Learner-expectations, technology and formal/informal learning

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The Importance of User Experience

A User interacts with your Website, Application, or Product.

Functionality is exposed through Features are presented according to a Design attempts to ensure a positive

Expectations frame his or her User Experience.

Prior Experience (with you or a competitor) should encourage enhances

Your Brand Reputation

A Positive Experience

Perceived Credibility Positively influences
Profitability Positively influences
Intent to Return
Intent to Purchase
User Satisfaction
Word of Mouth

A Negative Experience

Loyalty Trust

Perceived Credibility
Profitability
Intent to Return
Intent to Purchase
User Satisfaction
Word of Mouth

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JISC Users and Innovation Programme

- www.jisc.ac.uk/usersinnovation/

- To create opportunities to transform practice by developing technologies and processes that support the user experience in improved and innovative ways

- March 2006 – March 2009

- Over 30 projects looking at research, teaching and administration ‘users’ and their use of ‘innovative’ technology
Call to open up public data use

Government must do more to embrace Web 2.0 tools and communities, says a report.

Commissioned by the Cabinet Office, the report looks at the novel ways the web helps people use information and how government can get involved.

The report said that some public data, such as post codes, was already widely used but much more could be done to open up access to official information.

It said public data should be published in open formats to encourage use.

Mix and mash

The review, called The Power of Information, aimed to find out more about Web 2.0 tools and communities to see how the government can get involved to help Britons make the most of this "new pattern of information creation and use".

What does this mean to me?

Almost anything you want it to! By downloading the game later this year you can re-create yourself online as a virtual footballer. Once you've done that you'll be free to explore a state of the art interactive footballing world, learn basic footballing skills (full training is provided) and compete on your terms in a fully interactive competitive online game.

Whom do I play against?

You will play against (and with) other individuals all of the same skill level as yourself. Your aim is to become a better
The technologies are disruptive to the students’ learning and staff time, they pick up information that we haven’t given them, off the internet, and the technology is everywhere like an omnipresent technodeity.
The technologies are providing new ways of engaging in discourse between peers, offering new opportunities to find knowledge and exercise creativity and the sheer breadth of the technology creates something that most people can engage with at some level.
The first thing I tend to do in the morning is check my e-mails. Technology plays a big part in my learning. I’d never heard of web 2.0 until today – I’ve always done this stuff. My ipod is for my music. Oh yeah, I use that (I think) but mostly we use facebook and MSN. I like to discuss my course online. The V L what?
I don’t do technology!
A Mature Student’s backpack

Jeff

AKA: Taliesinphoenix
Why use web 2.0 tools?
One size doesn't fit all!
But…
Knowledge is no longer linear

Technology impacts on the way we learn. The tools we use define and shape our brains

Know how and know what is being replace by know where

Recognises that ‘we’ need to stay current in a rapidly changing technology environment
Rhizomes as a metaphor for supporting learning

Facilitated by flexible, adaptable and rapid technology deployment

Connectivism as a technology approach supports this style
PhD Students and Blogging

**Why Blog?**

- Knowledge Exchange (free)
- Decentralised debate
- Strong diversity of readers/contributors
- Establish / belong to community
- Practice writing…

**Blogging**

- as a way of building a literature review
- to share ideas with an overseas supervisor
- to practice English
- to get interact with the ‘subjects’
- to self promote
Using the tools will leave a ‘footprint’

- **Dotsam**
  - *The wasteland of abandoned Web sites, Hotmail accounts, blogs, wikis, MySpace pages, etc., that their creators have ignored for months or years but which remain accessible.*
  - *From the footprint we can build a comprehensive profile of who you are…*
"On the Internet, nobody knows you're a dog."
Profiles are important

What PhD students said:

- Collaboration: finding colleagues and peers to work with
- Advertising or Promoting ‘you’: a way of showing what you can do
- Dissemination: either of information or ‘products’, where products could be ‘papers’ or ‘software’
- Networking / Community Building: all online communities require you to have an online ‘persona’
- Contact: a way of people finding you, perhaps after seeing a presentation or reading a paper – often they will ‘Google you’
- Saving time, having an online presence is something you can send people to if they want to know more about your work etc, rather than you writing individual emails

The Web is an established medium: “if you’re not on the web, you don’t exist”
The negative effects

- 68% of employers use search engines to check on candidates
- 20% of employers use “social networking” sites to run searches on job applicants
- Personal vs. Professional
The top ten ‘issues’ that employers look for on social network sites

1. References to drug abuse
2. Extremist / intolerant views, including racism, sexism
3. Criminal activity
4. Evidence of excessive alcohol consumption
5. Inappropriate pictures, including nudity
6. Foul language
7. Links to unsuitable websites
8. Lewd jokes
9. Silly email addresses
10. Membership of pointless / silly groups
What PhD students added to the list...

1. Questionable Work, you search for someone and find that there work is of ‘poor quality’, as represented online.
2. Withdrawn research papers
3. Poor Style, the work that is online is badly written / represented
4. Outside Interests, inappropriate interests may be a career inhibitor, however, it is good to have some evidence of outside interest.
5. Plagiarism, if something is on your site and is not referenced appropriately or due credit given you may attract an accusation of plagiarism
6. Inconsistency of work (sudden shift in research area for no apparent reason)
7. Too consistent!
8. Citing David Icke (as an illustration of, perhaps, an inappropriate reference)
9. All blogs and no papers (or perhaps vice versa in the current information age)
10. Bad spelling (for which there was a general mumbling of agreement from the academic contingent)
Some thoughts to finish

Connectivism
- The formal and informal nature of learning
- Supports the use of a whatever technology the user/learner is comfortable with

The Rhiziome metaphor
- A model for providing support to students in their learning
- A model allowing us to support staff in ‘just in time’ way (CPD)

Culture Change?
Ideas expressed

- Connectivism: George Siemens (http://www.connectivism.ca/)
- Rhizomes: Dave Cormier (http://davecormier.com/edblog/)

Also:

Will Allen and Steve Boneham for their work on web 2.0 with the JISC programme

James Farnhill for his work on identity (http://james.jiscinvolve.org/)

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