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

# Abstract

Some governments worldwide are distributing laptops and tablets for children in public schools but the teachers are not prepared to employ these artefacts for effective learning at the classroom level. Although young people don’t need coaxing to *take up* digital technologies and their skills quickly improve *relative to their elders*, without guidance they remain *amateur users* of information and communications 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. It seams that they will not benefit either from traditional education – because there are a lot of distractions and periods of wasted time created by the adoption of these digital artefacts - or from technology – because these children lack understanding and guidance of what they should really be learning using these digital artefacts.

As I reflect on the problem and reflect on core concepts of the personal learning environments (PLE) studied in the IDEL, I decided to **examine** (Break an argument, idea, subject down into parts and examine them, showing how they relate to each other) how OLPC projects can help children to create their PLE to support *autonomous learning experiences* regardless the present challenges facing the education system.

# Introduction

*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 since the limited sources of information and the specialization of the same they made a fully centralized model, centered on a teacher-expert who provided us with the information relevant to living, was more than enough, even if we were still learning outside of it.*

*However, with the advent of Internet technology called Web 2.0 and, the popularization of the small wireless devices such as laptops, tablets and smart phones amongst students (~~mobile access to information)~~, things have changed. We are in an era educational Weller (2011) calls "the abundance". Now you can access quickly and easily to all information at other times constituted the bulk of the school education (contents) in our own and we can discuss it, recreate it and discuss it with others. The information we have access and the means to do it so have increased by several orders of magnitude. Almost everything that might interest us is a click away.*

*We can access 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. We can make all this information comes to us ~~filtered~~ through a lot of ways and presented when it best suits us, on different devices, languages, manners and places of our choice. This means that the experiences, exchanges, activities, that the use of technology has brought us has extraordinarily increased, diversified and customized our learn environment, to the point that learning environments centralized and common to all seem insufficient and impoverishing.*

*The challenge is no longer the information-access to become the information-filtering that matters to effective learning and the technology required to play a role beyond the mere-diffusion to provide criteria-selection.*

*and it is not very clear yet what is the right pedagogical format that embeds ICTs for effective learning.*

*The widespread use of technology information and communication has received great publicity for the possibilities it opens through integration in learning whether formal or especially, defend, informal, permanent and self-regulated, deserving the technological component increasing attention on the part of the social sciences and humanities , the extent of the blurring of the traditional dichotomy between these and the said-accurate.*

*Tailor your online desk*

*--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

*--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 –

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.