Reflection, dialogue, and hybrid learnings spaces

When the virtual becomes as real as the actual

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Agenda

- Methodological comments

- Theoretical considerations

- Findings

- Discussion

- Suggestions

Key take-aways

- The virtual space (LMS etc.) needs more attention

- The relations between the practices could benefit form a more constructive virtual relation (NOT praktikportalen, wiseflow etc.)

- **Develop a pedagogy for fusioning the virtual and the actual**

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Synthesis of studies

- This paper represents the local review process prior to designing a learning material for understanding 'Hybrid learning spaces' http://kortlink.dk/2dpzb

- The paper presents a synthesis of studies (4) carried out in the same institution with the same contributors within the same field and scope

- The studies share the intention to learn from the experience of engaging in different actual/virtual learning scenarios

  - Programmes being converted to part blended, part F2F due to geography

  - Campus technology analysis showing an institution that implements distance and self-service platforms, however, there is/was no strategy to develop distance or blended programmes

  - Further education as blended learning

  - Development of programmes that increase study intensity
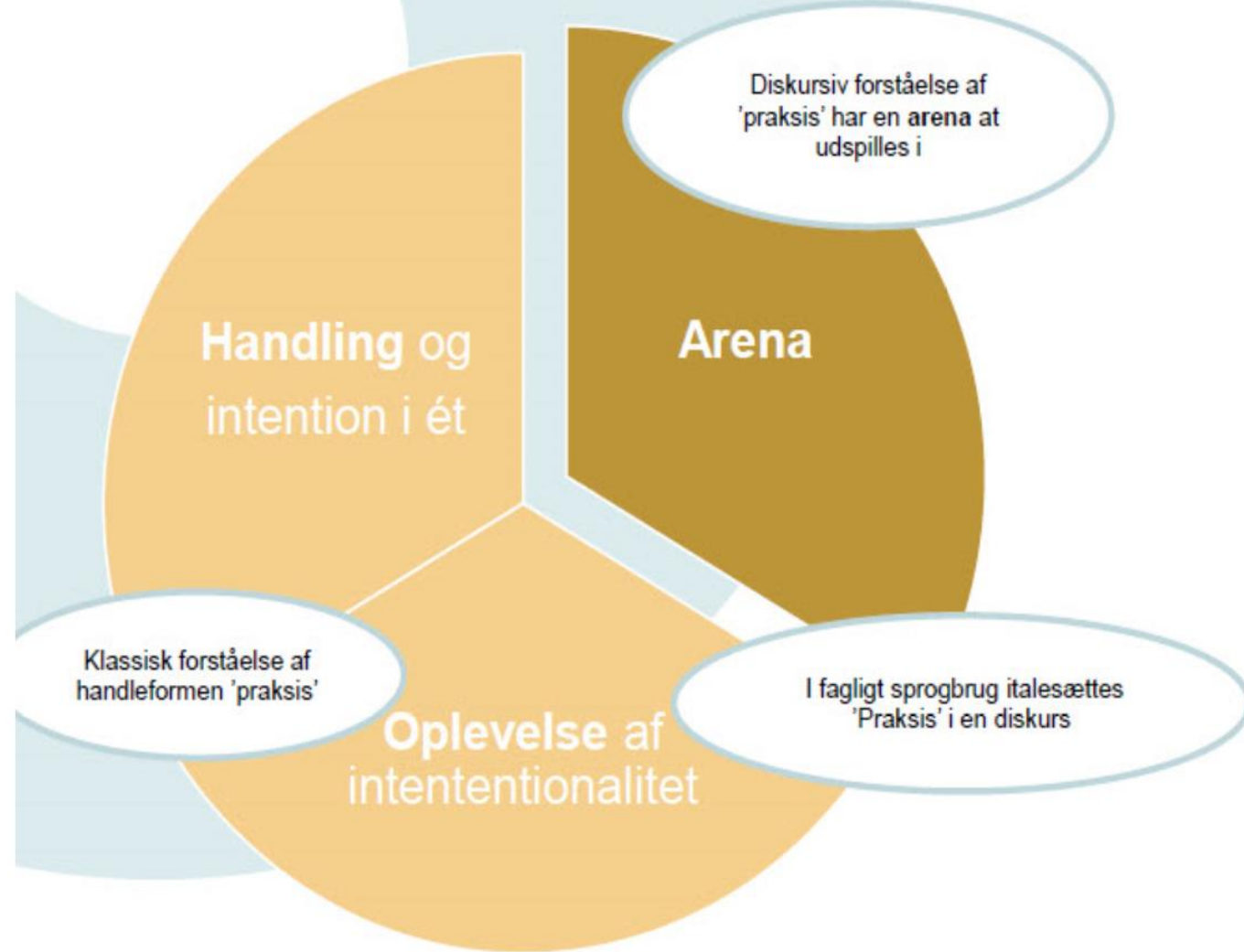
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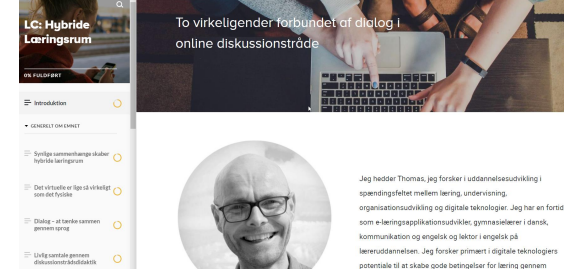
Theoretical considerations

- Virtual/Actual

  - The virtual and actual are equally real

    - An idea or a dialogue represents a reality

    - A product is not more real that the process leading to the product

- Nexus analysis

  - Where does 'the rubber meet the road'?

    - When does a discourse meet a practice

      - Discourse: study activity can be increased through the practices of distance learning

      - Practice: the students rely on F2F feedback and on actual recognition of participation

      - Discrepancy between expected potential in the discourse and the practice of study
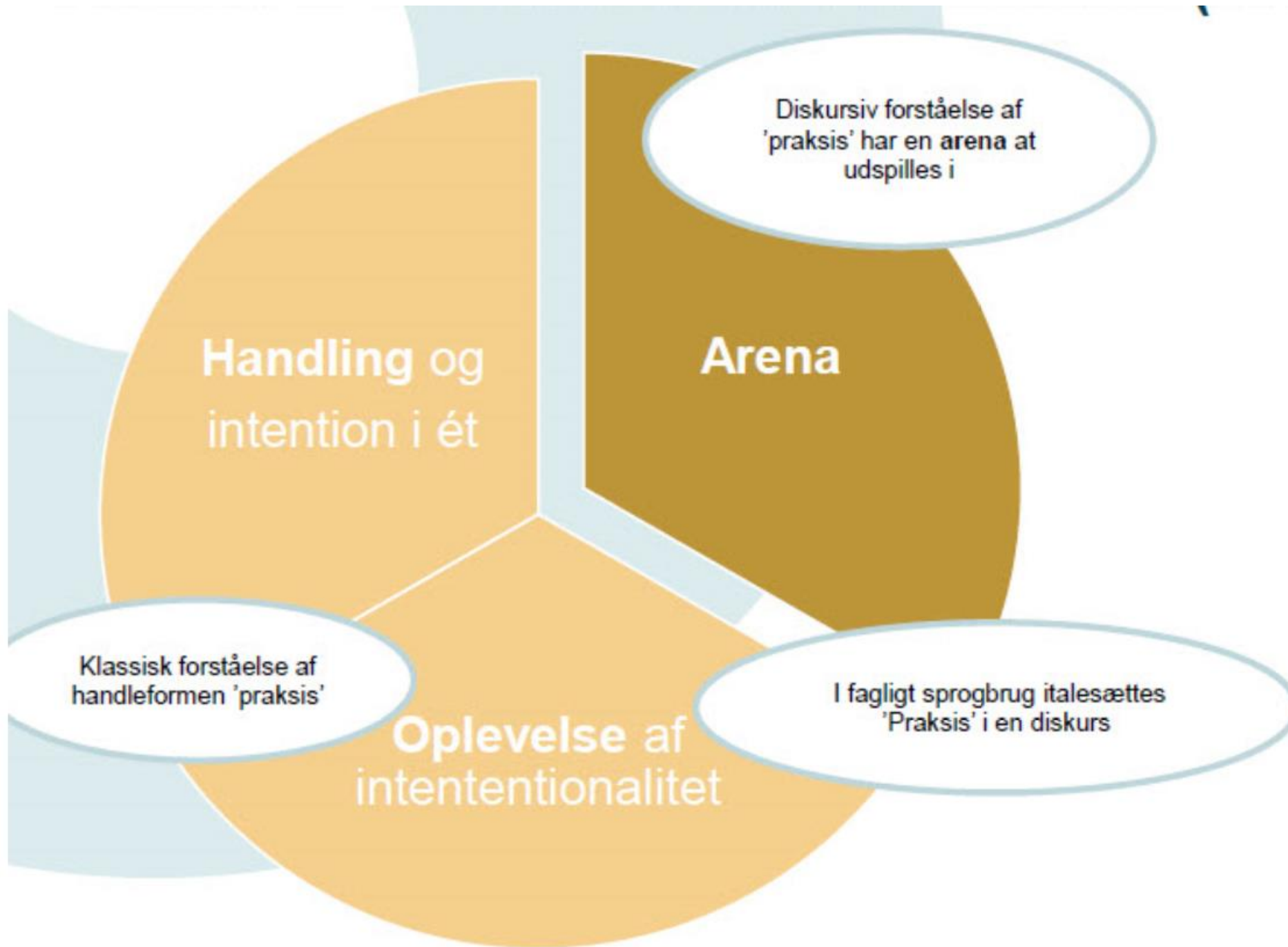
Practice

- We understand the notion of a **practice** as **a specific way of being, reflecting and acting in an arena**

  - The arena may change from University classroom, to placement, to schools, hospitals, businesses, counsels, group structures etc

  - The way the agents, conduct themselves, reflect, and act, however, is a constant.

  - It is where discourse and action meet arena

Handling og intention i ét

Arena

Diskursiv forståelse af 'praksis' har en **arena** at udspilles i

Klassisk forståelse af handleformen 'praksis'

I fagligt sprogbrug italesættes 'Praksis' i en diskurs

Oplevelse af intententionalitet

Aristotle via (Belfiore, 1983; Kemmis, 2010; Kemmis, 2012; Siemens, 2006).

Virtual connections

- There are several virtual connections that appear to be vaguely explicited and amnifested

- The discourses and actions are rarely formulated as a specific register or protocol

- The mediational means don't support a constructive virtual connection (praktikportalen, wiseflow)

- The virtual space at a school (Aula, Læringsplatform, platformlæremidler) is disconnected and dsiplaced from the virtual space of the UC
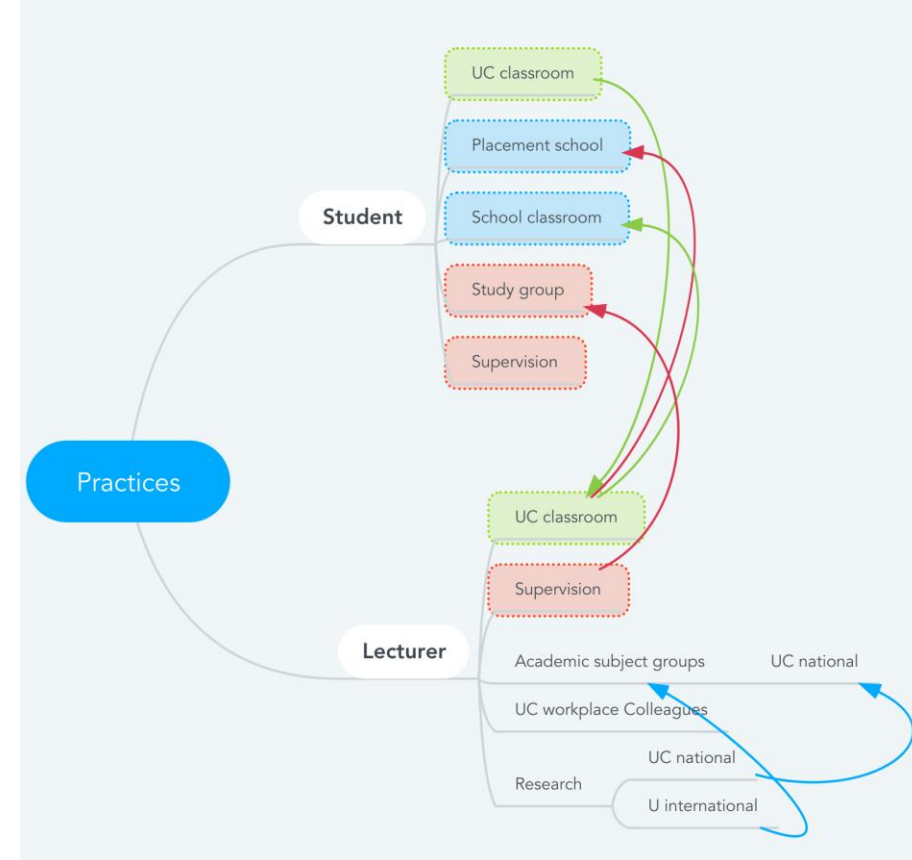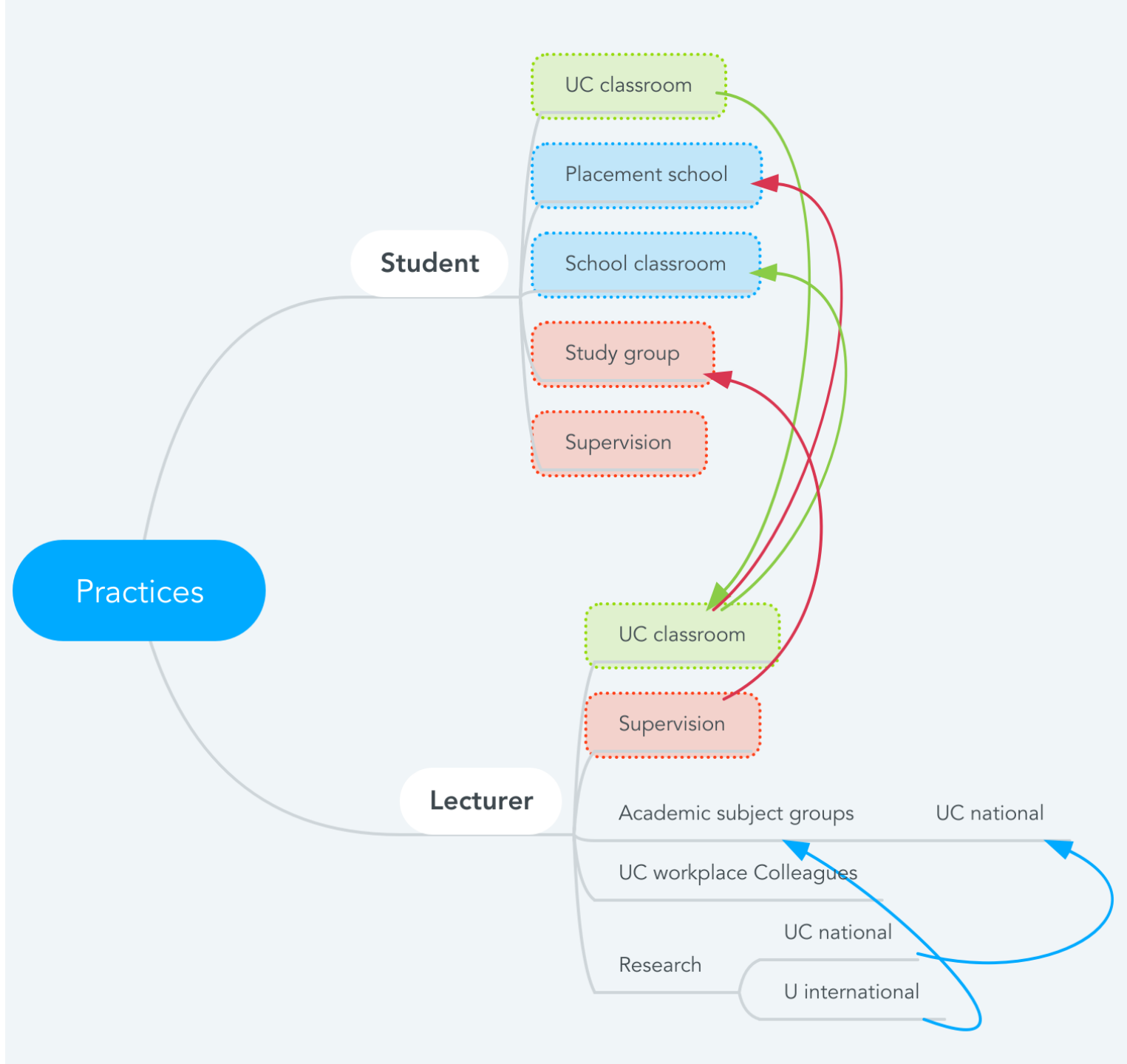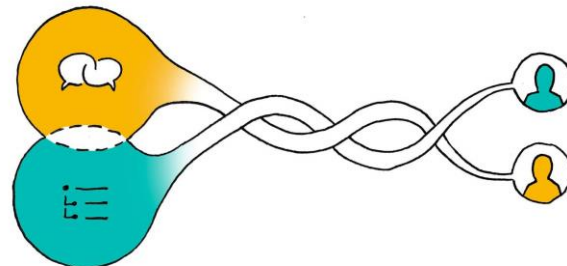
Theoretical considerations and findings

- Dialogue is considered the most valuable element of the student-lecturer interaction amongst the students and lecturers at UCN (Kjærgaard 2016)

- Dialogue is understood as clarifying and affirmative F2F feedback

- Dialogue is also understood as the reflective process of thinking together through language (dia-logos – through speech))

- The dialogue can be virtual or actual or a synthesis of an actual and a virtual dialogue.

  - Discussion board and in lesson conversation building on the same interactions

Theoretical considerations and findings

- The students define reflection as:

  - Think - deeply (tænke/tænkning)

  - Consider (overveje)

  - Evaluate

  - Assess (vurdere)

  - <mark>Documentation</mark> (debriefing of situations in pedagogy)

  - <mark>Happens after action</mark>

From the paper:

"The process of critically assessing the content, process, or premise(s) of our efforts to interpret and give meaning to an experience" (Paprock, 1992 p.: 104)
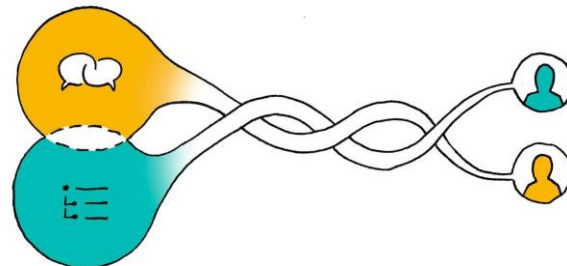
Findings I

- Experience and reflection

    - Students express the importance of experience-based learning designs that seek to establish an equilibrium between the virtual (homework) and the physical (classroom) aspects of a course promote reflection and dialogue.

- Study intensity

    - The University and the Ministry of Education has an agenda to increase the students study intensity

        - The notion is that study intensity can be increased through online activities

        - Finding: The students express a need direct interaction between students and lecturer to learn. Only few students have the learning strategy to engage in virtual learning spaces.

            - '*Jeg kommer kun, fordi der er en underviser i rummet*' (Sygeplejestuderende)

Findings II

- Virtuality and actuality

  - The design of the virtual space is often **neglected** and regarded as if it is given by the technologies defined by the institution (LMS).

    - Basic communication and file-sharing

    - The virtual space is often reduced to preparation to lessons (course books/articles)

    - The lecturer *is not* present in the virtual learning space -

  - The design of the actual space is given **most attention** by the lecturer (and by the students)

    - Lesson plan

    - Classroom activities

    - Communication in the classroom

    - Acting out the classic identities as teacher and students

Findings III – Where the rubber meets the road – The lessons
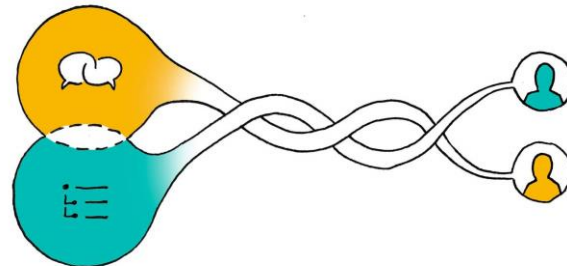
- Reliance on F2F

- The power of PowerPoint – found in the data

  - Strand 1: We don't have to attend lessons if we read the texts and leaf through the lecturers presentation. The lesson becomes a social activity that is academically redundant

  - Strand 2: The lecturers PowerPoint-presentation is extremely important for understanding the academic theme, the PPT shows the digest of the content of the texts and the lecturer elaborates…reading the text becomes redundant, however, the lesson only addresses the protruding essence, while, all the 'in-betweens' of the theories are 'lost in translation'.

In conclusion – developing a new practice

- Suggestion: Spend as much time designing and managing the virtual space as you do planning the lesson.

- Be present in the virtual learning space (discussions)

- The students have given up hope that there will be a constructive virtual connection between the lessons and the other practices. They don't expect a fruitful virtual learning space that relate directly to the lessons in the classroom

- **Develop a pedagogy for relating the virtual to the actual**

- **Methods**

  - **Video (a)synchronous, recorded or realtime**

  - **Peer feedback!!**

  - **Rubrics!!**

  - **Discussion (a)synchronous, online forums, realtime padlets, mindmaps, docs combined with audio/video connection.**

Theoretical considerations and findings

- The students define technoology as:

  - New things that rely on electricity or computers

    - Innovation-focused understanding of technology (Edgarton)

    - Things that were in the world before the students memory of the world are not considered technology

Dig deeper…

- http://kortlink.dk/2dpzb