# How OLPC project can help children to create PLE/personal learning environment?

# Abstract

*Some governments worldwide are distributing laptops for children in public schools with the support of the educational project called One Laptop Per Child (OLPC).* *The OLPC motivation is “…that Internet access and tools for expression (text, music, video, graphics) are the contemporary ’toys’ for learning”.  As projects like OLPC are introduced to the schools, learning environments become more complex and moved well beyond what our educators are taught to and regularly use to support student learning, concerns about the processes that underlie learning inside and outside the classroom have increased remarkably. And here, in this new reality, the study of personal learning environment (PLE) and the ways to develop it become important. This paper* ***examines/seeks to explore*** *some ideas on how OLPC projects can help children to create their PLE to support autonomous learning experiences regardless the present challenges facing the education system.*

**examine/explore** (Break an argument, idea, subject down into parts and examine them, showing how they relate to each other)

# Introduction

*What I understand about it?*

*We have always had a personal environment that we learn, although we may not have been aware of it and we have not needed to be, especially because the teacher-expert model was more than enough to provide us with the information relevant to living, even if we were still learning outside of it. Besides, there were limited sources of information and they were fully centralized in the educational institutions.*

*However, with the popularization of the small wireless devices such as laptops, tablets and smart phones and, the advent of Internet technology called Web 2.0, things have changed. We are in an educational era that Weller (2011) calls "the abundance". Now we can access quickly and easily to a huge amount of information, resources and talk about almost anything, from different sources, with heterogeneous perspectives and multiple origins in an incredible variety of formats. The information environment is no longer exclusive, it become inclusive. We can make all this information comes to us through a lot of ways and presented it when best suits us, on different devices, languages, manners and places of our choice. Almost everything that might interest us is a click away. This means that the experiences, exchanges and activities that the use of technology has allowed us has extraordinarily increased, diversified and can also be customized according to our learning styles, to the point that learning environments centralized and common to all seem insufficient and impoverishing.*

*How is it Important?*

*The challenge is no longer to access information and supporting tools and becomes to filter and learn how to use them in the way that matters for effective learning. In this new context, not all the conditions necessary to leverage learning using the laptops are in place, for example, many of our existing educators do not have the same understanding of and ease with using technology to guide the students. The same can be said of many of the education leaders and policymakers in schools, districts and of the higher education institutions that prepare new educators for the field.*

*This gap in technology understanding influences program and curriculum development. Too often, this gap prevents technology from being used in ways that would improve instructional practices and learning outcomes.*

*Although children don’t need coaxing to take up digital technologies and their skills quickly improve relative to their elders as suggested XXXXX, without guidance most of the students will remain amateur users of information and communication technology (ICT). This raises concerns about how these children will develop their knowledge because they are not fully digitally literate, yet are deeply immersed in the digital technology. As pointed out in the report…. “they might not benefit either from traditional education – because there are a lot of distractions and time wasted to embed the laptops in the classroom activities - or from technology – because these children will not receive adequate guidance on how learning to learn in the digital age”. (ideal citar algum reporte para sustentar essa observação).*

*Consequently, it is imperative that technology plays a role beyond the mere information-diffusion and helps children learn to learn. This implies that technology must help children to tailor their PLEs whether in formal, informal, permanent or self-regulated learning/education.* **(add citations)**

*Which aspects I will deal with and why?*

*The paper is organized as follow: chapter 2 describes the background of the OLPC project and explores the most accepted definitions of PLE. In chapter 3 the Sugar Learning Platform is described as a PLE for children. Chapter 4 introduces the hypothesis that a PLE can be considered as a cognitive artifact. Chapter 5 explores a new concept of PLE as a "borderware" beyond hardware and software and presents the last XO-3 hardware concept as a concrete example of borderware PLE. Finally, chapter 6 draws some conclusions and depicts some research ideas for the near future. 2. Backgrounds*

*The paper reported here is a qualitative case study. As a research topic, PLEs are challenging environments due to their uniqueness, reflecting individual student’s learning needs and ways of learning. The principal aim was to make visible the outcomes of students’ free planning and building of PLEs. The research question was: what kind of personal learning environments would students produce, for what purposes and functions? The analysis also brought up challenges related to use of PLEs. Results gained were also compared to the assumptions relating to the use of PLEs described in the theory background.*

# (Body)

*About PLE*

*--Listar todos os quotes estudados no IDEL—*

*The concept of PLEs is still developing and thus there are a number of definitions, which vary slightly from person to person. The following definition is intended to introduce the general nature of PLEs:*

*PLE is an aggregation of digital artefacts and Web 2.0 tools, reflecting individual student’s learning needs and ways of learning, which helps to manage and centralize contents of their own learning experiences.*

*This definition captures the following relevant aspects, which seem to be common across all current viewpoints:*

*Aggregation*

*Web 2.0 tools*

*Reflecting*

*‘online learning desk’*

*--Listar Core concepts do PLE estudados no IDEL—*

*technically, they are a hub for contents and contacts related to the learning experience of a single person. They can be composed by both desktop and web applications, with every piece of software supporting the user in a particular task (Attwell, 2007);*

*--Link entre o conceito de PLE e o OLPC –*