Digital literacy in the design and orchestration of active learning in online, blended or hybrid education.
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

- 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

(Fawns 2019)
Students as subverters

Photo by Rob Wicks on Unsplash

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
Technology can’t be first or last

Pedagogy can’t be first or last
Skill + methods predicts outcomes

Skill = choosing methods and using tools

Pedagogical determinism (educators as drivers of change)

Teacher has a lot of agency

Tools predict outcomes

Entangled pedagogy

Skill = configuration, design, orchestration and practices

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

Instrumentalism

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

Outcomes are contingent on complex relations

Purpose, context, values emphasised over methods and tech

Teachers and students collaborate on design and practice

Embracing uncertainty, imperfection, openness and honesty

Knowledge = distributed, responsive, ethical
Design: start anywhere, but iterate

- Methods
- Technologies
- Purposes
- Values
- Contexts

Hold tightly

Hold loosely
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?

Google Doc

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

Add a row to the “Tweaking your designs” section

Build staircases from your course out into the world
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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