Google G Suite for Education at City of Glasgow College

1. E-Portfolio – Background
2. Benefits
3. Google G Suite as a Repository

Blended Learning Consortium
Glasgow Clyde College 5 November 2018
Personal, Portable, e-Portfolios: envisaging tools that can work without constant access to the internet or electric grid.
eLearning Africa; Lusaka, Zambia 26-28 May 2010
&
University of the Arts London / MIT 2011
&
Glasgow Clyde College 5 November 2018

For Learning and Development

A User-Centric View

- My Stuff under My Control
- Online / Offline
- Anywhere / Anytime
- Plugging the hole at the heart of Web 2.0?
Useful definition 1

"a purposeful aggregation of digital items - ideas, evidence, reflections, feedback, data etc - which present a selected audience with information about the subject of that e-portfolio"

Pebble Pad UK: http://www.pebblelearning.co.uk/definitions.asp
“It is a personal repository; a personal journal; a feedback and collaboration system; and a digital theatre - where the audience is by invitation only.”

Pebble Pad UK: http://www.pebblelearning.co.uk/definitions.asp
Main Technical Features

Designed to operate without a constant web connection:

- Operate on all the main computer platforms (Windows, Linux, Mac)
- Have a web client option
- Operate as a client on most medium or high-end smart phones
User Scenarios

• UK professional maintaining a reflective journal while offline
• Chinese villager recording the drugs prescribed by visiting doctors
• African student uploading a portfolio of work for assessment by a learning provider.
Guiding Principles

• Control is completely with the user and no one else
• Be pragmatic – go for a simple range of services that will be used (the 80/20 rule)
• Where something exists, use it – don’t reinvent the wheel, plug gaps to make things work
• Be agnostic about technology
• Use existing well-established web standards
• free at the point of use
Initial Requirements 1

- Tools to construct a narrative (text, images, audio, video)
- Tools to manage digital resources
- Upload/interact with web 2.0 services like blogs when connected to web
- Optional web space for content
- Incorporate common Personal Information Management (PIM) tools
- Be able to migrate user generated content out in a range of useful formats
Initial Requirements 2

- Website(s) for updates, training materials and community activity and help
- Source code should be open
- ‘Hard wired’ help materials on information and media literacy, legal issues, and PDP that would also be updated via the website
- Be capable of being localised into a wide range of languages
- Be easy to use
Benefits

Providing the tools and knowledge to help manage personal information would play an important role in individual and societal learning and development.
Thank You for Your Attention!

Lusaka, Zambia 26-28 May 2010
There are some compelling reasons for considering this approach to using Google:

- The College Equality, Diversity and Inclusion policy
  - For many of our students a mobile device is their only internet access device
- Works well on mobile devices
- It’s free for educational use
- Users have access to unlimited storage space
- Supports collaboration and sharing
- Highly adaptable by users
- Large user base and community in education
- Powerful file conversion abilities
- Students can easily export their portfolio content when they leave college
- Cloud based so no local infrastructure and resource requirements
- Highly reliability / uptime
- Easy to use and administer
Design Influences

• Our approach has been influenced by a diverse set of influences:
  - Discussions at an African eLearning conference in 2010 about requirement for e-Portfolios for lifelong learning [1].
  - Participatory Design as exemplified by the work of Ezio Manzini and Pelle Ehn [2]
  - Systems approaches to service design developed by Enid Mumford and colleagues [3]
  - As Hardt and Negri [4] have observed, the effects of neo-liberal economics have rapidly blurred the physical, economic and social divisions between what was previous referred to as the first and third worlds.
G suite as a Repository & MIT OCW 2011

Creating and Teaching Art Online with John Casey and Chris Follows of ALTO and Process Arts

Submitted by processarts on 31 May 2011 - 11:36am in ALTO UAL, OER, OER reuse, Research & practice. tags #OCW, #ocwglobal, #ciior, ALTO, Arts learning and Teaching online, Education-Portal.com, interview, MIT.

Chris Follows and John Casey

Education-Portal.com recently attended OpenCourseWare Consortium (OCWC) of educators and professionals interested in availability and application of free online course materials known as OpenCourseWare. Read full article here. We had a chance with several industry leaders, including John Casey, the innovators behind ALTO (Art Learning and Teaching Online) and Process Arts which aim to provide OCW for teaching design via the Internet.

Chris Follows: For myself that goes back to when I was a student. You documented your process for part of your portfolio, and even part of your assessment. So I was interested in the documentation side of practice from that perspective.

Introduction to ALTO and process.arts at #ocwglobal

Submitted by cfollows on 23 July 2011 - 10:22am in ALTO UAL, OER, OER reuse, Research & practice. tags #OCW, #ocwglobal, #ciior, ALTO, arts, Chris Follows international presentations, Chris Follows presentations, John Casey, OCWC, OCWC Global 2011, OpenCourseWare, Presentation, Process.arts, UAL.

In this video John Casey and Chris Follows from the University of the arts London discuss the Arts Learning and teaching online (ALTO) project and process.arts.ac.uk. This video was recorded May 5 2011 at OCWC Global 2011: Celebrating 10 years of OpenCourseWare during an informal Birds of feather breakout session.

00:00 - 04:18 - John Casey describes the ALTO project, Eco system and architecture.
04:24 - 12:16 - Chris Follows introduction to the UAL process.arts project.
12:16 - 28:14 - John Casey describes the ALTO business model followed by general discussion and feedback with conference members - Many thanks to Jessica Bayliss (Remilton) - Emily Rodgers (Open.Michigan) and Curtis Newton MIT.

See related posts on process.arts here - #ocwglobal
G suite as a Repository & MIT OCW 2011

A working sketch of the ALTO Ecosystem

1. Layer 1 File Store and Repository Layer
   - ALTO ‘Central’ Repositories
   - File Store and Repository
   - Share with: Me, Selected Colleagues, UAL Internal Only, The World

2. Layer 2 Presentation Layer
   - ALTO Presentation Layer
   - For combining OERs into OCW
   - Share with: Me, Selected Colleagues, UAL Internal Only, The World

3. Layer 3 Social Network Layer
   - Process Arts ALTO Social Network Layer
   - Share with: Me, Selected Colleagues, UAL Internal Only, The World

Figure 1: ALTO Ecosystem: Schematic Representation of the first 3 layers
References


