Understanding Pedagogic Collaboration in Online Settings

Dr Helen Coker
Understanding Pedagogic Collaboration in Online Settings

For the purpose of teaching

Working with others

Dr Helen Coker
Online Learning

• What is the capital of Slovenia?
Online Teaching
Online Teaching

Learning

Teaching
Temporal and Physical Boundaries

Work

Home
Temporal boundaries

‘I live online, I’m online all the time …’
Temporal and Physical Boundaries

Work

Home
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)


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)
‘Helping students to recognise their potential… the capacity they have to be the best that they can’
‘Everyone on this earth should know for example ... and it’s caused by ... *it’s a fundamental fact*’
‘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

<table>
<thead>
<tr>
<th>Structurally Framing Context</th>
<th>University Context: The Institution in which the online environment was situated</th>
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<tbody>
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<td>Wider epistemological context</td>
<td>Subject Discipline: the knowledge base of the discipline</td>
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<tr>
<td>Individual specific context</td>
<td>Social Relational context: participants awareness of each other, mediated through the Learning Management System</td>
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PURPOSE

• Why collaborate?

• Comparison of discussion boards

• Purpose reflected in patterns of dialogue
Discussion Board Dialogue
| Many Thanks Jo for sharing your thoughts, I’m sure Jen and others will benefit’ | ‘You are on the right track re- … It is the degree of … (rather than …) which has the greatest impacts…’ | ‘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?’ |
| ‘You are making good progress here…” | ‘But careful when you talk about the … at the end of the last … the first …cycle has a …’ | |
| ‘Keep at it Molly, you are getting there’ | | |
Online teaching: Key Considerations

Knowledge

Affect

Dialogue
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
References

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- Wenger, 1998 ‘Meaning’ in Communities of Practice Learning, Meaning and Identity Cambridge University Press: Cambridge


Blog

https://helencokerblog.wordpress.com/