

What is a Learning Ecology?

Ecology as a metaphor

Interaction with the world

Learning is fluid and doesn't stop

learning is formal and
informal

open

dynamic

Interdependent

ECOLOGY

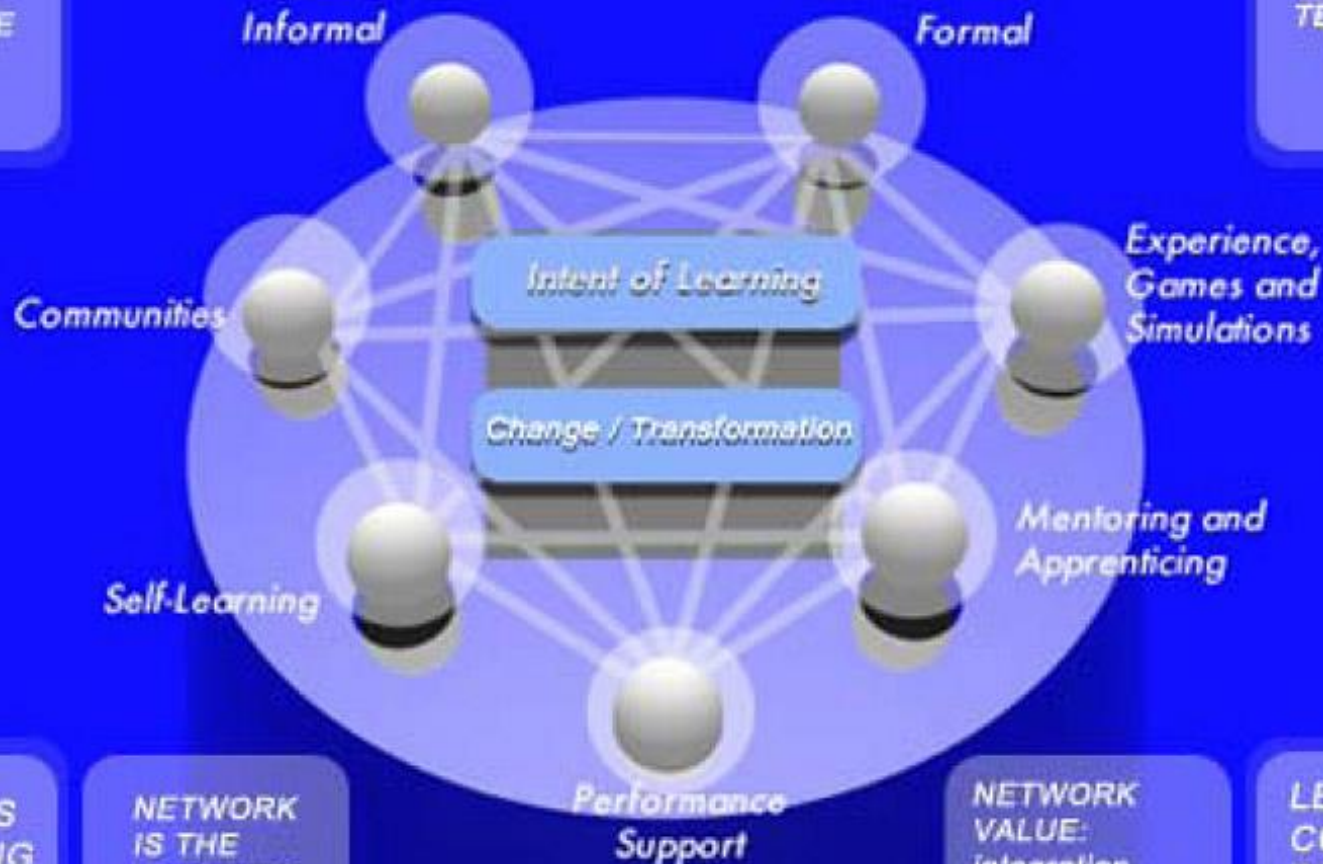
“the scientific study of the relationships that living organisms have with each other and with their natural environment”

NETWORKS

Learning Ecology

FILTERS
VALUES
BELIEFS
PERSPECTIVE

CONDUITS
LANGUAGE
MEDIA
TECHNOLOGY



DIMENSIONS
OF LEARNING

Learning about
Learning to do
Learning to be
Learning to
Transform

NETWORK
IS THE
LEARNING

NETWORK
VALUE:
Integration,
Multi-Dimension

LEARNING
CONCEPTS
DATA
INFORMATION
KNOWLEDGE
MEANING
UNDERSTANDING
WISDOM

Connectivism: Process of creating network

THE PerLE Platform

PerLE has been created and conceived at the Department of Languages and Educational Sciences with the aim of:

- Providing courses/support courses for Unical students + promoting collaborative learning
- Offering an environment for a COMMUNITY of users with emphasis on social media
- Development of OPEN ONLINE courseware

- **PerLE is entirely OPENSOURCE**





What does PerLE offer?



PerLe – from LMS
to
PLE



Concept
+
Functionalities



Course
Environment

LEARNING MANAGEMENT SYSTEMS

- >[aTutor](#)
- >[Canvas](#)
- >[Chamilo](#)
- >[Claroline](#)
- >[Dokeos](#)
- >[eFront](#)
- >[Fedena](#)
- >[ILIAS](#)
- >[LAMS](#)
- >[Moodle](#)
- >[OLAT](#)
- >[Sakai](#)
- >[Totara LMS](#)
- >[WeBWork](#)





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We are now using Moodle 1.7.2+
by Jeff Crawford - Saturday, 25 August 2007, 04:45 AM

The Technology Department is pleased to announce that the EGRPS Moodle System has now been upgraded to version 1.7.2+.

This is a significant upgrade from the previous version, 1.5.3+.

This is just a milestone upgrade. The Technology Department plans to perform one more Moodle upgrade before the start of the 2007-2008 school year.

Thanks,
Jeff Crawford
Manager of Networking and Security
East Grand Rapids Public Schools

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Welcome to Moodle!
by Jeff Crawford - Sunday, 19 February 2006, 11:52 PM

Calendar

January 2008

| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
|-----|-----|-----|-----|-----|-----|-----|
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
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| 27 | 28 | 29 | 30 | 31 | | |

Find:

Learning Management Systems

LMS – THE GOOD THINGS:

- Excellent “Learning Object” presenter
- Allows collaborative actions using Forums, Blogs, Wikis at course level
- Fulfills test and assessments, handles Grade books
- Fulfills Course and Student Management

LMS – THE NOT SO GOOD THINGS:

- Is a “one size fits all” approach, limited adaptation and personalization possibilities
- Alternative, student specific actions are not possible
- “State of the art” collaborative actions are difficult to realize
- Alternative learning object presentation based on learner needs is difficult to realize

LMS and Personal learning Environments: PerLE

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Some Considerations

1.

- Learning cannot be “managed”

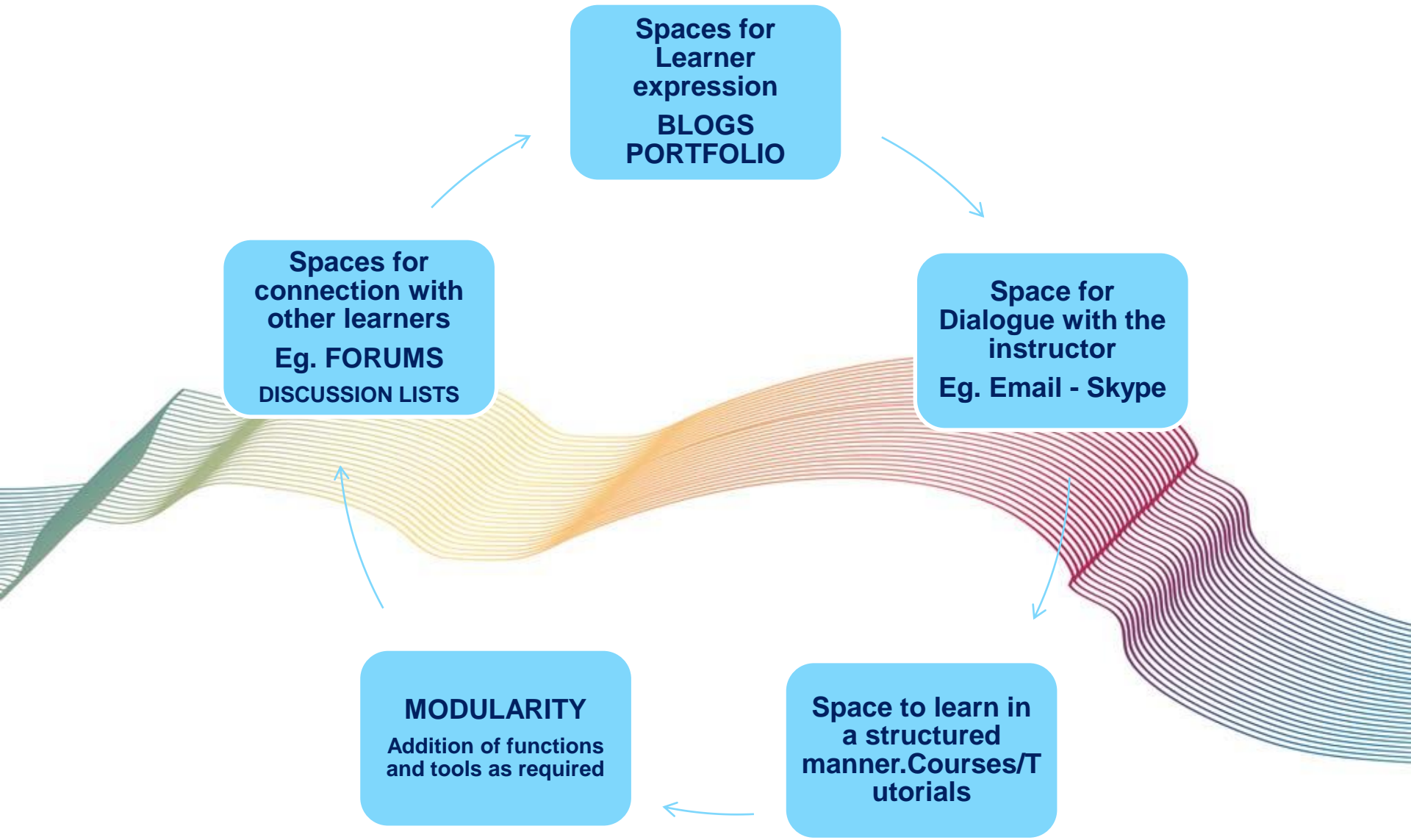
2

- One tool is not enough

3

- Diversity is essential -we need other options

SO WE NEED.....



PerLE Environment

Community

PerLE SOCIAL : "Entra a far parte della nostra social community..."



Accedi

Hai dimenticato la tua password di accesso? Clicca [qui](#)

Courses

CORSI ON-LINE: Accedi ai nostri corsi.

Corsi in PerLE su tale piattaforma non è possibile autoregistrarsi

Corsi in Elea su tale piattaforma è possibile autoregistrarsi



BLOG: "Condividi le tue PerLE nella nostra community..."

Fatti di PerLE

Blog farmacia-CTF

Media Education

Ri-mediare la scuola



Progetto Calabria Friends>Returns

Streaming

WebRadio



YouTube



PerLE Environment

PerLE helps learners:

- **take control of and manage** their own learning
- **communicate and collaborate** with others in the process of learning



PerLment

Study

offers both institutionally created courses and open source courseware

Create

offers a series of webtools in support of learning



Communicate

allows users to present their work to others promoting exchange of models and approaches

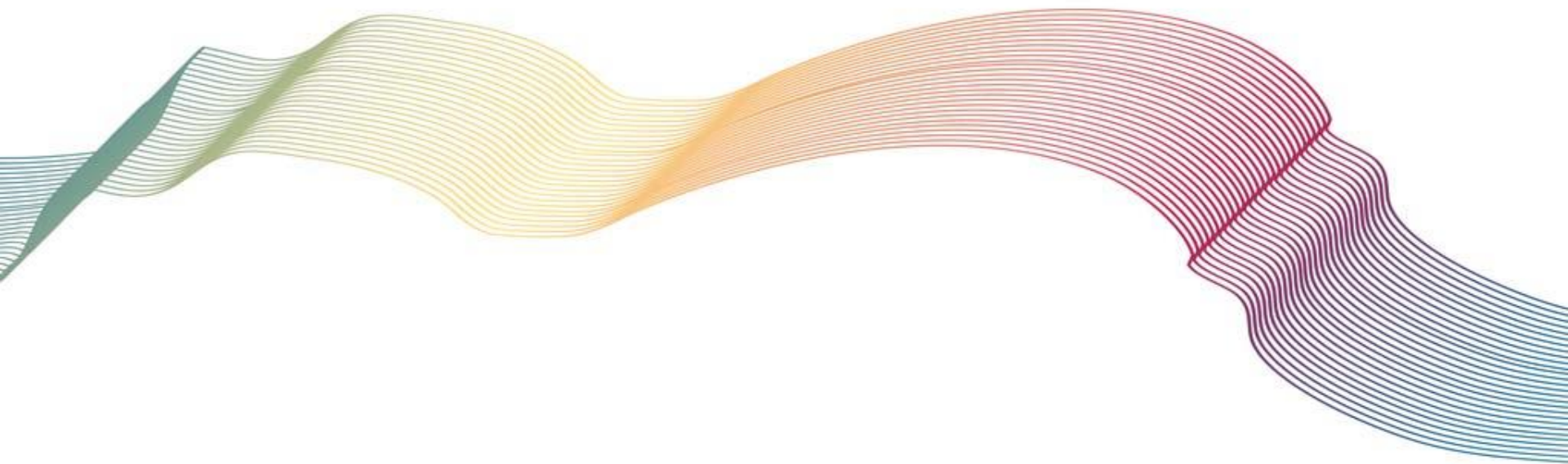
Collaborate

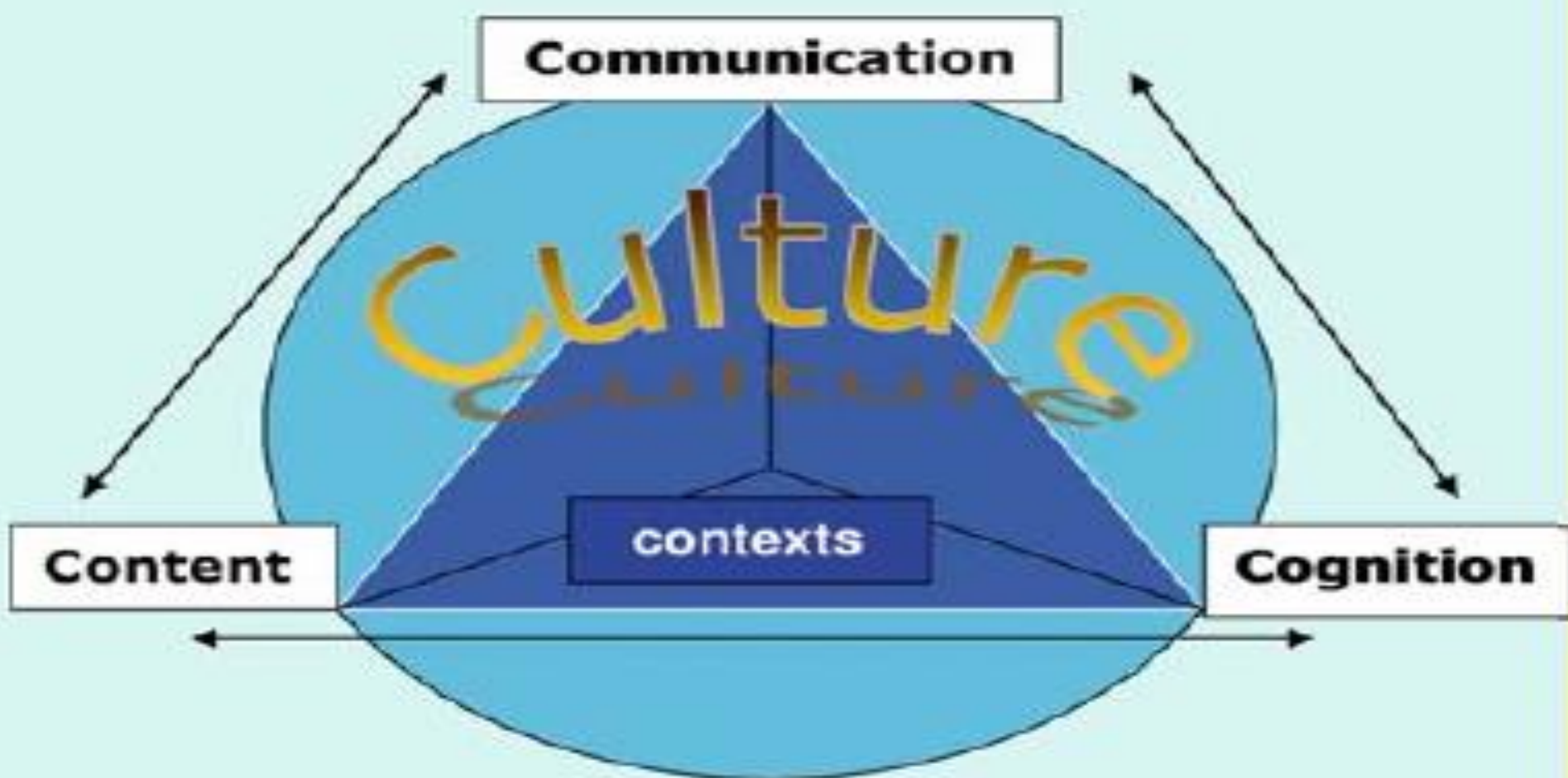
makes available a series of networking tools such as video-conferencing and blogs, eliminating distances.

PerLE Environment



So what are the possible advantages of using LMS and personal learning environments for CLIL teaching and CLIL support (in BLENDED FORM)?





e 4Cs framework for CLIL (Coyle, 2005).

CLIL – THE 4 Cs.

CONTENT – Subject – Theme - what knowledge? What skills?

COMMUNICATION – using TL to communicate thought, opinions
– «learn to use language and use language to learn» (Coyle)

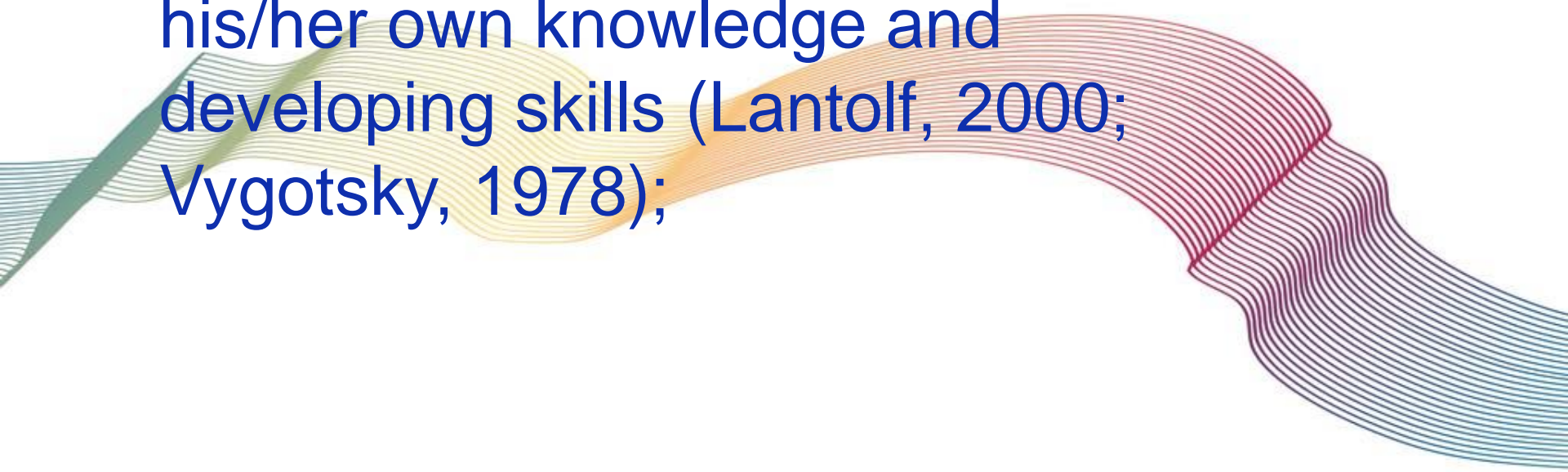
COGNITION – Engage with content – Solve problems – reflect on learning

CULTURE – participation in a learning community and awareness of own and other cultures – citizens of the world



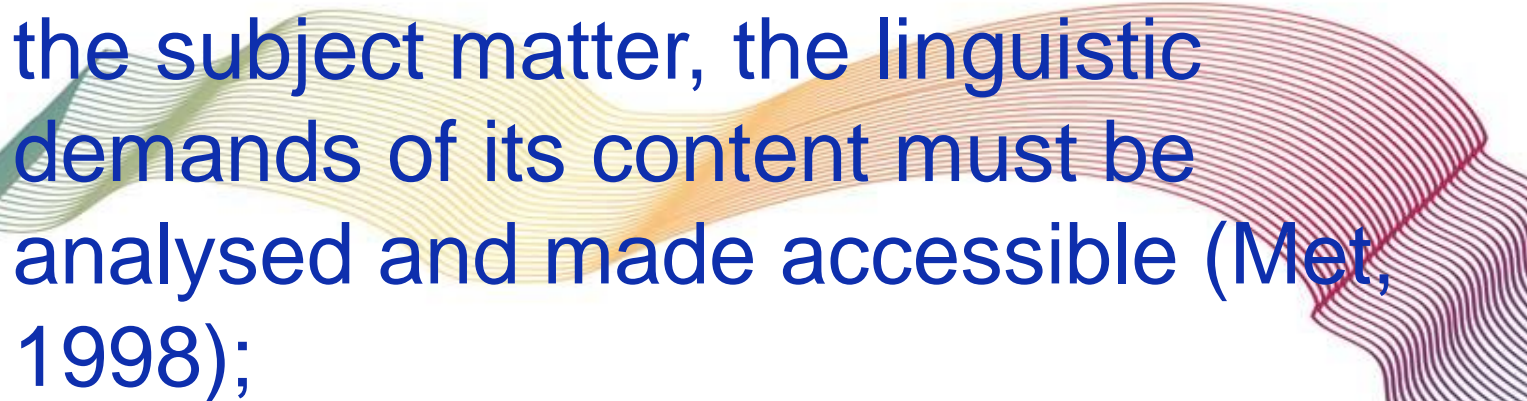
1. CONTENT.

Subject matter is not only about acquiring knowledge and skills, it is about the learner **constructing** his/her own knowledge and developing skills (Lantolf, 2000; Vygotsky, 1978);



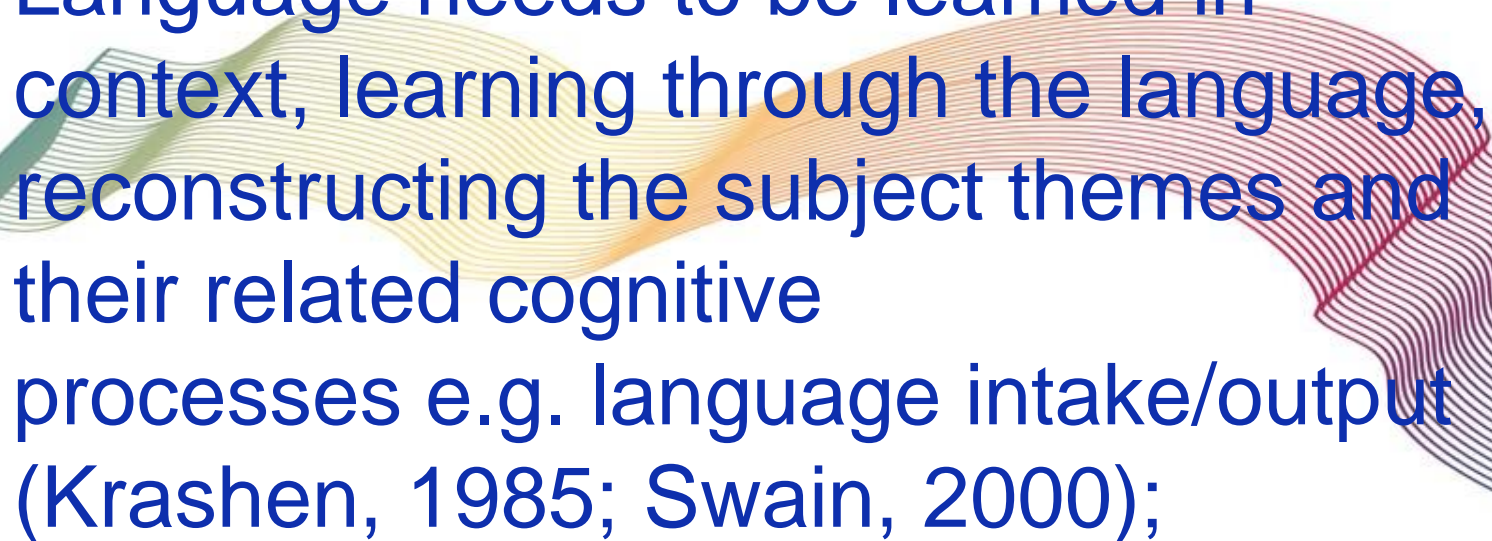
2. COGNITION

Acquiring subject knowledge, skills and understanding is related to learning and thinking (cognition). To enable the learner to construct an understanding of the subject matter, the linguistic demands of its content must be analysed and made accessible (Met, 1998);

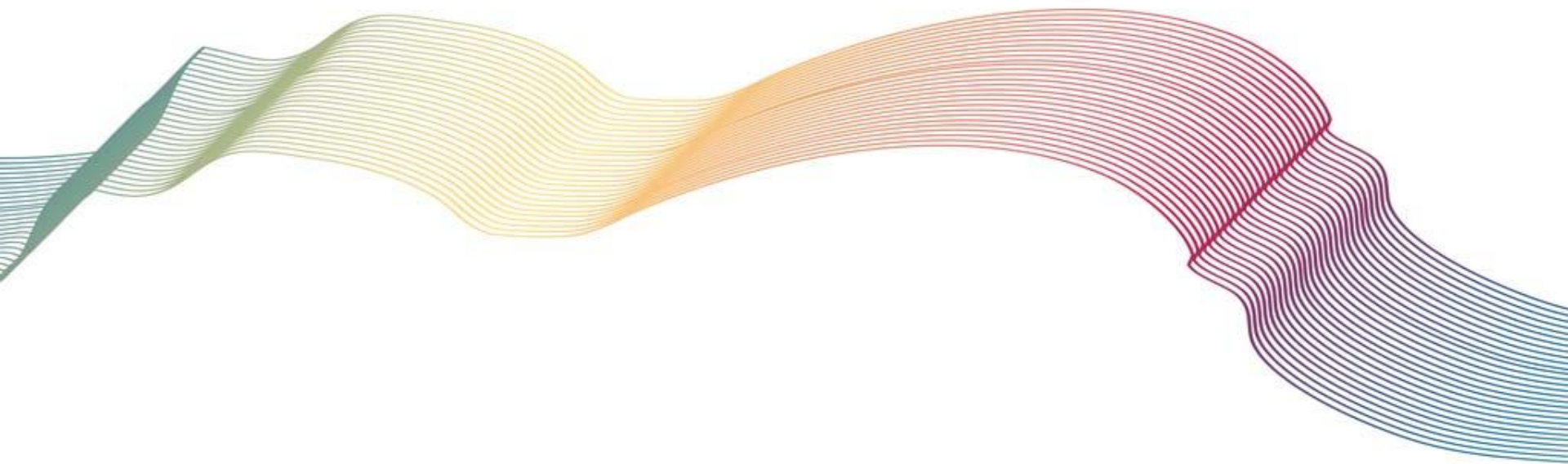


Thinking processes (cognition) need to be analysed for their linguistic demands (Bloom, 1984; McGuiness, 1999);

Language needs to be learned in context, learning through the language, reconstructing the subject themes and their related cognitive processes e.g. language intake/output (Krashen, 1985; Swain, 2000);

A decorative graphic consisting of several overlapping, wavy, horizontal lines in shades of green, yellow, and red, located at the bottom of the slide.

Interaction in the learning context is
fundamental to learning. This has
implications when the learning
context operates through
L2 (Pica, 1991; van Lier, 1996);



Some practical examples of PerLE in use

The MOODLE ENVIRONMENT in use - blended

A SUMMARY WRITING COURSE – blended

A decorative graphic consisting of several overlapping, wavy lines that flow from the left side of the slide towards the right. The lines are colored in a gradient: green on the far left, transitioning through yellow and orange to red, and finally blue on the far right. The lines are closely spaced and create a sense of movement and depth.