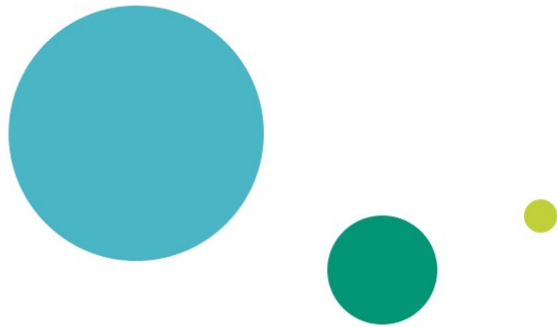


Connected Learning

Dr Mandy Lupton



connected learning

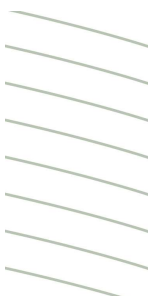
Dr Mandy Lupton

Coordinator – Master of Education (teacher-librarianship) QUT

@LuptonMandy

mandy.lupton@qut.edu.au

<https://teachinginthewild.wordpress.com/>



help with bowdrill set
30,440 views 51 likes 6 comments SHARE

N Nelson Smith
Published on 21 Feb 2009 **SUBSCRIBE 18**

Looking for help. (uploaded previously)

Category **How-to & Style**

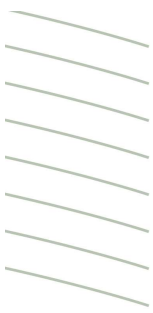
Licence **Standard YouTube Licence**

82 Comments SORT BY

<https://youtu.be/JuFsDN8dsJU>

'We need to move beyond the idea that an education is something that is provided for us, and toward the idea that an education is something that we create for ourselves.'

Downes, S (2011) A world to change.
http://www.huffingtonpost.com/stephen-downes/a-world-to-change_b_762738.html



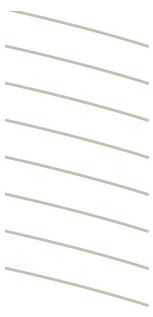
user-generated learning

“Learning acquired through active curation, reflection, and contribution to a self-selected collaborative space.”

Swanson, Kristen (2013) Professional Learning in the digital age. Routledge: New York p. 5

connected learning
is...

...a way of learning, underpinned by
networked learning & connectivism

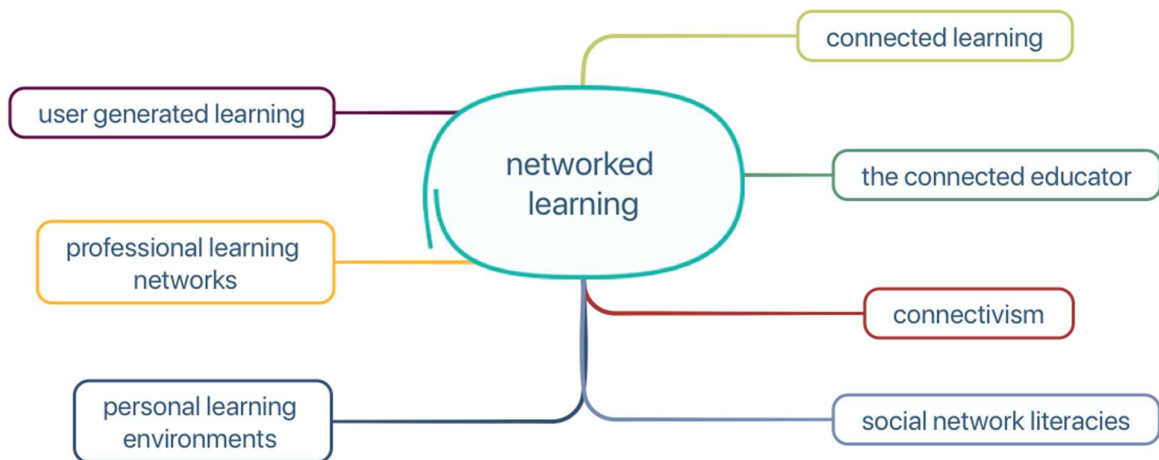


teaching & learning approach

formal curriculum & pedagogy

informal, user-driven learning

informal professional learning





networked learning

analogue to digital
tethered to mobile
isolated to connected
generic to personal
consumption to creation
closed systems to open systems

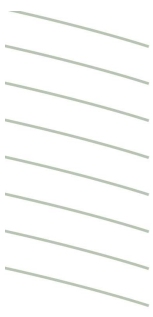
Richardson, W. & Mancabelli, R. (2011) *Personal learning networks: Using the power of connections to transform education*. Solution Tree Press: [Bloomington IN](#)

network literacy is...

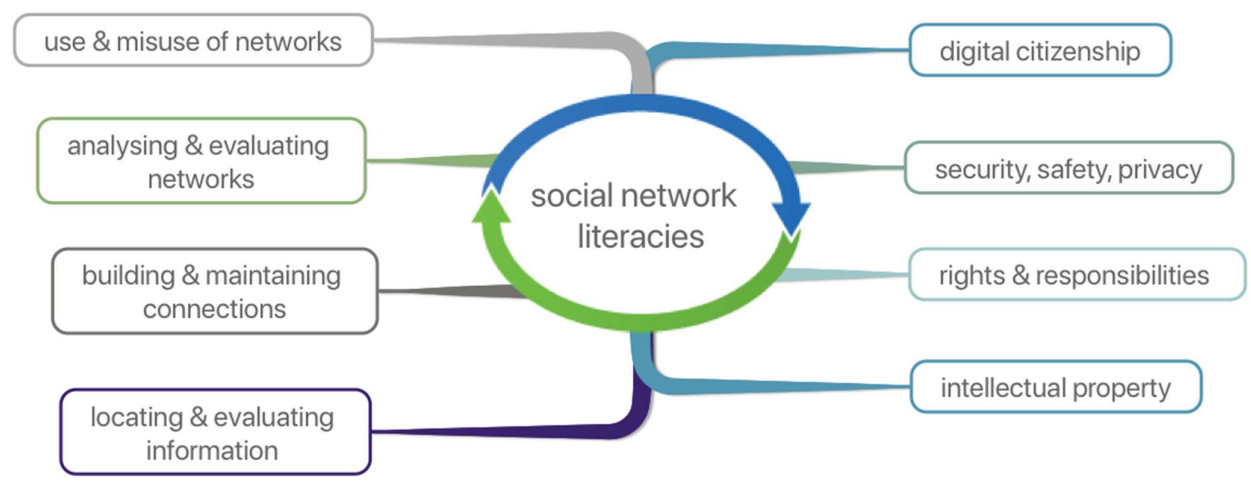
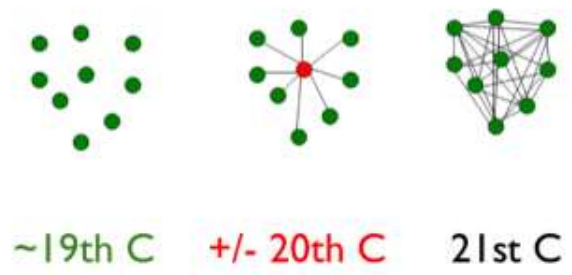
...an active mode of literacy through which individuals can shape their networks at the same time as they are shaped by them, building up social connections, extending social capital, diffusing ideas, accessing supporters and collaborators, and using these benefits for personal or collective advancement, or both...

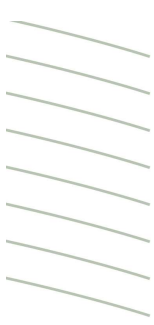
...network literacy involves learning about networks as well as learning through them.

[Pegrum, M.](#) (2010). 'I link, therefore I am': Network literacy as a core digital literacy. *E-learning and Digital Media*, 7(4), 346-354. p. 438-349



Work: Artisans - Hierarchies - Networks





connectivism

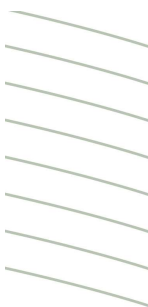
learning occurs through connections between people, sources & the network

learning involves cultivating and nurturing the network

learning occurs through seeing connections between fields, ideas & concepts

learning depends on a diversity of opinions and currency of information

Siemens, George (2005) Connectivism: A Learning Theory for the Digital Age. *International Journal of Instructional Technology & Distance Learning* (2)1 http://www.itdl.org/journal/jan_05/article01.htm



CONNECTED LEARNING

an agenda for
**RESEARCH AND
DESIGN**

A research synthesis
report of the
Connected Learning
Research Network

Written by:

Mizuko Ito
Kris Gutiérrez
Sonia Livingstone
Bill Penuel
Jean Rhodes
Katie Salen
Juliet Schor
Julian Sefton-Green
S. Craig Watkins

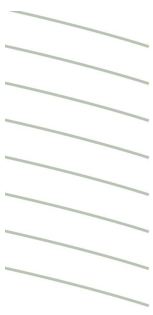
With contributions
from:

Shaondell Black
Neta Kliger-Vilenchik
Dilan Mahendran
C.J. Pascoe
Sangita Shresthova

The Digital Media and Learning
Research Hub Reports on
Connected Learning

2012

<https://dmlhub.net/publications/connected-learning-agenda-for-research-and-design/>



‘**Connected learning** also draws from educational efforts that value and elevate the culture and identity of non-dominant children and youth. These include youth development and media programs, culturally relevant education, and civic and participatory learning that draws from and supports the interests and voices of diverse youth and their communities.’ (p. 33)

https://dmlhub.net/wp-content/uploads/files/Connected_Learning_report.pdf

‘**Connected learning** is realized when a young person is able to pursue a personal interest or passion with the support of friends and caring adults, and is in turn able to link this learning and interest to academic achievement, career success or civic engagement.’ (p. 4)

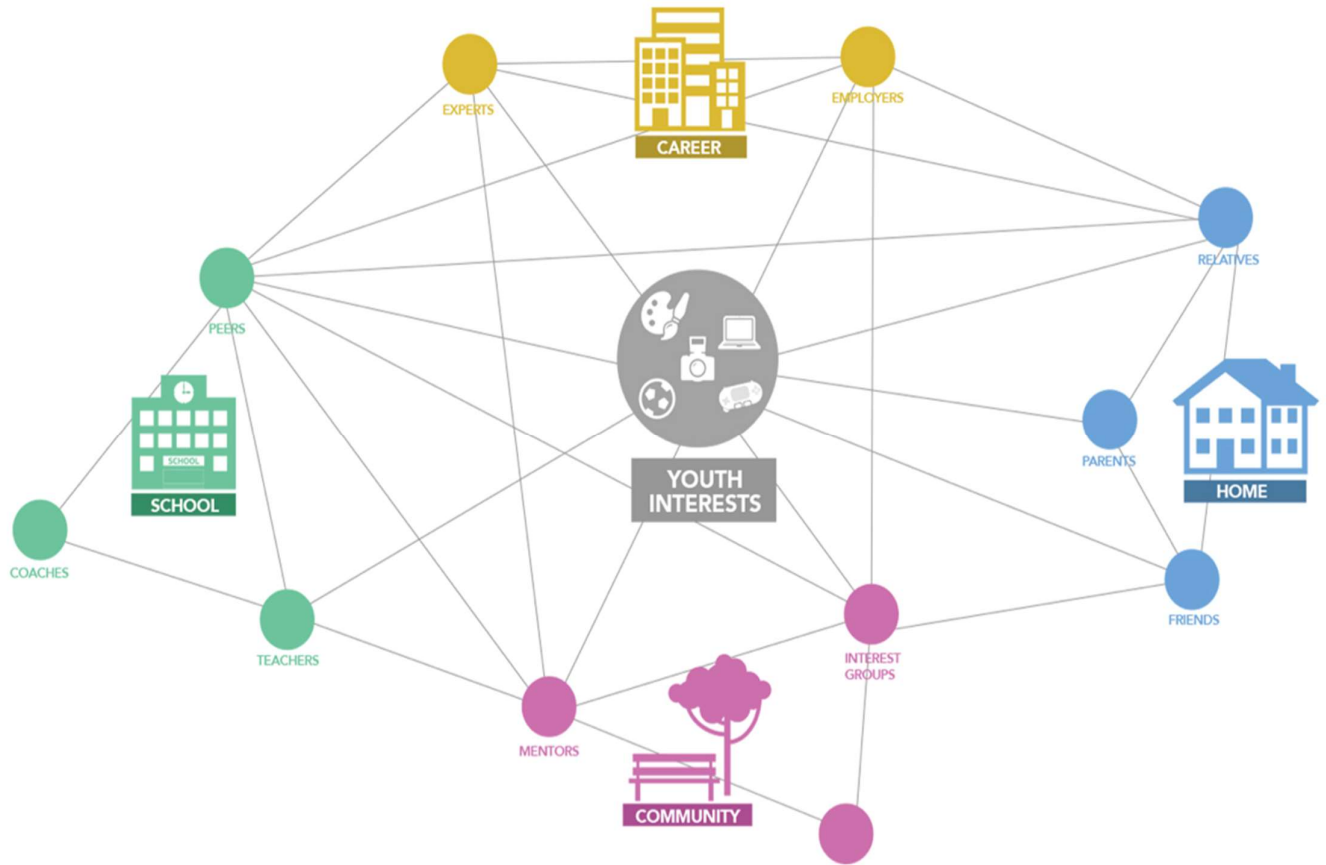
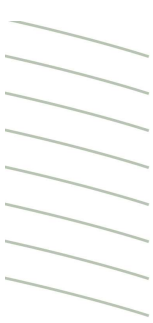
https://dmlhub.net/wp-content/uploads/files/Connected_Learning_report.pdf

The screenshot shows the dml Research Hub website. The header includes the logo and navigation links: RESEARCH, INITIATIVES, PEOPLE, PRESENTATIONS, PUBLICATIONS, NEWSROOM, and CONFERENCE. There is a search bar on the right. The main content area is titled "Publications" and features a sidebar with categories: All, Book Series & Articles, Reports, and Working Papers. Two publications are highlighted:

- From Good Intentions to Real Outcomes: Equity by Design in Learning Technologies**
Date: Oct 30, 2017
By: Justin Reich and Mizuko Ito Mimi Ito Justin Reich
Logos: Amazon, Barnes & Noble, Kobo
- By Any Media Necessary: The New Activism of American Youth**
Date: May 1, 2016
By: Henry Jenkins, Sangita Shresthova, Liana Gamber-Thompson, Neta Kligler-Vilenchik and Arel Zimmerman
Logos: Amazon, Barnes & Noble, Kobo

<https://dmlhub.net/publications/>





<https://clalliance.org/why-connected-learning/>

CONNECTED Learning

EQUITABLE, SOCIAL, AND PARTICIPATORY

Connected learning is a model of learning that holds out the possibility of reimagining the experience of education in the information age. It draws on the power of today's technology to fuse young people's interests, friendships, and academic achievement through experiences laced with hands-on production, shared purpose, and open networks.

PRODUCTION CENTERED

Connected learning prizes the learning that comes from **actively producing, creating, experimenting, and designing**, because it promotes skills and dispositions for lifelong learning, and for making meaningful contributions to today's rapidly changing work and social conditions.

INTERESTS

Interests foster the drive to gain knowledge and expertise. Research has repeatedly shown that when the topic is personally interesting and relevant, learners achieve much higher-order learning outcomes. Connected learning views interests and passions that are developed in a social context as essential elements.

SHARED PURPOSE

Today's social media and web-based communities provide unprecedented opportunities for caring adults, teachers, parents, learners, and their peers to share interests and contribute to a common purpose. The potential of **cross-generational learning and connection** unfolds when centered on common goals.

PEER CULTURE

Connected learning thrives in a socially meaningful and knowledge-rich ecology of ongoing participation, self-expression, and recognition. In their everyday exchanges with peers and friends, young people fluidly contribute, share and give feedback. Powered with possibilities made available by today's social media, this peer culture can produce learning that's engaging and powerful.

OPENLY NETWORKED

Connected learning environments **link learning in school, home, and community**, because learners achieve best when their learning is reinforced and supported in multiple settings. Online platforms can make learning resources abundant, accessible, and visible across all learner settings.

ACADEMIC

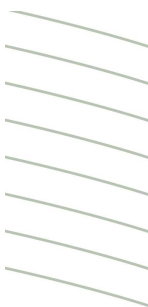
Connected learning recognizes the importance of academic success for intellectual growth and as an avenue towards economic and political opportunity. When academic studies and institutions draw from and connect to young people's peer culture, communities, and interest-driven pursuits, learners flourish and realize their true potential.



ACTIVE RELEVANT REAL-WORLD EFFECTIVE HANDS-ON
NETWORKED INNOVATIVE PERSONAL TRANSFORMATIVE

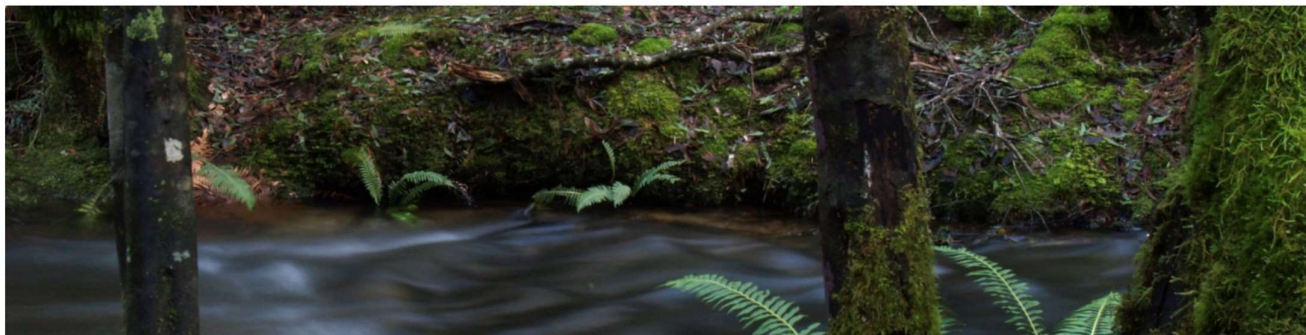
XPLANATIONS ©2012 EduKit Group

<https://clalliance.org/resources/connected-learning-infographic/>



TEACHING IN THE WILD

connected learning in higher education



about

CATEGORIES

- o art of teaching
- o assessment
- o connected learning
- o digital identity
- o higher education
- o humanmoooc
- o modularised learning
- o online learning
- o personalised learning
- o personalized learning
- o social media
- o student engagement
- o teaching online
- o Uncategorized

CONNECTED LEARNING QUADRANT MODEL

January 16, 2015 · by mandylupton · in connected learning, higher education, teaching online. · Edit

Connected learning in higher education involves **connecting learners, experts, networks and information in open systems**. A rationale for connected learning in higher education is exemplified in the predictions of the **2014 Higher Education Horizon Report**. It is seen in the ubiquity of social media for developing learning communities and for content creation, interaction, engagement, sharing and curating. It is seen in the development of more sophisticated approaches to online and blended learning, and in the use of learning analytics and adaptive learning capabilities.

FOLLOW BLOG VIA EMAIL

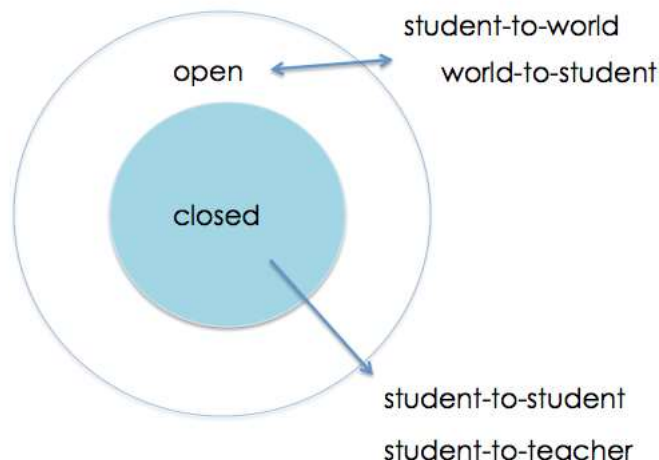
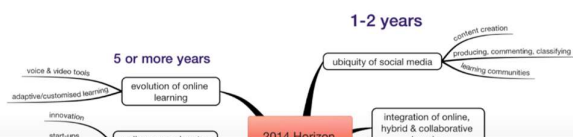
Click to follow this blog and receive notifications of new posts by email.

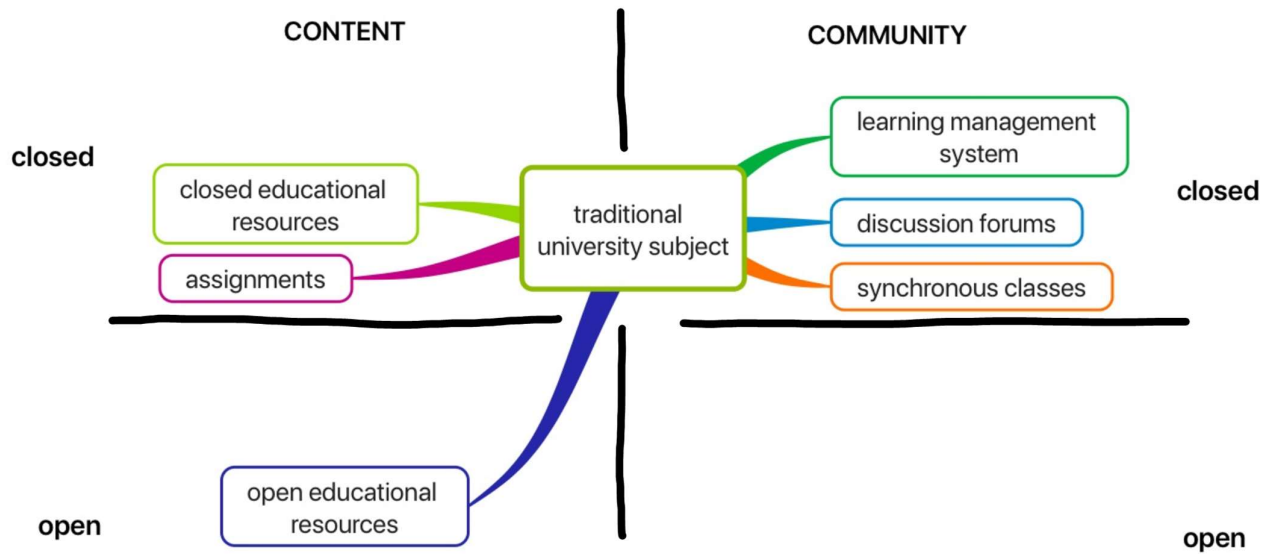
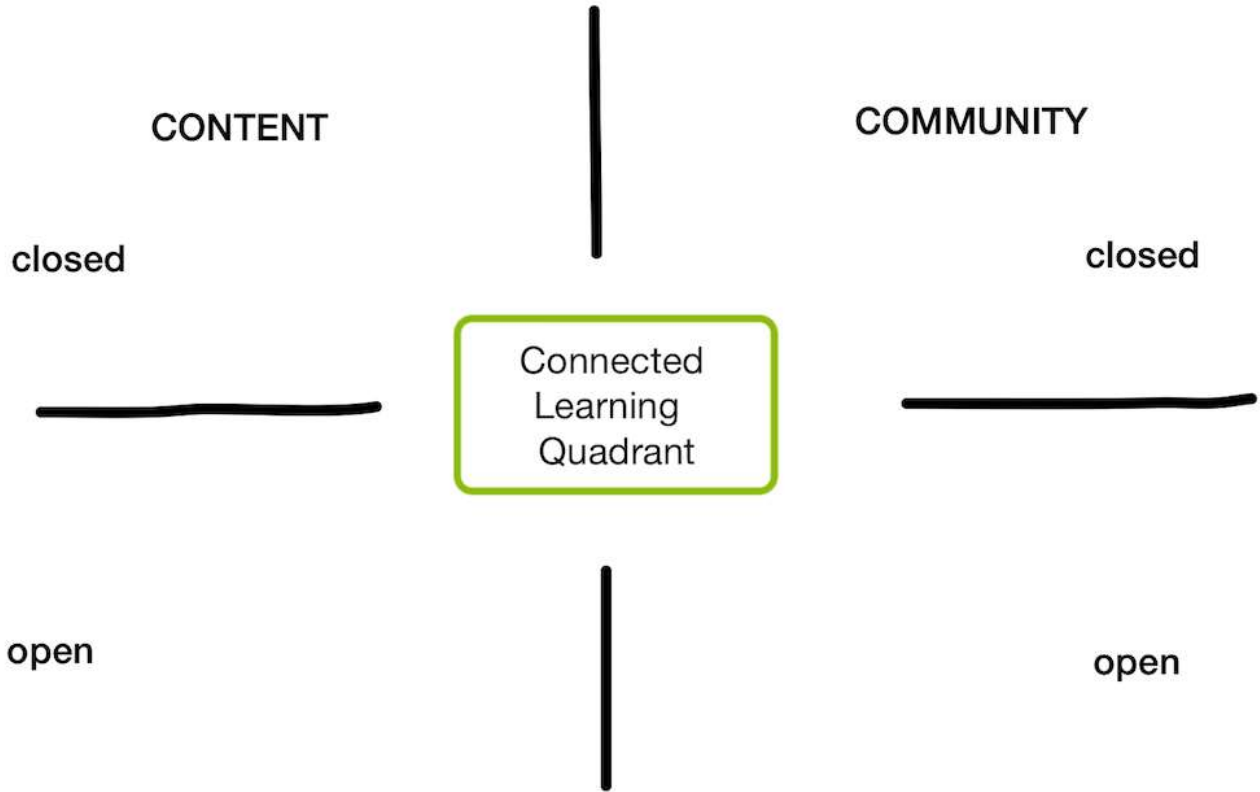
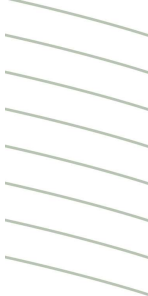
Join 51 other followers

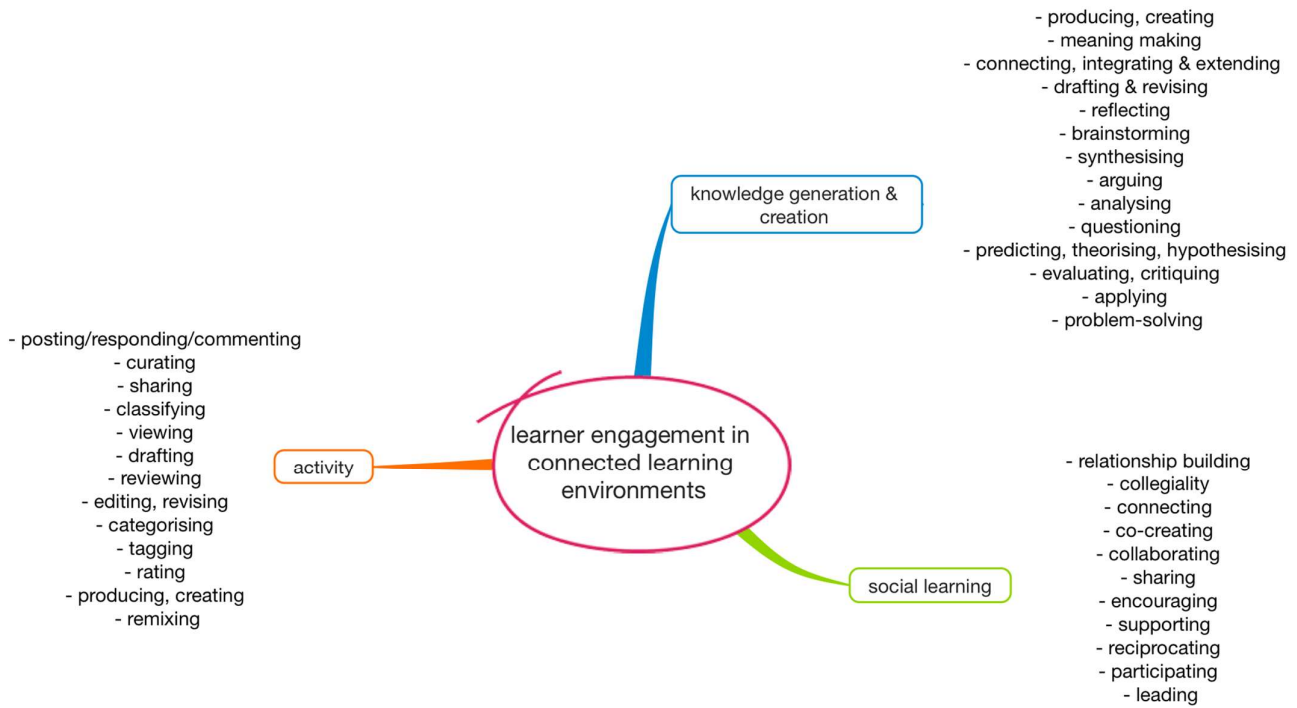
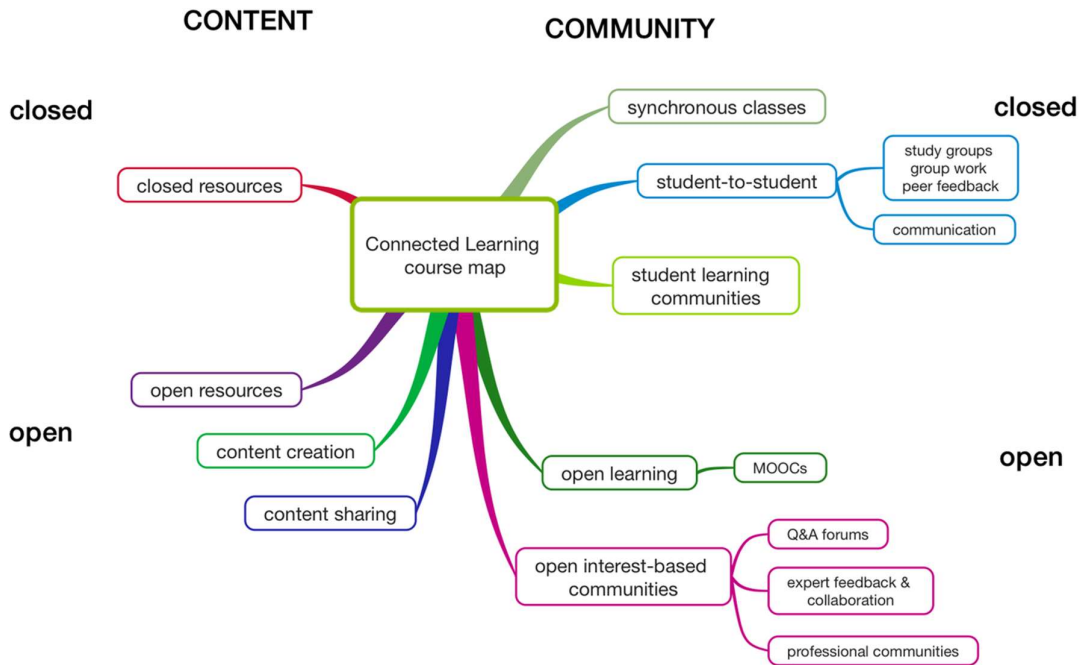
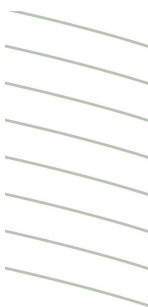
Follow

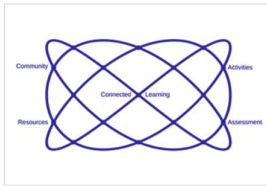
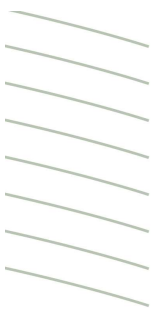
RECENT POSTS

- o Research project: student's digital identities
- o Modularised courses: The teacher becomes the student
- o Sector-wide measurement of student engagement – validity for online learning
- o Developing students' digital identities









Welcome to *LCN600 Connected Learning*, a unit of study in the QUT [Master of Education](#)

This unit has been designed for you to explore connected learning as a contemporary learning approach for formal and informal learning contexts, including school, higher education, libraries, workplace and community settings. You will also develop your digital identity as a connected educator.

The unit is built upon -and aims to model - connected learning principles. It supports an evolving network of people, ideas, information and digital technologies. Learning activities and assessment are interwoven. They are designed to be transferable to contemporary learning contexts.

<http://lcn600.weebly.com/>

Urban Sketchers by Lisa Norris



Urban Sketchers

Urban Sketchers (USk) is a nonprofit organisation that seeks to foster a global community of artists whose purpose is to practise on-location drawing.

Initially founded in 2007 by journalist and illustrator *Gabriel (Gabi) Campanario*, the community has grown at an exponential rate in the last few years and now boasts over 60,000 Facebook members and "220 official Urban Sketchers Chapters worldwide and growing!"

Browse a few of the links below to take a glimpse into the rich and active community of Urban Sketchers and...

"See the World, One Drawing at a Time"

<https://lisa7647.wixsite.com/thesketchyconnection/urban-sketchers>

Scratch by Robert Johnson



APRIL 4, 2018 by SLURPENGLISH

Give Way: The Future of Learning in a Connected World

CONNECTED LEARNING, THOUGHTS


Introduction

Connection. It's a defining factor in our relationship with this world. Without it, we can feel isolated from the things and people we love. It seems irrational to consider a world without connection, yet many young people feel disconnected from education.

Ma foura carieu's future article: innovators and entrepreneurs into a one-size-fits-all

<https://okaysay.com/2018/04/04/give-way-the-future-of-learning-in-a-connected-world/>


Nature Journaling by Emily Clark



PLAY AND PEDAGOGY

with emily clark

ABOUT ME PROFESSIONAL LEARNING NETWORKS



NATURE JOURNALING IN A CONNECTED LEARNING ENVIRONMENT

The evolving landscape of media and technology has played a key role in changing how we engage with learning and teaching in today's world (Olsen, 2011; Shriram & Warner 2010; Siemen, 2005). The platforms that are provided to us through new media have afforded us the possibility to shift from being solely passive consumers of knowledge, to being participants and constructors of knowledge (Ito et.al., 2013). The passive approach to education that has long dominated our schools, is no longer effective in contemporary society and caters to a niche group of students who fit

APRIL 13, 2018
Emily
Leave a comment

<https://playandpedagogy.edublogs.org/>

PLN - Reading - Renee Carmichael-Shute

Read ~ Create ~ Share

LEARNING & LIBRARIES

BUILDING MY PLN: A REFLECTION AND ANALYSIS

Renees09 | Uncategorized | digital citizenship, PLN, promoting reading | Leave a comment

"Although the cornerstone for lifelong reading is laid in the early years, we also know that it is never too late to start reading for pleasure" (Sheldrick-Ross, et al., as cited in Clark & Rumbold, 2006, p. 7).

The Beginning

Professional Learning Networks (PLNs) are "uniquely personalized, complex systems of interactions consisting of people, resources, and digital tools that support ongoing learning and professional growth" (Trust, Krutka & Carpenter, 2016, p. 35). In contrast to formal professional development (PD) mandated by employers, a teacher's PLN is a set of self-created "nodes and links" (Wenger, Trayner, & de Laat, 2011, p. 9), designed to support flexible, interest-driven, informal learning opportunities (Trust et al. 2016; Tour, 2017) related to their professional role. A PLN can be viewed as integral to the 21st century connected educator's do-it-yourself lifelong learning mindset (Nussbaum-Beach & Hall, 2011).

<https://readcreateshare.wordpress.com/2018/06/05/building-my-pln-a-reflection-and-analysis/>

PLN – Information Literacy – Leanne Morgan



Home | PLN Reflection | About Me

PLN REFLECTION

Critical reflection on the development of my Professional Learning Network (PLN)

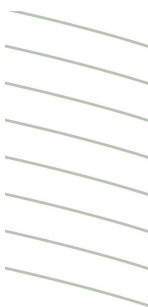
Chapter One

I have known about professional learning networks (PLNs) and teacher collaborative practices in online learning environments for many years. In fact, in 2012, I wrote over 10 000 words on the topic as part of my Master of Education studies. I also created a web page to share my ideas and resources. I walked the walk, I even talked the talk presenting my ideas at a state conference in the same year. Over time, I fell out of love with my PLN. I still valued the potential of my PLN and the people in it, and I looked at my Twitter feed from time to time, but I did not interact except for the very occasional retweet. The web page I created still exists and membership has continued to grow (340 members at present), but as I found in my research in 2012, most members are 'one-time or occasional users who find the web site through a Google search and join in order to be able to access the lesson ideas, worksheets or assessment items found on the web page'. It is not a participatory community.

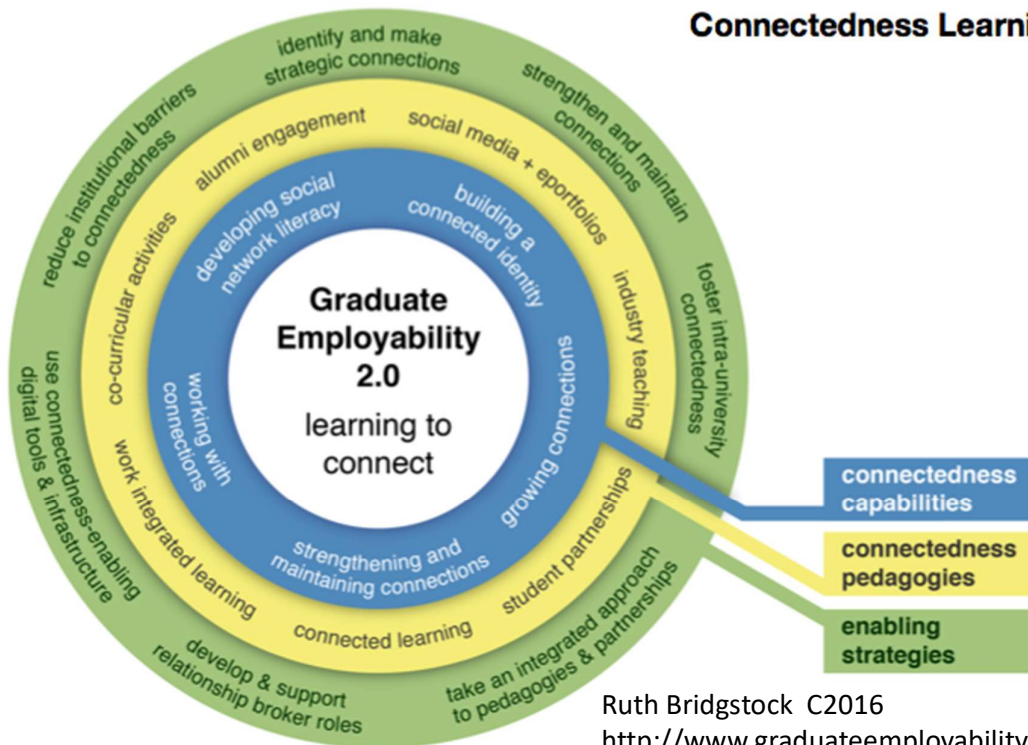
Fast forward six years and I have begun a second masters (this time in teacher librarianship). Social media is now six years older and the affective, social and cognitive potential of Twitter and other social media is now increasingly evident.

It was time to re-visit my PLN and so began chapter two in my PLN journey.

<http://blog.leanne-morgan.com/pln-reflection/>



Connectedness Learning Model



Ruth Bridgstock C2016

<http://www.graduateemployability2-0.com/model/>

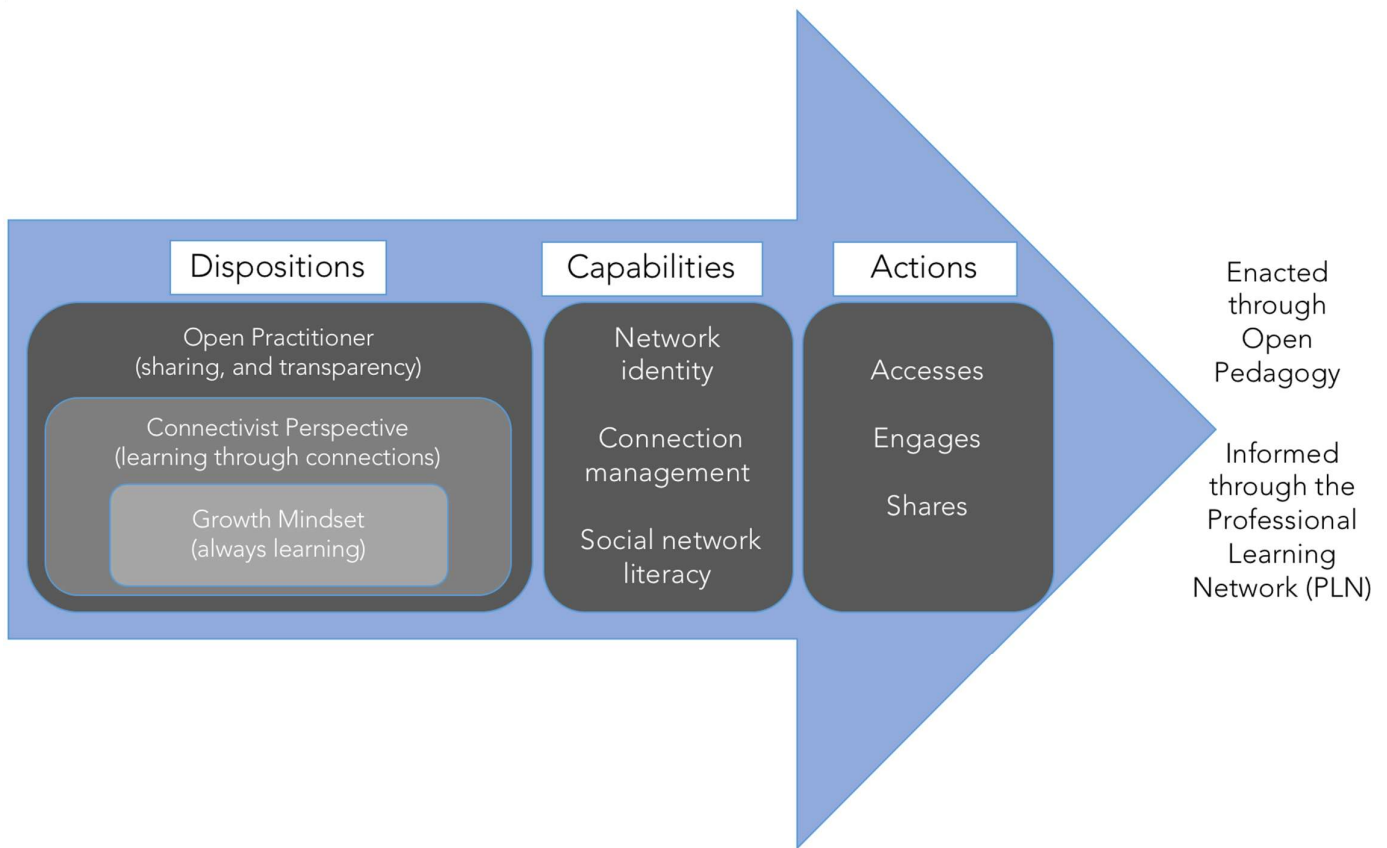
professional learning

- traditional professional learning → event-based → one off workshops/presentations/conferences
- networked professional learning → distributed → openness, collaboration, self-directed, self-selected learning via digital networks

professional learning network

‘Uniquely personalized, complex systems of interactions consisting of people, resources, and digital tools that support ongoing learning and professional growth’

Trust, T., Krutka, D. G., & Carpenter, J. P. (2016). "Together we are better": Professional learning networks for whole teachers. *Computers & Education*, 102 (p. 35)



Oddone, K & Lupton, M (2018) A conceptual model of the connected educator (draft manuscript)