PLE supporters believe that these environments are in danger if the institutions confine learning technologies exclusively to the tools provided and controlled by them. However, the institutions defend the need to monitor irresponsible behavior with social software, to protect the image of university, and to coordinate an effective learning. Hence why we think that PLE discourse fails when it comes to understanding the nature of institutions.

1 - INTRODUCTION

The institutional theory

The word ‘transaction’ implies an exchange of some kind.

The study

online permanent professional course (OPE) on acute carers

Annotate how transactions are managed with social software companies when students use technologies which do not belong to formal education.

Students consequently seem to feel at ease when speaking about the course rules and about their professional experiences, since they know that such limitations are common to all of them. Students apparently subject themselves to the superior authority of formal education and, as a result, they feel “free” to share their experiences.

2 - RESULTS

Post extension

Greater effort of transaction to the student.

2 types of speech

Questions to tutors about the course and how to pass it

Greater effort of transaction to the student.

3 - ANALYSIS

The study about the CPO suggests that:

1. The limitations associated with the environment influence the student’s viability management.

2. The educational institution’s rules act as a third limitation, making it easier to articulate other limitations.

3. The latent institutional nature of social software may become a barrier for personal learning, since it attracts undesired attention.

4. The educational technology facilitates communication by applying a limitation (technological, participatory, and evaluative).

5. Students see the difference between formal and informal learning in the limitations which fall upon students.

6. The differences between formal and informal learning in the limitations which fall upon students.

7. The main ingredient to motivate oneself to tell work-related experiences is the formal course limits and its assessment mechanics.

8. Neo-institutionalism

Institutions are maintained through the transactions that individuals have with them.

Different discourses

They generate different limits (number of words and discourse topics).

Formal education

Its limits promoted shared expectations which created a space for students.

Social Software

It permits neither confidence nor shared expectations.

PLE

It does not limit friendship, peer tutorials, collaborative research, and social movements.

TOOLS

They do not determine in-depth debate, questions, and learning about complex environments. These factors depend on confidence and shared expectations.

Health Care
