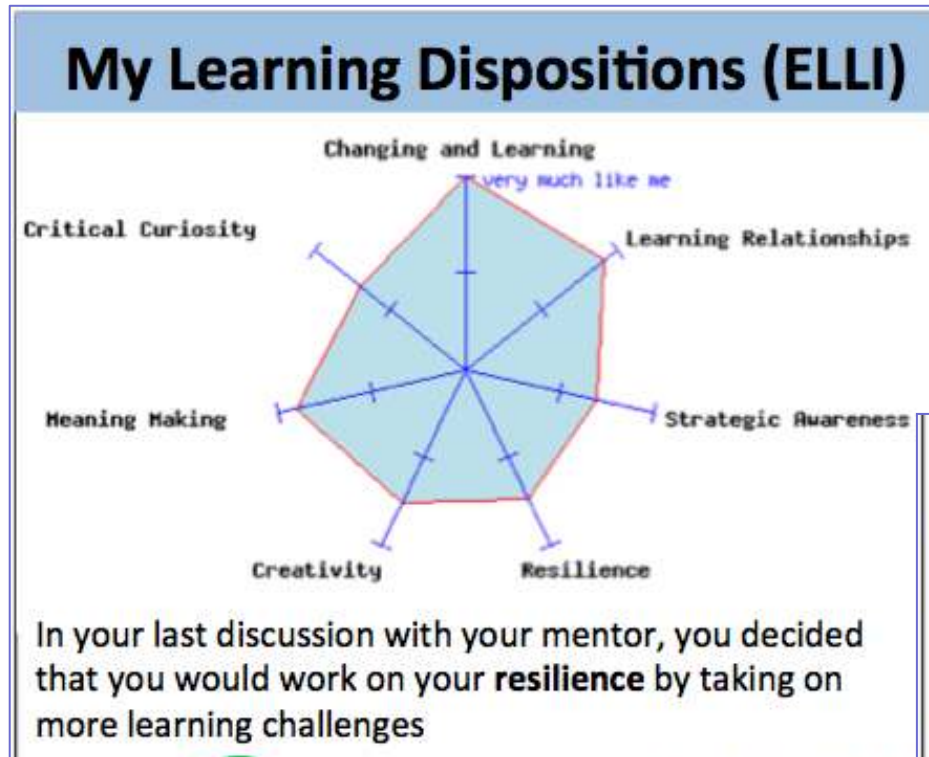


Different social network patterns in different contexts may load onto *Learning Relationships*

Repeated attempts to pass an online test may load onto *Resilience*



Disposition analytics



Socialized analytics: potential uses



Content analytics

Various automated methods used to examine, index and filter online media assets for learners.

These analytics may be used to provide recommendations of resources tailored to the needs of an individual or a group of learners.



Identification

Speckled Bush-cricket (*Leptophyes punctatissima*) by bobthebirder

likely ID

at 9:51 pm 23/09/10

Confidence: It's likely to be this, but I can't be certain.

Notes: Long antennae identify this as a bush-cricket. Bright green body covered in tiny brown speckles mean that it must be this species. Lack of wings makes it a juvenile.

I agree!

ID agreements (): 3 people agree with this identification.

Search Encyclopedia of Life for *Leptophyes punctatissima*

View NBN map for *Leptophyes punctatissima*

Speckled bush cricket male (*Leptophyes punctatissima*) by djr7

at 9:14 am 24/09/10

Confidence: I'm as sure as I can be.

Notes: This is an adult male. *Leptophyes* is a flightless bush cricket.

I agree!

ID agreements (): 2 people agree with this identification.

Search Encyclopedia of Life for *Leptophyes punctatissima*

View NBN map for *Leptophyes punctatissima*



Speckled Bush-cricket

24 September 2010 - 6:45am — Michael Skelton

This is an adult male. The wings are reduced to the stridulatory apparatus, the brown area just behind the pronotum. Bush-crickets use their wings to stridulate, while grasshoppers use their legs.

[reply](#) | [Report content as inappropriate](#)

Users who've agreed

- o CIS
- o Michael Skelton
- o rimo

Users who've agreed

- o Michael Skelton
- o andyk



Your place to share nature



Reputation

Social Points (2484) [5 stars]

778 Observations added

1262 Identifications made, which have received 1222 thumbs up

1775 thumbs up given by this user

Member since 1st Oct 2008

Fish [fish icon]

4 Observations added

2 Identifications made, which have received 2 thumbs up

Fungi and Lichens [mushroom icon]

235 Observations added

531 Identifications made, which have received 314 thumbs up

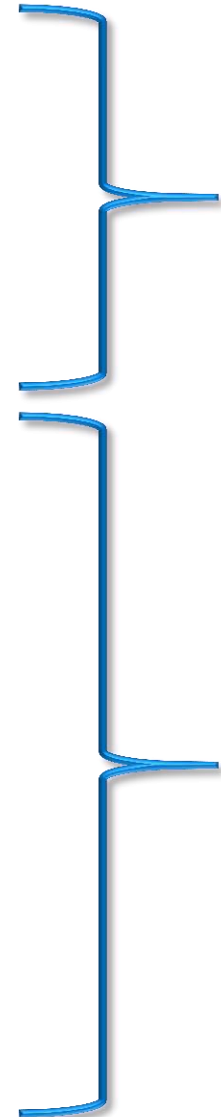
704 thumbs up given by this user

Plants [leaves icon]

121 Observations added

269 Identifications made, which have received 270 thumbs up

510 thumbs up given by this user



Social Network Status

Domain Expert Reputation






Profile of Jonathan

User points



Points
982 - View, Adjust

Reputation



Social Points (982) 
221 Observations added
283 Identifications made, which have received 325 
333  given by you

Member since 29th Sep 2008



Fish

1 Observation added 
1 Identification made 



Fungi and Lichens

18 Observations added
20 Identifications made, which have received 11 
20  given by you



Mammals

4 Observations added
5 Identifications made, which have received 4 
7  given by you

Other organisms

4 Observations added
7 Identifications made, which has received 1 
3  given by you

Birds

22 Observations added
27 Identifications made, which have received 35 
47  given by you





Context analytics

Analytic tools that expose, make use of or seek to understand learners' contexts. These analytics may be used alone, or may be employed as higher-level tools, pulling together data produced by other analytics.

Context as a dynamic process – a mobile device can present content, options and resources that support learning activities in this location at this time.

Virtual field trip



Mandatory

Hiking boots
Hand lens
Grain-size
chart

Optional

Waterproof
clothing
Sun hat
Sunscreen
Sunglasses
Compass

Project led by
Shailey Minocha



Inventory



BOOTS

COMPASS

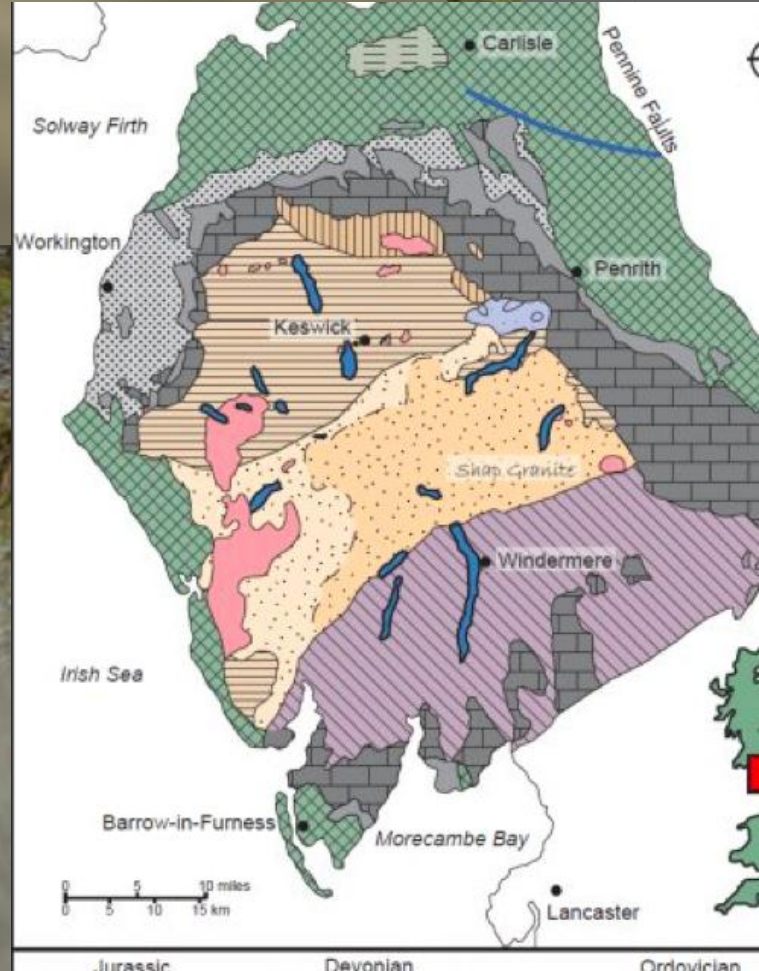
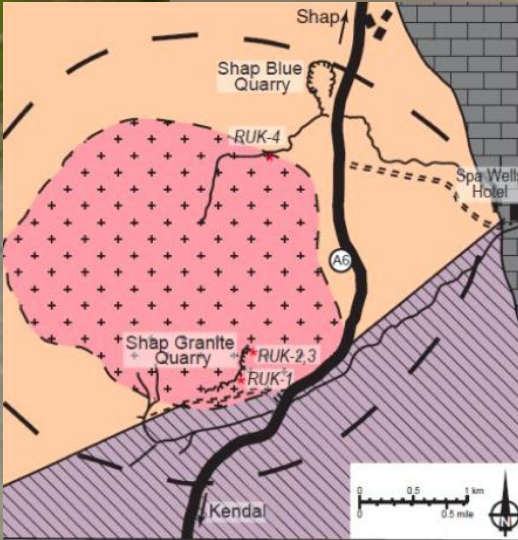
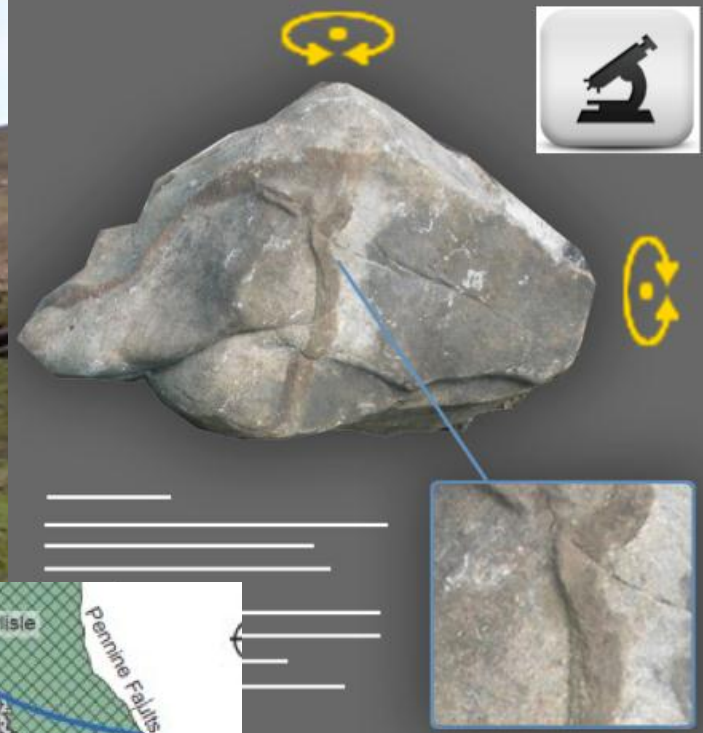
GLASSES

HAT

13°C



Virtual field trip




- Do learners engage with all the tasks?
- What are the differences between novice and expert practice?

Carboniferous:	Ordovician:
limestone, silty conglomerate at base	underlain by lavas and tuffs of the Borrowdale Volcanic Group
Devonian:	
Shap Granite	* samples
Silurian:	
Windermere Group - mudstones, siltstones and greywackes	■ outer limit of thermal aureole

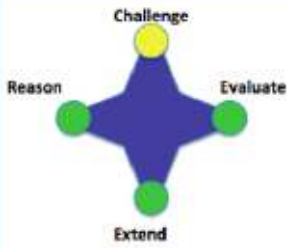
Implementing analytics





Kris Mann: Analytics Dashboard


Learning dialogue analytics



You made **6** contributions to this 30-post discussion, including three important elements of educational discussion: **reasoning, evaluation and extension**. You made less use of challenges. Positive challenges include phrases such as 'What about', 'although' and 'I'm not sure'.

[More details](#) [Recommendations](#)

My Learning Dispositions (ELI)

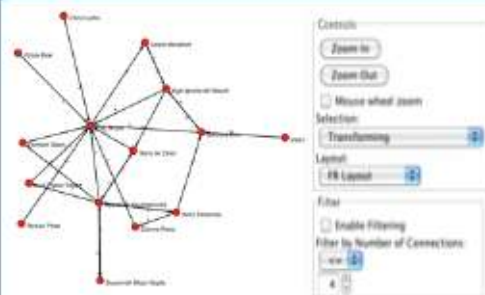


In your last discussion with your mentor, you decided to work on your **resilience** by taking on more learning challenges.

Your ELI Spider shows that you have made a start on working on your **resilience**, and that you are also beginning to work on your **creativity**, which you identified as another area to work on.

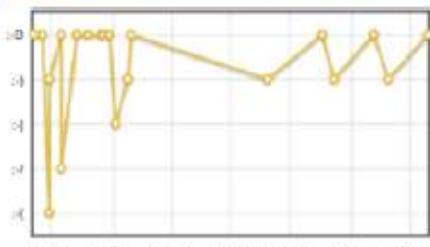
[More details](#) [Recommendations](#)

My Learning Network



[More details](#) [Recommendations](#)

My Mood Graph




Your most recent mood comment: "Great, at last I have found all the resources that I have been looking for, thanks to Steve and Ellen."

My mood is :-D Going great

[More details](#) [Recommendations](#)

Linking my learning



[More details](#) [Recommendations](#)

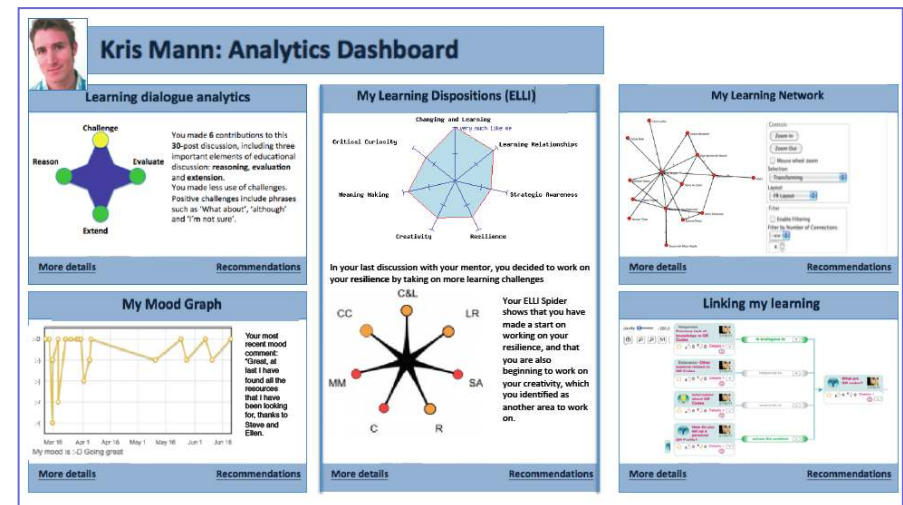
Customisable dashboards for learners and educators

Implementing analytics



Can we achieve this?

- Aligned with clear aims
- Huge and sustained effort
- Agreed proxies for learning
- Clear and standardised visualisation
- Driving behaviour at every level



Can we avoid this?

- Instructivist approach
- Stressed, unhappy learners
- Analytics with little value for learners or teachers
- Omission of key areas, such as collaboration

Learning with others



Rebecca Ferguson

@R3beccaF

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Milton Keynes, UK · <http://r3beccaf.wordpress.com/>

For more from the OU, see
<http://www.open.ac.uk/blogs/innovating/>

