The Dichotomies in Personal Learning Environments and Institutions

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Good Morning!
Hashtag of the session

#PLE_BCN +
#Segunda_unkeynote_de_la_PLE_Conference_de_Barcelona_Que_Se_Celebra_En_El_Citilab_De_Cornellà_El_Viernes_Por_La_Mañana_(Linda_retuitéame)
Hashtag of the session

#PLE_BCN #K2
What are we going to do?

(esto lo explicará Ismael) :-)

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Shall we start?
### PLEs in the university? PLE & Institutions

<table>
<thead>
<tr>
<th>Inside (e.g. SAPO)</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>38</td>
<td>14</td>
</tr>
<tr>
<td>Outside (e.g. others)</td>
<td>12</td>
<td>14</td>
</tr>
</tbody>
</table>

- There are 2 instances where PLEs are not present in the university.

- 38 institutions have PLEs present inside (e.g. SAPO).

- 12 institutions have PLEs present outside (e.g. others) in the university.

- 14 institutions do not have PLEs present in the university.
Openness?
The student’s digital identity must be isolated from the rest identified as a whole.

The university must be an open environment.

<table>
<thead>
<tr>
<th>Open</th>
<th>Closed environment</th>
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<tbody>
<tr>
<td>18</td>
<td>+40</td>
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</table>
And the Curriculum?  Who decides?

The system  The apprentice

Credit must be
Social / Consensuated
P2P

2  14
10  26

5

2
Barriers (I)

The main barriers are

- Institutional
  - Technological: 25
  - Pedagogical: 10
- Individual
  - 14
  - 7
The main barriers are

**Standardization**

**Atomization**

<table>
<thead>
<tr>
<th>Economic</th>
<th>Organizational</th>
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<tbody>
<tr>
<td>2</td>
<td>36.5</td>
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<td>6</td>
<td>4</td>
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<td>7</td>
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Debate!
Notes:

• Cyberinfrastructure to leverage change: technology & attitudes
• Are there enough resources to PLE-ize your discipline? Is everything PLE-izable?
• Teamworking as a pre-condition to PLE-ing
• PLEs are bottom-up strategies: they originate in the bottom, but target the upper spheres (ie. Institutions)
• PLEs are personal devices: we need to embed institutions/institutional aspects/participation within our PLEs ← yep, but institutions must be PLE-able
• PLEs as personal constructs vs. commodities
• PLEs not to de-school society, but for un-schooled people
• Institutions build the walls of libraries, PLEs fill them with books. PLEs have to go hand in hand with the structure.