

Fostering sustainable intercultural group collaboration across time and space in higher education.

Promoting a digital dialogic approach on knowledge building and knowledge sharing

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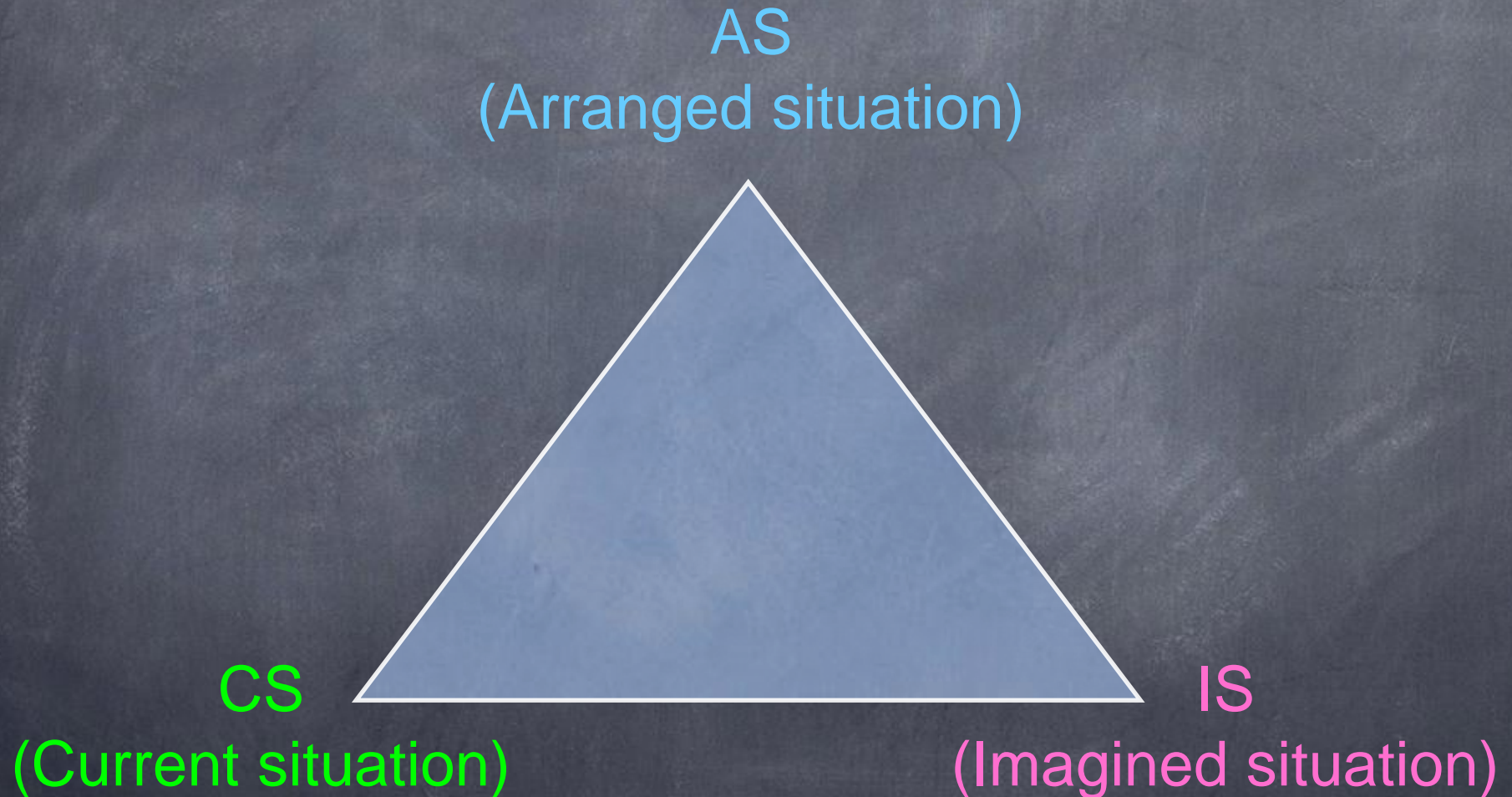
Ms in ICT & Learning (delivered online):
<http://mil.aau.dk>

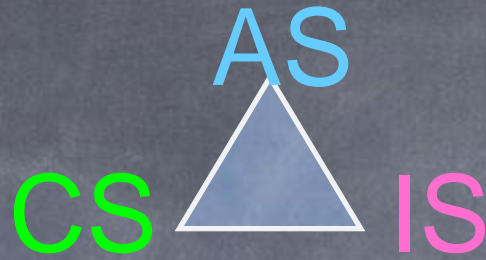
Educational design and facilitation of teaching/learning
in virtual and blended environments:

- Dialogic collaborative production of NEW knowledge, reflection, and collaborative knowledge building (CKB) online
- Enhancing the quality of online CKB dialogue
- Assessment of online CKB
- Project work online
- Virtual portfolios as tools for enhancing online CKB
- Dialogic learning designs for innovation and creativity



Structure of presentation





Current situation (CS)

- Where are we today?
- How did we arrive here?
 - Our experiences?
 - Past visions?
 - Tradition?
- What have we learned?
- Ex: MIL-organization - sustained dialogic model
 - Thoughts and experiences



HOME

OM MIL

NYHEDER

NY STUDERENDE? ▾

UDDANNELSEN ▾

faMILien ▾

RESSOURCER ▾

KONTAKT

MIL – Organization and sustained dialogic model?

Studerende siger

Gennem MILs levetid har vi haft mange forskellige typer af studerende fra en lang række af virksomheder...

Velkommen til de nye studerende



Det er med stor glæde, at vi kan byde dig velkommen som studerende på vores Masteruddannelse i Ikt og...

Årets gang

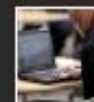


Se her for en oversigt om årets gang på Master i ikt og læring.

MEST LÆSTE



Årets gang



Velkommen til de nye studerende



Valgmoduler efteråret 2011



Velkommen til Master i Ikt og læring



Ikt som drivkraft i
inklusionsprocesser og
specialundervisning



Videokonferencens didaktik



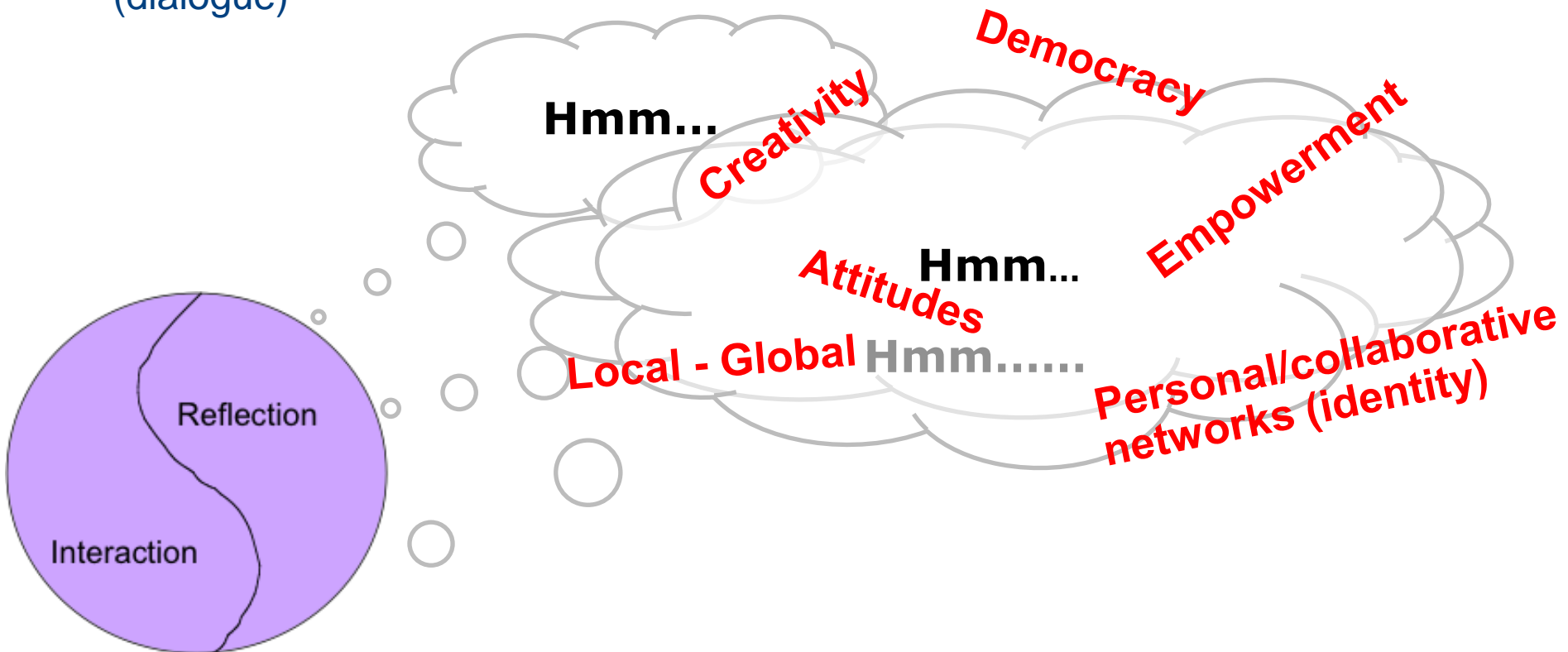
3D remediering af virtuel
pædagogisk praksis

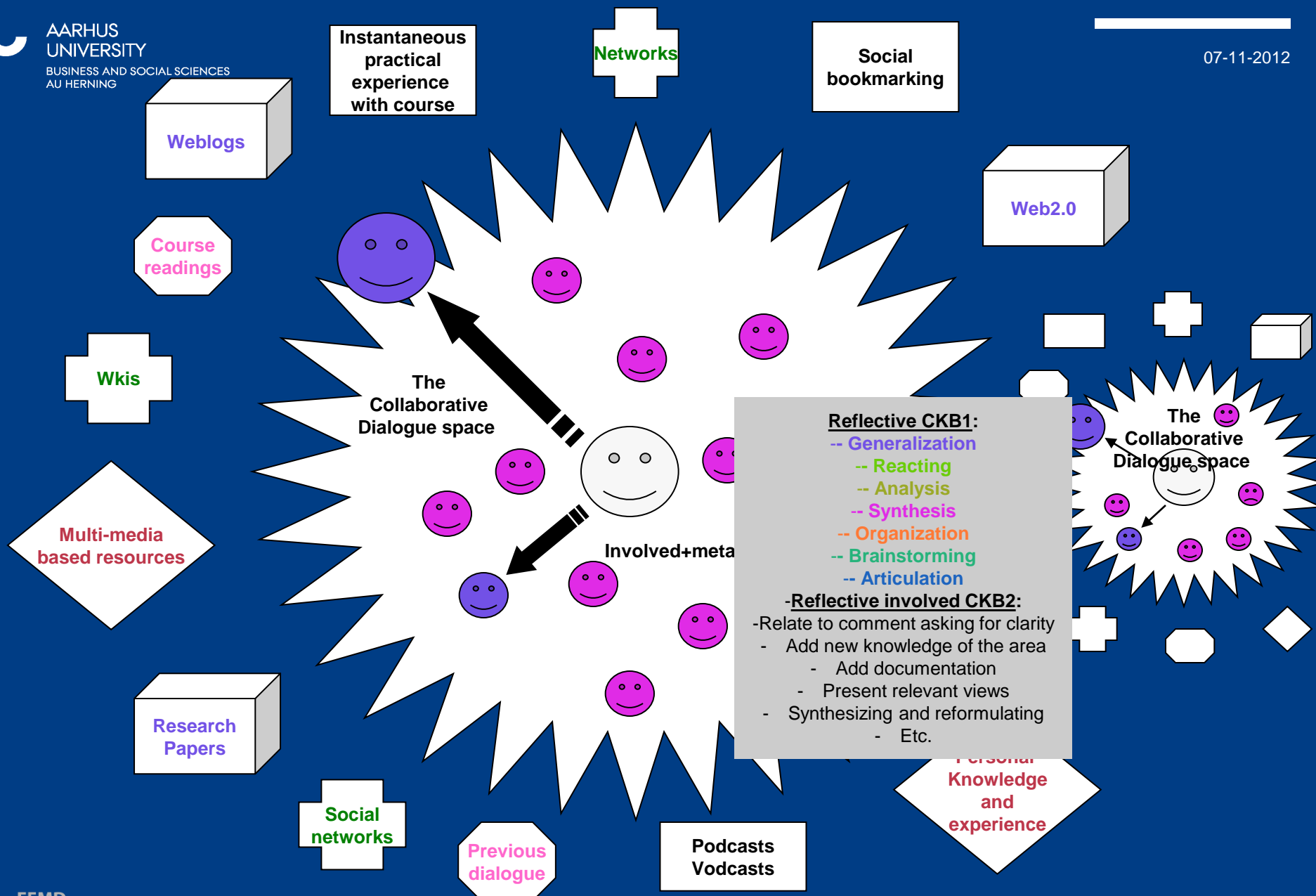
MIL: Master in Ict and Learning

1. år MIL 1	K1 IKT-baserede læreprocesser 5 ETCS	K2 IKT og interaktionsdesign 5 ETCS	V1 ? 5 ETCS	1. årsprojekt IKT i læreprocesser - brug og betydning 10 ETCS
				V2 ? 5 ETCS
	3. semester (efterår)			4. semester (forår)
2. år MIL 2	K3 IKT og læring i organisationer 5 ECTS	K4 IKT og didaktisk design 5 ETCS	V3 ? 5 ETCS	Masterprojekt 15 ETCS

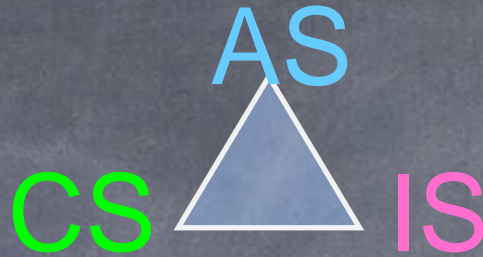
Pedagogical quality

- Authenticity
- Participation (dialogue / meta categories)
- (Meta-) reflection (awareness / method / strategy)
- Assessment of process (dialogue) AND product (dialogue)





The MMD Model - A Collaborative Dialogue Space



Imagined situation (IS)

- Where do we want (need?) to go - what is the future vision?
- Which qualities do we want (need?)?
- Transdisciplinarity, intercultural collaboration, *learners as prosumers*
- Design for dialogic participation in bridge building activities

Thinking....towards the future! What matters?

*“There appears to have been remarkable coincidence between the development of more open systems of **knowledge production** and the **growth of complexity** in society - and the **increase of uncertainty** in both. The climax of high modernity with its unshakeable belief in planning (in society) and predictability (in science) is long past. Gone too is the belief in simple cause-effect relationships often embodying implicit assumptions about their underlying linearity; in their place is an acknowledgment that many – perhaps most – **relationships are non-linear and subject to ever-changing patterns of unpredictability** (Nowotny, 2005:16).*

Learning through collaborative “emergent interfaces” (transdisciplinarity) (Nowotny, 2005)

*“Parallel to societal **changes taking place through reforms** (and not revolutions), it still seems widely accepted that education sticks to **old, past and traditional types of learning goals**, while at the same time stronger attention is given to **new and future innovative goals**.” (Østergaard & Sorensen 2011).*

Designing education for an emerging future

- Four macro cultural trends impose challenges (Wiedemann, 2011):
 - 1) Globalization
 - 2) Transition to knowledge society
 - 3) Public sector development
 - 4) Late modernity (including changed circumstances of the individual's identity formation).
- Inertia?
 - Regardless of new learning goals (e.g. creativity), educational systems seem to focus on:
 - › Standardization, testing, and benchmarking, all of which points in the direction of the (known and measurable skills and competences)
- Innovation/creativity represents:
 - *The new, the unknown and therefore that which is not readily measurable.*
 - *Learning?* = a digitalized collaborative “process of identification” in the intersection of Knowledge building in context (Østergaard & Sorensen, 2011).

Learning competencies for the emerging future

Knowledge building in the emergent interfaces

Acquisition of skills

- Learn HOW TO

Acquisition of knowledge

- Learn ABOUT

Ability to SELECT and APPLY skills and knowledge (in practice contexts)

- Learn to SELECT, CHOOSE and USE

Create new – innovate (in emerging interfaces)

- Learn to IDENTIFY, CONCEPTUALIZE and IMPLEMENT:
 - Meta Learning (awareness)
 - Collaboration (participation)
 - Inter/trans disciplinarity
 - Identify strategies (methods)

Bildung – what guides **attitudes**

- (inter-) CULTURAL and ETHICAL values

Four essential modes – using ICT and EST

Digital participation - **processes** (Dalsgaard & Sorensen, 2008):

Dialoging

- Text forums
- Chat
- Video phone
- Etc.

Networking & Awareness

- Person-centered social networking sites
- Networked weblogs
- Etc.

Digital participation - **products** (Dalsgaard & Sorensen, 2008):

Creating

- Weblogs
- Podcasts
- Wikis
- Application sharing services
- Etc.

Sharing

- Object-centered social networking sites
- Social bookmarking
- Etc.



New Educational and Research Paradigms are Needed!

- We need to engage new research paradigms (mode2-research?) that bridge (tie together) the gap between research and education, and between scholarship and practice



Arranged situation (AS)

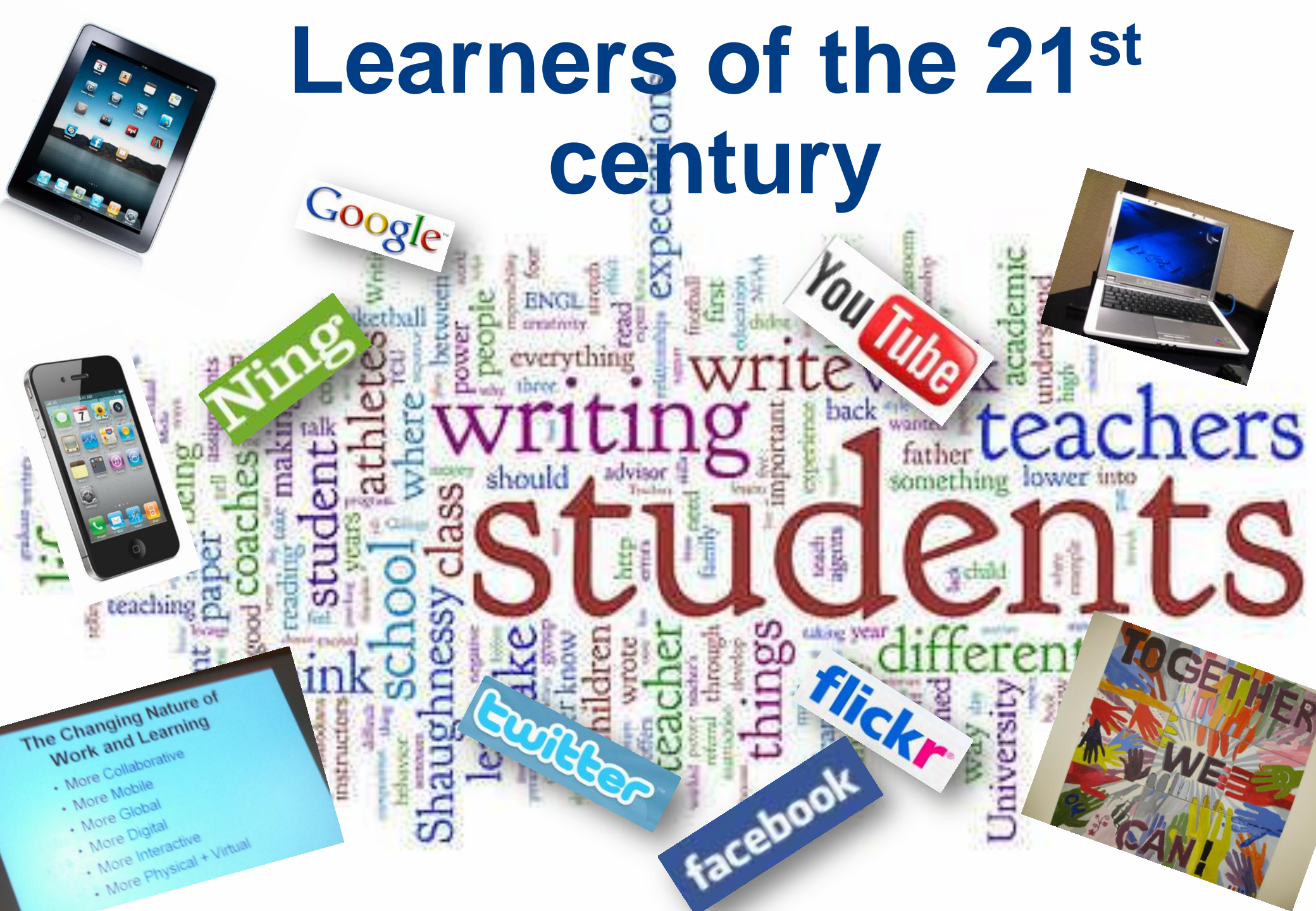
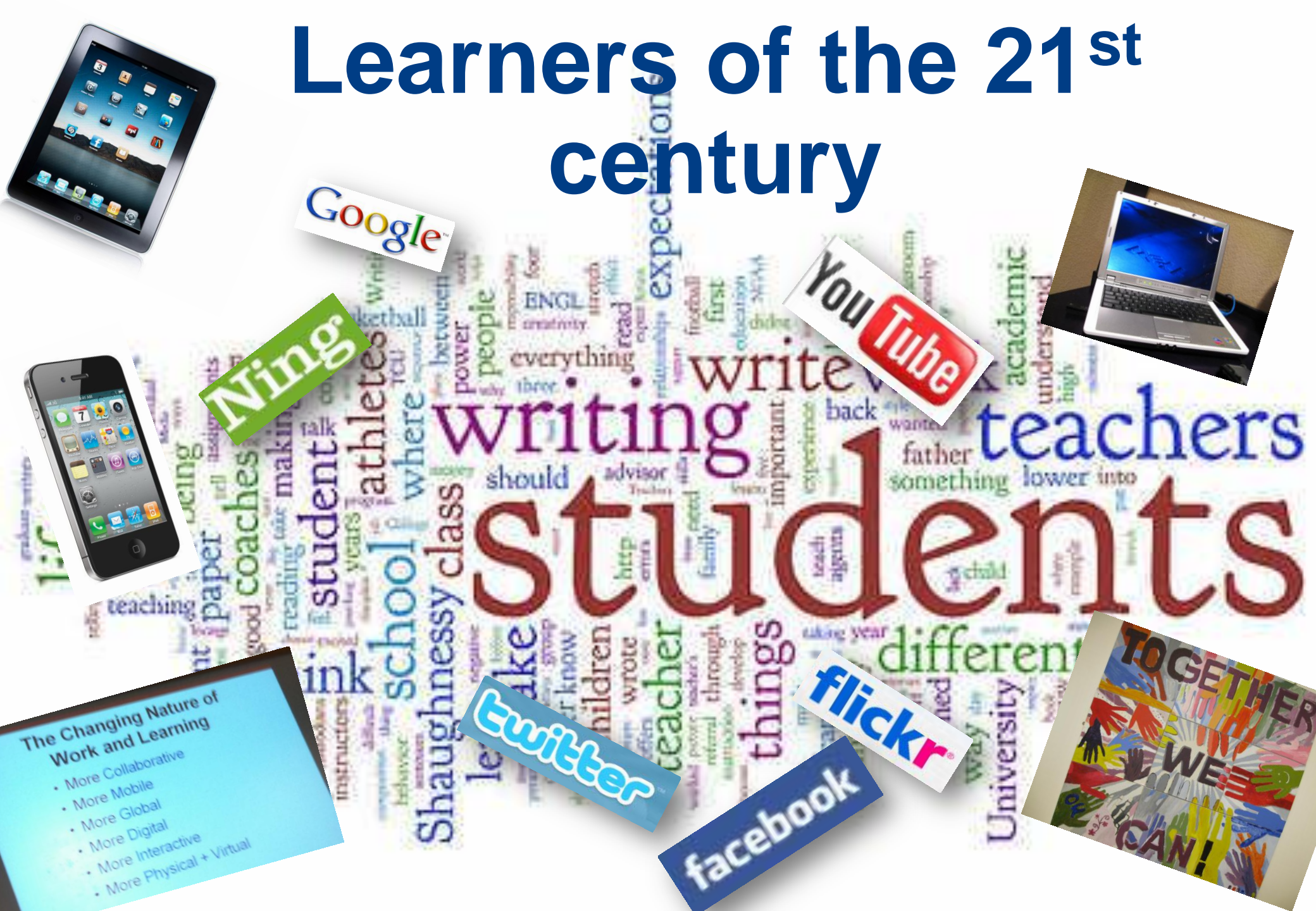
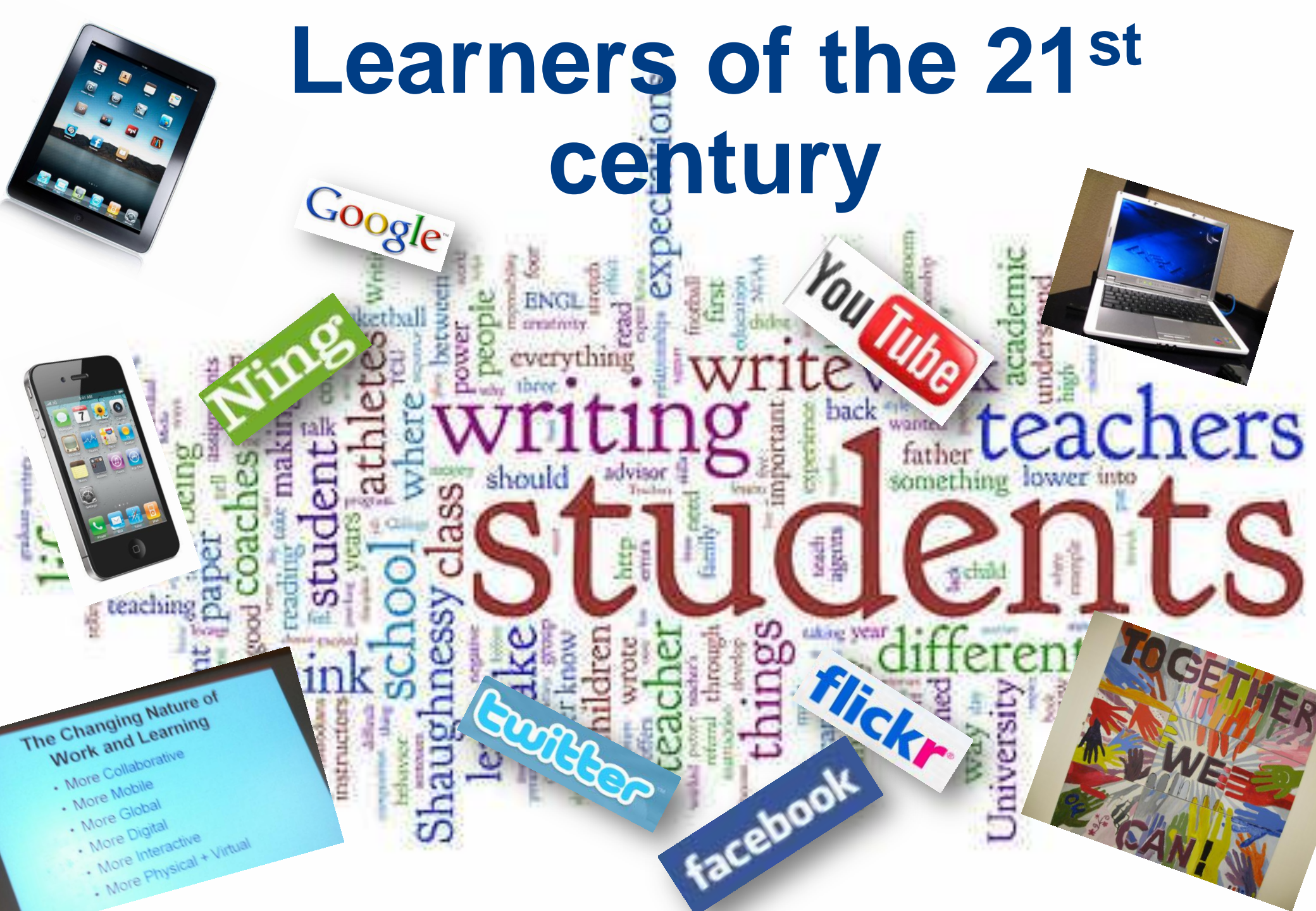
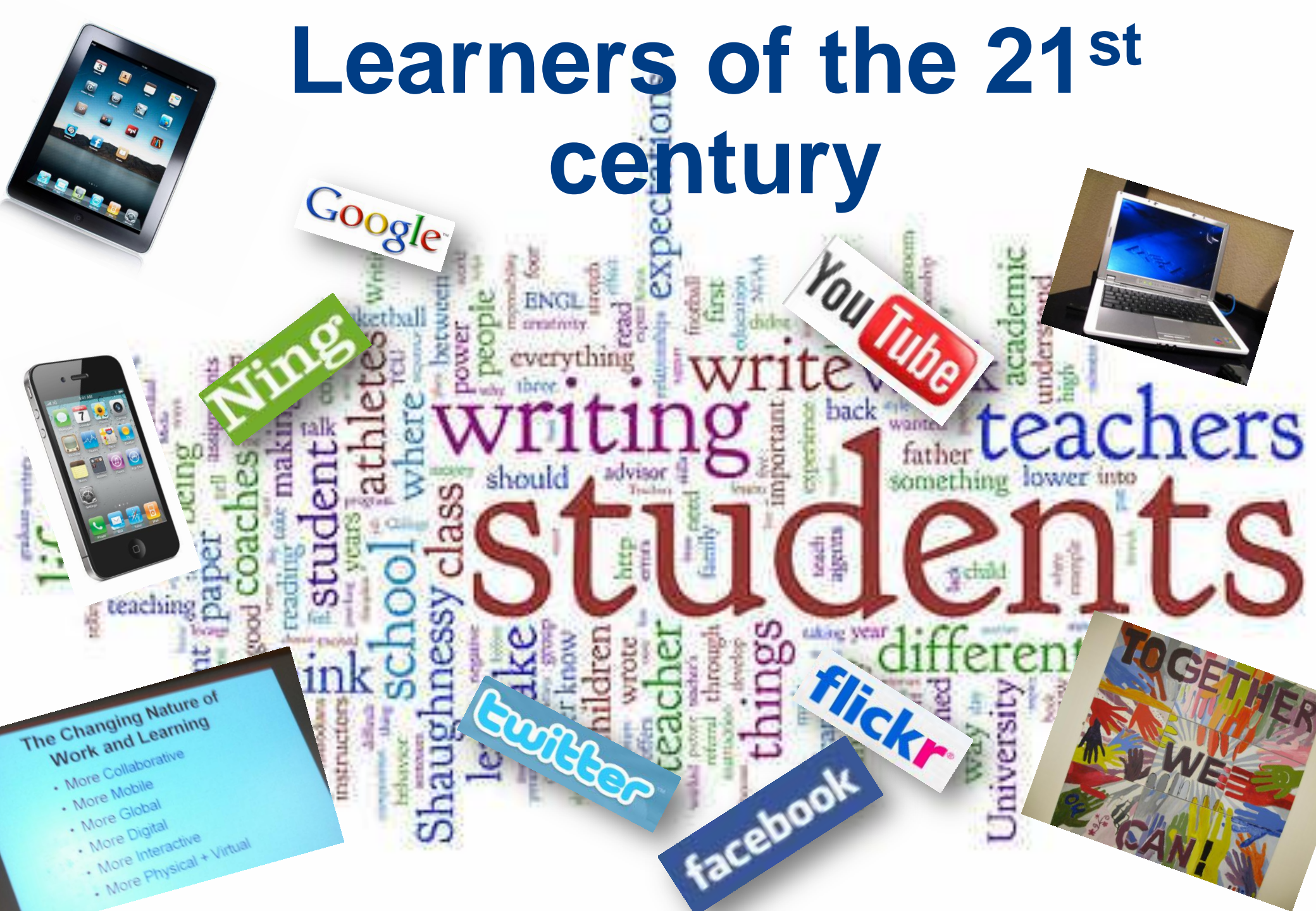
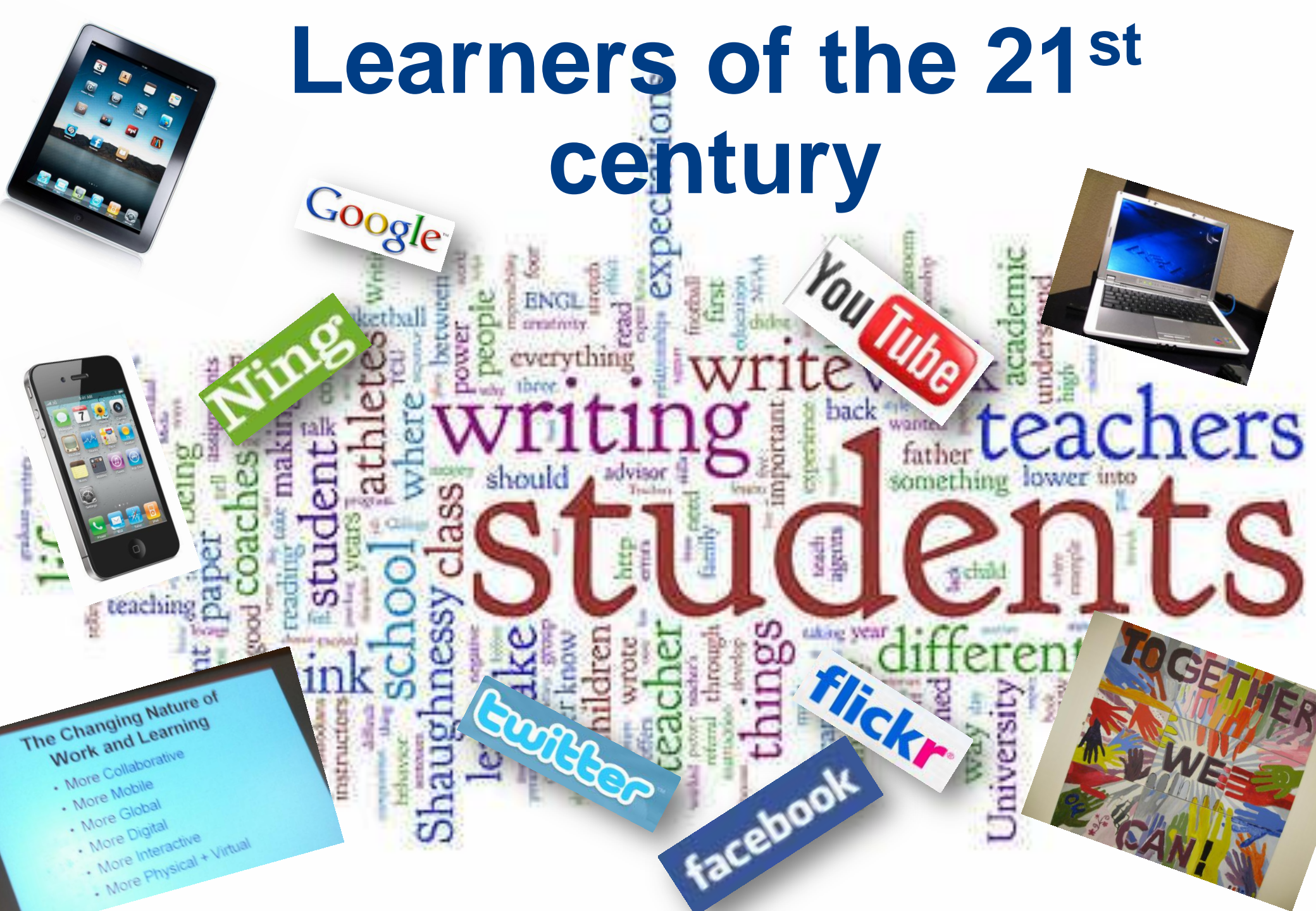
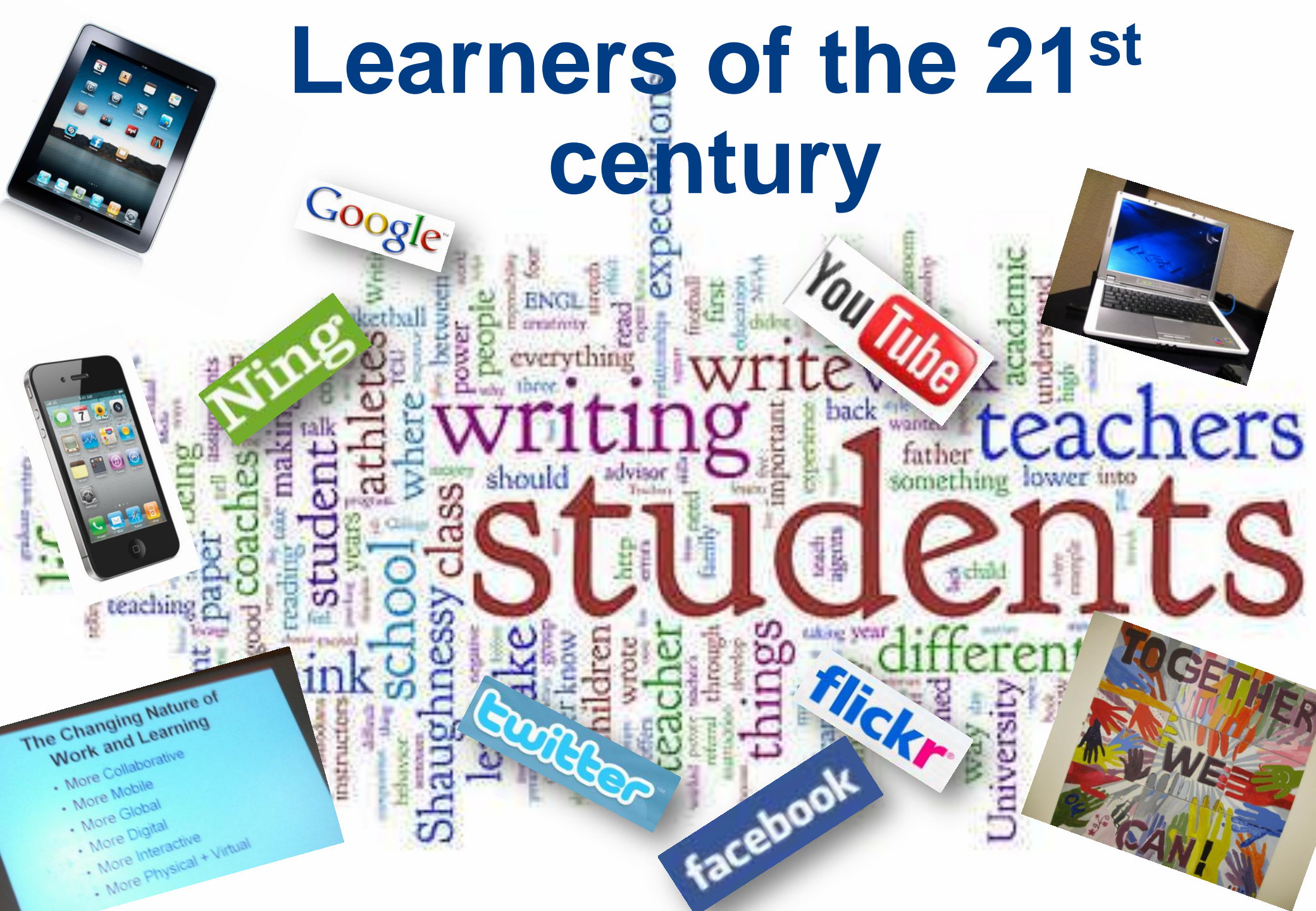
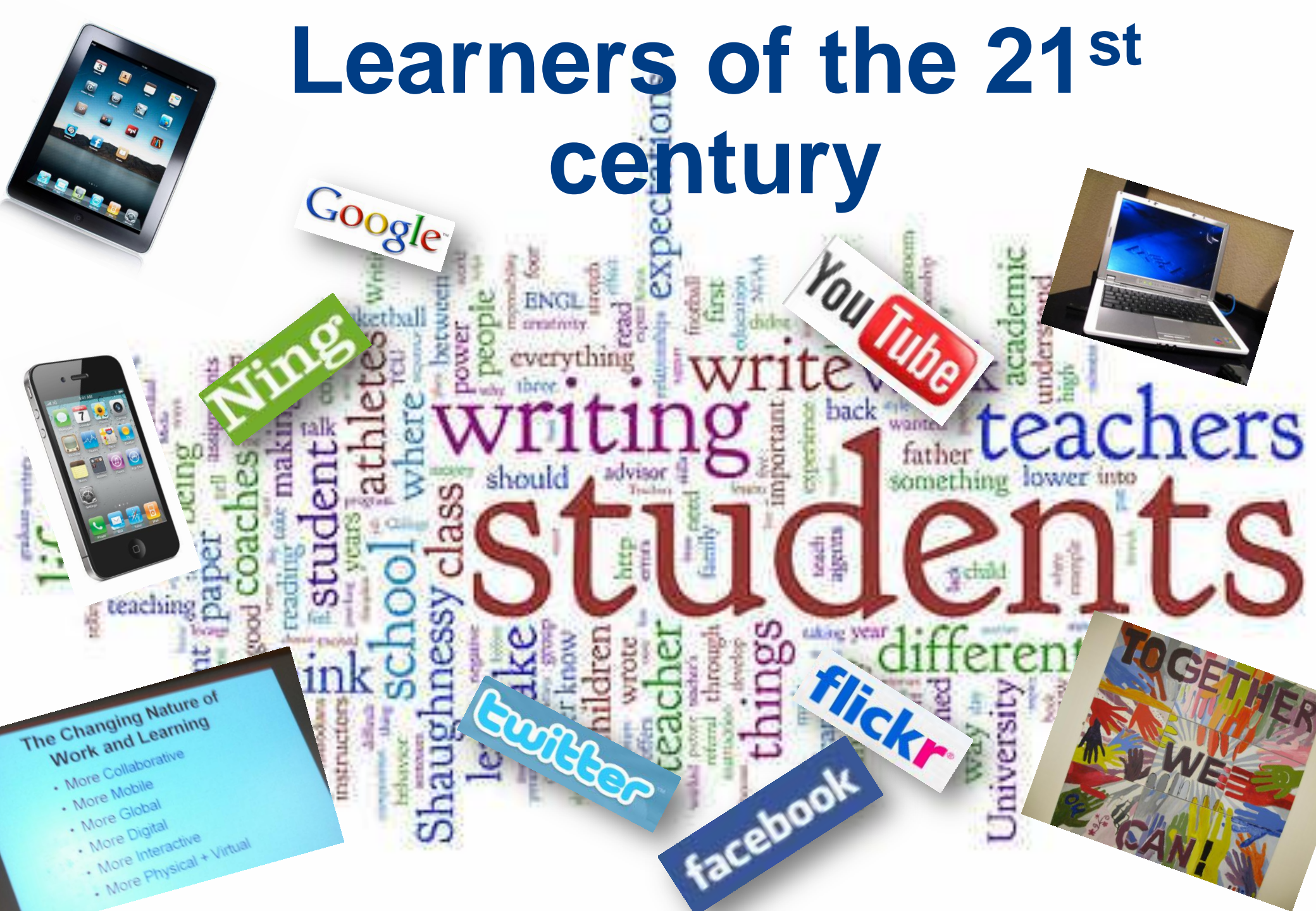
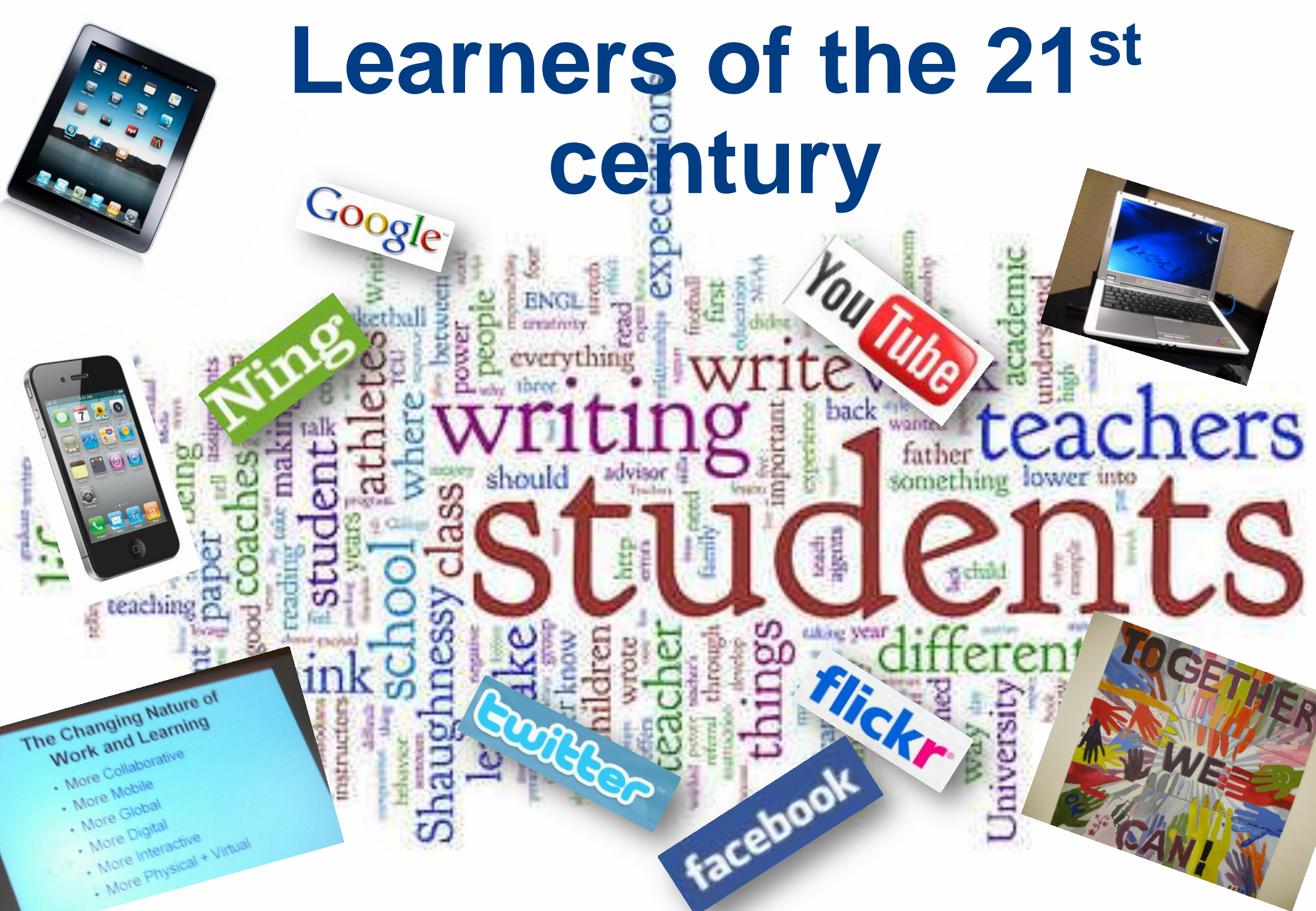
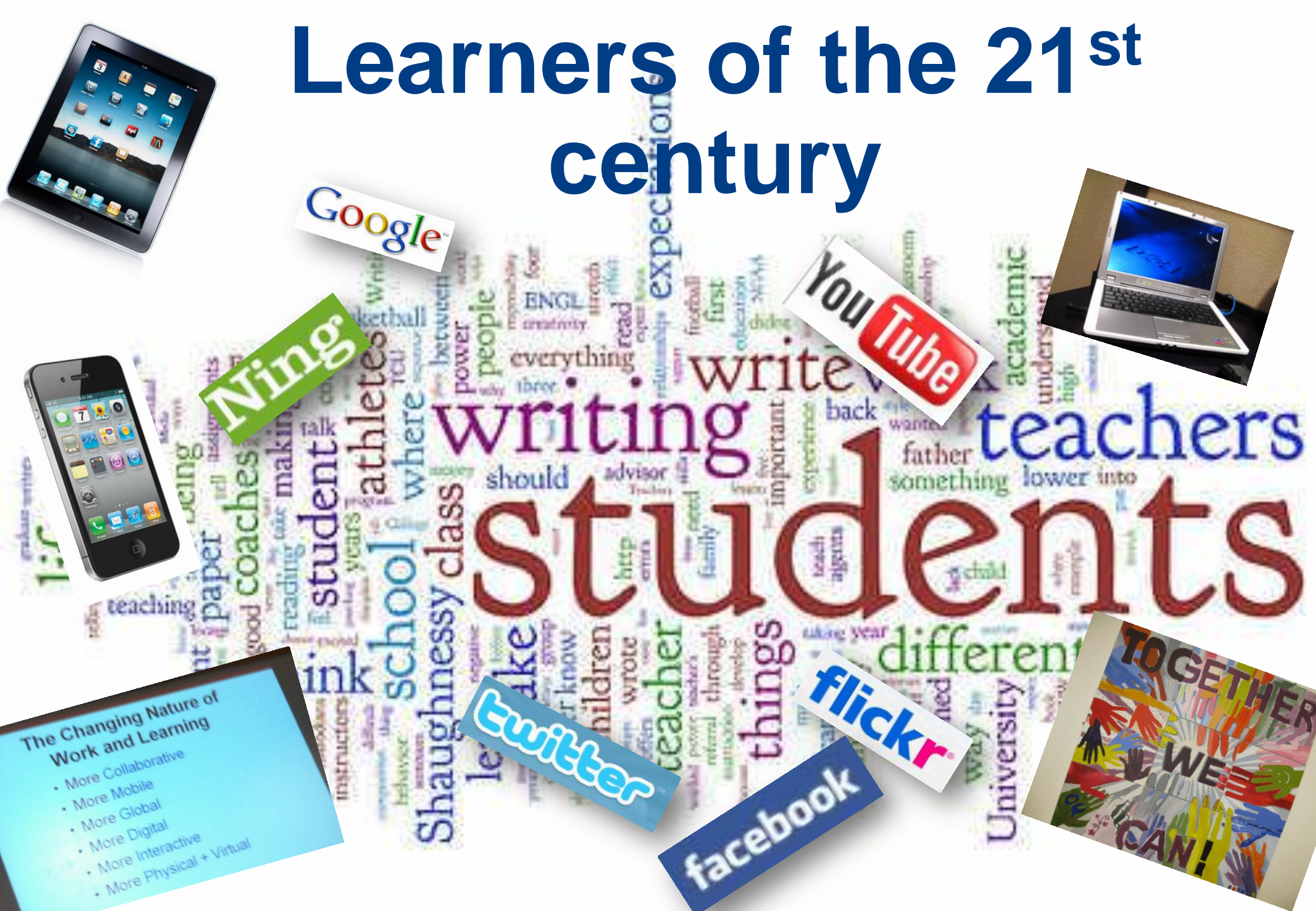
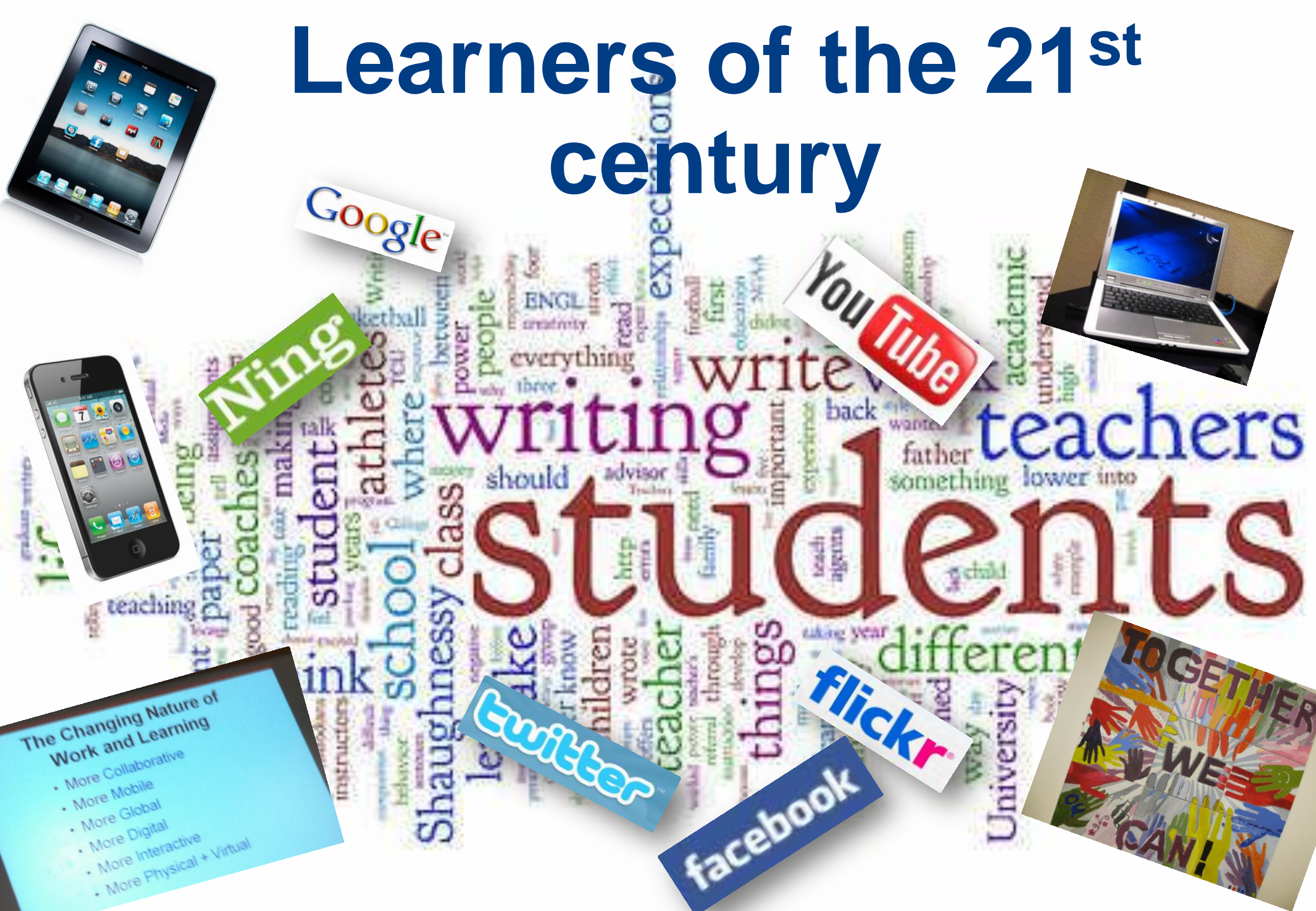
- How do we arrange for learning in the future?
- What are the barriers/potential?
- Which qualities from the past?
- Which sustainable model/strategy?
- Focus on **relations – and experiment mindfully together** – teachers, learners, researchers and practice - **in dialogue!**....
- Transdisciplinarity, intercultural collaboration, learners as prosumers
- Design for dialogic participation in bridge building activities – mediated by Open Educational Resources (OERs)

Learners of the 21st century

The Changing Nature of Work and Learning

- More Collaborative
- More Mobile
- More Global
- More Digital
- More Interactive
- More Physical + Virtual

Word Cloud Keywords: students, teachers, writing, school, class, coach, student, athlete, where, power, people, everything, write, back, father, something, lower, into, different, things, teacher, children, wrote, group, know, make, learn, Shaughnessy, ink, reading, paper, teaching, good, coaches, making, talk, years, program, athletes, where, power, people, everything, write, back, father, something, lower, into, different, things, teacher, children, wrote, group, know, make, learn.



Working towards global citizenship

Collaboration in tying educational research and practice –
.....experimenting mindfully together.

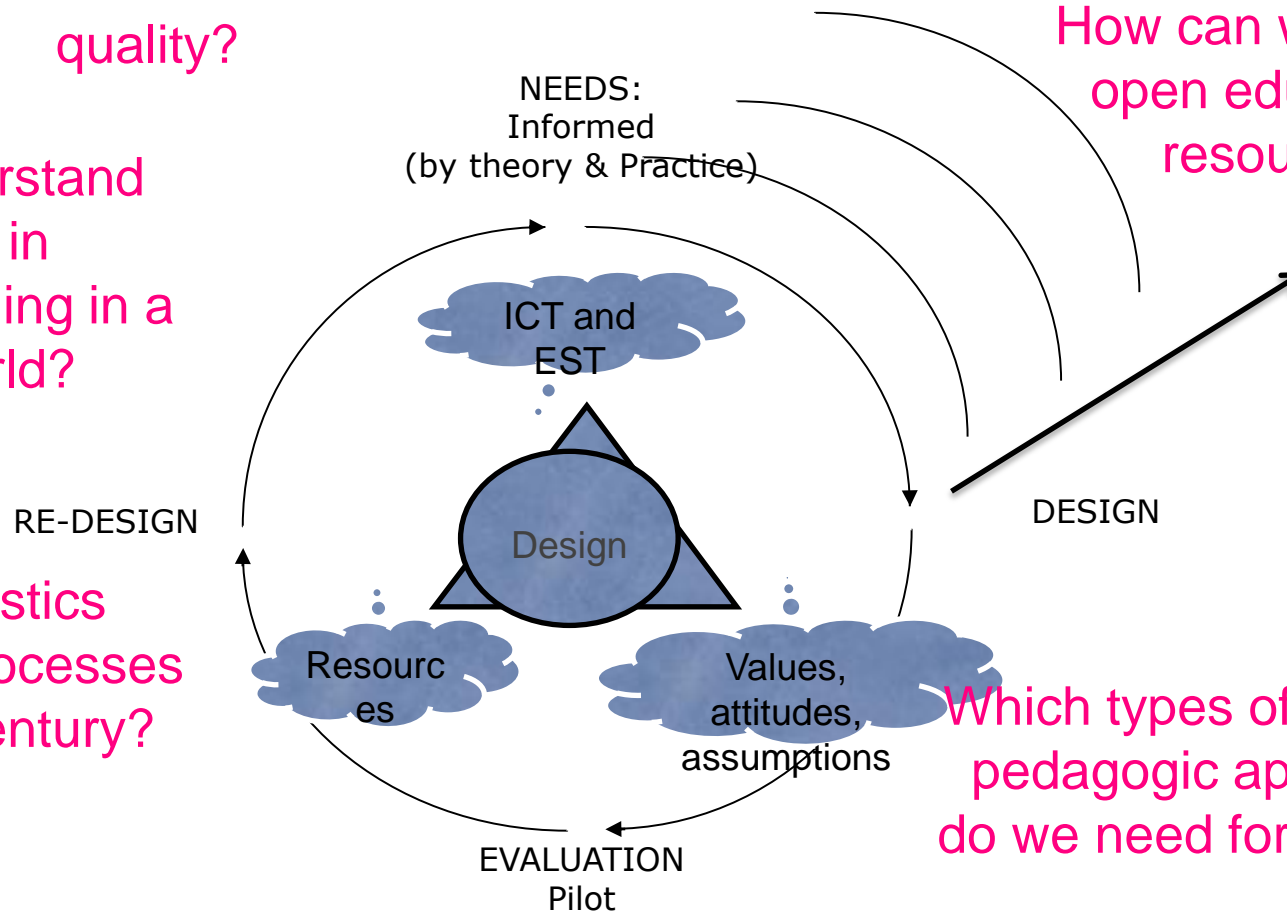
What constitutes
quality?

How to understand
changes in
teaching/learning in a
digital world?

Characteristics
of learning processes
in the 21st century?

How can we employ
open educational
resources?

Which types of ICT-based
pedagogic approaches
do we need for the future?



Openness (and OER) is a “must”

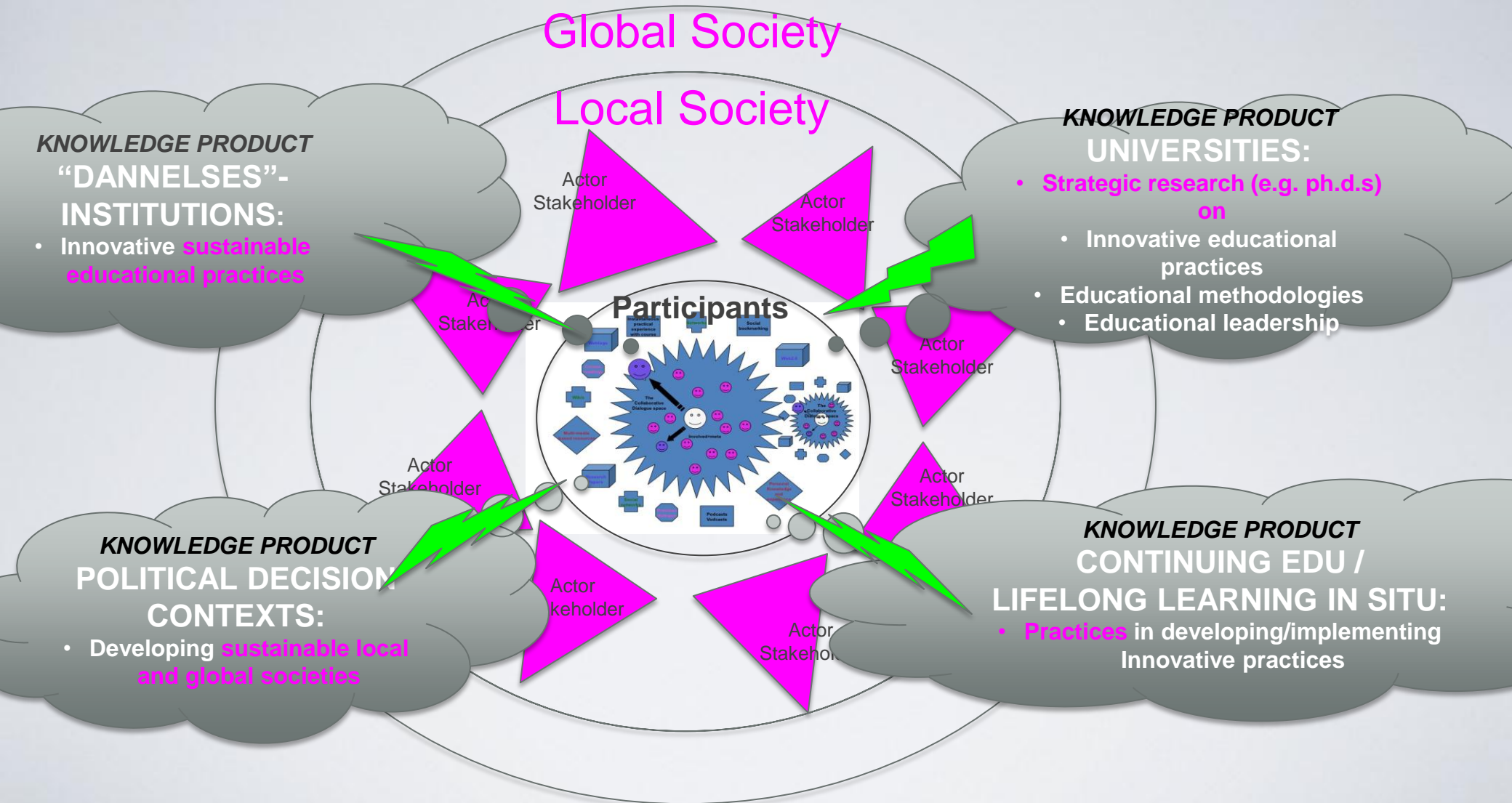
- Learning processes unpredictable:
 - › Not possible to know in advance which resources are relevant
 - › **access** to open and flexible learning resources is necessary in order to create, participate and reify the learning process.
- In relation to the surrounding society:
 - › A possibility for engaging in actual **authentic dialogue** and in order to align set of **values and strategies**.
 - › A possibility for continuously being in contact with human networks.
- Openness provides:
 - › Opportunity for timing and **intervention**
 - › Invites inter- and **trans-disciplinarity**.

OER is not only a fascinating technological development and potentially a major educational tool. It accelerates the blurring of formal and informal learning, and of educational and broader cultural activities.... OER is a catalyst for changing teacher/learner roles (OECD, 2007)

Challenge of designing future learning designswhile the future is emerging!

- Digital dimension
- A matter of **balancing** between:
 - designing for learning in the view of well known objects and targets which can be measured in traditional ways, AND
 - designing for the “unpredictable new” - including learners creative and innovative attitudes.
- This “new” has to be validated in the light of those values which are desirable to cultivate intentionally in future society
- The learning context then **MUST BE**:
 - transparent not only for **learners** and **educators** but also for “**outcomers**” – the individuals or organizations to which the product of innovative learning is intended to add value.
- The context must offer opportunity for unpredictable **non-linear learning pathways** which among others include access to flexible learning resources.

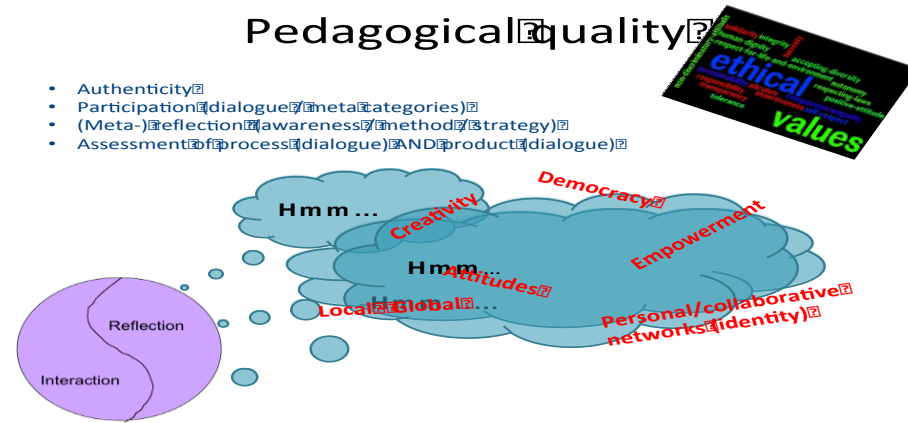
Generic learning model for the future



Important quality criteria/contribution from model

- Qualities from the past:

- Authenticity
- Participation (dialogue) (meta-categories)
- (Meta-) Reflection (awareness) (method) (strategy)
- Assessment of process (dialogue) AND product (dialogue)



- This model further contributes:

- Linking research and educational practice
- Empowerment (“prosumers”), fostering sustainable global democratic citizenship
- A stronger emphasis on OERs
- New knowledge, new products, new processes, new organization, and new models for cross-disciplinary and trans-disciplinary collaborative competence development that are relevant to the needs of society TODAY and in the FUTURE.

Resources

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Thanks for your attention! ☺



If only we could, in a Greek manner, reinvent the dialogue, to try out what one knows and what one doesn't know, then all the pretense and the unnatural, the whole artificial, would disappear. -

In the dialogical situation, all the focus on thinking would vanish.

(Kierkegaard)