

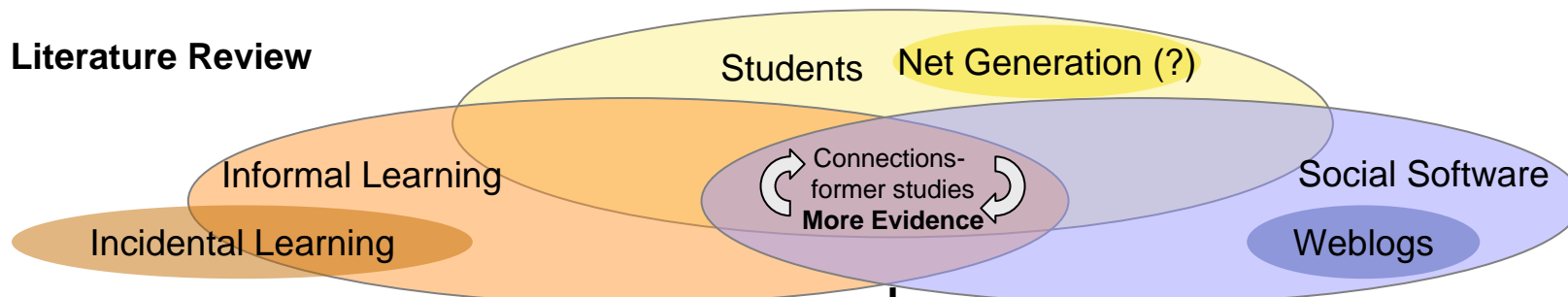
How can Aspects of Informal Learning Through Blogging be Measured?

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Presentation Overview

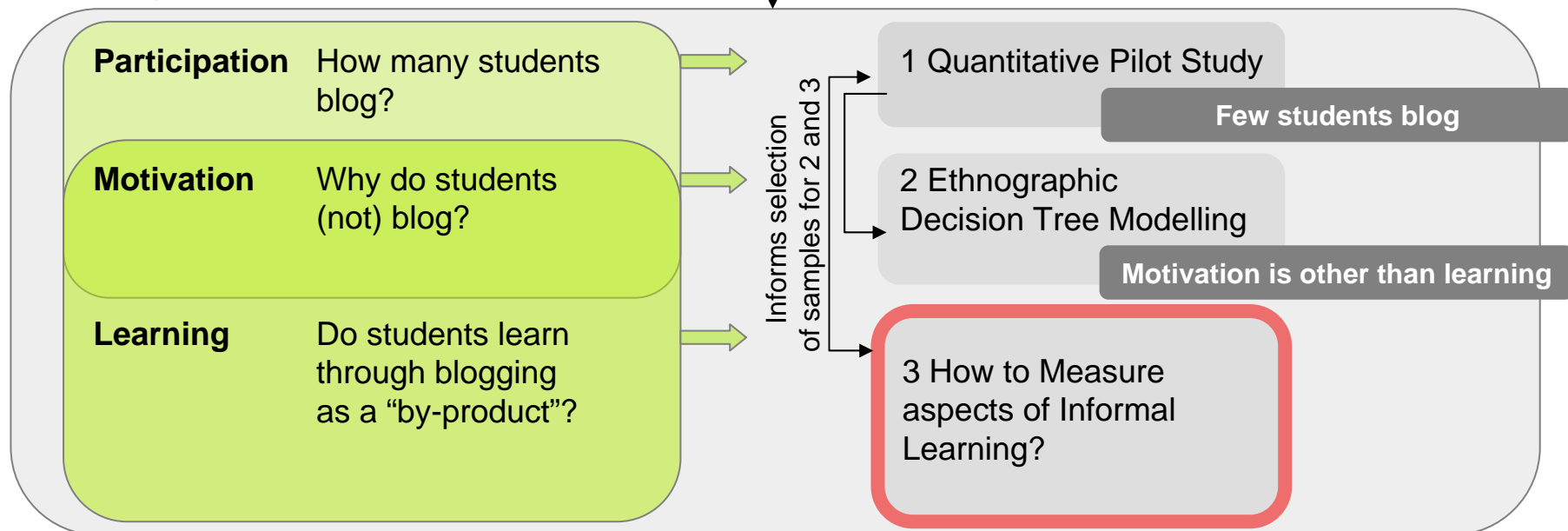
- 1 Context of Study**
- 2 Preliminary Thoughts and Difficulties**
- 3 Informal Learning and Incidental Learning**
- 4 A Multi-Dimensional Model of Learning**
- 5 Measurement Strategies**

(1) Context of Study



RQ: How does students' blogging in informal contexts link to learning?

Methodology: Case Study



Research Results, Conclusions

Results, Conclusions, Further Research

(1) Context of Study

Vienna University of Technology:

- Around 16 000 students
- Weblogs for informal use since 2004



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Weblogs:

- Online Journals
- Composed of few to many entries
- Sorted in inverse chronological order
- Updated regularly

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Weblogs and Learning:

- Active knowledge construction
- Collaborative learning
- Self-reflection

(2) Preliminary Thoughts and Difficulties

(1) Students might not Blog with the intention to learn.

(2) Learning might occur beyond the cognitive dimension

(3) Start and end point are not track-able (lack of cause and effect)

(2) Preliminary Thoughts and Difficulties

(1) Students might not Blog with the intention to learn.



Informal and Incidental Learning

(2) Learning might occur beyond the cognitive dimension



Multidimensional Model of Learning

(3) Start and end point are not track-able (lack of cause and effect)



Measurement Strategies focussing on students' perceptions

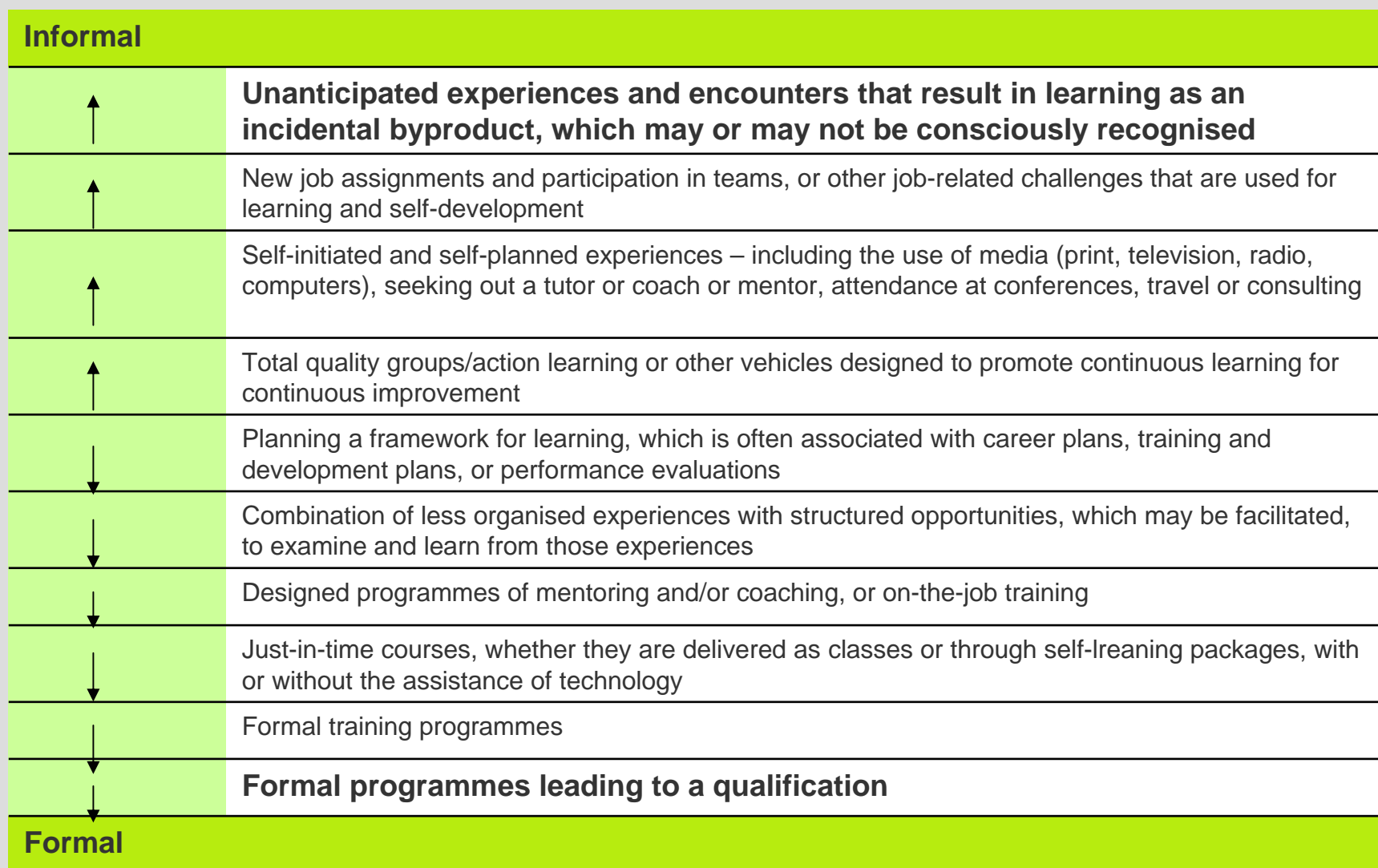
(3) Informal Learning and Incidental Learning

European Commission (2001): Strong distinction between:

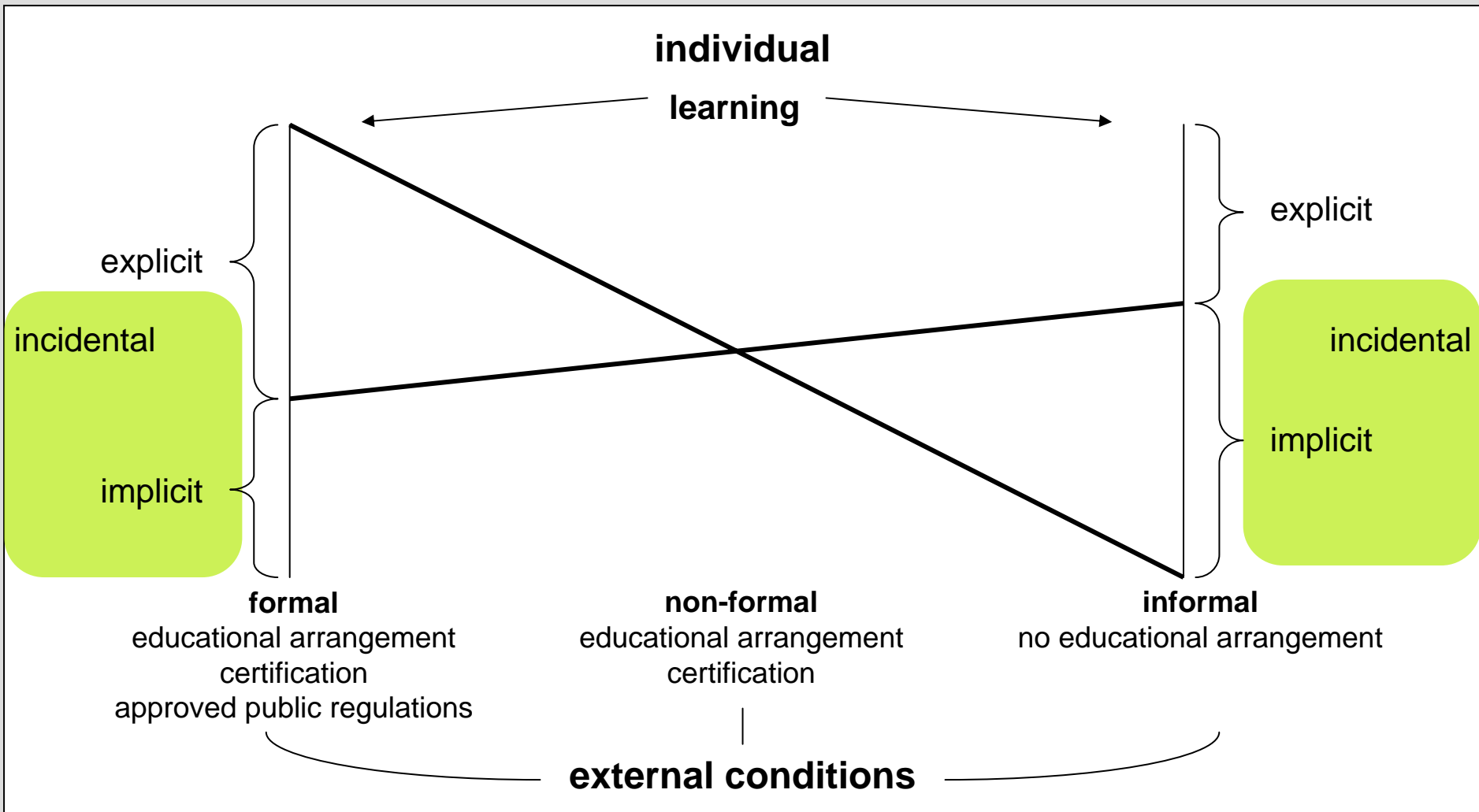
Formal Learning	Non-Formal Learning	Informal Learning
provided by training institution	not provided by a training institution	resulting from daily life activities
structured (in terms of learning objectives, time or support)	structured (in terms of learning objectives, time or support)	not structured (in terms of learning objectives, time or support)
leading to certification	typically does not lead to certification	typically does not lead to certification.
intentional from the learner's perspective	intentional form the learner's perspective.	may be intentional but in most cases it is non-intentional

(3) Informal Learning and Incidental Learning

Stern and Sommerlad (1999): The continuous learning continuum

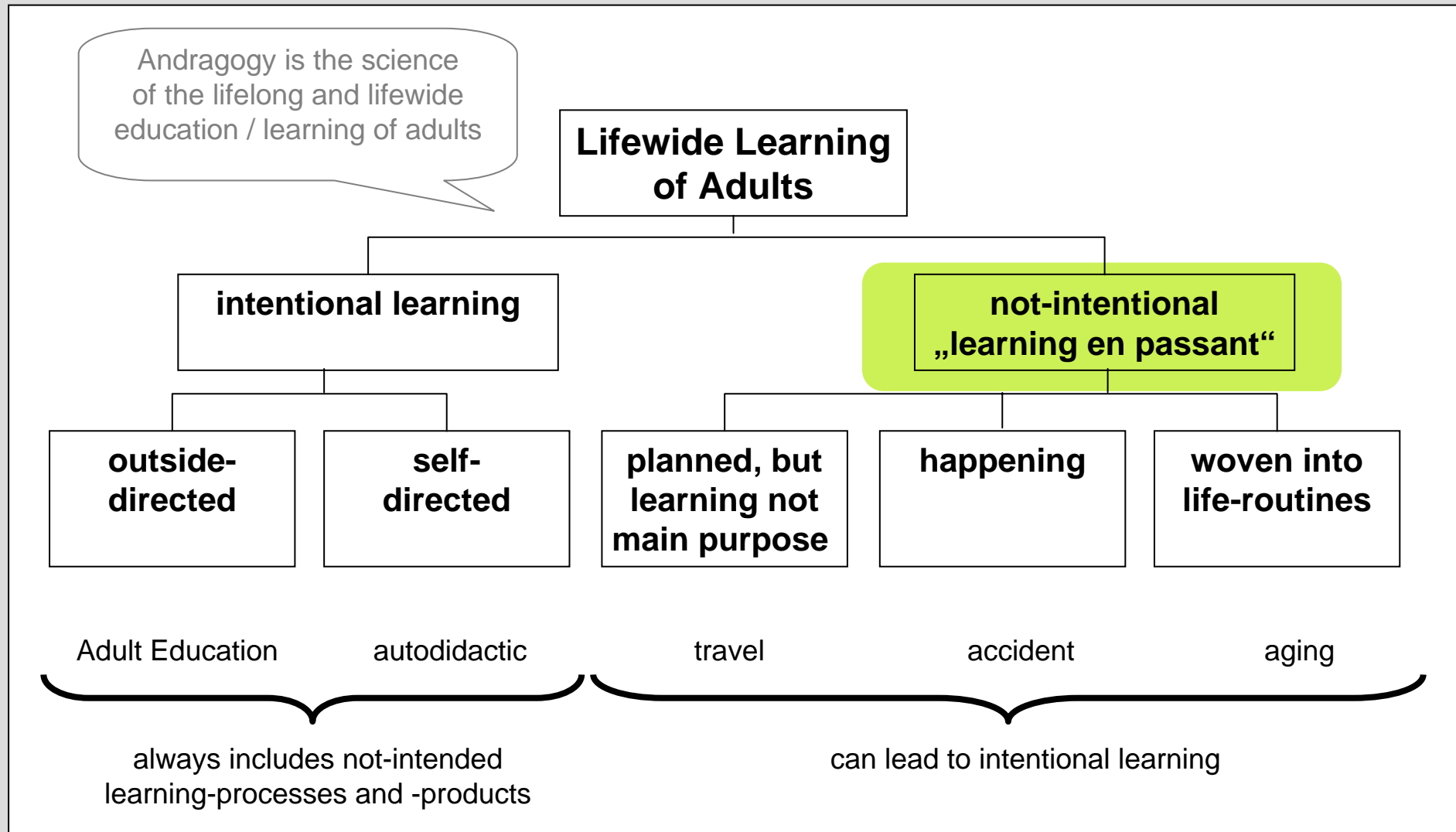


(3) Informal Learning and Incidental Learning



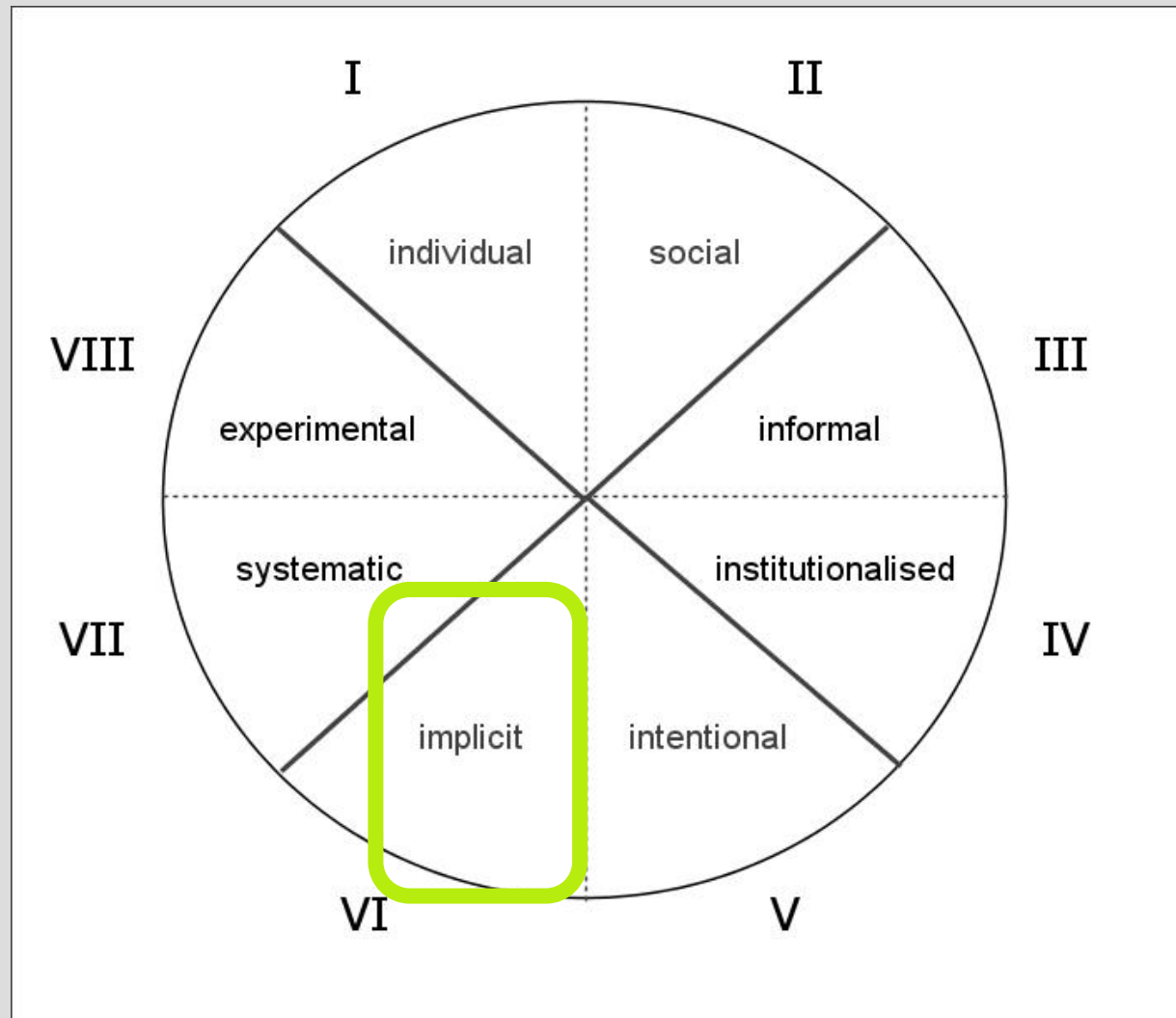
Straka (2004): Types of learning combined with formality of external conditions

(3) Informal Learning and Incidental Learning



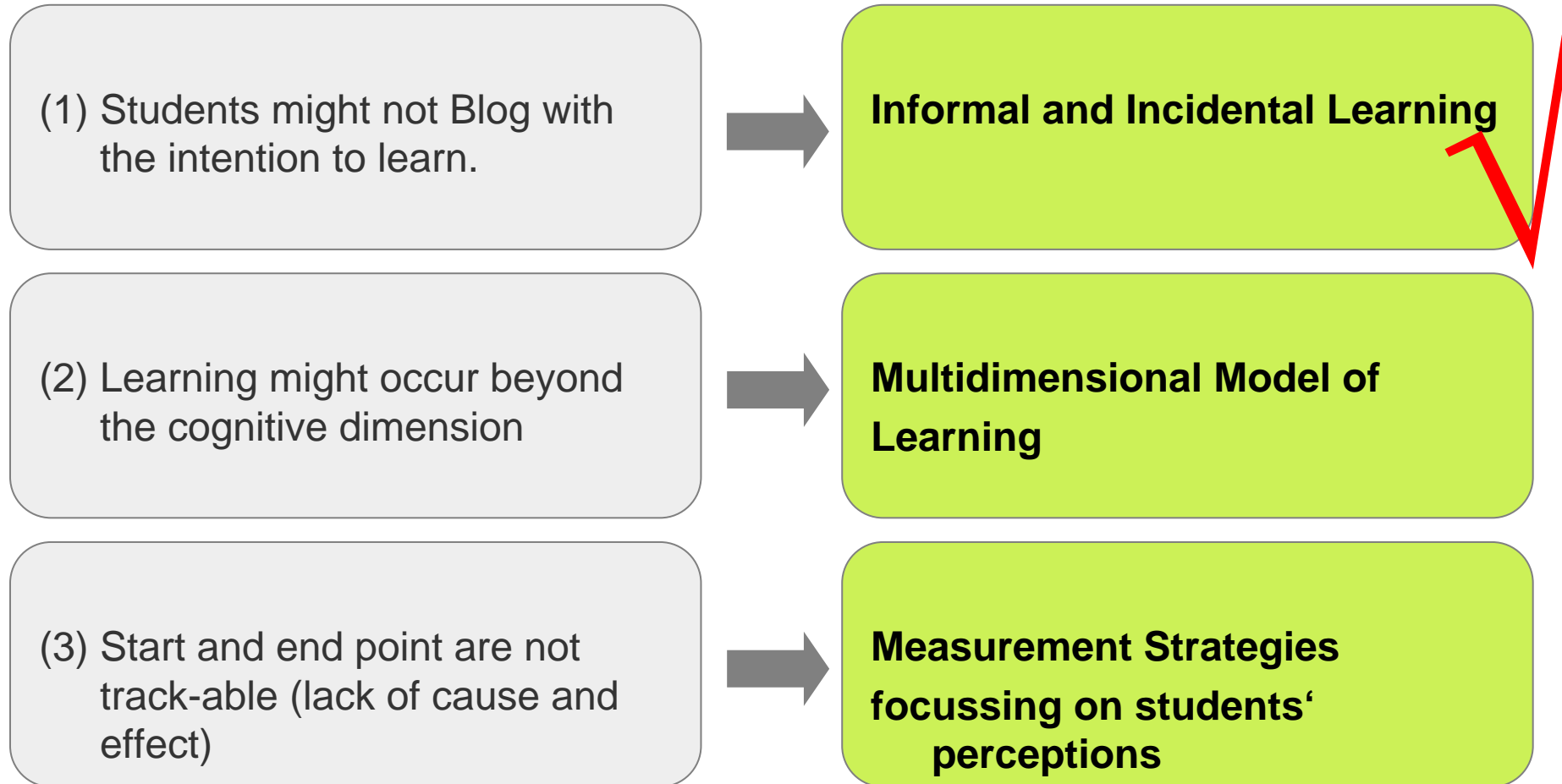
Reischmann (1986): Fields of Lifewide Learning

(3) Informal Learning and Incidental Learning



Reinmann (2007): Description grid for learning

Preliminary Thoughts and Difficulties



(4) A Multi-Dimensional Model of Learning

Requirements:

- To make informal and implicit processes visible

To be applicable to informal contexts, i.e. beyond classroom setting

- To view at various dimensions of learning
(e.g., motivation, emotion, context)

To view at learning beyond knowledge transfer (constructivist view)

- To include learning processes beyond cause-effect analysis

(4) Version 1: Adapt a model of formal learning

Pintrich (2004): Model of Self-Regulated Learning

	Areas for regulation			
Phases	Cognition	Motivation/Affect	Behavior	Context
Phase 1 Forethought, planning, and activation				
Phase 2 Monitoring				
Phase 3 Control				
Phase 4 Reaction and reflection				

(4) Version 1: Adapt a model of formal learning

Pintrich (2004): Model of Self-Regulated Learning

Advantages:

- Established model of learning
- Empirical methods grounded on this model

Downsides:

- Developed in formal context → a teacher-learner perspective
- View at learning as very structured process → does this address informal settings?

(4) Version 2: Choose a model of informal learning

Davies (2008): „A new model for making sense of experience“

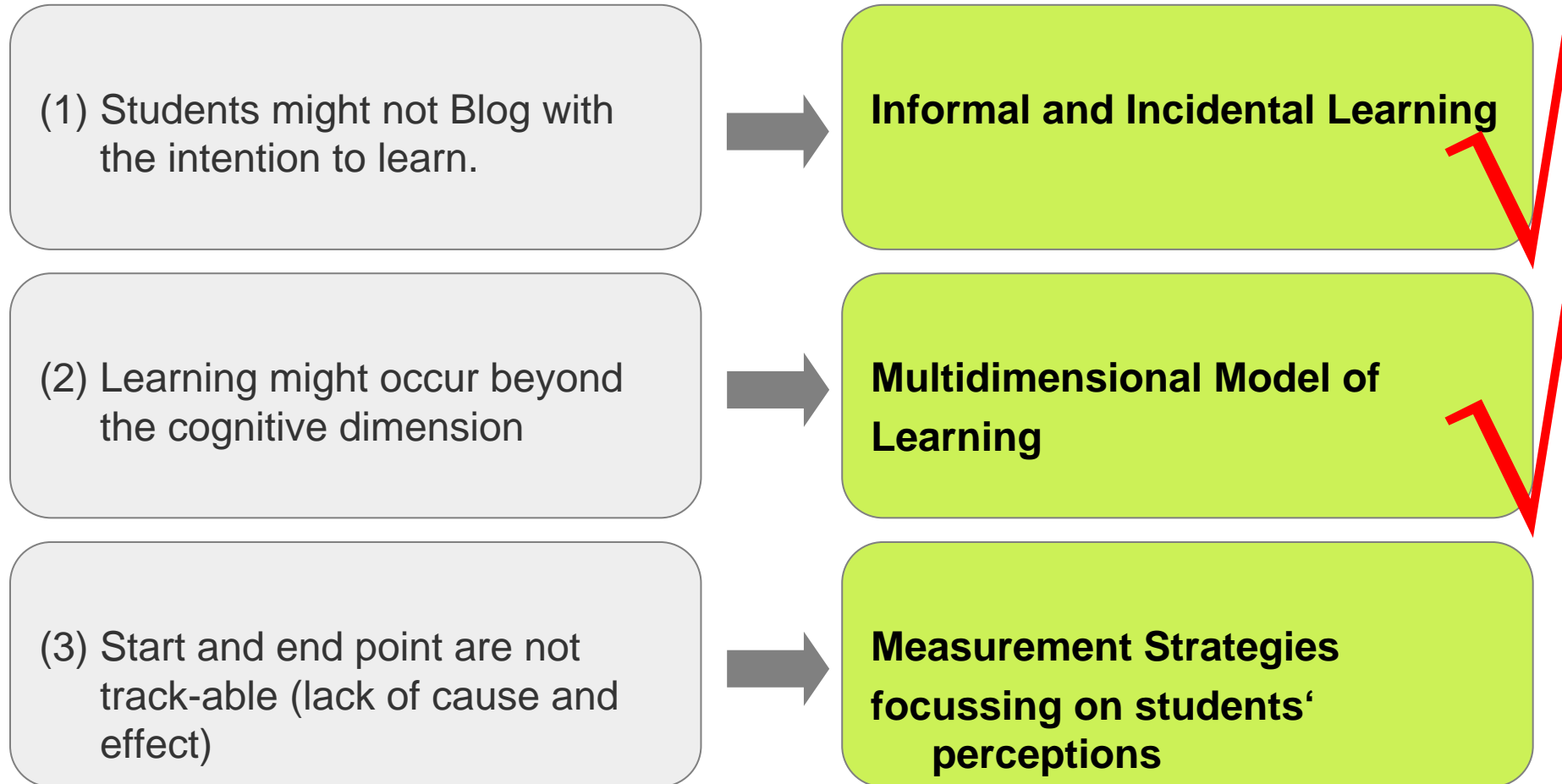
Advantages:

- Elements are changeable, open to interpretation, rather than fixed in nature
- Open nature of model allows for further development/adaptation

Downsides:

- Clear distinction between experiential and informal learning?

Preliminary Thoughts and Difficulties



(5) Measurement Strategies

Decision Criteria for Choice of Empirical Method:

Qualitative	Quantitative
Visual	Textual
Artefacts (data)	Reflections (students)
learning results	learning activity

(5) Measurement Strategies

Qualitative investigation

Based on questions developed by Davies (2008)

For instance:

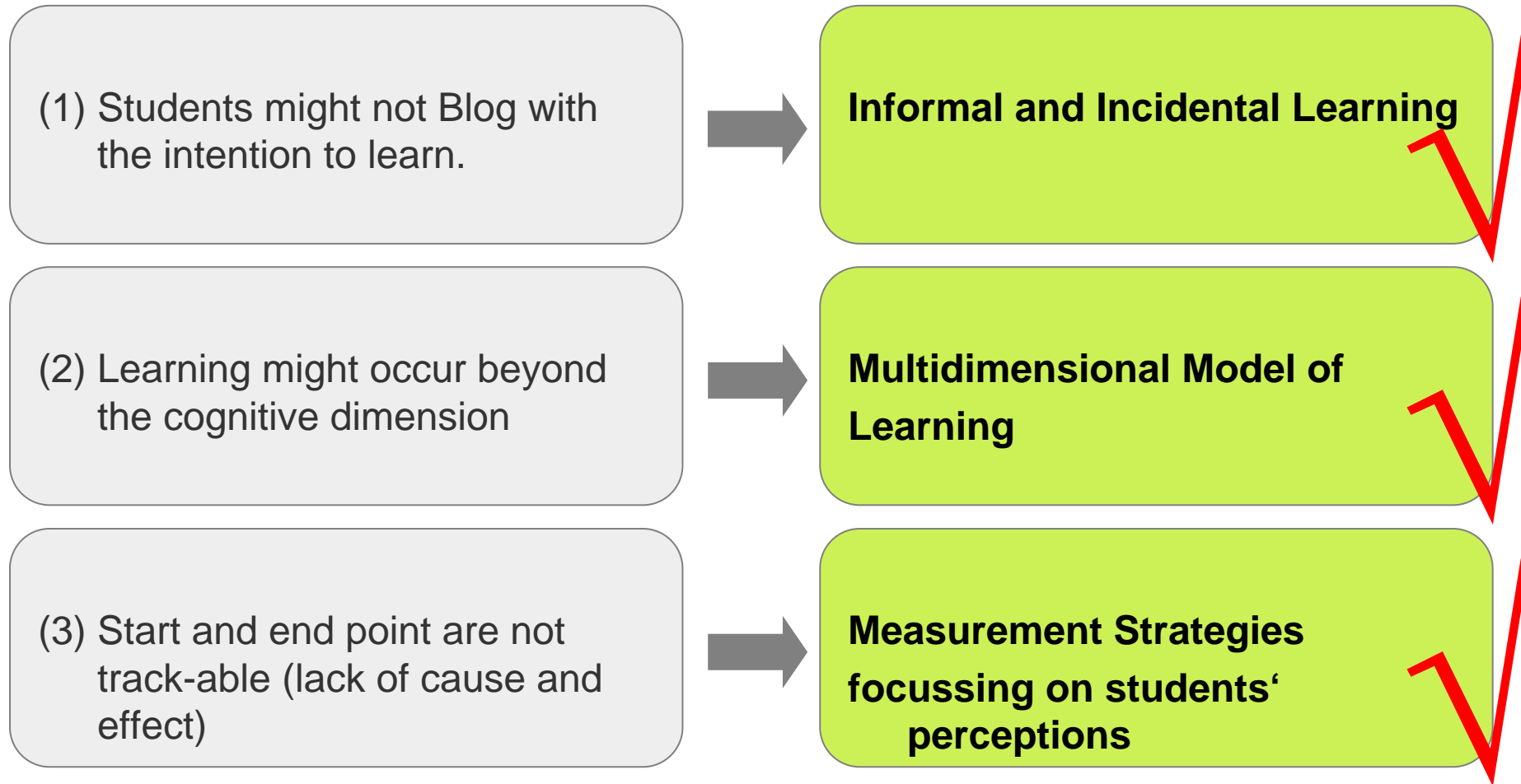
Emotions	<ul style="list-style-type: none">- What emotions did I feel at the start of the experience?- How did they change as the experience/event unfolded?- What were these emotions telling me about what I would have to be doing in the future?
Opportunity	<ul style="list-style-type: none">- How can I make time, that is create opportunities, to consider this experience further?- Who do I need to influence (if anyone) to help in this?

(5) Measurement Strategies

Applied to:

Reflections	Structured Interviews with students (bloggers)
Artefacts	Investigation on weblog entries of respective students

Preliminary Thoughts and Difficulties



Thank You !

Literature References

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