

Learning in Knowledge Society: the different roles of

VILE**S** & **P**LE**S**

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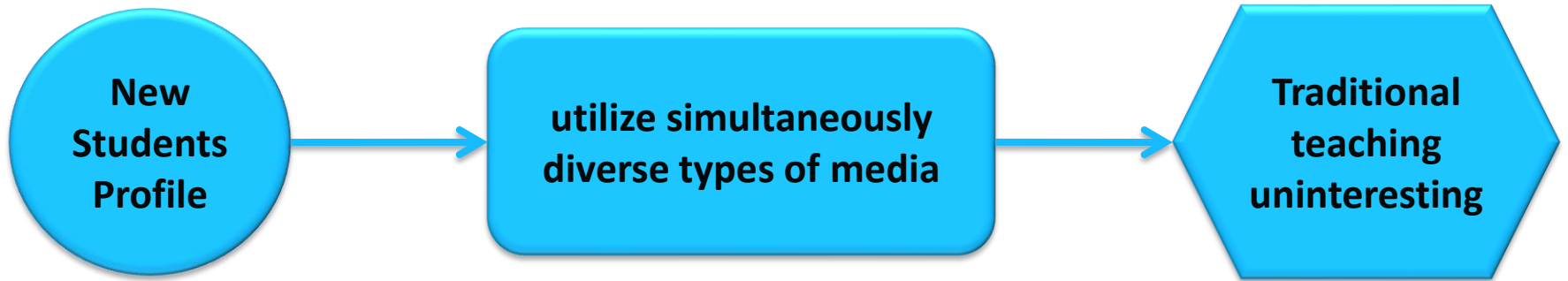
Rome, Italy

20-22 June 2012

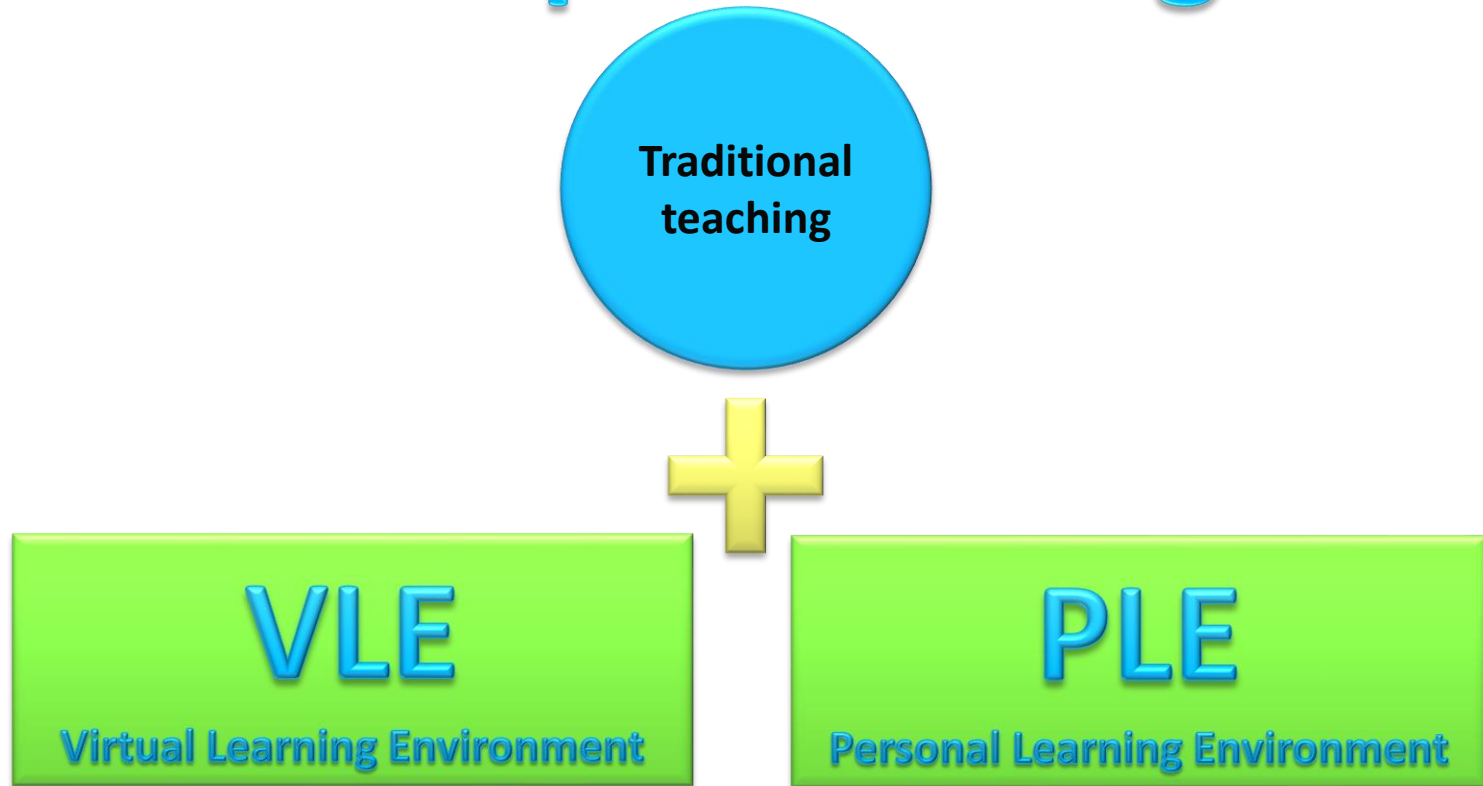
VLEs & PLEs [key words]



VLEs & PLEs [Learning in knowledge society]



Complementing



Teachers' role \neq



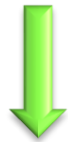
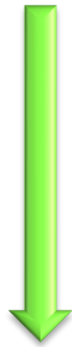
Competences to understand



Information to select

Teaching

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Networking

Relevant Connections



VLEs & PLEs [Forms of learning]

Formal Learning

Has a curriculum | Is
Intentional | Confers
formal recognition

Informal Learning

Never organized | No
objectives | Not intentional |
Daily activities | Experience

Non Formal Learning

Is intentional | Semi-organized |
May confer formal recognition |
Flexible | Operational

Natural Learning

May or may not be
intentional | No time or
place | autonomous |
Depends on Socialization

VLEs & PLEs [what are VLEs]

Formal and closed environments

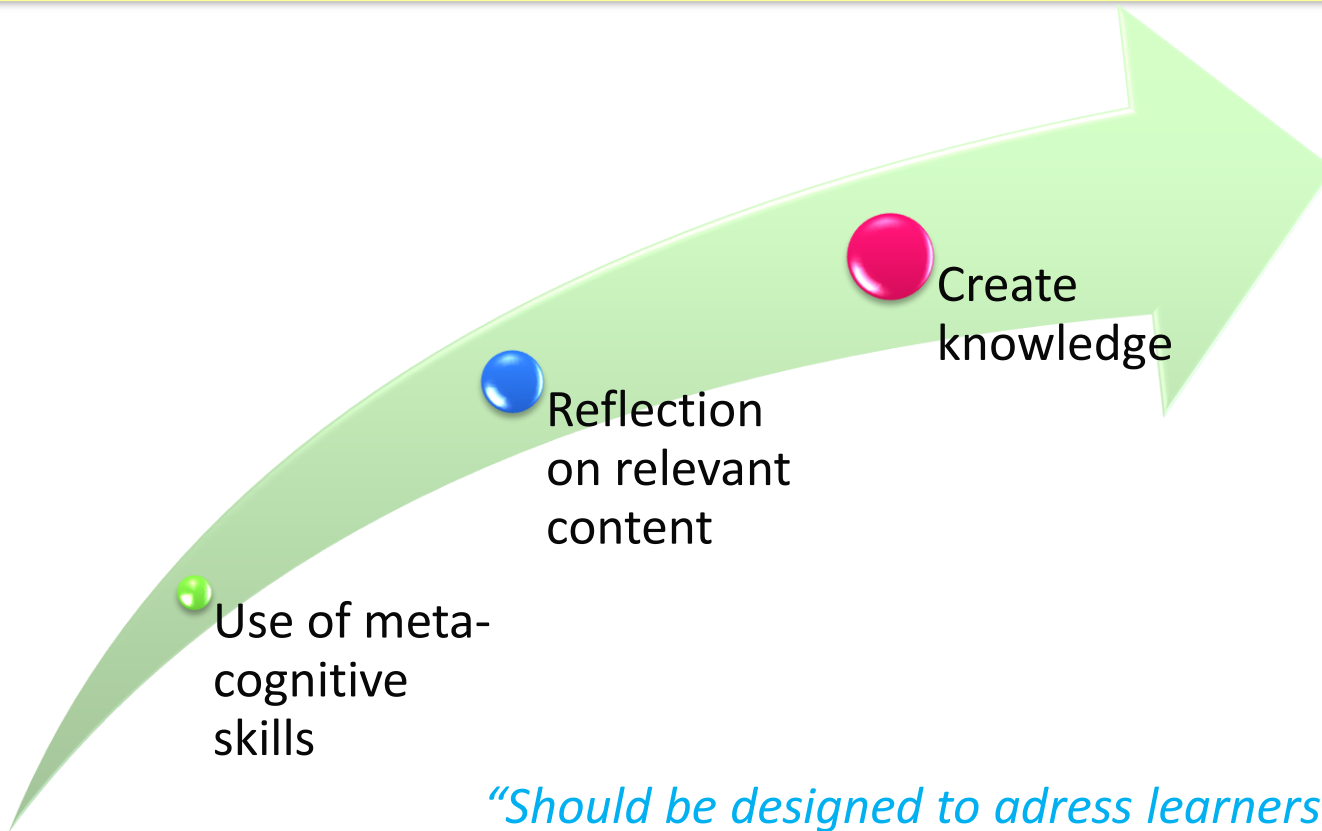
Ex.:  moodle



- Facilitate students access to teachers' information
- Allow contact with peers
- Static appearance
- Don't allow personalization

Not
motivating

VLEs & PLEs [what VLEs should encourage]

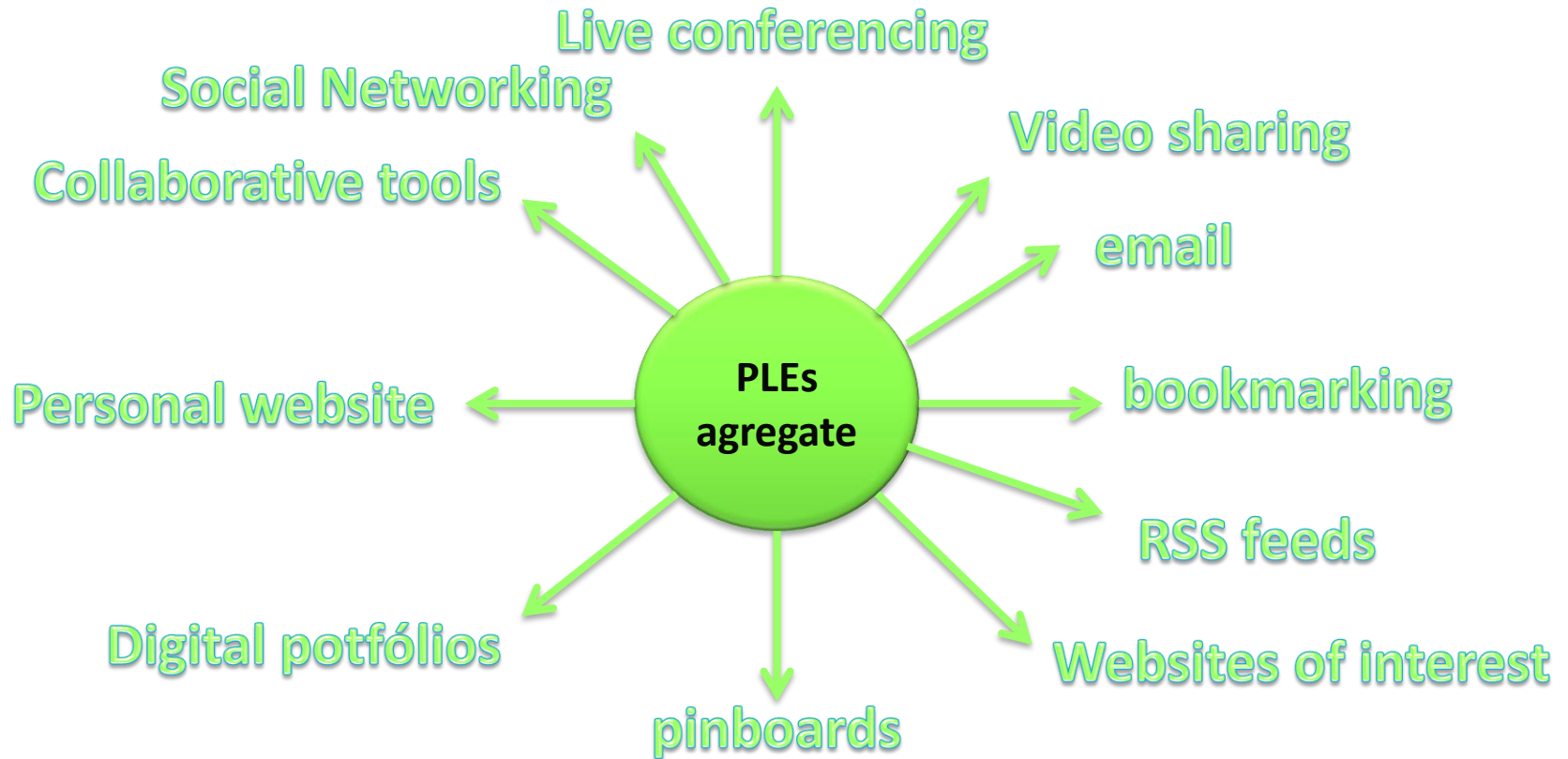


“Should be designed to address learners’ diversity in terms of learning styles, prior knowledge, culture and self-regulation skills”

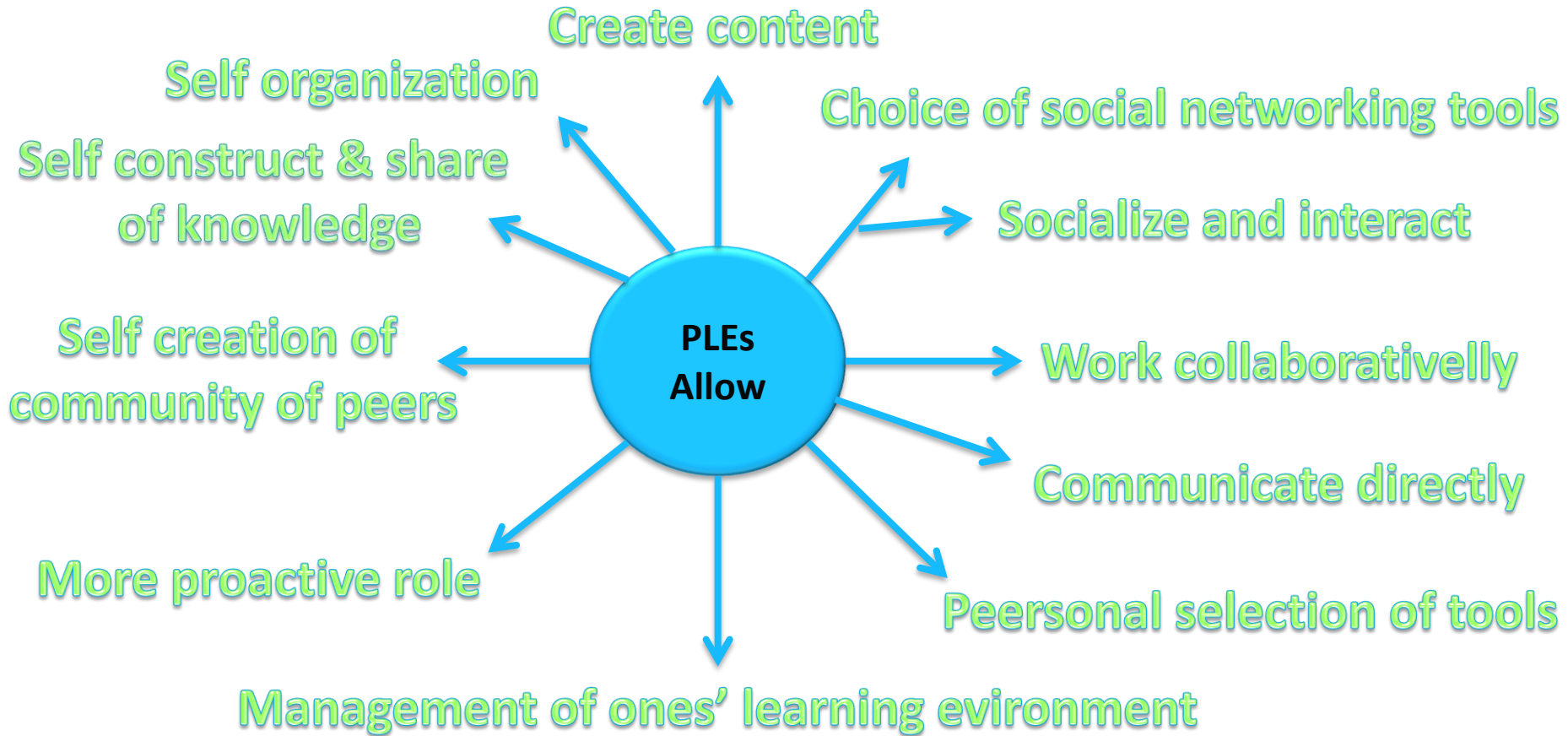
Vovides et al, 2007

Set of web 2.0 tools and services, gathered by the user, in a single webpage.

Graphically based.



VLEs & PLEs [PLEs Allow]



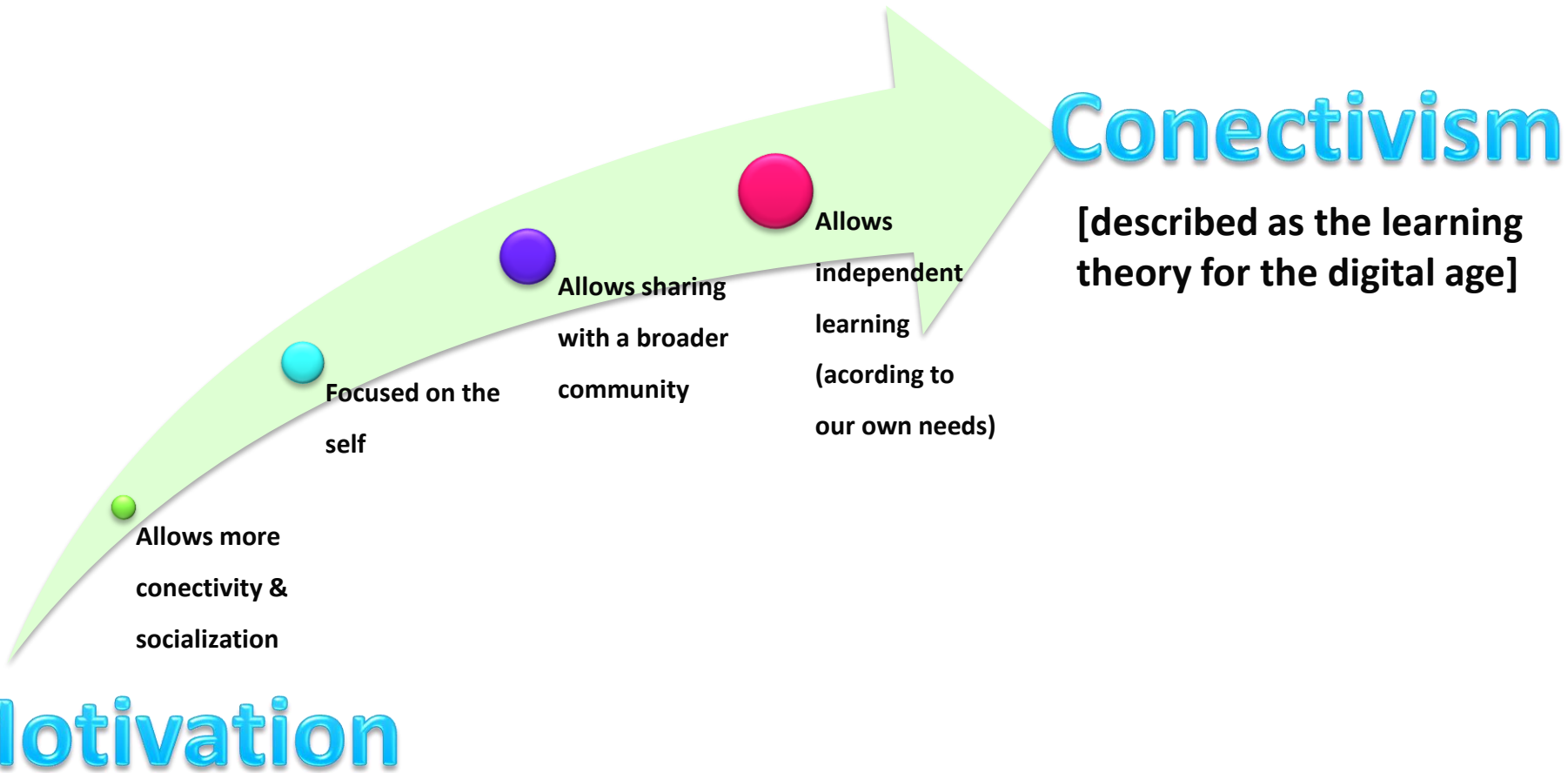
✓ **Continuous change**

✓ **Produce of knowledge and reflection**

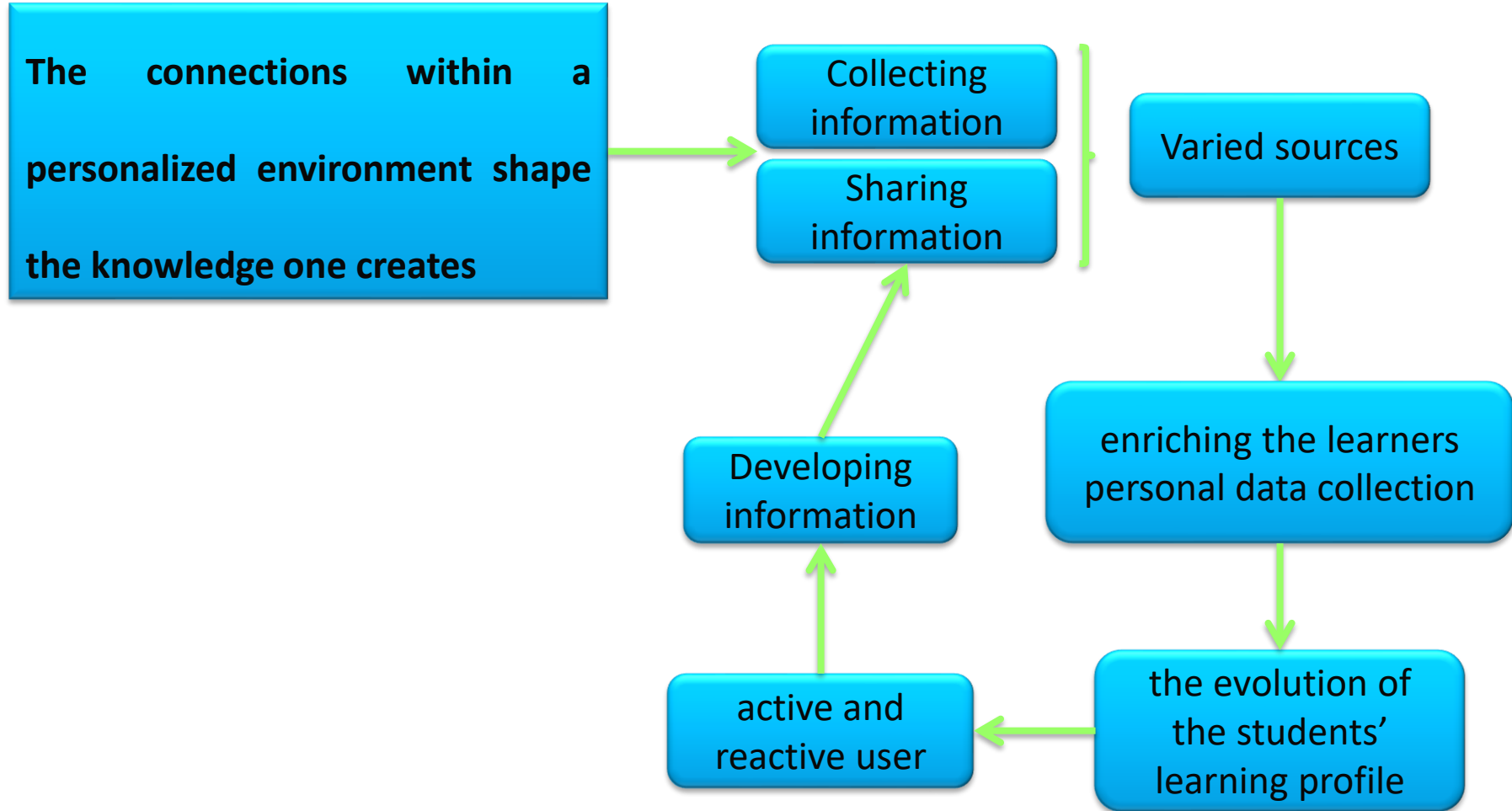
✓ **Evolves and keeps up with new apps**

✓ **More information is attainable**

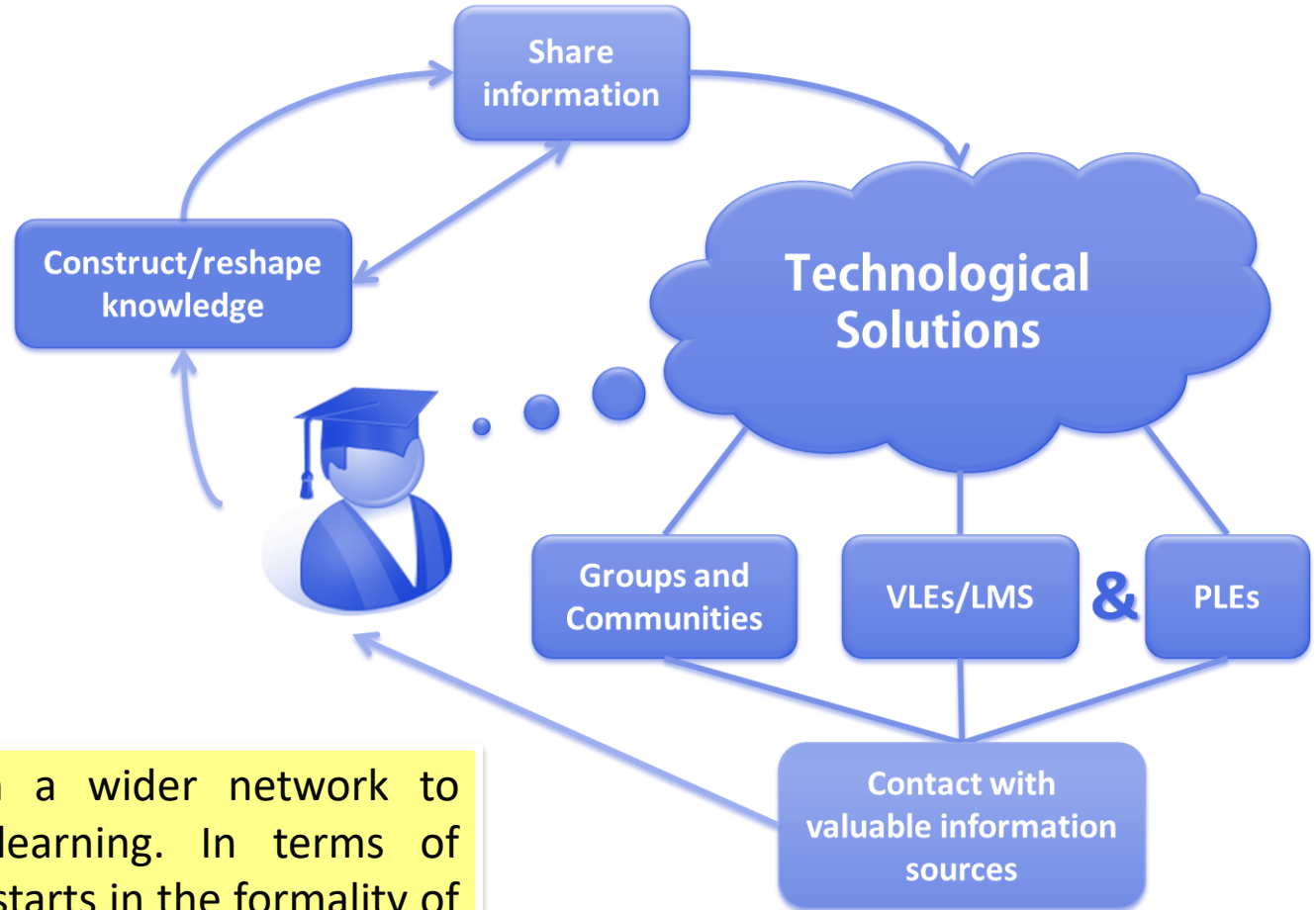
VLEs & PLEs [VLE & PLE benefits for e-learning contexts]



VLEs & PLEs [VLE & PLE benefits for e-learning contexts]



VLEs & PLEs [Conclusions]



Students engage with a wider network to enhance their own learning. In terms of learning, we can say it starts in the formality of a classroom and follows in the informality of the Web.

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VLEs & PLEs

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