Digital literacy in the design and orchestration of active learning

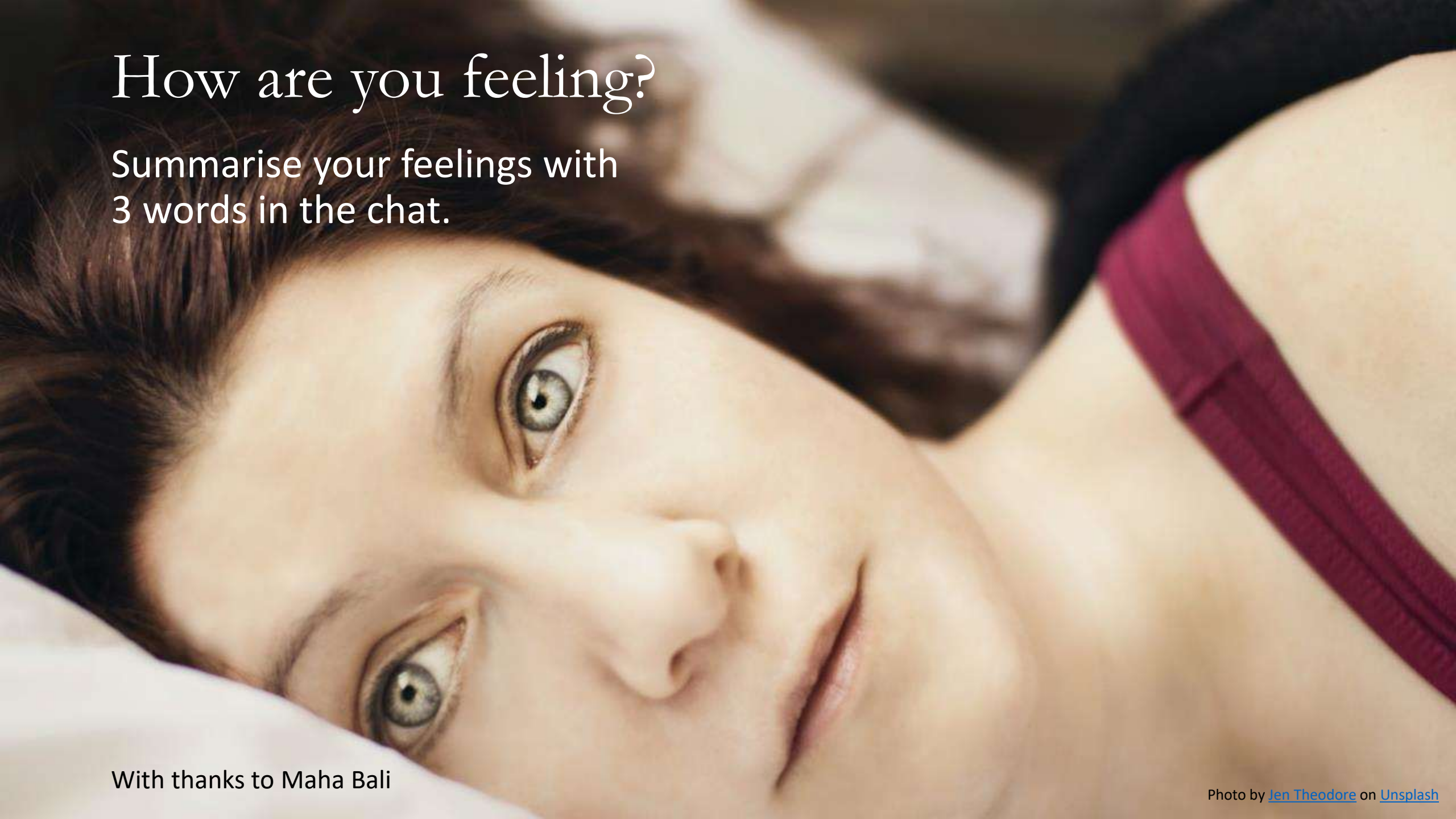## in online, blended or hybrid education

MONASH University

Associate Professor Tim Fawns
@timbocop

Acknowledgement of country

I acknowledge the people of the Kulin Nations, on whose land Monash University Australian campuses stand. I pay my respects to Elders, past, present and emerging.

How are you feeling?

Summarise your feelings with 3 words in the chat.

With thanks to Maha Bali

Active learning and digital literacy

What isn't active learning?

Chat questions

Is all learning active?

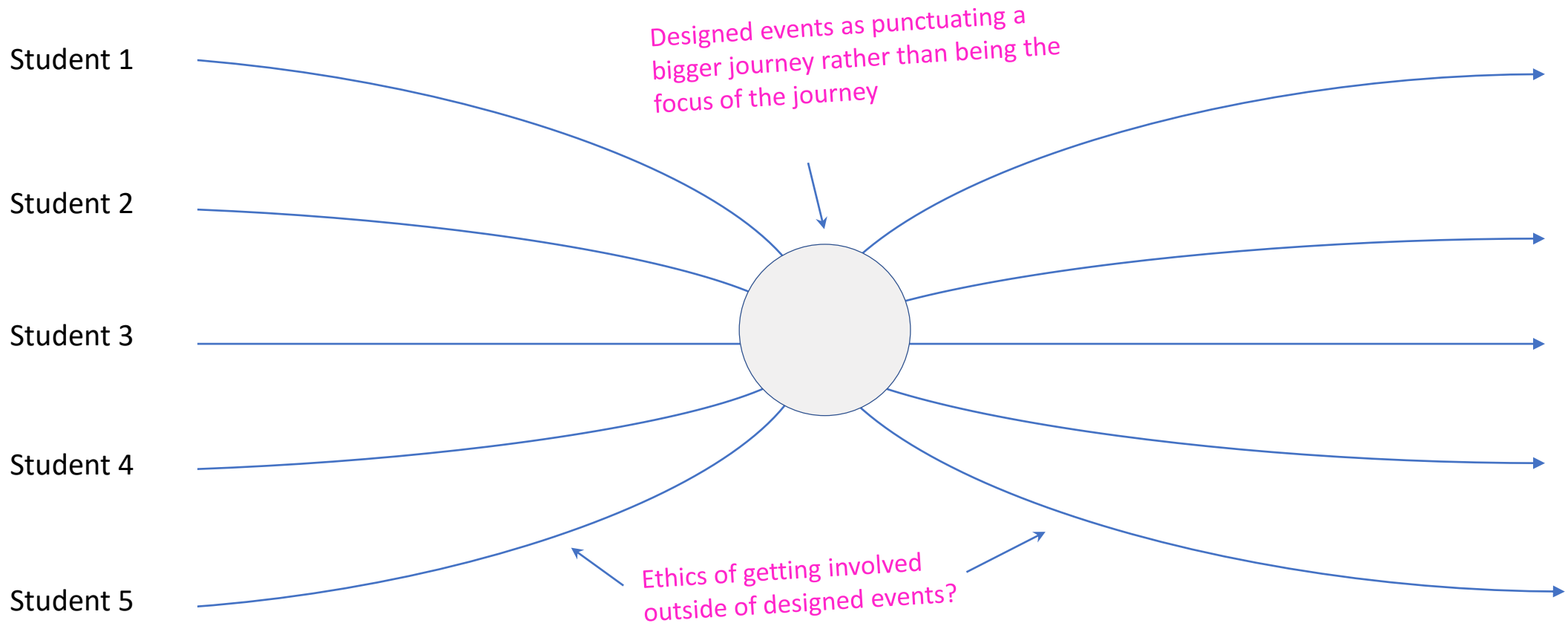How would we know about learning that doesn't involve being active?

What kinds of activity count?

Active when?

Education as asynchronous

Education as asynchronous

Student 1

Student 2

Student 3

Student 4

Student 5

Designed events as punctuating a bigger journey rather than being the focus of the journey

Ethics of getting involved outside of designed events?

Postdigital:

Online learning isn't
really online

On campus education
is partly online

Technology as extending
space and time

(Fawns 2019)

Teaching as design

(Goodyear 2015)

Photo by Rob Wicks on Unsplash

Students as subverters

This is a form of being active

Teaching as orchestration

(Goodyear and Dimitriadis 2013)

Design. Where to start…

Technology?

Pedagogy?

Technology can't be first

Pedagogy is already there.

People have contextualised practices, traditions, ways of being, learning and doing things, infrastructures and systems that can't be steamrollered.

Pedagogy can't be first
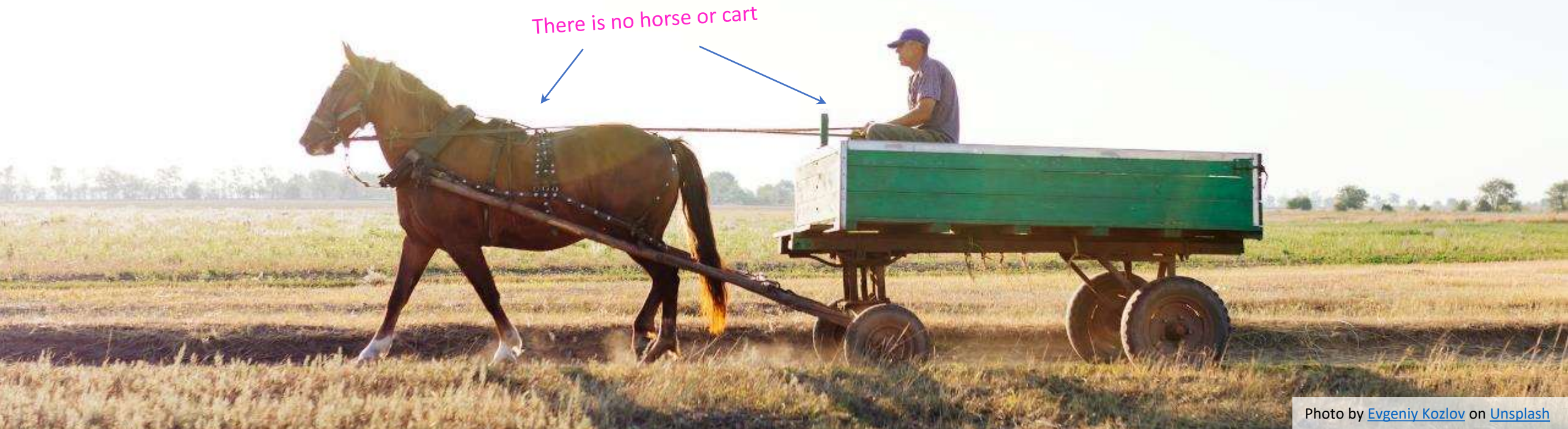
Technology is already there.

When we say "pedagogy first", are we thinking about what's possible, or just trying to hold onto old methods in new contexts?

Technology can't be first or last

Pedagogy can't be first or last

There is no horse or cart

Technology can't be first or last

Pedagogy can't be first or last

There is only the dance

Tech drives pedagogy

Technological determinism
(tech as driver of change)

Essentialism
(tech embodies pedagogical
principles) or instrumentalism
(tech as neutral tools)

Teacher has little agency

Tools predict outcomes

Skill = choosing and
(correctly) using tools

Pedagogy drives tech

Pedagogical determinism
(educators as drivers of change)

Instrumentalism

Teacher has a lot of agency

Skill + methods predicts outcomes

Skill = choosing methods
and using tools

**Mutual shaping of purpose, context,
values, methods and tech**

Entangled pedagogy

Tech as multiple, contextual
and relational

Agency is negotiated between elements
(teachers, tech, students, policy,
infrastructure, etc.)

Outcomes are contingent
on complex relations

Skill = configuration, design,
orchestration and practices

Purpose, context, values
emphasised over
methods and tech

Entangled pedagogy
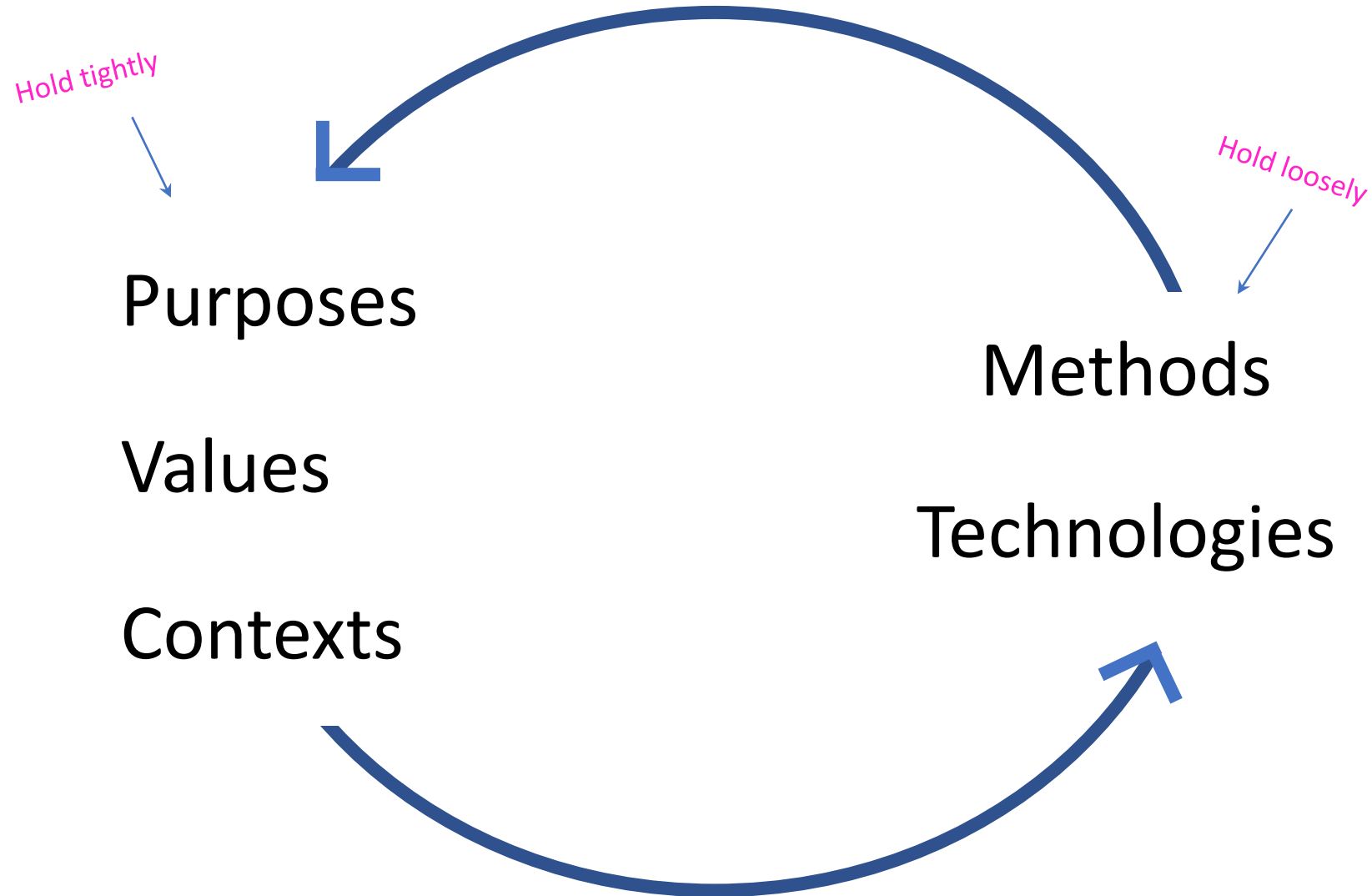
Tech as multiple, contextual
and relational

Teachers and students collaborate
on design and practice

Embracing uncertainty, imperfection,
openness and honesty

Knowledge = distributed, responsive,
ethical

Design: start anywhere, but iterate

Hold tightly

Hold loosely

Purposes

Values

Contexts

Methods

Technologies

Articulating purposes values and context

Please put your name or initials in an empty row of the Google Doc and start writing.

Add "!" in another's row if you like what they wrote.

Perspectives on digital literacy

Digital literacy might be as much about how we think about learning and teaching as it is about knowledge of technology

It might be as much about holding purposes, values, contexts, teaching methods and technology in combination as it is about knowing how to use any particular tool.

Educator perspectives

It's about knowing and balancing risks and possibilities, and factoring them into design and orchestration.

It's about agency – being able to do things and knowing when and when not to do them.

Student perspectives

It's about knowing and balancing risks and possibilities, and factoring them into learning and assessment practices.

It's about agency – being able to do things and knowing when and when not to do them.

Educator and student perspectives

It's about working together to negotiate dynamic uncertainty

Especially now with generative AI

Principles of inclusivity

- Creation of space

- Valuing difference and the unexpected

- Being vulnerable

Digital literacy, design and imagination

Where and when does active learning happen?

Build staircases from your course out into the world

Google Doc

Ideas for getting students active outside of the formal settings of your course.

Add a row to the "Tweaking your designs" section

Photo by Francesco Ungaro on Unsp

Who is responsible for active learning?

Discuss your rationales with students and let them contribute to your designs

Who is responsible for digital literacy?

Can we embrace collaborative forms of knowledge?

References

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- Goodyear, P., & Dimitriadis, Y. (2013). In medias res: Reframing design for learning. *Research in Learning Technology*, 21, 1–13.

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