



# Contents

Introduction.....	3
Why Learning 3.0?.....	4
The current context for the lifelong learning sector.....	5
The Learning 3.0 Symposium.....	6
What are the needs of learning professionals working in this context? .....	8
Quotes from the day: .....	9
What can be done to address the new skills needs of learning professionals? .....	10
Early reflections on the Learning 3.0 .....	11
Symposium.....	11
What is already happening? .....	15
This is just the beginning .....	17
Tweets .....	18
Comments on the Learning 3.0 blog .....	20
Examples of changing and innovative practice shared on Twitter.....	23
Relevant publications and resources shared on Twitter .....	24
Blogs which were shared via Twitter .....	25
Learning 3.0 twitterati .....	27
Attendees at the Learning 3.0 Symposium.....	28

# Introduction

Lifelong Learning UK (LLUK) is the Sector Skills Council for learning professionals, responsible for producing labour market intelligence, developing professional standards and qualifications for the sector and ultimately ensuring that staff working in the lifelong learning sector have the skills they need to do their job effectively.



LLUK is increasingly interested in the impact of new technologies on the nature of learning and on our learning institutions. The proliferation of new technologies is happening at break-neck speed and it is important that LLUK ensures that the lifelong learning workforce, that trains the rest of the UK workforce, is not disadvantaged.

## Learning 3.0

LLUK recently started an experiment to use social networking to communicate with learning practitioners to ascertain what the key skills needs are now for learning professionals.

In February 2010 we asked participants to share their thoughts and observations on how technology is changing the way we teach and learn through Twitter and by commenting on a blog created by LLUK staff.

Participants have contributed to the experiment via 4 routes. Numbers at the time of writing are;

- Over 326 tweets using the #learning3 hashtag
- Over 50 people involved in online conversations
- 3 blog posts inviting 24 comments
- 1 Ning Network with 40 members

As the routes are still open contributions are still being added.

In parallel to the online presence, a symposium was held to explore the impact of the changing use of technologies in the lifelong learning sector. The symposium was chaired by Sir David Melville, Chair of Lifelong Learning UK and Chair of the Committee of Inquiry into the Changing Learner Experience. The event brought together 26 leading thinkers from higher education, further education, learning and development professionals, librarians, community learning practitioners and consultants with expertise in social learning and learning technology.

LLUK named the initiative (the online conversation and the symposium) 'Learning 3.0'.

## Why Learning 3.0?

Learning 3.0 is a convenient short-hand phrase for describing this conversation about the future of learning and the way in which the delivery of learning is changing. It is a play on the term 'web 2.0' the phrase coined by some to describe the 'collaborative web' which has developed in the last five years or so.

The term 'Learning 3.0' was chosen partly so that we would have a simple, easy to use hashtag<sup>1</sup> #learning3 to use for the conversation on Twitter as well as a recognised term for the informed.

Learning 3.0 is an emerging term for the use of integrated technologies and as such is an appropriate term to describe this wide ranging discussion and to bring people together.



An image from the Learning 3.0 symposium

---

<sup>1</sup> A hashtag is a way of tracking conversations on Twitter. A hashtag is created by putting the # sign in front of a key word – in our case #learning3. If you search for #learning3 on Twitter you will see all tweets (140 character messages) relating to the Learning 3.0 conversation.

# The current context for the lifelong learning sector

The challenges that our country, businesses and individuals are facing at present are numerous – and different from what we might have expected even just a year ago. Key challenges have emerged that affect both the lifelong learning sector and society as a whole.

The knowledge economy and 'information society' have been boosted by the proliferation of new technologies and the use of the internet. The increased use of mobile technology and development of a wide range of mobile applications have increased both the access to and expectation of access to information.



The economic downturn has created an increased pressure on funding with less public funding available and a renewed focus on the 'bottom line'.

The increased concern over climate change has resulted in the creation of new 'green' jobs alongside the need to conserve energy and be more energy efficient.

There is not an area of our lives that remains unaffected by these three factors and in effect, the lifelong learning sector, whose employers Lifelong Learning UK represents, has been thrust into the limelight. The lifelong learning sector is now faced with the challenge of preparing the workforce for the future.

The context in which the different parts of the lifelong learning sector are delivering learning are affected by the following questions;

- How do we prepare young people for jobs which don't yet exist?
- What do we do about the majority of people already in work to keep their skills up to date?
- How can we produce more for less?
- How do we help people back into employment?
- How do we cope with an ageing population?
- How can we do all this in a carbon efficient way?
- Are we really using the full potential of technology to do these things?

# The Learning 3.0 Symposium

At the Learning 3.0 Symposium held at the British Library on 19<sup>th</sup> March 2010 we began the day by hearing from four different parts of the lifelong learning sector. The presentation highlighted a number of key concerns from the different parts of the lifelong learning sector.

The presentations can be viewed online at <http://learning3.ning.com/video>



Laura Overton, Towards Maturity

## **Work based learning (learning and development professionals working in all sectors)**

The current challenges identified by the presentation on the subject of the changing nature of work based learning.

- Businesses want: Flexibility, accessibility, speed, quality, choice, relevance, bite sized, support, performance in their training programmes
- But for less: Cost, time, carbon footprint, disruption, inconvenience



Damien Kilkenny, Preston College

## **Further education colleges and providers**

The current challenges identified by the presentation on the subject of the changing nature of learning in further education were;

- In England a change in the funding regimes from the Learning and Skills Council to the Skills Funding Agency – with funding for 14-19 year olds transferring to local authorities
- Less funding for adult learning in particular and general cuts in funding as a result of the recession
- Providing training and re-training to the recently unemployed



Phil Bradley, Internet Consultant

### Libraries

The current challenges identified by the presentation on the subject of the changing nature of learning in libraries were;

- Managing user generated content online alongside traditional resources and information
- Developing the information literacy of users
- Managing the online presence of the library – in lots of places rather than a single website
- Providing access to digital content such as e-books



Graham Attwell, Pontydysgu

### Higher education

The current challenges identified by the presentation on the subject of the changing nature of learning in higher education were

- The Open Educational Resources movement – many universities are beginning to share their learning materials online for free (an example is MIT in the United States)
- Students demanding more personalised learning experiences in return for high tuition fees

## What are the needs of learning professionals working in this context?

Following the four presentations in the morning, a workshop session was held where the group identified that the needs of learning professionals today.

The group identified a mixture of skills, competencies, attitudes and behaviours needed by learning professionals, these findings were corroborated by the online discussions.

The mixture is summarised below:

- Attitudes and behaviours
- A new mind-set – recognition of the need to change and willingness to change
- Flexibility and adaptability
- Resilience
- Skills
- Digital life skills
- Mentoring and coaching skills
- Facilitation skills
- Ability to manage online identities/online presence
- Ability to evaluate new technologies for their use in teaching and training
- Curating online content made by others

## Quotes from the day:

“I started questioning what learning is. Not just for the learners, but for me. I went on a very long journey of discovery and I realised that I needed to go beyond the skills and the knowledge. I thought of learning as a qualitative change, not a quantitative change: it is something that cannot be measured. It’s a much more holistic way of thinking about learning to think of it in terms of a qualitative change.”

Susie Andretta, Senior Lecturer, London Metropolitan University

“What we need is to have people involved in learning and development to move from being creators of content to being curators of other people’s content. From being the gurus to being guides. Maybe that isn’t new, but I think that more than ever, as we see our kids growing up, as we see ourselves and how we learn in the workplace, that it’s got beyond the classroom now. The best thing we can do is help people on their learning journey, not try to restrain it.”

Donald Taylor, Chair of the Learning and Skills Group and Learning Technologies Conference

“A number of years ago the barriers for businesses in introducing learning technologies were about cost and IT infrastructure, now it’s all about reluctance to change and the skills of the learning and development professionals.”

Laura Overton, Towards Maturity

“If you’ve got all this learning which is taking place informally, and a lot of this is using technology, how can you utilise that and build on it? It could be that we only need a quite small input of resources to leverage the learning that is already there.”

Graham Attwell, Director of Research, Pontydysgu

“Teachers need to not be afraid to take risks and even make mistakes. If you try something and it doesn’t work, is that an issue? Should there be a way in which we can try things and not necessarily being pulled in to see our line manager?”

Damien Kilkenny, Innovation and Excellence Manager, Preston College

“Many schools and learning institutions take the view that Facebook is dangerous and they ban it. That, in my view, is insane. If Facebook is dangerous then people need to be taught how to use it properly. It’s not banning that is required, it is education.”

Phil Bradley, Internet consultant and librarian

## What can be done to address the new skills needs of learning professionals?

Following the workshop session a period of time was given to discuss the needs of learning professionals together as a group. The discussion considered the needs and options for action.

The symposium proposed the following recommendations for action:



- Showcase good practice from across the lifelong learning sector which highlights the benefits of using technology.
- Identify the barriers to effective use of technology and make recommendations as to how these can be overcome.
- Ensure all staff in the lifelong learning sector are given time to learn and develop as part of their job.
- Create a network of volunteer mentors and coaches for digital life skills in lifelong learning.
- Create a digital life skills framework for learning professionals which includes skills in:
  - Managing your organisation's/department's online presence
  - Managing online identities
  - E-portfolios
  - Safety and security online
  - Self-evaluation
- Identify how practitioners could be rewarded for sharing effective practice and coaching staff in using technology for learning.

At Lifelong Learning UK we will be considering how to take forward, with partners and government, these recommended actions. LLUK will be continuing to discuss how we can best meet the needs of the lifelong learning workforce through the Learning 3.0 website<sup>2</sup>.

<sup>2</sup> <http://learning3.ning.com>

# Early reflections on the Learning 3.0 Symposium

Bryony Taylor, Lifelong Learning UK

Bryony Taylor is Senior Policy Advisor for Technology Enhanced Learning at Lifelong Learning UK. Bryony organised the Learning 3.0 symposium and generated the #learning3 conversation online.

Here are her early reflections and ideas from the Learning 3.0 experiment.

At the Learning 3.0 Symposium, Phil Bradley, internet consultant said: *"it's not about the tools, the tools are irrelevant, we need to focus on the activity"*.

This got me thinking. The major barriers to effective use of technology and web-based tools which we identified are:

- Fear – fear of 'getting it wrong', 'breaking it', 'looking stupid'
- Risk aversion – 'it's dangerous'
- Lack of awareness of what is available
- Not having the connectivity or kit to use the tool



Yet, there is a wealth of excellent practice 'out there'. People who have overcome these barriers are using a variety of tools (web-based and traditional) to engage their learners in new and exciting ways.

How do we overcome this disconnect between the internet evangelists and the traditionalists?

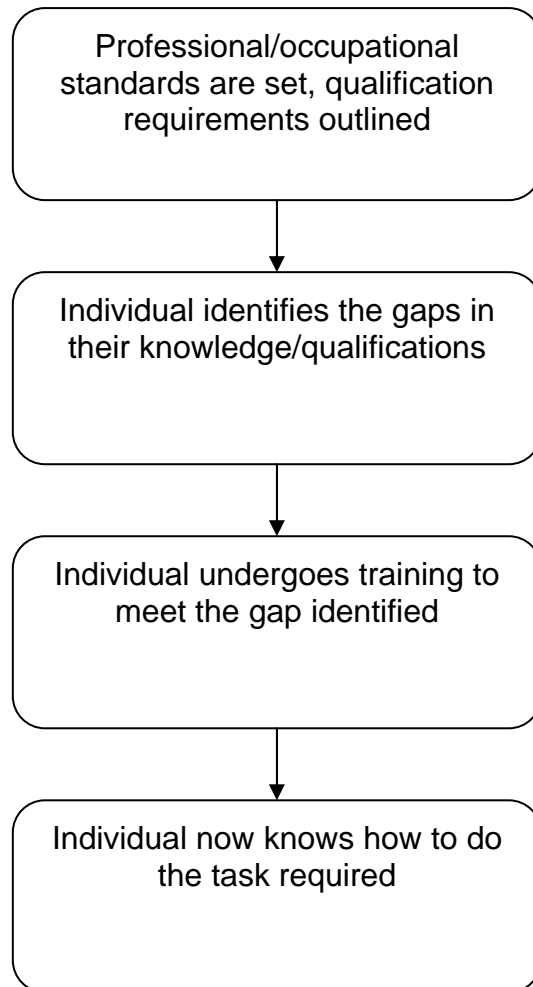
It is helpful first to think of what unites people in the lifelong learning sector. What unites them is their professional identity, either as a teacher, a trainer, a librarian or a youth worker.

What if we use this as a starting point: what people want to do?

What we agreed at the Learning 3.0 Symposium and through the #learning3 conversations online is that: *it's not about the technology!*

What follows is a proposal of a framework for enabling lifelong learning professionals to use all the tools available to them to deliver increasingly personalised learning that is truly inspirational.

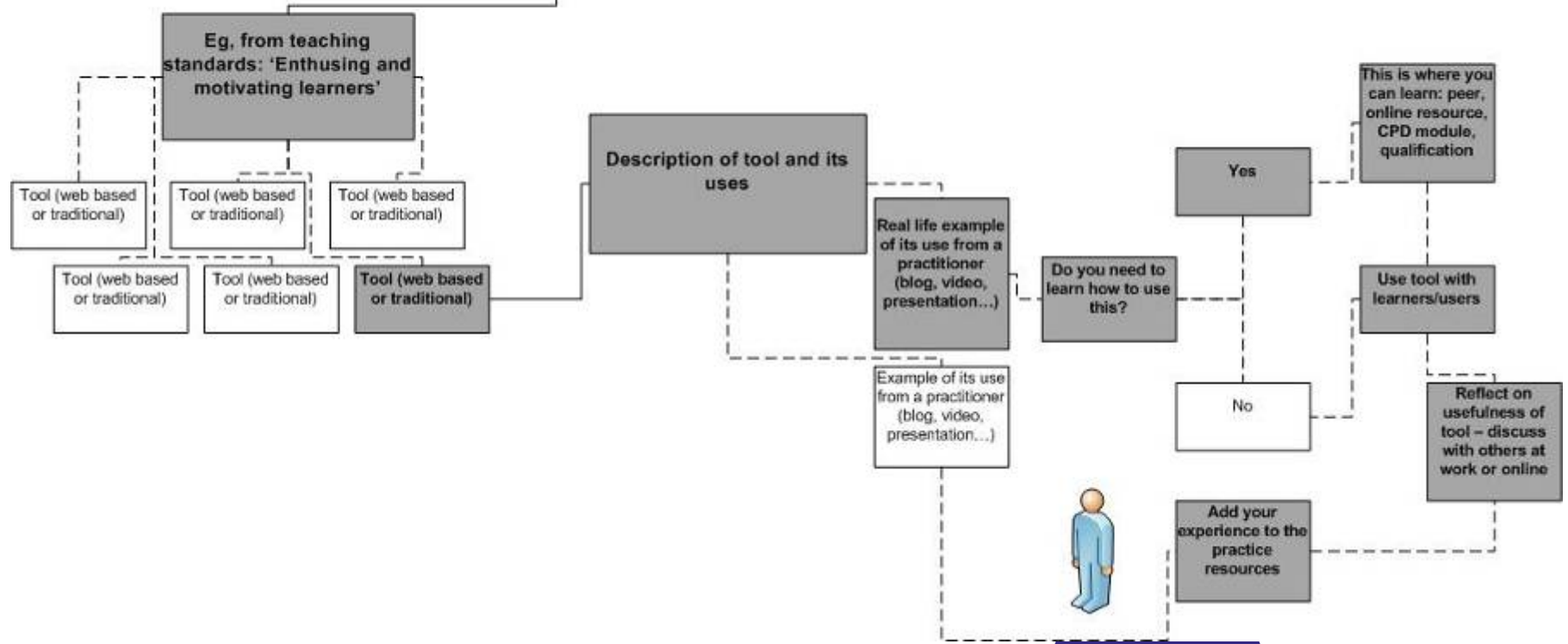
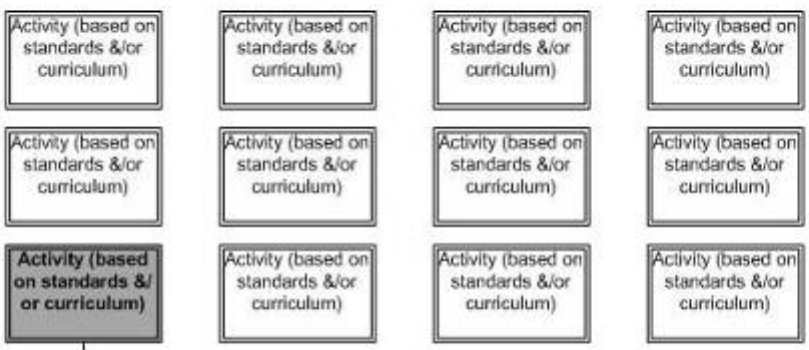
Usually, we approach workforce development in this way:



An alternative model is proposed below – it contains the same elements as this process above but has a different emphasis: that is it is focused on what the individual would like to do and learn rather than what they don't know.

**What do you want to do today?**

*Follow the journey of the learning professional through the boxes shaded in grey*



The model outlines a system of workforce development that is designed to overcome the barriers people face (which we identified at the symposium):

For each barrier there is a proposed solution:

**Fear – fear of ‘getting it wrong’, ‘breaking it’, ‘looking stupid’**

Solution: the beginning of the process doesn’t say ‘you should be able to do this’, it says ‘what would you like to do?’ It focuses the person on what they already know – their professional knowledge. E.g. ‘I want to engage my learners’.

**Risk aversion – ‘it’s dangerous’**

Solution: the model only contains real life examples of the use of the different tools available, so people can see that it’s ‘tried and tested’. If the individual decides that they want to use the tool but don’t know how, they can learn, and in the process of learning how to use the tool they will learn about safety. ‘It’s not banning – it’s education’ – as Phil Bradley said of Facebook.

**Lack of awareness of what is available**

Solution: based on what the individual would like to do, all the tools available to support that activity are outlined including examples of their use.

**Not having the connectivity or kit to use the tool**

Solution: there will be a wide variety of tools (not all reliant on internet connection or expensive equipment) and the examples will be grounded in practice. As the framework is populated by professionals there will be more and more examples of the use of tools in a variety of settings eg. Small community centres, prisons, colleges, libraries etc. People won’t approach it from what they don’t have but from the context in which they are working.

## What is already happening?

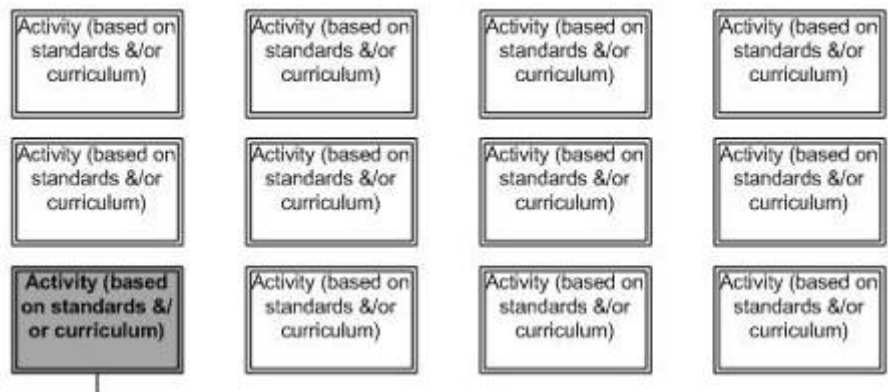
This framework is not really anything new – it is rather a different way of ‘framing’ what we already do. This is because we identified at the symposium that much of what needs to happen is a change of mind-set rather than a change of skill-set. If we approach our workforce development activity from the perspective of what people can do rather than what they can’t do – we can go some way to changing people’s attitudes to using technology.

This framework can also be used as a mapping tool to identify where each step of the journey already has support available.

For example, there is currently provision in these areas:

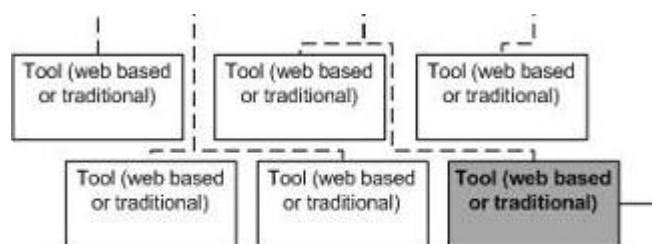
### List of activities based on national occupational standards (NOS) and professional standards:

Lifelong Learning UK holds a number of suites of NOS for the lifelong learning sector and there are other NOS available from other sectors which can be relevant (such as those about management).



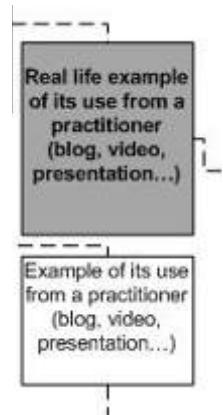
### Description of the variety of tools available:

There is an abundance of resources available online and in various communities of practice. This could be an area for further development to corral these resources into one area.



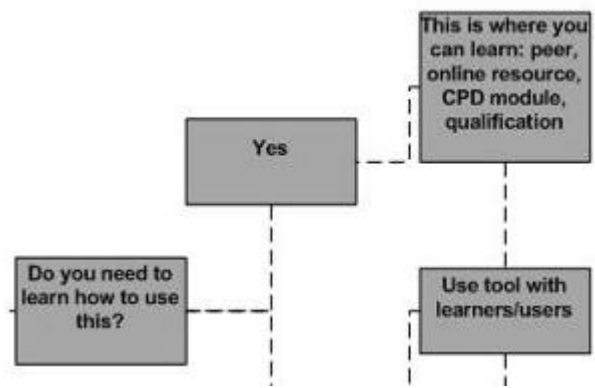
**A database of good practice showing how the different available tools are being used by learning professionals:**

In the further education sector there is a website called the Excellence Gateway<sup>3</sup> which contains examples of good practice. There is also a site called Mole TV<sup>4</sup> showcasing the use of mobile technologies in further education. In other areas as well as further education there is the wealth of Open Educational Resources<sup>5</sup> available through various universities and also Youtube Edu<sup>6</sup> () and iTunes U<sup>7</sup>.



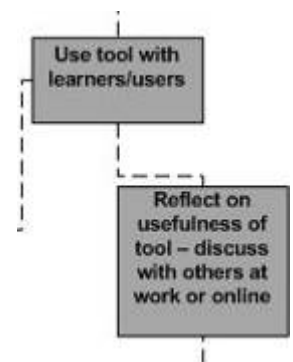
**CPD courses, qualifications and mentoring support:**

Again, in the further education sector there is an e-CPD framework<sup>8</sup> available for teachers alongside the Personal Development Advisers programme (which places trained ‘champions’ in colleges who provide support to colleagues). There is also a wealth of CPD courses and qualifications available to support the use of technology for learning in a variety of settings.



**Opportunities to reflect on practice and share with other professionals:**

Members of the Institute for Learning (IfL) can use the Reflect tool (based on Pebble: <http://www.ifl.ac.uk/cpd/reflect>). There are a huge number of social networks and professional communities of practice online where practitioners can share their learning with others. Many practitioners are beginning to use blogging as a reflective practice tool.



<sup>3</sup> <http://www.excellencegateway.org.uk>  
<sup>4</sup> <http://www.moletv.org.uk>  
<sup>5</sup> <http://www.oercommons.org/>  
<sup>6</sup> <http://www.youtube.com/education?b=400>  
<sup>7</sup> <http://www.apple.com/education/itunes-u/>  
<sup>8</sup> <http://ecpd.bdplearning.com/ecpd/index.php>

You can see from the examples above that there is already provision available for further education. It would be a useful exercise to see what is available for the other parts of the lifelong learning sector.

In addition, if it were possible to 'populate' this framework for the different parts of the lifelong learning sector, there would be the opportunity to:

- share good practice in a much broader way
- identify where there is duplication of effort and develop new partnerships
- allow the smaller parts of the lifelong learning sector to benefit from the rest
- connect professionals in a new way across the lifelong learning sector

At Lifelong Learning UK we will be considering how to ensure that no one part of the lifelong learning sector gets left behind as we undertake programmes of workforce development.

## This is just the beginning

The rest of this report is a selection of blogs and articles which were shared on Twitter which are all about the theme of technology and its impact on teaching and learning.

This report is only a snapshot of a very wide ranging conversation. You are invited to join this conversation by joining our social network<sup>9</sup> to:

- share your examples of innovative practice
- blog your thoughts and experiences
- chat with other professionals addressing similar issues
- learn from experts
- help Lifelong Learning UK to identify solutions to skills needs in this area
- influence policy makers



<sup>9</sup> <http://learning3.ning.com>

# Tweets

A tweet is a 140 character message posted by an individual through the service [www.twitter.com](http://www.twitter.com). As part of the Learning 3.0 online experiment, Twitter users were invited to share messages about the impact of technology on the way we teach and learn and also on what they feel are the key skills/competencies needed by people in the lifelong learning sector today. Each tweet contained the 'hashtag' #learning3

A total of 326 tweets had been shared by 29<sup>th</sup> March 2010 further tweets can be viewed online.<sup>10</sup>

Here is a selection of the tweets on the theme of the impact of technology on teaching and learning and on the skills needed by the lifelong learning workforce in adapting to change.



**EduVulture**

"For me the use of new technologies means I can follow my own interests and use my PLN<sup>11</sup> to ask quest which get immediate answers"



**silverwaver**

"Now you only need to remember only a tenth of what you need to know. You need to know where to find out the rest."



**teachology**

"research I've read (including from Becta) suggests e-learning is nowhere near embedded across the education sector... views?"



**LizBennett1**

"learning can become more active, but needs careful design/orchestration by a skilled practitioner"



**mindshare2000**

"pedagogy: more active, immersion/simulation based & experience focused. learning to learn. creating insights, sharing, less teach"

<sup>10</sup> <http://twapperkeeper.com/hashtag/learning3>

<sup>11</sup> Personal Learning Network

“work place learning: less focus on PLACE (now going for on-line, dispersed, asynch) more on real WORK knowledge & applicability.”

“institutional learning: lots more ITC appropriate technology use & social learning. going outside of place/time. more fun lively.”

“new tech: use of blogs, real-time sharing, conversations, fb give more immediacy, focus, tailored content. some learner created.”

“how lifelong learning workforce adapts: natural, joyful learning; scalable & personalized. delivered anywhere, anytime, for all.”



**c4lpt**

“The new skill for L&D in 21stC is letting go - and helping others develop themselves!”



**ruthstubbings**

“New technologies means learners need information / digital literacy skills more now than ever before”



**Mark\_Kirkwood**

“Key competency - listening. Learning pro must listen in order to give value back to the learner.”



**Panic\_Button**

“Adaptability must be a core competency for anyone in the learning industry. Technology moves apace and we must keep up”



**Quinnovator**

“Name 1 core competency for learning pros of 2day <experiment with new media, to ascertain learning affordances”

# Comments on the Learning 3.0 blog

Comments were received from contributors on the Learning 3.0 blog, a selection of the comments received prior to the generation of this report are included here. Further comments can be viewed on the blog site<sup>12</sup>.

## Nick Shackleton-Jones

My chemistry teacher once told me 'cookery is just chemistry without the science'. Looking at learning today, it seems to me that we are making a transition from cookery to chemistry. Up until now we have more or less relied on teaching traditions handed down through generations for the ways in which we organise and deliver learning. Despite the fact that there are many brilliant chefs, new technologies and delivery mechanisms have made us question – pretty much for the first time – what learning is really all about.

Out of this introspection has arisen a much better understanding of the taxonomy of learning – whether formal or informal, structured or unstructured, pull or push. One thing that is absolutely clear to me is that the past has been dominated by top-down 'one-to-many' training approaches, which the future will see an increase in bottom-up, 'many-to-many' learning approaches. Accordingly the two hottest topics in learning technology today are the rise in rapid development (or user-generated learning content) and social networks for learning. I do not believe that the future is merely a capitulation of traditional methods, but an integration of a variety of methods as appropriate – something like 'meta-blending': classroom teaching and mandatory online courses will remain, but their emphasis will shift from information-delivery to awareness-raising, as people depend more heavily on knowing when and how to refer. In line with this, the skillset of learning professionals will probably shift away from the more conventional 'expert' role towards the gathering and sharing of best practice – a role I have caricatured as the 'honeybee'. Courses will give way to awareness + resources.

But it also seems to me that there are three big gaps in the world of learning: one is the absence of a general consensus over what works well and a theoretical basis for it (a unified learning theory, if you like), the second is a freely available technology for authoring learning content (video and text are good, but really only components of a well-formed learning programme), and the third is a proper mechanism for web-based accreditation so that as our learners become free-range, they can have their skills independently assessed.

For organisations there are massive 'system shocks' resulting from the increased pace of change: our conventional business hierarchies arose at a time when you could be fairly confident that the more senior a member of staff, the more they knew. Now expertise is more volatile, and organisations must find new ways of identifying experts and making use of what they know. Facilitating, rewarding and recognising the contributions that staff make to organisational best practice remains a big challenge.

Exciting times, but I guess it will be some time before I will prefer food prepared by a chemist over that prepared by a chef.

## Xina

A business associate of mine recently told me that she never goes to learning institutions to learn something about how to run her business – instead, she goes to "experts" – people who are making money from doing the things she wants to learn about.

Social media has created an explosion of information like never before. Many experts are online, blogging about their area of interest and expertise. If I want to learn how to improve my internet skills – that's where I'll go to find out how. If I want to learn about a professional qualification, I'll do my research online beforehand even though I don't expect to do the course CBT style, I'd still

<sup>12</sup> <http://sociallearningonline.wordpress.com/2010/02/15/learning3/#comments>

download some training tools from a few trainers who might not only teach the course but would also be successful in their professional field.

I think social media and web 2.0 has had an impact on pedagogy. It's a well known fact that to be seen as an expert on something, you need only get published. With social media it has never been easier to be published so there are many "experts" from whom the masses are learning.

The challenge now is knowing whether the expert is worth their salt. We should ask ourselves however, if that challenge has always been present anyway.

### Lee Davies

I'm afraid I don't buy into any proposition presenting technology or the use of social media and web 2.0 technologies as new pedagogies, anymore than the introduction of paper and ink. We should not confuse the way we learn with the medium we choose to channel learning through. I'll support this by looking to 'critical pedagogy'. Ira Shor described critical pedagogy in terms of "habits of thought, reading, writing, and speaking which go beneath surface meaning", Paulo Freire employed this approach to learning in challenging domination through thinking critically about their situation.

Now, if anything, social media has opened up the opportunities for individuals and communities to challenge society and beliefs; critical pedagogy for the masses. Has the fundamental pedagogical ideology changed? I'd argue no. What has changed is the way individuals and groups optimise technology through pedagogy. Let us not confuse the how and why people learn with communication tools they employ to make it effective.

The important message is not to sacrifice pedagogy on the altar of technology.

"Ah" I hear the cry, "a luddite!" Not so. I doubt there is a more powerful advocate of the use of technology in the furtherance of learning than I. But technology and, in particular, web 2.0 and social media are not changing pedagogies, they simply challenge teachers and trainers to harness the technologies that their learners use and own whilst ensuring that learning takes place. Let us not kid ourselves that we are at the dawn of a new age of learning ... the new tools we have and the rate at which we need to professionally develop to deploy these effectively is exciting – but we are not revolutionising pedagogy.

I'd also argue strongly against the concept of 'technology enhanced learning' in favour of the proposition of technology facilitated learning – it is the media I choose to learn through, the impact on the quality of the learning is questionable. Yes, it might be more practical for me to learn online – it saves me time, I do it when I want, I travel less – but is it the learning that is enhanced or other aspects of my life?

I tweet, therefore I learn ..... not convinced it is the tagline (or #hashtagline) for a new era of learning.

So, where are we? Well, I'm rambling and reflecting at the same time. I'm going to use my ramblings to comment on a blog – I'm a technology enhanced learner, hurrah!

I don't agree we are questioning the very essence of learning for the first time. A very simple review of the literature challenges this, we have been questioning the essence of learning ever since we started trying to understand it, technology simply presents us with another way of testing that understanding. The new spanner with motorised jaws doesn't make me question the essence of tightening a nut, but it does make it easier for me to do it. And technology isn't responsible for changing the teacher/learner relationship. For as long as there have been teachers and learners there have been "top-down 'one-to-many' training approaches" and "bottom-up, 'many-to-many' learning approaches". It is through critically analysing and reflecting on our approach to teaching and learning that we, as teachers, evolve new methodologies and meet the needs of our learners. It was thus before technology and will remain thus.

As teachers and trainers we need to understand not how technology can help us teach, but how our learners use technology to learn – which is directly related to the way they communicate. I'd guess that they don't communicate (learn) through a single, institutionally driven system (VLE), but through many and varied conduits at different times and for different reasons. As teachers

and trainers we need to tap into these and recognise they will be different for different learners. Perhaps the best way to achieve this is for our 'content' to be able to be pulled through to the channels each of our learners use.

# Examples of changing and innovative practice shared on Twitter

## **Wi-Fi Turns Rowdy Bus Into Rolling Study Hall:**

Wi-Fi access has transformed what was often a boisterous bus ride into a rolling study hall, and behavioral problems have virtually disappeared.

<http://www.nytimes.com/2010/02/12/education/12bus.html?th&emc=th>

## **The Free Technology Academy:**

The Free Technology Academy (FTA) is a joint initiative from several educational institutes in various countries. It aims to contribute to a society that permits all users to study, participate and build upon existing knowledge without restrictions.

<http://ftacademy.org/?q=node/2>

## **lrnchat:**

#lrnchat is an online chat over the social messaging service Twitter that now happens twice every Thursday: first at 4:30-6pm GMT. Participants are people interested in the topic of learning from one another and who want to discuss how to help other people learn.

<http://lrnchat.wordpress.com/>

## **College 2.0: More professors could share their lectures online. But should they?**

People are way more self-conscious about their teaching than you would think...They're afraid people are going to grab some little clip and make fun of you.

[http://chronicle.com/article/College-20-More-professors/64521/?sid=wb&utm\\_source=wb&utm\\_medium=en](http://chronicle.com/article/College-20-More-professors/64521/?sid=wb&utm_source=wb&utm_medium=en)

## **e-books for FE project:**

The e-books for FE Project will provide Further Education colleges in the UK with access to a Core Collection of e-books on a platform which provides functionality suitable for the needs of the community.

<http://fe.jiscebooksproject.org/>

## **As a teacher, I've found that Twitter has real potential:**

If Twitter can cause the casually wept lonely tear to reach the ears of a concerned peer, then it is a useful resource.

<http://www.guardian.co.uk/education/2010/mar/09/twitter-teachers-useful-resource-empathy>

## **Slumdog reveals learning treasures:**

The education project that inspired an oscar winning film is now being tried in schools in the north-east

<http://www.guardian.co.uk/education/2010/mar/16/slumdog-millionaire-education-online-independent>

# Relevant publications and resources shared on Twitter

Becta (2010) Delivering results with learning technology in the workplace  
<http://www.towardsmaturity.org/article/2010/02/17/delivering-results-learning-technology-workplace-n/>

IBM (2008) Transforming the workforce: Seven keys to succeeding in a globally integrated world  
<http://www-935.ibm.com/services/us/index.wss/ibvstudy/gbs/a1028104?cntxt=a1005263>

IBM (2009) Leadership in a distributed world: Lessons from online gaming  
<http://www-935.ibm.com/services/us/index.wss/ibvstudy/gbs/a1028184?cntxt=a1005263>

JISC (2009) Higher Education in a Web 2.0 World  
<http://www.jisc.ac.uk/publications/documents/heweb2.aspx#downloads>

MOTILL project: Mobile Technologies in Lifelong Learning: best practices  
<http://www.motill.eu/>

NSF (2008), Fostering learning in a networked world: the cyberlearning opportunity and challenge, A 21st Century agenda for the National Science Foundation, report of the NSF task force on cyberlearning <http://www.nsf.gov/pubs/2008/nsf08204/nsf08204.pdf>

Redecker, C. (2009) Review of Learning 2.0 Practices: Study on the Impact of Web 2.0 Innovations on Education and Training in Europe <http://ftp.jrc.es/EURdoc/JRC49108.pdf>

Clive Shepherd and Laura Overton (2009) What every learning and development professional needs to know about e-learning  
<http://www.towardsmaturity.org/article/2009/09/02/what-every-ld-professional-needs-know-about-e-lear/>

Skills for life network (2009) Making it work - A practical guide to effective delivery Skills for Life in work place learning  
<http://bit.ly/cU2qYk>

# Blogs which were shared via Twitter

The blogs which were shared via the #learning3 hashtag as examples of good practice and discussion are listed below. There is a wealth of knowledge and experience in these blogs all on the theme of technology and learning:

## **Knowhow to knownow**

Lars Hyland

<http://larsislearning.blogspot.com/2009/11/knowhow-to-knownow.html>

## **Google-Proof Questioning: A New Use for Bloom's Taxonomy**

John R Sowash

<http://electriceducator.blogspot.com/2009/11/google-proof-questioning-new-use-for.html>

## **15 Steps to Cultivate Lifelong Learning**

Scott H Young

<http://www.lifehack.org/articles/lifestyle/15-steps-to-cultivate-lifelong-learning.html>

## **Learning? Work?**

Karyn Romeis

[http://karynromeis.blogspot.com/2009/03/learning-work\\_16.html](http://karynromeis.blogspot.com/2009/03/learning-work_16.html)

## **The State of Social Learning Today and Some Thoughts for the Future of L&D in 2010**

Jane Hart

<http://www.c4lpt.co.uk/handbook/state.html>

## **Locating educational practices**

Gráinne Conole

<http://e4innovation.com/?p=377>

## **A Vision for FE in 2020 - can we afford to wait?**

Laura Overton

<http://www.towardsmaturity.org/article/2009/04/30/vision-fe-2020-can-we-afford-wait/>

## **A framework for social learning in the enterprise**

Harold Jarche

<http://www.jarche.com/2010/02/a-framework-for-social-learning-in-the-enterprise/>

### **Have We Emerged Yet?**

David Lee King

<http://www.davidleeking.com/2010/02/25/have-we-emerged-yet/>

### **Collaborative learning will be up for sale...A “snake oil” for all the learning dilemma**

Sahana Chattopadhyay

<http://sahana.amplify.com/2010/03/01/collaborative-learning-will-be-up-for-sale-a-snake-oil-for-all-the-learning-dilemma/>

### **Printed Handouts – Really?**

Linda Hartley

<http://distributedresearch.net/Linda/2010-03-05/printed-handouts-really/>

### **Time to collaborate!**

Bryony Taylor

<http://sociallearningonline.wordpress.com/2010/03/11/time-to-collaborate/>

### **I used to think...**

Ed (teacher from Melbourne, Australia)

<http://whatedsaid.wordpress.com/2010/03/19/i-used-to-think/>

### **Learning 3 – what are the key competencies for learning professionals?**

Donald Taylor

<http://donaldhtaylor.wordpress.com/2010/03/22/learning-3-what-are-the-key-competencies-for-learning-professionals/#more-400>

### **Twitter is sold wrong**

Joe Bower

<http://www.joebower.org/2010/02/twitter-is-sold-wrong.html>

### **An Adoption Strategy for Digital Media in Schools Turning Great Individual Practice into the Norm**

Ewan MacIntosh

<http://www.getideas.org/getinsight-blog/adoption-strategy-digital-media-schools-turning-great-individual-practice-norm>

# Learning 3.0 twitterati

Participants in the twitter conversation by using the #learning3 hashtag are listed here. The up to date list is available at <http://twitter.com/vahva/learning3>

@adekkers	@GMTKT	@Panic_Button
@agneskh	@GrahamAttwell	@paulbrichardson
@akerberg	@halescoll_lib	@Philbradley
@amcunningham	@Handingen	@pjmartin
@angelofharley	@heloukee	@pysproblem81
@anicap	@Ideas_Factory	@rcdl
@Anna_Vernon	@JamesTheo	@rscyhacl
@antoesp	@JaneDavis13	@ruthstubbings
@armoire8	@jenisecook	@sarahkatenorman
@ASSC_Scotland	@JISC_RSC_YH	@sesanbass
@bectawatch	@JohnMikulski	@shackletonjones
@bobharrisonset	@johnpopham	@SharonGaskin
@bookburner09	@JudithELS	@sifowler
@brendasjb	@karynromeis	@silverwaver
@busynessgirl	@kate_butler	@StooGill
@c4lpt	@Kate_Millin	@suggsburgess
@careerguidance	@kathstevens	@SusieFinch
@charlesjennings	@Katrina_D	@tdebaillon
@chri5grant	@larshyland	@teachology
@clairedonlan	@lauraoverton	@tomlaing
@cliveshepherd	@learninganorak	@toneem
@CMaryThompson	@LeeDaviesfL	@toonsarah
@cotcpd	@lindiop	@umbgida
@cyberdoyle	@Lisa_Mc_G	@vahva
@Czernie	@LizBennett1	@wedaman
@DiogoCasaNova	@LJCreate	@welshmackem
@DomPotter	@ll_uk	@whatedsaid
@DonaldHTaylor	@lmockford	@XinaBroderick
@ebase	@m_yam	@ZAPMommy
@EduVulture	@Mark_Kirkwood	
@egateway	@martincouzins	
@Eileen_Gill	@mathheadinc	
@eksploratore	@mickottmick	
@fixing_projects	@mike_deschildre	
@gconole	@mindshare2000	
	@npmaven	

# Attendees at the Learning 3.0 Symposium

Sir David Melville	Chair of Lifelong Learning UK
Mary Joyce	Lifelong Learning UK
Emma Morgan	Lifelong Learning UK
Bryony Taylor	Lifelong Learning UK
Stuart Edwards	Department for Business Innovation and Skills
Phil Bradley	Internet Consultant
Agnes Kulkuska-Hulme	Open University
Robert Crowe	Leeds City College
Laura Overton	Towards Maturity
Geoffrey Boys	Education Consultant
Damien Kilkenny	Preston College
Jenny Walsh	Cumbria Adult Education
Graham Attwell	University of Warwick and Pontydysgu
Shirley Evans	Association for Learning Technology
Tracey Boston	JISC Advance
Donald Taylor	Learning and Skills Group
Karen Velasco	The BILD
Claire Owens	West Cheshire College
Susie Andretta	London Metropolitan University
Michelle Jennings	Institute for Learning
Peter Godwin	University of Bedfordshire
Linda Hartley	Teacher and social networking specialist
Jane Hart	Centre for Learning and Performance Technologies
Terri Kinnison	Becta