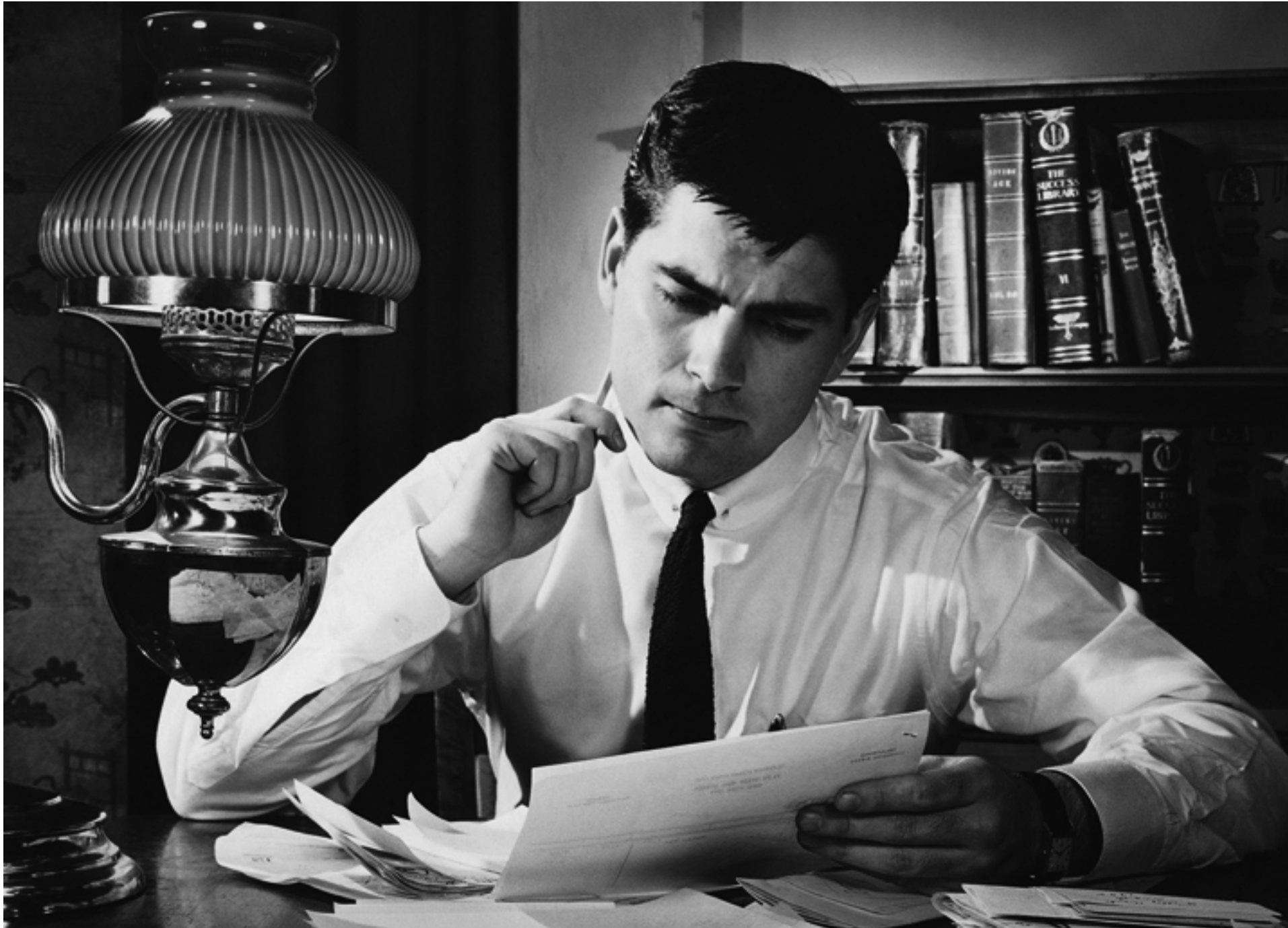


Social Learning

Blackboard Executive Symposium

The changing workforce



Then.

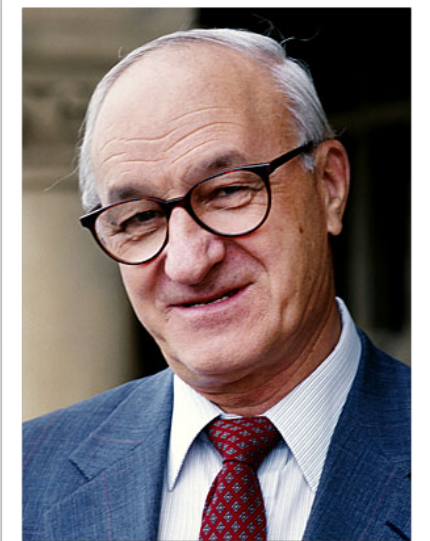
The changing workforce



Social learning theory is not new

Albert Bandura, *Social Learning Theory* (1977)

1. People can learn through observation
2. Mental states are important to learning
3. Learning does not necessarily lead to a change in behavior.



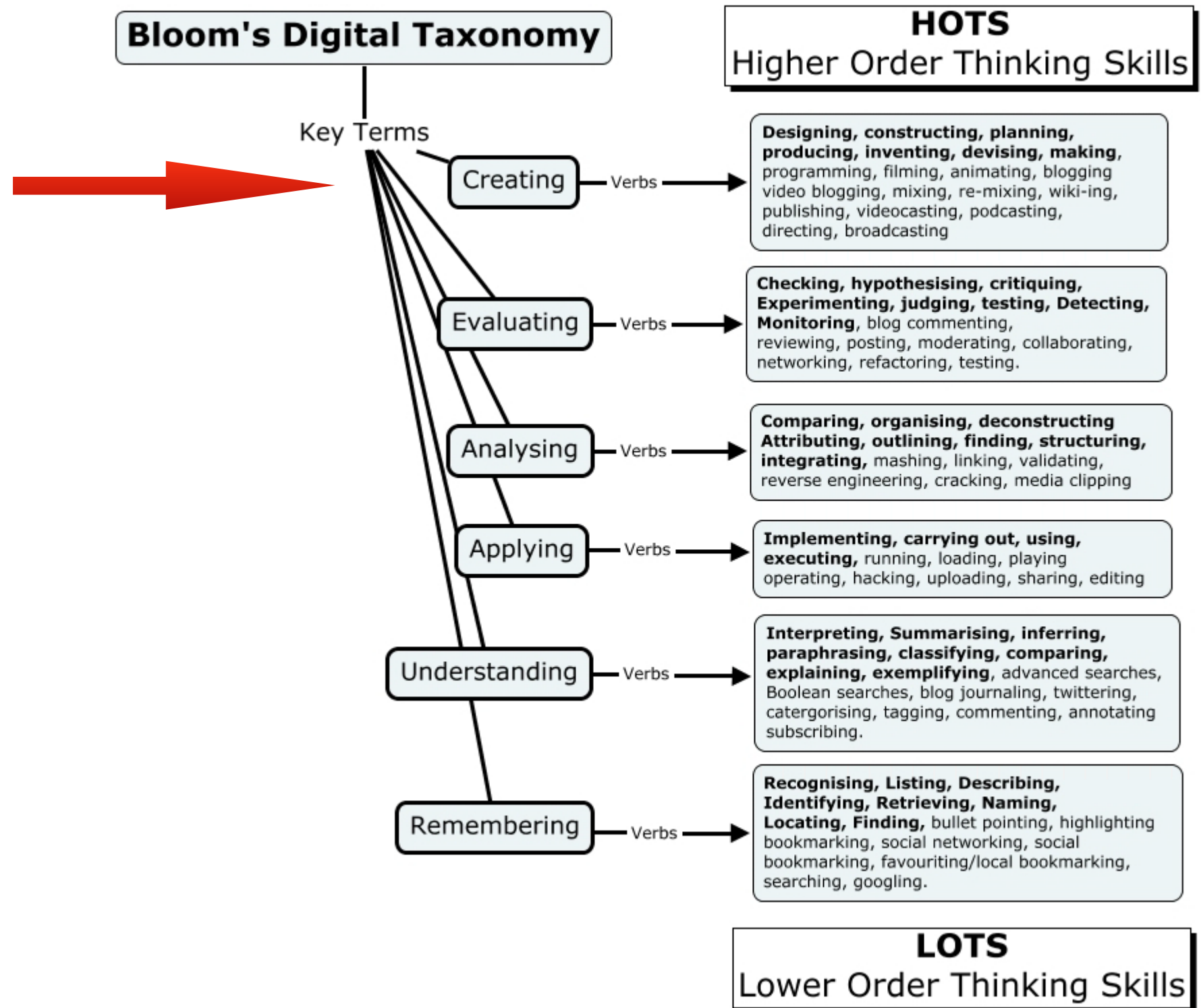
Randy Garrison and Martha Cleveland-Innes
*Facilitating Cognitive Presence in Online Learning:
Interaction Is Not Enough* (2005)

1. Cognitive presence
2. Teacher presence
3. Social presence – critical component of learning



Last Theory Bit....

*Social learning
enables highest
order learning*



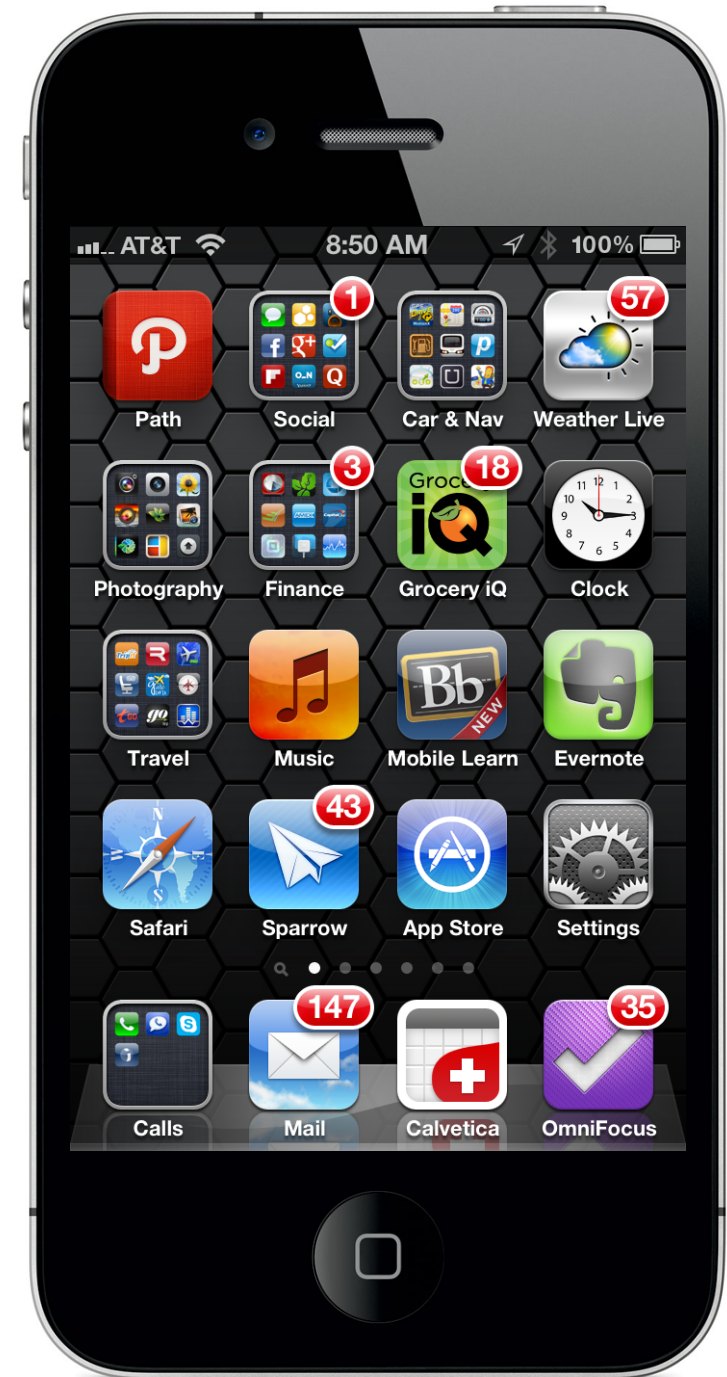
Changes in personal technology have reinvented “social”

The rise of:

- Ubiquitous Internet access
- Online social networking
- Smart phones & mobile computing

We now see:

*Everyone Connected Everywhere
All The Time*



Defining social learning today

John Dennett, *My Social Learning Theory* (2012)

1. Learning through social presence and interaction
2. Cross-disciplinary thinking
3. Cooperative problem solving
4. Utilizing today's social contexts & tools
5. Accelerated by gamification



Social Learning \neq Social Media



BUT, social media are the great enablers of social learning!

Examples of social learning in action

Asynchronous discussions forums

- Standard component of LMS support learning
- Properly used provide enormous amounts of social presence
- Formal and informal use



Examples of social learning in action

Team based learning

- Integrates social learning into class curriculum
- Enforces personal relationships via shared commitment to product
- Optimal use of collaboration software



Examples of social learning in action

Bring Your Own Device(BYOD)

- Leverages student-owned devices to drive
 - Attendance
 - “Clicker apps”
 - Twitter use in class, “second stream” of discussion



Examples of social learning in action

Constructivist MOOCs

- Designed from the start with social learning as integral to experience
- Contrast with “X” MOOCs (Siemens and Downes)
- Significant portions of MOOC learning is peer-driven



Debunking 4 Myths of Social Learning



INTRO

1

2

3

4



You've heard of "safety in numbers." You may not have heard of "learning in numbers"...though you've probably already done it.

Working together has been part of the educational process since ancient Greece, if not before. But in today's increasingly collaborative world, where answers to information are mere seconds away, this approach is being reinvented by active learners, for active learners. Ongoing improvements in personal technology and online communities have redefined what it means to be social. And this will, in turn, redefine what it means to teach and learn.

Let's go myth-busting.

Student Engagement

=

Student Achievement

=

Student Success

=

Institutional Success

How do you change to facilitate training for this social, collaborative world?

- Social is not a bolt-on feature, but an approach to teaching
- Designing the curriculum and toolset to model the desired outcome
- Collaboration as a required course
- Ad hoc social learning has been happening for centuries, but online social networks have made it frictionless. Embrace it.
- Bring social into the learning environment and bring learning into the social environment.

How do you change to facilitate training for this social, collaborative world?

- Support the technologies that power your students' social worlds
- Out: email. In: text & twitter.
- Allocate resources for social learning
- Train faculty – and staff – in social tool use
- Who's job is it on your campus to tackle this?