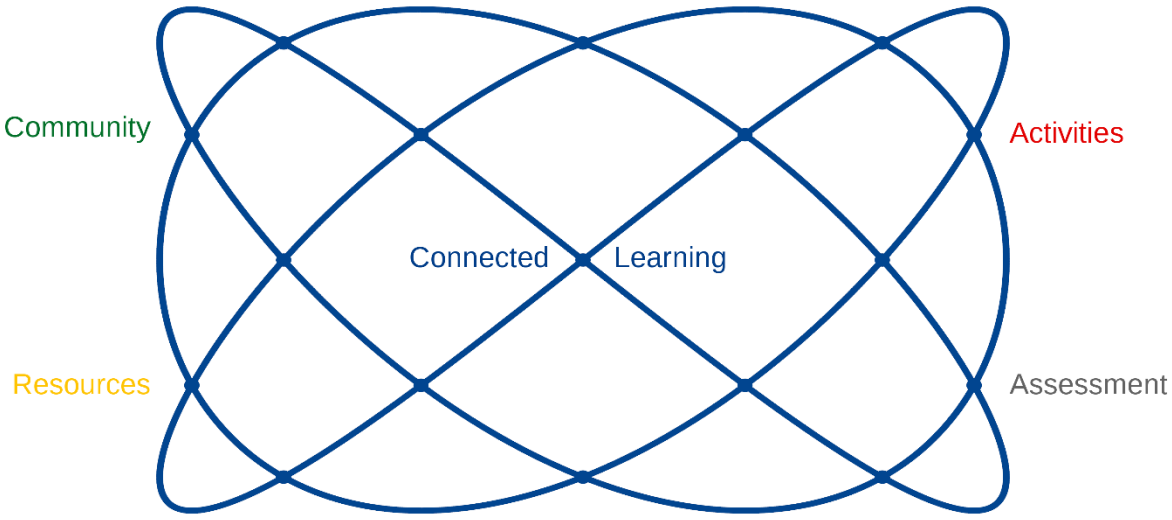
LCN600 Connected Learning

Unit Guide

Prepared by Kay Oddone

LCN600 Lecturer

QUT 2019



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Welcome to LCN600!

Introducing myself

Kay Oddone, Lecturer LCN600

Hi there! I am thrilled to be joining you on this Connected Learning journey. This is the third time I have been involved with this subject. I tutored with Associate Professor Hilary Hughes in the 2016 iteration, and last year worked with Dr Mandy Lupton when she taught and redesigned the subject.

Connected learning and its related areas is a passion of mine. Late last year I submitted my PhD thesis for examination, and the theories and pedagogies associated with connected learning provided the underpinning framework for my research. My thesis investigated the experience of teachers who engage with Personal Learning Networks (PLNs) for professional learning. Some of my findings inform aspects of this subject, and I look forward to sharing them with you and hearing your thoughts and feedback.

This is my first year working full time for QUT. For the last three years I completed my PhD full-time, while also working as a sessional academic. Prior to this I worked at Brisbane Catholic Education, holding a number of roles over the years including system Librarian, Education Officer, Teacher Librarian, Deputy Principal and Classroom Teacher. I love teaching and learning, and am

particularly excited by the potentials that social technologies offer to expand learning opportunities and learning networks.

Introduction to Connected learning

Connected learning is a contemporary pedagogical approach that connects people, learning technologies and information (Ito et al 2013). It is socially situated, production-centred and interest-driven. Connected learning enables students to develop personal learning networks by interacting with real world learning environments (Educause 2013). Taking advantage of social media, students create, curate and share the results of their learning.

While the connected learning framework that this unit draws upon was designed with high school aged students in mind (Ito et al 2013) at QUT we are finding that it is also productively adaptable for adult learners in higher education and professional development. Through this subject I am actively exploring the potential of connected learning to push learning and teaching boundaries. I welcome your critical and creative participation in this innovative process!

In this unit you will experience connected learning theory and practice from multiple perspectives: as learner, educator, designer and critic. You will relate the principles of connected learning to differing social and educational contexts. You will discover first-hand how connected learners and educators shape their own connected learning environments through production of resources and knowledge. You will develop or expand your own personal learning network, using and exploring a wide range of social media. From a connected learning design perspective, you will independently map and critique a *connected learning environment,* and you will develop and critique your own experiences of connected learning through your PLN, which you will focus on nurturing and expanding during the semester.

Overview of the LCN600 unit

Connected learning environment

Active participation in the LCN600 learning community is an essential element of the unit for all students. The vitality of the unit stems from your willingness to share and experiment with connected learning approaches.

Students come to this unit with varying degrees of expertise and confidence in using information and learning technologies. Whether you're a relative novice or a relative expert, this unit offers an opportunity to extend your connected learning horizons. The focus is on effective application of web-based technologies and social media to support learning, rather than technical wizardry. Advanced IT skills are not required – but please share any expertise you have. And don't panic if you're less familiar with online 'stuff' – you'll gain support throughout the unit, and learn heaps!

Approach the unit critically and creatively. For example, think about how the various activities and resources contribute to (or hinder) your learning. And then consider:
How might you do things differently as a (connected) educator or designer?

Online connectivity

The content hub of the LCN600 Connected learning community is the openly published website https://www.opencl.linkinglearning.com.au . I have created a site to enable an authentic connected learning experience for a networked community of learners that draws upon the affordances of social media. This site is the jumping off point to Twitter conversations, private discussions with the LCN600 community on Padlet and a variety of other learning resources and tools.

All learning materials and assessment guides are on this website. As a back-up, official unit information is also available on the LCN600 Blackboard site (via the QUT home page).

To access resources and participate fully in connected learning activities you will need:

- Reliable and speedy broadband Internet access
- The capacity to receive and send email
- Web browser, e.g.: Chrome, Firefox or Safari
  (Please note: Internet Explorer does not work well/at all with Blackboard Collaborate)
- A USB headset or earbuds with microphone

Photo by rawpixel on Unsplash

Learning approach and study schedule

Learning and assessment are closely aligned. Learning activities are intended to be intellectually challenging, practical and relevant to the real world. The knowledge and resources you develop will be applicable to educational contexts beyond this unit.

LCN600 includes a varied program of learning and assessment activities, as outlined in the *Connected Learning study schedule*. You will find the schedule at the end of this guide (Appendix 1) and on the OpenCL website. It includes key dates for activities, tutorials and assignment submission.

Connected learning resources

You will find an **Essential and recommended readings** list in Appendix 2 and these along with other resources are available for each Module on the corresponding *Module* page on the OpenCL website. This subject includes 3 core texts that you will draw upon throughout the unit, which are all available freely from the internet as PDFs for download.

Ito, M., Gutiérrez, K., Livingstone, S., Penuel, B., Rhodes, J., Salen, K., . . . Watkins, S. C. (2013). Connected learning: an agenda for research and design (9780988725508). Irvine, CA, USA.: Hub, D. M. a. L. R. Retrieved from http://dmlhub.net/wp-content/uploads/files/Connected_Learning_report.pdf

This text forms the foundation for assignment one and also will guide you throughout the semester. It is a fairly short report (98p. inc. references) and easy reading.

Garcia, A. (Ed.) (2013). Teaching in the connected learning classroom. Irvine, CA: Digital Media and Learning Research Hub. http://dmlhub.net/wp-content/uploads/files/teaching-in-the-CL-classroom.pdf

This text will give you practical insights into how different aspects of the Connected Learning Framework are enacted in the classroom. Dip in and out as you need.

Dron, J., & Anderson, T. (2014). Teaching crowds: Learning and social media. Edmonton, Canada: AU Press. http://www.aupress.ca/books/120235/ebook/99Z_Dron_Anderson-Teaching_Crowds.pdf

Although all of this text is interesting and relevant, Chapters 2 & 3 will be of most use to you during the semester.

I also encourage you to read and research as widely as possible to support your (connected) learning. As a minimum, the items on the *Essential readings* list are 'must reads'. They are all available online via the Resource Padlets and the QUT Readings site (Enter the unit code LCN600). Other readings and resources are available which do not require a QUT login to access.

Use Google and Google Scholar to select and access further web-based resources. In addition, QUT Library provides access to a wealth of information in the form of books, e-books, electronic journals (periodicals and newspapers) and specialist databases, via this link: https://www.library.qut.edu.au/

Connected learning happens anywhere. Photo by Maliha Mannan on Unsplash

Connected learning activities

The LCN600 unit design is based on connected learning principles (Ito et al., 2013). It provides varied connected learning experiences which allow you to learn using a range of social media to communicate and create. LCN600 comprises the following four Modules. You will find printable module guides and links to online learning activities on the OpenCL website https://www.opencl.linkinglearning.com.au .

Getting started: Pre-Week 1: orientation module to LCN600

Module 1: Introduction to connected learning: Weeks 1-3

Mapping the connected learning ecology

Introduction to the Connected Learning Framework

Introduction to the Connected Educator: Your PLN

Module 2: A participatory culture: Weeks 4-6

Production centred learning

Creative Makes

Exploring and critiquing connected learning environments

Module 3: Tweeting to connect: Weeks 7-8

Introduction to Twitter, Tweetdeck and Tweetchats

Tweetchat: How do you connect?

Module 4: Connected learning in practice

Linking stretching and amplifying

Learning through your PLN

Connected learning in the classroom

Assessment

I will provide formative assessment (critical feedback and guidance) throughout the semester. Members of the LCN600 learning community will also provide support and critical feedback to each other.

There are two graded assignments. Assignment One focuses on the Connected Learning Framework and the content we will explore in Modules 1 & 2. Assignment Two runs throughout the entire semester, as you initiate (for some), develop and actively participate with connections you establish through your PLN. All modules will relate to Assignment Two.

Assessment No. 1: Connected Learning Map

Assignment 1 requires you to:

a) map a connected learning environment that is interest-driven, and peer supported;
b) critically discuss the connected learning environment; and
c) critically reflect on your connected learning experiences and outcomes throughout the whole unit.

Assessment No. 2: Personal Learning Network

Assignment 2 requires you to develop and reflect upon a personal learning network (PLN) that relates to an aspect of your professional practice.:

A PLN is a network of people, information and resources that an individual maintains using the affordances of social software to support their personal and professional learning.

For Assignment 2 you will:

a) choose an aspect of your professional practice which you'd like to focus on and develop;
b) actively develop, expand and contribute to your online (PLN) to learn about this aspect using a range of social software (e.g. blogs, Twitter, online forums); and
c) critically reflect on your professional learning that you engaged in through your PLN.

Expected study commitment

As a rough guide, a Masters 12-credit point subject requires about 10 hours per week of your time, although this may average out from week to week. Learning and assessment activities are inter-connected. So for example, all your 'learning time' in across the term is also 'assignment time'. For this unit, over each week, try to balance your study between:

- interaction with peers – through participation in the Connected Learning community on Twitter and the Padlets, weekly tutorials and other channels
- critically engaging with concepts, learning activities, readings, reflective writing and actively exploring web-based tools, resources and connected learning practices
- expanding and extending your PLN by making new connections, interacting with connections, contributing new, remixed or useful information and resources and redistributing discoveries through your network.

Academic literacies

Well developed scholarly practices underpin academic success. For practical guidance in developing your own information literacy, study approach and academic writing see the QUT Study web page: https://qutvirtual4.qut.edu.au/group/student/study/

Evaluation and feedback

Your critical feedback is always welcome, and I will take it into account for ongoing development of the unit. Please complete unit evaluations when requested through the semester. You can also comment any time via the contact page on the OpenCL web site, the anonymous Q&A Padlet or by emailing me directly.

Connected learning community

You are required to participate as fully as possible in the Connected Learning online community, especially online tutorials, our LCN600 Connected Learning Community on Padlet, as well as through Twitter and via any other social media channels. You can connect to the LCN600 community Padlets through the OpenCL website. The Password is available on the QUT Blackboard site to ensure access to these Padlets is limited to current LCN600 participants.

Online tutorials via Collaborate

Online tutorials using Collaborate web conferencing software will occur most weeks. They will include topic-related discussion and opportunity for general questions. You can participate through oral and written chat.

- See the Connected Learning Schedule (Appendix 1) for dates.
- Tutorials will be on Monday at 7.30-8.30. Please note: These are Brisbane times.
- Tutorial links are accessible through the LCN600 Connected Learning Blackboard site. On the left hand menu, click Tools, then choose Blackboard Collaborate Ultra from the list of options.
- The tutorials will be recorded so you can revisit tutorials or catch up on missed ones. Recordings will be available on the Blackboard site in the Collaborate Ultra space.
- See Appendix 5 for an information sheet about accessing and participating in Collaborate Ultra. See also the video demonstrating how to navigate to the Collaborate Ultra space on the OpenCL website.

Connected Learning community on Padlet

This is the main forum for unit-related conversation, sharing ideas and learning activities.

- The LCN600 Padlet community is always 'open'
- Keep in touch with our community by regularly browsing, posting and commenting
- You do not need a Padlet account, however if you wish to set up alerts and have your posts automatically tagged this is an advantage. Padlet accounts are free. Sign up is available here.

Connected Learning and Twitter

Twitter is a wonderful source of connected learning news within and beyond the unit. The second assignment requires you to use Twitter as part of your PLN, so an account is essential. During the semester we will be hosting a Twitter chat, and you will be encouraged to share your thoughts and resources here in the spirit of open connected learning.

- Tweet, re-tweet, and follow connected learning peers and gurus
- For details see the CL community page on the OpenCL web site

Keeping in touch and resolving problems

As I recently completed my own study, I realise that as postgraduate students you are often juggling an array of personal, family and professional commitments in addition to study. I understand that life has a habit of throwing up the unexpected. Hopefully you will have a smooth ride through the semester. But I'd like to assure you that I'll be supportive, and as flexible as possible, if you run into problems.

Please understand that going on holiday and other foreseeable events (e.g. weddings) in the middle of semester are not generally acceptable reasons for extensions; or for opting out of online collaboration.

At least every 2 days check your QUT email for 'official' unit information. A record of all unit emails will appear on the Announcements page of the LCN600 Blackboard site as well as on the Unit News page of the OpenCL website. You can subscribe to this (it is actually a blog) and be alerted to any posts I make (although this may be a double up if you are already receiving the official Blackboard announcements).

Please use the **Padlets** to ask general questions about unit content, assessment and organisation of the unit. There is a Padlet for general Q&A, and one for Assignment One and Assignment 2. If you aren't sure where your question belongs, just post it in the general forum. Don't be shy about asking 'silly' questions - others are bound to be grateful that you asked something that they too were unsure about! We are all learning and supporting each other, and sharing our questions and having discussions is part of the journey.

You also have the opportunity to post **questions anonymously**. I will do my best to read and answer all questions within three days.

If you have any **urgent questions or serious personal concerns** related to the unit, feel free to email me asap. If necessary, I can make an appointment for an in-person or phone conversation. Email is the most reliable and quickest way to contact me. It's best not to leave voicemail messages as I'm often away from office or working off-campus. For routine issues, before emailing please consider my overflowing inbox and check if the answer is already in one of the module guides or Q&A forum on the Padlets.

Help and information

Integrated Help Services Section (IT Help Desk)
https://www.ithelpdesk.qut.edu.au/

QUT Library
http://www.library.qut.edu.au

Education Faculty Student Affairs
https://www.qut.edu.au/about/contact/f/faculty-of-education-student-affairs

LCN600 unit coordinator: Kay Oddone
Email: **kay.oddone@qut.edu.au**

Level 3, E Block QUT Kelvin Grove Campus

Weeks/Dates ***(Week begins Mon)***	**Online tutorials**	**Learning focus**
Orientation Module: Getting Started		
Pre Week 1		• Introduction to the Connected Learning unit
Module 1: Introduction to Connected Learning		
Week 1 Mon 25 Feb- Sun 3 Feb	Mapping the CL Ecology	• Introduction to connected learning concepts & practice • Hands-on exploration of connected learning environment and social media • Online interaction – establishing online learning community
Week 2 Mon 4 Mar- Sun 10 Mar	Introduction to the CL Framework	• Exploring the CL Framework by Ito et al (2013) in depth
Week 3 Mon 11 Mar-Sun 17 Mar	Introduction to Connected Educators – Your PLN	• Networked learning and connectivism • The connected educator • Your PLN
Module 2: A Participatory Culture		
Week 4 Mon 18 Mar-Sun 24 Mar	Production centred learning: Creative Make	• What is a participatory culture? • Making is learning • Create makes – get involved
Week 5 Mon 25 Mar– Sun 31 Mar	Guest speaker	
Week 6 Mon 1 April-Mon 7 April	Assignment 1 Q & A	
Module 3: Tweeting to Connect		
Week 7 Mon 8 April-Sun 14 April	Twitter, Tweetdeck and Tweetchats	• Short and sharp learning • Connecting with others through Twitter • Using Twitter in different ways

Weeks/Dates ***(Week begins Mon)***	**Online tutorials**	**Learning focus**
Week 8 Mon 15 Apri -Sun 21 April (Fri is Good Friday)	Tweetchat – How do you connect?	• The genre of the tweetchat
BREAK		
Module 4: Connected Learning in Practice		
Week 9 Mon 29 April – Sun 5 May (Thur is ANZAC day)	Linking, stretching and amplifying	• Different ways to learn through your PLN • Capturing learning through the PLN • Critical incidents during the semester
Week 10 Mon 6 May – Sun 12 May (Mon is Labour Day)	No tutorial (Public Holiday)	
Week 11 Mon 13 May – Sun 19 May	Assignment 2 Q & A	
Week 12 Mon 20 May – Sun 26 May	Connected Learning in the Classroom	
Week 13 Mon 27 May – Sun 2 June	Assignment 2 Q & A	

Appendix 2: Essential and recommended readings

This is a reference list of all of the essential and recommended readings for the unit. The readings are grouped according to when they will be most relevant to the course in the QUT Readings list and they are also accessible on Padlets for each module on the OpenCL website.

Baker-Doyle, K. J. (2015). No Teacher is an Island : How social networks shape teacher quality. In LeTendre, G. K. & Wiseman, A. W. (Eds.), *Promoting and sustaining a quality teacher workforce* (First ed., Vol. 27). Bingley, UK: Emerald

Baker-Doyle, K. J. (2017). Transformative teachers: Practices and profiles *Transformative teachers: Teacher leadership and learning in a connected world* (pp. 31-68). Cambridge, MA: Harvard Education Press.

Brake, D. R. (2014). Conclusion.*Sharing our lives online: Risks and exposure in social media* (pp. 149-161). doi:https://doi.org/10.1057/9781137312716_7

Cook, S. (2016). Finding your professional learning network. In Johnson, J. & Stager, T. (Eds.), *Breaking out of isolation: Becoming a connected school leader* (pp. 11-26). Thousand Oaks, CA: Corwin.

Dron, J., & Anderson, T. (2014). *Teaching crowds : Learning and social media*. Edmonton, AB: AU Press.

Forte, A., Humphreys, M., & Park, T. H. (2012). *Grassroots professional development: How teachers use Twitter.* Paper presented at the International AAAI Conference on Weblogs and Social Media, Dublin, Ireland.

Garcia, A., Cantril, C., Filipiak, D., & Hunt, B. (2014). *Teaching in the connected classroom.* Retrieved from https://dmlhub.net/wp-content/uploads/files/teaching-in-the-CL-classroom.pdf

Ito, M., Gutiérrez, K., Livingstone, S., Penuel, B., Rhodes, J., Salen, K., . . . Watkins, S. C. (2013). *Connected learning: An agenda for research and design* (9780988725508). Irvine, CA: Digital Media and Learning Research Hub. Retrieved from http://dmlhub.net/wp-content/uploads/files/Connected_Learning_report.pdf

Jarche, H. (2010, February 24). A framework for social learning in the enterprise [Weblog post]. Retrieved from http://jarche.com/2010/02/a-framework-for-social-learning-in-the-enterprise/

Jenkins, H. (N.D.). Jenkins on participatory culture. Retrieved from http://newlearningonline.com/literacies/chapter-7/jenkins-on-participatory-culture

Jenkins, H., Itō, M., & boyd, d. (2016). *Participatory culture in a networked era: A conversation on youth, learning, commerce, and politics*. Cambridge, UK: Polity Press.

Jones, C. (2015). *Networked learning: An educational paradigm for the age of digital networks.* doi:https://doi.org/10.1007/978-3-319-01934-5

Kear, K. L. (2011). *Online and social networking communities: a best practice guide for educators*. New York, NY: Routledge.

Krutka, D. G., Carpenter, J. P., & Trust, T. (2016). Elements of engagement: A model of teacher interactions via professional learning networks. *Journal of Digital Learning in Teacher Education, 32*(4), 150-158. doi:https://doi.org/10.1080/21532974.2016.1206492

Meikle, G. (2016). What are social media?*Social media: Communication, sharing and visibility* (pp. 1-24). doi:https://doi.org/10.4324/9781315884172

Moreillon, J. (2015). #schoollibrarians tweet for professional development: A netnographic case study of #txlchat. *School Libraries Worldwide, 21*(2), 127-137. doi:https://doi.org/10.14265.21.2.010

Nussbaum-Beach, S., & Hall, L. R. (2012). Defining the connected educator *The connected educator : Learning and leading in a digital age* (pp. 9-24). Bloomington, IN: Solution Tree Press.

Oddone, K. (2016, July 03). Making Twitter work for you – Lists [Weblog post]. Retrieved from http://www.linkinglearning.com.au/making-twitter-work-for-you-lists/

Oddone, K. (2016, June 26). Twitter for newbies: why get connected? [Weblog post]. Retrieved from http://www.linkinglearning.com.au/twitter-for-newbies-why-get-connected/

Poore, M. (2016). *Using social media in the classroom : A best practice guide*. (2nd ed.). London, UK: SAGE Publications.

Rheingold, H., & Weeks, A. (2012). Participation *NetSmart : How to thrive online* (pp. 111-147). Cambridge, MA: MIT Press.

Richardson, W., & Mancabelli, R. (2011). Becoming a networked learner *Personal learning networks : Using the power of connections to transform education*. Moorabbin, Australia: Hawker Brownlow.

Seo, K. K.-J. (2013). *Using social media effectively in the classroom: Blogs, wikis, twitter, and more*. New York, NY: Routledge.

Siemens, G. (2004). Connectivism: A learning theory for the digital age *International Journal of Instructional Technology and Distance Learning, 2*(1). Retrieved from http://www.itdl.org/journal/jan_05/index.htm

Sivers, D. (2011, June 28). *Obvious to you. Amazing to others.* [Video file]. Retrieved from https://www.youtube.com/watch?v=xcmI5SSQLmE

Trust, T. (2012). Professional learning networks designed for teacher learning *Journal of Digital Learning in Teacher Education, 28*(4), 133-138. doi:https://doi.org/10.1080/21532974.2012.10784693

Trust, T., Krutka, D. G., & Carpenter, J. P. (2016). "Together we are better": Professional learning networks for teachers. *Computers and Education, 102*, 15-34. doi:https://doi.org10.1016/j.compedu.2016.06.007

Whitaker, T., Zoul, J., & Casas, J. (2015). *What connected educators do differently*. New York, NY: Routledge.

Appendix 3: Assignment 1 Outline

Assignment 1- Mapping a Connected Learning Environment

Summary

Due date	Monday 8 April 2019
Requirements	Assignment 1 requires you to: a) map a connected learning environment that is interest-driven, and peer supported; b) critically discuss the connected learning environment; and c) critically reflect on your connected learning experiences and outcomes throughout the whole unit. **Length: Equivalent to 2000 words** **This assignment is presented on your blog. We will discuss setting up this blog and how to present the assignment during the tutorials.** For details, see Assignment 1 Requirements and Assessment Criteria (below). Further information is available through the modules and resources on the OpenCL website.
Weighting:	40% of total unit assessment
Relates to learning outcomes:	CLO1.1, CLO2.1, CLO2.2, CLO2.4, CLO3.1

Appendix 4: Assignment 2 Outline

Assignment 2 – Personal Learning Network (PLN) Project

Summary

Due date	**Monday 3 June 2019**
Requirements	Assignment 2 requires you to develop and reflect upon a personal learning network (PLN) that relates to an aspect of your professional practice. A PLN is a network of people, information and resources that an individual maintains using the affordances of social software to support their personal and professional learning. For Assignment 2 you will: a) choose an aspect of your professional practice which you'd like to focus on and develop; b) actively develop, expand and contribute to your online (PLN) to learn about this aspect using a range of social software (e.g. blogs, Twitter, online forums); and c) critically reflect on your professional learning that you engaged in through your PLN. **Length: Equivalent to 3000 words** For details, see Assignment 2 Guide and Assessment Criteria Further information is available through the modules and resources on the OpenCL website.
Weight:	40% of total assessment for LCN600
Learning outcomes:	CLO1.1, CLO2.1, CLO2.2, CLO2.4

Appendix 5: Accessing and participating in Collaborate tutorials

Weekly online tutorials are run Kay Oddone using Collaborate Ultra web-conferencing software (hosted by QUT Blackboard).

Tutorials using the Collaborate Ultra web conferencing software will occur most weeks. They will include topic related discussion and opportunity for general questions. You can participate through oral and written chat. Tutorials will be held on Monday evenings at 7.30-8.30 pm (Brisbane time).

The tutorials will be recorded so you can revisit tutorials or catch up on missed ones. Recordings will be available through the QUT Blackboard space.

Information on using Collaborate Ultra:

https://help.blackboard.com/Collaborate/Ultra/Participant/Get_Started/

10 mins before the tutorial is due to start go directly to the Collaborate Ultra space in Blackboard.

Each new session, when you get into the tutorial room, please check your audio settings. Information on this is available here: https://help.blackboard.com/Collaborate/Ultra/Participant/Participate_in_Sessions/Audio_and_Video

Practice beforehand ...to get a feel for the Collaborate tutorial environment you can log in to the LCN600 open space https://au.bbcollab.com/guest/9fdd8deeb0784dc3b0921af6f57a6342 at any time. You will probably be the only person there, but try out the Audio Wizard, click the buttons, type a chat message.

You are also welcome to use this space at any time to meet with fellow LCN600 students if you wish to chat online or share resources.

In the Week 1 tutorial I will provide a quick orientation to the Collaborate Ultra environment.

Problem solving

If you experience any technical difficulties connecting to Blackboard Collaborate

Contact QUT IT Help Desk https://www.ithelpdesk.qut.edu.au/ ASAP!

Sometimes students have difficulties connecting the first time they use Collaborate on a computer or other device due to software issues. Please don't panic, it's the technology not you!

Further information about using Collaborate:

https://help.blackboard.com/Collaborate/Ultra/Participant/