

E-learning

Thematic Session 2: Online Pedagogy

Key topics: pedagogical models & approaches applicable to e-learning

Key terms: normalisation (2), social constructivism (ZPD, scaffolding); community of practice (situated learning, legitimate peripheral participation); community of inquiry (cognitive presence, social presence, teaching presence); participatory culture; multiliteracies; identity studies; collective intelligence (2); blended learning; CALL

Key theorists/movements: Lev Vygotsky, Etienne Wenger, Randy Garrison, Terry Anderson, Henry Jenkins, NLG, New Literacy Studies

| E-language Moodle VLE – Screen capture: MP 2008 |

First thoughts ...

After glancing at the statement of philosophy provided by the creators of Moodle (**Handout 2A: Moodle Philosophy**), consider these questions:

- ◆ How important is our educational paradigm to the way we conduct online learning?
- ◆ Are there educational paradigms which are particularly suited to online education?

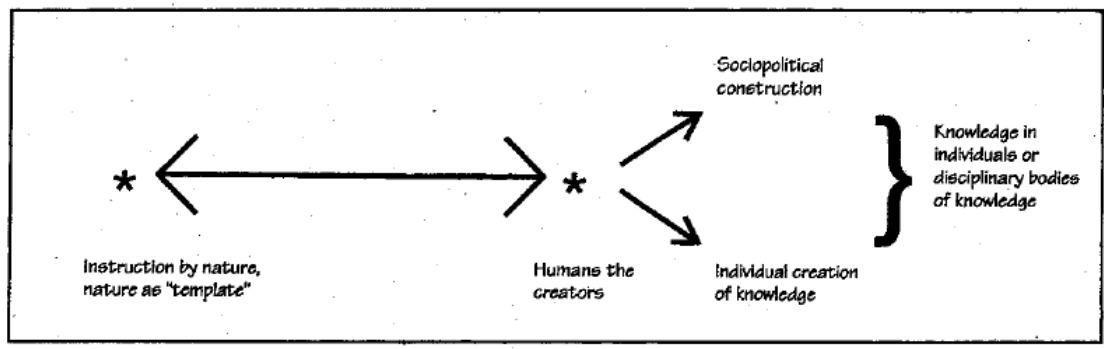
 Intro / Frame / Pedagogical debates

1) Building a pedagogical framework for e-learning

We'll consider six of the most useful pedagogical approaches/models/concepts which are commonly applied in e-learning. You may like to make notes on each one and to think about how elements from each might be integrated into a coherent pedagogical framework – one you could imagine applying in your own professional context.

1A) Social constructivism

Refer also to **Handout 2B: Jonassen on Constructivist Learning.**



| **The Epistemological Continuum.** Source: D.C. Phillips (1995). |

Related terms: ZPD, scaffolding
Key theorists: Lev Vygotsky, (Jean Piaget), (John Dewey)

Notes:

Table 1
The Metaphorical Mappings

Acquisition metaphor		Participation metaphor
Individual enrichment	Goal of learning	Community building
Acquisition of something	Learning	Becoming a participant
Recipient (consumer), (re-)constructor	Student	Peripheral participant, apprentice
Provider, facilitator, mediator	Teacher	Expert participant, preserver of practice/discourse
Property, possession, commodity (individual, public)	Knowledge, concept	Aspect of practice/discourse/activity
Having, possessing	Knowing	Belonging, participating, communicating

| **Learning as Acquisition vs Learning as Participation.** Source: A. Sfard (1998). |

Community of practice

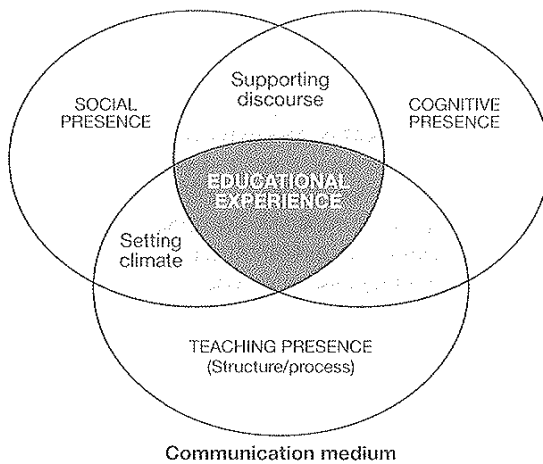
1B) Community of practice

Related terms: legitimate peripheral participation, situated learning
Key theorists: Etienne Wenger

Notes:

Community of inquiry

1C) Community of inquiry



| **Community of Inquiry Model.** Source: D.R. Garrison & T. Anderson (2003). |

Related terms: cognitive presence, social presence, teaching presence
Key theorists: Randy Garrison, Terry Anderson

Notes:

1D) Participatory culture

Affiliations — memberships, formal and informal, in online communities centered around various forms of media, such as Friendster, Facebook, message boards, metagaming, game clans, or MySpace).

Expressions — producing new creative forms, such as digital sampling, skinning and modding, fan videomaking, fan fiction writing, zines, mash-ups).

Collaborative Problem-solving — working together in teams, formal and informal, to complete tasks and develop new knowledge (such as through *Wikipedia*, alternative reality gaming, spoiling).

Circulations — Shaping the flow of media (such as podcasting, blogging).

| **Forms of Participatory Culture.** Source: H. Jenkins et al (2006). |

Play — the capacity to experiment with one's surroundings as a form of problem-solving

Performance — the ability to adopt alternative identities for the purpose of improvisation and discovery

Simulation — the ability to interpret and construct dynamic models of real-world processes

Appropriation — the ability to meaningfully sample and remix media content

Multitasking — the ability to scan one's environment and shift focus as needed to salient details.

Distributed Cognition — the ability to interact meaningfully with tools that expand mental capacities

Collective Intelligence — the ability to pool knowledge and compare notes with others toward a common goal

Judgment — the ability to evaluate the reliability and credibility of different information sources

Transmedia Navigation — the ability to follow the flow of stories and information across multiple modalities

Networking — the ability to search for, synthesize, and disseminate information

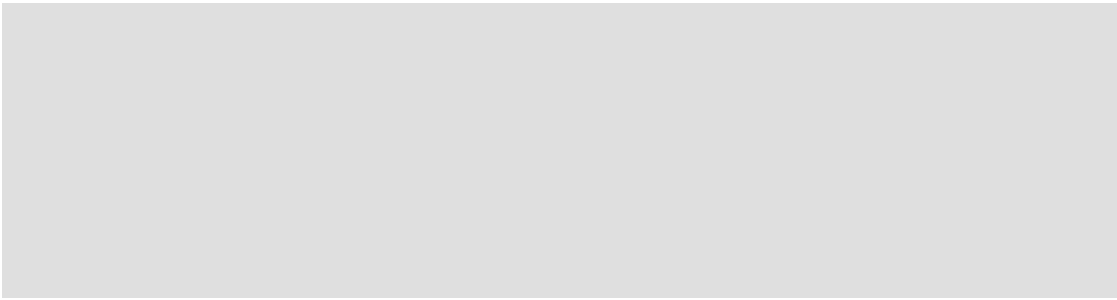
Negotiation — the ability to travel across diverse communities, discerning and respecting multiple perspectives, and grasping and following alternative norms.

| **The New Skills.** Source: H. Jenkins et al (2006). |

Related terms: affiliations, expressions, collaborative problem-solving, circulations

Key theorists: Henry Jenkins

Notes:




 Multiliteracies

1E) Multiliteracies

Key movements: NLG, New Literacy Studies

Notes:

 Identity studies

1F) Identity studies

Key theorists: Bonnie Norton, Alastair Pennycook, Suresh Canagarajah

Notes:

 Concluding thoughts

