

Social:Learn

Martin Weller

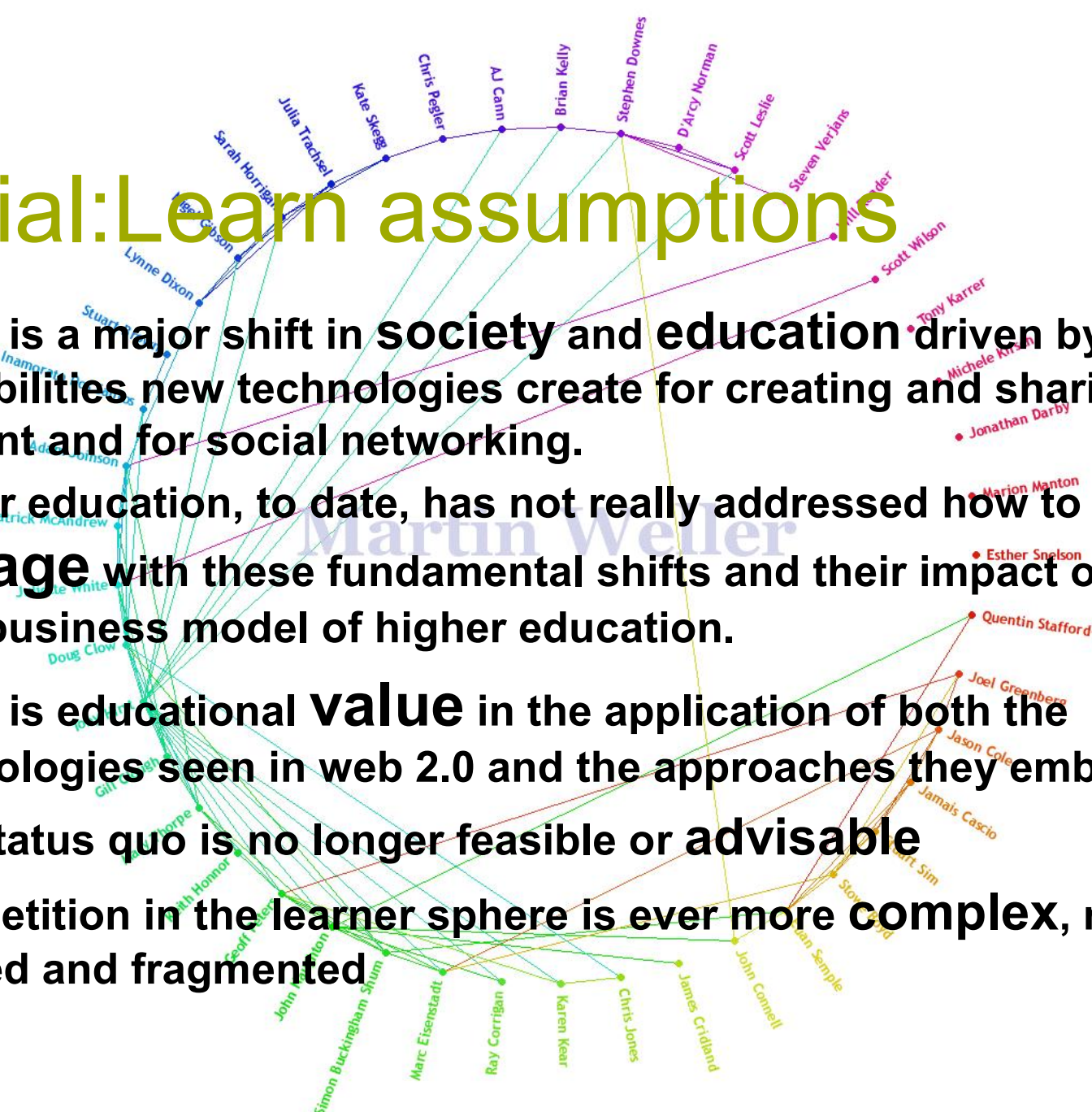




Social: Learn assumptions

- There is a major shift in **society** and **education** driven by the possibilities new technologies create for creating and sharing content and for social networking.
- Higher education, to date, has not really addressed how to **engage** with these fundamental shifts and their impact on the core business model of higher education.
- There is educational **value** in the application of both the technologies seen in web 2.0 and the approaches they embody.
- The status quo is no longer feasible or **advisable**
- Competition in the learner sphere is ever more **complex**, multi-faceted and fragmented

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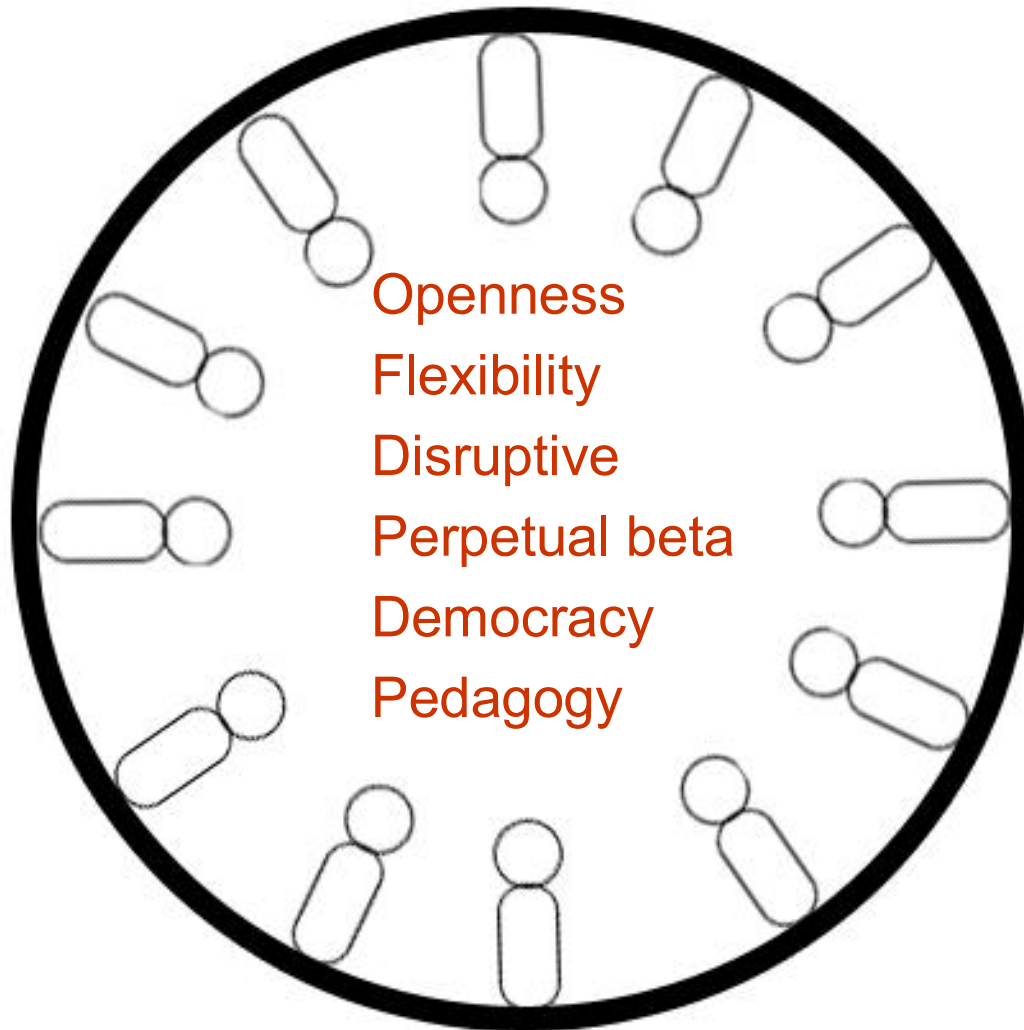


MIND TO MARKET IN 3,000 DAYS

WE'VE REPEATEDLY SQUASHED THIS IDEA FOR ALMOST 10 YEARS, BUT NOW THAT OUR COMPETITOR IS LAUNCHING IT, LET'S DROP EVERYTHING ELSE AND SHIP IN JULY



What principles should it embody?



OPENNESS



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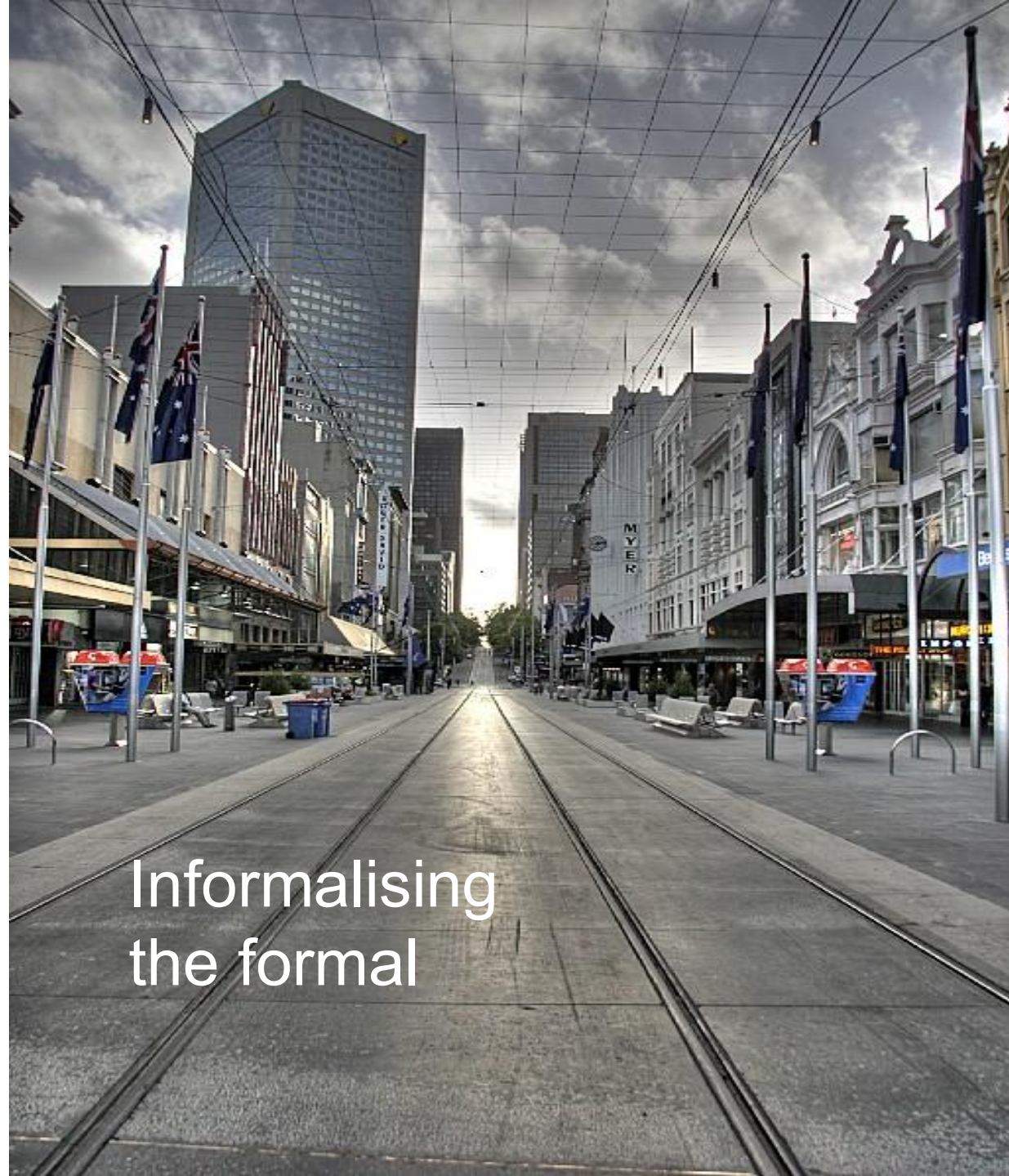
THE WEB IS AN AGREEMENT

Some higher ed problems



Formalising the
informal

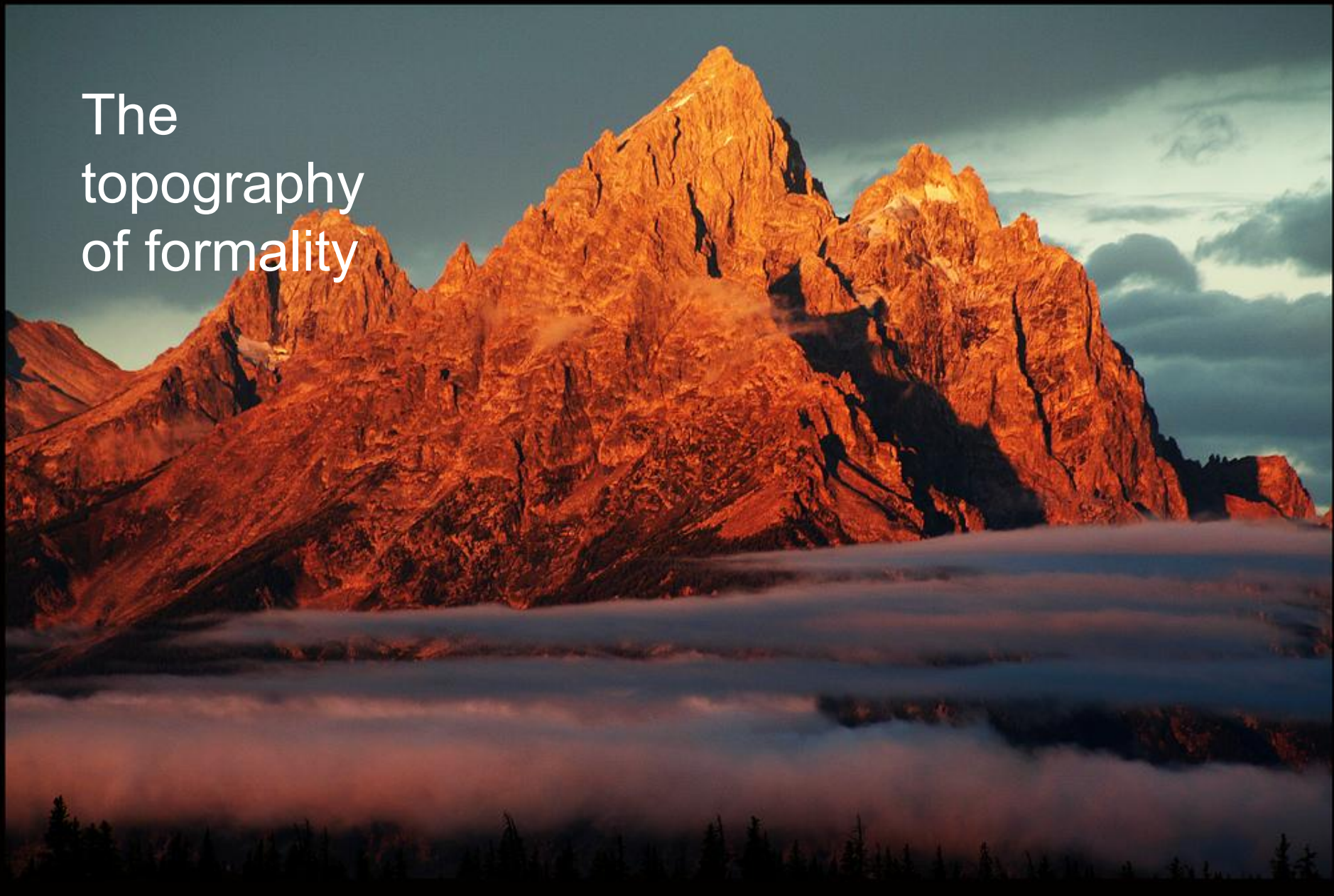
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Informalising the formal

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The topography of formality





The granularity of education

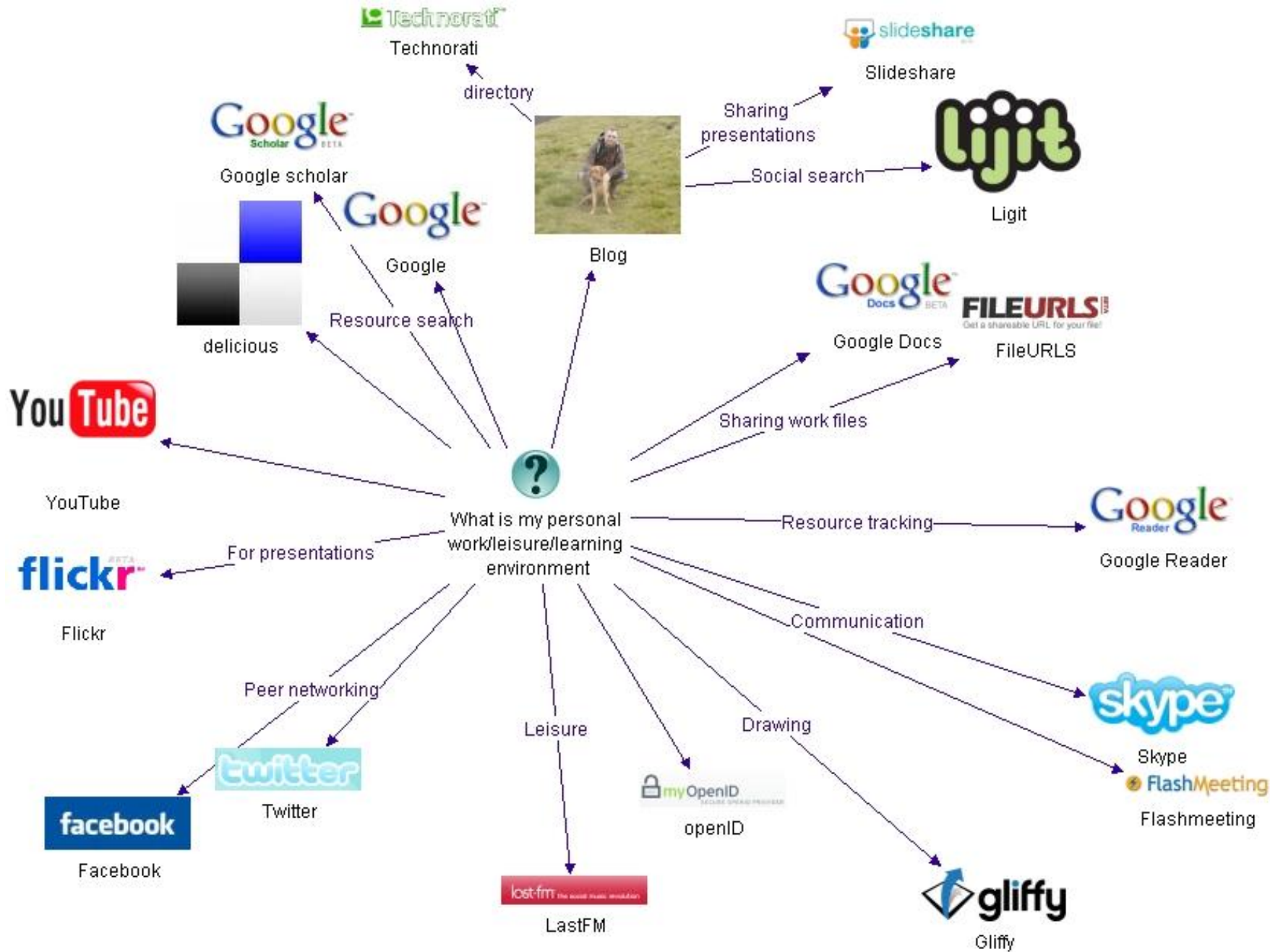


"For decades we've been buying albums. We thought it was for artistic reasons, but it was really because the economics of the physical world required it: Bundling songs into long-playing albums lowered the production, marketing, and distribution costs ... As soon as music went digital, we learned that the natural unit of music is the track." (Weinberger)



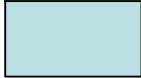
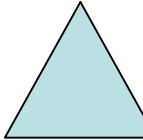
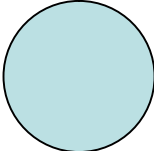
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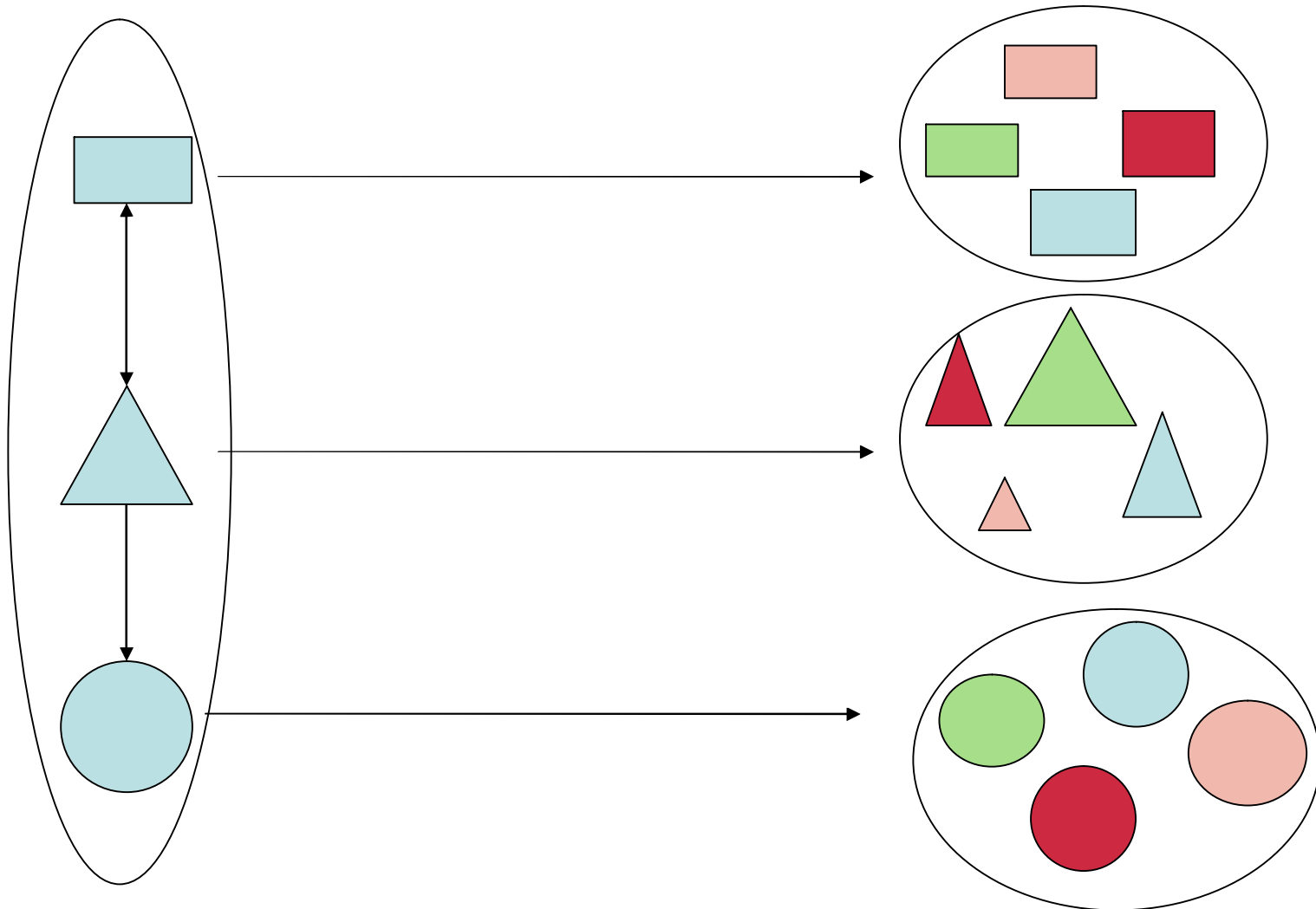




So what is s:l?

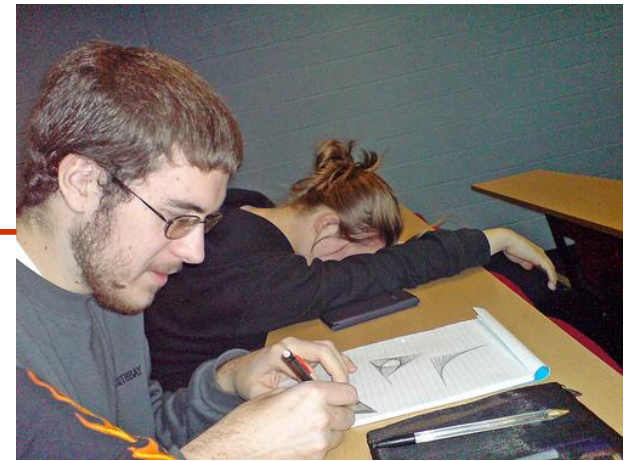
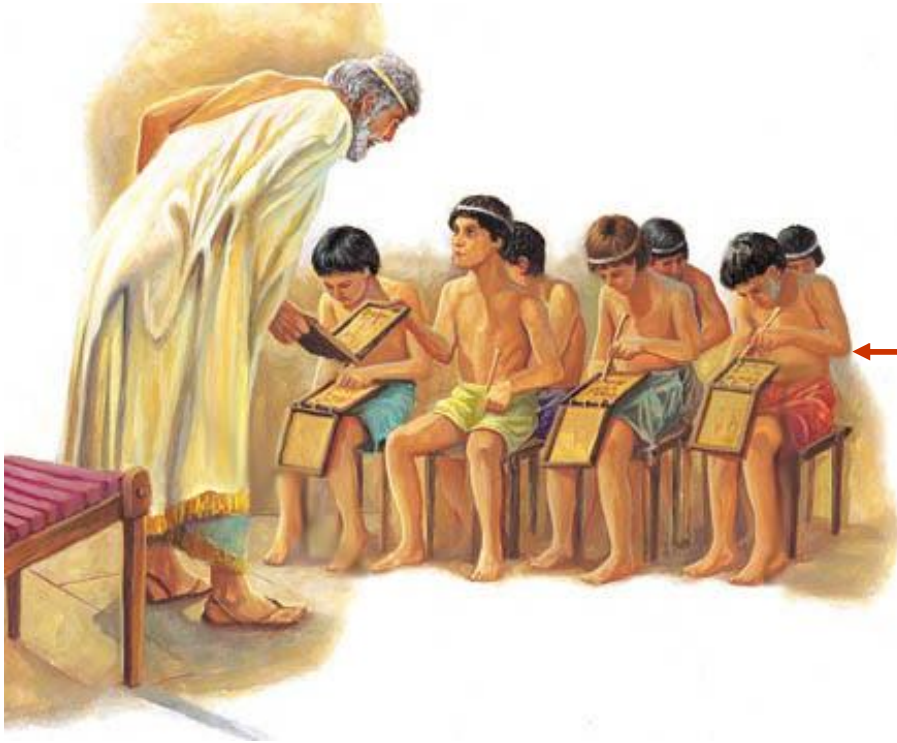
- A profile - 
- An API
- A suite of learning applications - 
- A site - 

Horizontal and vertical spread





Up for a challenge?



Student adapts to educational system



System adapts to the learner



I don't have a business card...

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