eLearning Strategies in Multicultural and Multilingual Contexts

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http://mihproject.eu
Agenda

eLearning Strategies in Multicultural and Multilingual Contexts

- Introduction
- GRIAL context
- Some strategic technological trends and recommendations
- Conclusions

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1. Introduction
Digital era

• In the beginning of the 21st Century we are in a digital society first stage

• We are in a transformation time

• Risks must be managed
  ✦ Day by day operation
  ✦ Change resistance
New rules in education

- Student-centred orientation
- Services as the core business
- Fully flexibility
- Distance and time difference are not relevant issues
- Information is presented where activity requires it
Society development strategic factors

Development Strategic factor
- Land
- Machine
- Horizontal technologies
- Learning capability

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Learning in a global world

- ICT (Internet) has changed the reality and the context we live in
- We have multilingual contexts
- We interact in multicultural scenarios
- Social collaboration is a reality over Internet
- Connectivity / mobility every time / everywhere is a real need
- New student generations are natives in the digital era new rules
We’re going towards Exabyte Era

1 EB = 10^6 TB = 10^9 GB

At the beginning of 21st century estimated that the worlds produced one to two EB, the mankind created 150 EB of data in 2005 and 1,200 EB in 2010

Mankind will generate 35,000 EB (35 ZB) in 2020
Digital knowledge

The World of Data

- Number of emails sent every second: 2.9 million
- Data consumed by households each day: 375 megabytes
- Videos uploaded to YouTube every minute: 20 hours
- Data per day processed by Google: 24 petabytes
- Tweets per day: 50 million
- Total minutes spent on Facebook each month: 700 billion
- Data sent and received by mobile internet users: 1.3 exabytes
- Products ordered on Amazon per second: 72.9 items

Sources: Cisco, comScore, Mapledown, Radiant Group, Twitter, YouTube

In the 21st century, we live a large part of our lives online. Almost everything we do is reduced to bits and sent through cables around the world at light speed. But just how much data are we generating? This is a look at just some of the massive amounts of information that human beings create every single day.

A collaboration between Good and Oliver Murray

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Educational & Research Institutions Challenges

- Knowledge management
- IT management

A strategy is needed
2. GRIAL context
2. GRIAL context
Official teaching
Official teaching
Vocational training
Vocational training
Training on demand
Content development
Content development

[Logos of various organizations associated with content development]
Research & Development
Financial institutions
Research & Development
Finance institutions
Research & Development
Outstanding projects
Research & Development

Outstanding projects

layers.com

myelvin

Multicultural Interdisciplinary Handbook

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Research & Development
New projects

- TRAILER (Tagging, Recognition and Acknowledgment of Informal Learning Experiences)
  - Lifelong Learning Programme. Sub-Programme ICT (KA 3) Multilateral Projects
  - Competences recognition; Informal learning

- TALARIA (Teaching and E-Learning Advances in European Mobility Space)
  - Lifelong Learning Program / Leonardo da Vinci – Mobility VETPRO
  - Exchanging professional experience among the universities and academic centres, which are highly involved in mobility programs and development of e-learning
Research & Development Partners
eLearning services
Consultancy
eLearning services
Consultancy
eLearning services
Information System development
eLearning services
Information System development
eLearning services
Integrated management
eLearning services
Integrated management
3. Some strategic technological trends and recommendations
New media

- Technology opens new possibilities in Learning Process
  - From traditional eLearning towards uLearning
    - mLearning
    - Context-awareness learning
  - Richer contents
  - Social collaboration and networking
  - 3D virtual environments
    - Virtual worlds (Second life, etc.)
    - gLearning - serious games
  - Advanced interaction paradigms
    - Augmented reality
    - Virtual reality
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Open Knowledge

• Berlin Declaration on Open Access to Knowledge in the Sciences and Humanities

...Our mission of disseminating knowledge is only half complete if the information is not made widely and readily available to society. New possibilities of knowledge dissemination not only through the classical form but also and increasingly through the open access paradigm via the Internet have to be supported. We define open access as a comprehensive source of human knowledge and cultural heritage that has been approved by the scientific community...
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Open Knowledge

- OpenCourseWare
- Institutional repositories
- Open resources, open software, open data
- 2.0 philosophy

OPEN. http://www.flickr.com/photos/mag3737/1914076277/
Technological Ecosystem for Learning

- The traditional Learning Management System must evolve
  - Keep the management capability
  - More flexibility
  - Integration among systems and tools
  - Personalised environments
  - Increase the creativity

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eLearning 2.0

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GRIAL eLearning Ecosystem
GRIAL eLearning Ecosystem

Sakai

LMS

moodle
dokeos
GRIAL eLearning Ecosystem

Blogs

Sakai

LMS

moodle

dokeos
GRIAL eLearning Ecosystem

- Blogs
- Sakai
- LMS
- Repositorio de contenidos

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GRIAL eLearning Ecosystem

Servicios 2.0

Blogs

Sakai

LMS

 Repositorio de contenidos
GRIAL eLearning Ecosystem

- Servicios 2.0
- Blogs
- Sakai
- LMS
- Repositorio de contenidos
- Redes sociales
GRIAL eLearning Ecosystem

Servicios 2.0

Blogs

Sakai

LMS

Repositorio de contenidos

Redes sociales
GRIAL eLearning Ecosystem
GRIAL eLearning Ecosystem
4. Conclusions

End of story

by Jules1983

http://www.deviantart.com
Conclusions

• Technologies open new opportunities in the Digital Society with a broad scope of information and communication channels

• Education cannot be unaware of the current technological reality

• This does not mean falling into a technocentrism, applying technology to the Teaching/Learning process with no criteria
Conclusions

• Communication must be effective

• It is compulsory knowing the most used channels by the target groups in order to increase the messages efficiency
Conclusions

- Technology must be used in an optimal way
- In the eLearning Ecosystem the most important thing is not the technology itself, instead
  - Students and teachers must use the most suitable technological and methodological tools and they must do it optimally
Conclusions

- Interaction is a key element in Learning processes
- Technological based education never must forget the human factor due to
Conclusions

• Interaction is a key element in Learning processes

• Technological based education never must forget the human factor due to eLearning
Conclusions

• Interaction is a key element in Learning processes

• Technological based education never must forget the human factor due to Learning
Conclusions

• Teachers are still essential in Learning

• Digital natives live inside the technology and understand it as a daily and usual element

• This does not mean they have not to acquire technological competences at all in order to use technology in an effective and safe way

"No, you weren't downloaded. Your were born."
Thanks a lot
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