

USING SOCIAL MEDIA IN THE SOCIAL AGE OF LEARNING

NEW TECHNOLOGIES? NO NEED TO BE BAFFLED!

This special issue contains a collection of personal stories and reflective commentaries about living, working, learning, developing and achieving in a world in which personal and social technologies are used to connect people and their needs, purposes and ambitions to the help, resources and opportunities they need to achieve what they value. Such technologies play an ever increasing role in our everyday learning, personal development and achievement and create new opportunities for communicating, sharing, connecting, relating, collaborating, creating, serving, giving, valuing and recording what emerges and is achieved in our daily life.

Social technologies are information technology products and services that enable the formation and operation of on-line communities where participants have distributed access to content and distributed rights to create, add and/or modify content¹. Personal technologies are the devices and applications we use to access and utilise social technologies.

¹McKinsey Global Institute 2012 The Social Economy: Unlocking value and productivity through social technologies. Available on-line at: <http://www.mckinsey.com/search.aspx?q=social+technologies>



FOREWORD FROM LIFEWIDE MAGAZINE'S EDITOR ON THE 10TH BIRTHDAY OF OUR MAGAZINE

When we embarked on this issue, I had no idea what an impact it would have on me. Change is an omnipresent force in the inspiring articles Chrissi and Sue have put together, and they have undoubtedly changed me (for the better, I hope!)

It seems only yesteryear that technology was such an innovation that my General Studies 'A' level exam (1969!) included a question requiring me to rank according to skill a series of jobs such as computer programmer, operator etc. In the intervening years, as a linguist, my teaching resources progressed from textbooks alone, to reel-to-reel tape, through cassettes and video to CD and now I have at my disposal an endless array of interactive and open resources, thanks to the web.

Although self-taught in using today's technologies, I thought myself relatively well-informed until I read these wonderful articles. How ignorant I really am! And the reason I believe is that, with no children of my own and having retired from mainstream teaching, I do not have the contact necessary with today's experts – the younger generations – to be abreast of developments.

If, like me, you need a quick tour through the wealth of social

media available at the press of a button, you will find this issue of Lifewide Magazine invaluable.

We begin with a series of articles that introduce the key themes of openness to change and the implications of social media on our personal and professional relationships. These are followed by examples of how creative thinkers are adapting their pedagogy and curricula to tap into such media to enhance the motivation and learning of their students. We are introduced to the latest social media resources and given tips on how to make the most of them; we see how social media can be harnessed to encourage financial sponsorship of worthwhile causes. The voices of all generations are present in this issue.

As always, we conclude with our own news and, in a departure from our normal non-academic style, we include a comprehensive appendix where you will find the references from each article.

I know I speak on behalf of you all in saying a heartfelt THANK YOU to Chrissi and Sue on this outstanding magazine, which will find an audience way beyond our own community.

Well done!

Jenny

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GUEST EDITORS CHRISSI NERANTZI AND SUE BECKINGHAM

Dear Friends,

We are very excited to welcome you to this special edition of Lifewide Magazine which takes as its focus our growing use of and involvement with social media in our everyday lives. For many people, social media accessed through the personal technologies we carry around have become central to their lifewide learning and personal development.

One of the messages that shines through this issue is that we now live in what Julian Stodd in his introductory article calls the Social Age of Learning, where connecting, sharing, collaborating, co-creating within social groupings of all shapes and sizes is facilitated and mediated by the social media that have become the new tools for learning, development and achievement. If we want or need to participate in this new socially constructed world we need to invest time and effort in learning how to use such tools.

In fact, the origin of this issue lies in such an event. A few months ago Prof. Norman Jackson, the founder of Lifewide Education, showed interest in an online course that we were offering called Bring Your Own Device For Learning (or short BYOD4L, see <http://byod4learning.wordpress.com/>) aimed at helping teachers and students to develop their knowledge, understanding and skills in the area of using smart devices and social media for learning and teaching. We were pleased to discover that Norman found this experience useful and even blogged about it (<http://www.norman.jackson.co.uk/byod4l-blog.html>). Shortly after Norman's participation in BYOD4L, he invited us to co-edit this special issue. We were of course delighted but after the initial euphoria of seeing a great opportunity to communicate our passion, we were filled with fear and self-doubts that we wouldn't be able to manage this task. But the fact that there are two of us bolstered our confidence and in the end we decided to say 'yes'.

The journey has been a fascinating challenge and a great opportunity at the same time. A lot of hard and creative work has gone into this by the whole editorial team and we must openly say here, that we wouldn't have been able to do this on our own! Norman and Jenny have been our rocks and made miracles happen. Both have been very patient mentors and committed collaborators throughout the process of putting this special edition together.

What you hold in your hands or see on your screen is a pot-pourri of personal stories and reflective commentaries about

Chrissi Nerantzi



Sue Beckingham

living, working, learning, developing and achieving in a world in which personal technologies and social media are useful and sometimes necessary to connect people and their needs, purposes and ambitions to the help, resources and opportunities they need to achieve what they value. Such technologies play an ever increasing role in our everyday learning, personal and professional development and achievement but also create new opportunities for sharing, connectiveness, relatedness and creativity. Stories have been contributed by close and remote colleagues, new and old friends as well as members of our family. They are captured in media-rich formats and many of the articles include links to further resources and artefacts which we invite you to explore.

Inevitably, we had to limit the issues and articles included in this issue: if we have barely touched on the potential abuse or misuse of social media and not mentioned the importance of netiquette, it is not that we don't care. But these and other issues are for another day—perhaps issue 11.

We would like to take this opportunity to thank all the authors who contributed their story and enriched this fascinating collection and also Kiboko, Lifewide's community artist who brought this issue alive, as well as all who gave us their permission to use their images and artwork. Massive thank yous go to Norman Jackson and Jenny Willis for their trust in us and this great development opportunity. This project reminded us throughout of the African Proverb "If you want to go fast go on your own, if you want to go further go with others" - so true!

We hope you will find this special issue as interesting as we have when selecting, editing and putting the contributions together. Please see this issue as an open invitation to join the conversation about the use of social media in the Social Age of Learning at: [#lifewideeducation](#) or Lifewide's [Face-book group](#) or [LinkIn](#).

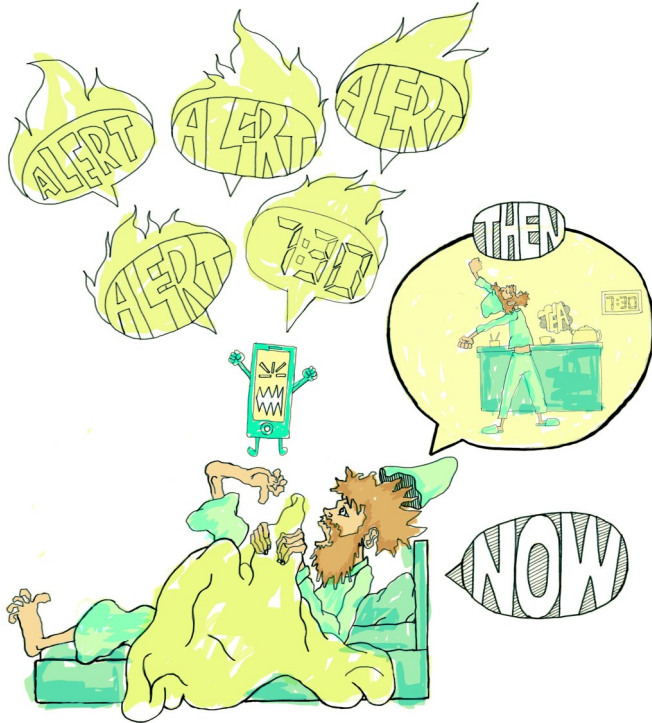
We hope you enjoy the stories.

Chrissi (@chrissinerantzi) Sue (@suebecks)
& Lifewide Education @lifewider

OUR COMPLEX RELATIONSHIP WITH TECHNOLOGY

Julian Stodd

Julian splits his time between research and writing about learning, alongside consultancy and delivering projects out in the real world. Much of his consultancy work is around e-learning, mobile learning, social learning and learning theory, working with global organisations to help them translate their learning objectives into practically focussed projects that deliver. Julian writes a daily learning blog, where he joins his community to develop and share new ideas and understanding.

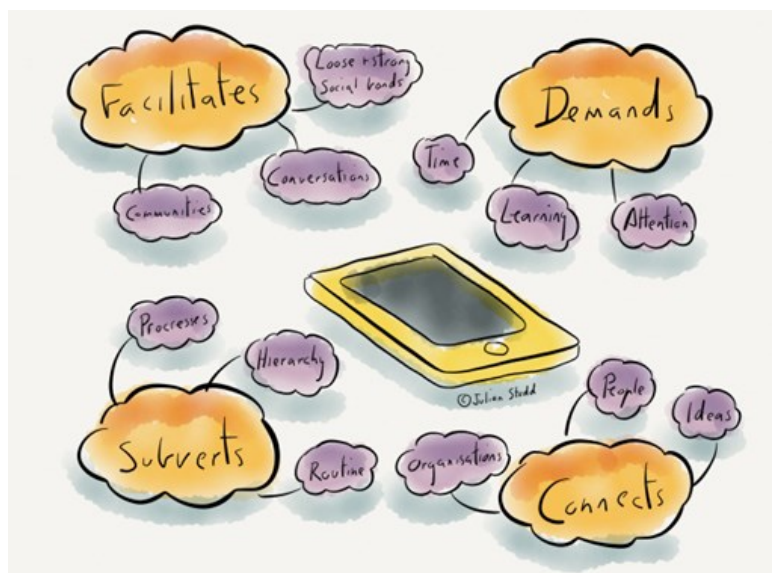


I woke this morning to an angrily vibrating phone, on fire with little red alerts. My first action on getting up used to be making a cup of tea: now it's hijacked by technology. Our relationship with devices is complex: love/hate, need/want. In the Social Age, it's technology that brings us together, that provides access to communities and facilitates the discussions we have within them. It enables the formation of wide collections of loose social ties and the maintenance of increased numbers of strong and deep ones, whilst also providing access to knowledge. My first instinct in many situations is to reach for the phone: maps, directions, email and texts, tuning the guitar or sharing on Facebook, finding out how to change the oil in the car or book a festival for the summer.

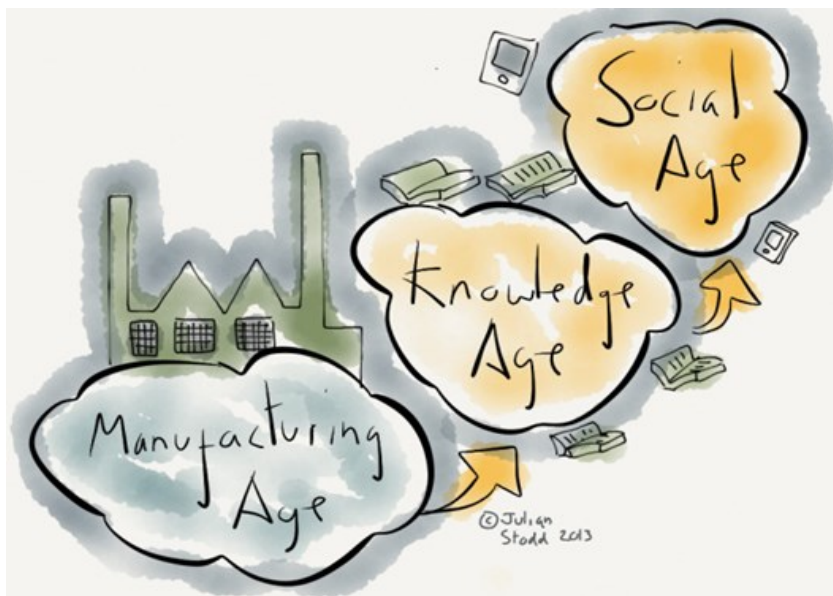
Technology facilitates, demands, connects and subverts. But who is in control?

There are few aspects of life that technology doesn't touch, but it's easy to let the horse lead the cart. We are seeing technology transforming learning: systems provide infrastructure, media can be easily created to enhance learning, language itself is translated and transformed, we capture, share and journal with ease. The learning experience is more easily quantified, both for individuals and for organisations. But quantification doesn't always equate to quality.

It's all about balance and agility: our ability to learn, to innovate and be creative, to do things differently tomorrow from how we did them yesterday. It means that we should have as much say in things as the devices we buy and carry around with us. Whilst the features of technology may connect us ever more closely and ever more vocally, scheduling, chasing and reprimanding us ever more often, we need to ensure that underneath it all we are being effective. It should be our natural behaviours that are being enhanced by the technology, not the technology forcing us to adapt our behaviours.



We need to recognise that we now live in the Social Age of learning, where the bywords are agility and engagement, where formal experiences are less valuable than applied ones, where traditional models of authority and expertise are subverted by more social methodologies that rely on communities and sharing. We are in a time of change: change to how organisations and individuals engage with each other, changes in our relationship with technology, changes to how we engage within communities to learn to co-create meaning.



Instead of depending upon lumbering formal technology, needing unwieldy servers and infrastructure, today's artisan workers use tablets, phones and apps to achieve much the same thing. Instead of needing offices and pot plants, we need WiFi and coffee shops, Dropbox and Skype. Social technology that fits into our lives rather than requiring us to adapt our lives to suit it. **Social technology is that which gives us access to our communities whilst we are on the move** anytime, anywhere. Because social learning is anchored and grounded in reality making links back to

formal learning, whilst formal learning is always trying to reach out to meet reality.

Social Technology has to be effortlessly social, or it's not social at all. The reason so many of the dinosaur, legacy, enterprise systems that large organisations spent so much money on failed was that they failed to meet the needs or expectations of users. They were built around the requirements of IT teams, compliance teams, learning teams, but not the people who actually count: the people who use them.

For more on these ideas please visit my blog <http://julianstodd.wordpress.com/>

This article is based on extracts from three of my blog posts

Our complex relationship with Technology Posted on March 6, 2014

Social Technology: it's the little things that count Posted on April 11, 2014

Exploring the Social Age of learning Posted on August 13, 2013

See also References Appendix 1 below



BAFFLED BY SOCIAL MEDIA

The times they are a changin'

Peter Gossman

Peter is a Principal Lecturer in Academic CPD at Manchester Metropolitan University. He has worked in a range of FE and HE institutions in the UK and NZ in both Education and Academic Development roles, initially at Lincoln University just four hours south of Christchurch on the South Island. He has worked on a large NZ project investigating the Scholarship of Teaching and Learning as well as publishing on a variety of subjects, particularly in relation to 'good' teaching and conceptions of teaching.

Two short stories to set the scene

A couple of days ago I was sufficiently motivated to figure out how to transfer (via Bluetooth – no less) an MP3 from one mobile 'phone to another. Actually 'phone is a misnomer since mine is a radio, an MP3 player, a compass (how useful is that!), a map and guidance system (that I do not fully trust) and a whole range of other things that I remain blissfully unfamiliar with. In addition, a few days ago the text message font size (randomly, according to me) went from tiny to huge (about two letters per screen). Finding a way to resolve this involved some struggle and finally handing the dam' thing over (just prior to throwing it out of the window) to my nine year old grandson who fixed it in about a second with the added, slightly disrespectful, comment of "you do not know much about mobile phones do you Grandad Pete?" I bit back the snappy retorts of "yes, but I pay for the Lego" and thanked him for his assistance. As a slight aside, I wonder why my fingers are too big to text or message with accuracy. I can only thank people who receive texts from me for their tolerance in decoding what I type.

In my life I have been through major (and sometimes personally traumatic) changes in the format of recorded music (can you remember the first LP you bought?), vinyl (gone is the progressive rock gatefold sleeve), to cassette, to CD and finally MP3/WMA. The point is that increasingly I find myself in a world that is so rapidly changing in terms of technology that I cannot possibly keep up – I am "sinking like a stone" (Bob Dylan, 1964). Bob advises me in the times they are a changing that "Your old road is rapidly agein', Please get out of the new one If you can't lend your hand" (Dylan, 1964).



Twitter - what's it for?

This brings me to social media and how it baffles me both in my personal and professional life. I will focus on one form that gives me pause - Twitter. Can I use it to "lend a hand"?

My key problem with Twitter, aside from not yet understanding fully how it works although I think I have the general principle, is its purpose. I am fairly certain that the problem lies with me rather than Twitter.

However, here are (some of) my questions:

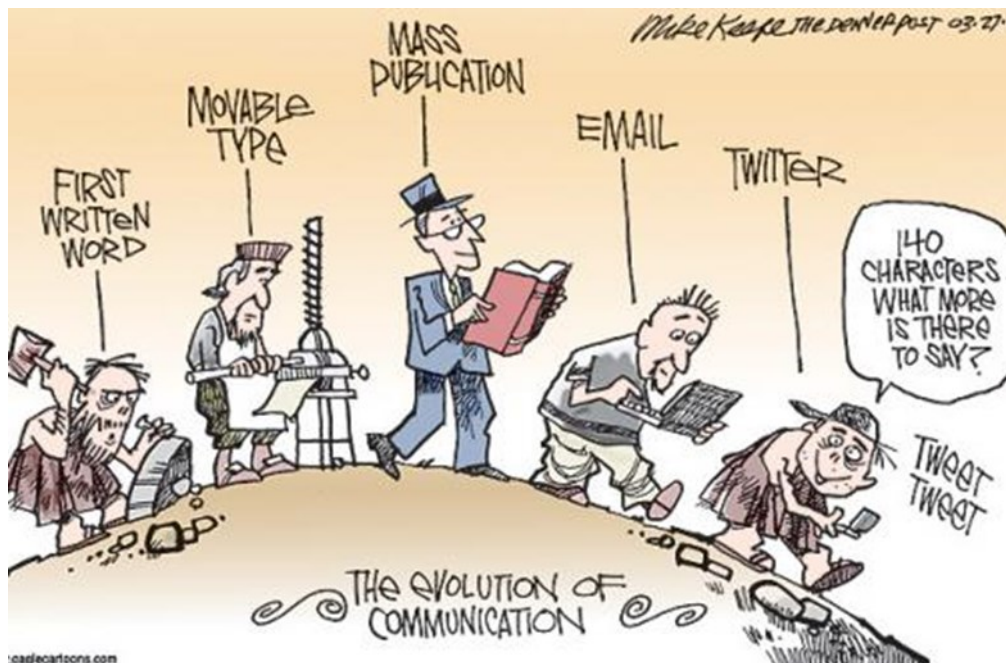
- *What could I possibly have to tweet to anyone who follows me?*
- *Why are they following me?*
- *Why is this not a tweet? In addition, as it is a tweet, why is it not a tweeter?*
- *Am I overthinking this?*

Clearly I have maintained some lifewide and lifelong learning desire (see file transfer example above) but could/should/ought I to more actively pursue the 'space' that is available to me that is Twitter?

As a lifewide, lifelong learner I have been reading about 'authenticity' in higher education in Carolin Kreber's (2013) book in which she states:

Engagement in the scholarship of teaching and learning involves promoting the students' authenticity by fostering in them a questioning, inquiring and self-critical disposition, a process of critical reflection and critical self-reflection, or of objective and subjective reframing (p142).

Mezirow (1997) tells me that 'subjective reframing' is when I critically assess my own assumptions. Obviously prior to this critical assessment, I need to figure out what my Twitter assumptions actually are. My main assumption was that I would receive a wide range of pithy messages that would entertain, challenge and enlighten me. For example, I signed up to follow Dr Sheldon 'big bang theory' Cooper thinking that he might be posting humorous physics conundrums that would enhance (in some way) my daily commute. No such luck, not even a 'bazinga!' I wondered therefore what other assumptions there might be for Twitter. If I could figure out its actual purpose, I might be able to construct more informed assumptions.



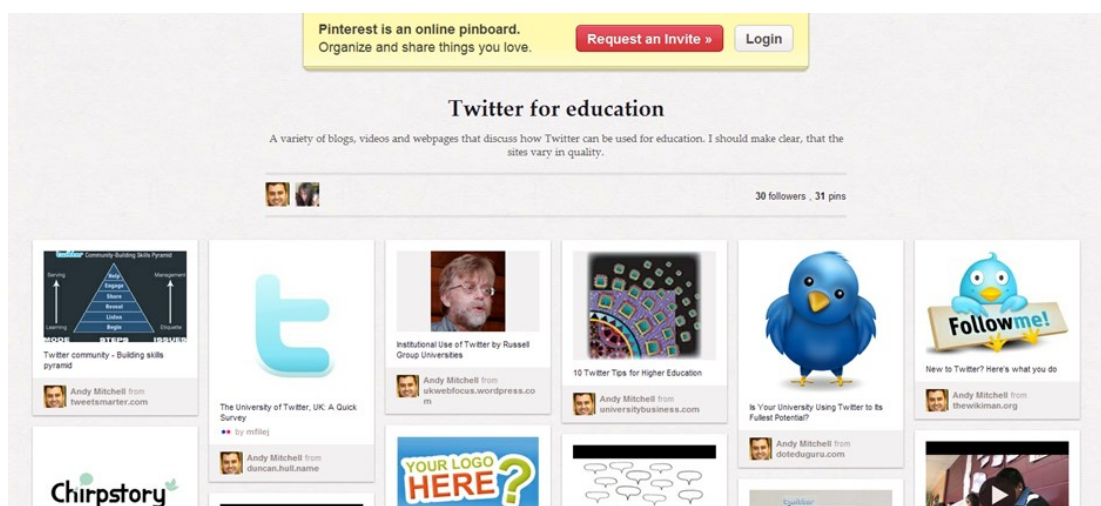
'his' tweets (and I really did look at all 8319!) was a picture of a piece of paper covering a gap where a ceiling tile should have been on which was written "404: tile not found."

So my new assumption, probably poorly thought through, is that more followers is a 'good' thing. For me to gain more followers it seems I should tweet during US daylight hours, have an effective (?) bio, send @messages (a kind of piggy-back onto popular Twitter users – twitterers?), develop a niche, post pictures and

In my 'research' on the 'web I have uncovered what I think is the issue. It seems that no one can quite figure out what Twitter is for unless they have figured out what it means for them. In *Hatching Twitter* (Bilton, 2013) it is reported that the founders disagreed about its purpose; one seeing it as telling the world what was happening for him and another seeing it as a way of keeping posted about what was happening in the world. It seems that Twitter has created, or at least been highly influential in the formation of, the 'citizen journalist' (the "what is happening for me" user). On one site a question was posed; "if you twitter and no one is around to read it, does it make a difference?" (Bryant, n.d.). I am not quite sure what 'difference' is referred to, regardless, the implication is that an absence of followers, particularly I imagine for the citizen journalist, is a 'bad thing'. The site also told me that Ashton Kutcher (who is so well known that he has a symbol instead of a photo), in 2009, passed the mark of 1m followers. I certainly hope that whatever he tweets is 'making a difference'. I cannot imagine what it might be. However, I felt the need to follow him myself just to find out what he was saying. I found that he now has over 15m followers and has posted 8000+ tweets, not sure what the time period for those is but if he started in launch month, July 2006, he is tweeting on average 2.9 times per day. Turns out that he actually has a company that 'manages' his Twitter feeds! My favourite of

so on. Meanwhile my account tells me I have made 2 tweets and 18 followers including a dude called Carlo who I have never heard of.

Yet what are my HE educational assumptions for Twitter? Unfortunately, these seem to be lost behind my more general ones around purpose and what is worthy of tweeting. I have a notion, of course, that it could be used as a communication (community) mechanism between teachers & students and students & teachers and students & students, but surely, a VLE will do this anyway, perhaps just not quite such a mobile way and this last clause seems to be the key. A further quick web search reveals; 30 ways to use Twitter in the classroom, 100 ways to teach with Twitter, some ways teachers might use Twitter in the secondary classroom, Twitter in education: What does it really look like? And my favourite the *ultimate* Twitter guidebook for Teachers (emphasis added). I noticed that none of these actually mention student learning but hopefully, this is implied in the teaching part. Before you ask, my search was not 'Twitter for teaching' but 'what is the educational use of Twitter?'.



So I am left wondering what is the educational value and use of Twitter? I can see uses, also written up on the 'web as recommended uses for teachers. The most obvious, as noted, is the construction of a social environment in which students can 'chat' and create a community related to their study. Briefly, use a hashtag and live tweets for comments/questions feed during lectures. However, I recently monitored the 'chat' at a conference and disappointingly found, for me, that it really did not add to my experience with many tweets telling me what was happening in the session I was in. Now it could be that these were meant for other followers but again I could not quite see the point of "I am in a session and this is happening."

If we assume that such communities are required, it begs the question of what is actually happening in the real world. No, scratch that, I am well aware of what is happening in the real world, on my commuter train it is rare that any passenger says one word to another fellow traveller. One unusual evening, I chatted with all three people sat at the train carriage table. The looks from the other passengers served to illustrate the unusualness of our (and I think their) behaviour. These looks came between intervals of texting engagement with mobile phones. So it seems our 'communities' are virtual rather than real. The messages might be the same, but the virtual medium has become dominant.

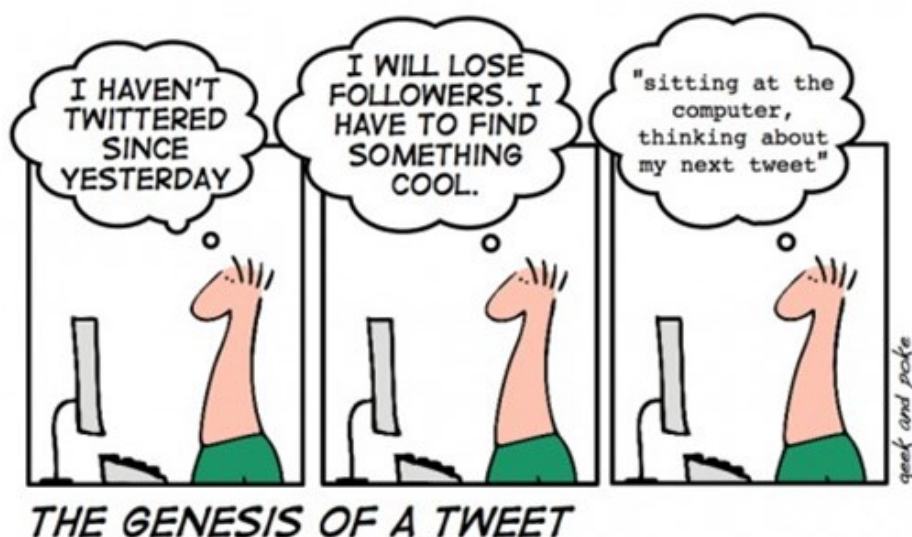
is taking place? I am open here to being challenged about my own limited conception of twitter. Am I simply cast in the expert role seeking a right answer? Even by simply asking a question of a class, I remain as teacher. Is any form of communication that promotes greater student interaction with / processing of material worth using? Are these silly worries since they apply in the classroom anyway? Could social media be used in a way that enhances Baxter Magolda's (2014) 'interpersonal dimension' whilst at the same time working within the cognitive one?

Perhaps I just have to get over myself and get on with it. Next class, bring it on ...

What on earth is a hashtag anyway?

:)

(: @



Still baffled

So I find myself critically assessing my assumptions about the use of social media in higher education. If it is to be used, it must have a benefit but Kreber would ask a benefit for whom? If I as a teacher use Twitter for a class group and then pose beautifully constructed and challenging learning related question, obviously within the character limit, as tweets what

Please go to Appendix 1,
for a bibliography of texts cited in
this article

NO NEED TO BE BAFFLED BY SOCIAL MEDIA



Click on above image to access site

See also Andy Miah's A to Z of Social Media for Academia <http://www.andymiah.net/2012/12/30/the-a-to-z-of-social-media-for-academics/>

Appendix 2 below

5 C's of Social Media INFOGRAPHIC

Chrissi Nerantzi

& Sue Beckingham

For an interactive version <http://www.lifewidemagazine.co.uk/>

The 5C's of Social Media is the framework we developed for our 'Bring Your Own Device for Learning' short course. BYOD4L took the form of a facilitated event organised and supported over five days. Each day was dedicated to a topic - communicating, connecting, collaborating, creating and curating. These five topics form the 5Cs of social media, a framework that enables learners to appreciate the different uses of social media applications and to progressively engage in more complex learning and teaching activities using their smart devices and the many social media platforms and applications that are available.

It is up to learners whether they follow the suggested path or design their own 5C learning route. We created a website <http://byod4learning.wordpress.com> which hosted video-based scenarios, some suggested activities and an abundance of tools to stimulate interest and imagination. The approach was not so much 'learning about' as 'learning through the experience of doing'.

To participate was to embody the acts of - communicating, connecting, collaborating, creating and curating and to share experiences and insights with other learners.

Nerantzi, C. and Beckingham, S. (2014) BYOD4L - Our Magical Open Box to Enhance Individuals' Learning Ecologies, in N.J.Jackson and J.Willis (2014) Lifewide Learning and Education in Universities and Colleges available at: <http://www.learninglives.co.uk/>

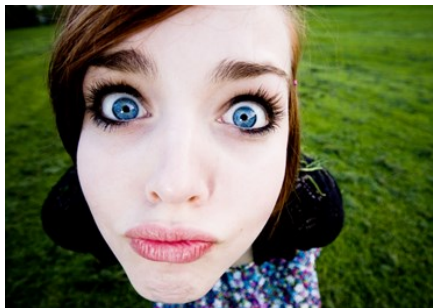
THE OPEN BUG: A STORY OF COLLABORATION & RESURRECTION

Chrissi Nerantzi

Chrissi is an Academic Developer at Manchester Metropolitan University. Her approach is playful and experimental and she specialises in creative learning & teaching. Chrissi is a Senior Fellow of the HEA, a Fellow of SEDA, a PhD student in open educational practice at the Edinburgh Napier University and a steering group member of the Media-Enhanced Special Interest Group (MEL SIG). She is also a member of Lifewide Education's core team.



Eyes and minds wide open



Open Education Week 2014 has been and gone but open educators are open and share their work all year round. The week, 10-15 March, was a festival of celebrations around the globe with opportunities to share, connect and learn with others and find out what open education is all about. There was a buzz in the air, I could feel it in the digital jungle and also in the physical world when I visited places or in my interactions with others.

Redecker & Punie (2014) note that learning in the future will be personalised, collaborative and informalised and that institutions will have to be much more open and integrate external opportunities for learning in to their offer. Changes in the way we interact and learn are emerging triggered perhaps by the birth and explosion of interest in Massive Open Online Courses (MOOCs) and increased use of social media. But the way we learn in everyday life is often at odds with our practices in higher education. Wiley and Hilton (2009) talk about anachronistic and closed practices in Higher Education while in everyday life openness is normal and common. The boundaries between formal and informal learning are blurring (Conole, 2013). The European Commission (2013) calls on higher education institutions to open-up and join-up offers, to collaborate more. In this context, Jackson's (2013, 2014a, 2014b) work around learning ecologies, lifewide learning and the lifewide curriculum provide food for thought and present possibilities to be explored for institutions as these concepts advocate the learner as designer and creator of their own learning life.

Imagination is the source of everything

Our minds are magic creatures, like no other and our imaginations are limitless. In our minds we flirt with possibilities and impossibilities and often we let ourselves

get lost in these. But we are not just dreamers, we create new realities too. We make things happen and we create new things. I have asked myself many times what happened to Open Educational Resources (OER) and stand-alone courses available under a Creative Commons licence which lie dormant in. I was keen to explore how these could potentially be repurposed and given new meaning. My idea was to resurrect a ready-made, off-the-shelf OER course and bring together a team of volunteer facilitators to encourage and support learner interactions and adding synchronous and asynchronous happenings to the offer to support and extend learning opportunity. I wasn't too concerned about preparing content as *content is everywhere!!!* About a year ago, I heard Darco Jansen saying at the OER13 Conference '*Content is not education, interaction is!*' These words were extremely powerful and stayed with me and have influenced my thinking ever since.

Giving new meaning to an existing course



I wanted to test my hypothesis and explore the question: "Is learning really about the content?" I had located a suitable open stand-alone course for this experiment which was waiting patiently in my Diigo social bookmarking collection when Paul Booth, a senior lecturer at MMU announced the week before that he intended to launch his newly created Northwest OER Network during Open Education Week. Paul



put a call out for suggestions of network activities to the steering group and I proposed my open course idea based on resurrecting an existing stand-alone course and breathing new

life into it through rich facilitated interactions. At the same time I anticipated it would provide facilitators with a valuable professional development opportunity.



The course I proposed was called 'Intro to Openness in Education'. It was developed by Dr David Wiley and available within the p2pu platform. Accessing the course didn't even require

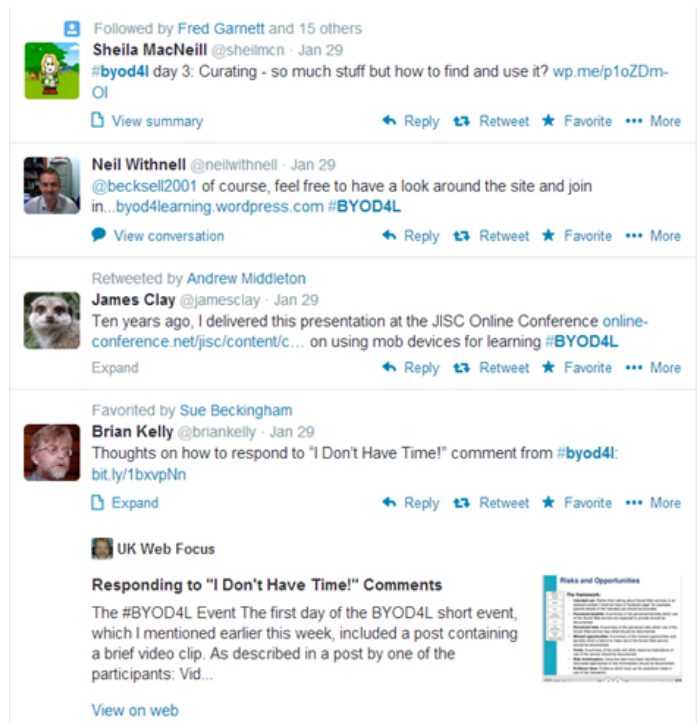
registration which was an added bonus. The themes and resources in this course presented opportunities for flexible engagement. Anybody who participated could pick 'n' mix and engage as much or as little as they wanted to. I was pleased that my idea was well received by the steering group and led to the development and implementation during Open Education Week. This was speed course building in action and required concentrated commitment. With Sue Beckingham, an Educational Developer at Sheffield Hallam University, we worked for 3 months to develop the concept of Bring Your Own Device for Learning or BYOD4L (Nerantzi & Beckingham, 2014). BYOD4L was fully mobile and because this was intended to be social learning we used freely available social media to create and enrich the offer.



As Paul embraced my idea, I thought that we could offer the course together under the Northwest OER Network umbrella. I wanted to help Paul raise awareness of his new and important network for the region and also secure support from the Centre for Excellence in Learning and Teaching at MMU where I work. In no time, we managed to get 13 volunteer facilitators in total from three different continents through our networks and together, we created a facilitated version, of the existing course and offered it during Open Education Week. It was amazing! As I expected we didn't have to worry about content as participants were happy to share resources they have found useful.

We used a buddy system for facilitators that enabled us to work in pairs during the week. We had used this approach before with Sue in BYOD4L and it worked really well. We also created a private community for facilitators to come together to support each other and shared a Google doc folder with related information to co-ordinate activities. We focused on creating daily opportunities for synchronous and asynchronous interactions in different social spaces using freely available social media. Our main focus was how to bring learners together. There were discussions, open air hangouts, an external webinar led by Prof. Martin Weller from the Open University became part of our offer while Anne Hole, a Learning Technologist from the University of Sussex shared a collaborative Flipboard and invited others to contribute.

Twitter tweetchats



The Twitter tweetchats created most of the buzz. We used the format developed by Sue Beckingham for our BYOD4L course and it worked really well. The tweetchats brought facilitators and some individuals from the wider community together on 3 days of the week. The exchange was rich and I could see that the chats generated more questions than answers, which I think, us a good thing. I really would love to investigate why tweetchats seem to work so well in the context of professional development. The week was intense, a proper roller coaster, with ups and downs but a real thrill. Peter Reed created daily visualisations of our tweet tags based on Martin Hawskey's tags explorer and Stori.fy was used to bring the threads together. The week proved to be a valuable CPD opportunity for facilitators and individuals who joined us during the week. It enabled us all to experience an



open course in ways that were meaningful to each of us.

There is no way, any of this would have been possible without Paul Booth, my partner in crime, Carol Yeager (consultant), Anne Hole (Sussex University), Dr Helen Webster (Anglia Ruskin University), Betty Hurley-Dasgupta (SUNY/Empire State College), Sue Beckingam (Sheffield Hallam University), Kathrine Jensen (University of Huddersfield), Peter Reed (University of Liverpool), Lenandlar Singh (University of Guyana), Simon Thomson (Leeds Metropolitan University), Alex Spiers (Liverpool John Moors University) and Neil Currie (University of Salford) and all who joined us during the week. We are grateful for the commitment and passion all colleagues showed to the project, their engagement and exchange. Thank you all!



If you are new to all this open stuff, don't be quick to dismiss it, give it a go! Identify an opportunity to open-up and connect one of your classes with the outside world and help your students connect with others out there to enrich their learning experience and make it authentic too. It will also be a great opportunity for you as you will make new connections with educators around the world and feel part of a wider community which you might find refreshing and invigorating.

Remember sharing is good for all of us. Weller (2011) notes that sharing in social networks is actually the base of openness that brings reciprocity. If you build your ideas on somebody else's, add attribution and link back to the original work! Consider sharing your open creation via JORUM at <http://jorum.ac.uk/> and see your ideas grow and evolve! Have you caught the open bug? If you did, please share your story with me.

References

Please follow this link for the references <http://chrissinerantzi.wordpress.com/2014/03/16/the-open-bug/>



TWEET-CHATS: THE NEW 'CONDENSED' SYNCHRONOUS DISCUSSION FORUM?

Peter Reed and Chrissi Nerantzi



Peter is a Lecturer at the University of Liverpool, taking a specific view on Technology Enhanced Learning within the Faculty of Health and Life Science. Some of his key interests include Open Education and the use of Social Media in Higher Education. He is the current co-chair of the UK Blackboard Medical Education Special Interest Group, and a steering group member of both the Association for Learning Technology (ALT) North West Special Interest Group and the North West Open Educational Resources Network. Chrissi's biography is at the head of the previous article.



Context

This article reflects on the experiences of two academic digital technologies and specifically social media to teaching. While the benefits of using technologies for recognised, it has to be noted that learners can be often show preference in using more traditional methods. Behaviour is also observed among educators. However, technologies for learning and teaching is modelled within professional development courses for academics, and provides opportunities for application to their own practice, academics feel more confident in making the first steps (Rienties et al, 2013). In this article the authors share their experiences and use of Twitter, a social micro-blogging tool and demonstrate how they have used this in the context of professional development for teachers in Higher Education within two bite-size open courses to enable educator and students to connect with others from around the world and create wider social and networked learning and development opportunities.



Peter's story @reedyreedles

I do like my technology, but I'm by no means a person who gets carried away with all the latest 'stuff'. I've been an active Twitter user for around 6 years at the time of writing this piece - longer than 99.8% of Twitter users. I have wasted/invested approximately 149 hours of valuable time composing 'Tweets' - some mindless, some with purpose. One thing is for certain - Twitter has helped me connect with people with similar interests to mine; and with whom I would have otherwise been unable to connect. This is true from a professional perspective, where I regularly converse with others interested in TEL, as well as from a personal perspective, where I speak with family members and friends about sports (in particular my beloved Everton Football Club).

I have also integrated Twitter into my teaching, offering the tool to learners as a voluntary platform to support communication, collaboration and casual (informal) learning. Take-up was mixed, but all those that did engage found the opportunity extremely positive - citing the speed and ease of communication with me (their Tutor/Lecturer) a significant bonus.



Chrissi's story @chrissinerantzi

"Twitter is for self-promotion, not for me." I have heard colleagues saying this many times. Students often don't understand it. I didn't understand it when I joined. I don't even remember why I joined. It must have been one of these things where you hear people talking about something all the time and in the end you give in and decide "mmm, maybe I should give it a go and see what this is all about". Signing up to Twitter was the easy part but I didn't get the whole thing. So it took me a while before I started using it and began to see its value. Initially, I had no purpose. I didn't know what to do with it. It was a classic case of being in possession of a tool and knowing that it could be useful but being perplexed and apprehensive of what to do with it. As educators we emphasise having a purpose to use or do something. We claim that starting from the gadget is bad for us. But we all do it. I guess we are driven by our curiosity. Our playful imagination. Humans love to play, experiment and discover, children and adults alike, even if we often don't admit it or appear to be against it. Brown (2010) makes a strong case for play as a vital ingredient in human evolution, to make connections, to survive and thrive and this is what we also do with tools, including social media - we play with them to get to know how to use them effectively, become aware of the possibilities and challenges as well as the dangers.

So what is Twitter?

Twitter is what we call Social Media - a micro-blog. On its own it's just a tool. If we take the social away, it is nothing. The social; all the individuals who use it, brings it alive and makes it so valuable for so many people in so many different ways. Tweets (the name for the micro-blog) are limited to 140 characters per tweet - not a lot and some would say not enough? But perhaps this constraint focuses attention on the essential message you are sending.



Usually our imagination enables us to use tools in different ways and for purposes the original creator didn't have in mind at all. This is the real beauty of being human, having ideas and

playing with these. Indeed, it's unlikely that the inventors of Twitter intended the tool to become popular based on celebrities sharing images of their breakfast cereals or latest celebrity jaunt! What they probably did intend, was to create a platform to forge the rich and diverse communities of practice that have shaped not only Twitter, but the whole Internet. Such powerful connections that can spread a message throughout the world quicker than one could imagine. We shape the tools and then the tools shape us (McLuhan, 1967).

The speed and ease with which users of Twitter can share updates and communicate with others, allows the tool to be used in a wide variety of contexts, for example: large companies engaging with customers; celebrities and sports stars engaging with loyal fans; reporting 'the news' live, as it happens; or simply people sharing thoughts around particular domains of interest. Contemporary education places social theories of learning in high regard, with the works of Vygotsky and Bruner shaping the views on how we learn. So how might Social Media and specifically Twitter, be used to support communication, sharing and collaboration in educational settings? For years, academics have struggled, with varying degrees of success, to implement online discussion forums (also known as Computer Mediated Communication) within Virtual Learning Environments (VLEs). Could Twitter revolutionise this area of educational practice?

As the service has evolved over time, it's functionality has also improved. Hashtags have been around for a while now, but serve as an effective means to host and archive discussions and enable others to search for topics of interest. The pervasiveness of the



hashtag is no better exemplified than inclusion by the BBC - a very traditional British organisation. Many of its television programmes include dedicated hashtags, serving as a direct attempt to bring people together to talk about their 'products' - perhaps another sign that the world is changing, and technological advances are at the heart of it! Increasingly hashtags are also used linked to specific educational programmes in HE, modules but also conferences.

Tweetchats

Tweetchats are a potential way to breath modern life into the old, dusty, discussion forum, and light up the traditional ways learners engage with us, and each other, online. In the context of an organised and open synchronous discussion, guidelines and agenda, the potential is endless. However, Tweetchats and Twitter conversations more generally are very public, unless accounts are made private, and this might present a challenge for some and make others uncomfortable. This needs to be recognised and when used in educational settings, special attention needs to be paid to enable pan-participation. Teacher education programmes can do wonders to help educators gain a better understanding of using Twitter and social media more generally through modelling practices and enabling educators to use these as students first (Nerantzi et al, 2014).



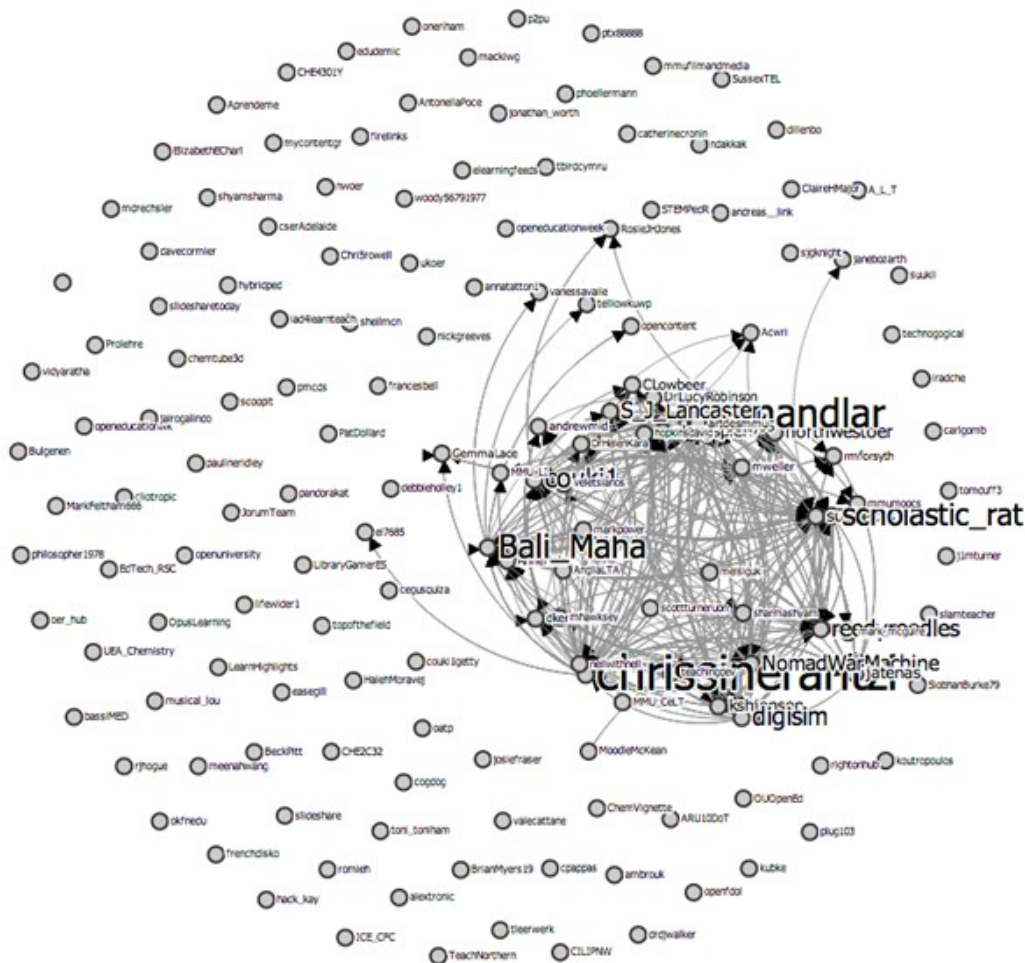
Synchronous discussions can take multiple paths, and watching tweets using the hashtags can lead you down wondrous and serendipitous journeys of discovery. You engage with each, and with whom, as you please. You join for a bit, or a bit longer. Lave and Wenger's (1991) notion of Communities of Practice have never been so relevant and applicable, whereby users can participate 'silently' on the edges (known as Legitimate Peripheral Participation), or take more active roles (Full Participation).

Examples from practice

Tweetchats have played a significant role for both authors recently, through the facilitation of two open online courses for the professional development of teachers in Higher Education. These were the Bring your own Device for Learning or short #BYOD4L available at <http://byod4learning.wordpress.com/> and the hijacked p2pu open course <https://p2pu.org/en/courses/140/intro-to-openness-in-education/>. Both courses were offered over 5 days in January and March 2014, were registration-free and were developed and lived on social media platforms including Twitter. Learning materials were Open Educational Resources (OER) and made available under a creative commons licence to enable wider use, re-use and re-purposing. Tweetchats, around an hour in length, were scheduled for 8pm UK time on each day. These created an opportunity for learners and facilitators to come together synchronously and engage in instant and focused exchange and learning conversations linked to a specific theme.

in conversations linked to the daily theme. Facilitators and learners enjoyed the intensity of the tweetchats and found them really useful for their practice. They used this opportunity to make new connections and extend their thinking but also engage in conversations with more distributed peers. Engagement in the Tweetchats generated interest in the Tweetchat logo that was used. One of our learners found the Twitterbird pattern and knitted her own Twitterbird and shared with the community. Everybody seemed to look forward to the tweetchats with excitement; many came out of their shells and moved from peripheral to full or core participation, and felt sad when it was all over after 5 days. Many of the connections made during the 5 days continue to develop and grow.

The second - #NWOERChat (Open Educational Resources course run by the North West Special Interest Group), focussed on open education, and a range of sub-topics. Facilitators of the Tweet chats prepared a number of short



Network diagram created from Hawksey's TAGS Explorer v5.

BYOD4L and the related tweetchat [#BYOD4L](#) Chat was a popular course feature among learners and facilitators and generated a lot of interest and rich exchange. It enabled the BYOD4L community to come together for an hour and engage

questions - between 4-6, and managed the discussion around each. Tweet chats were fast paced and participants were active from all over the globe.

Following each tweet chat, Martin Hawksey's Twitter Archiving Google Spreadsheets (TAGS) Explorer tool (Hawksey, 2014) was used as the basis for generating data on the number of tweets containing the #NWOERChat hashtag, and visualised the learning network. As the figure above visualises, the network is complex, with some users particularly more active than others. This might be considered a perfect representation of Lave and Wenger's Communities of Practice, and in particular the roles of 'legitimate periphery participators' and 'full members'.

What we learnt

Of course innovation is contextual. Whilst we are in the routine of engaging within Communities of Practice via social media, others may not be. This notion has been explored recently through the mapping of learners against the Visitors and Residents typology (White and Le Cornu, 2011), whereby Residents see the web as a real space and leave considerable trace of their profile online, opposed to Visitors who only use specific tools for specific tasks. Such activities may be unfamiliar to participants, and as White and Le Cornu discuss, these issues are not so easily related to the age of Internet users as Prensky's (2011) Natives and Immigrants theory might suggest. Using such a tool can be a huge change to some people, so it's important to ease into these tasks gradually, with support for learners to engage meaningfully.

One other point to note, is the significance of the role of the facilitator. The flurry of responses to questions can be overwhelming, so dependent on the expected number of participants, multiple facilitators can work well. At least two facilitators were present for each of the tweet chats in order to engage with the various participants. As the figure demonstrates, there was lots of activity between smaller groups of participants, and many tweets were off-shoot discussions from the main questions. In principle, this is an excellent and natural occurrence which was likely spurred from existing networks, rather than solely the network surrounding the open courses mentioned e.g. user 1 may also 'follow' user 2 outwith participation in the course. The flip side of this, is that some users may not be in conversation with fellow participants and could feel isolated. Such an experience, with little or no two-way dialogue could leave such participants questioning the point of engaging in such exercises. In more structured scenarios such as formal taught modules, specific groups could be formed prior to the tweet chats to prevent such off-shoots from happening.

Conclusion

This article has discussed the role of Twitter, and in particular scheduled Tweet Chats, as a potential alternative to the traditional discussion forum in the open for professional development and networking. The experiences of facilitators across two open courses suggest that active participation in communities via Twitter can be an effective means to engage in social learning and professional development. Of course there are caveats, but with sufficient support structures in place, learners and teachers can benefit the ease and speed of the platform for rich and meaningful dialogue to support the co-construction of new knowledge and meaning.

See Appendix for full list of references



Click on above image for source

SOCIAL MEDIA + SOCIAL ENTERPRISE = MetMUnch

Haleh Moravej

Haleh Moravej is a Senior Lecturer in Nutritional Sciences at MMU. She is a nutrition entrepreneur, passionate educator and interested in embedding creativity and enterprise in the curriculum. Haleh is a senior food consultant working with food industry and small to medium size enterprises. Haleh is the founder of MetMUnch, a social enterprise bringing community, employability and sustainability together while enhancing the lifelong and lifewide learning of students.



MetMUnch is a unique social enterprise, outreach and training delivery vessel that is action-led by students for students and which has multidisciplinary social impacts. It has 120 student members from first to third years as well as graduates who keep in touch.

MetMunch is also a platform for knowledge exchange both internally within Manchester Metropolitan University, and externally with other academic institutions and industry. A distinctive feature of the experience for learning and achievement is the way students are using social media like Facebook, Twitter and Instagram. These forms of communication



and interaction are crucial to the learning experience and what has been achieved.

MetMUnch social enterprise is embedded in one of the first year units of nutritional sciences - Nutrition 21(nutrition in 21st century): a name imagined by students and inspired by Chanel No 5 perfume as a top of the range luxury item. By giving students the opportunity to create their own unit including its name it was hoped that they would be more motivated to do well as they owned and created some of the content. They were even free to create their own individual logo that they could upload to Twitter at the start of the 2013-2014 academic year and in the spirit of the 'edventure' some students even produced edible logos.

A co-creative process

On-going leadership is provided is by Haleh Moravej @ halehmoravej . MetMUnch capitalises on Haleh's research interest in food and mood and her skill set in event management, entrepreneurship/innovation and

creative thinking. All ideas are openly shared on Facebook, Twitter and Instagram to test

whether they are "trendy" enough according to the views of young people (social media human barometers). On numerous occasions ideas have been rejected and replaced by much better student friendly and edgy ideas.

MetMUnch is:

- a unique community engagement platform
- an innovative, creative environment for student learning and achievement
- a platform for knowledge exchange between academia and industry using social media like Twitter, Facebook and Instagram
- a unique teaching, learning and small-scale mobile exhibition of student creativity
- a hub with deep connections to local communities for enhanced societal well being

The unit is a live unit, connected to nutritional and food sustainability issues nationally and globally that could change from day to day so it is important for students and the teacher to use various social media platforms to discover fresh stories and creative concepts from across the world to feed these into lectures and seminars. Twitter is used as a chaotic sea of nutritional information moving MetMUnch's boat towards the topic

of the day/month or moments and creating a student friendly changeable and exciting extra-curricular content co-created with students. Ultimately the use of social media in this way is improving the relevance of the course through the way it connects to the everyday worlds of the participants.

MetMUnch students outside All Saints Park at MMU before setting off to do Hulme Winter Festival collaborating with Manchester Council to give away 700 free meals and creating the first pop up nutrition clinic in the community 6.12.2013





ABOVE

Some of the MetMUNCH students celebrating Global Citizenship campaign at MMU working alongside Faculty of Humanities students and staff creating 80 sweets from around the world

BELOW

First year nutritional sciences students in the first week of Nutrition 21 practical session excited and experimental doing an "Eggducational Eggxperiment" as a team building exercise



From the 'Mile of Fair-trade chocolate' at Holden Art Gallery, to feeding 200 students low-carbon dishes on a £20 budget, MetMUNCH demonstrates what is possible when empowered students are supported by MMU's wealth of talent. For example, within 2 months of their first project, MetMUNCH was commissioned by the Manchester Children's Book Festival, indicating a ready market for food demonstrators and nutrition scientists.

Recent enquiries have come from Greater Manchester Police to deliver a series of innovative workshops under the theme of 'well-being' to staff disengaged with traditional modes of delivery, the Spelling Bee competition in the Faculty of Humanities and working with the BBC and Fairtrade foundation doing a "Banana Selfie" campaign in celebration of Fairtrade bananas. The latest project in collaboration with MMU environment team, Manchester Moss Side Academy and Manchester Art Gallery. MetMUNCH has been a health catalyst for change especially in multicultural and deprived areas of Manchester. In February 2014 MetMUNCH in collaboration with MMU environment provided 1000 free bananas to the school children

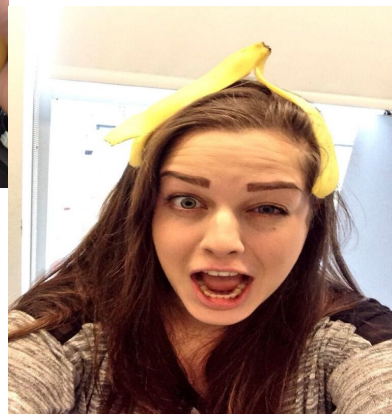
minded individuals across the university as well as future clients for this successful student enterprise.



Elaine Fong(first year international student of nutritional sciences) dressed as a Fairtrade banana at Manchester Art Gallery on 1.3.2014



Cynthia Ntumba and Tara Sultan (second year human nutrition students) starting off the MMU/ Twitter Fairtrade banana selfie campaign



MMUnion education and community officers Jen Adamson and Katie Parker helping MetMUNCH students raise the awareness of consumption of fairtrade bananas to kids at Moss Side Academy Manchester on 26.2.2014

No need for a website

The students have decided that MetMUNCH does not need a website as it is the intention of the team to create a USP of mystery and the unknown, so people search to find out what MetMUNCH is all about and only the serious and worthy clients by process of elimination will be chosen to work with MetMUNCH. Although there is no company website the team has relatively strong social media presence with their Twitter and Facebook accounts connecting seamlessly with like



What do students say?

Watch these clips-

<http://www.youtube.com/watch?v=PxArdJzME6I>

http://www.celt.mmu.ac.uk/good_practice/14_metmunch/index.php

Hannan Amin (first year student in nutritional sciences)

"Using social media such as Facebook or Twitter is a much more rapid and effective way to communicate with fellow MetMunchers. It allows for two way conversations and discussions at any time of the day. The majority of us have these social media apps on our phones or laptop/tablets, and check them regularly throughout the day, meaning that any urgent messages can be passed on to the whole group with ease. It is also a more laid-back and relaxed approach than meetings, and allows members who may be too shy to put ideas across in front of the whole group to have their say. It also allows us to get to know each other a bit better outside of the one hour weekly meeting where the focus is on discussing important matters."

Abduallah Al Ali (second year nutritional sciences)

"I imagine myself in a passenger's seat in car and that is me as a student. Whilst being in the passenger seat, I see and learn different things. For example, I learn that the brakes make the car stop, the gas pedal makes the car move, the steering wheel makes the car go left or right and that is the knowledge I'm gaining at university."

But will knowing all that information mean that I'll be able to drive a car efficiently? No. What I need is driving lessons and that is exactly what MetMunch is offering me.

MeMunch as a social enterprise is giving me the opportunity to apply the knowledge I learned at university and actually apply it into real life situations. Not only are we getting the chance to do that, but we're actually also gaining transferrable skills like communication, teamwork, time management, and confidence throughout the process. Also, as an international student it gives me the ability to improve my English and get experiences from different cultures.

Those driving lessons will give me the ability to be the best driver I can be, and in my case being the best nutritionist I can be, so when I receive my driver's license, university certificate, I will be ready to face the world with all that I've learned throughout the years."



MetMunch celebratory selfie at Spelling Bee competition at Faculty of Humanities MMU

Social Media:

"So, how has social media made it easier for me to interact with other students?"

As an international student with English as my second language, I found it quite hard to interact with other students. I am a shy person and not being able to deliver my idea properly in English stops me from communicating with other students that I've just met at the beginning of the year.

So, I used to talk with students face to face briefly, and then using Facebook and Twitter I got to know them a lot faster and that gave me a confidence boost. After that, life was easy and I started talking to other English students as I would normally do with any other students that speak my mother tongue. So, basically I used social media as a way to break the ice between me and other students.

Some people would say that communicating using emails is sufficient and that there is no need to use social media for communication. I say let's just face the fact that students check their social media applications like Facebook and Twitter way more often than they check their emails. This is a fact. So, that simply makes it easier to reach other students at all times. No need for meetings or anything of that sort, everyone would get the message at the same time with all details. And it would be something solid that you could always go back and refer to.

In addition to that, those social media applications offer more services than emails. For example, you could have groups on Facebook where students can discuss Uni work and any other concerns and any message would reach all students at all

times without spamming their inboxes or timelines. One final thing that social media offers is that it gives you the chance to get to know people better. People write down their ideas and share them with their friends. That would give a person a clear insight on the way other people think and it would be like a medium to share ideas and learn from each other's experiences in life. It would also help in a working environment where students would know each other's strengths and therefore utilise them to their best abilities. So, basically as an international student, I believe that using social media as a medium for communication is the way to go forward. I personally believe that the next step should be to get all lecturers on board too."

Nora Chaara (final year student nutritional sciences)

"Being part of such an exceptional and unique student food network as MetMUNCH will require from you a lot of commitment, organisation, good knowledge on health and nutrition, good communication skills with the community and with the members! In order to communicate the latest information on MetMunch events, all the outcomes of the meetings to everyone at anytime we needed more than just a shout!

Let's face it, Facebook has been an essential social media platform for myself and other MetMUNCH members which has allowed us to be in touch with each other, sharing ideas or discussing any internal information at any time of the day. Nonetheless, Facebook, Instagram or Twitter were also great communication tools for sharing all outcomes of events with amazing pictures and always informing our MetMUNCH community fans about the upcoming events ;)"

Tara Sultan (second year nutritional sciences)

"My first year of university was strange. I did what I had to do to pass and that was it. No extra curricular activities no extra days in uni. Just my lectures and even then not all of them.

The second year after getting my results I passed with an overall 1st and thought I can do well at this and I want to. So I thought about work experience. And heard about Metmunch in one of Haleh's lectures so I tagged along in September.

And it was love at first bite haha! I ended up becoming chief baking brownie queen. Loved coming to events helping out. I got along well with the people in the group and it was a great 'family' of nutritionists! As well as developing a number of skills... Presenting, baking on a large scale,

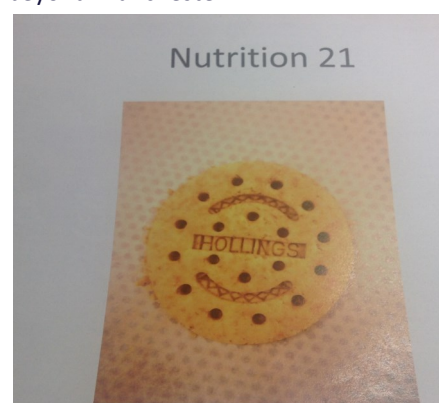
communication with different age groups, putting nutritional knowledge into practice etc.

Everyone had some great ideas and together we helped many people and Communities and our best communication happens on line, on Facebook and Twitter.

I'm sad that I'm having a year out and will miss Metmunch but I will be back! Save my place!"

Haleh comments:

As a lecturer I see the use of social media as an integral part of my communication with my MetMUNCH students. The speed of feedback suits my personality as I am not patient and I want to know what students think about ideas, concepts and opportunities straight away. I don't have to write long emails. It feels like the bite size approach of dealing with complex issues suits me and my students. We keep everything fresh and everyone has an equal chance of speaking up and highlighting anything they could not share with the group in the weekly meetings. It feels as I speak the secret language of my students and a single smiley face can mean the biggest thank you. Using social media for a social enterprise project like MetMUNCH is like having air for lungs and without it we could not grow, learn, share, discuss, reflect, move, inform and recruit new members and definitely connect with the big mysterious world beyond Manchester.



THE AFFORDANCES OF 'NEW' TECHNOLOGY AND SOCIAL MEDIA

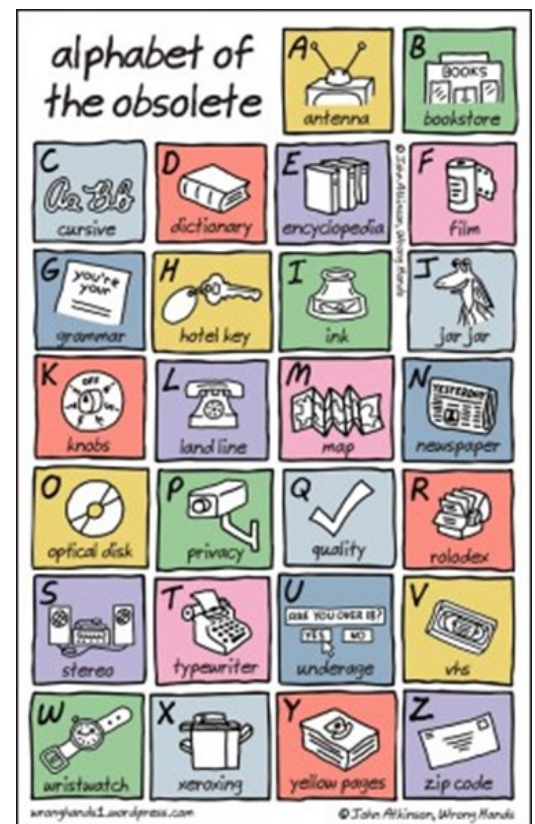
Sue Beckingham



Sue Beckingham is an Educational Developer, taking a Faculty lead role for technology enhanced learning at Sheffield Hallam University. Her research interests include social media and digital identity. Sue is a Fellow of the HEA, a Fellow of the Staff and Educational Development Association (SEDA), a member of SEDA Exec and the SEDA Technology Enhanced Learning Development SIG. As a lifelong learner Sue is taking an MSc in Technology Enhanced Learning, Innovation and Change.

This latest cartoon from the talented 'Wrong Hands' made me both smile and reflect on the many changes of how new technology has replaced older technology, devices and other things.

Just this week I was asked if I had photos of my recent 103 km trek across the Sahara Desert. My reply was "Yes, they are on 'Flickr'". I received an email from O2 for our latest bill for the landline telephone we rarely use. I read news via websites. LinkedIn is my 'rolodex' and list of connections complete with photos. If I want a business telephone number I google the company but then get agitated at the length of time the automated messages take so turn to Twitter or email if I have a query. Searching for my CV I realise my most current version is saved on a floppy disc and my PC no longer has the holder to read one. I keep VHS tapes mostly for nostalgia but have replaced many favourites with DVDs. Sat nav and Google maps have replaced the big bulky maps we used to have in the car. Spell check can trip us up but is so handy when writing online. Shopping in general, but especially books is done via Amazon, Ebay and other online stores. My encyclopaedias are treasured but in some sections outdated so Google and Google Scholar have taken their place.



What has remained constant is my daily use of my wristwatch despite having a clock on my phone, PC and laptop. I prefer a key to the swipe cards you now get in hotels. Taking notes is handy on my phone or iPad, but I still prefer to make them using a notepad and pencil.

What I would question in this A-Z is the use of Q for quality. The Internet has opened the doors to so many wonderful opportunities to learn. Granted there is some filtering to do so it is therefore important to teach the skills to do this. Today we are able to connect, communicate, collaborate, curate and create with others across the globe. The use of social media and accessible tools allow us through tools such as Wordpress to create blogs to share information, stories, how to guides and much more. Tools like YouTube and Audioboo opportunities to capture and share video and audio. Social networking tools such as Facebook, LinkedIn and Twitter give us the means to connect and engage in dialogues. I for one find immense quality in the affordances technology and social media have brought me.

What do you think?

Image source: <http://wronghands1.wordpress.com/2013/12/06/alphabet-of-the-obsolete/>

Reproduced from Sue's blog Social Media 4 Us <http://socialmedia4us.wordpress.com>

LEARNING AT WORK: SOCIAL MEDIA FOR LEARNING AND DEVELOPMENT

Ellie Livermore



Ellie is a recent graduate from the Manchester School of Art. She introduces herself: "I specialised in interactive and participatory artworks and creative workshops. I currently work in the Centre for Excellence in Learning and Teaching at MMU developing resources to complement their staff development programme. I also dabble in graphic design, textiles"

The beauty of internships

Graduating in July 2013, I had long had my eye on the MMU Graduate Internship Scheme. I viewed the internships as an opportunity to gain much needed experience, a foot onto the career ladder. One of the strengths of internships is that they are framed as learning opportunities and experience. There doesn't tend to be a notion of expertise that might embarrass people into not asking questions. Rather, there is a leniency that allows for questions, errors and most importantly encourages learning and development.

Social media first entered my work practice in the form of a blog. During my studies, I had kept a blog for my creative practice. This wasn't mandatory but I found that by documenting and reflecting as I went along, I could use my blog as a prompt when it came to analysing and evaluating whole projects or a year of study. Things that I would have otherwise forgotten were documented chronologically, meaning I could identify critical incidents and how they had shaped the trajectory of my creative practice. Alongside this, I had regularly incorporated volunteering and work experience into my studies by writing reflections for my professional development portfolio. It seemed natural then, to start a blog to track my internship.

Blogging my work progress

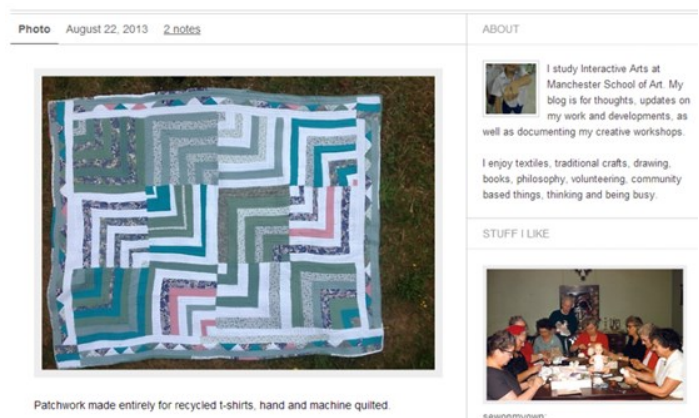
I created my work blog (<http://workportfolio14.wordpress.com/>) to document the activities that I was doing during my internship. This included training sessions, workshops, meetings, new situations, and points of reflection. It was not intended to be shared widely. It was merely for me to note and reflect on my experiences and the progress of my project.

Reflection is an essential part of learning without which we stagnate. A great thing about my internship is that because it is framed as learning experience, I suffer less guilt for taking the time occasionally to write a short post about how an event went or how my skills are developing or how I might do something better next time. There is less pressure to appear as if I don't make mistakes at work. It is often the case that we have 'real work' to get on with and so reflection can take a

back seat. However, I would argue that without dedicating the time to reflection I might never improve. One of the most useful things I have done during my internship was to reflect on my interviewing skills. My main project is to document good practice in teaching and learning (www.celt.mmu.ac.uk/good_practice) and in each instance, I interview the member of staff involved. I noticed after a few interviews that my interviewees were very rigid, square and uncomfortable in front of the camera, and often their answers to my questions were not as useful as they could be. I began writing about it for my blog because it seemed to me to be something I needed to crack in order to improve the resources I was producing. Reflecting upon the process and thinking through writing helped me think of new ways to improve my technique and ways to help people relax during their film interviews. Simple things like recognising that the most successful interviews tended to arise when I had reintroduced the project before starting the interview instead of assuming they had remembered our email conversation, or noticing that by sitting down to the side of the camera meant people felt more natural in their conversation than they did just looking into a camera. These small details are examples of how reflecting on my practice helped me realise and subsequently improve my work.

It is interesting how often I am asked why I do this in this format. Why a blog? Why not a journal or offline document? I personally think that there is something compelling about blogging. In a similar way to how we expect professional

Ellie Livermore





organisations to have attractive up to date websites if we are to take them seriously, I think having a webpage onto which your words and images appears can give us a sense of seriousness. Regularly reflecting on my work takes a certain kind of motivated discipline. Not only that, by taking time to document and reflect upon my work I get a sense of narrative that ties my experiences together. For example, the project management training session *did* help me plan my work better. The showcase I held in November to get feedback on my early films *was* instrumental to the direction of the ones that followed. My graphic design skills *have* vastly improved since I created the first draft logos. In some respects it doesn't matter for me whether or not anyone reads my blog because I gain so much from it on its own. However, looking at my colleagues blogs has made me ask whether this is short sighted. Inviting others to comment on posts would be a great way of getting ongoing feedback and this isn't something I have tried yet and potentially a huge benefit of engaging more with social media at work.

Using Twitter for work

Other opportunities have arisen through social media particularly Twitter. My external examiner during my final year of studying encouraged me to join it, saying I needed to be present on it if I was 'serious' about my artistic practice. So I joined but initially found it perplexing and difficult because of the conflicting spheres of work and personal interests. The difficulty of conflicting identities is resolved somewhat with using a work account. Rather than having threads of art, work and personal life filtering through, a work account is not so confused in its identity making it easier to focus. This, I think,

is how Twitter can become useful for learning at work. Blogs tend to be dedicated to a theme or cause but a personal Twitter account is far more eclectic. A work account focuses on a theme also. For example; using MMU CELT's account has broadened my understanding of Higher Education, academic development and OER. For me, it has been a shop front for open education opportunities, workshops and events. It has shown me a community gathered around academic development and education.

Because I use the department's Twitter account ([@MMU_CeLT](#)) to tweet about new videos I have produced, I see lots of events that I would otherwise never have known about. For example, I came across an open online course called 'Principles of Project Management' hosted by [Open2Study](#) which I got involved with. I had not come across open courses before and might not have had I not been using social media. I am improving my use of social media. I recently attended the [OER14](#) conference at Newcastle University and the [MELSIG](#) conference at Manchester Metropolitan University and got involved in the Twitter conversation for both. For OER14, I ran an [interactive installation](#) and tweeted the contributions along with a mention for the person who had written it (<https://storify.com/Elivermore/oer14-interactive-installation>). It made for a really visual contribution. In this way, I am learning the ropes of networking in the online landscape. I made connections during those two days that I would otherwise not have made.

Reflections on using social media

I think the important thing for me it that taking time to reflect using a blog has helped me do my job better. It helps me create a dedicated space to mull over my development and my progress. Equally, reflecting on challenges and mistakes has helped me improve the quality of the resources I produce. The narrative I have created through blogging about my work has taught me other things too. Learning to recognise links between events, whether they be positive or negative, not only helps me understand past events but helps me understand how I might shape future ones. Writing this article alone has illuminated things for me I had not thought about with regard to social media. I recognise that I have been quite antisocial at social media. I have been using it parochially and haven't thought to utilise the potential of involving a community to offer feedback and share ideas. How will I rectify this? Going forward I plan to share my blog more and welcome comments from colleagues. I am also taking my second open online course and will be contributing to the forums and Google+ community, which is something I didn't consider useful before. In conclusion, my attitude is changing towards engaging with these platforms as I realise the potential for connectivity and community.

SOCIAL MEDIA FOR PROFESSIONAL LEARNING AND NETWORKING

Sue Beckingham

The internet has provided an online forum for us to view a wide variety of media. Increasingly we do so via handheld devices making use of Wi-Fi or 3G/4G connections to access information on the go. Snatched moments allow us to search and skim the 'news' we find. Integration of social tools enables us to interact and easily pass on snippets of information at the touch of a button.

As users of social media 'push notifications' alert us of updates and news from the connections we have made. What has emerged more recently is that we too have become the media. Curators of multimedia content that include images, video and audio have enriched the messages shared and conversation that ensue. Social media goes on to amplify our messages through and by the very connections we have made. Likes, retweets and comments on the posts we make are seen by others and can open up further dialogue and discussion. The ripple effect of this can be far reaching. Considering what we share in these digital spaces is therefore of importance. In the main these are open and public spaces so we need to be mindful that what we share can be seen by people anywhere in the world with access to the internet. So many positive outcomes of interactions that have brought people together through social media in a *social* context have led to the appropriation of these tools to exchange dialogues in a professional context.

Space and Place

Harrison and Dourish (1996: 69) help to differentiate the difference between space and place. They suggest that 'We are *located* in "space", but we *act* in "place"' and go on to explain this further using the analogy of house and home. House being the physical *space* that keeps out the wind and the rain, and home as the *place* we make our own.

Relating this to social media we use social media spaces such as Facebook, Twitter and LinkedIn and within these spaces create *places* to engage in personal and meaningful

dialogue. Such dialogues are significant to those involved. What is important to acknowledge, is that social media have provided new forums for interactions to take place with people within and beyond our usual circle of connections. Opportunities to respond to current affairs, engage in conversations, share tips and expertise in niche areas, are all possible now using social media. This opens introductions to new people, if only fleetingly interacting about a specific post. Being 'members' of these social spaces provides new opportunities to connect, communicate and collaborate with others.

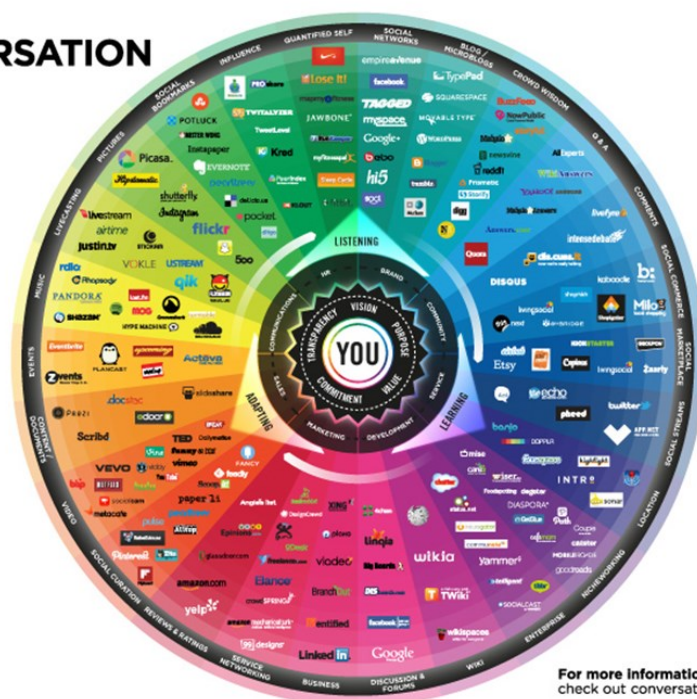
Using search engines such as Google help to 'zoom in' on topics and people that are relevant to us. The search engines favour links within open social media networks, therefore those who have social media profiles are likely to appear on the first page.

Social Media tools for professional learning

Because the Internet and Web 2.0 now enables the user to be the producer as opposed to being just the recipient of information, in a relatively short space of time a huge collection of information has been collated much of which can be interacted with. There are a plethora of social media tools to consider. Solis and JESS3's colourful Conversation Prism captures many of these highlighting the variety there is and examples of use. You can access a larger version at: <https://conversationprism.com/free-downloads/>

THE CONVERSATION PRISM

Brought to you by
Brian Solis & JESS3



For more information
check out conversationprism.com

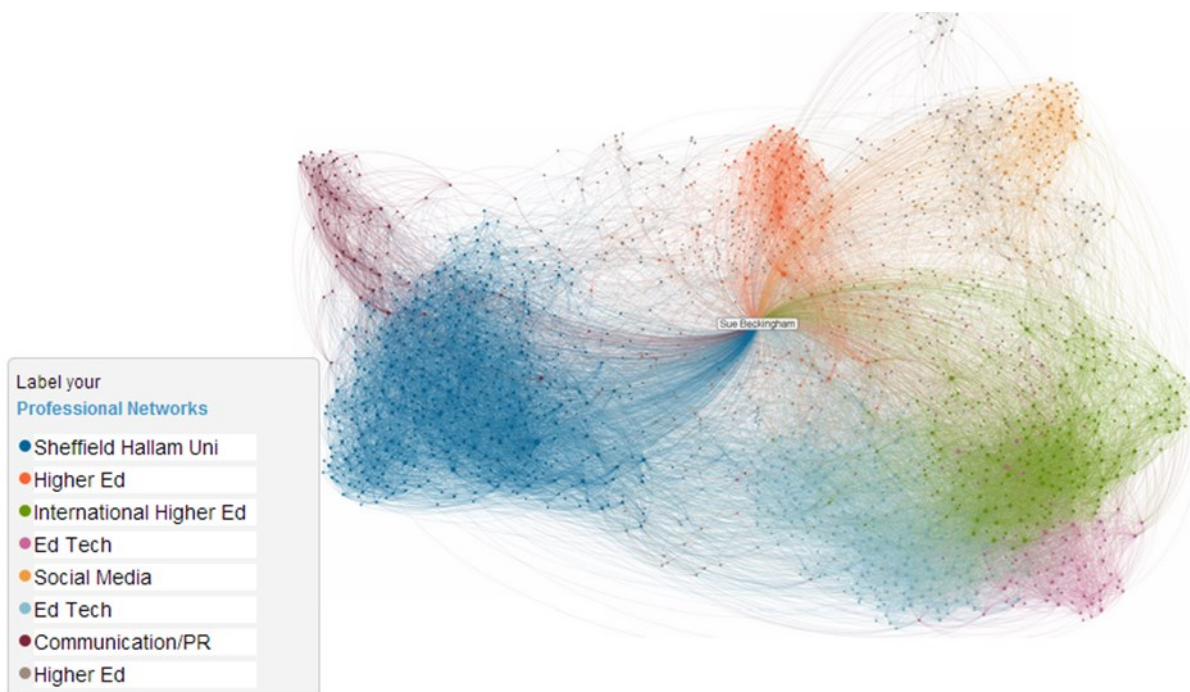
The three tools I have found most useful for professional learning are LinkedIn, Blogs and Twitter.

LinkedIn - The social network for professionals

Seeing LinkedIn purely as a means of preparing for job hunting can alienate some from the wider affordances this space presents. Within this space is the opportunity to join or indeed create groups themed by niche and broad topics. Joining such groups, gives you access to a potentially rich discussion forum where individuals share ideas and information, raise questions or provide answers, and network in a digital sense. Very often new connections are made in these spaces which provide opportunities to communicate via other digital channels such as email and Skype or indeed face to face.

The opportunity to make connections with those you share mutual interests with is incredibly powerful. In 2012 alone 5.7 billion professional-orientated searches were made within LinkedIn. It is used as a search engine to find expertise across the globe.

This is an interactive map of my own connections. Each dot represents a profile and can provides a link to that connection. As you make new connections you have access to that person's connections, providing an opportunity to expand your network with those you choose to.



Created using <http://inmaps.linkedinlabs.com/>

Blogs

There are numerous blogs written by people all over the world. Your choice of what will be relevant and interesting to you is very personal. Many Bloggers are likely to use tools such as WordPress or Blogger which are both free and

straight forward to set up. Companies may include a blog within their website using this as a tool to engage their readers with regular posts. Some may post new articles daily, others weekly or intermittently. Once you identify a blog it is useful to 'follow' the blog and sign up for email alerts that let you know when a new post has been written. This saves you checking the site for new information.

Bloggers can activate a comments section within their blog which allows readers to leave questions or associated information relating to the topic being discussed. Some examples of blogs include Norman Jackson's Scraps of Life blog, Harvard Business Review discuss a wide range of topics and my own Getting Started with Social Media blog aims to introduce people to various aspects relating to social media.

Twitter

This tool is the one many of us (including myself) initially find hard to understand. It's value for professional learning and networking is something that comes from taking time to connect with those you share mutual interests with. Like blogs this is very personal. Indeed many refer to the use of Twitter as a key tool giving access to their Personal Learning Network (often shortened as PLN).

Users of Twitter have 140 characters to share a short succinct message. The Tweet can include a link to a web page, video, audio file or image. The sharing of such information is accentuated by people retweeting and therefore amplifying a message to more people. News shared might include links to articles and events. Twitter is also used as a space to raise and answer questions. It does take time to build a network that is



Getting started with Social Media

Home About Facebook Google+ LinkedIn Pinterest Twitter Communication tools Collaboration tools Creating tools Curation tools

of value to you personally but it is most certainly worth the effort.

Creating a meaningful bio will help others see your areas of interest and encourage them to follow you. Equally you can look at theirs along with the tweets they are sharing to help you decide who you wish to follow and include in your network.



Overcoming the barriers

The early adopters of new technology including social media have an advantage in so much as they have had the time to experiment in these new social channels. Many have gone on to be confident users. However there are others who for various reasons have not stepped up to embrace these pervasive technologies and use them in a professional

context. For some a personal barrier is not being able to envisage *how* social media could be used in their professional contexts. This is where it helps to know someone who is already using the technology who can provide some concrete examples to spark your imagination.

Learning how to use LinkedIn and other social media effectively is now documented in multiple mediums. The wonderful thing about social media is the ease we can now openly share information which includes guidance on how to use the tools and ideas for how they can be used to connect, communicate, curate, collaborate and create. Such guidance takes many forms. There are numerous books and blog posts to be read. YouTube and Vimeo are rich resources of video how to guides for a vast array of topics. LinkedIn has its own channel on [YouTube](#) with a number of videos.

Looking at other peoples' use of LinkedIn, Twitter and Blogs will provide useful exemplars of how to build a good profile but also help you understand why this can be so useful. The truth is that we can all learn so much from each other and through these social channels this is made so much more easily accessible.

The value of a considered online presence as a professional

As valuable as social media is, it is important to be mindful that as users of the Internet we are leaving a digital trail every time we visit a website, make a purchase or interact with others within social media sites. It remembers where we have been, who we have spoken to and what has been said. This can have useful outcomes and this article will focus on why we should consider the affordances of social media, taking the opportunity to manage our online presence and how this has significance in a professional context.



When thinking about using social media as a professional, it is currently LinkedIn that many are drawn to. This is unsurprising given its exponential growth over the last eight years. With more than 300 million users spanning the globe it has provided a useful means for professionals to host a digital CV, make valuable connections to enhance career prospects and identify new job opportunities. LinkedIn is regarded as professional social networking, in contrast to Facebook, a space where we network socially.

Academia.edu is another important social networking site for academics



with a global membership approaching 10 million. Like LinkedIn you can create a professional profile that emphasises your research and scholarship. You can upload books and papers, including working papers, and then find other academics that are likely to be interested in your work. The analytics enable you to see how is viewing your profile and reading your work and you can elect to follow people whose work you are interested in and get alerts when they update their page.

social media profile, this will appear on the first page of the search. How we interact within these places is public and therefore open for all to see. It is therefore important we present ourselves well.

The very openness of social media has had some repercussions. Naivety sometimes plays a part and comments left in social spaces like Twitter or Facebook are often directed at friends, not intended for the world to see, and yet they are seen. Indeed sometimes taken out of context comments can be read and interpreted quite differently. So there is some learning yet to be had as we develop our understanding of social media.

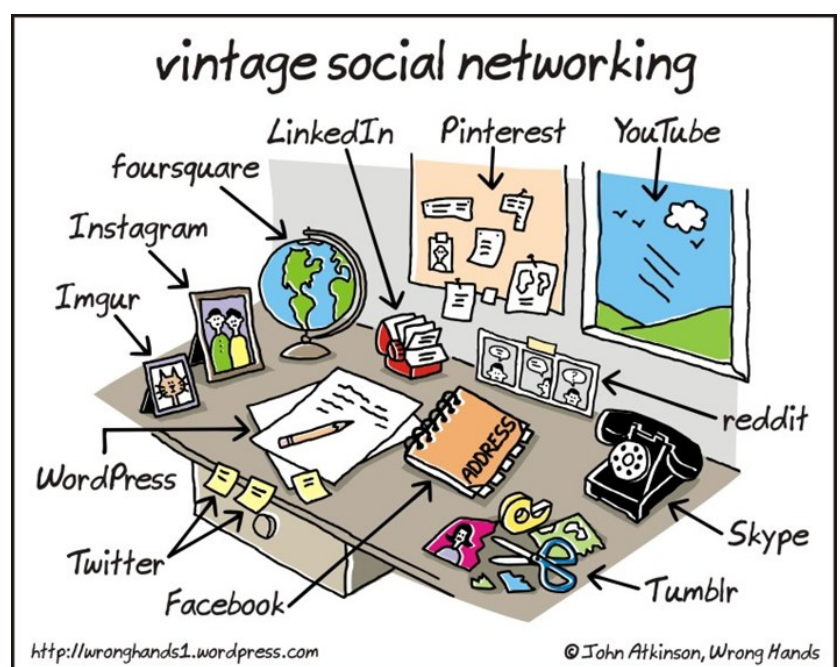
By taking ownership of our own online presence and understand how others may perceive us in a digital light, we can work to amplify the positive and this in turn will lead us to the affordances of online connections. Costa (2012:92) suggests that 'digital identity' is not just about creating an online profile; it is especially about digital reputation in a connected environment.' Building a reputation is key to the development of a professional presence.

See Appendix for full list of references

Importance of creating and maintaining a credible profile

For those using LinkedIn as simply a digital CV repository, when not actively seeking another job they may not give it the attention it needs to keep it current. Others may have created an account in haste as a result of an email invitation from a colleague but then don't have time to complete the recommended sections, leaving a sparse overview of themselves, seemingly unaware that once created it is accessible for others to view. Having looked with interest at a number of profiles I know this to be true. A minimalistic profile won't do anyone any favours and a profile that is partially completed in haste and then abandoned will do more harm than good. It may come as a surprise but when you wish to find a definition, a place or information about a person we go to Google (or another search engine). Where people have an open

Cartoon by John Atkinson, released under a Creative Commons licence BY-NC-ND



A SONG FOR OLLIE:

How social media enables new ecologies for caring & giving

Norman Jackson with the help of Ollie's mum



'It would be lovely if you could share something around the value you see in social media for lifewide learning & developing personal & connected learning ecologies'.

This was the invitation I received from the Guest Editors and after pondering what I might write about I turned to my own life to see what examples I might find to illustrate the value of social media for achieving something important and valuable. This close to home approach has served me well whenever I try to understand my own lifewide learning and by coincidence last weekend I organised and performed in a fund raising gig to raise money for a little boy called Ollie. So this is a story about Ollie and his family and how they have made good use of social media to create a whole new ecology of caring and giving. Ultimately, it's a story of love, hope and charity. It's a story of how people help and support each other aided by on-line technologies that enable them to express and demonstrate their concerns, feelings and values.

Ollie Six months ago Ollie, a bright, friendly and inquisitive two year old, was diagnosed with a nasty life-threatening tumour of the skull: a type of tumour that is extremely rare and very difficult to treat. Of course the family were devastated to learn of this and they set about trying to get the very best treatment for him - a huge learning curve and life changing process for them. Thankfully, the NHS stepped up to the plate. Following the diagnosis he was treated with radiotherapy at the Royal Marsden and then sent for 3 months to a special state of the art radiotherapy centre in Florida where he was given proton therapy for 9 weeks. The hope is that with proton rather than usual radiotherapy, he will suffer less long term brain damage from the radiation treatment. The NHS paid for flights for Ollie and his parents (but not his younger sister), basic accommodation and for car hire but there are of course many additional costs, and bills at home still have to be paid so the family with the help of friends began a campaign to try to raise money to help offset some of the immediate and aftercare costs.

Creating a technology enabled ecology for caring and giving

The story of this campaign illustrates well how a whole new ecology of caring and giving was inspired by this little boy who created new purposes in the lives of many others. A campaign that was greatly aided by the social media and web 2.0 tools that have become part and parcel of everyday life. Ollie's mum describes how it all began:

'We were hesitant at first about fundraising as we wanted to keep our privacy and I didn't want to go begging to friends but we got rather scared by predictions of how much we would spend in the USA and about the likely long term consequences that we would have to deal with and decided that doing it for Ollie was more important than our privacy. I was lying in a hospital bed next to Ollie in tears when I [decided to] set up the You Caring website page for fundraising as it was a marker of where we were at in our lives and an acceptance of the difficulties Ollie was likely to face. I then sent the link to Ollie's dad to approve before it went live. Once he gave his approval I posted the link on my Facebook page and it snowballed at an amazing pace from there. Within a few days friends had organised events and my cousin was coordinating things by setting up the Weebly website. She then also set up a Facebook group for Ollie.'

So the family made use of three bits of social media to create an infrastructure to fulfil the multiple goals of raising funds in support of the additional costs that Ollie's treatment and care would require, and to enable the family to provide people with regular updates of Ollie's progress with the treatment in America.

Ollie's auntie assumed responsibility for coordinating activities. She set up the '[Ollie versus Cancer](#)' website using the Weebly website building tool. The website explained the background to Ollie's illness and listed some of the events that were planned by friends to raise money. It should be made clear at the outset that Ollie's family had a strong and supportive network of family and friends who were willing to get involved in fund raising. In other words they had the social agency for creating a campaign and the technology facilitated and helped to extend the reach and sustain the campaign and draw people into it that were not directly connected to the family's own social network.

Ollie's auntie also set up a [Facebook Group](#) which enabled four things to happen. Firstly, it enabled Ollie's mum and dad to share their journey with Ollie through his treatment in America with people who cared about them and what they were going through. Secondly, it enabled the people who joined the Facebook group to show their concerns and support for the family. Thirdly, it enabled the people who got involved in fund raising to publicise their events and to inform and celebrate successes in raising money and thank the people who had supported the various events. Fourthly, the conversations and fund raising actions that emerged inspired others to get involved.

A total of 150 people joined the group between January and May and over 70 postings were made. Ollie's mum and dad provided the members of the group with regular updates of Ollie's treatment and the way he was responding to it and they shared something of their experience of travelling to and living in Florida for 9 weeks while Ollie had his treatment. The stories and the many images of Ollie posted kept people informed and also enabled the members of the group to share their love and affection with the family particularly while they were overseas. For some members of the group who got involved in fund raising the Facebook page enabled them to publicise their events which included coffee and cake mornings, quizzes, auctions,



gigs and much more

The third piece of technology that was used to support fund raising and help create an ecological process for caring and giving was a [YouCaring](#) webpage to facilitate donations. There are several well known web-based giving platforms but the YouCaring platform does not take any money from donations that are made. Ollie's webpage explained the reason for fund raising and it shows the supporters and donors though people can remain anonymous if they wish to. The platform also enables people to post their own messages as to why they are giving revealing again the ecological nature of the very human process that is being formed around the fund-raising campaign. The messages of support and hope accompanying many of the donations reveal the depth of feelings in friends, friends of friends. They also reveal the ways and means in which the sense of responsibility to care for others reached out in an organic ecological way to people who did not know Ollie or his family. Here are some of the thoughts and feelings shared by some of the donors.

"A small donation given with love to help a beautiful boy called Ollie who I do not know but have heard so much about from my dear friend."

"As a mother of a 2 year old I can only imagine what you are going through"

"I read about you in the programme against Torquay and I thought you could probably make better use of this than I can. Chin up little dude. From an AFC Wimbledon Fan"

"We are friends of Daniel and Laura's [not their real names] and are pleased to be able to give a donation towards Ollie's fund"

"We don't know each other but I hope that if my children needed this help others would support me too"

"We are donating money on behalf of Ellie. Instead of buying her a birthday present I am donating money to the charity advised by her parents"

The power of the YouCaring website in disseminating information and connecting to people is extended through Twitter (used over 50 times) and with 135 other social media sites and services. By early May over 400 supporters had donated through the YouCaring webpage and their combined efforts totalled nearly £30,000 which was the goal that the family had set in January.

Mum's perspectives *It's fair to say that we could not have raised the money we did in so short a time without the help of these technologies. The Weebly website was very useful as a central point to focus fundraising announcements but it also was the platform we used for an online auction that raised a significant amount of money. Facebook served as a useful medium to enable us to update those who care for Ollie during his journey with the odd photo of his smiling face and it also freed me from having to send hundreds of texts or individual emails when I really was too exhausted to do more than a few lines but felt people deserved to be involved. So many people contacted us through Facebook. An old friend from school that I haven't seen since I was 16 raised money through her work. Many of the prizes for the auction came via Facebook friends and local businesses who answered a plea on the local mums fb group.*

The YouCaring website enabled over 400 people to donate many of whom we did not know. We were astounded by how many people took up Ollie's cause raising money in many ways. One Wimbledon fc supporter that saw Ollie when he was mascot for Torquay United fc at the match between the two donated several times, the last being a bet with a friend that he lost about his team's performance.

Tribal lessons I found the messages of support, love and friendship on the Facebook and YouCaring websites, and the stories of things that people had done to raise money for the family, truly inspiring. Many people had organised or hosted some sort of event like raffles, auctions, pub quizzes, bingo, table top sales, cake bakes and coffee mornings. One person had run a marathon and a group of office staff had donated their lottery winnings foregoing the pleasure of a fun night out. Ollie's illness and the journey his family are making touched many people and made them want to give and in some cases create events that encourage others to give. So that one little boy and his family's fight against his cancer has spawned a whole ecology of personal action and involvement to not only achieve the practical goal of raising money for the family and more generally for charities that are helping other children with cancer but to provide emotional support for the family and beyond this to show that our world is full of people who are moved and who care about the same sort of things.

This is a wonderful story and it shows how a horrible situation can inspire many people to do something positive and good. I suppose we all want to be involved in doing something good and belonging to groups of people who are supporting something good. That sense of belonging to a just cause reminded me of a TED talk by Seth Godwin¹, who talks about the way social media enable us to create 'tribes' in order to spread ideas that are worth spreading and connect people who share interests and beliefs. He argues that 'the internet has ended mass marketing and revived a human social unit from the distant past: tribes. Founded on shared ideas and values, tribes give ordinary people the power to lead and make big change.' His message is 'find something worth changing and then assemble tribes, that assemble tribes that spread the idea that becomes far bigger than ourselves that becomes a movement'. It seems to me that my story about Ollie and the circumstances of his life is a modern story about the creation of tribes by people who cared enough to try to do something practical to help and to show Ollie's family that they cared. In doing this the very basic human need to belong to something good (Ollie's fund raising campaign) was being satisfied.

My own tribal story As for me and my family's involvement. We know Ollie and his family and like many others we wanted to do something to help. I play in a band and when I told the other members about Ollie they all wanted to help so we offered to put on a benefit gig which the family kindly accepted. We threw ourselves into the project raising money by selling tickets, recording songs for a CD which we are selling for £5. We also auctioned the band for a sizeable donation and got another sizeable donation for a commission to write and record a song. One of the band also went on local radio to talk about it. Nearly 150 people turned up to our gig which raised £2300 for the two cancer charities we were supporting. On the night our music was some of the best we have achieved and we combined really well with two other musicians who also offered their services free. The feedback we received from people who attended was very positive and people genuinely seemed to have a good time and we sold over 40 CDs on the night! The effort was considerable from everyone involved - the band worked hard and all my family helped with the organisation and sales of drinks and making sure that things ran smoothly. I was very proud of them.

There is no doubt that the band has benefited hugely from being involved in Ollie's fund raising campaign. Our Song for Ollie benefit gig brought us together through a cause we all cared about and we achieved something we valued in the process. We were inspired by having a purpose that was greater than our own needs and interests and its influence is continuing as we try

to raise money through donations for downloads of our Song for Ollie CD through our own YouCaring webpage. If you would like to be part of this amazing ecology for caring and giving inspired by a little boy who is battling for his life please follow the links below.



Ollie v Cancer Charity Gig
TICKETS £10
 from normanjackson@btinternet.com

FREEWORLD & friends
 A local band for all occasions: popular & rock tunes from the 60's, 70's 80's, 90's & today <http://freeworlders.weebly.com/>

Betchworth Village Hall, Station Rd. Betchworth, RH37DF
Saturday April 26th 2014 7.30 – 11.00pm
 cash bar & nibbles, sing with the band & sponsor a song

ALL PROCEEDS GO TO OLLIE'S FUND
www.ollievscancer.weebly.com

Supporters   



Song for Ollie - music downloads <http://freeworlders.weebly.com/>

Song for Ollie YouCaring webpage <http://www.youcaring.com/nonprofits/song-for-ollie/170782>

Ollie versus Cancer <http://www.youcaring.com/medical-fundraiser/ollie-lovis-vs-cancer/122800>

USE OF SOCIAL MEDIA IN THE UK

Sue Beckingham

The use of social media has grown exponentially. [Alexa.com](http://www.alexa.com) provides a measurement of how a website ranks in a particular country relative to other sites over the past month. In the top 25 most visited sites in the UK, there are currently eight **social media** sites. These are ranked as:

| Rank | Site |
|------|-----------|
| 3rd | Facebook |
| 4th | YouTube |
| 11th | LinkedIn |
| 12th | Twitter |
| 16th | WordPress |
| 19th | Tumblr |
| 20th | Pinterest |
| 24th | Instagram |

Facebook arguably the most well-known social networking site in the world was preceded by the likes of Friends Reunited and Friendster. The timeline below gives a visual representation of some of the key social media tools that have emerged over the last two and half decades. The majority have only been around under ten years.

In terms of actual users the infographic (designed by Leverage) captures some useful statistics for six of the currently popular social media sites. What is significant to note is the way these social tools have been appropriated by businesses. They are now using these channels to try to engage with current and prospective customers. Individuals may choose to 'like' a brand's Facebook page, Pinterest board or follow them on Twitter. A shift from purely broadcasting adverts now includes audience participation where customers

can raise questions, give feedback and become engaged with interactive activities.

The growth of social media has been helped by the sheer numbers of people who now own a smart phone, tablet or laptop. These technologies have for many become affordable and coupled with increasing access to WiFi both at home and in public spaces, enable users to access their chosen social

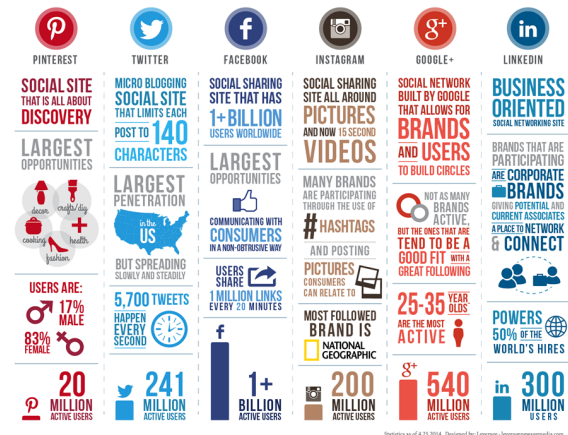
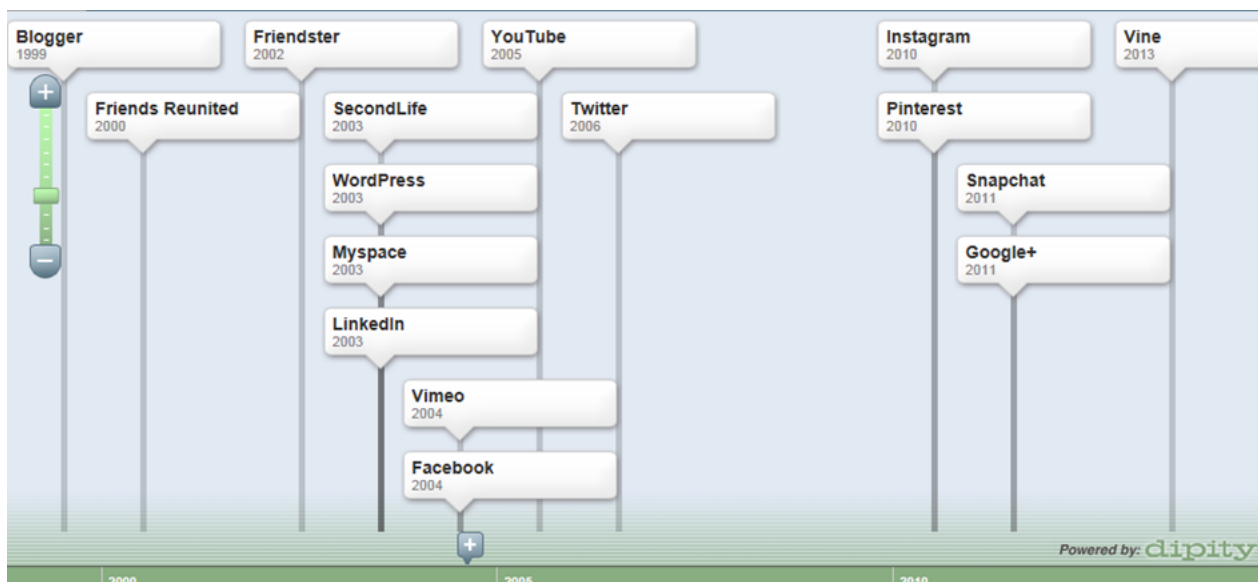


Image source: <https://leverage.newagamedia.com/blog/social-media-infographic/>

sites wherever and whenever they wish to. Individuals can use these devices to take photos, record video and audio. Using these devices has also become easier: users can upload such media quickly and with minimal steps, to their chosen social media site. The very fact that users themselves create the rich media content means that almost instant records of what is going on can be shared publicly or just with specific people. This has seen a growth in Citizen journalism where the public contribute records of an event as it unfolds by taking photos and video; providing opportunities to augment the news.



Source: <http://www.dipity.com/suebecks/The-History-of-Social-Media/>

Note: the original, accessed via this site, is interactive, each flag opens to provide a description of the tool

THE SOCIAL MEDIA LANDSCAPE THROUGH THE EYES OF TEENS

Alison Hillhouse



Alison Hillhouse

@alison222

MTV Millennial researcher & pop culture enthusiast contributor to [@MTVInsights #GenY](#)
New York

Over the past few years, there's been much speculation as to which social media platform will net out as the "be all, end all" space for teens. But as it turns out, we've seen the opposite – there's been a continued fracturing as teens turn to diverse platforms for different needs and to engage with different groups of people. MTV's recent meta-study on Young Millennials asked 1,800 teens to rank how strongly a range of attributes correlated to each of 5 top social media platforms in order to create a "map" where these platforms live in their mental universe. While certainly much of each platform's utility has to do with the functionality of the site itself, we found some interesting nuances in how each of these play a role in Millennials' lives:

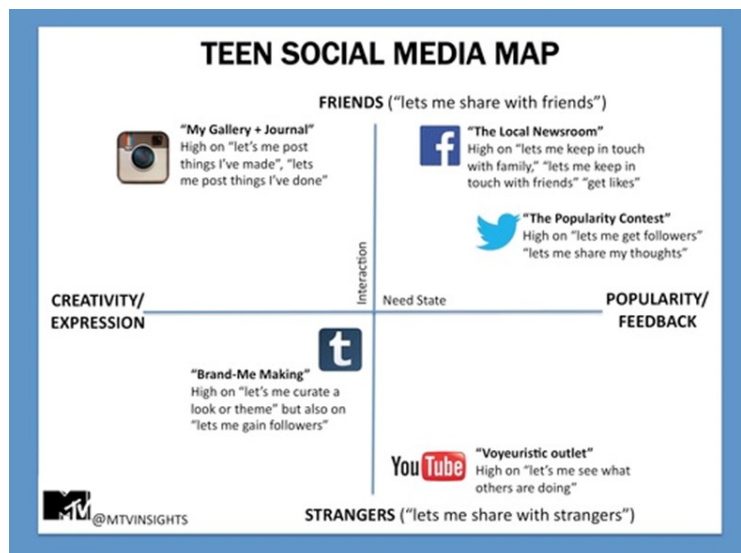
Instagram: "My gallery and journal" - Instagram seems to be the spot associated with the most personal self expression, in terms of uploading original "selfie" photos and "things that I made." Although "hearts" (for non-users, the feedback mechanism of Instagram) are extremely important, self-expression ultimately trumps feedback in this space. To our Millennials, Instagram is more than just slapping a filter on, as many non-users assume. It's about downloading apps to get the right lighting, composition and effect. As one Millennial put it, "Instagram is more pure, more artistic. On Facebook, people just post things they think will get them likes."

Tumblr: "Brand Me Making" - Tumblr pulled slightly more to "sharing with strangers" over friends, and was equally useful in terms of achieving popularity and well as creatively expressing oneself. We see thoughtful diary-like entries and carefully curated pages around themes like "all things neon" or "anglophile's obsession." So not surprisingly, the attribute "lets me curate a look or theme" ranked high, and at the same time, "lets me gain followers" was strong – alluding to many teens' dream of achieving "Tumblr Famous" status (whether through creative self expression or simply being a teen hearththrob who garners fame from shirtless, bathroom-mirror-selfies).

Facebook: "The Local Newsroom" – Across the board, Facebook does well across nearly everything we measured, but skews particularly high in allowing people to keep in touch with family and friends. "Likes" were also a big factor here, as Young Millennials saw it as a place to get a lot of feedback. As one Millennial put it, "I never post on Facebook unless I know it's really funny and I'm going to get a lot of likes. Once I noticed I didn't get over 17 likes in 5 minutes... and I regretted posting it."

Twitter: "The Popularity Contest" – For most teens, the Twitter world is more-so a place to share with friends over strangers. While they may derive content from strangers, they are ultimately 'sharing' with friends (and important to note, teens often consider celebrities to be more "friends" than strangers!) The drive for popularity was clear as "lets me gain followers" was the top attribute associated with Twitter. Unlike on Facebook where teens keep in touch with friends & family about equally, Twitter is a place that lets you keep in touch with friends (49% agree) much more than family (26%).

YouTube: "Voyeuristic outlet" - While almost 60% of Millennials have made a video and posted it on YouTube, most of their YouTube experience is spent peering into the lives of others. The platform offers a space to interact with strangers, but also indirectly gain "likes" by sharing funny videos with friends in other social channels.



Posted 9 months ago <http://www.mtvinsights.com/page/2>

I MAKE THEREFORE I LEARN

David Hopkins

David Hopkins is an experienced and respected Learning Technologist who recently joined Warwick Business School from the University of Leicester. David has written about his seven year journey as a Learning Technologist and his growth and experiences on the journey in his second eBook 'What is a Learning Technologist?'. He has also co-authored a series of papers (to be published) on the exploration of a Learning Technologists 'identity' through the analysis of language used on Twitter. You can connect with David on Twitter (@hopkinsdavid) and all major social networks through his TEL blog on www.dontwasteyourtime.co.uk.



As a Learning Technologist I tend to make or create things. Everyday I write emails, attend meetings, take notes, support staff, advise colleagues, demonstrate systems, deliver workshops, etc. .. and that's the 'required' stuff that an employer would see as my role. But alongside this I make and 'create' far more than this: I create solutions, sort problems (even create problems that are worth sorting), collaborate with colleagues, write reports, summarise articles, manipulate images, test software, demonstrate techniques, etc. Whilst the official terminology used for roles like mine may not look like it needs a creative person (in the traditional sense of what a 'creative' person is), I need to be considerably flexible on what I do, how I do it, when I do it, why I do it, and for whom.

Being creative is not a requirement to being a Learning Technologist but, for me, it has been essential to me becoming the Learning Technologist that I am. But through the creation and exploration of my role, of the environment I find myself working in, and through the connections I have made, I find myself trying more things, questioning more, being more creative, learning about my environment, and learning more about myself. I have learned to push myself and the boundaries I find myself bumping into. I have learned how to use these boundaries to my advantage. I have learned to be more creative and how to make more of this creativity to help and support others.

For me this is why I 'make'. Therefore this is how, and why, I learn. My biggest 'ah ha' moment recently has been the discovery of Sketchnotes. Using graphics, drawing and colour to capture the theme of an event rather than the details I have found something to rival my use of Twitter in meetings and at events. Earlier this year I reviewed a book called The Sketchnote Handbook by Mike Rohde

on my blog earlier this year - <http://www.dontwasteyourtime.co.uk/book-review/the-sketchnote-handbook/> - where I covered the new approach to note taking, and the difference it is making to my work, my retention of information, and concentration & effectiveness at events. In May I attended the Blackboard Teaching & Learning Conference in Dublin and, for the first time, I did not tweet everything I heard. In fact I barely tweeted at all, instead using simple pen and paper and producing sketchnotes of the keynotes and sessions I attended.

Below is an example a sketchnote of Prof Stephen Heppell's keynote. The key is not the quality of drawing or artistic impression (for I do not claim to be any good at either) but the ability to capture the ideas and concept of the presenter in a graphical way ... as Mike Rohde says in his book, a Sketchnote dog is still a dog no matter how well or badly it has been drawn.

David's sketchnote of a keynote speech



I do not claim that sketchnotes will be for everyone, as I'm sure they won't. I have had some amazing conversations with colleagues and peers on the concepts: some love it, some don't. What it has done is what I believe I should be doing in my role as Learning Technologist ... starting the conversation, testing the water, developing a style, and making sure we don't get lazy and never try something new. As I said when I started: "I make, therefore I learn".

Some of David's sketchnotes on Flickr (CLICK PHOTO FOR LINK)



Combining media

I didn't have to use paper and pen for the sketchnotes, I could have used any one of the many Apps on my iPad for drawing or notetaking. So why did I, a self-confessed digital native (trying not to use that contentious phrase but realised that nothing else would really do) go back to basics and paper and pen? Firstly, it was only an experiment so I used the one thing I had to hand when I started reading Mike Rohde's book, paper and pen. Secondly it has been extremely satisfying creating something like these sketchnotes that I can't quickly edit or erase – it has helped focus the mind on getting it right the first time.



You can view all my current sketchnotes on Flickr

Then came the question of "how do I share these?" My first sketchnotes from the Blackboard conference were loaded to my blog and shared as part of the post outlining my thoughts and experiences from the conference. This has limitations as I quickly realised I would only have a limited audience for my work. I could have just shared the photo of the sketchnotes on Twitter, as I have seen others do with their notes, but I would have no 'control' over where the images went, nor would I be able to see how many views they got – I am not interested in restricting access to the images, but I wanted some way of knowing/seeing how far they travel and what kind of interest they get.

As I already had a Flickr account (and barely used it), and had seen how my peers and respected colleagues were sharing their work through this network, I decided to add Flickr to the experiment. Loading a photo of each sketchnote to Flickr was easy enough using the Flickr iPad App and I then collected them together in an album (above) to make one easy-to-share link I could use on my blog, Twitter, LinkedIn, etc. I toyed with the idea of using Instagram (which am I always using) but knew it wouldn't offer me the collection/album tool for collecting them together for easy sharing.



I am still familiarising myself with the subtleties of Flickr and the way in which it works, not least the tagging and meta-data associated with each photo or album, and trying to get more individual views to the sketches. This is not a mainstream subject/topic, so the views won't be in the hundreds (I would have thought) but I am slowly understanding the value of the network.

David's references can be found in the Appendix

SURVEY OF EVERYDAY USE OF SOCIAL MEDIA June 2012

Jenny Willis

Why the survey?

As the articles for this issue began to accumulate, we asked ourselves, how are, we, Lifewiders, using social media? What do we really know about our social media habits and views? To investigate these questions, we devised a short questionnaire, which we offered on-line using our ValuesExchange site (<http://lifewide.vxcommunity.com>). The survey was open, so anyone, anywhere, was able to respond, provided they had registered with this free-to-use site.

We are hoping that the response will grow, especially after publication of this issue of Lifewide Magazine, but readers may like to know what we have found so far.

Who has responded so far?

At the time of downloading responses a week prior to publication, we had received 38 returns. Women outnumbered men at 60%:40% and there was a distinct bias towards older age groups: 71% were aged 41+. Cynics may conclude that it is only older visitors who have time to reply! Whilst the majority of respondents are UK-based, we also have contributions from Australia, the USA and other parts of the world. We have succeeded in attracting people who are not (yet?) members of the Lifewide Learning Community as well as parties who are not involved in education.

So what have we discovered? Here are a few tantalising findings to date.

Which social media do we use and how often?

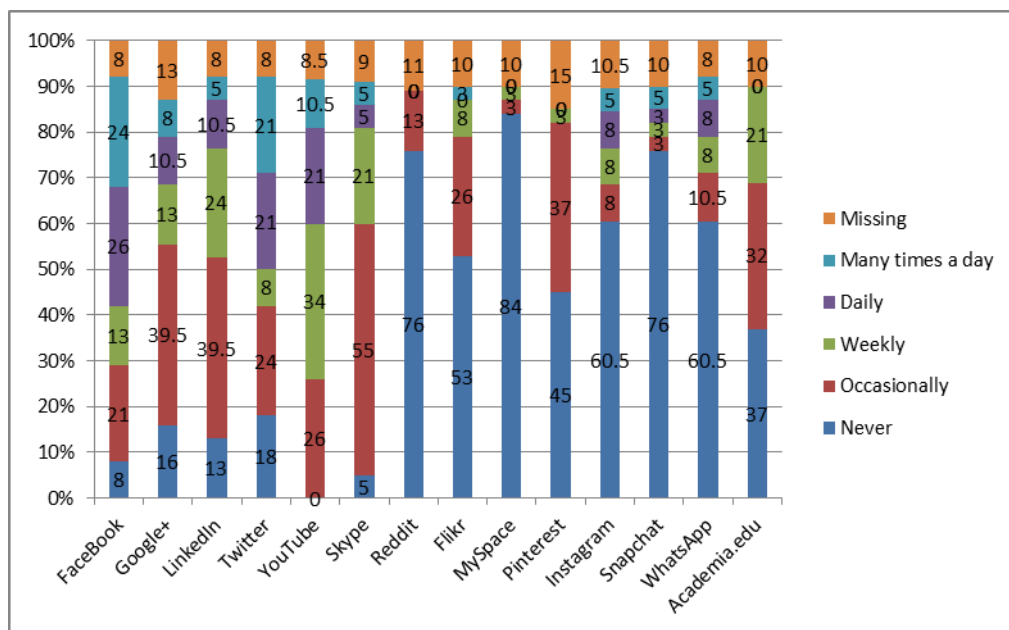


Figure 1
Social media used and
frequency of use

Figure 1 shows that respondents' most favoured medium is Facebook, with 49.7% using it at least once a day. As we might expect, those least used are the more specialist media such as Snapchat and Pinterest.

"Familiarise yourself with one tool at a time to gain confidence. Listen and watch how others interact in these new spaces. Ask questions! We all start as beginners."

Why do respondents use these media: for social, professional or both purposes?

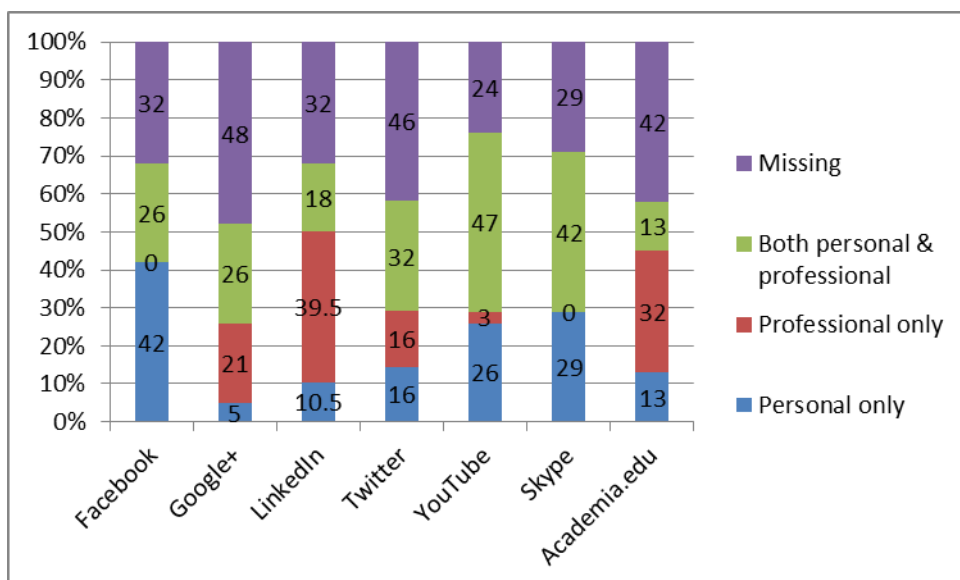


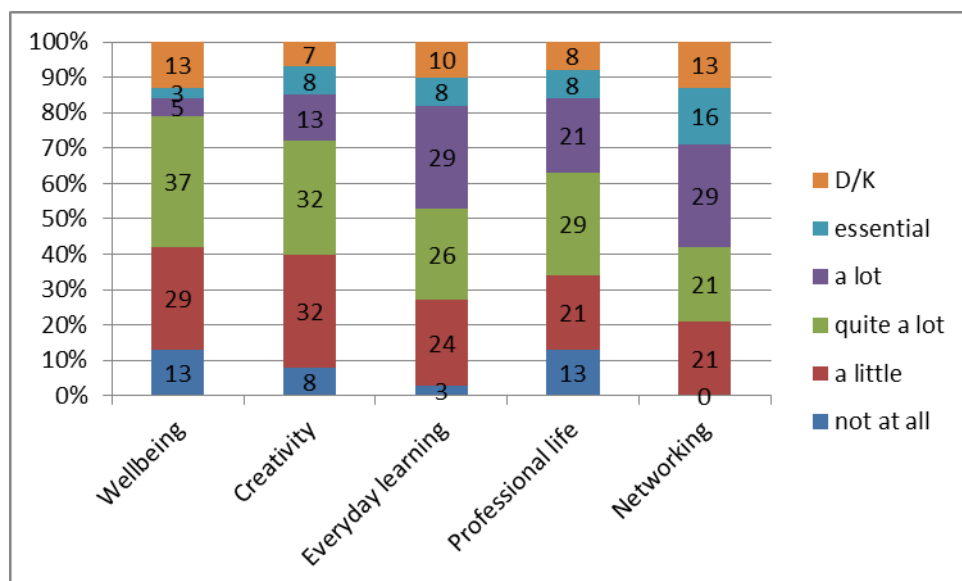
Figure 2
Personal and professional
use of social media

Again, Facebook is the most popular medium and it is used for both personal and professional reasons (68%). The highest scoring medium for professional only use is LinkedIn (39.5%). Of the media named, those least used by respondents are Academia.edu and Twitter.

Contribution of social media to various aspects of our lives

Figure 3
Contribution of social media
to aspects of our lives

We were curious to know what, if any, contribution social media make to certain aspects of our lives. As we see in Figure 3, they are most highly valued as means of networking (66%), whilst their role in professional lives is comparatively low at 44%. Individual interests clearly determine responses; of this group, only 53% felt social media are important to their creativity. Significant for Lifewide, 63% recognise their value for everyday learning.



If you would like to know more about our respondents' views, you will find the final report on Lifewide once we close the survey. In the meantime, it remains open for anyone who has not already replied to participate. Just go to <http://lifewide.vxcommunity.com> and either log in or register your email address and a password of your choice.

We leave you with some words of encouragement from our respondents.

Don't be afraid, just dive straight in there and try out all of the different forms until you find the right combination (personal and business) that work for you.

Commit and enjoy. Don't see it as a task



LIFEWIDE'S COMMUNITY ARTIST KIBOKO HACHIYON ON HIS USE OF SOCIAL MEDIA

The use of social media has come to play a significant part in my creative practice and in a variety of ways.

First, it has given me an opportunity to marry two of my loves, writing and art. Through blogging, I am able to venture back into writing as the latter had taken over giving me little time to do anything else.

Second, I am in a position to explain my creative process and works. There is more to what I do other than creativity for creativity's sake. Having the use of various social media platforms enables me to engage with other bloggers and users of the internet to discuss and interpret the content and development of my work, and share my thinking and creative process with others who are interested.



Last, it is a fantastic vehicle for marketing my work to a wider audience. I have received offers for collaborations and commissions through my use of multiple social media platforms including the opportunities provided by Lifewide Education. It's great to work with people who have a specific idea on what they want, but who also respect your creativity and input and give you room to flex and develop your technique.

BLOG <http://84thdreamchild.wordpress.com/>

Portfolio - <http://kibokohachiyon.tumblr.com/>

Twitter @84thdreamchild

flickr photostream <https://www.flickr.com/photos/kiboko84/>

LEADING LEARNING & TEACHING IN THE DIGITAL/SOCIAL AGE OF LEARNING

Andrew Middleton and Penny Sweasey



Penny leads a team of fourteen academics and administrators in the Centre for Excellence in Learning and Teaching at Manchester Metropolitan University which supports the pedagogical development of nearly 2000 staff involved in teaching and learning. Prior to this she was Associate Dean in the Faculty of Education, where she had responsibility for Initial Teacher Education, and a range of other Education programmes, and a remit to focus on 'The Student Experience'. Her HE career spans over 20 years; prior to this she was a secondary geography teacher in London.

Andrew Middleton is Head of Innovation & Professional Development (IPD) at Sheffield Hallam University and is Chair of the UK Media-Enhanced Learning Special Interest Group. He is best known for leading academic innovation in the use of the recorded voice to enhance learning and teaching, learner-generated resources, models of audio feedback, and smart device learning.



Introduction

This article blends our thoughts on the idea of leading learning and teaching in the digital/social age of learning (Dodd 2014). The age is rife for transformation (Mayes et al, 2010) and is characterised by disruption (Christensen, 2000), uncertainty and endless opportunity. White (2013) and others have offered a framework of Residents and Visitors with which to consider the challenges and opportunities of this age. We are going to use the metaphor of 'home' to consider how we come to our practices in the environments in which we work and to explore what residing and visiting means in the digital / social age of learning.

Always visiting. Never home? (Andrew)

But where and how do I learn? How do I come to know? What do I gather? Who am I with? Why here and not there? And how does being in a state of 'wander' make me professional as an academic leader responsible for curriculum innovation and the professional development of academic colleagues?

Many of these questions can be addressed by understanding the role of experience in our practice. Experience is a useful word for me in grasping ideas about learning ecology (Seely Brown 1999, Jackson 2013a&b) recognising that we each develop strategies for learning but that often these are inflexible and ingrained, automatic and habitual, and sufficient.

Increasingly I value my creativity in both an imaginary and an improvisatory sense as a more important part of my

professional thinking and being, and I am happy for questions to generate further questions, and for uncertainty to be a helpful part of who I am and who I become. I notice, that a pretence of certainty characterised my youth while with experience questions that cause me to grapple with uncertainty are what drive me now. As the space between certainty and uncertainty grows, so does my curiosity. And this feeds my desire to roam. I also notice that because I am more interested in exploring uncertainty, I take more risks and that taking risks excites and motivates me. Writing this article is a risk. As I sit down to write I don't know what I'm going to say but I was intrigued to find out so I wrote it.

Wandering allowed (Andrew)

Can wondering into uncertainty and being curious, or accessing and engaging in practice in a non-linear way, be an acceptable strategy for someone who has responsibility for the development of other professionals?

Only half an hour ago I was talking to a programme leader about a problem. The problem was that all of his staff had been instructed to shift the balance of their practice from a pedagogy based on workshops to one more orientated around lectures. His staff were not happy: they were being asked to change their practice because it was too open ended and difficult to resource. Reflecting on the NSS, managers were concerned that, admirably, staff were trying to offer the world to their students, but falling well short. He needed to prioritise reliable contact time for the students. The managers had decided to increase lecture time. My colleague, like me,

was somewhat in the middle; not wanting to let either students or staff down.

I had plenty of questions of course! I asked him what a lecture was? He told me his staff had quite a clear view about that. No wonder they were unhappy I thought. I said I didn't know what a lecture was. I was quite uncertain. I thought perhaps we could agree a few things. And we did. Just a few.

Time together (Andrew)

There's some certainty there at least! But that was it. I asked him what his lecturers lectured on. "Discourse mostly." So they have discussions with the students then? "No, they deliver the discourse, comparing and critiquing one theory with another and so forth." I felt certain that was not as it should be.

We talked about time. I wondered if time was predominantly something quantifiable? "Well yes, we've increased the time together" he said.

"What if it was something predominantly qualifiable?" I asked. "What would that look like? And while we're at it, why is 'together' part of our certainty statement?"

Like us, you can see that we realised we had to explore contact time in terms of quality, heightened by making good use of being with other people. Peers. And we generated plenty of questions and ideas and we will involve his staff in generating further questions and ideas.

Being able to wander from the perspective of the manager to the perspective of the academic and checking the perspective of the learner, whilst having the security of reliable sets of principles for good teaching (Nicol and Draper, 2009), defines my professional leadership.

Certainty can feel like home, but, at best, I would argue that if we feel resident in this sense we've got the blinds down and the doors locked. That, I believe, applies as much to the learning technologist immersed in gadgets as it does to the stereo-typical traditional lecturer or their manager.

Back to experience (Andrew)

What I didn't tell you, or my colleague in the previous example, is that I do know a lot about lectures. So much that I am able to define them. And 'time together' is a fine definition isn't it? I know a lot because I really am curious. Part of that curiosity is because, on the face of it, they seem like an anomaly: antiquated and out of time. So I frequently ask people about what they do as 'lecturers' and I read about lecturing. I enjoy lectures too. But I am very critical of lectures when they ignore the idea of time together.

What has liberated me as a professional thinker is understanding how being principle-led is empowering for anyone (Nicol and Draper, 2009). For example, look at the work of Chickering and Gamson (1987), who offer seven principles for undergraduate teaching. If you want to understand good teaching these principles provide you with the only map you really need: staff-student interaction, peer co-operation, feedback, active learning, time on task, high expectations, appreciative of diversity. So I know when I define lectures so simply it opens an enormous space to introduce ideas of good principle-based teaching.

I have learnt that keeping things simple, and having few signposts, allows me to safely explore in a non-linear way, and for my colleagues to establish their own ideas of good practice to suit the spaces in which they reside.

A different kind of 'visiting lecturer' in the digital/social age of learning? (Penny)

How would I normally find out about a new approach to teaching and learning? I'd try traditional methods, reading journal articles, perhaps doing an online search via the library, the internet to see what came up.



I'd review past experiences, often it is possible to recycle a pedagogical strategy in a new context, the more experience you have of teaching and learning, the more extensive your repository becomes, but it is also easy to fall into familiar ways of doing it over and over. I'd talk to colleagues about how they have / might approach a similar area of activity.

I am quite keen to be (and be seen to be) an adopter of new learning modes: in the last year alone, I have started to use Twitter to keep up to date with networks, WordPress to blog, and experimented with a number of creative approaches and innovative presentations. What I am starting to do, is explore these new areas, and their potential to impact on teaching and learning, in a very different way. There is a great benefit to learning online, a YouTube video can be rewound as many times as it takes me to understand, or I'll find another version if one is too obtuse . . . and if ever I needed a way to avoid getting down to a mundane piece of work, the opportunity to follow inter-connected links via blogs and posts, is unsurpassed as a means of diversion.

But what if the 'new approach' involves new technologies, or new 'learning spaces' such as social media, that I a) haven't done before, b) doesn't figure greatly in resources I can find in the library, or c) the only colleagues who know about it make me feel inadequate because the gap between their knowledge of it and mine is so vast that I don't even understand the words they use? This has been defined as the gap between 'digital natives' and 'digital immigrants' or even 'digital strangers'; terms coined by Prensky at the start of the Millennium (2001). Bennet et al (2008) concurred with Prensky's view that this was a generational phenomenon, with ways of learning assigned to an age group whose teachers did not align with technically or pedagogically. Others, such as Facer (2001) argued it was access to technology, not age which determined how young people interacted via social media and the internet.

I have realised that I am accessing new knowledge in a non-linear way, compared to how I might have researched in the past, becoming a 'butterfly' landing on different ideas that set me off on a different trail. But I do not inhabit these social media spaces in the way that many students do, or even as

many of my academic colleagues do. Many lecturers in HE will be quite unfamiliar with the digital world that many (but not all) of their students inhabit with ease. Thus I am now beginning to determine my learning locus on the 'resident - visitor' continuum. I have recently 'self-tutored' myself on the theme of online 'residency' demonstrated in an online tutorial (White 2013) and explored further in Wright et al (2013).

But it's not just the mode of learning that creates a possible tension. As a leader of a staff development unit, I am coming into contact with colleagues who face diverse challenges in student engagement – when you see a student looking at their mobile phone, are they following up on a link for further information (because your lecture has inspired them) or chatting friends on Facebook (because your lecture has not hooked them at all).

Management of student behaviour in 'lectures' (and I use the

term advisedly given the range of learning and teaching styles in play in a university) has become a hot topic for higher education staff unused to new social media norms. Kowalski explored this as early as 2003 when mobile devices were very new, and the issues remain as evidenced by CPD materials provide guidance on managing scenarios.

The very nature of 'professional / work-based / situational learning' is shifting under our feet. At MMU, one

of the Principles in the Strategy for Learning, Teaching and Assessment (<http://www.celt.mmu.ac.uk/Itastrategy/principles.php>) is that 'Staff are lifelong learners, fully engaged with their own professional development'. This is no longer a set of approved courses driven by top down priorities, rather a flexible, negotiated and, at the starting point, unknown foray into professional development (which CELT scaffolds and supports, but does not define in detail). Now 'CPD on the edge of chaos' sounds really exciting!

Academics will engage in lifelong learning as long as they have the confidence to explore. But one thing is certain, social media provides a very different context for professional learning and development to that followed by previous generations of learners.



TEACHERS AS CO-LEARNERS: RENEGOTIATING 'BOUNDED' POSSIBILITIES IN AN OPEN ENVIRONMENT USING SOCIAL MEDIA

Bernard Lisewski and Bette Bondo



Bernard Lisewski is an Educational Developer working in the Centre for Excellence in Learning and Teaching at Manchester Metropolitan University (MMU). He is the Course Leader for a blended learning PG CAP in Academic Practice as part of a collaborative venture between MMU and the Istituto Marangoni Fashion School.

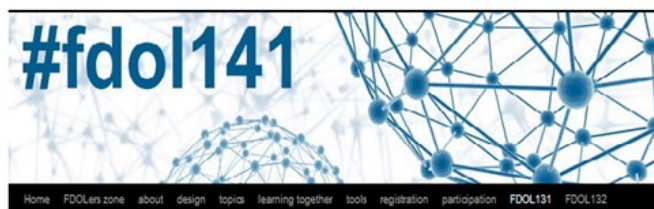


Bette Bondo works as the Academic Programmes Co-ordinator for Istituto Marangoni (IM) in Shanghai. She has a PG Cert in Academic Practice (Distinction) from Manchester Metropolitan University and has recently completed the FDOL141 course. Her subject areas are Fashion Design, Illustration and Trend Forecasting, which she has previously taught in IM campuses in London and Milan, and is now teaching in Shanghai.

Introduction

The use of social media in the Web 2.0 environment provides increasing opportunities for learning and development in Higher Education where teacher-student interactions are faced with the 'lifting out' of 'social relations from local contexts and their re-articulations across indefinite tracts of time-space' (Giddens, 1991: 18). Active learning in online communities involves participating not only in their internal configurations but also with their external relationships through the myriad possibilities of hyperlinking (Keegan and Lisewski, 2009). Furthermore, with the increasingly ubiquitous presence of 'mobile learning' and the seemingly endless pursuit of personal 'connectivity', social media learning environments provide platforms for participants to scale up and share resources and ideas thereby undertaking 'joint knowledge building' through collaborative processes using a variety of media formats (Crook et al, 2008). Such learning contexts have also led to the formulation of new pedagogic approaches such as Connectivism (Siemens, 2004), Rhizomatic Learning (Cormier, 2008) and Heutagogy, (Kenyon and Hase, 2001, Blaske, 2012).

Such developments were prevalent within the personal learning experiences of the two authors on a Flexible, Distance and Online course (FDOL): <http://fdol.wordpress.com/fdol131/design/> (Nerantzi and Uhlin, 2014). Our perspectives are considered within what Doll (1989) refers to as the 'foundations for a post-modern curriculum' in which open, complex and transformatory **about flexible, distance and online learning (FDOL)**

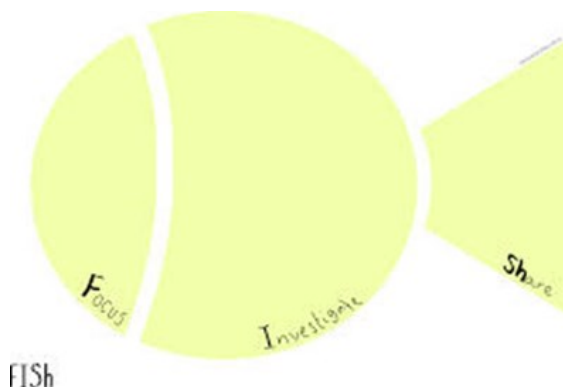


learning processes are espoused in contrast to closed, linear and accumulative ones. Here, the 'curriculum becomes a process of development rather than a body of knowledge to be covered or learned' where the learner's 'ability to organize, construct and structure' is a key aspect of the co-learning relationship with the teacher (Doll, *op cit*: 250). Thus, the potential for undertaking a 'personal curriculum' comes into being. However, there may be tensions between the opportunity for unlimited 'openness' and a need for 'bounded' and guided curricula particularly within socially mediated online communities. In effect, boundaries may provide a 'structure for neophyte learners' whilst simultaneously limiting the further 'co-construction of knowledge and hamper innovation' (Keegan and Lisewski, *op cit*: 225). Parker Palmer (1997: 76) highlights this tension as a paradox of educational design in that spaces for learning should be both 'bounded and open'. In articulating one of the author's experiences on the FDOL course, we wish to emphasize the importance of pursuing this creative paradox within the use of social media for learning and development.

The FDOL course

FDOL was a six week course appealing to Higher Education professionals wishing to undertake collaborative sharing and learning in a free, flexible and on-line social media environment. The course had a sequential structure composed of six subject areas; Connecting, Digital Literacies, Flexible Learning in the Digital Age, Collaborative Learning and Communities, Supporting Learners, and Open Educational Practices. Participants were divided into groups with allocated facilitators acting as critical friends. Problem-Based Learning (PBL) scenarios were provided or were developed by the groups to spark the questioning, dialogue, resource searching and sharing to proposed solutions. Problem solving could be approached by participants as they wished but study process guidance was provided through the

COOL FISH model (Nerantzi and Uhlin, 2014) of Collaborative, Open, and On-Line learning composed of the three steps of Focusing, Investigating and Sharing. Group based weekly assignments (not summatively assessed) could be undertaken in a variety of media formats.



The FDOL platform Wordpress (www.wordpress.com) was used alongside Google Communities, Hangouts and Docs and Twitter (<https://twitter.com/>) to foster on-going dialogue, resource sharing, feedback and group reflection. Learning outcomes were provided in the guise of 'expressive outcomes' (Eisner, 2000) in order to provide sufficient room for self-initiated learning. Hence, the main responsibility for pursuing the trajectories of study was left to the course participants much in sympathy with Etienne Wenger's (1998: 267) idea that:

"What matters is the interaction of the planned and the emergent - that is, the ability of teaching and learning to interact so as to become structuring resources for each other."

Similarly, Doll (*op cit*: 251) articulates the view that:

"The focus would not be on closure but on flexibility for alternative yet productive pathways...plans would be designed to provide just enough disequilibrium that students would develop their own alternatives and insights."

What follows is a personal reflection from one of the authors as both a student and a teacher in seeking to develop an effective balance between planned learning and emergent learning pathways.

A learner's reflections: as a student and a teacher

I wanted the authentic experience of being a student rather than the more insightful educator, continuing to put myself in the shoes of a student allowed me the necessary empathy to work with and understand students and improve my practice. According to the learning outcomes, I was expected to learn certain things, and I did indeed learn a lot, but I learnt different things from what I had expected...

My first eye-opening discovery as a student was in regard to the on-line classroom. The learners didn't have any experience to draw on in terms of prior social interaction, as we were reduced to a digital version of ourselves, and this

was perhaps the first challenge to figure out - how to be and exist on-line with our skills in social behaviour and intelligence reduced dramatically separated behind computer screens. We mainly communicated in writing, and on a few occasions via Skype (www.skype.com/) or Google Hangouts, and it was interesting to see, how the tone in our written communication afterwards became more familiar.

I've always noticed how 1st year BA students take a long time to adapt to a new learning environment, and realised that an introduction in Learning to Learn could be fruitful before starting the actual course. Looking back, I think it took me two weeks to realize what was happening around me and settling in. As an individual, 'Learning to Learn' serves as a type of driver's license to face the actual learning ahead, and acknowledges the difficulty of the task whilst creating a feeling of equality among the community. It could be the first step to create more parity amongst peers while at the same time increasing the possibility of student retention.

The learning platform was open 24/7 - instant and accessible - and with no lesson plan or allocated time slots for group work, this offered limitless possibilities for engaging. The non-existent boundaries made everything possible, yet navigating within, or rather around, this learning environment called for a huge willingness to experiment and revise, initiate and collaborate, reflect and adopt. How often would I/they be available to interact? What could you expect of the others? I imagine most of us haven't felt these doubts concerning the way we present ourselves and interact professionally with others since being employed for the first time, but as this was a new environment, we had to re-invent ourselves or perhaps more accurately; re-adjust to the new environment.

Digital Literacy was a term, I became familiar with during my first week in the course, and it refers to one's ability to navigate digitally and acquire new knowledge and skills. Google+ was being explored, Twitter used as the medium to exchange ideas and personal blogs as the place to post reflections. Our group even explored Padlet (<http://padlet.com/>), as a way to brainstorm and provide final findings, and also Trello (<https://trello.com/>) for time planning. I also realized the importance of having a new computer and a powerful Internet connection, as the basic fundament for learning with others on-line.

Given the flexible and always accessible environment, it was hard to believe that participants had a hard time finding time slots to engage synchronously. Being just three people in our group and all in the same time zone, one would think that finding 30 minutes every week wouldn't be such a difficult task, but on the other hand, and despite everyone's willingness, it proved very hard. Enormous time and effort was put

into the task. Rarely did we manage it, as we were too likely to renegotiate a better time, if just one group member couldn't attend. With no experience to draw on, we assumed that fixing a meeting between just three peers must be possible. A group member pointed out that the less people you are in a group, the less likely you are to carry on with a group meeting if one participant can't make it. This may also be true in real life, but our challenge must have been accentuated by the fact that our course was flexible. Because when something is flexible, it automatically becomes the malleable entity that can be moved around all other fixed obligations, and for this reason finds its place last on the priority list. Multiply this by the number of members in a group, and it almost becomes impossible to synchronise calendars.

The difficulty in meeting synchronously was perhaps also linked to how easy it was not to engage. I was an intrinsically motivated student with a high level of digital literacy and therefore all the reasons in the world to fully engage with success, and still it took me almost two weeks to actually get started. Why? When I think back, I don't know, but I think because it was so easy not to. This, I believe, is going to be the biggest challenge to overcome in on-line learning; flexible and distant not actually being an advantage but a huge obstacle to overcome requiring an immense amount of self-discipline. Of all the things, I've learnt as a student from this course, this has been the most surprising and important piece of lesson - seen with the eyes of an educator.

As an educator, I also find myself wondering about the relationship between deep approaches to learning (Marton and Booth, 1997) and on-line learning.

"The Web 2.0 environment is an instant one, always within reach, and a place where things happen fast and distraction is easy."

Hence, the importance of reflection or in Engelbrecht's terms (2013):

'You cannot think deeply, if you think quickly.'

The need to re-negotiate openness and boundaries in educational design

Much of the learner's perspective centres on acclimatising to a new and continuously accessible 'space' which offers 'limitless possibilities for engaging' through connective hyperlinking but also requires structured study discipline and planning. In his book *The Courage To Teach*, Parker Palmer (op cit: 76) focuses on the 'teaching and learning space' composed of physical arrangements, learner emotions, feeling in the room, rules of participation and the exploration of the topic within agreed conceptual frameworks. He examines a series of paradoxes or tensions which help to shape and nurture this

space - how might some of these illuminate the dynamics of the virtual learner's exploration and participation in social media based educational environments? The possibilities of the social media are unlimited; one can study anywhere, any time and with anyone but simultaneously it is this openness and flexibility that calls for having bounded frameworks e.g. FDOL had a staged six week structure and guided readings. Palmer propagates the view that space should be 'bounded and open'; otherwise space without boundaries is likely to lead to a 'chaotic void' (op cit: 77). This is similar to Landow's idea (1992, 11) of 'de-centering' in web based learning communities where learners have to:

"continually shift the center - and hence the focus or organizing principle - of their investigation and experience."

In the FDOL environment, there were various learning trajectories on offer but boundaries had to be continually re-negotiated, re-appropriated and re-built. Gee (2000: 522) argues that such environments require 'reflective communities of practice' where both teachers and learners: *"engage in both subject-centred design knowledge and the world-building design knowledge through which they imagine and enact new more moral worlds and futures"*.

Palmer (op cit: 77) also presents us with the paradox that educational spaces need to be both 'hospitable and charged' where learning must be 'inviting' within 'open, safe and trustworthy' environments but simultaneously 'refuse to let anyone evade or trivialise' the matters in hand, that is, how to avoid 'non-engagement' by participants in collaborative online communities. The FDOL classroom was hospitable but the learner had to continually 're-centre' to become a virtual and responsible being as both learner and teacher in a collaborative environment. This called for the continual re-adjustment of the use of different learning processes, learning media and learning outcomes. Hence, in connectivity rich open educational resource environments, we need to embrace the search for the unknown through mutual inquiry but also be guided by our need to make continual re-negotiations of our aspirations, motivations and bounded possibilities.

A Conversation





LEARNING NETWORKS AND COMMUNITIES: Great Example from the World of Knitting

Frances Bell

Frances Bell has experienced education as a student; and as a teacher in secondary school, in further education, and in universities at levels from HND, undergraduate, Masters to PhD. This has taught her that lifewide learning enriches more formal learning experiences. She says: "Retiring from HE has given me more scope to improve my knitting."

"That lyf so short, the craft so long to lerne "

The Parliament of Fowls by Geoffrey Chaucer

Evidence that learning starts in the womb is revealed when babies hear lullabies that they will respond to after birth; and learning continues throughout life, as Chaucer says of love. We can all remember from an early age the social nature of learning – learning from family, friends, and subsequently peers from study and work contexts. This is a community perspective, in contrast to a more typical view of learning as being chiefly the outcome of formal education.

Social Technologies

Social technologies have focused attention on networks and online/virtual communities. Virtual communities can be traced back to 1985 (and probably earlier) when the WELL started as a dial-up bulletin board. Early adopters of virtual community needed dial-up and later Internet access for their largely text-based communication: initially this was available to a minority, even in the global north. Despite this, bulletin boards existed for a broad range of hobbies and interests.

A parallel stream of development in virtual communication was in formal education: bulletin boards, web pages, and then groupware, and virtual learning environments. Provision of internet access at universities and colleges meant that students had access in educational institutions before it was commonplace in their homes. The use of digital technologies in education and learning has moved from being conducted by pioneers and enthusiasts to being standardised as part of institutional administration, such as institutional virtual learning environments, and registration and student records systems. Much research effort (some of it to good effect) has been focused on the use of technology within online/offline classrooms and according to approved curricula. This is research that tends to focus on **what is provided**, rather than **how and why learners learn**. Even less attention has been paid to ways in which people, who would not identify themselves as students, are **learning** to do things that interest them with the help of the internet.

The current context in the global north is of more people, across demographics of age and gender (if not class), having access to the internet via broadband and mobile services. Simultaneously, the variety of devices that we use to access the internet contributes to a broader demographic, more people having access, devices and software becoming easier to use – smartphones, tablets and laptops. The combination of faster internet access and devices with digital still and video cameras has enabled more people to consume multimedia – images, videos, audio and text and create content for themselves or with others. Internet access has become less of an end in itself and more of an adjunct to what we do.

Knitting - Interest-driven learning assisted by social media

People of all ages follow their interests via the Internet – learning cartooning, playing games, studying esoteric topics. Of all of these interests, let's look at a craft that has material, knowledge and social implications – knitting.

In an era when the local wool shop is becoming rarer, the internet offers opportunities for purchasing yarns, needles, and patterns but going beyond that, what do knitters do on the Internet? Like other makers, they enjoy the opportunities to celebrate the products of their creativity: garments, knitted moebius strips, artefacts for the home, and public works of art. Such celebrations are visible on photo sites and knitting blogs, often interlinked so that the blogs can facilitate networking of knitters (via commenting, blogrolls and links within posts). Knitters share 'how-to' videos on Youtube and other video-sharing sites. If we don't have a grandmother to stand behind us, helping our hands learn a new technique, the next best thing is watching a video, and trying out the stitch at the same time. Video- and image-sharing



Knitted Moebius Strip by Pat Knight CC BY-NC 2.0

sites become knowledge repositories but not solely dedicated to knitting and crochet.

Knitters have adopted social media with enthusiasm, and experienced unexpected consequences. Mason-Dixon Knitting comprises Kay Gardiner who lives in Manhattan and Ann Shayne who lives in Nashville. They came together via blogging through their shared interest in knitting that has led to a successful book, an iconic dishcloth pattern and a very useful web site. Knitters have taken their passion to the streets (and piers) by engaging in guerrilla knitting or yarn-bombing to create street art. This may be for self-expression or just fun, or for a reason: often anonymous and cloaked in mystery. One of my favourites is a celebration of London 2012 Olympics at Saltburn pier. There is no obvious activist reason for creating this pier art

but the result was joyous, enjoyed by pier visitors and became a tourist attraction in Saltburn, North



Mason-Dixon Washcloths by Frances Bell CC-by-NCSA

Yorkshire. Craftivism (a mix of craft and activism) is about connecting beyond the

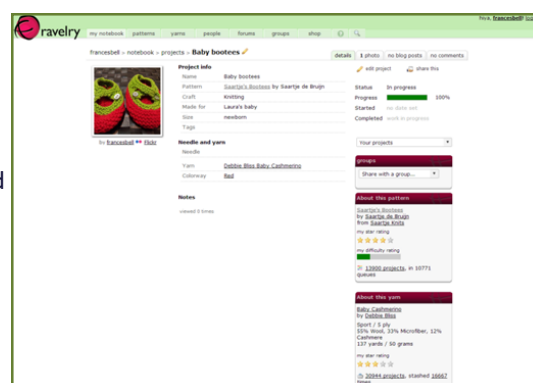
individual crafter, and acting for broader issues.

When we unpick these achievements, we see that they go beyond the stereotype of the lone, gifted knitter. Knitters, like others, engage in learning networks and communities. One of the places that knitters congregate is at the knitting and crochet community site <http://www.ravelry.com>.

Ravelry is free to members, funded mainly by advertising but also by merchandising, pattern sales, Amazon and other affiliate programs. Ravelry

also engaged in donation drives at an earlier stage of its community development.

Ravelry offers interesting affordances for becoming and being a knitter, learning in an active form. Members can find patterns and yarns with the help of Ravelry, and create projects to record ongoing and completed knitting projects. Ravelry has a highly connected architecture, automatically displaying links to other projects using the same pattern and yarn. This means I can easily click a link to find the pattern, or images from one of the other 13900 projects using that pattern (to give me ideas on other yarns or colourways). Project owners are encouraged to rate patterns and yarns for sharing with other community members; and errors are soon corrected in this open community. Ravelry is an international community with over four million members, who not only volunteer to translate popular patterns into other languages, but also moderate forums and collate help pages on collaborative wikipages within Ravelry itself. The whole thing runs with only 4 staff, 1 programmer and 3 editor/moderator/merchandising staff. The Ravelry shop showcases Ravelry merchandise such as t-shirts and bags; the Marketplace where members offer supplies and services for knitting and crochet; and a Pattern Store where members sell their patterns.



Ravelry - individual view by Frances Bell

The strong social element to Ravelry goes beyond member profiles and display spaces. Members can organise into groups to have local meetings, swap yarns, engage in knit-alongs (all making the same item), or associate with a particular shop. Other groups are organised around a common interest, say in machine knitting or spinning. Less formal opportunities for conversation are offered by forums, where members can help each other to solve problems or engage in general chat about knitting or crochet (see prezi slideshow at <http://www.lifewidescrapbook.co.uk/issue-10.html>)

In our comparison of Etsy.com with Ravelry.com, Gordon Fletcher and I found that Ravelry had strong community aspects and exhibited a permeable boundary compared with Etsy. Ravelry seems to be a community that is happy to acknowledge activity and objects elsewhere, thus increasing its networking and social potential. This openness and support for the community member makes it a source of good ideas for those wishing to support other learners in a community setting. Facebook, the very successful social networking site (SNS), would superficially seem to support the social aspects of learning, but a learner wishing to keep track of what they and others have created and learned might become frustrated with the ephemeral nature of sharing there. Ravelry exhibits a strong focus on the learning and doing of knitting, where social interaction becomes the glue that helps this happen.

Designers and implementers of learning environments aiming to promote learning community could learn a lot from studying Ravelry, especially if they are tempted to delegate the social aspects to a self-organised group on a general purpose SNS.

Properly practiced, knitting soothes the troubled spirit, and it doesn't hurt the untroubled spirit, either. - Elizabeth Zimmerman, Knitting without tears.

Acknowledgement

Many thanks to Suzanne Hardy (Ravelry id: glittgrl) for improving my interpretation of Ravelry. All errors are mine.

SOCIAL MEDIA: IT'S RUDE NOT TO SHARE™

Simon Thomson

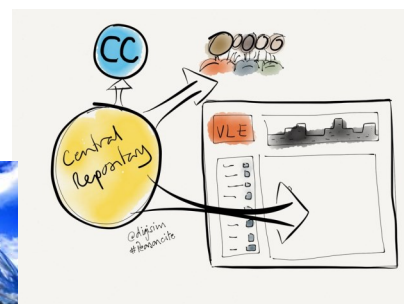
<http://activerain.trulia.com/blogsviw/3678318/do-you-share-too-much-personal-stuff-on-the-internet->

Simon is a “flipped academic” driven by the passion he has for open education, technology & learning. He is the Head of E-Learning at Leeds Metropolitan University where he has implemented a conversational (4E) framework for e-learning. He was co-chair of the international 2014 Open Education conference in Newcastle (OER14.org)

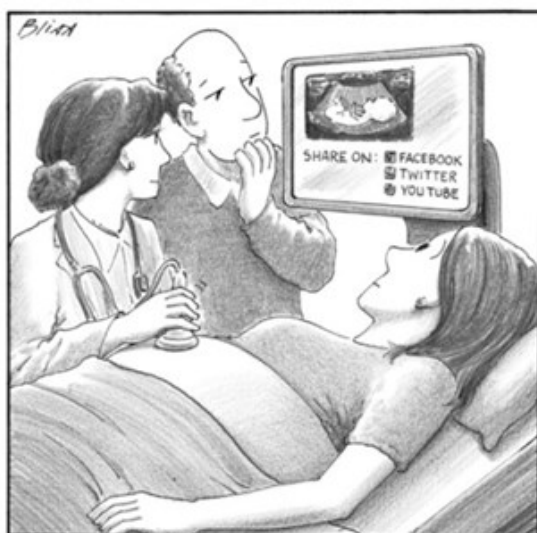


“A picture is worth a thousand words”. In my case a picture is my way of capturing key points and thoughts, particularly whilst at conferences and events. Using these images allows me to reconnect with the event long after it has finished. I find that it allows me to capture more effectively the key points of the event better than text alone.

However, it is the use of social media as a tool for sharing where I see the images being used most effectively. I share all of my images via Twitter and on a dedicated Tumblr blog: <http://digisim.tumblr.com/> Occasionally I connect the narrative of these images together in a Storify: <https://storify.com/digisim/online-educa-berlin-a-pictorial-perspective>. They are all openly licensed and free for anyone to use and examples of such use include conferences own websites and blogs: <http://www.pearsonlearningsolutions.com/blog/channels/online-blended-learning/learning-for-everyone-at-cite-2014/>



I am a passionate advocate of Open Education. All of my images are freely available to use on a [Creative Commons CC:BY](#) license. Social media allows me to share my work globally and connect with users of my “doodles”. I have occasionally taken requests for work via social media channels and so it is more than an “outlet” for my work but is also an “inlet” for new collaborations, partnerships, conversations and sharing. I use the tagline “It’s rude not to share™”. For me social media channels provide the perfect opportunity for sharing. Sharing is best experienced as a two way activity. The value of social media is that I get to see what others are sharing and I get to be a share too. I have never physically met many of the people I share with, and in many cases I never will or will never need to. The social spaces that I inhabit provide me with a variety of global sharing opportunities, and without those tools the sharing of my own work and the learning I get from others sharing would mean a less effective me!



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CREATIVE INSTAGRAMMING

Elli Chortara

Elli writes: I am an Illustrator and Graphic designer, have obtained an MA in Illustration at University of the Arts London and currently work for a consultancy in the City of London as a designer.



<http://instagram.com/ellichortara>



Instagram has become one of my favourite things to do, when I leisurely stroll into the city or within a landscape outdoors. It has become a diary without the words. I have embraced this form of technology, as another way of creative expression, sharing and inspiration. Capturing pictures of things on a daily basis is an informative and creative process. It is the view behind the scenes, communicating moments of where I have been and what has been observed through my eyes complementing my creative process to both store into my mind and to have the joy of being able to share that, universally.

I maintain a blog/website, where my latest work is shown, at the same time Instagram creates a

dimension of a spontaneous and informative element. Observing and sharing - for instance, a great piece of typography, a nice wooden door, a beautiful window frame way up, a structure of a cityscape that seems momentarily interesting, glass roofs that create beautiful structures of architecture - the weather or the sky, I enjoy observing the stylistic history of buildings and their decoration ranging from the time they were built, which creates their identity, textures that I have seen and touched, objects old and new that I find beautiful and like to remember. It is a fast beautiful process to share all that.

All these pictorial forms or shapes blended with retro/faded photo filters, are somehow stored onto this app called Instagram which I can access to when connected - it is not just a library of images - it is interactive. That interaction makes it much more interesting and creative, it is some kind of flowing information or abstract/instant moments that are shared by millions of people who in most cases do not even know each other, through the internet, across the world. It creates a 'line' of visual communication and connection to the rest of world - 'a library of worlds' that sometimes creates stylistic references and knowledge.

Using this visual tool keeps me motivated and makes my endless strolls throughout the city a playful adventure seeking something interesting to photograph and create inspiring references that I could somehow directly or indirectly use for my work. At the same time this makes a great promotional tool that completes my blog and website function and lets anyone who is interested to have a closer look at what I am up to and interested in visually.

Instagram: @ellichortara blog: ellichort.wordpress.com



THE POWER OF NEW TECHNOLOGIES FOR LEARNING & TEACHING

Choi Yunji, with an introduction by Jenny Willis

This article illustrates the power of new technologies both to motivate and to teach any age group. It was written by Yunji, a Year 9 Korean student who has been in the UK for less than 3 years, and whom I tutor 1:1 for English.

Anyone who has learnt a foreign language will understand the frustration we feel when we are intellectually capable but linguistically limited in expressing our thoughts. This can result in low self-confidence and painful shyness, as in Yunji's case. My laptop and various interactive resources have proved invaluable—not least when teaching her to understand Shakespeare (can you imagine the challenge this poses a non-native speaker of English?)

We recently studied the UK press, types of newspapers, the protocols for layout and relevant specialist vocabulary. Yunji's homework was to find a subject that interested her, that had been in the press recently, and then to design her own copy for a newspaper. She arrived for the next lesson with a USB on which she had produced her homework (the article below, which is exactly as she wrote it) .

I noticed that she had scanned, copied and filed all the resources we have used over the 4 months that I have been tutoring her. All beautifully organised.

Thank you Yunji for allowing us to reproduce your work. You have set us a very fine example of what can be achieved.

EU court backs 'right to be forgotten'

European court says individuals have right to control their data and can ask search engines, such as Google, to remove results in internet.



Google had argued that it did not control personal data and should not have to act as censor.

Now Google users can ask Google to remove their private data on internet. On 13 May 2014, the Court of Justice of the European Union in Luxembourg has ruled Google should remove inadequate, irrelevant or outdated personal data on request of ordinary people, backing 'right to be forgotten'.

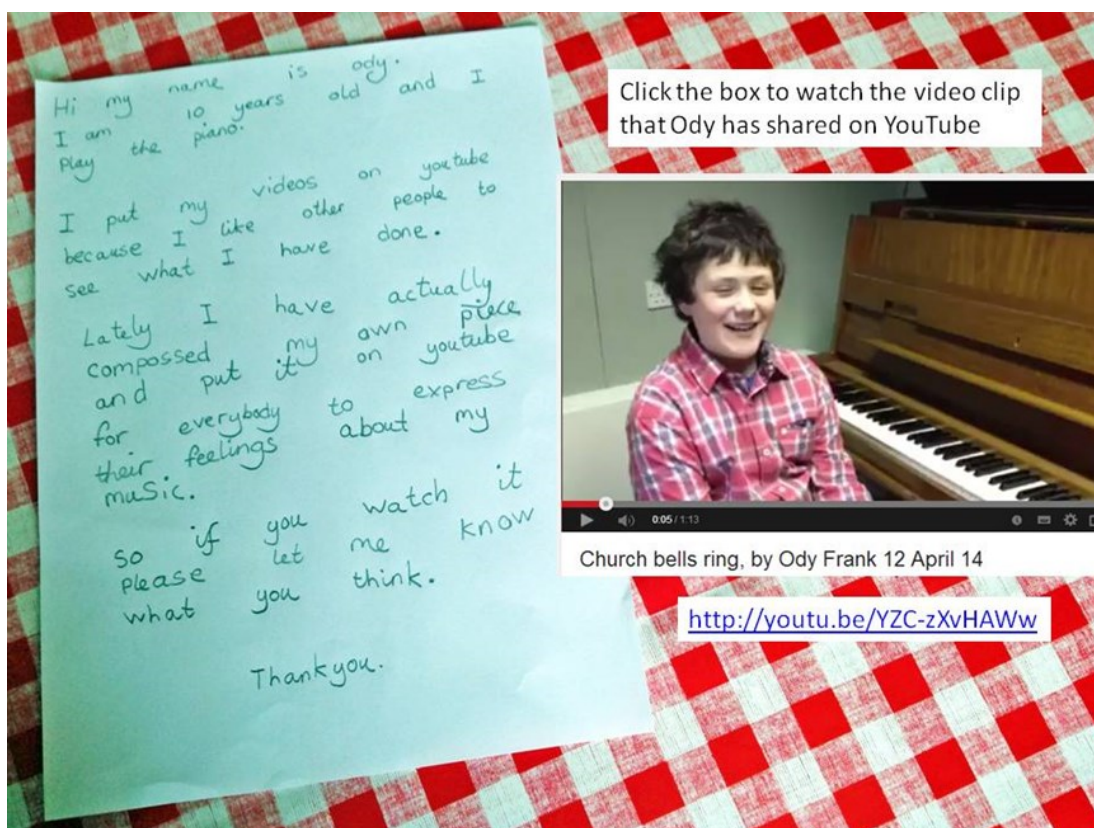
A Spanish man named Mario Costeja Gonzalez argued that his privacy is invaded by Google search results on an auction of his regained house. In 1998 he sold his property at auction to solve financial difficulties but later he repossessed it. However, if you search his name on internet, news about the auction appears, according to him, creating unfavourable reputations of him.

Google said the judgement was 'disappointing' and that it is censorship of freedom of expression. It also added it does not control data but only offers links to information available on the internet. The EU said Google would need to set up a process for the requests for data removal, which is estimated to cost a huge amount of money to apply. According to the report, there are about 180 cases just in Spain, asking for deletion of personal data for similar reasons. It is estimated that there will be outpouring requests on Google for elimination.

The EU has been planning for a new law on removal of private data, 'right to be forgotten', since January 2012. It allows people to request to erase data on themselves and search engine operators would have to follow the plan unless they had 'legitimate' reasons for not doing it. If the full plans are passed, those disobeying the law would be charged with around 1% of their international incomes.

VOICES OF THE NEXT GENERATION

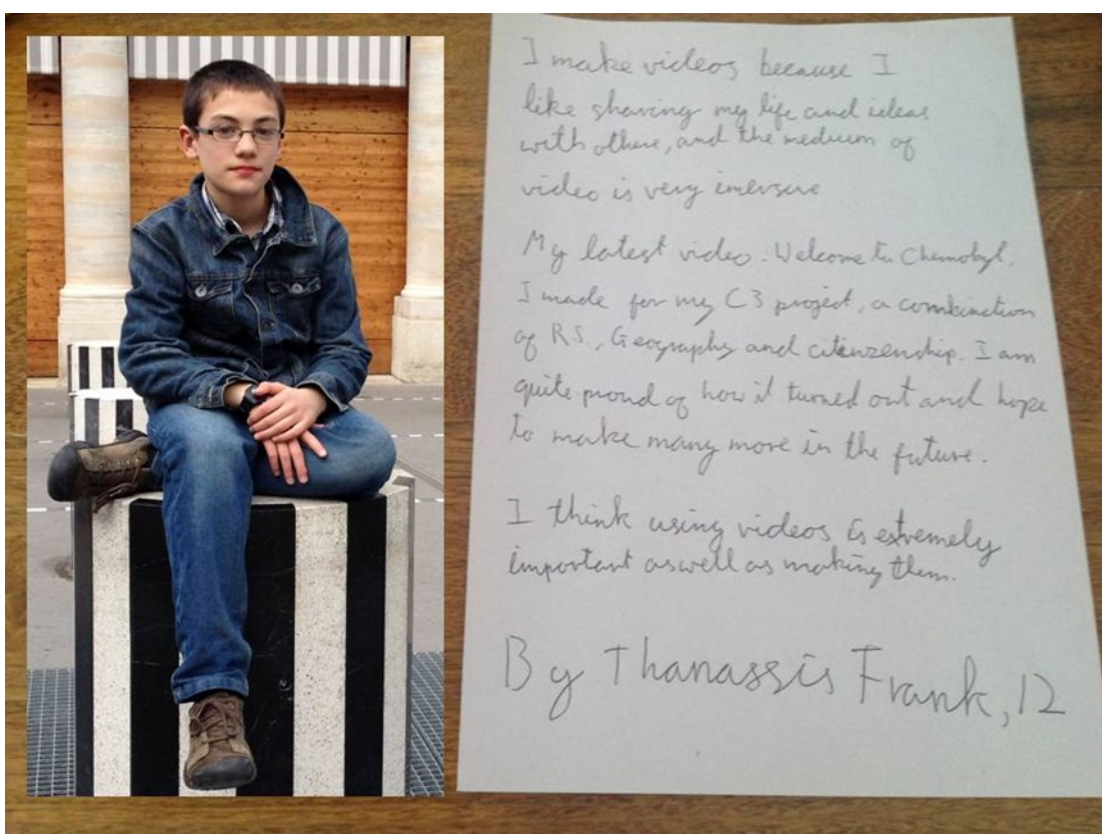
Ody shares his creativity and invites feedback on YouTube



Why I make videos

Thanassis Frank

Please click on picture to see the video or use this link <http://youtu.be/0GeJ3QNsWil>



ENRICHING LEARNING ECOLOGIES THROUGH SOCIAL MEDIA

Norman Jackson

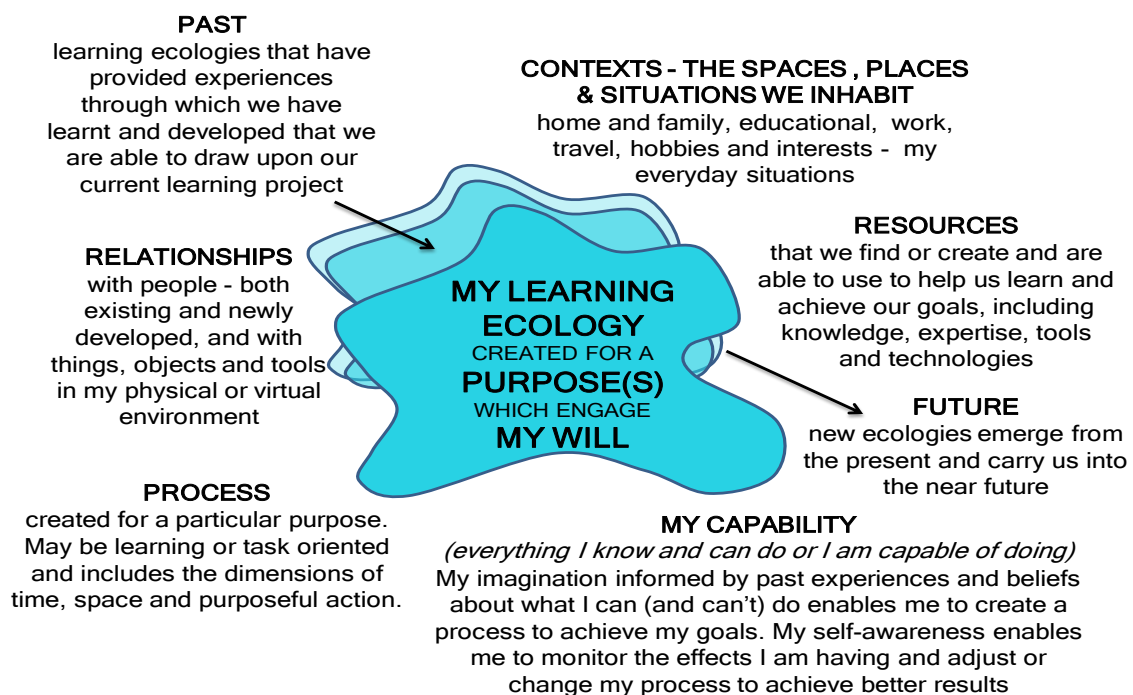


Norman is the founder of 'Lifewide Education' which supports the community of people who are interested in the idea and practice of lifewide learning. This article continues his exploration and application of the idea of personal ecologies for learning, development, wellbeing and achievement inspired by the contributions to this issue of the magazine.

Our learning ecologies

Learning ecologies provide a powerful metaphor to represent and explain complex, sustained efforts to learn, develop, nurture our sense of wellbeing and/or accomplish something we value. The concept integrates in a heuristic rather than hierarchic way the complex purposeful and accidental interactions we have between our **contexts** - the places, spaces and situations we inhabit, our **relationships** - with people and objects both real and virtual, and the **resources** we need, use and create, in order to create a process through which we learn and achieve (Jackson 2013a & b and Figure 1). Embedded within this conceptual device are the technological tools we use to communicate, find things out, collaborate, create, share and curate. Also contained within this framework are the habits and habitats that enable or constrain us, our capability and potential to achieve what we are trying to accomplish and our curiosity and willingness to experiment and try something new.

Figure1 Components of an individual's learning ecology (Jackson 2013a & b and 2014)



Social media impact on learning ecologies

In the last five years we have witnessed the most profound change in the history of mankind in the nature of our learning ecologies as a result of the enormous growth and diversity in the availability and use of personal technologies and social media. Such technologies are relatively cheap and often free and easy to use so that the barriers to participation are low, enabling most people to participate in the digital social world if they want to.

So has social media changed our ecologies for learning and achieving? The short answer is 'in many different ways' - sometimes they might contribute very little at other times they are essential to the creation and operation of an ecology for learning, development or achievement. From a developmental standpoint we need to know or at least be curious enough to find out how a specific personal device, application or social media platform can be usefully incorporated into a particular learning ecology. *What will it enable me to do that I can't do any other way?* The onus is on the creator of the learning ecology to know how to make use of the technology or to collaborate with people who know how to make use of the technologies. As **Julian Stodd** shows us in his introductory article, knowing how to use the tools of social media can have profound implications for our behaviour and therefore on the way we develop our learning ecologies. The converse is also true. Where we lack insight into what a technology is able to do it has no meaning for us and cannot be connected to our purposes so we will not utilise it in any ecological process for learning or achieving something. **Peter Grossman's** article reflects this situation but it will apply equally to any of us who do not know what a particular technology or social media platform can do, while the article by



Penny Sweasey & Andrew Middleton shows why the leaders of higher education professional learning communities need to be open to the possibilities of these technologies and willing to try and use them for themselves. **Sue Beckingham's** Guide to Social Media resources (p.25) shows how social media can be used to connect people (build personal networks or engage in existing social networks) communicate (including sharing and broadcasting), collaborate, create and curate (Narantzi & Beckingham 2014). These are all things we do with in a learning ecology and these uses can be recognised in the various contributions to this Magazine together with additional uses like reflecting and serving. These technologies create a 'magical toolbox' for us (Nerantzi & Beckingham 2014) to integrate and improvise with in our learning ecologies.

Examples of learning ecologies assisted by social technologies

This issue includes many examples. Take for example the story of **Ollie's mum** trying to raise money to support him through his expensive medical treatment. Like many people she was familiar with Facebook and MumsNet and with websites that enabled you to donate to a worthy cause. But when faced with the problem of creating a campaign to raise funds, with the help of friends she created an ecology to achieve that purpose which was supported by a combination of website building, social networking and caring/giving on-line tools and resources. She animated these through photos and her and her family's narratives of her Ollie's treatment often posted from hospital via her ipad, and the giving process was brought alive through the social activities organised by many different people and the contributions made through the virtual spaces that had been created. In this story we can see all the features of a learning ecology depicted in Figure 1. A similar story is told by **Joevas Asare** who is trying to raise money to fund a master's course where the use of a fund-raising platform is crucial to the success of his project.

Frances Bell provides a nice illustration of how social media are enabling people to be more creative where individuals seek to express themselves through a hobby or craft. Her example is the Revelry platform which supports a community of interest formed around the craft of knitting. Something I can readily relate to having recently seen my wife take up crochet and witnessed her studying 'how to do it' videos posted by enthusiasts on Youtube! In fact there are many social media platforms given over to creative self-expression whether it be performing - singing, dancing, illustrating or cartooning, photography or videography - like the Youtube video posts of **Ody and Thanassis** who show us how children growing up in the social age of learning are not afraid to use the tools of social media to share their creations. Interestingly, our three artistic contributors **Ellie Livermoor, Elli Chortara and Kiboko Hachiyon** all explain how blogging is an essential social media tool for them to curate, reflect on and share the products of their creative ecologies and the narratives that enable them to make sense of their creative life. Not surprisingly they also utilise visual social media tools like Instagram, Vimeo and Youtube to store and share the products of their creative imagination and snapshots of the world they encounter. The artists' and artisans' learning ecologies are clearly enhanced through their skilful and meaningful use of social media tools.



<http://connectedlearning.tv/infographic>

Simon Thomson gives us an insight into his learning ecologies through, 'A picture is a worth thousand words' story. Taking a picture is his way of capturing key points and thoughts, particularly whilst at conferences and events. A view echoed by **Elli Chortara** who said that capturing pictures of things on a daily basis is an informative and creative process. 'It is the view behind the scenes, communicating moments of where I have been and what has been observed through my eyes complementing my creative process to both store into my mind and to have the joy of being able to share that, universally.' In the past our learning ecologies relied on our ability to take notes or to recall a memory, now we can quite literally capture a moment that is meaningful to us in pictures, audio or video and share or store that artefact for later use. Our learning ecologies are richer and perhaps emotionally stronger for having these new sorts of resources available to us.

Not surprisingly, ecologies for learning and development feature in a number of the articles. **Haleh Moravej** describes Met-MUNCH as a unique social enterprise, outreach and training delivery vessel that is action-led by students for students using social media like Facebook, Twitter and Instagram to learn and accomplish the social impacts they are seeking to make. As **Julian Stodd** reminds us we live in the social age of learning and it is in the rich energetic interactive environments where teachers, students, entrepreneurs and the public intermingle that the unexpected happens and our social media tools can assist us in capturing the concrete but often transient expressions of emergence which can be shared amongst participants. Perhaps also there is a lesson in Haleh's story of how when it comes to using social media teachers themselves can learn from students whose lives seem to be permanently connected to such platforms.

Bernard Lisewski and **Bette Bondo** paint a similar picture in showing us how learning ecologies for professional development are enriched through the tools of social media. The lesson I took from their article was the need to learn how to use the seemingly endless social media tool box and the challenges of learning environments which are literally open 24/7. **Chrissi Narantzi's** narrative of the social age of learning shows the enormous value and potential of openness in education and the way in which the curriculum becomes a lived experience for the members of the community who are co-creating it a theme that is echoed in **Peter Reed** and **Chrissi Narantzi's** article which shows how social media supports new forms of professional conversation in learning communities. Surely our learning ecologies in the past have never had to cope with and enjoy such openness, opportunity, continuity and pervasiveness as we can experience today and **David Hopkins** shows us the sorts of decision making that we constantly have to make within our learning ecologies to decide which social media tools we are going to use for a particular purpose.

Ecology of work –co-creating our Lifewide Magazine

Turning to work and the world of collaboration for co-production we can see how the wealth of social media tools enable us to create collaborative and co-creative learning ecologies that we could not have imagined even five years ago. Social media is very much part of co-creation and the production of this Magazine provides a nice illustration. In the jargon of Wiki-media the process is akin to crowdsourcing 'the practice of obtaining needed services, ideas or content by soliciting contributions from a large group of people, and especially from an online community.....combin[ing] the efforts of numerous self-identified volunteers, where each contributor of their own initiative adds a small portion to the greater result.' But

crowdsourcing seems an odd name to apply to the group of individuals who step out of the community crowd to contribute - they are the leaders in the social age of learning, willing to share their ideas and beliefs with the members of their community.

Early in the process our four strong editorial team created a vision around the *purpose* and eventually crystallised this in a framing statement. We identified possible content and contributors these formation documents were deposited in *google docs* so that we could all access and comment on them. The editors used their professional and personal *relationships* to engage possible contributors able to provide narratives and perspectives on their use of social technologies. The content or *resources* we gathered and created through this ecological process originated in the members of our communities which we continued to grow through the process. We made good use of *blog posts* - several articles were sourced in this way, and social interactions with bloggers resulted in new collaborations. We also made use of content on Youtube and other social media sites knowing that although we are taking content and meaning from the social world of learning we will ourselves be adding content and meaning to this world when our magazine is finished.

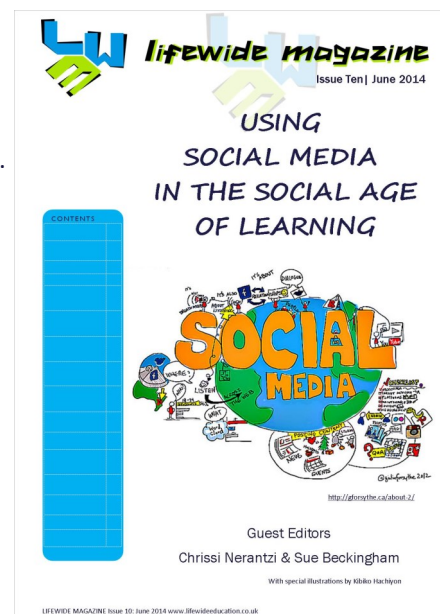
We drew on a variety of social media tools to help us communicate and collaborate. For this issue most of the contributions were placed in *dropbox* or *google docs* so that they could be viewed and edited at any time by any member of the team. But we should not forget the important contribution of old fashioned email to the conversation and exchange. The editing process adds value to contributions by refining and illustrating ideas and connecting up the pieces so that the Magazine becomes both more readable and more coherent. Finally, articles are creatively assembled using our publishing software and at last we can see the results of our collective efforts.

We publish Lifewide Magazine under a Creative Commons license and once produced we post it on our website and distribute the link to our community via email and through mail lists, Twitter, Facebook, LinkedIn, Acamedium.ed and other social media platforms. We encourage the contributors to distribute to their own networks through the social media they use and we hope that our readers will do the same. To make the most of the content we use Twitter (@lifewider) to distribute selected articles and try to promote discussion about key ideas in some on-line forums. By tagging our own illustrations we know that in future some of the people who find them will be drawn to the magazine and thanks to the analytics embedded in our website we can see who is visiting and downloading our magazine and where they are coming from. In this way we can monitor the effects of our use of social media.

I find the process of co-creating, co-producing and co-distributing the magazine a stimulating and rich learning process. Even within the small editorial team we have to learn to work together accepting and adapting to the working practices of colleagues in order to secure the best results.

I put a lot of thought into the content and spend a lot of time searching for materials and adapting them if necessary. The editing process is one of both valuing and trying to add value to someone's contribution by helping them make a better fit with the vision you hold. This process requires new relationships to be formed with people I have never encountered before (like Julian Stodd in this issue). It also involves conversations with Kiboko our community artist as ideas are considered, tried and often rejected and eventually the best ideas (or the ones I think will fit best) are developed. And sometimes it involves designing and participating in our own research studies. All these things require, time, energy and intellectual effort and all result in emotional bonding with what we produce. There is no doubt that producing the magazine is an act of co-creation in the social age of learning (Stodd 2014) which can be neatly captured in an adaptation of Rogers' (1961) concept of personal creativity i.e. our self-determined and self-expressed process for achieving tangible goals, within which we create our novel relational products [*our Magazine and our own development*] grown out of our individual uniqueness and the materials, events, people and circumstances of our lives. It never ceases to amaze me how we start with an idea and end with a Magazine.

See Appendix for full list of references



LIFEWIDE EDUCATION APPEAL



Raising Funds to Further My Education

Joevas Asare

How one teacher changed my life

As a teenager I was not very focused on my academic work. Then during a parents' evening in my second year of college, my Economics teacher, who has now been recognised for his work with young people

through an MBE, pulled me aside in front of my parents and gave me a talk that changed my vision, motivation and confidence. He told me *"Joevas, you are not a gang member, you are not from a bad family, although there are bad kids around you, you are different, you have the opportunity to work hard and get very good grades, you need to focus."* My teacher believed in me, which triggered something inside me that motivated me to achieve.

That evening I went home and decided I was going to work hard to get good grades. I had no idea how I would do it, so I prayed then approached members of my class who were doing well, to get some advice on how they studied to get good grades. I took their advice and started by reading my books from the front page to the back page, several times. I also started hanging out with a friend who was very focused in Economics. I was constantly learning how I learnt best and through hard work and diligence I managed to get good A level grades and gain a place to study Economics at the University of Surrey.

My passion for economics continued at Surrey and I graduated from the University with a 1st class degree in Economics with Finance, 1st place in the UK Economic Challenge (awarded by the Higher Education Academy), and with work experience as a Junior Economist at HM Treasury and a final year Scholarship.

Discovering my purposes

After graduating from University I did not have a clear idea about what I wanted to do as a career so I did things that I thought would be interesting and useful. I founded a charity project against gun and knife crime in my local community and worked for The British Red Cross and a smaller charity called the Howard League for Penal Reform, as a door-to-door fundraising team leader. These experiences brought me

Our appeals are intended to help members of our community achieve something that they value - a bit like Crowd Sourcing, drawing on the resources and interests of the Lifewide Education Community and the readers of our Magazine. The Spring 2012 edition of Lifewide Magazine featured Joevas Asare who had recently graduated from the University of Surrey. In this feature we catch up with Joevas and learn how he is discovering the pathway he wants to take in life and how he is using social technologies to help raise the money he needs to further his education and make the impact on the world he now wants to make.

back to the everyday world of ordinary people and enabled me to reintegrate myself into the society that higher education tends to isolate you from. But I never lost my love of economics and I applied for and was eventually blessed with an opportunity to work as a Research Assistant at 'The Commonwealth Secretariat'.

It proved to be a different sort of education. In the space of a year I was involved in researching topics such as, financial inclusion, debt swaps, climate change, pension funds and private equity in developing countries, especially African and Caribbean regions. I developed strong relationships with professional economists and influential leaders and I realised that despite being the youngest and least experienced and academically qualified Research Assistant I was still able to make a positive contribution to the Economic Affairs Division of The Commonwealth Secretariat.

One of the experiences that had a big impact on me was to be part of a project team that was sent to Sierra Leone where I saw poverty on a large scale and worked with the Central Bank of Sierra Leone to address financial literacy gaps in the country. More recently I completed a short-term research contract at The African Development Bank and I am currently doing research for a consultant where we are writing a paper for the United Nations.

Me and my international colleagues in Sierra Leone



Clearer sense of purpose

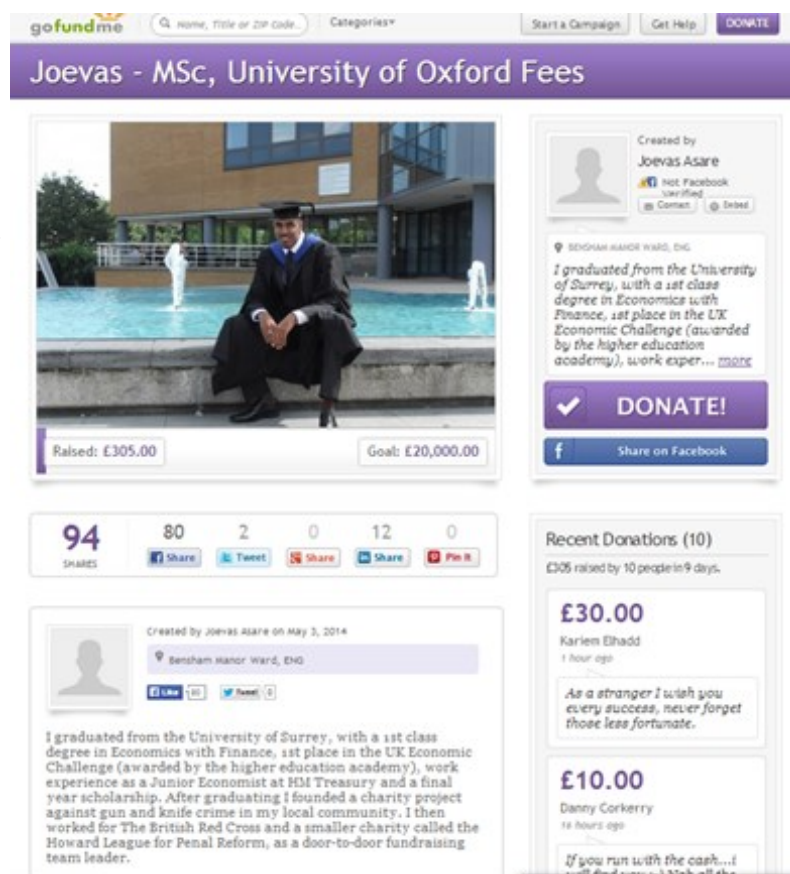
Like many graduates I did not have a clear sense of purpose when I left university. But in the space of just a two years, the opportunities I have had to learn and develop have surpassed my imagination and opened my eyes to a whole new world of economics: a world that I would very much like to part of in the future. Through these lifewide experiences I have developed a clearer vision of my purpose in life and the direction I want to try to go.

As I came to the end of my short term contract at The Commonwealth Secretariat I was advised by my colleagues to study a Master's degree - to enable me to build on my experience and develop myself so that I can make a more useful contribution to the field of international development through the medium of economics. I followed their advice and applied to study the MSc in Economics for Development at the University of Oxford. After a competitive application process (the University only admits 30 students out of hundreds of applicants), I received the good news that I have been offered a place to study the MSc in Economics for Development at The University of Oxford starting in September 2014. So I now have a new challenge - to raise my tuition fees to study at Oxford. I need to demonstrate that I have these fees by 1 August 2014 otherwise I will not be able to take up the opportunity.

How social technology is helping me to achieve my goal

Technology has helped me a lot with this challenge, especially Facebook and LinkedIn where I can share my progress with friends, family and colleagues. I recently set up a "go fund me" page, which allows people to donate online towards my university fees and costs. I have set myself a goal of £20,000. It seems an impossible goal to attain but I am trying everything to achieve it including writing this appeal to readers of

Lifewide Magazine. If anyone reading my story feels they would like to contribute something towards the costs of my further education I would be most grateful for any contribution no matter how small. In return I promise to keep readers posted of my progress not only through my course but in future work linked to economics in international development. I am very happy to provide a copy of the signed offer letter from the University of Oxford, on request.



Contact: Joevasasare@gmail.com

077118 20732

Go fund me webpage:

<http://www.gofundme.com/8vc8c0>

Editor's Note:

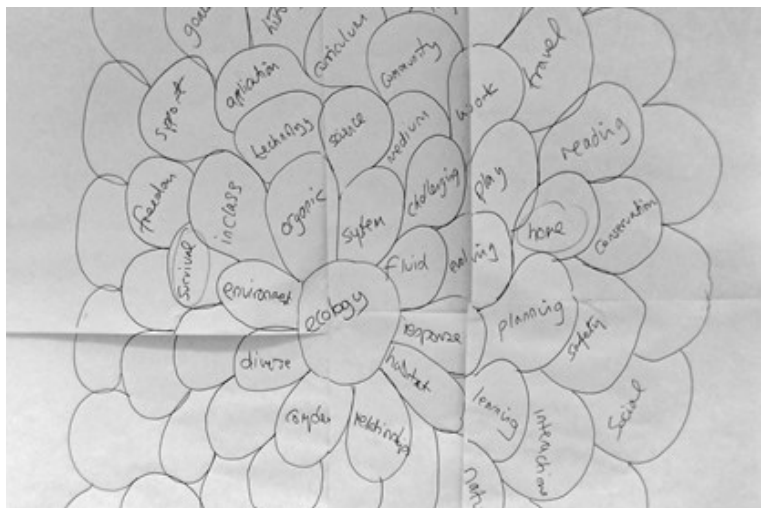
Lifewide Education has contributed £100 towards this appeal.

Living Bridge - Creativity in action at the University of Limerick



Norman Jackson

It was a most enjoyable experience for me and I hope a worthwhile development experience for participants. Feedback was positive and judging by the assignments many of the participants are intending to adapt part of their curriculum to more fully embrace the idea of lifewide learning and learning ecologies in the service of personal creativity. A fuller account of the process will be provided in the next issue of the Magazine.



LEARNING LIVES CONFERENCE

Encouraging, Supporting and Recognising Lifewide Learning in Universities & Colleges

A report by Jenny Willis

On 26 March 2014, Lifewide Education Community achieved a landmark: we held our first conference! Judging by the feedback, we can modestly say that it was a huge success. More than 60 delegates made their way from across the UK, Ireland and even from Singapore to join us for the event, hosted at London University's Birkbeck College. Norman Jackson chaired



the day, which comprised a mixture of keynote presentations, examples of current university practice and panel discussions on the ways institutions are supporting and recognising students' informal learning. Throughout the day, a live Twitter discussion was posted and our artist in residence, Andres Ayerbe, captured some of the big ideas in pictures.

Technology played an important part in the conference, as one of our speakers, Professor Marcia Baxter Magolda was unable to travel from the USA due to family circumstances: instead, she pre-recorded her presentation for transmission to delegates. Other speakers included Harriet Barnes from the QAA, Dr Christine Redecker, of the European Joint Research Centre, and Emeritus Professor Ronald Barnett, who has been a staunch supporter of LEC since its foundation. Videos of some of the presentations can be found on the conference website.

Watch presentations on video <http://www.learninglives.co.uk/>

Another first for the day was presentation of our Lifewide Education Fellowship Award. It was presented, via Skype link

to Scotland, to our mentor and friend, Professor John Cowan. We thank John for all he has done to inform our individual and collective thinking, and wish him well in his 'retirement'



Professor John Cowan, Lifewide Education Fellowship Award 2014

The conference was complemented not only by a dedicated issue of Lifewide Magazine, but also by our Learning Lives e-book, which draws together for the first time reflective articles on institutional award schemes and related issues. All of these resources are available on line at <http://www.learninglives.co.uk/>.

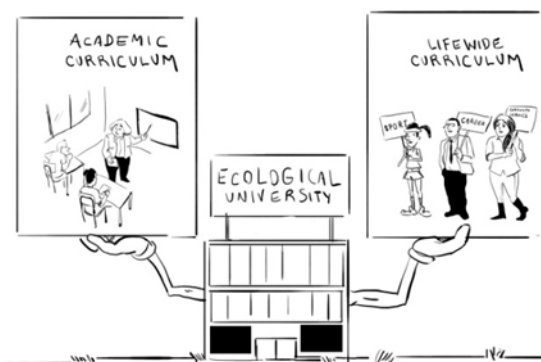
So what did delegates tell us about the conference? We received 33 completed feedback forms, which gave the keynote speakers a mean score ranging from 4.6 to 3.8 out of maximum 5, so we think we hit the mark on this. Aspects of administration, effectiveness and value for money scored from

4 to 4.5. We are not complacent, though, and take on board the suggestions made for future improvement.

To the person who said

"An excellent opportunity to hear case studies. I look forward to the next event!"

you will be please to know that we have already started discussing our next conference!



Thank you very much for organising a most inspiring and enjoyable event. From a funding perspective, one day was excellent

Thank you to all who contributed to making our first conference a great success.

LEARNING LIVES CONFERENCE 26 March 2014
QUESTIONS FROM DELEGATES
AN EMERGENT RESEARCH AGENDA
Jenny Willis

We had a tremendous response from delegates at the conference to our invitation to write questions on post-its. When they were analysed, they fell into some natural groupings, but we needed to drill into them in order to extract workable themes for further research. We presented these as a set of 10 questions:

BIG QUESTIONS

Q1 Is lifewide learning an agenda for the university sector?

Q2 Is it the role of universities to encourage self-authorship (or lifewide learning) or is this a step too far, bordering on intrusion into students' personal lives?

Q3 How can university programmes for the 21st century address academic, vocational and personal development in an appropriately balanced measure?

Q4 What are the ethical issues relating to lifewide learning and to award schemes that seek to recognise lifewide learning and personal development?

Q5 What strategies can be adopted to overcome the practical and financial implications of scaling up student award schemes?

Q6 Who should be responsible for designing and managing student award schemes or lifewide learning and personal development more generally?

Q7 How do we persuade students and colleagues that self-reflection is an essential complement to academic study?

Q8 Is self-directed learning a realistic proposal for undergraduate programmes of study?

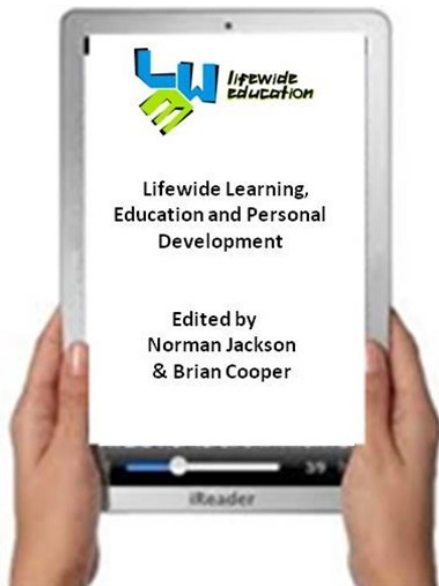
Q9 What is the relationship, if any, between lifewide learning and open learning? How do we encourage university colleagues and students to engage with open learning?

Q10 How can lifewide learning be harnessed to enhance personal development 'from cradle to grave'?

We shall be working through these questions with a group of volunteers from the conference, and look forward to reporting on our progress.

The full analysis can be downloaded from <http://www.learninglives.co.uk/>.

LIFEWIDE EDUCATION'S E-BOOK PROJECTS



Lifewide Learning, Education and Personal Development

was launched as an e-book in May 2012. Its aim is to advance knowledge and understanding about how and why people learn, develop and achieve through their everyday experiences. The book brings together research studies, biographies and scholarly essays that provide new perspectives on 'lifewide learning, personal and professional development' and extend our understanding of how people learn and develop simultaneously through different parts of their lives. The book aims to strike a balance between academic, scholarly and research-based contributions, and contributions authored by people who do not count themselves as academic but who can provide real-life stories that reveal their personal perspectives on lifewide learning and development.

LATEST CHAPTER MAY 2014 <http://www.lifewideebook.co.uk/>

CHAPTER C5 Comparing International Perceptions of Wellbeing

Jenny Willis

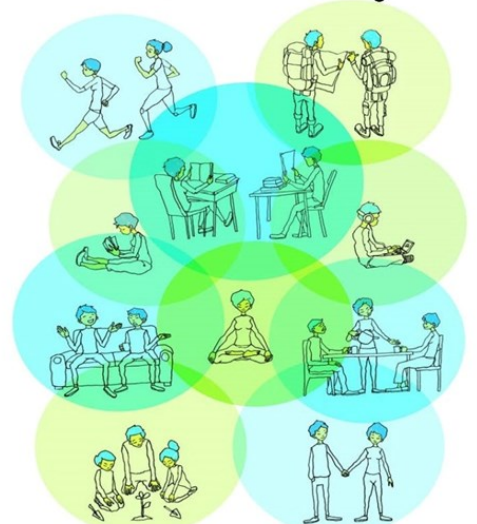
This chapter is one of three related to wellbeing: it complements chapter A3, Norman Jackson's discussion of theories of wellbeing, and Jenny Willis's chapter C3, which examines the data derived from Lifewide Education's 2013 survey of a group of UK respondents. The survey has since been repeated first with Beijing postgraduate students, then with mental health professionals in Argentina, producing three data sets (of 25:22:29 respondents). In this chapter the quantitative data from each survey is compared to establish convergence and divergence according to cultural background, and both within and between cultures according to gender and age group on what wellbeing means to individuals and how they seek to create their personal wellbeing. Data are also tested according to self-perceived creativity, to investigate whether 'creative' personalities have a generally more positive outlook. Findings are related to the theoretical paradigms of wellbeing set out in the two complementary chapters. Finally, the most and least positive respondents are examined against the National Economic Foundation's 5 Ways to Wellbeing.

PUBLISHED MARCH 2014

The book recognises and celebrates the many different ways in which universities and colleges are providing their learners with opportunities for a more complete, lifewide education by encouraging, supporting and recognising learning and personal development gained outside as well as inside the academic curriculum. The sixteen contributions provide descriptive accounts of institutional schemes and other strategies for supporting and recognising learners' lifewide learning, development and achievement, together with the findings of research and evaluation studies aimed at understanding how students are learning developing through their lifewide experiences. By sharing their knowledge, practices and insights contributors are helping to establish a new field of study, support a community of interest and practice, and encourage the further development of institutional practice

INVITATION We will continually update the e-book with examples of practices in higher education. If you would like to contribute a chapter please contact the commissioning editor Professor Norman Jackson normanjjackson@btinternet.com

Lifewide Learning & Education in Universities and Colleges



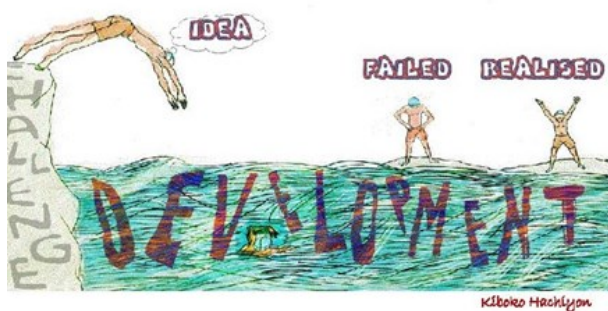
Edited by
Norman Jackson & Jenny Willis

<http://www.learninglives.co.uk/>

Creativity in Development: A Higher Education Perspective

Norman J Jackson

with contributions from
Jenny Willis & Sarah Campbell



Development never ends its creative work
Lev Vygotsky 'The Problem of Age'

NEW MAY 2014

The most important educational challenge facing all universities, is fundamentally a *developmental challenge* focused on the question of how we prepare learners for the challenges they will face in their future lives. The contribution this book makes towards understanding this challenge is to examine the role of creativity in developmental processes. This is a matter of concern to everyone involved in the ongoing development of themselves and the development of educational practices, policies, resources and infrastructures that impact on students' learning and development. The multiple perspectives offered in this book have been gained through surveys and interview-based studies. Its value lies in the creation of a more comprehensive picture of this phenomenon amongst people involved in the development of educational practices.

<http://www.creativityindevelopment.co.uk/e-books.html>

Chapters are being published monthly. Three chapters have been published to date

CHAPTER 1 The Developmental Challenge

Norman Jackson

CHAPTER 2 Educational Developer Perspectives on Creativity: Part 1

Norman Jackson

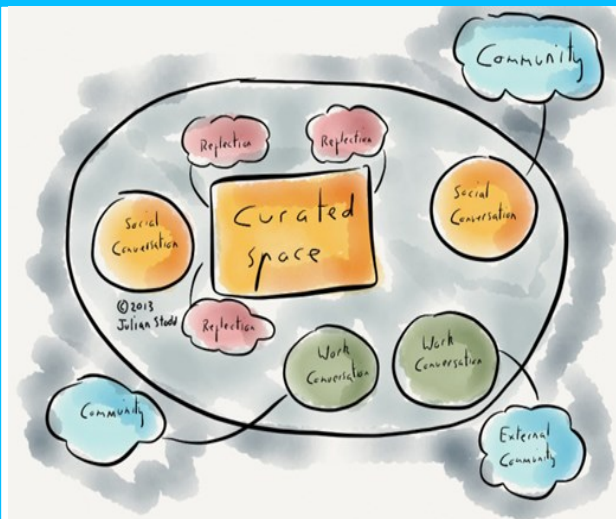
CHAPTER 3 Educational Developer Perspectives on Creativity: Part 2

Jenny Willis



Lifewide Sponsors Charity Gig

Inspired by a little boy called Ollie who has a rare brain tumour, Lifewide Education helped sponsor a concert to raise money for Children with Cancer and Kids 'n' Cancer. The concert was given by 'Freeworld' and over £2000 was raised. You can hear their music and make a donation via their website <http://www.freeworldband.uk/>.



Creativity in Development

A CURATED SPACE TO SUPPORT COLLABORATIVE OPEN LEARNING FOR ANYONE WHO WOULD LIKE TO SHARE INSIGHTS ABOUT THEIR CREATIVITY IN THEIR OWN DEVELOPMENTAL PROCESSES

HOW IT WORKS

You chose a development process you are involved in: it can be happening in any aspect of your life. You create a narrative describing the process and identify within it examples of your own creativity using your own meanings. You share your insights with other participants and then turn your narrative into a chapter for our book which curates the stories of embodied creativity.

To find out more or to join the process visit <http://www.creativityindevelopment.co.uk/>

International Conference On Learning And Community Enrichment (ICOLACE 2014)

“The role of educators towards the lifewide formation of students.”

Singapore 23 and 24 June 2014

ICOLACE 3 is the third International Conference On Learning And Community Enrichment. It is a follow up to ICOLACE 2012 also held in Singapore when 43 delegates from 15 countries met to share research, experiences and ideas regarding student lifewide learning and Education for Sustainable Development.

General Information info@pecascentres.com

Conference Website:

<http://www.pecascentres.com/doc/ICOLACE%202014%20notice.pdf>

Lifewide Education hopes the conference is a great success and we look forward to hearing about it in our next issue.

Proposed Establishment of International Association for Lifewide Learning (IAFLL)

During the 3rd International Conference On Learning And Community Enrichment (ICOLACE) the participants will be discussing the establishment of an International Association to promote Lifewide Learning in between ICOLACE biennial conferences. Membership of the Association is free and a website will be developed during the next two year period. Anyone interested in helping to set up this online networking site or being part of the Association itself is invited to email Chris Picone via admin@pecascentres.com

Learners all over the world are invited to take part in online photography, storytelling, game coding and computer programming classes as part of this year's Cities of Learning initiative

supported by the MacArthur Foundation and powered by the Digital Youth Network and Badge Alliance.

SUMMER PLUNGE: DIVE INTO CODING AND PHOTOGRAPHY

Pursuiter.com is hosting the classes — “Coding with Scratch” and “Phonar Nation.” These free classes are being offered by the Connected Learning Alliance, a network that brings together organizations, projects, initiatives and individuals working to leverage today's technology for more equitable access to learning and opportunity for all young people. Pursuiter is part of CLA.



Scratch is a popular way for young people to learn to code, and millions of people worldwide have been making and sharing creative projects online in more than 50 languages. This summer's Coding with Scratch class will teach students how to program their own interactive stories, games and animation.



Designed by award-winning photographer Jonathan Worth, **Phonar Nation** teaches kids how to tell stories through photographs. Worth and other professional photographers and photo-journalists will teach the course and offer real-time mentoring sessions.

Badges: digital credentials will be awarded to participants who choose to earn them.

ABOUT CLA

The Connected Learning Alliance is a project of the New Venture Fund, a non-profit public charity that incubates new and innovative public interest projects and grant-making programs. More information at CLAlliance.org.

QUESTIONS OR COMMENTS

Contact us at summer@pursuiter.com or tweet us [@pursuiter](https://twitter.com/pursuiter)



CLASS SCHEDULE

Phonar Nation and Coding with Scratch are being offered in **two five-week sessions**, beginning in June.

IMPORTANT DATES

Session 1 Coding with Scratch starts June 16

Session 1 Phonar Nation starts June 23

Session 2 Coding with Scratch starts July 21

Session 2 Phonar Nation starts July 28



Alison gains a National Teaching Fellowship

Lifewide Community member Alison James was awarded a National Teaching Fellowship by the Higher Education Academy. Alison has been a great supporter of our work and her recent book 'Engaging Imagination' was featured in the last issue of the magazine. Well done Alison!

#BYOD4L #BYOD4LCHAT #BYOD4LHELP



Bring Your Own Device for Learning (BYOD4L)

Join us for an open learning adventure
14-18 July 2014



BYOD4L Learning by Chrissi Nerantzi
& Sue Beekingham for MEL3:G is
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NonCommercial 3.0 Unported
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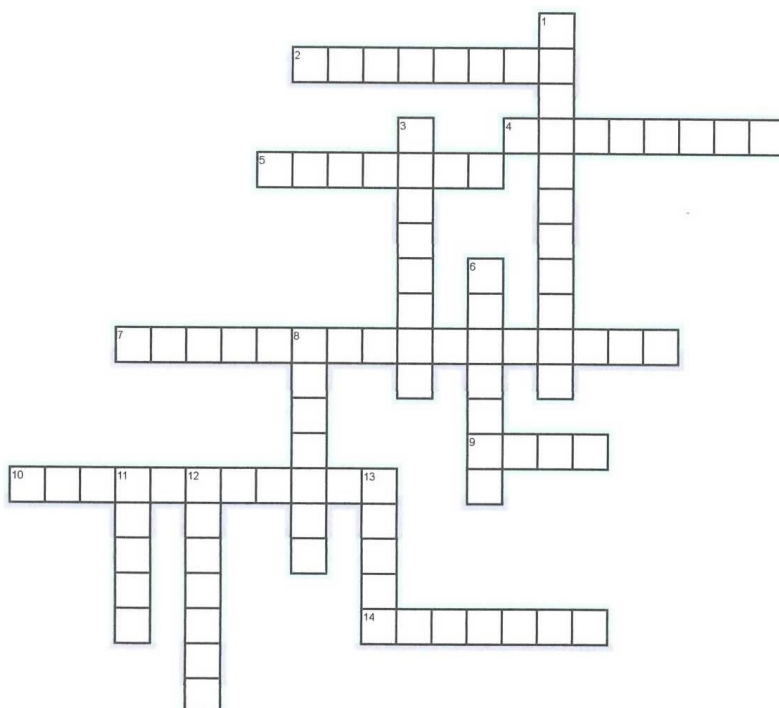
BYOD4L is a truly open course for students and teachers, nothing is locked away or private and you won't even need to register, who would like to develop their understanding, knowledge and skills linked to using smart devices. for learning and teaching in Higher Education For more info access <http://byod4learning.wordpress.com/>

How much do you know about social media after reading this magazine? Try this easy crossword, which I devised as part of my personal learning experience in putting the issue together.

We will post the answers on our website (<http://lifewideeducation.co.uk>).

Social media

Jennyw



EclipseCrossword.com

Across

2. professionals may join it
4. something you might do with a fiddle
5. a common search engine
7. an early form of social media
9. your opinion, perhaps
10. an alternative way to take notes
14. our learning environment

Down

1. an image conveying information
3. no longer just for train passengers
6. a means of sharing videos
8. a word to describe today's era
11. communicate like the birds
12. part of your electronic address
13. a tool for long-distance view chats



Lifewide Education @lifewider · 7h

My followers live in UK.(68%),USA(14%),Canada(5%) & more

tweepsmap.com/!lifewider Create your map free pic.twitter.com/p12KaP7CFf



Do you share the resources you produce for classroom teaching? If, like me, you often need to design custom-made material for a specific individual or group, did you know there are many sites where you can share your work and use the resources produced by other people? The site I use is TES Teaching Resources: <http://www.tes.co.uk/teaching-resources/>

It's free to use, and I find it very satisfying to know that other teachers and learners are benefiting from the effort I have made to design material.

Lifewide Magazine is sponsored by Chalk Mountain, a company that helps people, organisations and communities visualise and share their ideas and knowledge. <http://chalkmountain.co.uk/>



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#lifewideeducation

LIFEWIDE MAGAZINE

Issue 11, September 2014

Issue 11 will develop the theme of 'Exploring the Social Age of Learning' Guest Edited by Julian Stodd who has written a blog and book on the same theme.

Please send your ideas to the Editor: jjenny@blueyonder.co.uk

Deadline for receipt of submissions: 1 August 2014

APPENDIX 1 REFERENCE LIST FOR ARTICLES IN LEFWIDE MAGAZINE ISSUE 10

Our complex Relationship with Technology, Julian Stodd

Blog: <http://julianstodd.wordpress.com/>

Our complex relationship with technology Posted on [March 6, 2014](#)

Social Technology: it's the little things that count Posted on [April 11, 2014](#)

Exploring the Social Age of learning Posted on [August 13, 2013](#)

Baffled by Social Media - The times they are a changin', Peter Gossman

Baxter Magolda, M. (2014). The journey to self-authorship and a more meaningful life. *Lifewide Magazine*, 9, 8-11.

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Mezirow, J. (1997). Transformative Learning: Theory to Practice. *New Directions for Adult and Continuing Education*, 74, 5–12.

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No need to be baffled by social media, Sue beckingham and Chrissi Nerantis

Interactive version <http://www.lifewidemagazine.co.uk/>

Nerantzi, C. and Beckingham, S. (2014) BYOD4L - Our Magical Open Box to Enhance Individuals' Learning Ecologies, in

N.J.Jackson and J.Willis (2014) *Lifewide Learning and Education in Universities and Colleges* available at: <http://www.learninglives.co.uk/>

The Open Bug: A Story of Collaboration and Resurrection, Chrissi Nerantzi

<http://chrissinerantzi.wordpress.com/2014/03/16/the-open-bug/>

End Note:

¹ Image source: http://farm4.staticflickr.com/3210/2490975442_1766a0c260_o.jpg

² Image source: [http://upload.wikimedia.org/wikipedia/commons/thumb/4/48/IMAGINATION by archanN.jpg/640px-IMAGINATION by archanN.jpg](http://upload.wikimedia.org/wikipedia/commons/thumb/4/48/IMAGINATION_by_archanN.jpg/640px-IMAGINATION_by_archanN.jpg)

Tweet-chats: the new 'condensed' synchronous discussion forum? Peter Reed and Chrissi Nerantzi

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Social Enterprise + Social Media for Learning = MetMunch, Haleh Moravej

Students clips: this clip - <http://www.youtube.com/watch?v=PxArdJzME6I>

watch this clip: http://www.celt.mmu.ac.uk/good_practice/14_metmunch/index.php

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Instagram: @ellichortara

Blog: ellichort.wordpress.com

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Contact: Joevasasare@gmail.com 077118 20732

Go fund me webpage: <http://www.gofundme.com/8vc8c0>

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<http://www.andymiah.net/2012/12/30/the-a-to-z-of-social-media-for-academics/>

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APPENDIX 2

The A to Z of Social Media for Academia <http://www.andymiah.net/2012/12/30/the-a-to-z-of-social-media-for-academics/>

A is for...

About.me - if you don't have a website, then this is for you. It aggregates your social media content, giving you a stylish, one page website [EXAMPLE](#)

Academia - share your papers, track their impact, follow colleagues [EXAMPLE](#)

Altmetric - subscription based tracker for your publications' impact across different social media metrics

Amazon Author Central - create a profile page, add your authored books, link to social media, upload videos [EXAMPLE](#)

AudioBoo - broadcast audio pod casts

AutoCollage - a free Microsoft tool for use in teaching, uses face and object recognition to swiftly create a collage of several images.

B is for...

Bitly - Save, search, and organize all your links from around the web. Group them into bundles. Share them with friends.

Buffer - a way to manage your social media postings, it auto schedules posts, you just keep it topped up.

Bundlr - a bit like Pinterest, aggregates content from elsewhere. Worth trying to see how it compares

C is for...

Chapter Swap - this new start up is a place where you can get peer review on your work before submission. It's still early days, but you can sign up and await more info.

Cinemagram - for the uber creative academic, pre-cursor to Twitter's Vine and more creative. Make an animated gif from photos (Gifs are back, btw) [EXAMPLE](#)

CiteULike - a social bibliographic database for all your readings [EXAMPLE](#)

Coggle It - Collaborative mind mapping tool

CoverItLive - engage remote audiences during events

CreateSpace - An Amazon company helping you to self-publish books

Crowdbooster - social media analytics tool to figure out what the hell is going on!

D is for...

Delicious - the recently revived social bookmarking site [EXAMPLE](#)

Devonthink - a useful way to store and manage your work and related media, which finds connections between content where you perhaps wouldn't find them.

Digg - a user rated news delivery service, sharing what's buzzing online.

Diigo - a research and collaborative research tool and a knowledge-sharing community and social content site

Dipity - a bit like storify but in a timeline format, eg from [Nature News](#)

Dlvr.it - a service which allows users to link their various social networking tools in order to reach a larger and disparate audience.

Doodle - Useful way of scheduling meetings or making group decisions.

Dropbox - for making sure the essentials are backed up

E is for...

EndnoteWeb - the online bibliographic package for storing your reading lists

Eventbrite - a ticket management system for events

Eventifier - create archives of events

EverNote - If you like taking notes at conferences and want to share them or just have them accessible across devices, this works.

ExplainEverything - powerful iPad app to do screencast lectures, import multimedia and more [EXAMPLE](#).

F is for...

Facebook - for social networking with colleagues



FigShare – allows researchers to publish all of their research outputs (presentations, figures, papers, data, etc) in seconds in an easily citable, sharable and discoverable manner [EXAMPLE](#)

Flickr – for curating image sets, finding resources, and amazing royalty free images [EXAMPLE](#)

FrontiersIn – Frontiers Research Network is a science publishing platform with a social networking dimension [EXAMPLE](#)

G is for...

Google+ - the community spaces from Google [EXAMPLE](#)

Google Drive – for collaborative writing

Google Scholar – recently providing new additional services, like Google Authors and citation tracking for you or people you rate. A real must have ident [EXAMPLE](#).

H is for...

Hashtag – try following these to stay abreast of your areas of interest and to meet new people

Hootsuite – a very nice app to bring together all of your social media accounts

HubZero – open source software platform for creating dynamic web sites that support scientific research and educational activities

I is for...

iAmScientist – global community of science, technology and medical researchers who come together to accelerate research, support career development and drive the distribution of discoveries

ifttt – ‘if this then that’ is a service which allows users to connect various channels (e.g., Facebook, Twitter, RSS Feeds, SMS, etc) and to create recipes. A recipe includes a ‘trigger’ (if this) and an ‘action’ (then that).

Infogr.am - who needs a bar chart, when you can present stats in a creative, social format?

Instapaper – Keep track of articles, websites, and anything you don’t have time to read immediately but want to save for later.

Issuu – to upload your pre-prints in a beautiful format for online viewing [EXAMPLE](#)

iTunes – a place to upload your media content

J is for...

Jiscmail – old school social media using email lists! [EXAMPLE](#)

JournalMap - a scientific literature search engine that empowers you to find relevant research based on location and biophysical attributes combined with traditional keyword searches.

K is for...

Kickstarter – who needs the research councils? Get your project started with this fund raising tool.

Klout – for a more intricate understanding of your Twitter activity and influence

Kred – a visual history of your Social Media Influence

Kudos – Launching in 2014, Kudos is a free service, currently under development, designed to help you increase the impact of your published research articles.

L is for...

Lanyrd – Allows you to add events, discover new and exciting conferences and track your friends to see what events they are attending

LinkedIn – if you don’t have a website, then your LinkedIn profile can substitute + great discussion groups here [EXAMPLE](#)

Lino – a post-it or virtual pinboard with bells on

Livestream – create and watch live broadcasts

M is for...

ManyEyes – IBM’s data visualization software

Mendeley – reference manager and academic social network that can help you organize your research, collaborate with others online, and discover the latest research [EXAMPLE](#)

Moodle – open source course management system

Morfo – create an avatar from your photo and make it say/do anything (like read a cyborg article from the future you’ve written? No? Just me then!) [EXAMPLE](#)

MyOpenArchive – international Non-Profit Organization that advocates Open Access for never-before-published research papers on the web and provides Self-Archiving

MySpace – Relaunch of the social and music discovery site.

N is for...

O is for...

P is for...

Padlet – a blank wall onto which you can write, embed and link images/video, useful for brain-storming, mind-mapping, and live collaborative collage [EXAMPLE](#)

Paper.li – create digital daily newspapers around specific keywords [EXAMPLE](#)

Pheed – Social media platform offering distinct features like voice-notes, audio clips and live-broadcasting.

Pinpuff – measure of your popularity on Pinterest and value of your each pin.

Peer Index – Social impact metric score (Similar to Klout)

Pinreach – social / impact scores for Pinterest

Pinterest – social website pinboard to keep track of things and share them [EXAMPLE](#)

PlumAnalytics – measuring research impact.

Pocket (formerly Read it Later) – Discover an interesting article, video or web page save it your pocket feed and view it later.

PollDaddy – create free polls on your websites

Popplet – a collaborative mapping tool

Prezi – spice up your presentations with the zooming software, now with 3D [EXAMPLE](#)

Project – a nice aggregating slideshow platform, drop in video, live tweets, pdf, text, and more. [EXAMPLE](#).

Prismatic – create newsfeeds based on your interests

Q is for...

Quora – ask a question, follow a question, find an answer. Subject and topic guides. One tool to initiate research development.

R is for...

RateMyPI – as it sounds, you can rate PIs to help figure out who's great (or not) to work with. Just getting started in 2013 [EXAMPLE](#)

Reddit – a great place to share articles / blog post and a huge traffic driver!

ResearchGate – a social networking site for academics

S is for...

Scoop.it – create a themed magazine, intro video [here](#)

Screenr – ever needed to screencast a presentation? this works without any download and goes live immediately. Give lectures from a distance and publish.

Scribd – share your documents in a large social community [EXAMPLE](#)

SiteSucker – Lets you download whole websites for later analysis/processing/etc.

Skype – for videoconferencing on the fly

SlashDot – self-described news for nerds platform, science and tech related.

SlideRocket – design your presentations online [EXAMPLE](#)

Slideshare – as it says, upload your documents/slides [EXAMPLE](#)

SocialBro – analytic tool and social media management platform

Soundcloud – for any one wanting to share or find audio material, this is a neat solution.

SpeakIt – a text to speech iPhone/iPad app with very good quality translation

Spotify – well known for listening to music, but you can also upload. useful for music scholars, research, curate, share, publish

Storify – create a single story of an event, bringing together select social media activity

Storyful – helps newsrooms discover and verify the best content on the social web, good for media studies

StumbleUpon – let the web come to you with this discovery engine

Survey Monkey – as it sounds, create surveys and share them.

T is for...

Topsy – social media insights tool

Tout – Capture 15 second video updates and publish them in real-time to your social networks [EXAMPLE](#).

Tumblr – a blogging platform (picture oriented)

Tweetbot – Twitter client for MacOS and iOS devices, lets you have multiple twitter feeds (e.g. different hashtags) open at the same time, useful for conferences

TweetDeck – the Twitter owned space to monitor and tweet

TwentyFeet – track your social media stats.

Twitter – the micro-blogging platform to end all others [EXAMPLE](#)

Twitterfall – visualize tweets during a conference to create another layer of activity

TWUBS – register a hashtag and help people find your event / project / etc

U is for...

Udemy – I guess ‘Academy’ for ‘U’. Join upload a course, slides, video lectures, and even charge for it. It may be a new marketplace for university short courses and the like.

Ustream – if you don’t have technical assistance to film your event, Ustream does it for you with a few clicks, but has awful full screen commercials that will just interrupt your broadcast.

V is for...

Vimeo – if the short upload limit on YouTube doesn’t suit your needs, then upload to here. [EXAMPLE](#)

Vine – The new 6 second video app from Twitter [EXAMPLE](#)

Vizify – For those who want to create a personal website, the content is which is drawn from all social media feeds. Looks great. [EXAMPLE](#).

Vizibee – Mobile platform for journalists and publishers to capture, break and share short-form quality video with the audience [EXAMPLE](#)

Vyclone - an iPhone app that lets you mix video taken from multiple, simultaneous recordings. Just all point and click and the app does the rest.

W is for...

Wallwisher – ace tool for mind mapping, brainstorming, lists, + more. Creates a blank page for you to populate with content

We Follow - this platform has its problems – eg. the long-since deceased Pierre Bourdieu is still present – but it can be a good way to find out people in your field who are on social media. Search by subject. It ranks based on your Twitter, Facebook, Instagram and LinkedIn data [EXAMPLE](#).

Wikipedia – follow and edit terms in your area to promote your association to a body of literature

Wordle – create word clouds from data to understand influence and importance within text [EXAMPLE](#)

WordPress – still the best platform to start publishing in a website [EXAMPLE](#)

X is for...

TEDx – ‘Ideas worth spreading’ start off local, visit these events for great insights into the next thought leaders. Many are run by academics.

Y is for...

Yammer – a private social network for use within an organization. Many universities now using this to collaborate securely across departments, geographies, content and business applications.

YouTube – still the most popular video upload destination [EXAMPLE](#)

Z is for...

Zotero – another bibliographic tool that also helps you share resources