

Designing for Motivation in TEL



Relevance, Meaning and
Value in Context

Andrew Ravenscroft

Andreas Schmidt

John Cook

<http://staffweb.londonmet.ac.uk/~ravensca/>

<http://www.londonmet.ac.uk/ltri/>

<http://mature-ip.eu>



Overview

- Perspectives on Motivation & TEL: Lessons Learned
- Designing for Motivation
- Mapping Dialogue Games to 'motivational design'
- Implications and Ongoing Work (MATURE)
- Points for discussion?

- **Psychology and Behaviourism**
 - Highly prescribed and structured to deliver pre-defined outcomes
 - No opportunity for dialogue, reflection and higher order thinking, or creativity
- **Serious Games**
 - Arousal that motivates gaming can be difficult to reproduce for learning
 - (extreme) paucity of studies that evidence transfer of social and conceptual processes...we 'learn the game'
- **Social Software and Digital Literacy**
 - Mega social networking, media creation and sharing not easily adapted to mega social learning (higher level of sophistication)

- Foreground extrinsic (environmental) factors before intrinsic biological ones
 - motivation will stem from Relevance, Meaning and Value learning activities in Context
- Implications for Design
 1. Thorough problematisation, what is important and of value
 2. User and community intensive design methods
 3. Perpetual beta means, perpetual re-problematisation, re-conceptualisation and re-design
- Design as an ongoing dialogue to optimise digitally mediated practices
 - Less often that TEL is producing clearly defined solutions to stable and clear problems

Digital Dialogue Games and InterLoc

DNA is not like a finger print, it is actually a batch of your genetic code and currently around 4 million people have their DNA permanently retained on the National DNA database. Some argue that everyone's DNA should be kept on a database to help fight crime, do you agree?

Colin

I think that there are complex issues involved. [\(Reply\)](#)

Mike

Are you saying that? if missmanaged it can create a problem or something else? [\(Reply\)](#)

Will

No [\(Reply\)](#)

Will

I disagree because I think this is good for humanity, we need to evolve [\(Reply\)](#)

Mike

Is it the case that? the gun does not kill but the person shooting it? Meaning the use needs regulating not the technology itself... [\(Reply\)](#)

Will

I heard that but I trust in science [\(Reply\)](#)

Seb

Why do you think that? [\(Reply\)](#)

Mike

Because of the point i made above. [\(Reply\)](#)

Mike

I read that old latin saying "Who GUards the Guardians" is this the real issue with this? [\(Reply\)](#)

Will

Please give a reason because we will be here all day otherwise

Choose Opener ▾

Because

More ▸

Hide suggestions

Inform ▸

Question ▸

Challenge ▸

Reason ▸

Agree ▸

Maintain ▸

I think

I read that

I heard that

Let me explain

Let me say more about that

Because

Also

An example

My evidence

Choose Opener ▾

Send

Cancel

Send

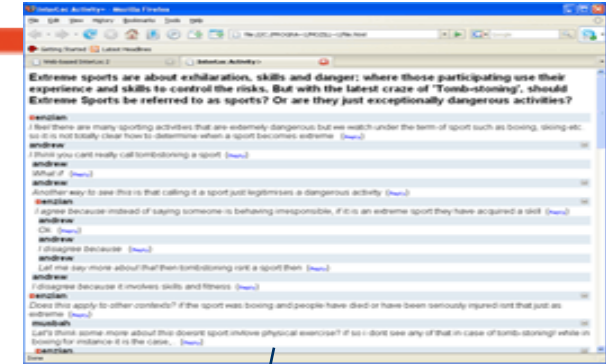
Make Contribution

No New Messages!

Help | View as HTML

Learning ecosystem: real-time discussion to 'thinking writing'

•User selected content (Web 2.0)



InterLoc Lite: Ac Dialogue Area (enzian)

Players

- Dejan
- Andrew
- Enzian
- Colin
- Simon

enzian
Another way to see this is that perhaps many recognised sports that we watch on our tvs today probably started out as some form of extreme sport (Reply)

andrew
I disagree because most sports emerged from play, such as football, cricket etc, and the danger is a side-effect rather than a motivation (Reply)

enzian
Why do you think that? it may be the case for some but the word play assumes

Options

Let's think some more about this is it [] Reply

No New Messages!

•Replay on mobile phones



Editable Document

Title: Extreme Sports: Tombstoning

Introduction:
I think sports are defined by a number of factors (e.g. rules, accepted rules, competition, skill, the means to distinguish between levels of skill.

Body:
In some cases, when people play tennis it is very much without any skill at all e.g. they have had no training and may play just for fun - without rules. The video clip definitely demonstrates that these people have gained a number of skills at a particular level - this is not something anyone could just go ahead and do from their level.

Conclusion:
If cliff jumping and base jumping is considered a sport then it would almost seem that so should tombstoning.

1. Problematisation and 2. User/Community centred design:

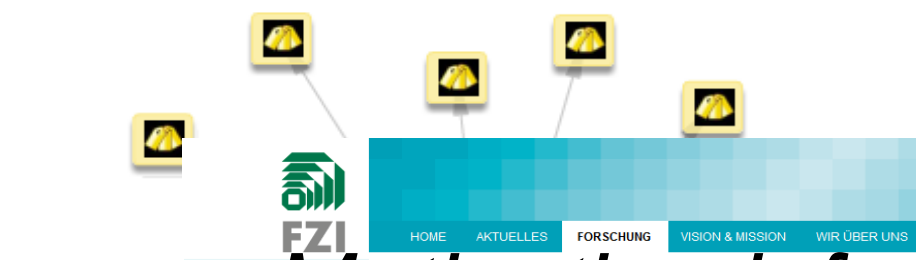
- Ongoing collaboration with all stakeholders prior to and during design (Tutors, Students, Dialogue Experts, Learning Technologists)
- *Identified a niche for new TEL practice (the 'Why?' of it)*
 - Promoting critical thinking amongst networked learners and linking this to thinking writing
 - Allows tutors to orchestrate context and players to actively learn
- No other 'competing' technology

3. Perpetual Beta:

- From InterLoc1 to Interloc5 in about two and a half years

Ongoing MATURE Developments

Visualization of http://tug.mature-ip.eu/widgetwiki/index.php/Main_Page



Motivating informal learning and knowledge maturing at work?

- Forschungsbereiche
 - Software Engineering (SE)
 - Information Process Engineering (IPE)
 - Meldungen und Termine
 - Mitarbeiter
 - Themen und Projekt
 - Dienstleistungen
 - Veröffentlichungen
 - Angebote für Studenten
 - Jobs und Karriere
 - Kontakt
- Intelligent Systems and Production Engineering (ISPE)
- Embedded Systems and Sensors Engineering (ESS)
- Geschäftsfelder
- Strategische Forschung
- Ausgewählte Projekte
- Veröffentlichungen

SOBOLEO

Annotate People

Name: Simone Braun
Email: braun@fzi.de

New Topic: LaTeX

People's Topics: Toolkit Eclipse IDE Java MATURE badminton

My Topics: Eclipse JDt TeXnicCenter

remove topic

save delete cancel



article discussion edit this page history

Aqueduct

From Wikipedia, the free encyclopedia

Annotate - Mozilla Firefox



aqueduct

a conduit that resembles a bridge but carries water over a valley

Broader Concepts	Narrower Concepts	Related Concepts
bridge	Pont du Gard	water supply

Newest Documents Interesting People

URL: <http://en.wikipedia.org/wiki/Aqueduct>

Title: [Pont du Gard](http://en.wikipedia.org/wiki/Pont_du_Gard)

Topics: [Pont du Gard](http://en.wikipedia.org/wiki/Pont_du_Gard)

Missing person?

Andreas Schmidt
is associated with: 1x [aqueduct](#)
[Show profile](#) or [Contact](#)

Miguel Amerigo
is associated with: 1x [Pont](#)

ogly | Annotate | Login

program language: [Search]

searched for: [languages programming languages](#)

to show documents annotated with: [languages](#) [Java](#) [Google Web](#)

to show documents annotated with: [Google Web Toolkit](#) [AJAX](#)

arias

[BOLEO](#) 1x [badminton](#) 2x [industry project management](#) 2x [Google Web Toolkit](#) 1x [writing](#) 1x [squash](#)

idit

[alish](#) 1x [project management](#) 1x [industry project management](#) 2x [Corel Draw](#) 1x [Eclipse IDE](#) 2x [MATURE](#) 1x [German](#) 1x [Semantic Media Wiki](#) 1x [writing project contract](#)

zarakis

[tek](#)
[act](#)

is tagged with: 1x [OSDL](#) 3x [MATURE](#) 1x [Semantic Media Wiki](#) 1x [Java](#)
[Show profile](#) or [Contact](#)

- Ecological design \approx learning as adaptation to the environment (people, technologies, physical environment)

...How can TEL catalyse adaptations?

- Different but useful and valuable, have a USP
- Universally accessible, e.g. cheap/free and easy to use
- Being sustainable



Contact details...

LTRI:

<http://www.londonmet.ac.uk/ltri/>

Andrew Ravenscroft:

a.ravenscroft@londonmet.ac.uk

<http://staffweb.londonmet.ac.uk/~ravensca/>

Dialogue Games:

www.interloc.org.uk

MATURE:

<http://mature-ip.eu>