

Designing for Motivation in TEL



Relevance, Meaning and
Value in Context

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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 ▸

Inform ▸

I think

Question ▸

I read that

Hide suggestions

Challenge ▸

I heard that

Reason ▸

Let me explain

Agree ▸

Let me say more about that

Maintain ▸

Because

Also

An example

My evidence

Choose Opener ▾

Send

Cancel

Send

Make Contribution

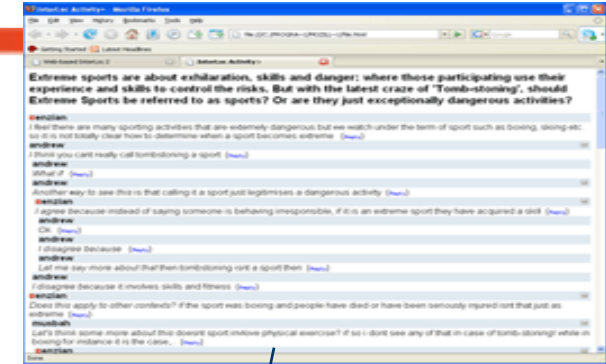
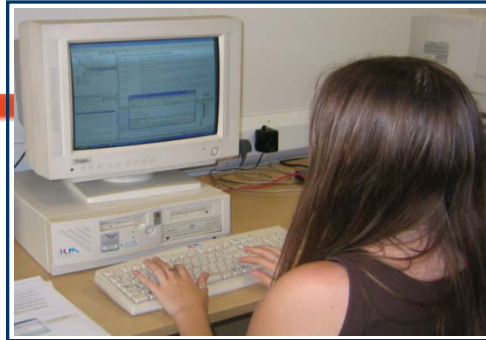
No New Messages!

Help | View as HTML

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

MATURE

•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)

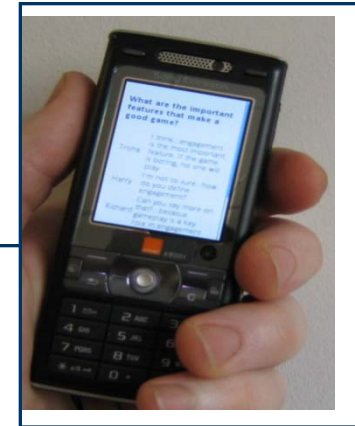
enzian
Why do you think that? it may be the case for some but the word play assumes

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, 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

Aqueduct

From Wikipedia, the free encyclopedia

Annotation interface for the article "Aqueduct".

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

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)

Andreas Schmidt is associated with: 1x [aqueduct](#)

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

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

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Motivating informal learning and knowledge maturing at work?

SOBOLEO

Annotate People

Name: Simone Braun
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New Topic:

My Topics:
Eclipse JDt
TeXnicCenter

E-Mail: braun@fzi.de



Simone Braun erhält ihr Diplom der Mediensystemwissenschaften mit Schwerpunkt Multimediale Kommunikation (MKS) an der FZI. Sie ist eine Mitarbeiterin der FZI und hat sich für die Entwicklung von Software für die FZI engagiert. Sie ist auch eine aktive Teilnehmerin an der MATURE-Initiative, die die Unterstützung von kooperativen Lernprozessen und der Bedeutung sozialer Netzwerke untersucht. Sie hat an der Entwicklung von SOBOLEO, einem Social Semantic Bookmarking-System, gearbeitet, das die Unterstützung von kooperativen Lernprozessen und der Bedeutung sozialer Netzwerke untersucht. Sie hat auch an der Entwicklung von SOBOLEO, einem Social Semantic Bookmarking-System, gearbeitet, das die Unterstützung von kooperativen Lernprozessen und der Bedeutung sozialer Netzwerke untersucht.

- 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...

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