

Social Learning Working Group
Working Notes
Tempe Arizona

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Overall objective:

- * Enable learning communities to flourish (without tech skills).
- * (work this out:) learning communities, learning in communities, learning from communities
- * Bring out the value of social learning while minimizing the problems (including overload) - Enable more reflective participation in the global information sphere.
- Add value by providing access to others and their resources without overwhelming us

Learning communities of the future will

- * be distributed across space, time, contexts . . . not defined by dichotomies (FTF/online, class/informed, etc.)
- * leverage learning in the entire experiential ecology of the child as social context of the experience.
- * make effective use of child's entire social network – e.g., teacher aware of all relevant “weak ties.”
- * grow, interact, morph and dissolve dynamically
- * spend less time in front of “the computer” but have ubiquitous computational support

Services provided by tools:

- * Connect learners to other learners, mentors and resources in a data-informed manner
- * Make community activity visible to learners, teachers and researchers (outside where appropriate)
- * Support construction and integration as well as use of information (not just access)
- * Provides infrastructure for organizing, sharing, sustaining and building on community knowledge
- * Provide greater access to global information and discourse by world's citizens (especially “disadvantaged”)

Properties of tools for communities

- * Be valuable to/valued by all stakeholders
- * Interoperability of community support tools/ease of integration
- * Be fluidly customizable: no more “digital rigidity”
- * Adaptability/customizability of technology for learning communities with “common knowledge” of technology use.
- * Add value by providing access to others and their resources without overwhelming us