

Lifelong Learning Programme

This learning partnership project is supported by the European Commission's Lifelong Learning Programme/ Grundtvig.

#### PEOPLE Grundtvig Partnership

- Personal Learning Environments
- Blogs as PLE Tools.
- Lifelong learning
- Informal learning in formal and non-formal contexts
- Digital and Media literacy

#### IN THIS ISSUE:

PEOPLE Workshop held in Torredonjimeno, Spain	1
What is a PLN?	1
Photos	2
PSN Schemes	3
Oppinion corner	3
Next steps	4
A description of the hosting organization	4

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## **PEOPLE Meeting in Torredonjimeno, Spain**

PERSONAL LEARNING ENUIRONMENTS

The second transnational meeting of the PEOPLE partnership took place in Spain, at the Lifelong Education Centre (Centro de Educación Permanente) "Miguel Hernández" in Torredonjimeno from the 11th and 12th of March, 2013.

The Vice-major offered an institutional welcome to the participants of the project. A present interexchange act was carried out by the local authorites and the participants partners.

Greeting everyone for the participation, the first session began.

Coordinator Johanna Jokinen began recalling what had been done in Leiria Meeting and the working agenda for this Meeting.

The participants did a exposition of their research

### What is a **PLN**?

A "Personal Learning Network" (PLN) is an informal learning network that consists of the people a learner interacts with and derives knowledge from in a personal learning environment. In a PLN, a person makes a connection with another person with the specific intent that some type of learning will occur because of that connection.

An important part of this concept is the theory of connectivism developed by **George Siemens** and **Stephen Downes**. Learners create connections and develop a network that contributes to their professional on the status of PLE in their own countries.

In this first session, each of the partners made and overview of PLE in formal and informal teachinglearning situations and tools (Social Networks, image sharing deposits, maps, blogs...)

Portuguese partners began showing a instance of the Crunching bytes blog. Turkish associates showed the result of a survey of usage of social networks tools in Turkey. Norwegian showed the blog Eat, Speak, Learn. Spaniards showed the Wordpress blog of their Fuensanta de Martos Section on anniversary events.

Italian partners did a theoretical review on the status of the issue of PLE.

Polish partners and Finnish

PLE and their putting into practice.

summary ot the nature of

coordinators made

sesssion, it was conducted a discussion on PLE vs. PLN (Personal Learning Networks), the latter dealing mainly with the interaction with other people's resources / PLE., agreeing that the synthesis of both is the most suitable approach.

The second day of the meeting began with the third working session presentation of the projects to be conducted for the third meeting.

The fourth session ended with a workshop on Google Maps application for PLE given by Pedro Costa.

The second meeting was closed and a family picture was taken.

All the members were set to meet in the Third Meeting in Turkey.

Personal learning networks share a close association with the concept of **Personal Learning Environments.** Martindale & Dowdy describe a PLE as a "manifestation of a learner's informal learning processes via the Weh"

The European Union Lifelong Learning Programme 2007–2013 has recognized the potential for PLNs by funding the aPLaNet project (Autonomous Personal Learning Networks for Language Teachers). The project explains the value of PLNs for the professional development of language educators.

development and knowledge. The learner does not have to know these people personally or ever meet them in person.

The following is an excerpt from Dryden's and Vos' book on learning networks: "For the first time in history, we know now how to store virtually all humanity's most important information and make it available, almost instantly, in almost any form, to almost anyone on earth. We also know how to do that in great new ways so that people can interact with it , and learn from it."

## Photos













## Glossary

### Learner authonomy: This

term was coined in 1981 by Henri Holec and has risen a lot of debates depending on the adopted perspective.

Some of the most well known definitions in present literature are:

**'Autonomy** is the ability to take charge of one's own learning' (Henri Holec).

**Autonomy** is essentially a matter of the learner's psychological relation to the process and content of learning' (David Little) **'Autonomy** is a situation in which the learner is totally responsible for all the decisions concerned with his [or her] learning and the implementation of those decisions'. (Leslie Dickinson)

<code>'Autonomy</code> is a recognition of the rights of learners within educational systems'. (Phil Benson)

Principles of learner autonomy could be:(Frank Lacey).

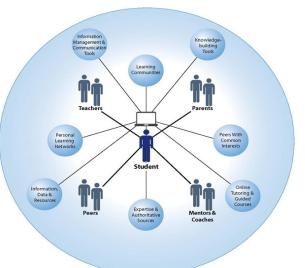
- Autonomy means moving the focus from teaching to learning. (From Teacher – Centered learning to Student centered learning).
- Autonomy affords maximum possible influence to the learners.
- Autonomy encourages and needs peer support and cooperation.
- Autonomy means making use of self/peer assessment.
  - Autonomy requires and ensures 100% differentiation.
  - Autonomy can only be practised with student logbooks which are a documentation of learning and a tool of reflection.

Teacher-centered approaches: Teaching methodology where the teacher controls the whole eduational situation. It derives from the tradicional forms of formation considering the teacher as the "authority" from which derives the knowledge to be given to the student.

Student-centered approaches: Teaching methodology where the teacher is simply a facilitator of learning, guide and counselor. The weight of the learning process lies on the student who is responsible for the construction of his/her own learning

## Personal Learning Networks (PLN) / Interactive learning schemes





### **Oppinion corner: José M. Contreras (CEPER Miguel Hernandez, Spain)**

Belonging to a European Project such as this, is a key aspect to get in contact with other teaching fellows, to learn from them and to share our own pedagogical experiences; to get in contact with different pedagogical models, resources and approaches, different types of students and their needs.

We are living in an everchanging world. Information and knowledge at our reach is larger than ever and almost everything you are looking for is "at the reach of a click".

Our students need to be autonomous and competent enough to cope with these resources at their disposal, constructing thus, their own knowledge and routes, paying attention to their needs and interests, and following their own learning pace.

Thanks to Personal Learning Environments (PLE) and Personal Learning Networks (PLN), anyone who wishes to learn can contact with other people with the same needs and interests, share information, and share their own models and experiences with the rest, contributing this way to the global knowledge network.

We are in the midst of a "Digital Revolution" which will be recalled with the same importance as the creation of Gutemberg's Press was for the disseminatgion of knowledge.



"We are in the midst of a "Digital Revolution" which will be as important for knowledge dissemination as Gutemberg's press".



## Next steps:

It was agreed to elaborate a list of the tasks to be elaborated for the next meeting in Poland.

The members made a proposal of their plan of work for this course, to be evaluated in later meetings:

Finland: English course through PLE.

Portugal: Local history through Google Maps.

- Poland: "Grandma's Academy" in which they will learn by means of ICT how to grow up grandchildren.
- <u>Italy:</u> Tutorial on Course Competence. As they belong to a Commerce Confederation, they will organize varied entrepreneur courses fitting particular needs.
- Norway: Multiple blogs on topics according to their students needs. Teacher's courses too.
- <u>Turkey</u>: The will plan an ICTs course for beginner young students averaging 160 hours.
- Spain: English course Beginner and Intermediate Level or Beginner or Intermediate ICT course through PLEe (Social Networks -Closed Facebook Group- or Open Blog). Preparation for A2 Official Language Schools free access degree.

# Partnership:







Valkeakoski-opisto (Valkeakoski Lifelong Learning Centre) (Finland)

The coordinator

Instituto Politécnico de Leiria (Portugal)

Instytut Rozwoju Zasobów Ludzkich (Poland)

Confartigianato Formazione C.N.I.P.A. Umbria (Italy)

### A description of the hosting organisation



The Centro de Educación Permanente "Miguel Hernández" (Lifelong Education Centre "Miguel Hernández") is a public centre depending on the Andalusian Educational Authorities. It is set in the village of Torredonjimeno (Jaén; Spain). It is made out of one matrix unit (this one) and comprissing

five different sub-sections. We belong to the Lifelong Learning network with was set in 1984 by the Educational Authorities. This Centre was created that same year.

We aim to provide our students teaching in four different fields, namely:

- Basic Education for Senior Citizens who didn't have the opportunity to obtain any information, implementing different plans of studies.
- Preparation to obtain Secondary Education degree for Adults (ESA).
- Teaching plans on Languages and ICT.
- Wide range of workshops. (Arts, craftmanship, ICT...).

Lifelong Education Programme aims to provide adults the chance to continue their formation beyond the compulsory levels and extend the pedagogical experience to during their whole life.

Andalusian Lifelong Education Site: http://portal.ced.junta-andalucia.es/educacion/webportal/web/educacion-permanente

CEPER "Miguel Hernández Site": http://www.cepermiguelhemandez.es/

CEPER "Miguel Hernández" Facebook site:

https://www.facebook.com/ceper.miguelhernandez

# **PEOPLE** Grundtvig



Porsgrunn Voksenopplaeringssenter (Norway)



Afyonkarahisar Halk Eğitim Merkezi ve Akşam Sanat Okulu (Turkey)



Centro de Educación Permanente Miquel Hernández (Spain)

More info on our website: http://people.ipleiria.pt