# 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?*

*As a research topic, this paper analyses some of the ideas behind the Personal Learning Environment, reflecting individual children’s learning needs and ways of learning by using the laptops and the Sugar platform of the OLPC projects. The principal aim was to explore how OLPC can help children to create their own PLEs to leverage autonomous learning experiences regardless the present challenges facing the education system.*

*The paper is organized as follow: chapter 1 explores the most accepted definitions of PLE which can be found in literature, chapter 2 describes the foundations of the OLPC project, chapter 3 introduces the Sugar Learning Platform as a PLE for children, chapter 4 explores how children can create their own PLEs with their laptops and the Sugar platform and, finally, chapter 5 draws some conclusions and depicts some research ideas for the near future.*

# What is a Personal Learning Environment (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 author to author. One of the first conceptualizations of PLE is found in the “VLE[[1]](#footnote-1) of the future”* (Wilson 2005)*, although the term itself already appears in “Lifelong Learning: The Need for Portable Personal Learning Environments
and Supporting Interoperability Standards”* (Olivier and Liber 2001)*.*

*The following description proposed by Stephen Downes is intended to introduce the general nature of PLEs:*

*…not an institutional or corporate application, but a personal learning center, where content is reused and remixed according to the student's own needs and interests. It becomes, indeed, not a single application, but a collection of interoperating applications---an environment rather than a system. It also begins to look like a personal portfolio tool. The idea here is that students will have their own personal place to create and showcase their own work.* (Downes 2005)

*This description captures the following salient aspects, which seem to be common across all current viewpoints found in the literature:*

***Personal and Global:*** *The individual controls their PLEs, thus it is not tight to an institutional portal like the VLE. The PLE is considerate personal and operates in a global scope, as the range of services is not restricted within any particular organization* (Wilson et al. 2007)*.*

***Aggregation:*** *“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)*.*

***Space: “PLE are based on the idea that learning will take place in different contexts and situations and will not be provided by a single learning provider”*** (Attwell 2007)***.***

*Web 2.0 tools*

*Reflecting*

*‘online learning desk’*

*Identity*

*Motivation*

*Flow*

*Embodiment*

*Ownership*

*Control*

*Literacy*

*Autonomy*

*Empowerment*

*Relationship between ownership and collaboration*

*Connectivism*

*Social Constructionism*

*Descentralized*

*Colaborative Environment*

*Connect individuals with each other*

*Individuals are the responsible for their personal information*

*Learning experience centered in the individual*

*Creating and sharing knowledge*

*{Formatting Citation}*

*.*

*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.*

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

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

# Foundations of the OLPC project

*Even if OLPC has been criticized for its ineffectiveness in enhancing the learning experience of the children involved in the various deployments around the world (Fox Buchele, 2007), the fact that a possibility of building a PLE was given to those children is still there.*

*“The development of ubiquitous computing may offer new opportunities for the use of ICT for learning”* (Attwell 2007)*.*

# The SUGAR learning platform as a PLE for children

# How children can create their own PLEs with their laptops and the Sugar platform

# Conclusion and ideas for the future

1. Virtual Learning Environment [↑](#footnote-ref-1)