Follow-up ideas for the use of IDLEs
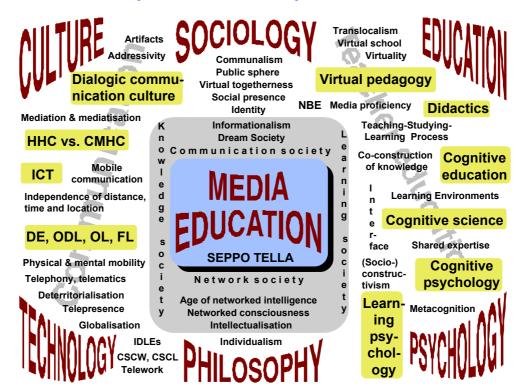
By Seppo Tella

At the workshop, the aim was to get familiar with the technical use of the BSCW groupware program as an integrated distributed learning environment (IDLE).

Afterwards, the major aim is to develop pedagogical uses of IDLEs. This would include dealing with the Teaching–Studying–Learning process as an educational starting point (educational rationale). Another major aim is to compare and develop the various working modes, teaching practices or methodological approaches that might profit from the use of an IDLE.

Here are a few ideas that could be used:

* Choosing one or several components of the following model of media education. (For a more detailed analysis, see:)

http://www.helsinki.fi/~tella/mep8tella.html

* If you feel interested in one or several of the following questions, they might serve as the research focus in the follow-up work.

- ➢ What salient features are still missing that educationalists would like to see in any IDLE?
- ➢ What sort of thinking, working, communication & studying paradigms do IDLEs support (e.g., decision making, tutoring & guidance, "business" models)?
- ➢ Which are the larger media-educational contexts that should be researched or focused on?
- ➢ How do we incorporate asynchronous work (telework) with different teaching and studying environments?
- ➢ How do IDLEs support collaborative & communal studying and working?
- ➢ How do IDLEs support the teaching-studying-learning (TSL) process? (cf. virtuality, virtual school)
- ➢ How do IDLEs support dialogic and cross-cultural communication?
- ➢ How do we balance openness and "discipline" (digital/online/electronic leadership)?
- ➢ Are IDLEs scalable according to the number of users?
- ➢ How user-friendly is the use of text, graphics, audio, data?

Follow-up ideas for the use of IDLEs - tier 3

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➢ What criteria should be used when adopting and assessing IDLEs?

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