European Space University for Earth and Humanity

UNIVERSEH is an alliance of five European universities established to develop a new way of collaboration in the field of Space, within the "European Universities" initiative.

The alliance aims to create new higher education interactive experiences for the university community, teachers and students, and for the benefit of society as a whole. Such initiatives will enable broadminded, informed and conscientious European citizens to capture and create new knowledge and become smart actors of European innovation, valorisation and societal dissemination within the Space sector, from science, engineering, liberal arts to culture.

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4.4 Online learning resource to enhance professional personal learning network

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Document History

Version	Date	Author	Partner	Summary of main changes
1.0		Andreas Wåhlström	LTU	

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Introduction

Why should we share materials and experiences? There are many reasons to share the work you've created. If you share your work, others don't have to start from scratch, but can build on your work and vice versa. When you share your material, you increase your reach as a teacher, you make yourself more visible and you meet other teachers.

Having a gathering place where you can share each other's experiences and materials in a structured way for lifelong learning is what this module is about.

Aim

The overall purpose of this personal learning network is to increase knowledge among faculty, students, staff, and instructional designers who share common interests.

Another aim is to try to start a culture where sharing material between us becomes a natural part of the project.

Method

During the course of the project, members of WP4 have had the Microsoft Teams platform as a common gathering place for materials. There we have regularly uploaded recorded seminars, workshops, tutorials, templates and other material so that it is available to those involved in the project. Here, instructional designers have been able to get inspiration and learn more about the pedagogical concepts as well as share templates for course design that are used at the various institutions of higher education. We have had a joint chat for discussions and reflections

We have also had Teams as a common platform when we collaborated with the teachers in the work to develop the courses. In this way, it has been easy to pick out our bank material that was relevant for teachers in the various courses.

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Future

This is just the beginning of our networking and sharing of resources. We will continuously contribute to the resource bank and thus allow it to grow as the project progresses.

The next step is to make it available to even more Universeh members by putting all the resources on our Moodle platform. In that way, the students and members from other Wps also get access to the material.

We now have a section in Moodle called Learning Network. There will be some ready-made groups with specific themes that you can join. Here, members with common interests can share information, documents, templates and have discussions and collaborate. It will also be possible for members to send requests to set up new themes around common interests and themes in order to grow the network.

We will also investigate whether the resources can be tagged in different ways in the platform to increase searchability on mateial.

Team available right now in Moodle

• Language exchange community

• Instructional designers

You will find the resource soon under the section "learning networks"

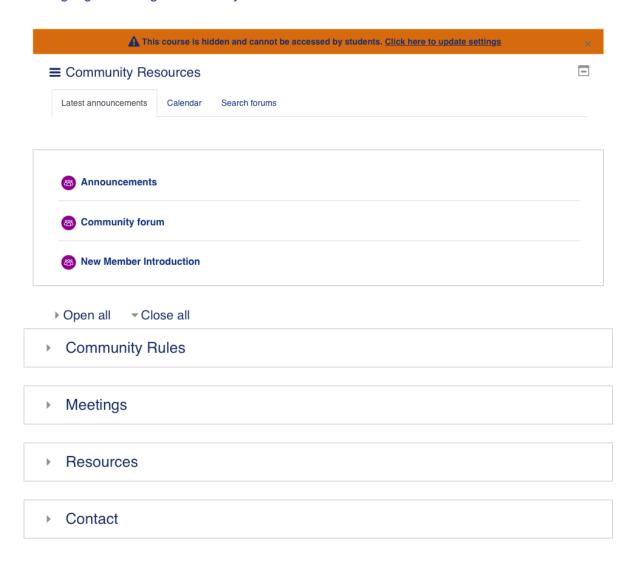See screenshot for examples of setups for learning network " Language exchange community"

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Language Exchange Community

This course is hidden and cannot be accessed by students. Click here to update settings ×

≡ Community Resources ⊟

Latest announcements   Calendar   Search forums

Announcements

Community forum

New Member Introduction

▸ Open all   ▾ Close all

▸ **Community Rules**

▸ **Meetings**

▸ **Resources**

▸ **Contact**

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Annexes

- General introduction to PLN

- Presentation – PLN for Students

- Study Guide – PLN for Students

- Presentation – PLN for Teachers

- Study Guide – PLN for Teachers

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Introduction movie

https://play.ltu.se/media/Universeh-PLN-2022/0_dorst08y

What is a Personal Learning Network (PLN)?

1 A professional practice network

2 A method of learning

3 A resource

Goals

Short-term goals

1

To create a strategy to build and maintain a personal learning network.

2

To learn to work with contacts and receive feedback from others.

3

To learn how to use personal learning networks as a method.

Long-term goals

1

To integrate PLN as competence and outcome in your learning process.

2

To develop ability to become connected professionals.

3

To involve students, teachers and other stakeholders in the learning process.

Content

Content of the PLN student module

Reading articles and **watching** video clips about personal learning networks.

Interacting with companies, authorities or individuals.

Reflecting on your own personal learning network.

Discussing social media posts, podcasts, and other sources related to your upcoming professional field.

Assignments

How to use PLN in a course assignment

Reflect on and form your own network, suitable for the assignment.

Contact networks suitable for the assignment.

Complete the assignment.

Give back to the network.

Example assignment:
"Rehabilitation after hip surgery – From injury to home care"

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Form the network
Search for national care programmes, scientific articles, and patient organisations.

Get in contact
Contact the hospital and patient organisations. Plan for clinical practice.

Complete the assignment
Clinical practice interviews. Write report including suggestions for improvement.

Give back
After examination, discuss the report with professionals and patients.

Progression

Divide PLN into progression over the years

UNIVERS*EH*

1

Reflect on and form your own network, suitable for the assignment.

2

Get in contact with the network.

3

Complete the assignment.

4

Give back to the network.

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Personal Learning Network - PLN

Introduction movie

https://play.ltu.se/media/Universeh-PLN-2022/0_dorst08y

Module course (in UNIVERSEH)

- **Student course – 10 hours (in total)**
    - As a module in a UNIVERSEH course.
    - A short introduction to PLN.

What is Personal learning network (PLN)?

UNIVERS**EH**

- To **use human and technological recourses** to approach and solve advanced problem and work successfully in a **collaborative** professional environments.
- To **create network** with relevance to your upcoming professional practice.
- PLN as a **method of learning**
- PLN as a **resource** when the student leaves the university.

Short time goal

1. To *create a strategy* to **build and maintain** a personal network.
2. To learn to *work with contacts* and receive **feedback** from others.
3. To learn *how to use* personal networks **as a method** for gathering information relevant in your courses.

Long term goal

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- To **integrate PLN** as a basic competence and outcome in your learning process.
- To develop ability to **become connected professionals**.
- To **involve** both students, teachers and educational advisors/developers as well as the society and companies in the learning process.

Content of the PLN student module

UNIVERS**EH**

- **Reading** articles and watching **video clips** about personal learning networks.
- **Reflecting** about your own personal network.
- **Discussing** different blogs, Facebook, Instagram, podcast, LinkedIn and other sources related to their upcoming professional field (in seminars).
- **Interacting** with companies, authorities or individuals.

How to use PLN in a course assignment?

1. Reflect on and **form your network,** suitable for the assignment.
2. **Get in contact** with the network (a person, an organization, a blog/LinkedIn/podcast/Instagram or a company) suitable for the assignment.
3. **Complete** the assignment.
4. **Give back** something to the network (person/organization/company).

"Give and take"

Can be divided into progression over the years

UNIVERS**EH**

1. Reflect on and **form your network,** suitable for the assignment (1st year).
2. **Get in contact** with the network (a person, an organization, a blog/LinkedIn/podcast/Instagram or a company) suitable for the assignment (2nd year).
3. **Complete** the assignment (3rd year).
4. **Give back** something to the network (person/organization/company) (3rd-4th year).

"Give and take"

Example of assignment (3rd year of a bachelor program):
"Rehabilitation after hip surgery – From injury to home care"

1) **Form the network**: Search for national care programs and scientific articles, patient organizations (Instagram, Facebook, podcast)

2) **Get in contact**: Contact the hospital => (physiotherapist, orthopedic surgeon, occupational therapist, patients). Plan for clinical practice etc.

3) **Complete the assignment**: Clinical practice (hospital, primary care, home care, attending hip surgery), interview (physiotherapist, orthopedic surgeon, occupational therapist, patients). Write report (including suggestions for improvement).

4) **Give back**: After examination; distribute and communicate the report back to professionals and patients.

Your own reflections

- How can you use PLN as a method in your learning?

- Do you have any assignments in your classes where PLN could work as a way of solving the assignment?

Welcome to the PLN module!

THANK YOU

Personal Learning Network

A study guide for students

Aim

The aim of this course is to develop knowledge about personal learning networks (PLN) and how you can use PLN in your role as a student as well as in your future profession.

Introduction

Start by looking, and listen, to the **PowerPoint introduction** that is enclosed. It begins with a short introduction video (3 min) that introduces the concept of personal learning networks.

You can also find the **introduction video** (3 min) via the link https://play.ltu.se/media/Universeh-PLN-2022/0_dorst08y

Below you will find the **study guide** for this course.

Part 1: "Identify and explore your own PLN"

Aim

The aim of Part 1 is to develop your own knowledge about the concepts digital literacy, personal learning networks (PLN), personal learning environment (PLE) and professional learning communities (PLC).

Preparation before the first seminar:

Watch and read the different references concerning digital literacy and learning networks (see references below). Search the internet for sites related to your professional field, such as blogs, podcasts, Facebook, Instagram, LinkedIn etc. After you have studied the references and examined some internet pages, reflect on the questions below.

- What does your own digital literacy look like right now according to David White's "visitor and resident map" (visitor – resident; personal – professional)? Start to draw a picture of it.
- Reflect on what your own PLN and PLE look like right now.

References:

Green C.L. *Personal Learning Networks: Defining and Building a PLN*. Oklahoma state university. https://open.library.okstate.edu/learninginthedigitalage/chapter/personal-learning-networks_defining-and-building-a-pln/

Mattson, S. and Lloyd A.: *Teach with digital: Using digital tools for developing Personal Learning Networks.* (50:52) https://www.youtube.com/watch?v=yhtvQvvtHa4

Oddone, K. *PLNs Theory and Practice part 1* (10:25). https://www.opennetworkedlearning.se/onl212-course-overview/onl212-topic-3-learning-in-communities-networked-collaborative-learning/

Oddone, K. PLNs Theory and Practice part 1 (10:07). https://www.youtube.com/watch?v=LqSBTr9DPH8

Odonne, K., Hughes, H. & Lupton, M. (2019). *Teachers as Connected Professionals. A Model to Support Professional Learning Through Personal Learning Networks*. International Review of Research in Open and Distributed Learning. Volume 20, Number 3, July 2019. https://www.erudit.org/en/journals/irrodl/1900-v1-n1-irrodl04799/1062524ar.pdf (T)

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White, D. (2014) Visitors and Residents (7:07). https://www.youtube.com/watch?v=sPOG3iThmRI

YouTube. "*What is a Personal Learning Network and why build one?*" (3:23)
https://youtu.be/IRHah3KPDYE

YouTube. *Developing your personal learning network* (2:29)
https://youtu.be/hLLpWqp-owo

....

First seminar: "Digital literacy and Personal learning network" (1 hour).

Aim
The aim of this seminar is to reflect, together with others, about digital literacy and your own personal learning networks.

The seminar - schedule
10 min - Introduction.

20 min - Discussions in small groups using e.g., Padlet.

- What is a personal learning network?
- Give examples of PLNs in your professional field.
- How has your own PLN developed over the years as a student?

20 min – Discussions in small groups using e.g., Padlet.

- How can you, as a student, use your PLN as a tool in your academic studies as a strategic method in your courses?
- How can you, as a student, use PLN, in an *academic* way?

10 min - Summary of reflections. A short introduction to the next session and then ending the session.

....

Part 2: "How to use PLN in the future"

Before second meeting:

Assignment:

Interview someone in your own professional concerning:

a) what their professional learning networks look like,
b) their strategy of forming their professional learning network and
c) how they use their learning network in their professional life.

Reflections:

- How can you use what you have learned about PLN in your studies and your upcoming profession?
- What can you, as a student, do to easier connect with *companies and other organizations*?

....

Second seminar: "How to use PLN" (1 hour)

Aim

The aim of this seminar is to reflect, together with others, upon how to use PLN in an academic way, but also as a method of doing academic assignments.

The seminar - schedule

10 min - Introduction. Divide into groups in breakout rooms.

30 min - Discussions in small groups using e.g., Padlet.

- Give a short oral report from your interview (approx. 2-5 min/report) and discuss it in the group, from a PLN perspective.
- How can you, as a student, use PLN **as a method** when completing academic assignments?
- Are there any risks or benefits to using PLN?
- Do you think that PLN could increase your learning outcome and if so, how?

20 min - Summary of group reflections. Evaluation of the PLN course (e.g., Menti).

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Personal Learning Network - PLN

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Introduction movie

https://play.ltu.se/media/Universeh-PLN-2022/0_dorst08y

Module course (in UNIVERSEH)

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- **Train-the-trainer course – 1 hour (in total)**
  - Digital, self instructed module for teachers that want to use PLN in their classes

- **Student course – 10 hours (in total)**
  - As a module in a UNIVERSEH course.
  - A short introduction to PLN.

Personal learning network (PLN)

- To **prepare student** to use human and technological recourses to approach and solve advanced problem and work successfully in a **collaborative** professional environments.
- To **create network** with relevance to the students upcoming professional practice.
- PLN as a **method of learning**
- PLN as a **resource** when the student leaves the university.

Short time goal

1. To *create a strategy* for the student to **build and maintain** a personal network
2. To teach the student to *work with contacts* and receive **feedback** from others
3. To learn *how to use* personal networks **as a method** for gathering information relevant in your courses.

Long term goal

UNIVERS**EH**

- To **integrate PLN** as a basic competence and outcome for students.
- To develop their ability to **become connected professionals**.
- To **involve** both students, teachers and educational advisors/developers as well as the society and companies in the learning process.

Content of the PLN student module

- **Reading** articles and watching **video clips** about personal learning networks.
- **Reflecting** about their own personal networks.
- **Discussing** different blogs, Facebook, Instagram, pods, LinkedIn and other sources related to their upcoming professional field (in seminars).
- **Interacting** with companies, authorities or individuals.

How to use PLN in a course assignment?

UNIVERS**EH**

1. Let the students reflect on and **form their network,** suitable for the assignment.
2. Let the students **get in contact** with the network (a person, an organization, a blog/LinkedIn/pod/Instagram or a company) suitable for the assignment.
3. Complete the assignment.
4. Let the students **give back** something to the network (person/organization/company).

"Give and take"

Can be divided into progression over the years

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1. Let the students reflect on and **form their network,** suitable for the assignment (1st year).
2. Let the students **get in contact** with the network (a person, an organization, a blog/LinkedIn/pod/Instagram or a company) suitable for the assignment (2nd year).
3. Complete the assignment (3rd year).
4. Let the students **give back** something to the network (person/organization/company) (3rd-4th year).

"Give and take"

Example (3rd year of a bachelor program):
"Rehabilitation after hip surgery – From injury to home care"

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1) **Form the network**: Search for national care programs and scientific articles, patient organizations (Instagram, Facebook, podcast)

2) **Get in contact**: Contact the hospital => (physiotherapist, orthopedic surgeon, occupational therapist, patients). Plan for clinical practice etc.

3) **Complete the assignment**: Clinical practice (hospital, primary care, home care, attending hip surgery), interview (physiotherapist, orthopedic surgeon, occupational therapist, patients). Write report (including suggestions for improvement).

4) **Give back**: After examination; distribute and communicate the report back to professionals and patients.

Your own reflections

UNIVERS**EH**

- How can you use PLN as a method in your teaching?

- Do you have any assignments in your classes where PLN could work as a way of solving the assignment?

- How can you, in a strategic way, divide the different steps over the years in your courses?

Contact:

Inger Jacobson,

inger.jacobson@ltu.se

Personal Learning Network

A study guide for teachers

Welcome to the introduction to the Personal Learning Network Module Course at UNIVERSEH.

The aim of this study guide is to lead you through the UNIVERSEH module course, Personal Learning Network (PLN) for Teachers.

Aim

The aims of the UNIVERSEH module course, **Personal Learning Network for Teachers,** are to develop your knowledge about personal learning networks and to show you how to use PLN as a pedagogical method in your courses.

Introduction

This module course consists of three parts:

1) A PowerPoint introduction
2) An introduction video, which also is enclosed in the PowerPoint
3) This study guide, to direct you through the course and the seminars

PowerPoint

Start by looking at, and listening to, the **PowerPoint introduction**. It begins with the **introduction video** (3 min) that introduces the concept of personal learning networks.

Introduction video

You can also find the **introduction video** (3 min) in the **PowerPoint introduction** or separately via this link: https://play.ltu.se/media/Universeh-PLN-2022/0_dorst08y

Study guide

PLN is, perhaps, new for you as a teacher. Therefore, we suggest that you **start** by both reading the **references** as well as looking at the **videos** in the References list of Part 1: "Identify and explore your own PLN". Then, we suggest that you **reflect**, as a teacher, on some questions ("Reflection time").

If you find PLN interesting, we suggest that you do an optional assignment in your role as a teacher. In this assignment, you will **interview someone** in your own professional surrounding concerning his or her PLN (see "An optional assignment for you as a teacher").

Then it is time to go through the **seminars for the students** and reflect on the questions in the various Discussions (Part 2: "Lectures/Seminars for students"). These questions are only suggestions, and you may, of course, change them into questions that are more suitable within your own profession.

You can also use **PLN as a pedagogical method** in your own teaching. To read more about this, go to Part 3 below: "How to use PLN in a course assignment" to get some inspiration.

Student seminars

Now you are ready for the two 1-hour student seminars (First seminar and Second seminar in Part 2). **Before the first seminar** ("Digital Literacy and Personal Learning Network"), the students should read the references and watch the videos (see references), the same references and videos that you studied.
During the first seminar, the students should discuss their reflections about some questions concerning PLN. You, as a teacher, will only be in the background gently guiding the pedagogical process.
During the second seminar ("How to use PLN") the students should discuss their reflections about how they can use PLN *as a pedagogical method* when doing an assignment.

At the end of this document, we have enclosed some **optional references** if you want to read more about PLN and how you can use it in your pedagogical work.

Part 1: "Identify and explore your own PLN"

Aim

The aim of this part is to develop your own knowledge about the concepts digital literacy, personal learning networks (PLN), personal learning environment (PLE) and professional learning communities (PLC).

Watch and read the different references concerning digital literacy and learning networks (see references below). The same references are given to the students. At the end of this study guide, you can find optional references, if you want to deepen your knowledge concerning personal learning network.

References:

Green C.L. *Personal Learning Networks: Defining and Building a PLN*. Oklahoma state university.
https://open.library.okstate.edu/learninginthedigitalage/chapter/personal-learning-networks_defining-and-building-a-pln/

Mattson, S. and Lloyd A.: *Teach with digital: Using digital tools for developing Personal Learning Networks.* (50:52) https://www.youtube.com/watch?v=yhtvQvvtHa4

Oddone, K. *PLNs Theory and Practice part 1* (10:25). https://www.opennetworkedlearning.se/onl212-course-overview/onl212-topic-3-learning-in-communities-networked-collaborative-learning/

Oddone, K. PLNs Theory and Practice part 1 (10:07).
https://www.youtube.com/watch?v=LqSBTr9DPH8

Odonne, K., Hughes, H. & Lupton, M. (2019). *Teachers as Connected Professionals. A Model to Support Professional Learning Through Personal Learning Networks*. International Review of Research in Open and Distributed Learning. Volume 20, Number 3, July 2019.
https://www.erudit.org/en/journals/irrodl/1900-v1-n1-irrodl04799/1062524ar.pdf (T)

Thang, S. (2018) *Using twitter as a personal learning network*. (Blog)
https://techandcurriculum.pressbooks.com/chapter/personal-learning-networks/ (T/S)

White, D. (2014) Visitors and Residents (7:07). https://www.youtube.com/watch?v=sPOG3iThmRI

YouTube. "*What is a Personal Learning Network and why build one?*" (3:23)
https://youtu.be/IRHah3KPDYE

YouTube. *Developing your personal learning network* (2:29)
https://youtu.be/hLLpWqp-owo

Reflection time

After you have looked at the references, reflect *as a teacher* on the following questions:

- What does your own digital literacy look like right now, according to David White "visitor and resident map" (visitor – resident; personal – professional)? Start to draw a picture of it.
- Reflect on what your own PLN look like right now.
- How has your own PLN developed over the years?
- How should you behave (active, tone, answering, sharing, etc.) to create a more efficient PLN?
- Reflect on examples of PLN in your pedagogical and professional field.
- How can you use your PLN as a strategic method in your courses?
- What can you do, in your courses, to get students to easier connect with each other?
- What can you do, in your courses, to get *students and companies* to easier connect with each other?
- What can you do, in your courses, to better connect your *university to society and companies/organizations* in your own field?
- How can you be the guide and facilitator in this process?
- What type of assignments will stimulate students to start using PNL?
- Could examinations in your course be done by using PNL?

An optional assignment for you as a teacher:

Interview someone in your own professional surrounding concerning
a) what their professional learning networks look like,
b) their strategy of forming their professional learning network and
c) how they use their learning network in their professional life.

Part 2: Lectures/Seminars for students:

First seminar: "Digital literacy and Personal learning network" (1 hour).

It is important that you, as a teacher, are well prepared before the seminars with the students. Make sure that you are familiar with the digital tools that you use.
Our suggestion is to plan the first seminar as scheduled below.

10 min - Introduction.

20 min - Discussions in small groups using eg. Padlet.

- What is a personal learning network?
- Give example of PLN in your professional field.
- How has your own PLN developed over the years as a student?
- How should you behave (active, tone, answering, sharing, etc.) to create a more efficient PLN?

20 min – Discussions in small groups using eg. Padlet.

- How can you, as a student, use your PLN as a tool in your academic studies as a strategic method in your courses?
- How can you, as a student, use PLN, in an academic way?

10 min - Summery of reflections. A short introduction to the next session and then ending the session.

Second seminar: "How to use PLN" (1 hour)

Our suggestion is to plan the second seminar as scheduled below.

10 min - Introduction. Divide into groups in breakout rooms.

30 min - Discussions in small groups using eg. Padlet.

- Give a short oral report from your interview (approx. 2-5 min/report) and discuss it in the group, from a PLN perspective.
- How can you, as a student, use PLN **as a method** when solving academic assignments?
- Are there any risks or benefits using PLN?
- Do you think that PLN could increase your learning outcome and if so, how?

20 min - Summery of group reflections. Evaluation of the PLN course (eg. Menti).

Part 3: How to use PLN in a course assignment

Now it is time for you to reflect on how to use PLN in different ways in your own teaching.

In the introduction Power Point, we explained the following four steps in how to think when using PLN in a course assignment (see an example below). In some assignments, you can use all four steps directly but in others, you can advance systematically over several years. It is up to you to decide what is best in your specific case.

Overall example how you as a teacher can use PLN in a course assignment.

Based on your teaching role, give the students the opportunity of "*Give and take*"
1) Let the students reflect on and **form their network,** suitable for the assignment. (*1st year*)
2) Let the students **get in contact** with the network (a person, an organization, a blog/LinkedIn/podcast/Instagram or a company) suitable for the assignment. (*2nd year*)
3) **Complete** the assignment. (3rd year)
4) Let the students **give back** something to the network (person/organization/company). (*3rd – 4th year*)

An example of an assignment:

A bachelor physiotherapy student, 3rd year, shall write a report concerning: "*Rehabilitation after hip surgery – From injury to home care*". The student shall use PLN as method and follow the above four steps:

1) *Form the network*: Read scientific articles, national care programs, internet, and patient organizations on Facebook/Instagram etc.

2) *Get in contact*: Contact professionals at the hospital (physiotherapist, orthopaedic surgeon, occupational therapist).

3) *Complete the assignment*: Clinical practice (hospital, primary care, home care, attending hip surgery); interviews (physiotherapist, orthopaedic surgeon, occupational therapist, patients); write report (including suggestions for improvement).

4) *Give back*: After examination: Distribute and communicate the report back to professionals and patients, including suggestions for improvement.

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