Knowledge-Able: Creating and Cultivating a Personal Learning Network (#PLN)
Who is the smartest person in the room?

Introduce yourself to a neighbor and work together to answer this question.
Session Outcomes
Participants will leave this session able to...

1. Articulate the importance and role of a PLN in 21st-century learning.
2. Identify strategies and tools to create and cultivate a PLN.
3. Design a PLN that fosters growth and development.
What is a PLN?

A personal learning network (PLN) is defined as connections between entities (e.g., knowledge sources, expertise, practitioners, groups, etc.) that contribute to one's growth in knowledge, experience, and/or performance.
The Data Measure Stick

Understanding the data deluge: comparison of scale with physical objects

1 megabyte
(A large novel)

1 gigabyte
Information in the human genome

1 terabyte
Annual world literature production

1 petabyte
All US academic research libraries

1 exabyte
Two thirds of annual production of information

A tiny ant

Height of a short person

Length of the Auckland Harbour Bridge

Length of New Zealand

Diameter of the Sun
Why is a PLN important?

Data Created Everyday

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**The World of Data**

- **Number of Emails Sent Every Second:** 2.9 million
- **Data Consumed by Households Each Day:** 375 megabytes
- **Video Uploaded to YouTube Every Minute:** 20 hours
- **Data Per Day Processed by Google:** 24 petabytes
- **Tweets Per Day:** 50 million
- **Total Minutes Spent on Facebook Each Month:** 700 billion
- **Data Sent and Received by Mobile Internet Users:** 1.3 exabytes
- **Products Ordered on Amazon Per Second:** 72.9 items

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In the 21st century, we live a large part of our lives online. Almost everything we do is reduced to bits and sent through cables around the world at light speed. But just how much data are we generating? This is a look at just some of the massive amounts of information that human beings create every single day.
Knowledge Obsolescence
Learning is ubiquitous.

"We're headed toward ubiquitous computing, ubiquitous communication, ubiquitous information at unlimited speed about everything, everywhere, from anywhere on all kinds of devices...and that means that it's now ridiculously easy to connect, organize, share, collaborate, and publish with anybody to anybody in the world." - (Wesch, 2011)
Learning is mobile.

"Mobile apps are the fastest growing dimension of the mobile space in higher education right now, with impacts on virtually every aspect of informal life, and increasingly, every discipline in the university." (Johnson, Adams, and Cummins, 2012, p. 6)
Learning is social.

"Most human behavior is learned observationally through modeling: from observing others one forms an idea of how new behaviors are performed, and on later occasions this coded information serves as a guide for action" (Bandura, 1997, p. 22)
Learning is personalized.

(Bass, 2011)
How are you doing?

Comments, Questions, Insights
Mike's PLN

- **Listservs** - daily & weekly emails from professional organizations
- **Twitter** - personal & professional presence
- **Diigo, Learnist, & Mightybell** - bookmarking useful web resources
- **LinkedIn** - social networking and keeping current with field
Tuesday Live: Jay Cross on Informal Learning

Classroom 2.0

Join me Tuesday, March 19th, for a live and interactive FutureofEducation.com That Inspire Innovation and Performance. If you are like me, you are going to lo training focus to students in school.

Take, for example, Jay’s “Why is this topic important?” blurb at in the “About Th formal learning. Think about how it might read and what the implications would Workers learn more in the coffee room than in the classroom. They discsw and simply working with people in the know. Formal learning...classes and Corporations overinvest in conferences, organizational more effective and less exp

Or recast this review of the bc

When you look back at your formal training programs, A

success.

Might we say that these same realities “rarely get addressed”

See you online!

Steve

Steve Hargadon
http://www.stevehargadon.com

Date: Tuesday, March 19th, 2013
Time: 6pm Pacific / 8pm Eastern (international times here)
Duration: 1 hour

POD Digest - 13 Apr 2013 to 14 Apr 2013 (#2013-118)

POD automatic digest system via ucmersed.edu

to POD

There are 9 messages totaling 3710 lines in this issue.

Topics of the day:

1. Frequency and number of reminders to students, to fill out online SRTs (3)
2. Avoiding having scores on SRTs be the first thing that’s considered in T&P cases? (2)
4. Evaluations in P&T decisions (2)
5. Introversion among faculty support professionals (and IT staff)

This message was distributed on the POD mailing list. To subscribe, unsubscribe, change your subscription options, or access list archives, visit http://listserv.ucmerced.edu/archives/pod.html

For information about the Professional and Organizational Development (POD) Network in Higher Education visit http://podnetwork.org
Diigo, Learnist, and Mightybell
Michael Truong
Associate Director, Center for Research on Teaching Excellence, UC Merced
Merced, California Area | Higher Education

Previous: UC Merced, Glendale Community College
Education: University of California, San Diego

1. Michael Truong is now connected to Sandra Mora, Personnel and Finance Specialist at UC Merced
   6 hours ago

2. Michael Truong joined the group UC Santa Cruz alumni (UCSC)
   Join Group • 6 hours ago
A Practical Guide for Creating a PLN

Look at the handout and identify one or two things you can employ right now to either create or cultivate your PLN.
PLN & Good Practices in UE

Seven Principles for Good Practice in Undergraduate Education
By Arthur W. Chickering and Zelda F. Gamson

From the March 1987 AAHE Bulletin

Apathetic students, illiterate graduates, incompetent teaching facilities -- so rolls the drumfire of criticism of higher education on campuses. More than two years of reports have spelled out the problems. Staff is quick to respond by holding out carrots and beating with sticks.

There are neither enough carrots nor enough sticks to improve undergraduate education without the commitment and action of faculty, staff and students.

- Student-faculty contact
- Cooperation among students
- Active learning
- Time on task
- High expectations
- Diverse talents and ways of learning
PLN & Higher Order Thinking Skills

Anderson & Krathwohl, 2001

Creating
- Use Information to
  - Design, Build, Construct
  - Plan, Produce, Devise, Invent
- Create Something New

Evaluating
- Critically Examine Info &
  - Judge, Test, Critique
  - Defend, Criticize
- Make Judgements

Analyzing
- Take Info Apart &
  - Categorize, Examine
  - Compare/Contrast, Organize
- Explore Relationships

Applying
- Use Information in a New (but Similar) Situation
  - Use, Diagram, Make a Chart, Draw, Apply, Solve, Calculate

Understanding
- Understanding & Making Sense Out of Information
  - Interpret, Summarize, Explain, Infer, Paraphrase, Discuss

Remembering
- Find or Remember Information
  - List, Find, Name, Identify, Locate
  - Describe, Memorize, Define
PLN & High-Impact Practices

- Faculty-student interactions
- Learning communities
- Collaborative learning
- Experiential learning

(Kuh, 2008)
Life without PLN

Getting information off the Internet is like taking a drink from a fire hydrant.

Mitchell Kapor
Life after a PLN
Links to Mike's PLN

Diigo - https://www.diigo.com/user/mitruong
Learnist - http://learni.st/users/mitruong
Mightybell - https://mightybell.com/spaces/8e5285c41c85bdd2#
LinkedIn - http://www.linkedin.com/in/mitruong
Twitter - https://twitter.com/mtruong
References

Most Important Take-Aways

In groups of 2 or 3, share one or two of the most important “take-away” you got from today's session. Designate a member of your group to be prepared to share with entire audience.