

## Online Pedagogy

## QUOTES

- Constructivism focuses on the learner and the knowledge that he/she **actively constructs** by working on **authentic problems**, usually **collaboratively**. Learning involves constructing one's own knowledge from one's experiences.
- It is based on **active engagement** by the learner with ideas and materials, and **students add to (or sometimes change) their previous knowledge set**.

Glenn Finger et al (2007)

- [Social constructivism] holds that learning is a socially enacted process; that is, **constructivism + others = social constructivism**.
- What children learn and how they think are derived directly from their social world. Their **social world is the source** of all their concepts, ideas, facts, skills and attitudes.

Glenn Finger et al (2007)

Rather than attempting to map the structure of an external reality onto learners, constructivists recommend that we help them to **construct meaningful and conceptually functional representations** of the external world.

D.H. Jonassen (1992)

Communities of practice are groups of people who **share a concern or a passion** for something they do and **learn how to do it better as they interact regularly**.

Etienne Wenger (n.d.)

A CoP replaces the one-way flow of information that is typical of corporate training programmes and replaces them with **fluid, multi-pronged conversations**.

[...]

Web 2.0 is completely changing how we interact online and quickly shifting into the business world.

Becker (2000)

Participatory culture **shifts the focus of literacy** from one of individual expression to community involvement. The new literacies almost all involve **social skills developed through collaboration and networking.**

Henry Jenkins et al (2006)

Rather than developing mastery in a 'target language,' we should strive for competence in a **repertoire of codes and discourses.** Rather than simply joining a speech community, we should teach students to **shuttle between communities.** Not satisfied with teaching students to be context-sensitive, we should teach them to be **context-transforming.**

Suresh Canagarajah (2003)

If we believe that education needs to proceed by taking student knowledge, identity and desire into account, we need to engage with **multiple ways of speaking, being and learning, with multilayered modes of identity** at global, regional, national and local levels.

Unless we get in touch with this as educators, the flow will pass us by. [...] Languages will flow and change around us, new combinations of languages and cultures will be put together, texts will be sampled and mixed in ever new juxtapositions. **Students are in the flow; pedagogy needs to go with the flow.**

Alastair Pennycook (2007)

Finally, please adult world, I beg you... **stop fearing and/or fetishizing technology.** Neither approach does us any good. Technology is not the devil, nor is it the panacea you've been waiting for. **It's a tool. Just like a pencil. Figure out what it's good for and leverage that to your advantage.** Realize that there are interface problems and figure out how to work around them to meet your goals. Tools do not define pedagogy, but pedagogy can leverage tools.

danah boyd (2008)

[Technology is] not a destiny but a scene of struggle.

Andrew Feenberg (1991)