Project Vision …

… to become THE Educational Web for Higher Education in an Enlarged Europe of 25+
Research Overview

Pedagogical Models
Tools portfolio
Interoperability
Validation Trials
Dissemination & Exploitation

Areas of challenge...

...for the pedagogical model

Subject - object relationships
Building conceptual tools for performance support

Institutional Landscapes

- domination of (Learning) Management Systems
- only some are open source
- low degrees of interoperability and many closed systems
- all necessary tools are provided by institution
- actors appear as residents
Personal Landscapes

- avant-garde creates mediated personal (learning) environments
- use a landscape of preferred tools and services
- actors appear as nomads

Augmented Landscapes

- individuals use subsets of tools and services provided by institution
- actors can choose from a growing variety of options
- gradually transcend institutional landscape
- actors appear as emigrants or immigrants
- leave and join institutional landscape for particular purposes
Heterogeneity of Learning Tools

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<td>L(C)MS</td>
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<td>Pure CMS</td>
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<td>Pure Administrative</td>
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<td>Moodle</td>
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<td>Moodle + Other</td>
<td>29</td>
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<td>Moodle + Commercial</td>
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by Fridolin Wild and Stefan Sobernig, VUE
Tools Portfolio

• Self-Directed Learning
  – iLogue: Personal Journal, Learning Contract, & Reflection Tool
  – ObjectSpot, the iCamp Federated Search
  – xoWiki
  – Videowiki

• Social Networking
  – Scuttle: Social Bookmarking
  – Network Analysis: myDENTITY
  – Sip.iCamp.eu: Voice over ip

• Cross-Cultural Collaboration
  – Doodle: Organising Meetings
  – WordPress with FeedBack: Blogging
  – Feed on Feeds & FeedMoot: Feed Aggregators
Network

All together significantly more than 10,000,000 artefacts!

Blogging to Share Knowledge?

- Blogosphere shows a **bursty evolution** (Kumar et al., 2003): in scale, community structures, and connectedness
- 57.5% of authors are **pupils & students** (Herring et al., 2004)
- 70.4% **personal journals**, clearly less for filtering & knowledge sharing
- Schmidt & Mayer (2007): **k-loggers are workers**, rarely pupils & students
- Key Motivations: **community building** and **social networking** (Nardi et al., 2005; Schiano et al., 2004)
Blogging to Share Knowledge

Ten Years ago

Ten years ago a crack commando unit was sent to prison by a military court for a crime they didn’t commit. These men promptly escaped from a maximum security bubble to the Los Angeles underground. Today, still named by the government, they survive as soldiers of fortune. If you have a problem and no one else can help, and if you can find them, maybe you can hire the A-Team.

Children of the sun, see your time has just began, searching for your way through adventures everyday. Every day and night, only knowing that with all your friends at war, you shall see the City of Gold. I will find the Cities of Gold, Cities of Gold, Cities of Gold, Cities of Gold. Some day we will find the Cities of Gold.

Now: Feedback enabled!

iLogue: Record, Contract, Reflect
Mydentity: Managing Informal Infoflows

Validation

Contextual constraints:
- accreditation, time schedule, curriculum...
- language, cultural differences...
- facilitator's performance...
### 1st trials

- Semi-structured interviews with facilitators and students
- Student and facilitator online survey
- Communication diary
- Student assessment schema
- Analysis of communication archives (Blogs, emails, MSN chat and videorecording)

### Results

- Careful selection of the 'right' student participants (heterogenous in level of knowledge, motivation and commitment)
- Equal access to selected tools
- Systematic training of tool use
- Moderately structured setting with concise instructions supports SDL approach
- Inter-cultural vs. Interdisciplinary
Some research issues for the future

- Second trials with different users – not connected with iCamp
- Economical research (gain high enough to justify complex and expensive OLE)
- Technical solution for equal access to tools

Thank you

www.icamp.eu