



goals action plan future reflection skills take stock

personal development planning

ideas reflect think individual me aspirations growth ideas

career job assessment life coursework portfolio application

## From PDP to CDP? Exploring PDP & Web 2.0 connections at Bradford

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## Overview

- PDP at Bradford
- PDP & Web 2.0 at Bradford – exploring connections
- Case Study Example: M.Ed. Training & Development
- Digital typology
- Discussion and questions

## PDP at Bradford - background

- Institutional PDP framework based around 3 models agreed May 2005
- Decision about which model to align to made at School/Department/Programme level
- Therefore considerable diversity in PDP practice
- Framework still very much 'bedding in'

## PDP at Bradford - ePortfolio

- Framework proposed a 'private electronic space' for all students
- After pilot and evaluation activity a whole institution approach to PebblePad agreed for 2007-8 for 5 years
- Students can use it independently, staff are being encouraged to look at ways of embedding PP in the PDP experience of students

## PDP at Bradford - trends and issues

- Growth in provision of PDP opportunities for students by central support agencies
- Recognition of need to look at how PDP supports other institutional priorities (e.g. employability, education for sustainable development)
- Emerging cluster of staff engaged in evaluation, scholarship and research into PDP & ePortfolio practice

## PDP & Web 2.0 at Bradford – exploring connections

- Flexible PDP framework enables variety in PDP practice
- Easier to experiment and innovate
- Student owns PDP, and therefore has potential to bring records, reflections, evidence from a range of sources, including Web 2.0

## PDP & Web 2.0 at Bradford – exploring connections

- **Student drivers:** (for some) Web 2.0 as site for autonomous PDP, and may provide evidence to deploy in formal PDP
- **Tutor drivers:** e.g. integration of blogs and wikis into PDP and other learning
- **Tool Drivers:** engagement with e-portfolio tool stimulates and facilitates Web 2.0 activity – eP as a ‘transition’ space between students private/social activity and formal institutional learning



## Proposition from student data

*“Increasingly students will arrive at University with experience of online tools and will have expectations about their use here”*

However

*“They will need our support to use them effectively for their learning”*

## Example: Background

“Studying is more of a team sport than I realised. I really miss ...not being able to talk stuff through down the pub.” *student blog post in first few weeks of course.*

- Recent learning theory has recognised the social nature of learning (Leslie & Landon, 2008) and the importance of discussion online (Laurillard, 2001) .
- University of Bradford MEd Training and Development degree (distance learning)
- The course:
  - 2 year part-time professional course for Trainers & HRD staff

## Example: The Tools

- **Ning** members only social network for each cohort of students.
- Facilities include: blogs, images, discussion forums, personal page, video, audio, ability to embed any type of web2.0 widget & RSS feeds
- Widgets used:



LibraryThing

Member photos

**Members** Edit



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 [ncurrent](#) commented on the photo [MGP1303](#) 1 minute ago ✕

 left a comment for [Ruth Whitfield](#) 12 hours ago ✕

 added 4 photos. [View Photos](#) ✕



14 hours ago

 added the blog post '[Visual target chart](#)' 14 hours ago ✕

Recent activity

Delicious social bookmarks widget

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- [my delicious.us](#)
  - [Self-directed learning](#)
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  - [Elliot Masie's learning 2007 conference website](#)
  - [OU Open learn homepage](#)
  - [Encyclopedia of informal education](#)
  - [Evaluating Training Effectiveness](#)
  - [businessballs - Alan Chapman website](#)
  - [Theory Into Practice \(TIP\)](#)
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I am [module1](#) on [del.icio.us](#)  
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**Forum** Edit

 **Books for module 1**  
 Started by [Ruth Whitfield](#) 15 hours ago

I've just found out that one of the distance learners on Cohort 10 hasn't received her books yet. Thought I'd better check that those of you who are studying module 1 as total distance learners hav... [Read More >](#)

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Forum

Podcasts

**Music** Edit



00:00



- 1. reflection — Neil Curra
- 2. metacognition — Universit'
- 3. assignment1a — Neil Curr
- 4. studyskillsandlearningstyl
- 5. Write it Right\_ Tricks of the
- 6. referencing
- 7. criticalanalysis

**Blog Posts** Edit

**Visual target chart**

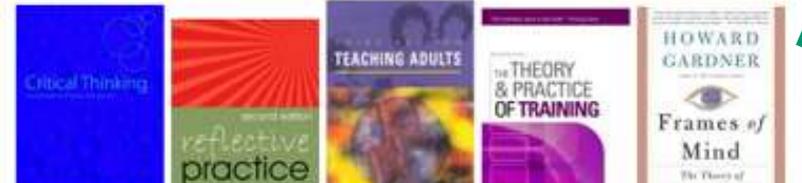
Many thanks to Graham for the visual chart, much appreciated.

Posted by  on 5th February 2008 at 7:26pm — [No Comments \(Add\)](#)

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Aggregated student blogs

**Book List** Edit



Reading material widget

## Key benefits we have observed:

- Builds more personal relations between students
- Better quality and quantity of group discussion.
- Learning processes are more explicit and obvious, so can pick up problems earlier.
- Evidence of greater reflection through blogs.
- Greater ownership of online environment.
- More motivated to work and share online.
- Better assessment results??? (partly due to greater engagement with tutor.)

## ...and finally - the student view.

“...told you this gets more addictive than 'e' bay. My students haven't had so many fag and brew breaks”

“...express my gratitude to you for being there for me and for caring about me, I just want to say: **THANK YOU!** to all of you and to tell you that it's a real privilege for me to be in this course with you!”

International student who has never met any of the other students.

“I have no idea why but I am strangely inspired to bare my incredibly shallow soul through this medium.”

“I anticipate not being able to use ning for part of each week...there are implications: 1) withdrawal symptoms for me... I'll just have to come back with a vengeance at the weekend!”

“Unleash the Ningmaniacs...How fantastic was all that Ning activity on Monday?”

## Wikis

- Group project (Blackboard)
- Class resource (Blackboard)

## Discussion

- Group discussions (Blackboard)

## Blogs

- Personal reflections (PebblePad)
- Group communication (Blackboard)
- Tutor reflections (Blackboard)

## E-portfolio

- Action plan
- Evidence
- Reflective statement

From writing this action plan I have realised that I have much more support during my studies than I had previously expected. I knew that the tutors were there to help but I had not realised about all the other resources that are available to me.

The idea of just doing the work online on the internet was one that I could not understand. It seemed very complicated as it was something I have never used before.

The main problem that I occurred with this assignment was that I have never used these forms of tools on the computer before and all this was new to me.

Through my blog I have shown my feelings throughout the course and further developed my own ideas.

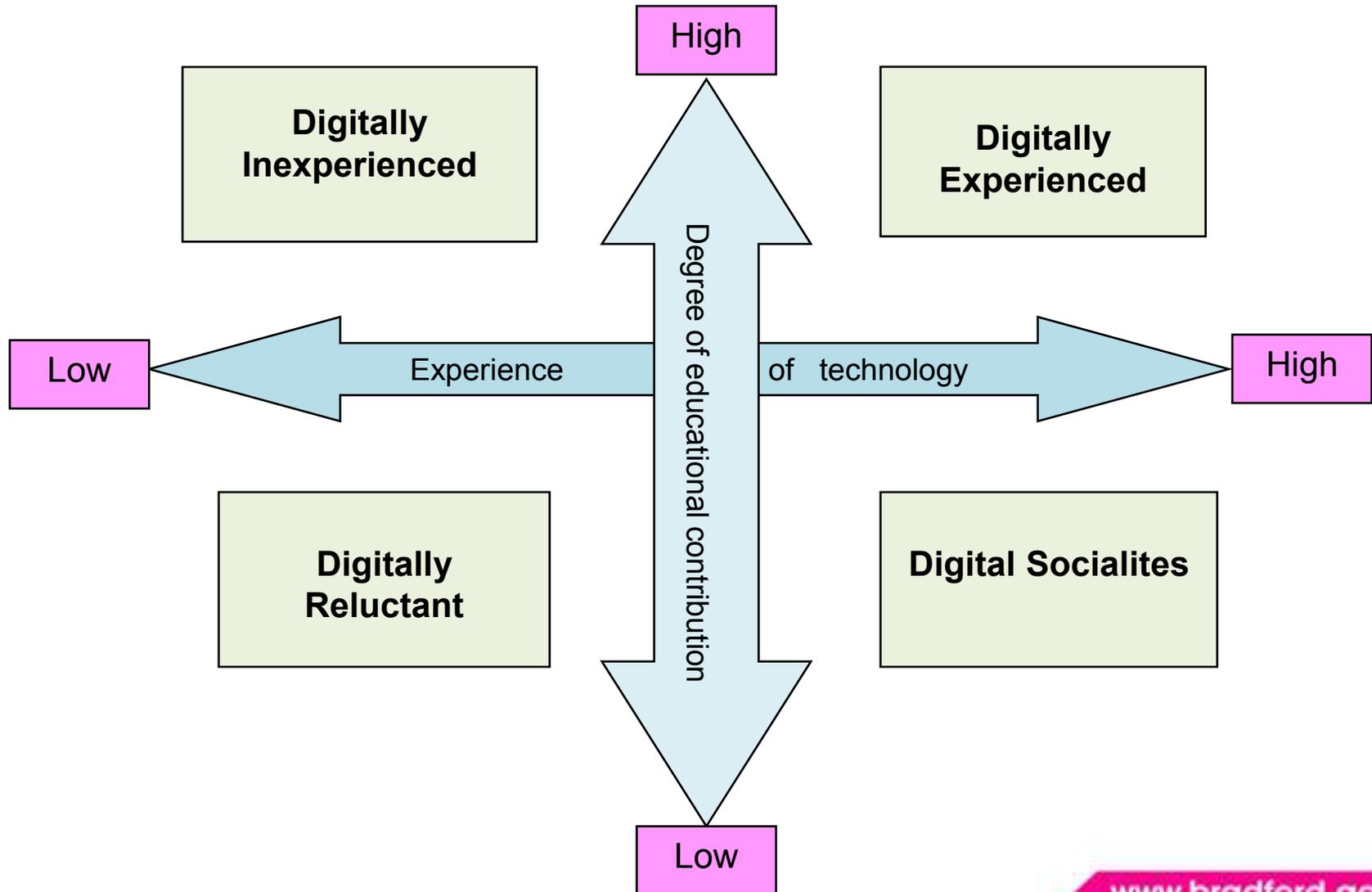
I feel that the personal blog which I have kept for this module will also help me in future studies as well as now. This is because it has inspired me to keep a blog for myself and for my other modules which I will definitely benefit from.

## Developing a new typology of digital learners

- Descriptions of ‘new’ students often relies on established and sometimes unquestioned definitions of ‘digital natives’ and ‘digital immigrants’
- Work at Bradford (ELP 1 & 2; HEA projects) suggests a more complex picture
- Levels of digital fluency in social contexts may not translate or generalise into educational contexts



# The typology



## 4 categories of learners:

- **Digitally Experienced**
  - Institution needs to respond to expertise. Will it be fully supportive of their needs?
- **Digitally Inexperienced**
  - Mature students?  
Haven't really been exposed to technology
- **Digital Socialites**
  - How can the institution harness their skills. Is there appropriate software available to support needs?
- **Digitally Reluctant**
  - Not keen on using technology but know it is there and can use it



## Questions raised

- Do we (tutors) have the skills necessary to support students use of these tools for learning?
- What 'academic' / 'personal' skills do students need?

## To Ponder

- Level of support needed
- Skill Development
- Trust & group working
- Time (given a 12 week module)
- Levelness & appropriateness of tasks
- Plagiarism

## Discussion

- What impact do these issues have at your institution?
- How are you resolving them?
- Does Web 2.0 challenge the ‘personal’ in PDP (anyone for CDP: Collaborative Development Planning?)