



University of the
Highlands and Islands
Oilthigh na Gàidhealtachd
agus nan Eilean

Understanding Pedagogic Collaboration in Online Settings

Dr Helen Coker



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For the purpose of
teaching

Understanding **Pedagogic** **Collaboration** in Online Settings

Working with
others

Dr Helen Coker

Online Learning

- What is the capital of Slovenia?



Temporal and Physical Boundaries

Work

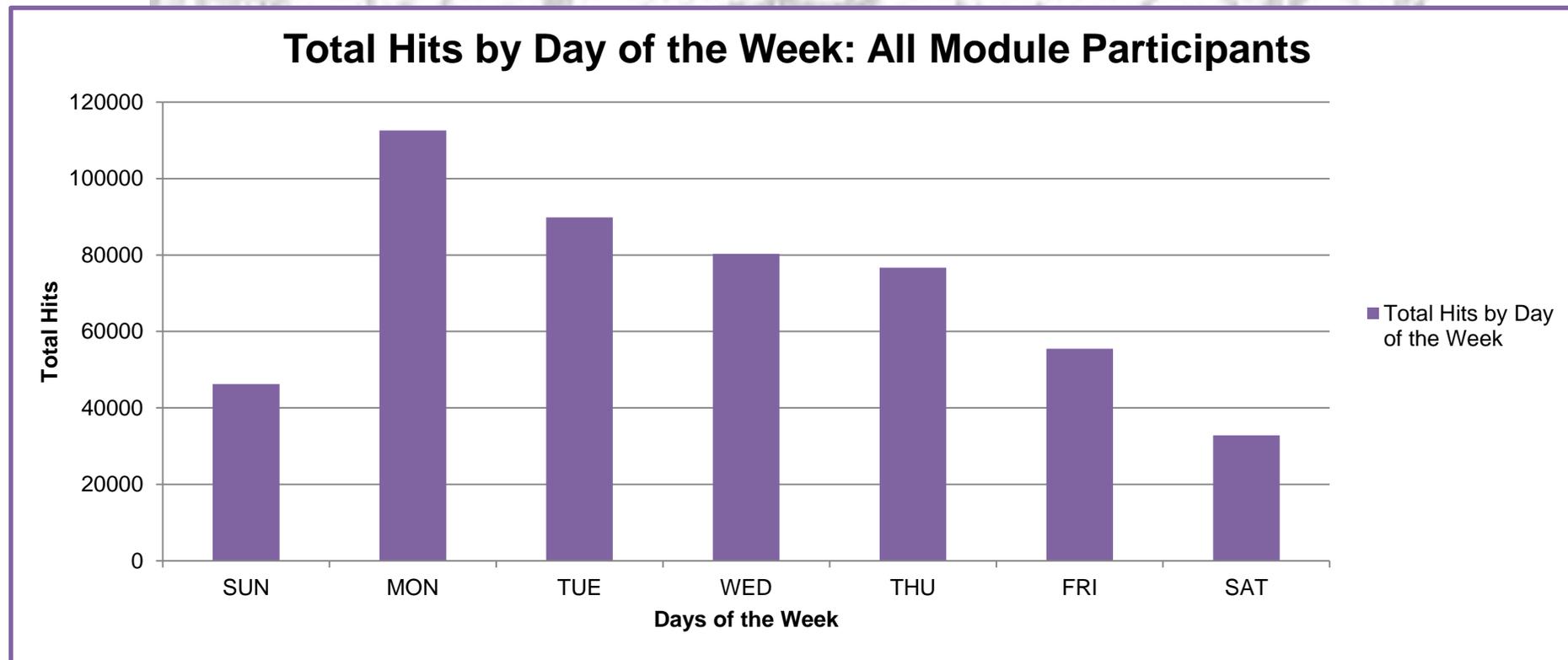


Home



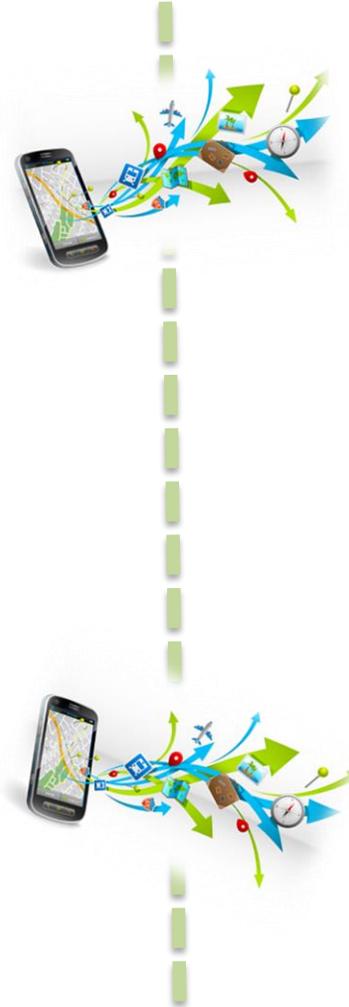
Temporal boundaries

'I live online, I'm online all the time ...'



Temporal and Physical Boundaries

Work



Home



THIS PRESENTATION

- Tutors philosophy, pedagogy and purpose is reflected in the online spaces they facilitate
- Knowledge, Affect and Dialogue are key considerations for online practice



PHILOSOPHY

Learning is a social process

Signs and tools, both physical and cognitive, mediate participation (Wertsch, 2007, Vygotsky, 1987)

Learning is a process of constructing understanding (Bruner, 1996), negotiating meaning (Wenger, 1998, 2009, 2012), a socio-cultural process (Holland et. a., 2008, Lave, 2008, 2012, Rogoff, 1995)

Human mental processes are situated in cultural, historical and institutional settings (Seely-Brown et. al., 1989, Seely-Brown, 2000, Wertsch, 1991)

Mediating artefacts shape practice (Conole, 2012), technology mediates action (Dourish, 2001)



A. Anne

***‘Helping students to
recognise their potential...
the capacity they have to be the
best that they can’***



B. Ben

*'Everyone on this earth should
know for example ... and it's
caused by ...
it's a fundamental fact'*



C. Clara

***‘Well it’s a relationship,
I think that’s absolutely critical
... if you can engage them’***



PEDAGOGY

- The process of teaching
- Layers of context influence tutors' online pedagogy



Layers of Context

Structurally Framing Context	University Context: The Institution in which the online environment was situated	
Wider epistemological context	Subject Discipline: the knowledge base of the discipline	Professional Communities of Practice: the values and beliefs of the professional community
Individual specific context	Social Relational context: participants awareness of each other, mediated through the Learning Management System	

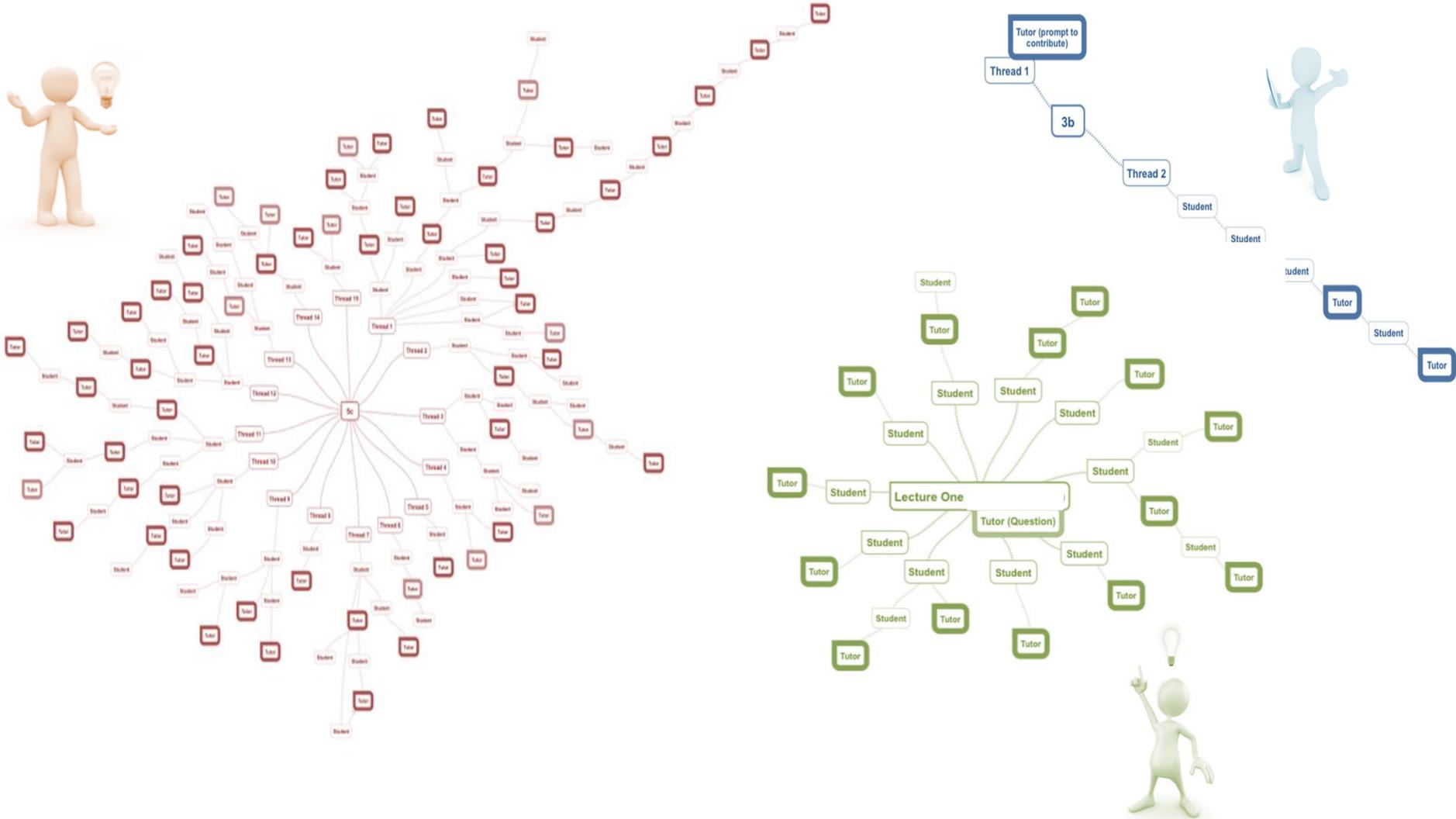


PURPOSE

- Why collaborate?
- Comparison of discussion boards
- Purpose reflected in patterns of dialogue



Discussion Board Dialogue



Discussion Board Comments

Many Thanks Jo for sharing your thoughts, I'm sure Jen and others will benefit'

'You are making good progress here...'

'Keep at it Molly, you are getting there'

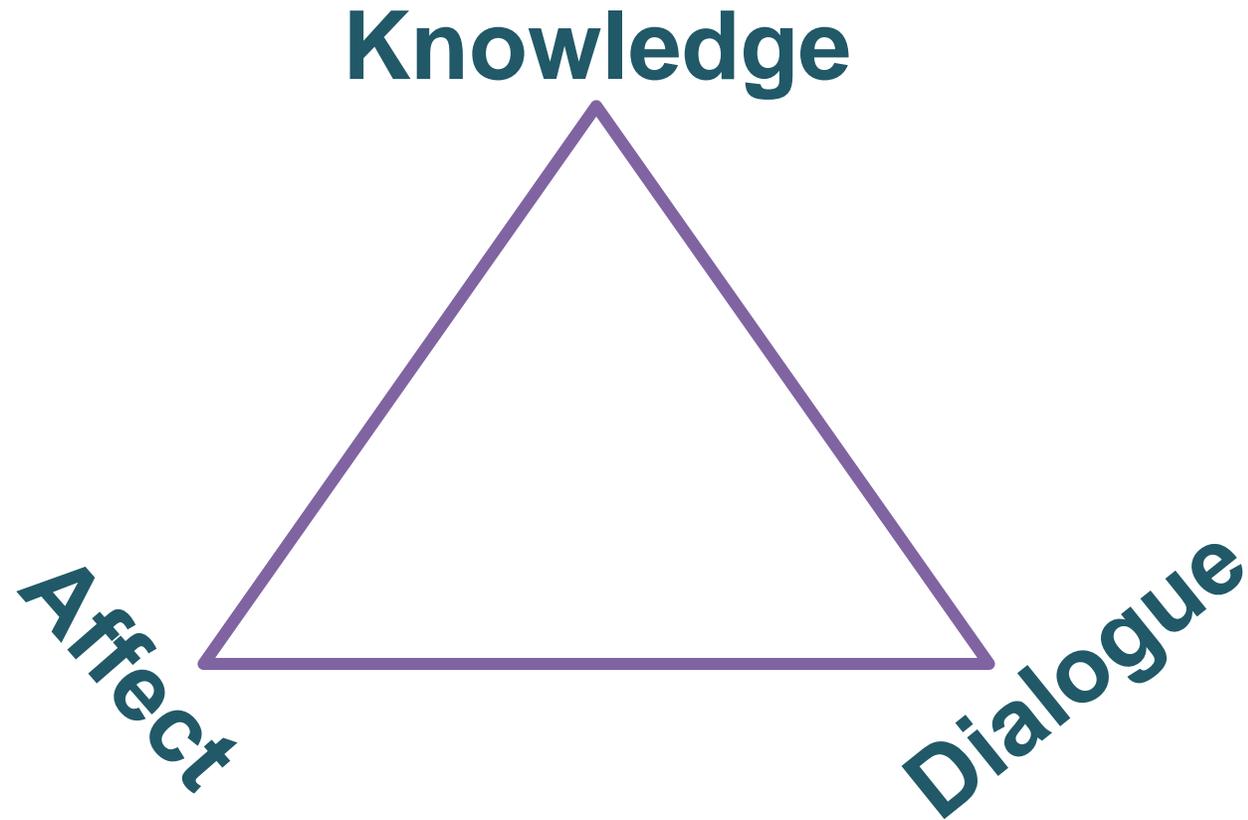
'You are on the right track re- ... It is the degree of ... (rather than ...) which has the greatest impacts...'

'But careful when you talk about the ... at the end of the last ... the first ...cycle has a ...'

'Thanks for these thoughtful postings ... It is a hugely worrying situation from a ...perspective ... You looked at... What do you think?... Many people have... Lots to think about. Does anyone want to add to this?'



Online teaching: Key Considerations



My research

Data gathered from 18 online modules using the Course Reports System in Blackboard

Discussion Boards within the modules were compared using SNAPP analysis tutor participation was mapped

Interviews with 15 individual Tutors

Focus group with tutors



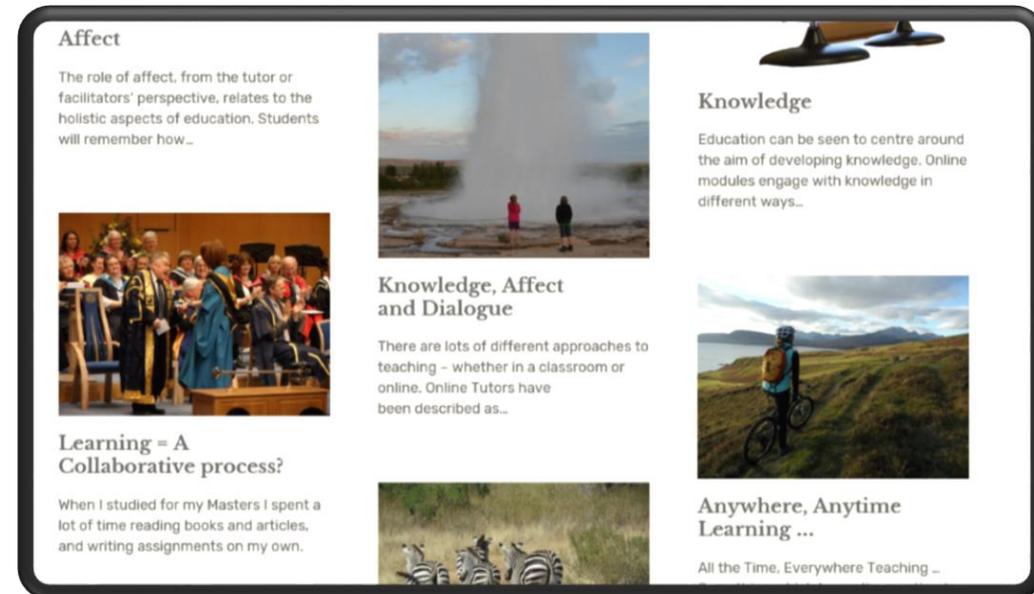
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Blog

<https://helencokerblog.wordpress.com/>



Affect
The role of affect, from the tutor or facilitators' perspective, relates to the holistic aspects of education. Students will remember how...



Learning = A Collaborative process?
When I studied for my Masters I spent a lot of time reading books and articles, and writing assignments on my own.

Knowledge, Affect and Dialogue
There are lots of different approaches to teaching - whether in a classroom or online. Online Tutors have been described as...



Anywhere, Anytime Learning ...
All the Time, Everywhere Teaching ...

Knowledge
Education can be seen to centre around the aim of developing knowledge. Online modules engage with knowledge in different ways...

