



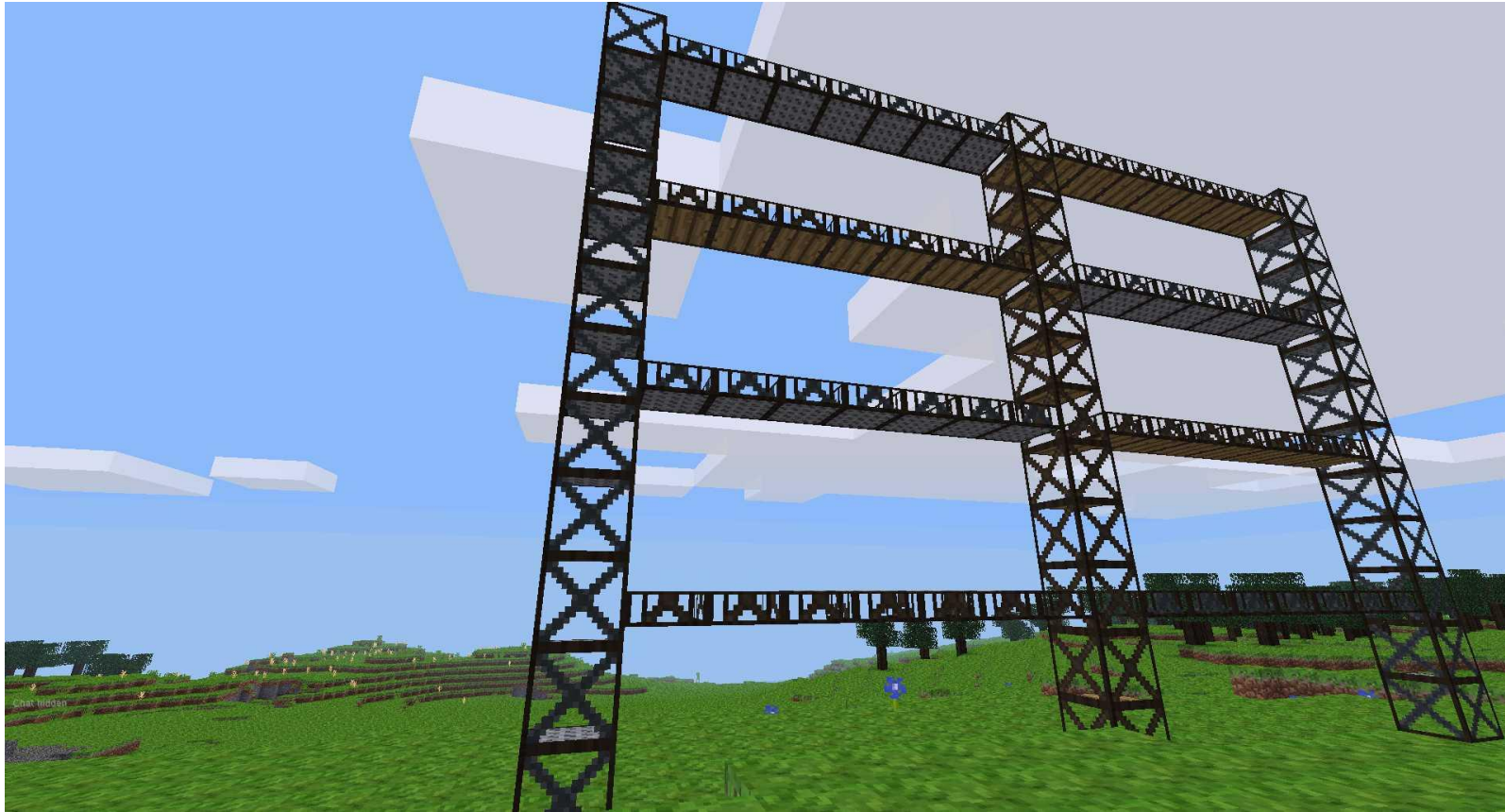
Crossing Borders: Redefining the Role of the Teacher in Open Online Learning Environments

Ringvorlesung Grenzen Überschreiten
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Outline

1. 21st century competencies: Why do teachers need Scaffolding 2.0?
2. Characteristics of online learning environments
3. Finding and using passionate affinity spaces
4. Online spaces for teacher training
5. 10 criteria for effective language teaching in online learning environments
6. Applying hypertext theory
7. Teaching netspeak?

Why do teachers need Scaffolding 2.0?



Why do teachers need Scaffolding 2.0?

- **Lack of integration of 21st century competencies in curricula and assessment** (cf. Voogt et al. 2013: 403)
- **Insufficient preparation of teachers and absence of systematic attention for strategies to adopt** (ibid)
- **21st century competencies:**
 - knowledge communication
 - critical thinking
 - creativity and productivity
 - **collaboration**
 - **digital literacy**
 - **citizenship**



Why do teachers need Scaffolding 2.0?

- 21st century skills are not unique and novel to this century BUT they have taken on NEW FORMS
- focus has shifted away from reproducing information and content to content creation and sharing in virtual environments
 - e.g. productivity: ability to realize ideas and plan projects -->
 - implies creativity, innovation and risk-taking

Why do teachers need Scaffolding 2.0?

- teachers need to develop **digital literacy**:
- **tool literacy**:
 - skills to be able to use technology
- **literacies of representation**:
 - knowledge of how to take advantage of possibilities offered by ICT

Why do teachers need Scaffolding 2.0?

- digital building
- prepare teachers to:
 - use software to search, locate and transform information
 - evaluate, interpret and analyse digital genres and media forms

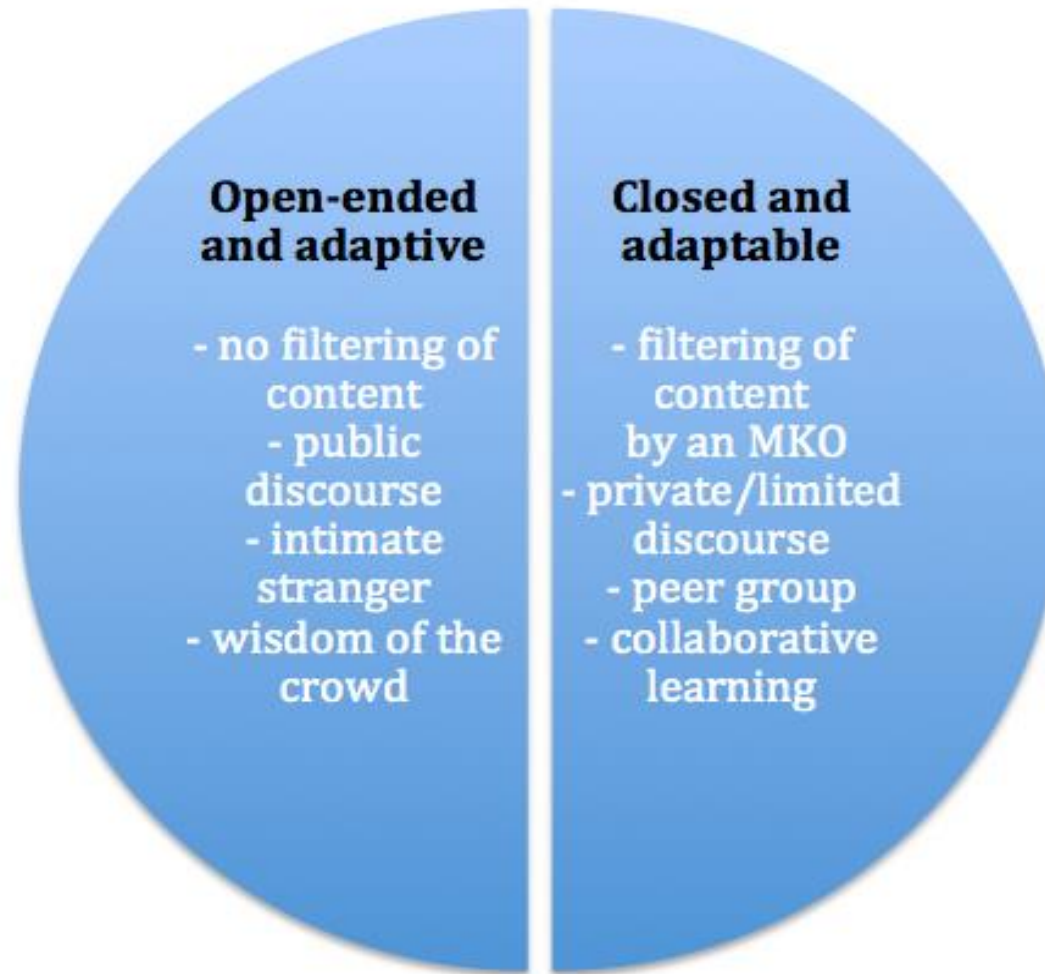


Why do teachers need Scaffolding 2.0?

Teachers have to deal with new forms of representations in
hypertextual communication

“users experience commonality and are self-aware, physically separated, and communicating via a limited-cues channel that allows them to selectively still present and edit; to construct and reciprocate representations of their partners and relations without the interference of environmental reality” (Walther 1996, p. 33).”

2. Characteristics of Online Learning Environments









Example: Closed Assignment

- The example is drawn from a second semester American Literature Seminar at Graz University
- Students were asked to blog about their reading experiences and thoughts on works covered and discussed in class on a regular basis
- Guidance provided by the instructor
- Scaffolded discourse online

Example: Closed Assignment

quicksearch saturd

categories


-  Feedback & Questions
-  Literary and Cultural Theory
-  Organizational Matters
-  Other
-  Paper Topic
-  Primary Texts

All categories

Dracula

I finally decided on my paper topic...


[Continue reading "Dracula" »](#)

Posted by  in Paper Topic at 20:06 | Comments (2) | Trackbacks (0)

Getting nostalgic...


The last blog entry... I'm approaching this one with ambivalent thoughts - and as I'm writing this intrc not yet know where it will lead...

[Continue reading "Getting nostalgic..." »](#)

Posted by  in Feedback & Questions at 20:04 | Comments (5) | Trackbacks (0)

In retrospect..


[Continue reading "In retrospect.." »](#)

Posted by  in Feedback & Questions at 00:49 | Comments (5) | Trackbacks (0)

saturd

From Hell: Film vs. Novel

[Continue reading "From Hell: Film vs. Novel" »](#)

Posted by  in Primary Texts at 18:13 | Comment (1) | Trackbacks (0)

Example: Open Assignment

- Use the next 45 minutes to research the topic of Scottish independence online and summarise your findings in a report of roughly 200 words.
- Guidance provided by the course tutor
- In contrast to a closed assignment:
 - CFT (Cognitive flexibility theory) – building on pre-existing knowledge structures
 - Potential encounters with online social and literacy practices
 - Verifying information

Top 5 Google Hits

Wiki

Scottish independence - Wikipedia, the free encyclopedia

en.wikipedia.org/wiki/Scottish_independence ▾ Diese Seite übersetzen

Scottish independence (Scots: Scots unthirldom, Scottish Gaelic: Neo-eisimeileachd na h-Alba) is a political aim of some political parties, advocacy groups, and ...

[Independence referendum](#) - [Lists of active separatist ...](#) - [Dissolution of the union](#)

News 1

Scottish independence | Politics | The Guardian

www.theguardian.com/politics/scottish-independence ▾ Diese Seite übersetzen

Latest news and comment on **Scottish independence** from the Guardian.

[SNP challenges David ...](#) - [The essential guide](#) - [10bn pensions deficit](#) - [David Greig](#)

Gov. Info

Scotland's Referendum 2014

www.scotreferendum.com/ ▾ Diese Seite übersetzen

This week we published 'Higher Education Research in an **Independent Scotland**'. This paper reaffirms that a strong research base is at the heart of this ...

Partial
Initiative

Yes Scotland | Say Yes to an independent Scotland

www.yesscotland.net/ ▾ Diese Seite übersetzen

Yes Scotland has warmly welcomed the decision by the Sunday Herald to back ... Why independence can make Scotland a healthier and more confident country.

News 2

Scottish Independence - Telegraph

www.telegraph.co.uk › [News](#) › [UK News](#) ▾ Diese Seite übersetzen

General Characteristics of the Online Learning Environment

- facilitate new learning interactions
(Dabbagh 2005: 25)
- opportunity to take virtual field trips
- ability to share and compare information
- coupling of experts from around the world with novices → co-construction of knowledge

Contacting Experts

A YEAR OF READING

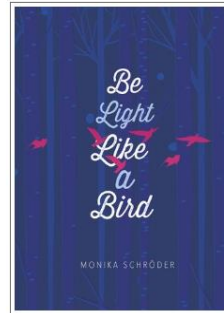
TWO PUBLIC SCHOOL TEACHERS WHO READ. A LOT.

[Home](#) [Review Policy](#) [Truth in Advertising](#)

WEDNESDAY, MARCH 29, 2017

Books That Find Us

Did you ever feel like the Universe was speaking directly to you via your seemingly random book choices? Here's a run of recent middle grade novels (some are more middle school than middle grade/5th grade-ish) that had much to teach me about grieving and loss.



[Be Light Like a Bird](#)
by Monika Schröder
Capstone Young Readers, 2016
review ARC provided by the author

Wren's father dies in a plane crash and because his body is not recovered, she feels a lack of closure. Not only is Wren grieving, but her mother, in very different ways, is too. This is a beautifully written story of love, loss, grief, and healing.

WE'RE BOTH NCTE MEMBERS



WE ARE PROUD MEMBERS OF THE KIDLITOSPHERE



Kidlitosphere Central: The Society of Bloggers in Children's and Young Adult Literature --click the button to visit the website

WE ARE ALSO PROUD MEMBERS OF THE NERDY BOOK CLUB



CELEBRATE!

Contacting Experts



talking about the future

[back](#)

[next](#)

1. When we **know** about the **future** we normally use the **present tense**.

- We use the **present simple** for something **scheduled** or arranged:

We have a lesson next Monday.
The **train arrives** at 6.30 in the morning.
The **holidays start** next week.
It **is my birthday** tomorrow.

- We can use the **present continuous** for **plans** or arrangements:

I'm playing football tomorrow.
They are coming to see us tomorrow.
We're having a party at Christmas.

2. We use **will** to talk about the future:

- When we make **predictions**:

It will be a nice day tomorrow.
I think **Brazil will win** the World Cup.
I'm sure **you will enjoy** the film.

- To mean **want** to or **be willing to**

I hope **you will come** to my party.
George says **he will help** us.

- To make offers and promises:

I'll see you tomorrow.
We'll send you an email.

- To talk about **offers** and **promises**:

Tim will be at the meeting.

English Grammar

Pronouns

Determiners and quantifiers

Possessives

Adjectives

Adverbials

Nouns

Verbs

- irregular verbs
- question forms
- verb phrases
- present tense
- past tense
- perfective aspect
- continuous aspect
- active and passive voice
- to + infinitive
- -ing forms
- talking about the present
- talking about the past
- talking about the future
- verbs in time clauses and if clauses
- wishes and hypotheses
- the verb be

Cognitive Flexibility in Online Learning

- **Online learning environments:**
 - can support ‘systems thinking’
 - help students develop skills to browse for information in complex systems (scaffolding)
 - support the development of linguistic ‘meta-skills’
 - facilitate retrieving, compiling and reorganising information
 - **Contrasting cognitive profiles: fast and slow ‘switchers’**

Cognitive Load in Online Learning

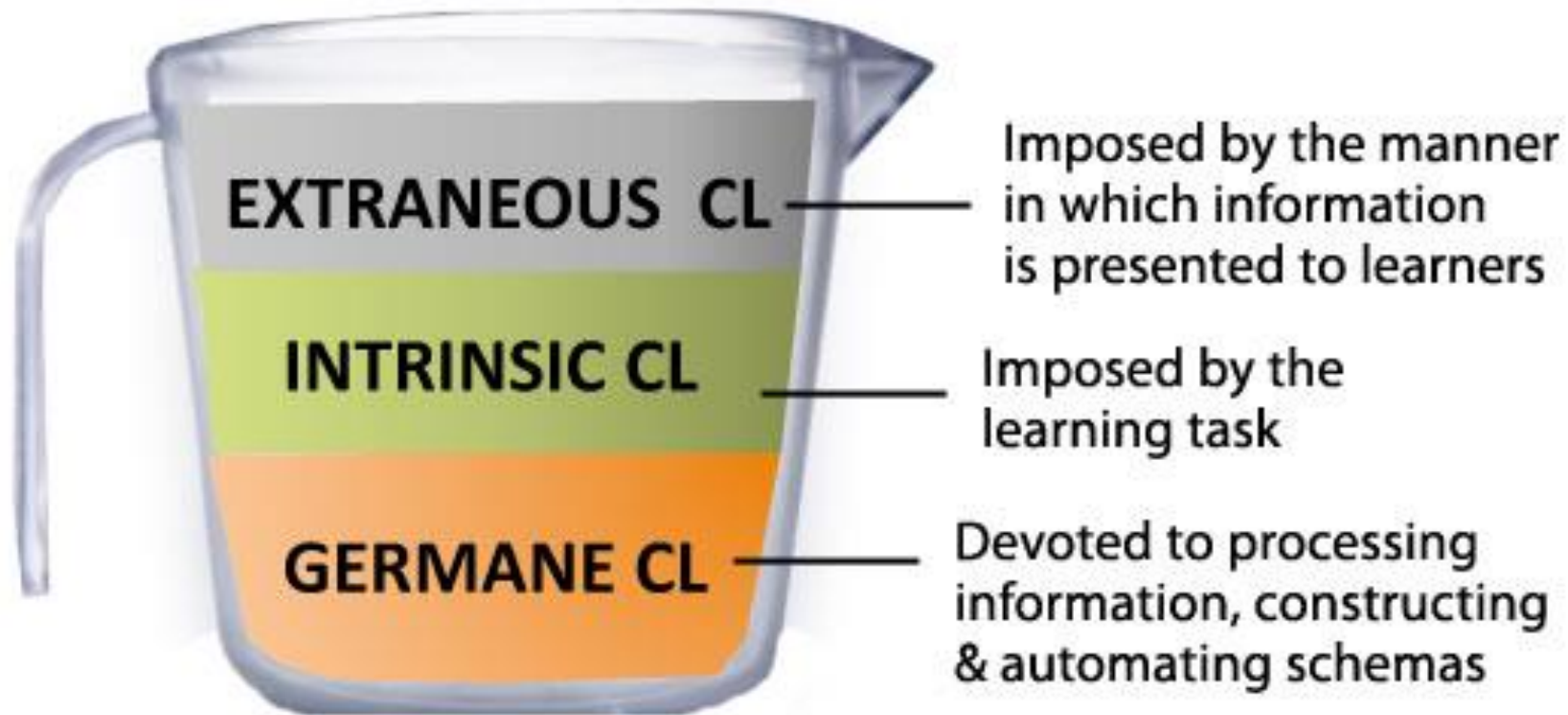
- Online learning environments should not overcharge students

(cf Chandler & Sweller 1991, Kirschner et al. 2006, Alfieri et al 2011)

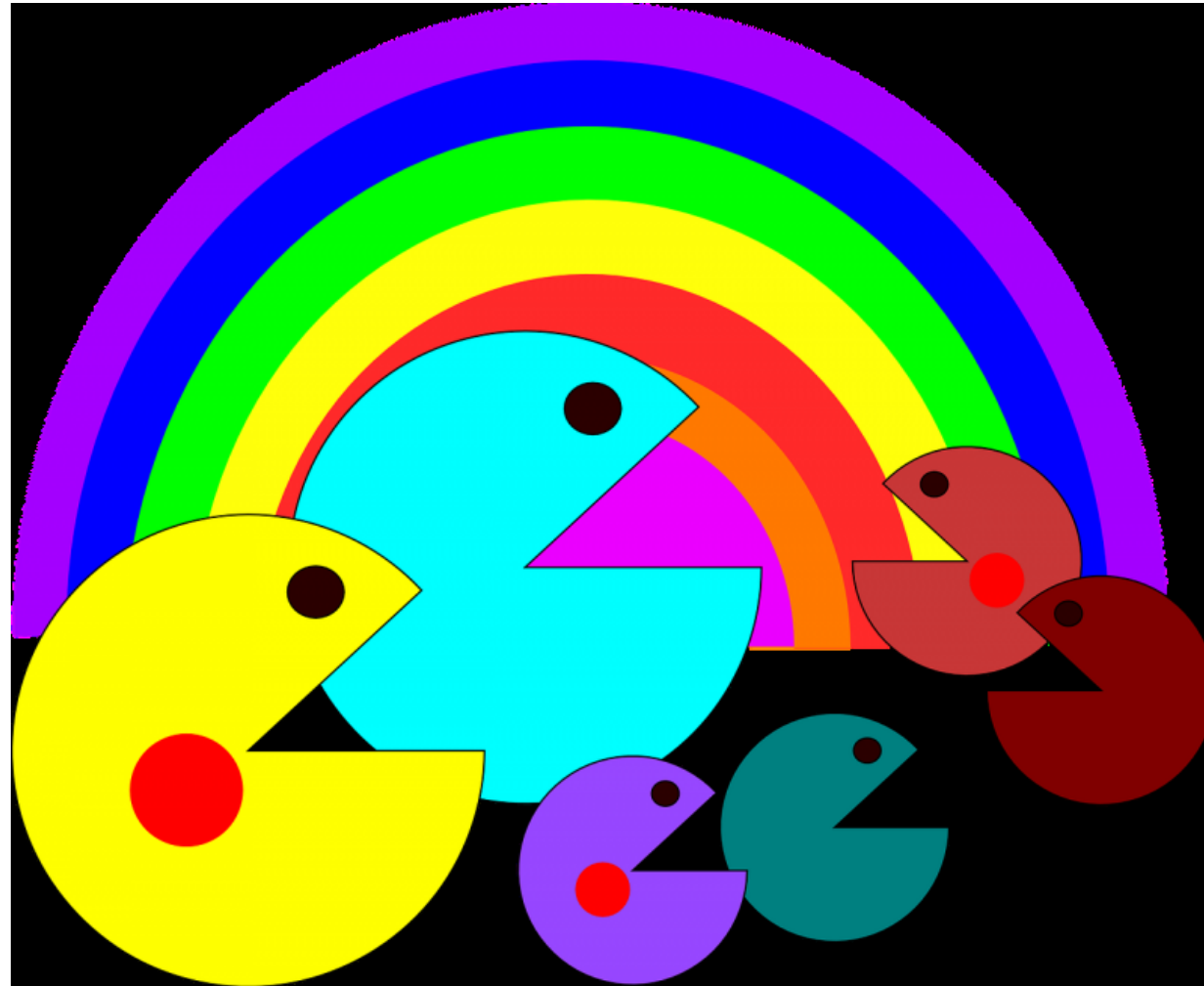
- Need to expose students to cognitive loads they can deal with

- (Sweller, J. Educ Psychol Rev (2010) 22: 123. doi:10.1007/s10648-010-9128-5 cognitive load theory,).

Cognitive Load in Online Learning



3. Finding and Using Passionate Affinity Spaces



Finding and Using Passionate Affinity Spaces

Passionate affinity-based learning occurs when people organize themselves in the real world and/or via the Internet (or a virtual world) to learn something connected to a shared endeavour, interest or passion.

(Gee and Hayes 2011: 69)



Example:

Passionate affinity space

- **Video: Oblivion**
- <https://www.youtube.com/watch?v=MGqt7tc1xcw>



4. Online Learning Spaces for Teacher Training

- **MIMIC (Multiple Intelligent Mentors Instructing Collaboratively (Baylor 2014))**
 - Instructivist agent and constructivist agent designed to facilitate the mentoring of pre-service teachers
 - Provide contents appropriate for individual lessons, opens web pages, reads text

Pedagogical Agents




	Expert	Motivator	Mentor
<i>Image</i>			
<i>Animation</i>	<i>Deictic</i>	<i>Emotional</i>	<i>Deictic & Emotional</i>
<i>Voice</i>	Authoritative & Monotone	Effusive & Enthusiastic	Confident & Calm
<i>Affect</i>	None	<ul style="list-style-type: none"> ▪ Acknowledgment ▪ Confusion ▪ Disapproval ▪ Excitement ▪ Pleasure ▪ Surprise 	<ul style="list-style-type: none"> ▪ Acknowledgment ▪ Confusion ▪ Disapproval ▪ Excitement ▪ Pleasure ▪ Surprise
<i>Script</i>	Information	Encouragement	Information & Encouragement

Table 1. Agent Role Characteristics

Online Learning Spaces for Teacher Training

- the expert agent led to increased information acquisition
- the motivator agent led to increased self-efficacy
- the mentor led to overall improved learning and motivation

Designing Pedagogical Agents: Dimensions of Control

- the instructional purpose of the environment on a constructivist (high learner control) to instructivist (high program/agent control) continuum
- managing feedback, type, timing, amount, explicitness, and learner control of agent feedback

Pedagogical Agents

Dimensions of Control

- desired relationship of the learner to agent(s)
- agent as learning companion
- agent as mentor
- multiple pedagogical agents
- agent as personal assistant
- or agent as resource

Reactions to the Disappearance of the Teacher

Phenomenology & Practice, Volume 6 (2012), No. 2, pp. 35-49.

Giving Teaching Back to Education: Responding to the Disappearance of the Teacher. Gert J.J. Biesta, University of Luxembourg, Luxembourg Email: gert.biesta@uni.lu

- “...the point of education is never that children or students learn, but that they learn something, that they learn this for particular purposes, and **that they learn this from someone**. The problem with the language of learning and with the wider ‘**learnification**’ of **educational discourse** is that it makes it far more difficult, if not impossible, to ask the **crucial educational questions about content, purpose and relationships**. Yet it is in relation to these dimensions, so I wish to suggest, that **teaching matters and that teachers should teach and should be allowed to teach**. And it is also in relation to these dimensions that the language of learning has eroded a meaningful understanding of teaching and the teacher.”

Reactions to the Disappearance of the Teacher

- “...when we look more carefully at Socrates we can already see that he is not just there to facilitate any kind of learning but that, through an extremely skilful process, he is trying to bring his students to very specific insights and understandings. Seen in this way, Socrates is actually an extremely skilful didactician, because he knows all too well that to just ‘rub it in’ is unlikely to convince his students about the things he wants to convince them of.”

5. Ten Criteria for Effective Language Teaching in Online Learning Environments

1	Guidance: Teachers should be familiar with a wide spectrum of digital genres and digital literacy practices. They should be able to provide guidance and, to some extent, also technical support for the student, especially in open-ended settings.
2	Adapting learning spaces: Teachers should be able to adapt online learning spaces to the needs of learners, taking into account their cognitive styles, learning goals and level of proficiency.
3	Validating information: Teachers should raise awareness of the reliability and transparency of online sources and provide students with strategies for cross-checking and validating information.
4	Research skills: Teachers should be able to help students develop research strategies and to competently navigate large amounts of information in a structured way.
5	Filtering: Teachers should assist students in filtering information and thus reduce their navigational load. They should furthermore demonstrate how to deal with and make sense of multiple perspectives.

Ten Criteria for Effective Language Teaching in Online Learning Environments

6	Reducing cognitive load: By adapting learning spaces or helping students develop digital literacy skills, teachers should help to substantially reduce the germane cognitive load (inherent in complex online tasks). Moreover, teachers can evaluate/assess their students' cognitive styles in order to optimise individual instruction.
7	Finding and creating passionate affinity spaces: Teachers should be able to create and/or guide students to passionate affinity spaces in order to spark their passion for the subject matter and motivate them to take ownership of the learning process (cf. Gee & Hayes, 2011).
8	Understanding social practices of the Web: Teachers should be familiar with phenomena such as the wisdom of the crowd, trolling, the co-construction of knowledge and the concept of the intimate stranger.
9	Developing digital literacy: Teachers should introduce students to the multiple ways in which language is used online and help them develop productive as well as receptive skills for various online literacy practices, taking into account their varying degrees of persistence and publicity.
10	(Traditional) Scaffolding: Teachers should provide temporary guidance and support to facilitate autonomous learning.

Rethinking Scale



- Coburn, C.E. (2003)
- Describing change by moving beyond numbers
- **Scale of 4 interconnected dimensions:**
 - **Depth:** changing teachers' beliefs and pedagogical principles
 - **Sustainability:** maintaining changes over a period of time
 - **Spread:** diffusion of innovation to classrooms and schools
 - **Shift:** spreading of the impact