Session 9
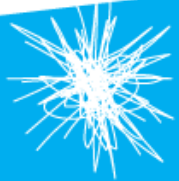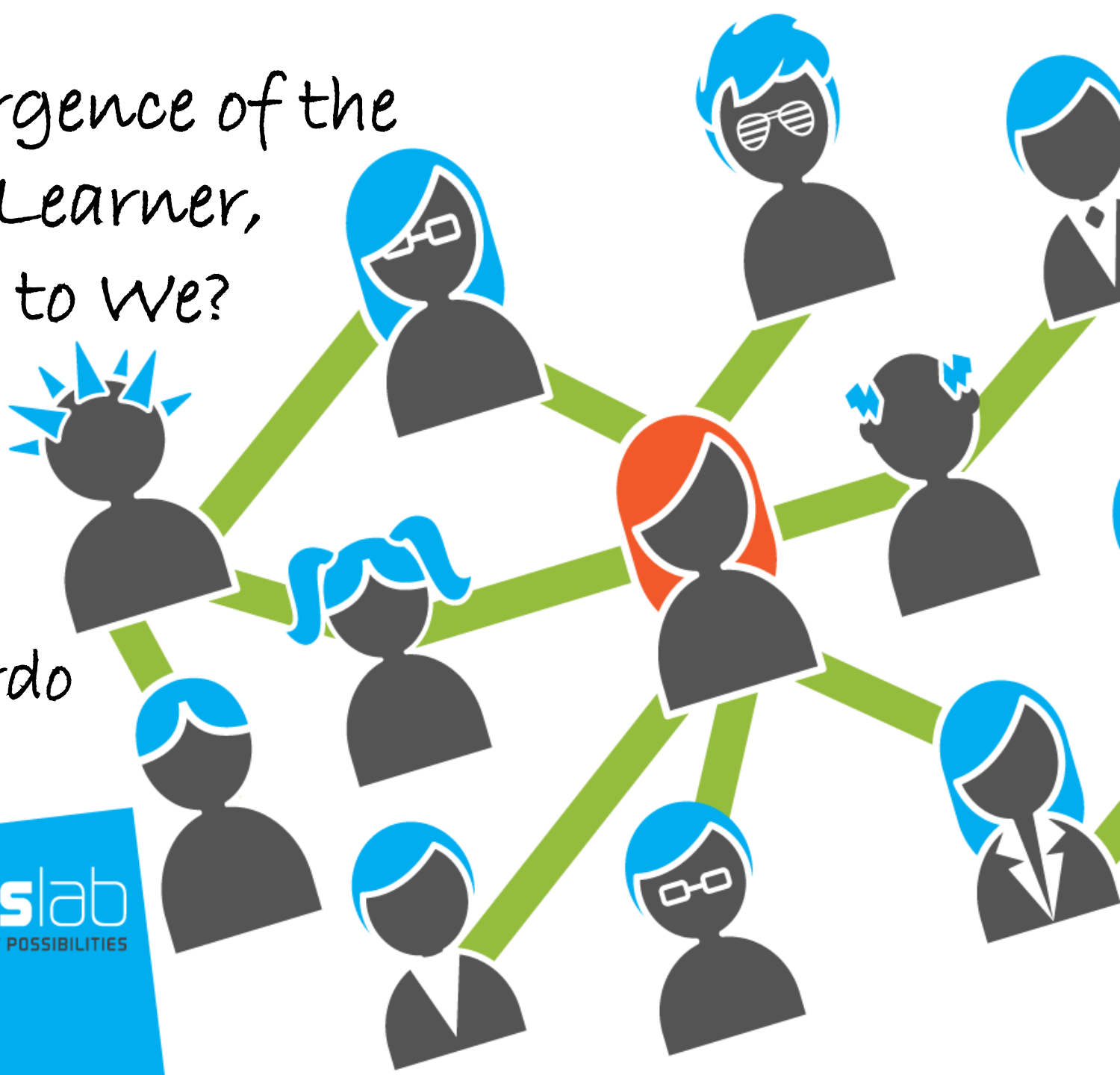
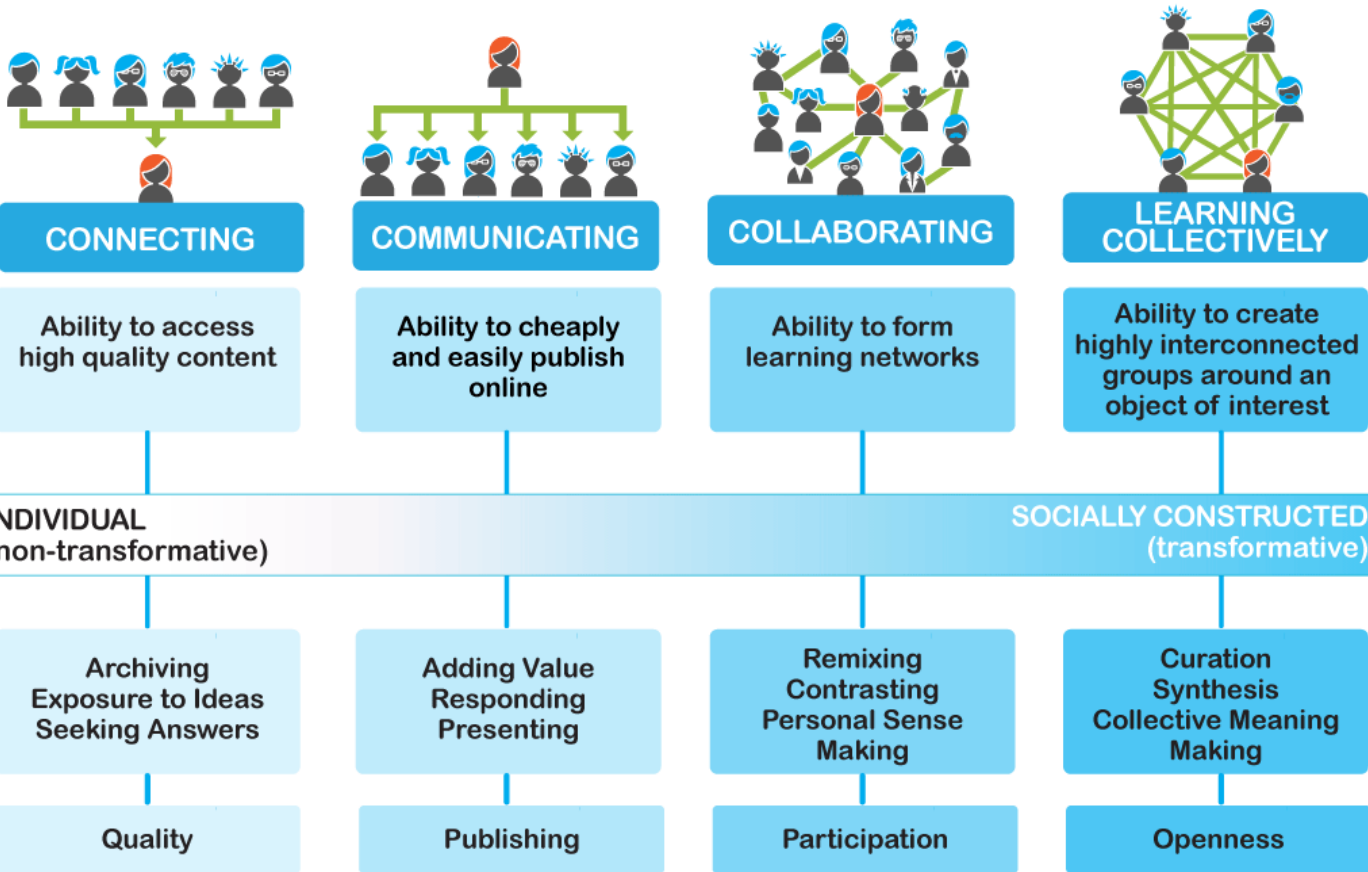# The Emergence of the Modern Learner: From Me to We

Dr Sofia Pardo
IdeasLab

The emergence of the Modern Learner, from Me to We?

Sofia Pardo
PhD

ideaslab
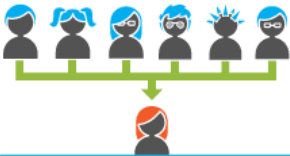
EXPLORING NEW POSSIBILITIES

RELATIONSHIPS

	CONNECTING	**COMMUNICATING**	**COLLABORATING**	**LEARNING COLLECTIVELY**
MADE POSSIBLE BY THE..	Ability to access high quality content	Ability to cheaply and easily publish online	Ability to form learning networks	Ability to create highly interconnected groups around an object of interest

INDIVIDUAL (non-transformative) ⟷ SOCIALLY CONSTRUCTED (transformative)

RESULTS IN:	Archiving Exposure to Ideas Seeking Answers	Adding Value Responding Presenting	Remixing Contrasting Personal Sense Making	Curation Synthesis Collective Meaning Making
RETHINK:	Quality	Publishing	Participation	Openness

RELATIONSHIPS

CONNECTING

MADE POSSIBLE BY THE.. Ability to access high quality content

INDIVIDUAL (non-transformative) ←→ SOCIALLY CONSTRUCTED (transformative)

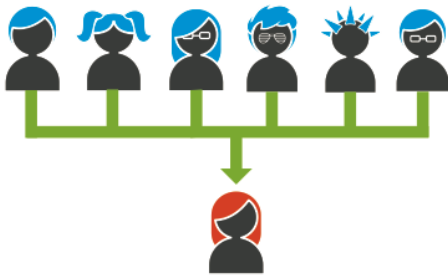**RESULTS IN:** Archiving Exposure to Ideas Seeking Answers

RETHINK: Quality

Activities

How does the availability of diverse, high quality and easily accessible content change the way our students learn?

Connecting

Archiving

Exposure to Ideas

Seeking Answers

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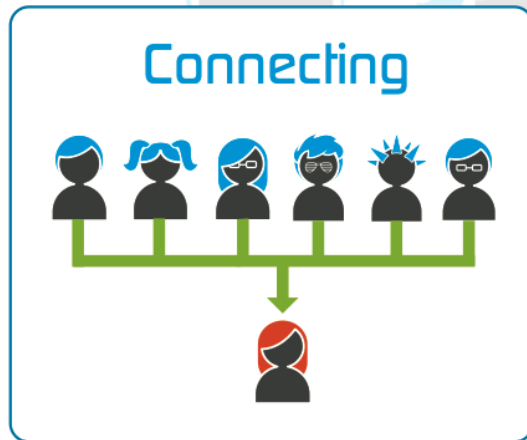Get to your bookmarks from any computer, anytime, anywhere.

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Pedagogies
What opportunities are presented to schools when leveraging content on the Internet?

Flipped Learning

Learning Objects

Smart Software

https://www.khanacademy.org/

Critical Reflections:
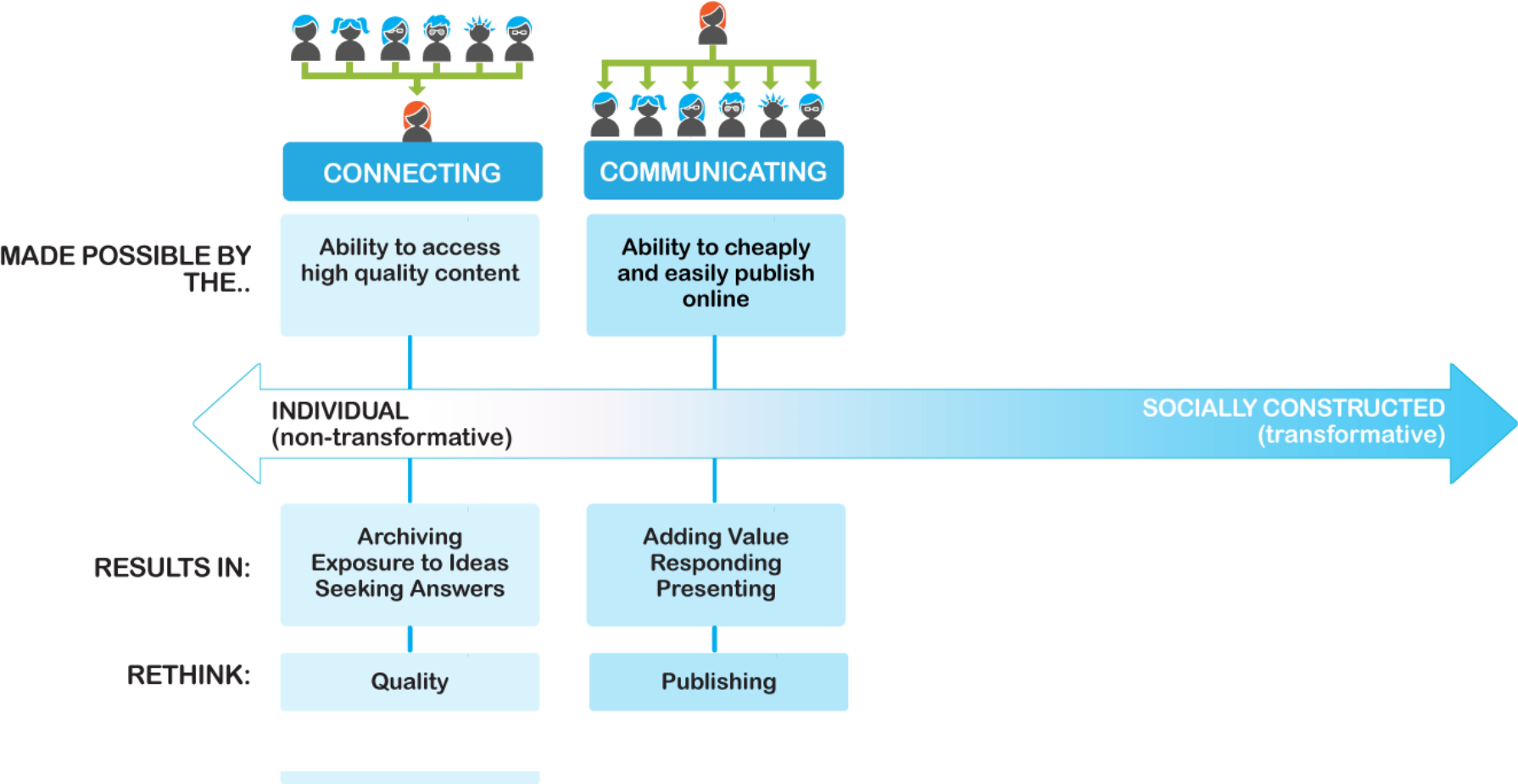

Connecting

Rethink Quality

Rethink Access

- Is it the teacher's role to quality assure online content?

- Schools (and others) who try to compete with the Internet on creating quality content are destined to fail.

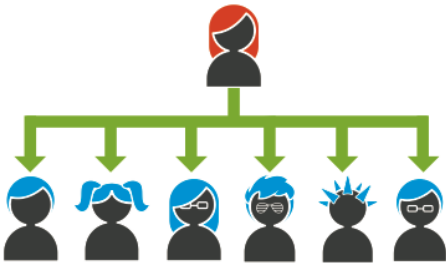- Critical consumption is a key competency of the 21st century learner.

RELATIONSHIPS

| CONNECTING | COMMUNICATING |

MADE POSSIBLE BY THE..

| Ability to access high quality content | Ability to cheaply and easily publish online |

INDIVIDUAL (non-transformative) ←——————————————→ SOCIALLY CONSTRUCTED (transformative)

RESULTS IN:

| Archiving Exposure to Ideas Seeking Answers | Adding Value Responding Presenting |

RETHINK:

| Quality | Publishing |

Activities

How does easy online publishing change the way that our students learn?
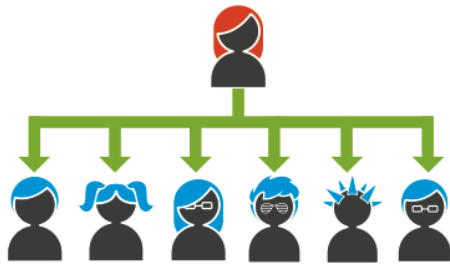
Communicating

Adding Value

Responding

Presenting

http://www.sportingjournal.com.au/

Pedagogies
What opportunities are presented to schools when students publish online?

Communicating

Digital Portfolios

Reflective Practice

jarrod2010's Blog
Just another global2.vic.edu.au weblog

Adding value, responding & presenting

Home   About   kahootz

« king Tut   15 minutes more »

suprise meeting
Posted by jarrod2010 in home work writing

"Beep beep beep." Simon slowly got up from his bed and made his way to the coffee machine. He looked at the time, and then dropped his coffee on the ground.

...plained to his dog called Sniffer. He quickly fed Sniffer and went to the car. When he got to the car ...sual had happened, his next door neighbour didn't come out for his morning lecture.
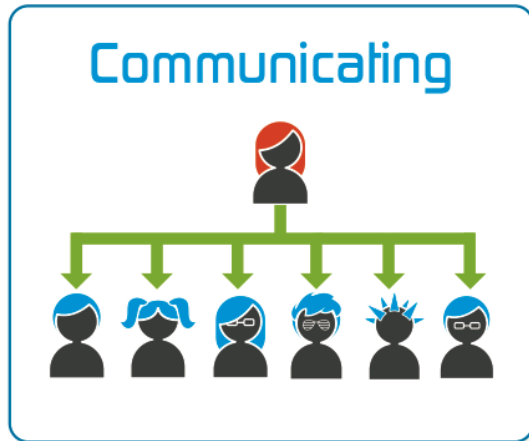
COMMUNICATING

...mood because he was one of the people that was going on Apollo 7.When he got to NASA he was ...hour later they were suited up and in the space craft.

10, 9, 8, 7, 6, 5, 4, 3, 2, 1, 0 blast off!! As Apollo 7 slowly took off from the planet, a small dust cloud formed under it. Apollo 7 is out of the Earth's atmosphere and going towards the space station. As they approached it they had no radio

http://global2.vic.edu.au/
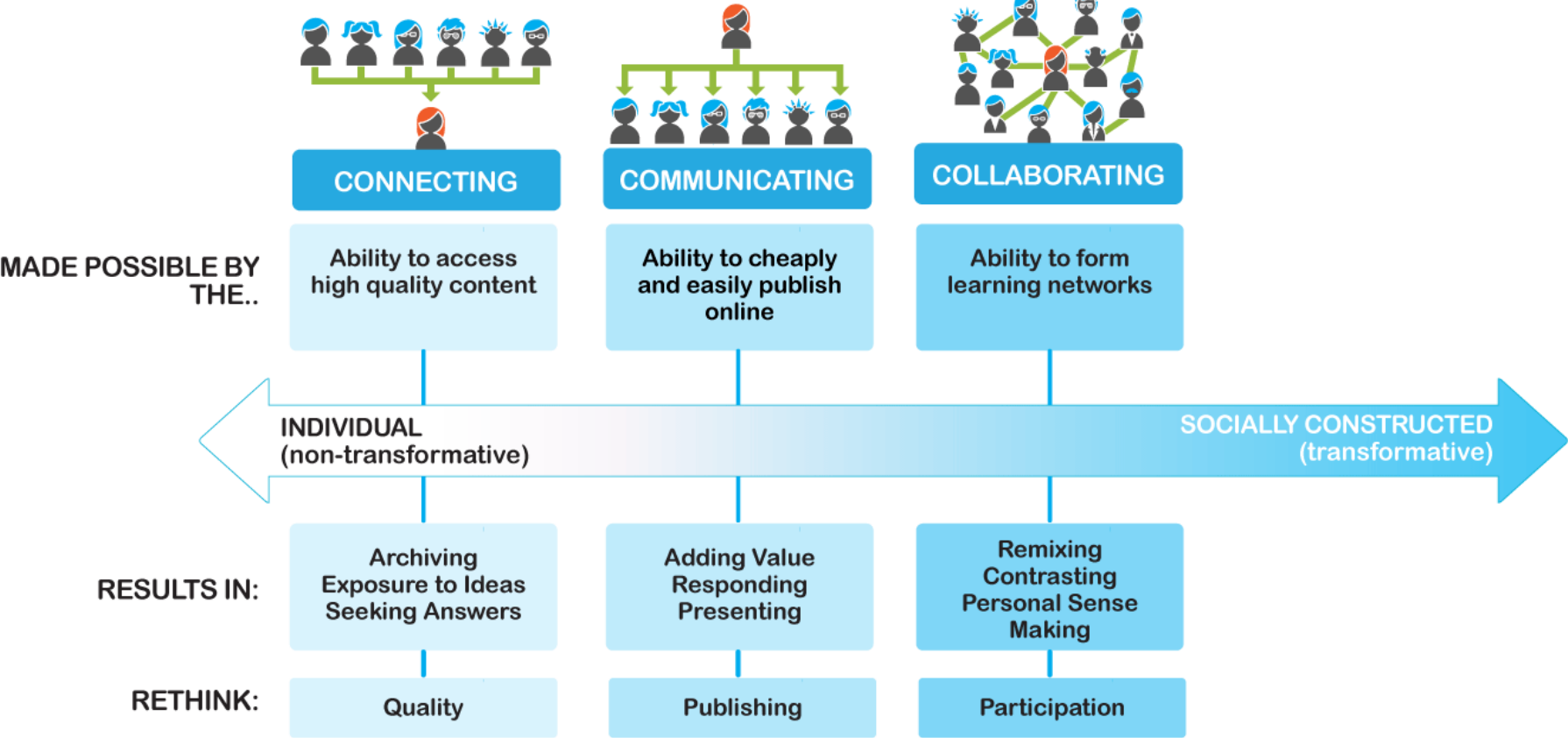
Critical Reflections:

Communicating

Rethink Publishing

Rethink Transparency

- Communicate the whole learning process not just student achievements.

- It is not simply about finding an audience, it is about joining a conversation.

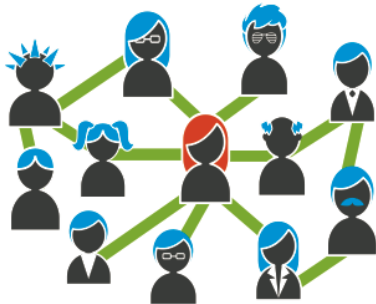- Transparency causes the students to become teachers.

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EXPLORING NEW POSSIBILITIES

RELATIONSHIPS

	CONNECTING	COMMUNICATING	COLLABORATING
MADE POSSIBLE BY THE..	Ability to access high quality content	Ability to cheaply and easily publish online	Ability to form learning networks

INDIVIDUAL (non-transformative) → SOCIALLY CONSTRUCTED (transformative)

RESULTS IN:	Archiving Exposure to Ideas Seeking Answers	Adding Value Responding Presenting	Remixing Contrasting Personal Sense Making
RETHINK:	Quality	Publishing	Participation

Activities:

How does the ability to create networks change the way that our students learn?

Collaborating

Remixing

Contrasting

Personal Sense Making

http://www.fanfiction.net/book/

Pedagogies
What opportunities are presented to schools when our students create learning networks?
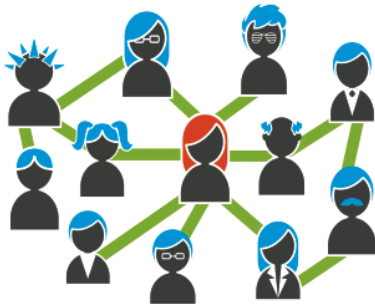
Personal Learning Networks

Situated Learning

http://www.ning.com/

Critical Reflections...

Collaborating
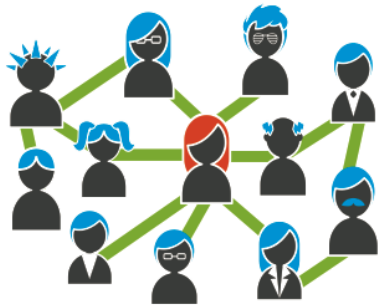
Rethink Control

Rethink Participation

- Schools cannot compete with learning networks on currency.

- Participation in networks produces exponential benefits.

- Participation in networks changes the student role.

RELATIONSHIPS

	CONNECTING	COMMUNICATING	COLLABORATING	LEARNING COLLECTIVELY
MADE POSSIBLE BY THE..	Ability to access high quality content	Ability to cheaply and easily publish online	Ability to form learning networks	Ability to create highly interconnected groups around an object of interest

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RESULTS IN:	Archiving Exposure to Ideas Seeking Answers	Adding Value Responding Presenting	Remixing Contrasting Personal Sense Making	Curation Synthesis Collective Meaning Making
RETHINK:	Quality	Publishing	Participation	Openness

Activities

How does the ability to form groups around interests change the way that our students learn?

Learning Collectively
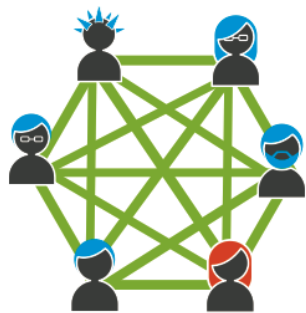
Curation

Synthesis

Collective Meaning Making

4 Answers

oldest | newest | vo

This is slightly too long for a comment....

10 Terry Tao has just written a long post on Zhang's result and the generalization to tuples. He also lin at the bottom, to a polymath proposal for improving Zhang's bounds, and for extending the result to tuples, as per the OP.

It seems to me that those two sites are the best places to go for a description of the state-of-the-art this question.

link | flag | cite

answered **9 hours ago**
Nick Gill
3,011 ●7 ●19

Thank you for these links. I already saw Tao's post, but didn't see that it claimed results on *prime* tuples, only on *admissible* tuples (which are a key tool in Zhang's proof but aren't themselves known t correspond to prime tuples). The **polymath** proposal does explicitly target "Finding narrow prime tuple of a given cardinality (or, dually, finding large prime tuples in a given interval)" as part of Part 1 of the project, but doesn't seem to say whether it's known that Zhang's techniques can give such a result. – Noam D. Elkies 8 hours ago

@Noam, Tao's formulation of the polymath proposal suggests to me that (as far as he can see) Zhan techniques may well yield results for prime tuples, but that some work needs to be done to establish f for certain... – Nick Gill 8 hours ago

1 Nick. It sounds like that but I think it might be a misunderstanding. Finding the narrow prime tuples th

http://mathoverflow.net/

Pedagogies

What opportunities are presented to schools when students form groups around interests and passions?

Learning Collectively
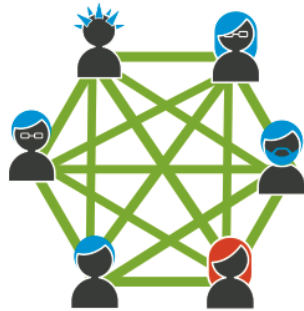
Social Learning

Object centred sociality

Critical Reflections...

Learning Collectively

Rethink Openness

Rethink Ownership

- Knowledge is no longer based on authority but on connections.

- Transparency improves quality and relevance.

- Are interconnectedness and autonomy dissonant?

RELATIONSHIPS

	CONNECTING	COMMUNICATING	COLLABORATING	LEARNING COLLECTIVELY
MADE POSSIBLE BY THE..	Ability to access high quality content	Ability to cheaply and easily publish online	Ability to form learning networks	Ability to create highly interconnected groups around an object of interest

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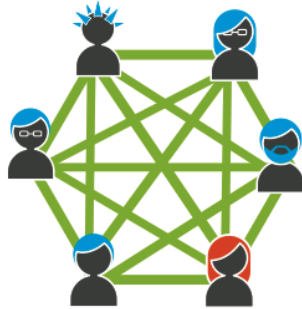
RESULTS IN:	Archiving Exposure to Ideas Seeking Answers	Adding Value Responding Presenting	Remixing Contrasting Personal Sense Making	Curation Synthesis Collective Meaning Making
RETHINK:	Quality	Publishing	Participation	Openness

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EXPLORING NEW POSSIBILITIES

http://www.ideaslab.edu.au/

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ROLES

	PRODUCTS	PROCESS	PERSONALISE	PARTICIPATE
MADE POSSIBLE BY THE..	Ability to learn from what others are doing	Ability to seamless share what we are currently doing	Ability to track and assess activity with intricate precision	Ability for worthwhile ideas to be amplified

TEACHER DIRECTED (non-transformative) ⟵ ⟶ **SELF DIRECTED (transformative)**

	PRODUCTS	PROCESS	PERSONALISE	PARTICIPATE
RESULTS IN:	Following Filtering Harvesting	Sharing Predicting Narrating	Updating Logging Analysing	Absorbing Imitating Interacting
RETHINK:	Access	Feedback	Assessment	Community

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EXPERIENCES

	INDEPENDENT	INTERCONNECTED	INFLUENCED	ITERATIVE
MADE POSSIBLE BY THE..	Ability to easily store and retrieve information	Ability for teams to manage complex projects	Ability to access content that can built upon	Ability to quickly obtain feedback to be better informed

CONTENT FOCUSED (non-transformative) ← → INQUIRY BASED (transformative)

	INDEPENDENT	INTERCONNECTED	INFLUENCED	ITERATIVE
RESULTS IN:	Documenting Organising Auditing	Scoping Allocating Tracking	Contributing Branching Forking	Designing Testing Assessing
RETHINK:	Interoperability	Accountability	Ownership	Control
RETHINK:	Interoperability	Accountability	Ownership	