PLE MONITOR

A simple HIPLE tool

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What is UOC?

https://www.youtube.com/watch?v=TOqhZsrCqlw (Part 1/2)

https://www.youtube.com/watch?v=4yLTULqETUM (Part 2/2)

How to study at the UOC

https://www.youtube.com/watch?v=5sxogFUZP84

Introduction of HIPLE

Hybrid Institucional Personal Learning Environment

Ismael Peña-Lopez

http://www.youtube.com/watch?v=e-3RCvE61co

Let us put a HIPLE into practice with a totally applied example using Twitter.

OUT OF ORDER

PLE MONITOR…. But it's broken, sorry
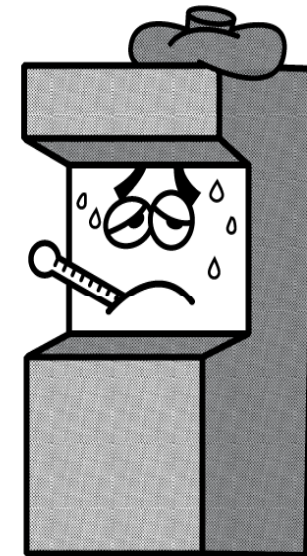
CHECK BACK WITH ME TOMORROW

The context is an online course on e-Government.

There is a character (**ONcampus**) which is a student that, for unspecified reasons, just wants to access the virtual campus to study and that everything that happens on the campus remains unknown for the outer world.

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There is a second character (**ictlogist**) that is also a student and uses several Web 2.0 tools for learning (call it a Personal Learning Environment), amongst them Twitter, and just does not want to use *two* nanoblogging tools, one on-campus and another one off-campus.

A third character (**OFFcampus**) is a professional working on eGovernment and, as such, uses Twitter to interact with other people on the field.

What you usually would have is two conversations:

- **Inside the campus**, a closed conversation that neither benefits from "outside" conversations nor contributes to them.

- **Outside campus**, an open but not-permeating-the-campus conversation and that forces some people to
attend *two* conversations on the same field mostly with different people but similar purposes.

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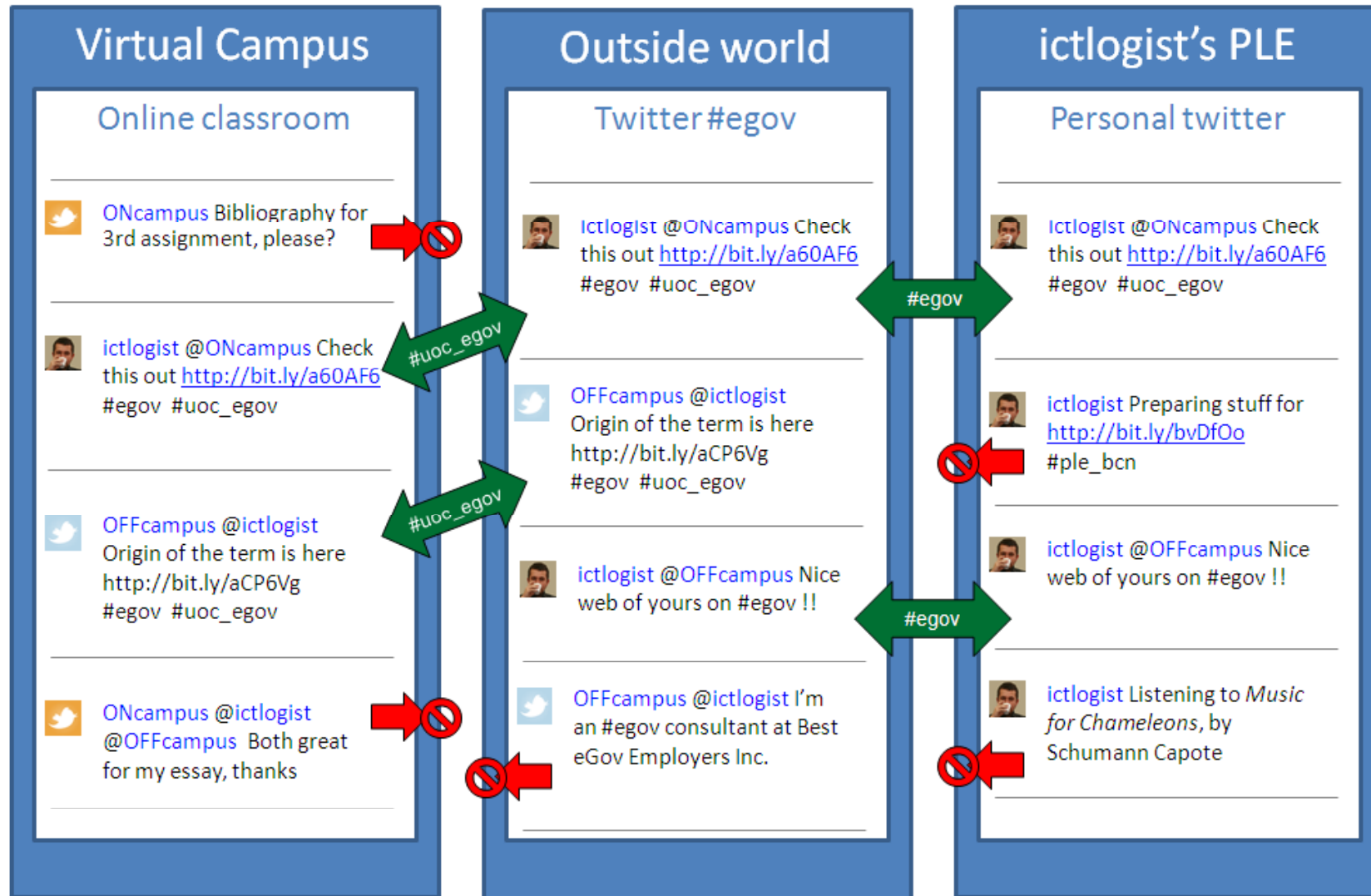What you usually would have is two conversations:

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The Hybrid Institutional-Personal Learning Environment (HIPLE) into practice: an example with Twitter

http://ictlogy.net/?p=3393

ICTlogy.net

Benefits

- Students can opt to participate only in the classroom and be invisible to off-campus users.

- Students can opt to participate from outside the classroom and with their own tools. In the limit, they will *only* participate from their own PLEs and not from the virtual campus.

- Off-campus students engage in *real* conversations with "real" professionals and experts in the field. Exposure is likely to be good.

- Faculty and managers can, if thus desired, use the closed environment to "contain" what is to be monitored or assessed, and without the need to wander around "chasing" spontaneous and ubiquitous contributions from their students
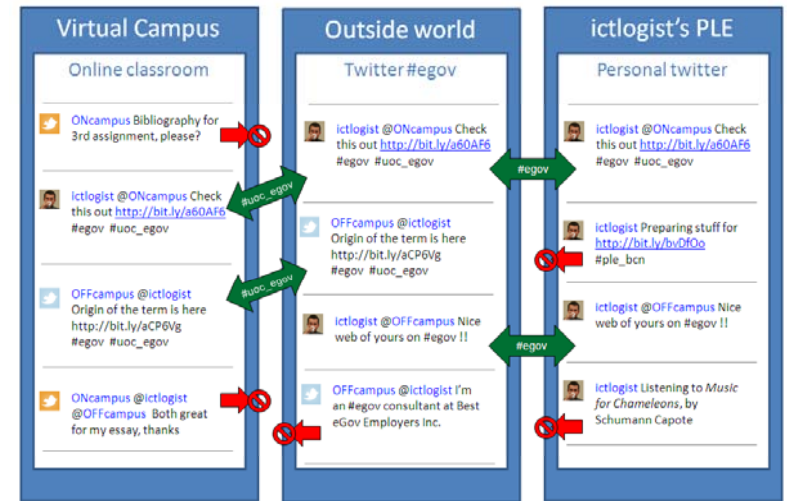
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Thanks!

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