

# Compêndio bibliográfico sobre



PLE

Personal Learning Environments

Participe na Investigação  
sobre PLE

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## NOTA PRÉVIA

O conceito de **PLE - Personal Learning Environments** (Ambiente Pessoal de Aprendizagem) é recente e pouco debatido pelos profissionais portugueses na área da educação. A sua definição é ainda tácita embora já comecem a surgir opiniões consensuais sobre a **aplicabilidade do PLE como futuro modelo instrutivo**.

Neste contexto, o presente *e-book* surge com a finalidade de disponibilizar um compêndio sobre o conceito de PLE, reunindo várias ligações a artigos (e algumas apresentações) disponibilizados na Web. Os artigos foram seleccionados criteriosamente pela sua pertinência e sempre com um **objectivo: permitir a iniciação ao conceito de PLE, apresentado genuinamente as diversas percepções e concepções**. Este balizamento de critérios confere a essência deste compêndio, na medida em que antecipa tarefas morosas de pesquisa de informação com qualidade predominante e abrangente, e por outro lado, justifica a omissão propositada de outros valiosos testemunhos sobre o tema.

Os artigos incluídos neste compêndio estão ordenados pelo nome do autor, todos eles especialistas reconhecidos em PLE, e **não necessitam de ser lidos de forma sequencial**.

Este compêndio, para melhor orientar o leitor, não só disponibiliza a hiperligação ao artigo como também sintetiza algumas das suas características, **transcrevendo um excerto do conteúdo original**.

Todos os artigos foram acedidos em Janeiro de 2012, no entanto, não é possível garantir a permanência dos mesmos na linha url indicada.

**Projecto PLE 2.0 | Janeiro 2012**

Verifique actualizações mais recentes do e-book [aqui](#).

## PLE's versus LMS: Are PLEs ready for Prime time?

**Autor(es):** Anderson, Terry (2006)

**Idioma:** Inglês

**Âmbito:** Virtual Canuck

**Formato:** Documento / Artigo

### Resumo

I've been trying to get my head around the viability of moving educational programming from institutionally centered Learning Management Systems (LMS) systems, or even institutionally owned and controlled educational social systems like Elgg or Barnraiser, to a distributed and likely syndicated set of tools often referred to as Personal Learning Environments (PLE). The recent postings by Leigh Blackall, response by Dave Cormier and the work of Paul Trafford and his RAMBLE project at Oxford got me thinking. James Farmer's pioneering 2004 work applying our Community of inquiry to blogging and Michael Hotrum's comments on that work are also incorporated in the ideas below.

First what is a PLE? Will Richardson developed an interesting scenario that describes the life of a teacher using a PLE. Scott Wilson recreates the scenario with more specific reference to two fundamental components of a PLE:

Sources: shared content, serving as resources coming in

Conduits: posting, communications – shared postings out

(...)

**Acesso ao artigo completo:**

<http://terrya.edublogs.org/2006/01/09/ples-versus-lms-are-ples-ready-for-prime-time/>

## Personalized learning Systems and you

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**Autor(es):** Attwell, Graham (2007)

**Idioma:** Inglês

**Âmbito:** eLearning Papers

**Formato:** Documento / Artigo

### Resumo

This paper explores some of the ideas behind the Personal Learning Environment and considers why PLEs might be useful or indeed central to learning in the future. This is not so much a technical question as an educational one, although changing technologies are key drivers in educational change.

The paper starts by looking at the changing face of education and goes on to consider the different ways in which the so-called 'net generation' is using technology for learning.

It goes on to consider some of the pressures for change in the present education systems. The idea of a Personal Learning Environment recognises that learning is ongoing and seeks to provide tools to support that learning. It also recognises the role of the individual in organising his or her own learning. Moreover, the pressures for a PLE are based on the idea that learning will take place in different contexts and situations and will not be provided by a single learning provider. Linked to this is an increasing recognition of the importance of informal learning.

The paper also looks at changing technology, especially the emergence of ubiquitous computing and the development of social software.

(...)

**Acesso ao artigo completo:**

<http://www.elearningeuropa.info/files/media/media11561.pdf>

## Integrating personal learning and working environments

**Autor(es):** Attwell, Graham & Costa, Cristina (2008)

**Idioma:** Inglês

**Âmbito:** Pontydysgu - Bridge to Learning

**Formato:** Documento / Artigo

### Resumo

This review paper part of a series of papers commissioned by the Institute for Employment Research at the University of Warwick under the title of 'Beyond Current Horizons – Working and Employment Challenge'. In turn, it forms part of a larger programme of work under the banner of Beyond Current Horizons that is being managed by FutureLab on behalf of the UK Department for Schools, Children and Families. The brief was to cover:

- The main trends and issues in the area concerned;
- Any possible discontinuities looking forward to 2025 and beyond;
- Uncertainties and any big tensions;
- Conclusions on what the key issues will be in the future and initial reflections on any general implications for education.

We had also agreed that we would produce such a paper to inform the work of the European Union Mature project which is looking at knowledge maturing and developing Personal and Organisational Learning and Management Environments. Given the wide ranging nature of the brief, this paper largely confines itself to trends and issues in the advanced Western economies, although where appropriate examples from other countries are introduced.

We realise that in an age of growing globalisation the future of work and learning in the UK cannot be separated from developments elsewhere and that developments in other parts of the world may present a different momentum and trajectory from that in the UK. Thus, when reading this report, please bear in mind the limitations in our approach.

(...)

**Acesso ao artigo completo:**

<http://www.pontydysgu.org/research/working-and-learning/>

## Die LMS die! You too PLE!

**Autor(es):** Blackall, Leigh (2005)

**Idioma:** Inglês

**Âmbito:** Learn Online

**Formato:** Documento / Artigo

### Resumo

I've been thinking about the PLE (Personalised Learning Environment) project, and Scott Wilson's recent presentation Architecture of virtual spaces and the future of VLEs

The PLE project recognises the fundamental flaws in Virtual Learning Environments or Learning Management Systems (VLE, LMS), but falls short in its vision of an alternative. At this stage in the project it is suggesting that the PLE be a desktop application for a student (sounds a bit like my old Perfect LMS idea) or a singular portal online.

At risk of sounding like a broken record, I'll have to repeat my defining question about Internet enhanced learning, but this time in response to the PLE.

Question to the PLE: Why do we need a PLE when we already have the Internet? The Internet is my PLE, ePortfolio, VLE what ever. Thanks to blogger, bloglines, flickr, delicious, wikispaces, ourmedia, creative commons, and what ever comes next in this new Internet age, I have a strong online ID and very extensive and personalised learning environment. Actually I think the PLE idea is better envisioned by the futurist concept known as the Evolving Personalised Information Construct (EPIC). I think we already have EPIC, so why do we need the PLE?

(...)

**Acesso ao artigo completo:**

<http://teachandlearnonline.blogspot.com/2005/11/die-lms-die-you-too-ple.html>

## From VLEs to learning webs: the implications of Web 2.0 for learning and teaching

**Autor(es):** Brown, Stephen (2008)

**Idioma:** Inglês

**Âmbito:** Interactive Learning Environments

**Formato:** Documento / Artigo

### Resumo

I've been thinking about the PLE (Personalised Learning Environment) project, and Scott Wilson's recent presentation Architecture of virtual spaces and the future of VLEs

The PLE project recognises the fundamental flaws in Virtual Learning Environments or Learning Management Systems (VLE, LMS), but falls short in its vision of an alternative. At this stage in the project it is suggesting that the PLE be a desktop application for a student (sounds a bit like my old Perfect LMS idea) or a singular portal online.

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(...)

**Acesso ao artigo completo:**

<http://www.tandfonline.com/doi/abs/10.1080/10494820802158983>



## How PLEs make sense to me

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**Autor(es):** Cormier, Dave (2008)

**Idioma:** Inglês

**Âmbito:** Dave's Educational Blog

**Formato:** Documento / Artigo

### Resumo

I was invited to talk in a very interesting conversation for the emerge folks last week and, while the reportage of said conversation was not exactly to my liking it did help me get my mind around how I feel about PLEs.

The discussion was about where the future of the VLE lies. A VLE (virtual learning environment) is usually a school sponsored tool that allows for administrative organization and coordinated course delivery. Our current course, Intro to emerging tech is being partially taught inside of a VLE (moodle) and we are taking advantage of the fact that we can monitor people's logins... that it's possible to have threaded discussion forums and that the user interface is very easy to organize. These are good things. The part where things get complicated is where we start to talk about power and where we start to talk about 'Personal learning environments'.

(...)  
**Personal Learning Environments**

**Acesso ao artigo completo:**

<http://davecormier.com/edblog/2008/12/03/how-ples-make-sense-to-me-intro-to-emerging-tech-week-3/>

## Managing personal learning environments: the voice of the students

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**Autor(es):** Costa, F., Cruz, E., Viana, J. (2010)

**Idioma:** Inglês

**Âmbito:** PLE Conference

**Formato:** Documento / Artigo

### Resumo

The main purpose of this paper is to contribute to a better understanding of the kind of educational work to be done with higher education students (undergraduate) in order to encourage them to create and use personal learning environments (PLEs) as a strategy for learning (Attwell, 2007). Based on our current classroom work with students of the 2nd year of a degree in Education and mainly using the functionalities of the Ning system (Copyright © 2010 Ning, Inc.), as well as other tools available on the Internet, we tried to implement a strategy based not only on the presentation of content by the teacher, but also on the recognition of the importance of student's leadership in the organisation and management of their own learning. Therefore, in addition to face-to-face lectures, we tried to extend the discussion outside the classroom walls using the different services offered by Ning, proposing to integrate the work done by students in their individual evaluation (50% of the final classification). At the end of the semester we observed evidence of a general difficulty felt by the students, particularly in terms of self-regulation and personal organisation. So we decided to try to understand the problem observed in depth. For the purpose of understanding the nature and the extent of these difficulties, we used a methodology focused on analysis of a questionnaire applied to the students about their perception of the difficulties in managing the learning process and about the strategies used for dealing with those difficulties.

(...)

**Acesso ao artigo completo:**

[http://pleconference.citilab.eu/wp-content/uploads/2010/06/ple2010\\_submission\\_9.pdf](http://pleconference.citilab.eu/wp-content/uploads/2010/06/ple2010_submission_9.pdf)

## Personal Learning Environments

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**Autor(es):** Downes, Stephen (2008)

**Idioma:** Inglês

**Âmbito:** Brandon Hall Innovations in Learning

**Formato:** Apresentação

### Resumo

Keynote presentation delivered to Brandon Hall Innovations in Learning 2008, San Jose, California.

Discussion of some of the principles of the personal learning environment with a look at my own gRSShopper software as well as the Connectivism online course

(...)



Acesso à apresentação completa:

<http://www.downes.ca/presentation/198>

**Personal Learning Environments**

## The Future of Online Learning and Personal Learning Environments

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**Autor(es):** Downes, Stephen (2007)

**Idioma:** Inglês

**Âmbito:** Congresso Internacional de e-Learning , Colômbia

**Formato:** Apresentação

### Resumo

Keynote presentation delivered to Congresso Internacional de e-Learning, Bogota, Colombia.

A look at some of the recent accomplishments in e-learning, an outline of network learning, and a description of personal learning environments.

(...)



## Revised PLE Images Collection & My Own PLE Illustration

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**Autor(es):** Leslie, Scott (2008)

**Idioma:** Inglês

**Âmbito:** EdTechPost

**Formato:** Documento / Artigo

### Resumo

The exercise to collect as many PLE diagrams as I could was not an end in itself, as interesting as that might have been. In doing that, I was hoping to learn from how people conceived of their PLEs and use this as the basis for an attempt to illustrate my own PLE.

Looking at the collection, what struck me was that there were 3 main ways people oriented their PLE diagrams: by tools, by uses, or by people. I added a table of contents to the top of the wiki page that organized the diagrams around these orientations.

(...)



**Acesso ao artigo completo:**

<http://www.edtechpost.ca/wordpress/2008/06/18/my-ple-diagram/>

## The present and future of Personal Learning Environments

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**Autor(es):** Lubensky, Ron (2006)

**Idioma:** Inglês

**Âmbito:** Deliberations

**Formato:** Documento / Artigo

### Resumo

A definition for the term Personal Learning Environment (PLE), remains elusive. Conception about what should constitute a PLE depends on the perspective of the commentator. For example, the priorities for a PLE are different for a tertiary student, a university administrator, an instructor, a working professional, or an adult who pursues an eclectic path of lifelong learning. Metaphorically, an individual may engage in a learning process that is either more acquisitional or participatory (Sfard, 1998). There are inconsistencies across these positions about what a PLE should do. But whether constructively and defensively, interest in PLE appears to be growing.



Acesso ao artigo completo:

<http://www.deliberations.com.au/2006/12/present-and-future-of-personal-learning.html>

## Developing a reference model to describe the personal learning environment

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**Autor(es):** Milligan, Colin; Beauvoir, Phil; Johnson, Mark; Sharples, Paul; Wilson, Scott; Liber, Oleg. (2006)

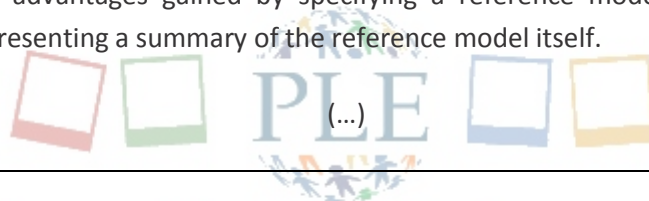
**Idioma:** Inglês

**Âmbito:** First European Conference on Technology Enhanced Learning, EC-TEL

**Formato:** Documento / Artigo

### Resumo

How can we ensure that our educational systems evolve to better serve the needs of learners? This paper reports on initial work to create a Reference Model for a Personal Learning Environment, where the emphasis is on facilitating learning, in contrast to traditional Virtual Learning Environments which exist primarily to manage the learning process. This paper describes the rationale underlying the Personal Learning Environment concept and the advantages gained by specifying a reference model to define the PLE domain, before presenting a summary of the reference model itself.



**Personal Learning Environments**

Acesso ao artigo completo:

<http://www.springerlink.com/content/u04836n0460j2678/>

## Personal Learning Environments: Contributos para uma discussão do conceito

**Autor(es):** Mota, José (2009)

**Idioma:** Português

**Âmbito:** Revista Educação, Formação & Tecnologias

**Formato:** Documento / Artigo

### Resumo

A noção (ou noções) de Personal Learning Environment (Ambiente Pessoal de Aprendizagem) representa, de certa forma, o convergir de muitos dos aspectos que marcam as mudanças sociais e culturais provocadas pelo desenvolvimento tecnológico, nomeadamente com a Web 2.0, e que acabam por ter, inevitavelmente, um forte impacto na educação e na concepção da aprendizagem. Contudo, embora existam aspectos consensuais em torno da noção de PLE, registasse uma diversidade de perspectivas e enfoques que tornam difícil chegar a uma única definição estável e que albergue toda essa diversidade. Procuramos, neste artigo, dar conta dessa variedade de abordagens, centrando-nos nas perspectivas mais relevantes nesta área. Começamos por referir as origens e fundamentos deste conceito; damos, em seguida, conta de algumas das definições avançadas e das características atribuídas aos PLEs; discutimos, depois, a sua relação com os ambientes virtuais institucionais, geralmente designados VLEs (Virtual Learning Environments); e, por fim, descrevemos algumas tentativas importantes de operacionalização prática de um personal learning environment.

(...)

**Acesso ao artigo completo:**

<http://eft.educom.pt/index.php/eft/article/view/105/66>



## PLE com suporte institucional: o caso do SAPO Campus

**Autor(es):** Santos, Carlos (2010)

**Idioma:** Português

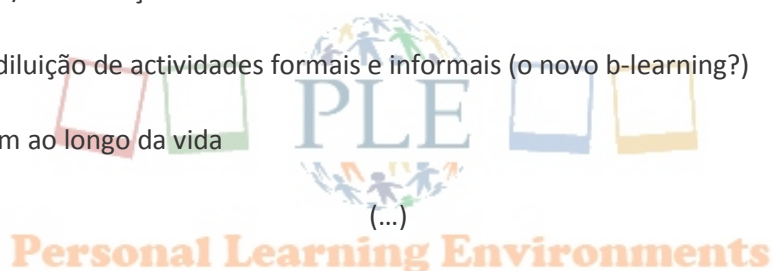
**Âmbito:** VI Conferência e-Learning na Exponor - TecMinho

**Formato:** Apresentação

### Resumo

Objectivos principais:

- Promover a utilização da Web 2.0
- Abertura
- PLE suportado institucionalmente
- Disseminação/massificação
- Promover a diluição de actividades formais e informais (o novo b-learning?)
- Aprendizagem ao longo da vida



**Acesso à apresentação completa:**

<http://www.tecminho.uminho.pt/UserFiles/File/SAPOCampusCSantos.pdf>

## The coming functionality mash-up in Personal Learning Environments

**Autor(es):** Severance, Charles; Hardin, Joseph; Whyte, Anthony (2008)

**Idioma:** Inglês

**Âmbito:** Interactive Learning Environments

**Formato:** Documento / Artigo

### Resumo

Learning environments have probably been designed to facilitate human change ever since the 'homo habilis' started using more sophisticated stone tools at the beginning of the Pleistocene some two million years ago. Most probably even earlier than that. Since then, however, increasingly larger parts of these learning environments have been transmogrified to be digital and the design of these environments has been subjected to growingly more conscious decisions. Today not only institutions for formal education but also most work places are equipped with at least some kind of tools that bring together people and content artefacts in learning activities to support them in constructing and processing information and knowledge.

Within this deliverable, we are looking back at the history of learning environments to formulate a critique on the contemporary models and theories, while at the same time proposing a new approach which puts learners centre stage again. We will argue that this approach is more apt to explain technology-enhanced learning and is more helpful in guiding (even end-user driven) engineering and maintenance of personalised learning environments. We call this new approach mash-up personal learning environment (MUPPLE) and it is our vision (plus prototype) of how we imagine the future of personalised, networked, and collaborative learning.

(...)

**Acesso ao artigo completo:**

[http://www.icamp.eu/wp-content/uploads/2009/01/d34\\_icamp\\_final.pdf](http://www.icamp.eu/wp-content/uploads/2009/01/d34_icamp_final.pdf)

## PLE – Ambientes Pessoais de Aprendizagem

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**Autor(es):** Simões, Paulo. (2010)

**Idioma:** Português

**Âmbito:** Espaço Paulo Simões

**Formato:** Documento / Artigo

### Resumo

Para se compreender o conceito de PLE – Personal Learning Environment/Ambiente Pessoal de Aprendizagem é necessário fazer referência a dois conceitos essenciais que constituem a essência e, há volta dos quais, gira a necessidade da criação de um espaço de aprendizagem controlado pelo utilizador: Aprendizagem ao longo da vida e Aprendizagem Informal. Foi em grande parte devido à dificuldade do indivíduo se organizar na rede que surge a necessidade a designação de PLE.

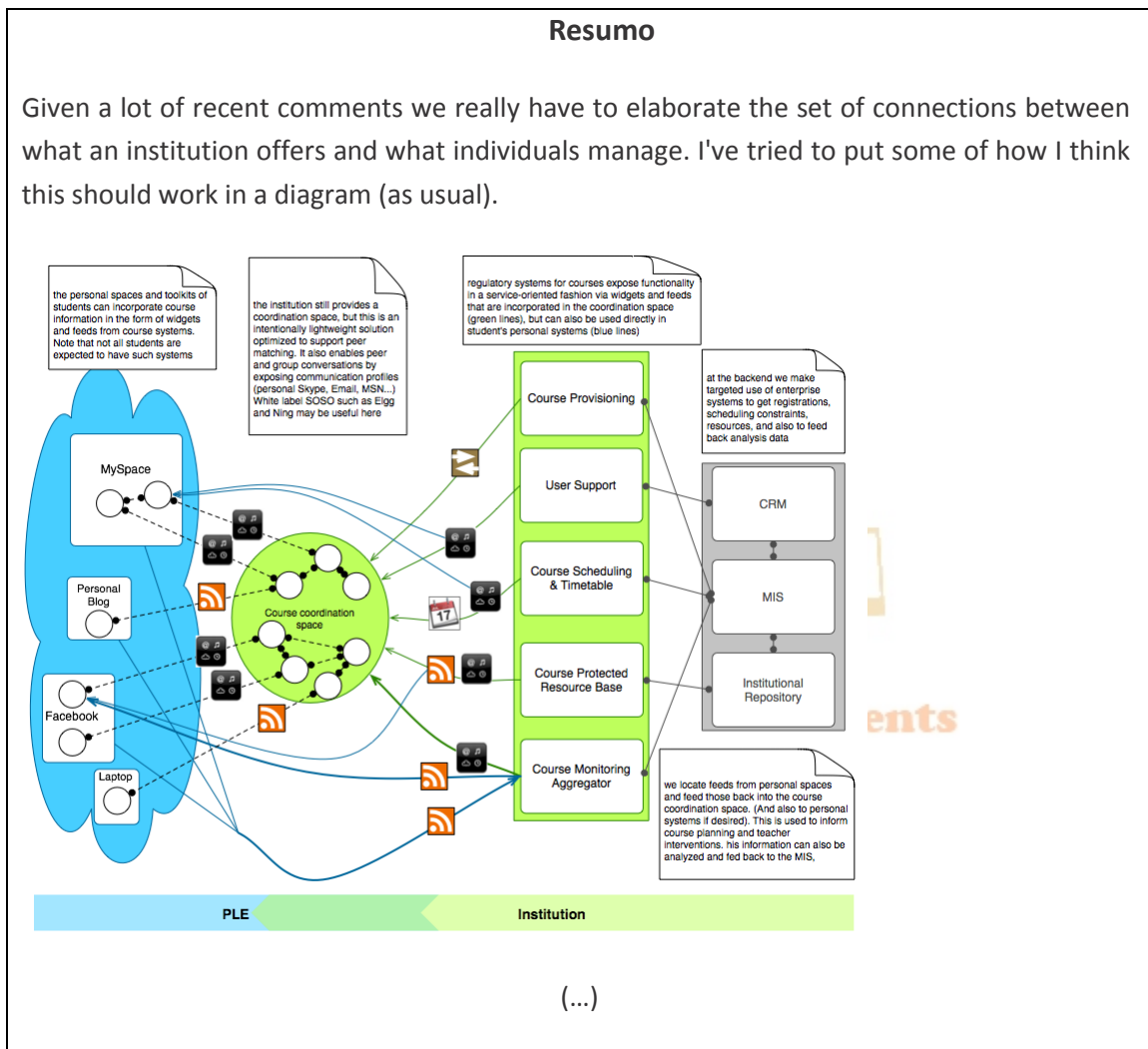
(...)



Idioma: Inglês

Âmbito: Scott's Workblog

Formato: Documento / Artigo



Acesso ao artigo completo:

<http://zope.cetis.ac.uk/members/scott/blogview?entry=20071113120959>

## Personal Learning Environments: Challenging the dominant design of educational system

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**Autor(es):** Wilson, Scott. (2010)

**Idioma:** Inglês

**Âmbito:** University of Bolton

**Formato:** Documento / Artigo

### Resumo

Current systems used in education follow a consistent design pattern, one that is not supportive of lifelong learning or personalization, is asymmetric in terms of user capability, and which is disconnected from the global ecology of Internet services. In this paper we propose an alternative design pattern for educational systems that emphasizes symmetric connections with a range of services both in formal and informal learning, work, and leisure, and identify strategies for implementation and experimentation.



**Acesso ao artigo completo:**

[http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.107.3816&rep=rep1  
&type=pdf](http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.107.3816&rep=rep1&type=pdf)