

# The importance of " Cloud Education " at Development Organizations

Proposed concepts, purposes, strategies and tools for the Education Network of AECID

Agustín de la Varga González

Education adviser

Spanish Agency for International Development AECID

Guatemala city, Guatemala

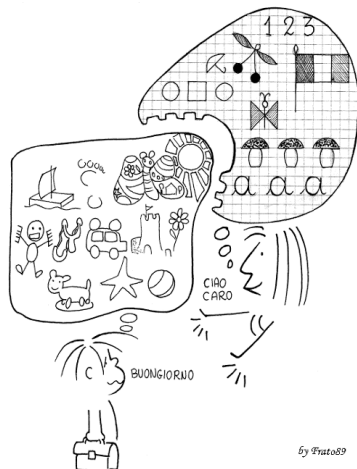
agustin.delavarga@aecid.org.gt

**Abstract-** This document is the summary of the proposals generated in the latter year of work for the consolidation of several tools to support the managers network of AECID's education programs in which, by the use of the TICs, we try to create a collaborative environment of learning based on strategies of " Cloud Education " that help us to improve our daily work in the interventions that we are developing on cooperation in the educational area.

**Key words;** *Cloud Education, Development Organizations, Cooperation to development at the educational area, in service training, Tics.*

## I. INTRODUCTION

The first time I read about the concept of " in the cloud education " without depth knowing of it, This two words reminded me an anecdote of my childhood: When I went to collect my certificate of primary education at the school where I studied, There was a teacher who said that she could also give me a pilot certificate. When I Asked why, she told me smiling that it was because of the number of "flight hours" that I had, by the time I had spent "in the clouds" ... With this situation I try to show how is the common feeling of many of the students, after going through the traditional education system. Other examples of that situation are presented below graphically:



This image belongs to the Italian educator and illustrator Francesco Tonucci (Frato) [1].

Throughout his career he has made a lot of vignettes with which has captured this feeling of infant pupils



The following is taken from a presentation of the great communicator and expert in developing creativity Ken Robinson [2] which has helped with a significant contribution to changing educational paradigms through its work of spreading.

Summarizing Ariel Rodríguez [3] main constraints of this model of traditional education are supported by the following statements:

- Assume that teaching and learning are inseparable activities
- The unidirectional transmission from a recognized expert an isolated individual
- The proof of the acquisition of knowledge resides in the own knowledge (not the ability to use it)
- Learn only what other wants to teach
- Limited knowledge sources
- The environments are predictable and static (in other words, terribly boring)

This conception the educational environment has also been deeply rooted in the in-service training of staff within organizations..

## II. SCENARIO DESCRIPTION

At the present time, the expansion and incorporation of ICT into our everyday reality have created a new scenario reeling the foundations upon which was the seat previous model and now are the basis for consolidate a new paradigm in training staff in service of development organizations.

The enumeration of the special characteristics of our work in education could be listed as follows:

- Coexistence of multiple actors and instruments.
- Care for geographical priorities, sectorial and transversal axes
- Need for coordination between peers and between different hierarchical levels.
- Scenarios changing and unstable frameworks.
- Loss of multicultural environments and references.

### III. JUSTIFICATION

The above bases the need for updated information, communication channels agile and efficient, and above all, with a great adaptability that can be trained and reinforced with models based on the theory of " Cloud Education" which they are based the proposals I want to present

The first meetings of the Network of Education responsables took place in late 2011 in Montevideo, Uruguay for Latin America and the area in Madrid for the rest of the countries where the AECID works.

As part of these meetings was presented our PAS Sector Action Plan [4], which, in its Strategic Line 4 on the institutional strengthening established four lines of action:

- 4.1 Planning, Diffusion and Advocacy
- 4.2 Capacity Building
- 4.3 Knowledge Management
- 4.2 Coordination of stakeholders.

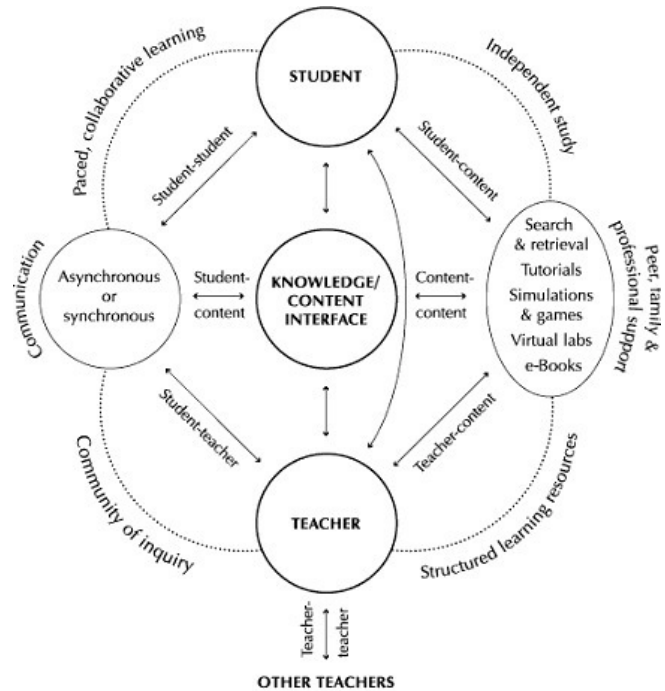
The response to this line of action in relation to training component was completed in the course of Expert Development Cooperation in for Education that now reaches its final stage and whose methodology of e-learning consider wise. It would be a pity that the training process had begun to stop with the end of it. In this respect it is necessary a response from the education network to supplement, update and especially sustaining through time the path initiated.

### IV. OBJETIVOS

The aim of this paper is to present the concept of cloud education and the tools it uses. Submit in an orderly manner the proposals that have been made in the framework of the education network, towards their dissemination, implementation and improvement as well as raise two specific contributions: The document manager and the network stakeholders catalog by country using two specific ICT tools: *Biblio* and *Symbaloo*

## V. CONCEPTS

This diagram of T. Anderson and F. Elloumi [5] illustrates the new modes of interaction between the teacher, the student and the knowledge or content:



Starting from the different itineraries in sight that range of modalities and different paths you can take away from the traditional pattern with the teacher as a unique intermediary between the content and student.

Comes into play combined modalities between the passing of e-learning (learning through the web) and the p-learning (personalized learning) [6] and also collaborative learning or learning by personal inquiry. From this diagram emerge education approaches at the education network in the cloud learning environment.

The concept of Cloud Education, began to be used by its relation to the concept of cloud computing, term that describes today most Internet services supported on:

"...Web 2.0 and its evolution toward cloud computing, the emerging phenomenon with social software, makes the man of today is active participant in their training on a network read and write. This evolution of Internet-based communities of users and a wide range of communication services, information processing, knowledge socialization, information exchange, social networking, blogs, video and audio streaming, podcasts, wikis, among others. Make distance learning education evolves into a cloud that promotes collaboration and rapid exchange of information between users..." C. Castaño [7]

In implementation of the model three variables come into play with great relevance in the scenario described:

- **Cost:** The proposed tools are free for use by a registry, others offer the opportunity to acquire an extended version, and others finally are open source.
- **Flexibility:** They are scaleable, can be extended or compressed, abandoned or transfer content from one to another.
- **Accessibility:** You can access them at any time and under multiple platforms.

Looking for its utility for our case and applying the theory of George Siemens [8] on the seven roles of teacher learning about networking I have compiled a reference table to identify what would be the potential role that can play in our Education Network

Role of the education network in the educational environment in the cloud		
Role	Activity	Estrategies and Tolls
<b>Amplify</b>	Draw attention to relevant ideas	Twitter, blogs
<b>Intermediate</b>	Facilitate access to readings and resources	Design tutorials
<b>Signpost</b>	Create a social sense of the activities	Comments on blog posts,
<b>Aggregate</b>	Reveal patterns	Google alerts, RSS
<b>Filter</b>	Helping to think critically	RSS, discussions about the reliability of information
<b>Model</b>	Highlight relevant information and interaction patterns	Collecting and disseminating good practices
<b>Continuous presence</b>	Maintaining the continuous presence	Newsletters, Foros, posts, podcast

## VI. TOOLS CATALOGUE CLASSIFIED ACCORDING PURPOSE AND STRATEGY..



In this section I propose a classification of tools to be used according to their purpose and strategy for implementation, to the many possibilities offered by the net I have selected five tools for each of the identified purposes. The common characteristics of these 20 applications are its gratuity, its relative ease of use and its good design in order to comply with its function




### A. Collaboration tools

Tools and resources for cloud education	
Purpose	Estrategy
Collaboration	Its utility is the ability to work and interact with others on projects of common interest in a shared and collaborative way




Tools and resources for cloud education	
 <a href="https://drive.google.com/#my-drive">https://drive.google.com/#my-drive</a>	Allows working with text or spreadsheets collaboratively (evolution of Google Docs)
 <a href="http://www.wikispaces.com/">http://www.wikispaces.com/</a>	Creating and Managing Wikis
 <a href="http://www.spaaze.com/home">http://www.spaaze.com/home</a>	Pinboard or virtual "cork"
 <a href="http://www.slideshare.net">http://www.slideshare.net</a>	Tool for sharing presentations
 <a href="https://www.dropbox.com/">https://www.dropbox.com/</a>	File sharing tool

### B. Communication Tools

Tools and resources for cloud education	
Purpose	Estrategy
Communication	Useful for sharing ideas and information in text, audio or video. synchronously or asynchronously.
 <a href="http://www.skype.com/intl/en/home">http://www.skype.com/intl/en/home</a>	Audio / Video Conferencing and Instant Messaging
 <a href="http://www.oovoo.com/home.aspx">http://www.oovoo.com/home.aspx</a>	Audio / Video conferencing: allows multiple simultaneous users for free

Tools and resources for cloud education	
 <a href="http://www.blogger.com/">http://www.blogger.com/</a>	Management Tool for Blogs
 <a href="http://www.scoop.it">http://www.scoop.it</a>	Curate content tool
 <a href="http://vocaroo.com/">http://vocaroo.com/</a>	Recording and storage audio online

C. Documentation Tools





Tools and resources for cloud education	
Purpose	Strategy
Documentation	Useful to collect or presenting evidence of experiences, productions.
 <a href="http://www.symbaloo.com/">http://www.symbaloo.com/</a>	Creating "Webmix" (virtual desktops)
 <a href="http://dotepub.com/">http://dotepub.com/</a>	Creating eBooks from a web
 <a href="http://calibre-ebook.com/">http://calibre-ebook.com/</a>	Management eBook collections
 <a href="http://evernote.com/intl/es/">http://evernote.com/intl/es/</a>	Tool to create notes
 <a href="http://www.livebinders.com/">http://www.livebinders.com/</a>	Create digital portfolios

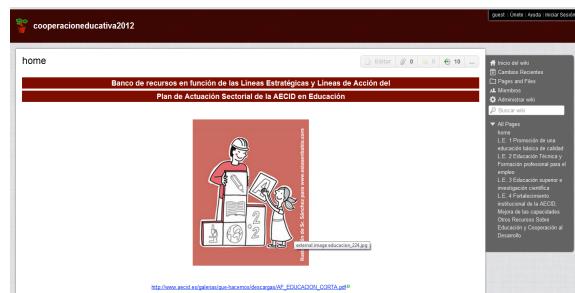
D. Creation Tools

Tools and resources for cloud education	
Purpose	Strategy
Creation	Útiles para la creación y representación de las ideas o los conceptos
 <a href="http://cmap.ihmc.us/">http://cmap.ihmc.us/</a>	Useful for the creation and representation of ideas or concepts
 <a href="http://prezi.com/">http://prezi.com/</a>	Presentation of ideas with zoom.
 <a href="http://audacity.sourceforge.net/?lang=en">http://audacity.sourceforge.net/?lang=en</a>	Recording and editing podcasts
 <a href="http://www.gimp.org/">http://www.gimp.org/</a>	Image Editing
 <a href="http://camstudio.org/">http://camstudio.org/</a>	Videotaped desktop activity. Very useful for create tutorials.

E. Interaction tools

Tools and resources for cloud education	
Purpose	Strategy
Interaction	Allow the exchange of information, ideas, resources, or materials in multiformat
 <a href="http://www.facecoop.org/">http://www.facecoop.org/</a>	Spanish social network on cooperation

Tools and resources for cloud education	
 <a href="https://twitter.com/">https://twitter.com/</a>	Social network
 <a href="http://moodle.org/?lang=en">http://moodle.org/?lang=en</a>	Tool for creating online courses.
 <a href="https://groups.google.com/">https://groups.google.com/</a>	Virtual communities
 <a href="http://www.infuselearning.com/">http://www.infuselearning.com/</a>	Tool for creating learning spaces for students and teachers



Link:

<http://cooperacioneducativa2012.wikispaces.com/>

### C. Our Twitter



Cuenta: [@Cooperacioneduc](https://twitter.com/Cooperacioneduc)

### D. Our topics with Scoop.it

With *scoop.it* we create a constantly updated newsletter.



Links:

<http://www.scoop.it/t/noticias-sobre-educacion>

<http://www.scoop.it/t/cooperacionydesarrollo>

<http://www.scoop.it/t/noticias-sobre-guatemala>

## VII. EXAMPLES OF THE TOOLS USED

### A. Our blog with Blogger

This was the first tool that came into use on the network is the main function of communication but also serves as documentation of the process and even the expression of ideas as a comment to the posts.

Link: <http://cooperacioneducativa2012.blogspot.com/>



### B. Our Wiki with Wikispaces

This Wiki was created with the idea of having quick access to all web links grouped by sorted according to the lines of action and the strategic lines established in our education Sector Action Plan.

## VIII. SOLUTIONS TO SPECIFIC PROPOSALS

### A. Symbaloo Catalogs by country

At the network we feel the need for a directory of organizations, experts and national and international partners. After creating the database on the 23 priority countries we uploaded it to Symbaloo that lets us create and share these "webmix": virtual desktops with all links grouped by color:

- **Orange:** AECID country office, Cultural Center, Embassy
- **Blue:** International organizations such as UNESCO, UNICEF, UNDP, OEI, SICA
- **Black:** Country Profiles: site profile at AECID webpage, HDI Human Development Index by UN, World Bank statistics, Wikipedia entry, Sheet country statistical office of UNESCO-UIS, entry on Relieweb on humanitarian action, and the refence of Human Rights Wacht for human rights issues
- **Brown:** The main stays of government: The Ministry of Education, the educational portal, the web and general government body responsible for planning or related international cooperation
- **Green:** major NGOs education sector with a presence in the country
- And last **blank**, national entities related educational



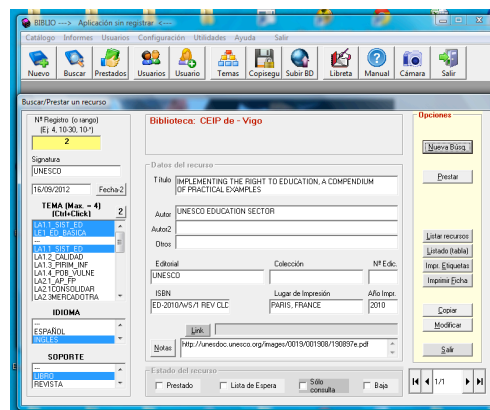
Links:

<http://www.symbaloo.com/mix/educacioacute-nguatemala>

### B. Document Management System with Biblio

The volume of documentation generated in network was becoming bigger so that it required a management system such documentation for this and as in previous case import

the database created in Excel software program created BIBLIO by the Department of Education of the Government of Galicia to manage school libraries who also asked for permission to use it. This program allows us to export the catalog that is stored in a file or on the web so that whoever installed the program to import the file and get the complete catalog.



Download link:

<http://www.edu.xunta.es/centros/ceipdepotelos/?q=node/16>

## IX. CONCLUSIONS

En n this paper we have presented a wide range of options towards the implementation of a system of "learning cloud" on the net now the rest is kept in engagement with the end goal of all this is basically inform, educate ourselves, share information and work in a collaborative environment to improve our professional and personal performance. At the end of the material presented here are but mere tools that can help us for achieve these higher goals.

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