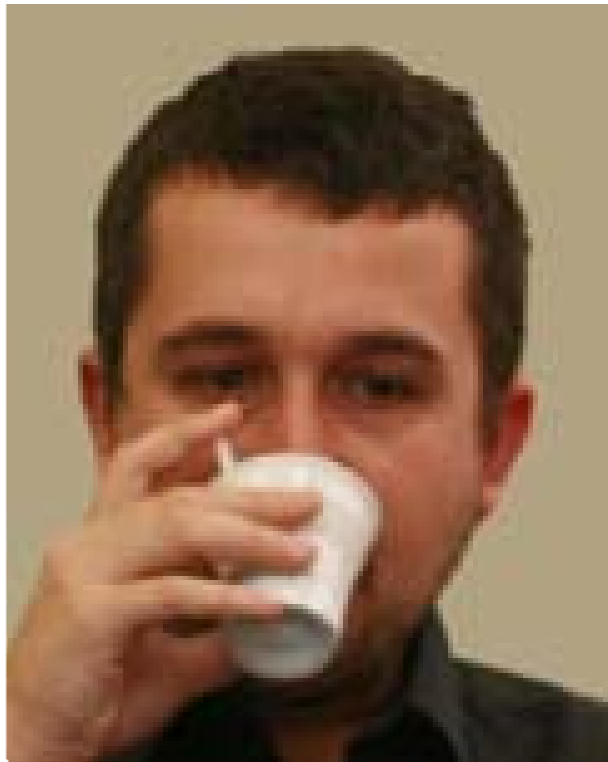




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The Dichotomies in Personal Learning Environments and Institutions



Ismael Peña-López



Jordi Adell

Good Morning!





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Hashtag of the session

#PLE_BCN +

#Segunda_unkeynote_de_la_PLE_Conference_de_Barcelona_Que_Se_Celebra_En_El_Citilab_De_Cornellà_El_Viernes_Por_La_Mañana_(Linda_retuitéame)



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What are we going to do?



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Shall we start?



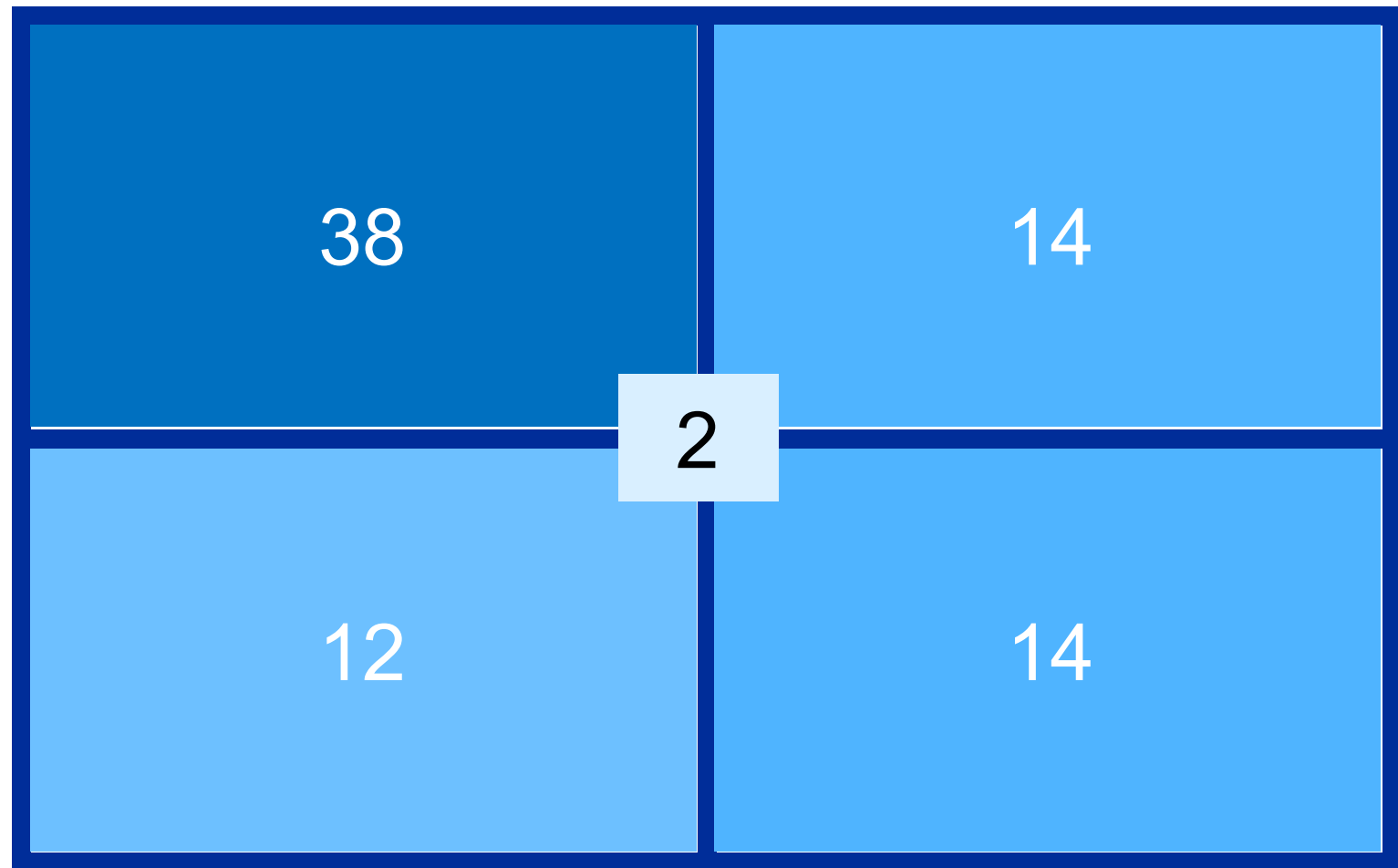
PLEs in the university? PLE & Institutions

Yes

No

Inside
(e.g. SAPO)

Outside
(e.g. others)





Openness?

The student's digital identity must be
Isolated from the rest Identified as a whole

The university must be a

Closed environment
Open environment

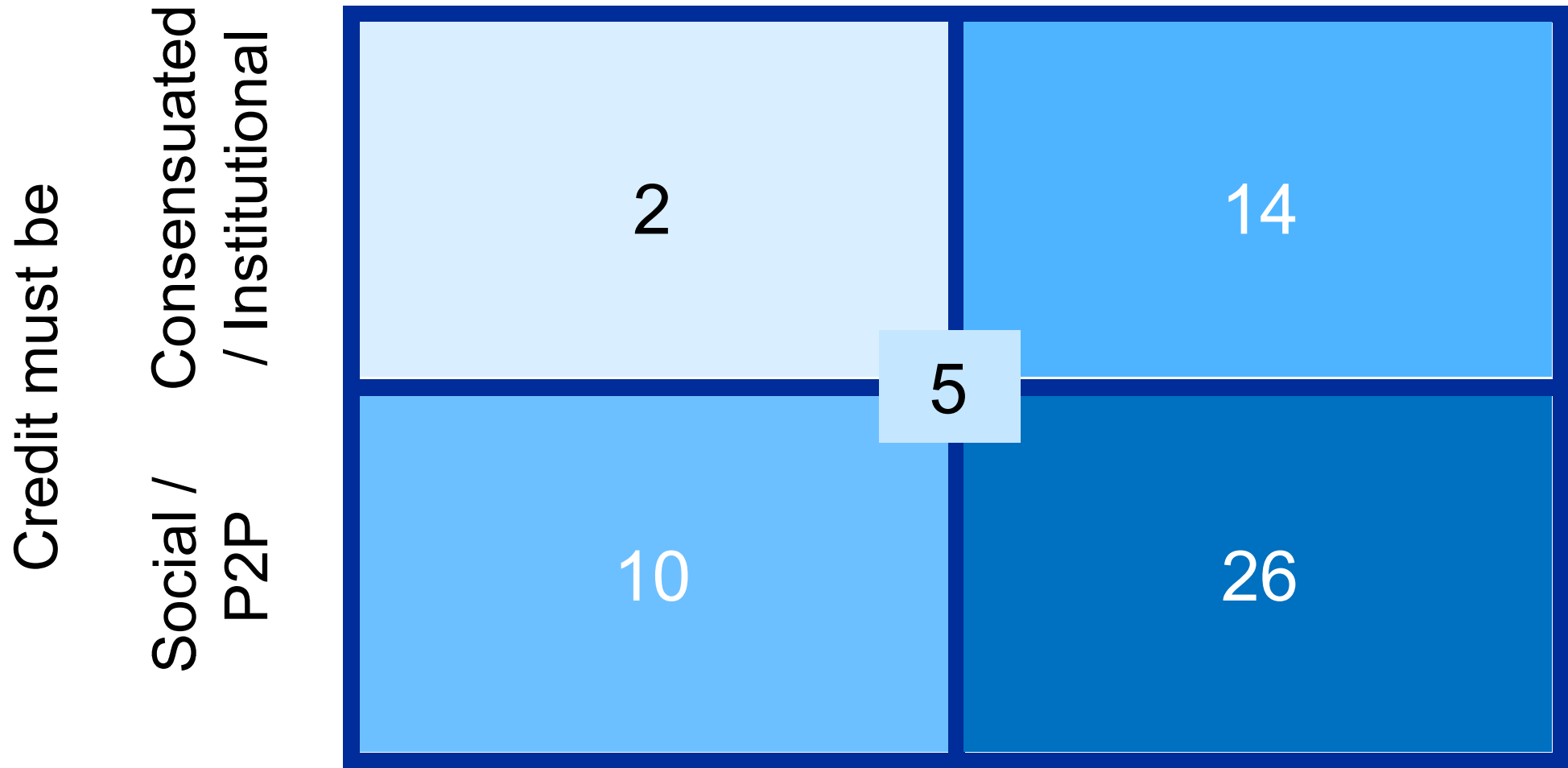
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And the Curriculum? Who decides?

The system

The apprentice





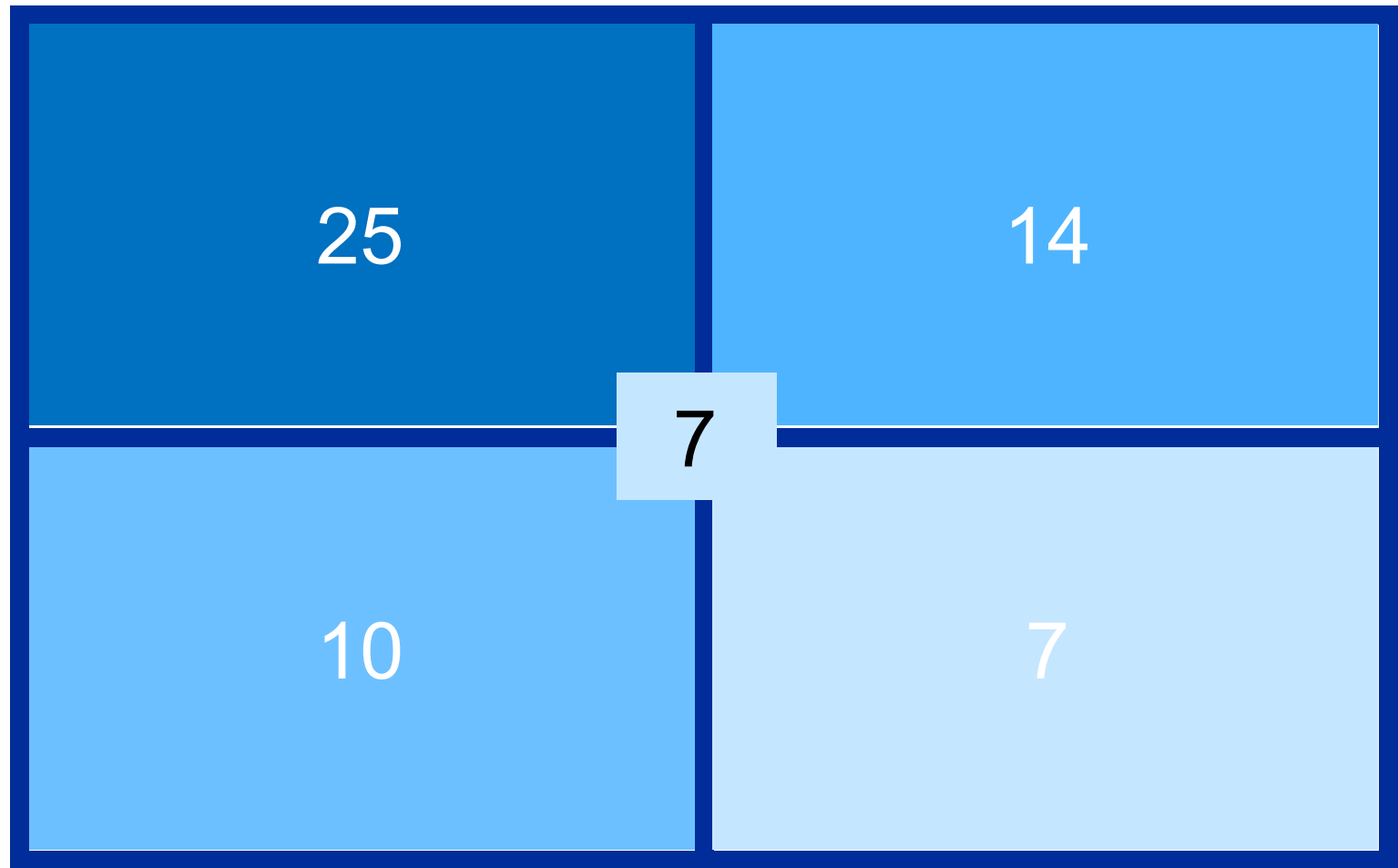
Barriers (I)

The main barriers are

Institutional

Individual

Technological Pedagogical





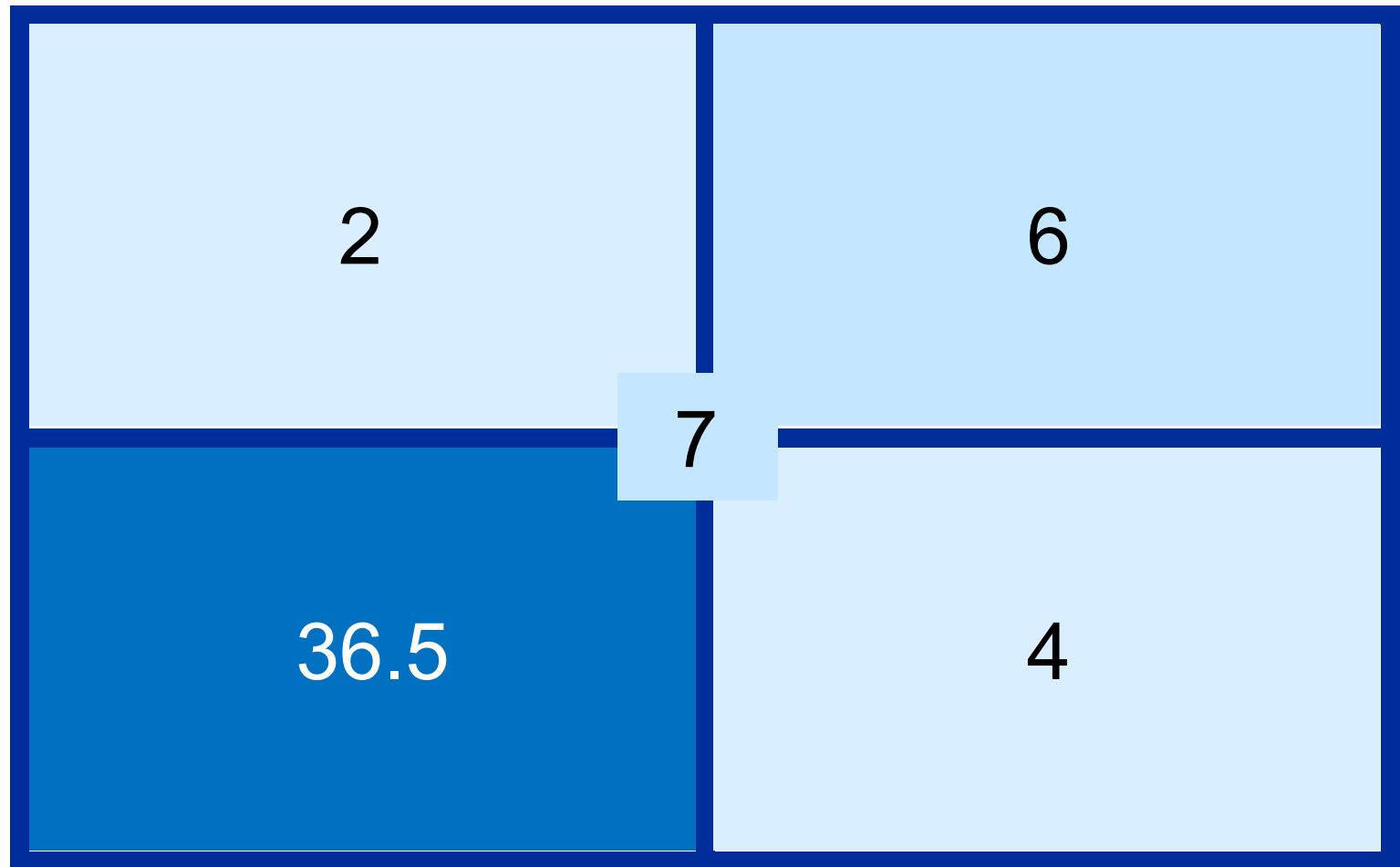
Barriers (II)

The main barriers are

Standardization

Atomization

Organizational
Economic





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Debate!



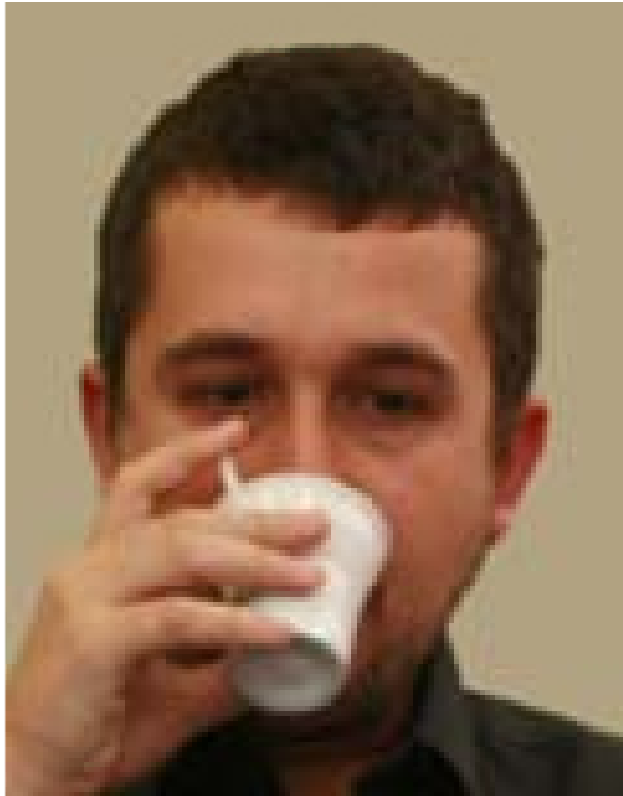
Notes:

- Cyberinfrastructure to leverage change: technology & attitudes
- Are there enough resources to PLE-ize your discipline?
 - Is everything PLE-izable?
- Teamworking as a pre-condition to PLE-ing
- PLEs are bottom-up strategies: they originate in the bottom, but target the upper spheres (ie. Institutions)
- PLEs are personal devices: we need to embed institutions/
 - institutional aspects/participation within *our* PLEs ← yep, but institutions must be PLE-able
- PLEs as personal constructs vs. commodities
- PLEs not to de-school society, but for un-schooled people
- Institutions build the walls of libraries, PLEs fill them with books.
 - PLEs have to go hand in hand with the structure.



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