College Students’ Perceptions of Personal Learning Environments (PLE) Through the Lens of Digital Tools, Processes and Spaces

Introduction

Permit the development of personal and social experiences and spaces which motivate students to guide their own learning and develop self-regulated learning skills. Designed according to personal aims, information management, and individual construction of knowledge. Evolve towards socially transmitted knowledge and networked learning.

Methodology

Getting to know university students’ perceptions about PLEs, what tools they utilize in order to create and structure their PLEs, and how such tools actually help in their personal growth and development.

Results

Questions:

(Q1) Who are you and what do you like to learn about?
(Q2) Which hardware do you use to learn?
(Q3) What software do you use to learn?
(Q4) What digital tools would you like to have access to for learning purposes?
(Q5) What might your ideal PLE look like?

LA

They show great interest in social issues.

Most used: social networks, online videos, and search engines

Most desired: organization-related tools, and those focused on progress monitoring

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They show great interest in education, educational technology, languages, and emergent technologies.

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Conclusions

- With opportunities for debate, collaboration, and interaction
- With tools for organization, planning and resource monitoring
- Permitting the effective use of technology for personalized learning
- It must be dynamic and evolve in accordance with my aims and achievements.

Digital tools

Most used: search engines, videos, and social networks

Most desired: organization-related ones, and those focused on progress monitoring

Future Research

Development of digital tools which support self-regulated learning and information management, as well as the accumulation of contents or of an artificial intelligence which provides a personalized learning experience.

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