

Opportunities and requirements for socio-constructivist learning in Web 2.0



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What is Web 2.0?

1. **social** networking and content production

2. **easy** access and use

- active producing (write)
- collective intelligence
- social networking
- artifacts sharing
- cloud computing and services
- browser as universal interface
- ease of use
-

What's *new* I :
web 2.0 spirit is *no news*

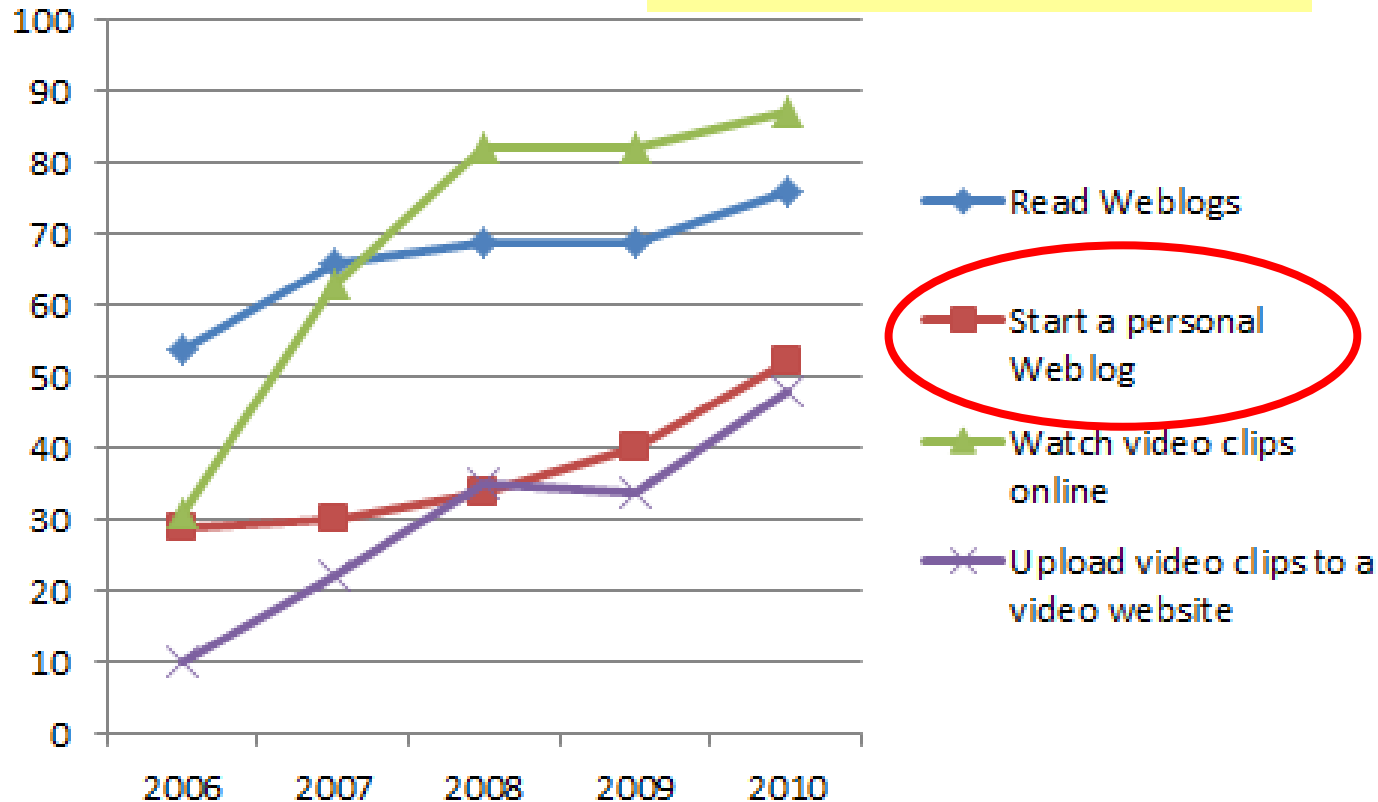
Plato (60's) – read/write e-learning system
Licklider & Taylor (70's) – global net for collaboration
Rheingold (70' s) – online communities
Harasim & Hiltz et al. (80') – electronic class room
Berners-Lee (90') – the web / http
Scardamalia & Bereiter (90') – knowledge building community
Lévy / Nonaka (90's) - collective intelligence

What's new II ?

=> Ways of combining networking with instructional design
(e.g. PLEs)

What's new & news ?

Scale, cost, ease, ...
N people participating



Social Media Tracker (2010) survey conducted on more than 37,000 Internet users in 53 countries

How about active participation ?

Net generation
(bright side)

Net generation
(dark side)

Is less afraid

Has trouble sorting
and integrating

Explores

9 - 1
(90% lurkers, Nielson)

900 - 90 - 9 - 1
(99% lurkers,
Wikipedia)

This is a challenge for us !



write/share/collaborate

Web 2.0
In education

easy/free

Implementing
Web2.0 spirit

Using Web 2.0
technology

The GALANET environment, scenarios & community

Distance-learning environment for the mutual understanding of the Roman languages (Spanish, French, Italian, and Portuguese).

The screenshot displays the GALANET website interface. The header features the GALANET logo and the text "Plateforme de formation à l'intercompréhension en langues romanes". Below the header, there are navigation tabs for "Accueil", "Sessions", and "Espace partenaires". The main content area is divided into two columns. The left column contains a sidebar with sections: "Accueil" (Le projet Galanet, Les partenaires, Les dossiers de presse, Nouvelles, Les publications), "Sessions" (En préparation, En cours, Terminées), and "Espace partenaires". The right column lists "Les sessions terminées" with a scrollable list of sessions including "Canosession (fev-mai 2004)", "Pseudosession (fev 2004)", "Session BELC-2004 (juil 2004)", "Sessione ottobre novembre 2004", "Verba Rebus (fev-mai 2005)", "Sessione SSIS (mai 2006)", "Challenges 2005 - test", "Belcalanet05 (juil 2005)", "Idee a confronto (ott-dic 2005)", "L'art du dialogue (fev-mai 2006)", "Échanges belc06 - (juil 2006)", "Paraíba (aou-sep 2006)", "Para cada frontera hay un puente (oct-dic 2006)", "Formation de démonstration (nov 2006)", "Natal (nov 2006)", "Entre Línguas e Culturas (fev-mai 2007)", "Visión panorámica (jan-jun 2007)", "Fòrum (sep-nov 2007)", "À Descoberta das Línguas Românicas", "Descobrimdo as Línguas Românicas (sep-dec 2007)", and "Brasil 2007 (ago 2007)".

Overlaid on the right side of the screenshot is a browser window titled "Identification" showing the URL "www.galanet.eu/vitrine/info_sess_term.php?ldForm=6". The browser content displays details for the "Verba Rebus (fev-mai 2005)" session, including the "Responsable de session" (Chavagne Jean-Pierre) and "Début/fin" (03-02-2005 / 20-06-2005). A description states: "Session de formation à l'intercompréhension en langues romanes incluant quelques étudiants poursuivant un objectif particulier de formation à la didactique des langues étrangères." Below this is a link: "Calendrier de la session et horaire pour les chats modifié le 2 mars".

At the bottom of the browser window, there is an "accès à la session" section with an "Identification" form. The form has two input fields: "Pseudo" with the value "depover" and "Mot de passe" with masked characters "*****". A "Valider" button is located below the fields. A "Visiteur" link is visible in the bottom right corner of the browser window.

1) 3D Metaphor: spatial locations for activities

Salle de rédaction



Mon bureau



Fermer



Les salons



Fermer

2) The learning scenario: Creating a press kit

Stage 1 Break the ice and choice of theme	<ul style="list-style-type: none">• filling in profile sheets,• get to know each other from these• initiate interactions in forums and chats• discuss and choose press kit theme
Stage 2 Brainstorming	<ul style="list-style-type: none">• identify main topics of discussions (for the sections of a press kit defined later).
Stage 3 Collection of documents and discussion	<ul style="list-style-type: none">• share and discuss documents extracts filed in the forum (face-to-face sessions organized by the local involved in a team).
Stage 4 Completion and publication of the press kit	<ul style="list-style-type: none">• produce written text and audio• assemble press kit using tools provided in the press center.

+ tutoring support

3) Galanet community

Important community variables

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graph TD; A[Important community variables] --- B[Time (sessions last 3 month)]; A --- C[Local communities (10 people) that meet in RL]; A --- D[Emerging common language]; A --- E[Belonging (it's « their project »)]; A --- F[Legitimate participation (tutors in the background)];
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Legitimate participation
(tutors in the
background)

Belonging
(it's « their project »)

Emerging common
language

Time
(sessions last 3 month)

Local communities (10 people)
that meet in RL

Observations from a Galanet session

73% are active participants (at least one message)

6% of all students, posted 423 messages (32%) out of a total 1308 messages.

tutor interventions represent a small part (7%), but initiate a higher proportion of discussions

Mostly positive evaluation of the scenarios (90%)

Press kits (done)

.... it does work

Conclusions

