How Social Media Enhanced Learning Platforms Challenge and Motivate Students to Take Charge of Their Own Learning Processes – a Few Examples

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+ Agenda

- What is learning?

- Motivation

- Changing roles: Empowering students – Personalization and individualization of learning

- What may web 2.0 tools contribute?

- Examples from our research in Denmark

What Do We (Believe We) Know about Learning?

- Learning from an empowerment perspective:
  - Strengthen students' knowledge and competencies

- Learning from a motivational perspective
  - Surface learning – external/extrinsic motivation *vs.*
  - Deep learning – internal/intrinsic motivation

- Learning from a process perspective (Mads Hermansen):
  - Feedback ↔ feedforward
  - Habitus ↔ reflection
  - Toil ↔ exuberance
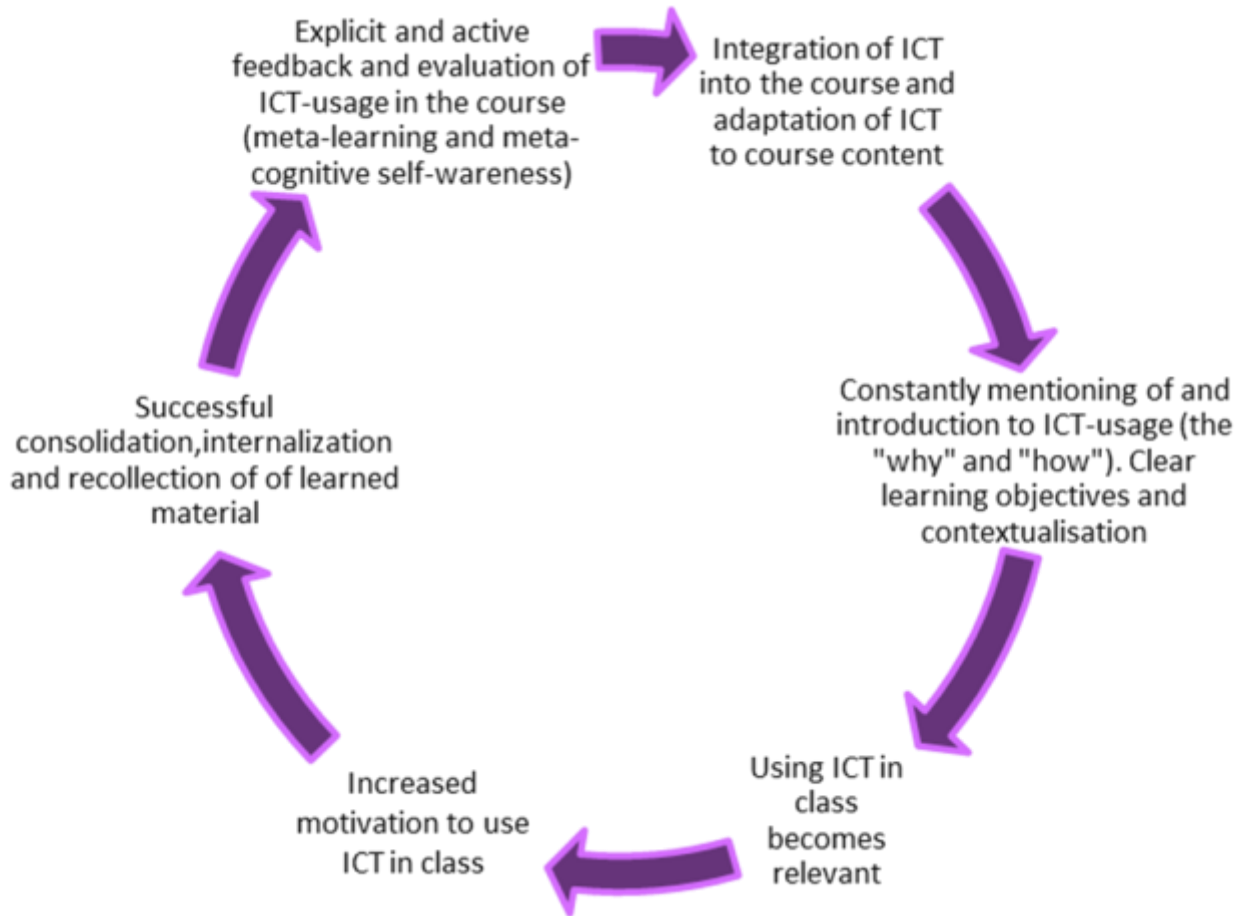
Motivation and Sensemaking

- Surface Learning/Extrinsic Motivation:

- Deep Learning/Intrinsic Motivation:

- 'We do it for the grades'
  - It makes sense to someone else than the student

- 'We do it because it opens doors to be able to do ...'
  - It makes sense to the student

+ Motivation and ICT

Explicit and active feedback and evaluation of ICT-usage in the course (meta-learning and meta-cognitive self-wareness)

Integration of ICT into the course and adaptation of ICT to course content

Constantly mentioning of and introduction to ICT-usage (the "why" and "how"). Clear learning objectives and contextualisation

Successful consolidation, internalization and recollection of of learned material

Increased motivation to use ICT in class

Using ICT in class becomes relevant

Change from Physical Environments into Personalized, Virtual, Global Networks

Learning as shared information:

- Construction
- Collaboration
- Negotiation
- Reflection
- Production

Changing Roles for Educators and (Empowered) Students

- Change in Educator Role:
  - Initiator, motivator
  - Facilitator
  - Blogging about case solutions
  - Coach/mentor/sparring partner
  - Rating/negotiation by/between students and teachers of solution methods
  - "Space contact" in group space
  - More fluid time consumption

- Change in Student Roles:
  - Knowledge building/ sharing
  - Motivation, participation
  - Ludic learner
  - Peer evaluation
  - Functionalities support learning for individual/group
  - Individualization of collective intelligence

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The Learning Context
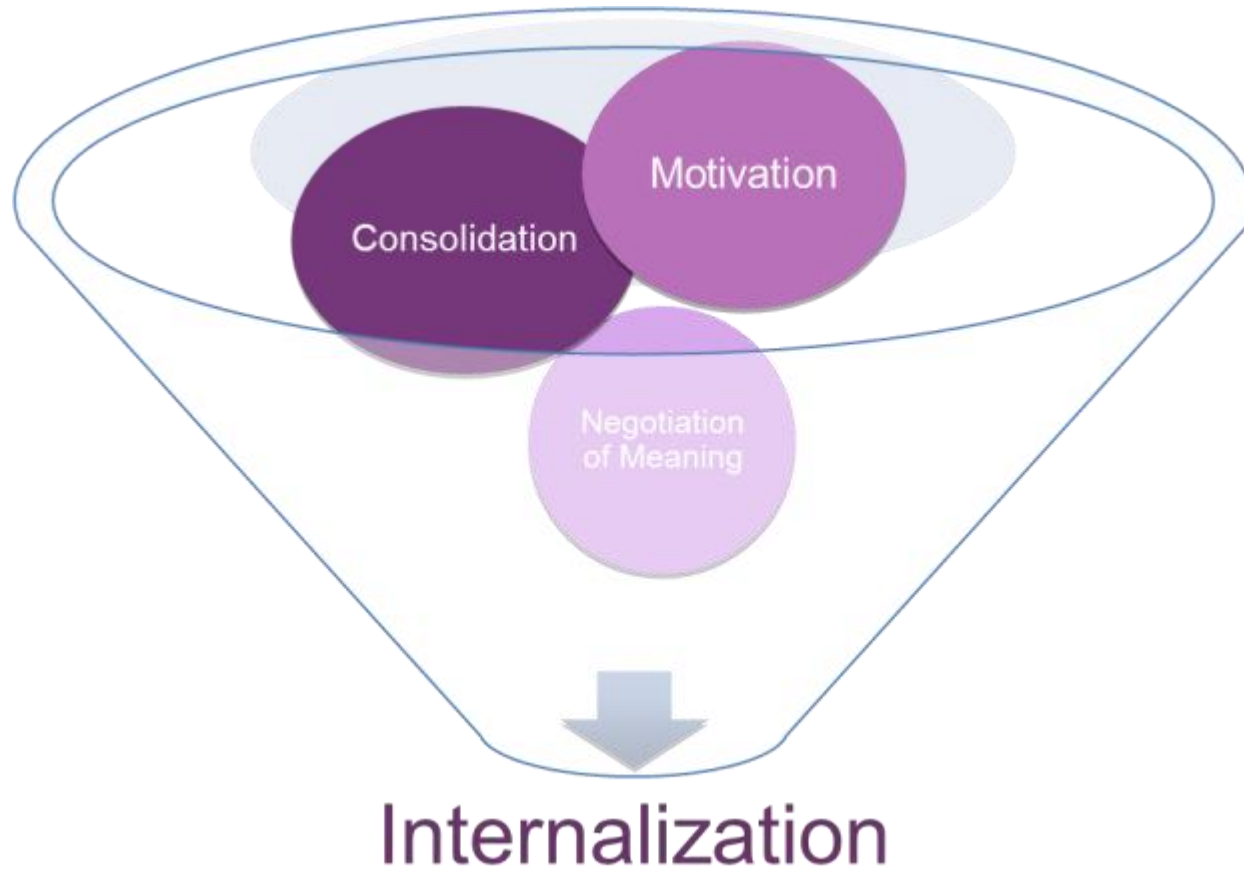
+ Succesful Integration - Examples

- ICT creates motivation,

- ICT has a positive effect on interaction and collaboration, and

- ICT supports students' ability to reflect on their own learning.

+ Less Succesful Integration

- ICT does not necessarily lead to an internalization of knowledge, and

- ICT may be perceived as less serious and irrelevant in a learning context.