Orchestrating lifelong learning

Jon Dron

EDDE presentation, October 2013

things that teach

Tue	29 May	9:00	W2**	1hr30m	
Tues	29 May	9:30	W306	3 Hrs	Baib.4.
Tues	29 May	9:30	W502	3 Hrs	Acca.1
Tue	29 May	9:30	W507	2hrs	BEng/MEng CIVIL ENGI
Tue	29 May	9:30	W509	2hrs	BEng/MEng CIVIL ENGI
Tue	29 May	9:30	W623	2 hrs	PCS
Tues	29 May	10:00	W303	2 hrs	INAM
Tues	29 May	13:00	W303	1 hr	INAM
Tue	29 May	14:00	W306	2 hrs	
Tues	29 May	14:00	W507	2 Hrs	Baba-Hnd.1
Tue	29 May	14:00	W509	2hrs	BEng/MEng CIVIL ENGI
Tue	29 May	15:00	W303	2 hrs	
Tues	29 May	15:00	W623	3hrs+	M Pharm

why teachers?

use the whiteboard to suggest ideas

process management

pathfinding

motivation

help

feedback

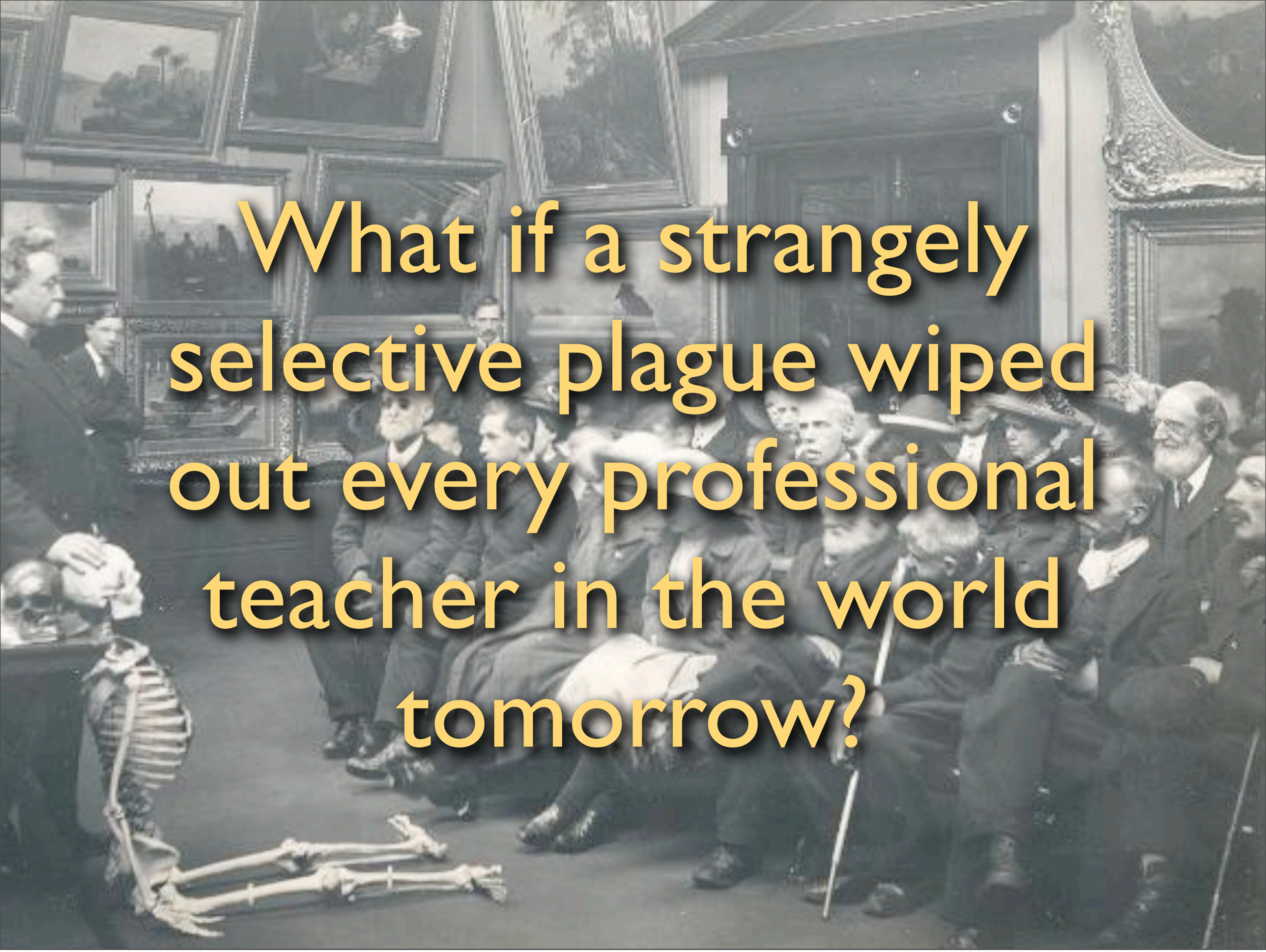
support

expert knowledge

accreditation

friendship

orchestration


What if a strangely selective plague wiped out every professional teacher in the world tomorrow?

what do teachers do?

use the whiteboard to suggest ideas

managing telling finding

filtering designing

guiding

making things safe showing

problematizing challenging

inspiring helping

supporting modelling

caring encouraging

What/who teaches?

use the whiteboard to suggest ideas

learners

authors

designers

buildings

legislators

playgrounds

librarians

books

timetablers

editors

lecture halls

TVs

desks

artists

cooks

directors

researchers

postal workers

cleaners

committee structures

LMSs

pens

instructional designers

tweets

games

hashtags

architects

Wikipedia editors

technicians

actors

indexes

computers

production staff

bloggers

radios

programmers

teachers

clothing designers

films

The teaching gestalt

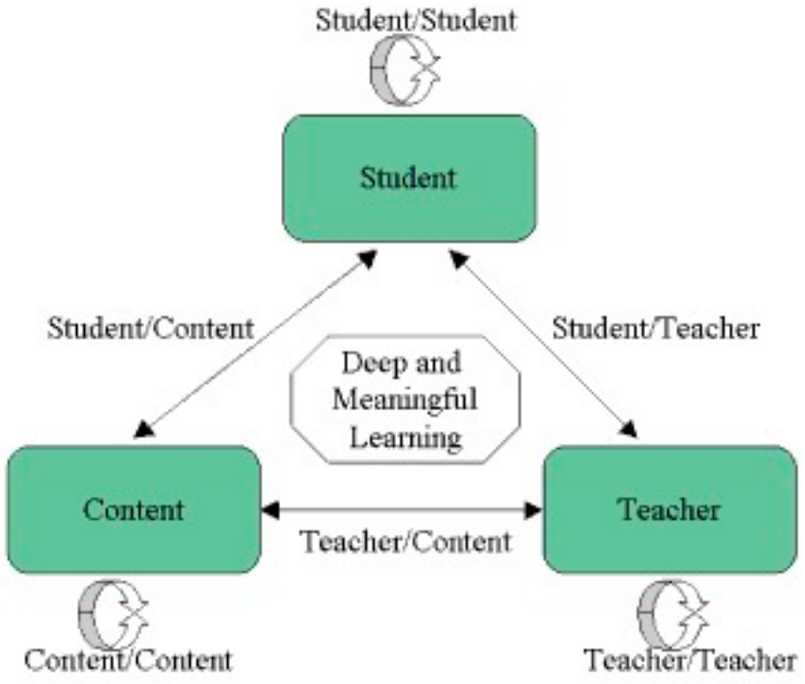
teaching as orchestration

almost *every* learning transaction involves at least two teachers

systems teach

Interaction equivalency

(Terry Anderson)



http://www.irrodl.org/index.php/irrodl/article/view/149/230

all of which leads circuitously to...

orchestrating lifelong learning

You want to learn something.

What do you do?

Traditional teaching is about groups

power relationships

sequence membership

exclusion rules

duration norms

hierarchies pace

collaboration or contest

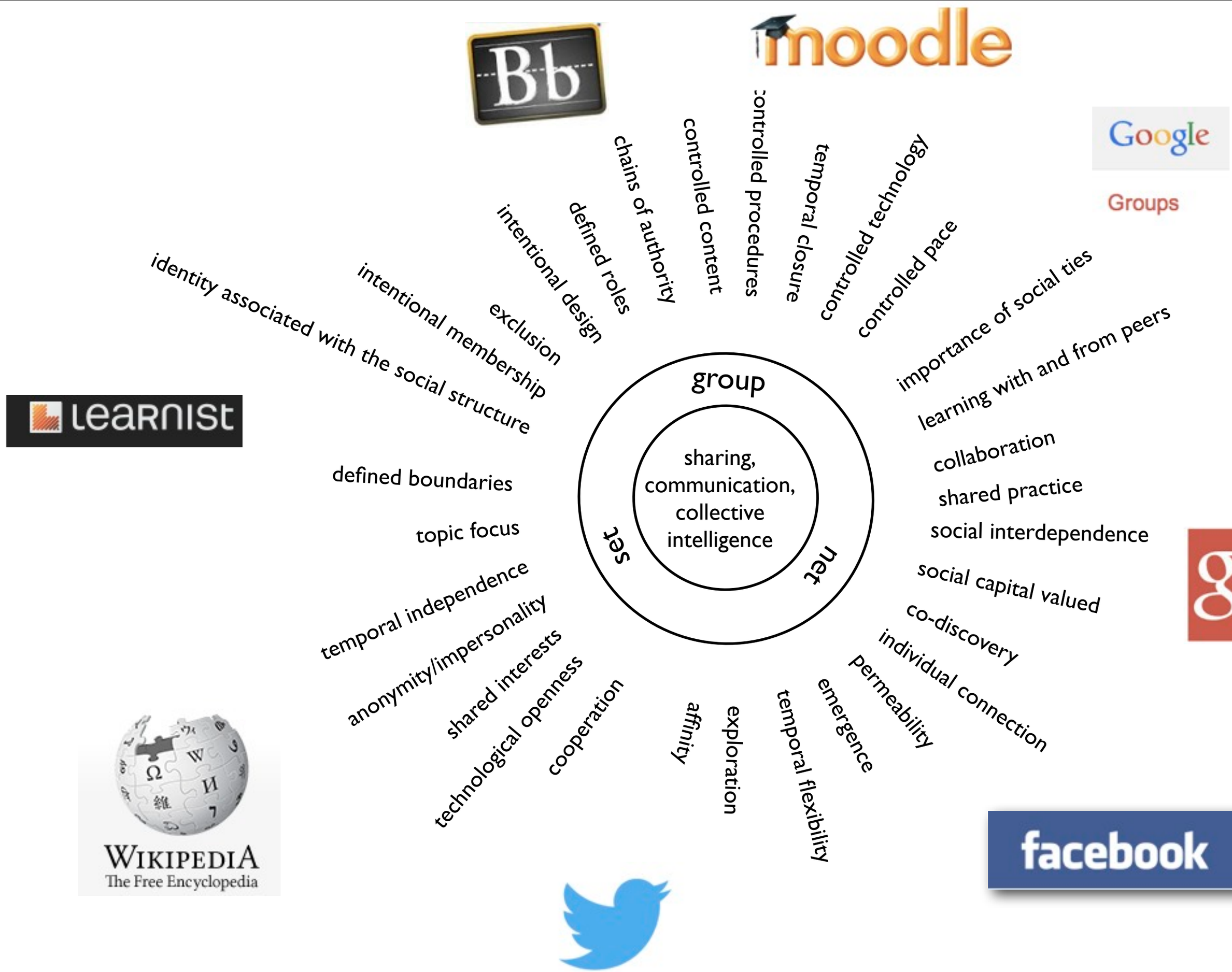
structure names

rites of joining and leaving

Some group problems

- pacing
- group dynamics
- group-think
- administrative overhead
- limited expertise

other social forms


Bb
moodle
Google
Groups
LEARNIST
WIKIPEDIA
The Free Encyclopedia
facebook
group
sharing, communication, collective intelligence
set
net
identity associated with the social structure
intentional membership
exclusion
intentional design
defined roles
chains of authority
controlled content
controlled procedures
temporal closure
controlled technology
controlled pace
importance of social ties
learning with and from peers
collaboration
shared practice
social interdependence
social capital valued
co-discovery
individual connection
permeability
emergence
temporal flexibility
exploration
affinity
cooperation
technological openness
shared interests
anonymity/impersonality
temporal independence
topic focus
defined boundaries

some issues

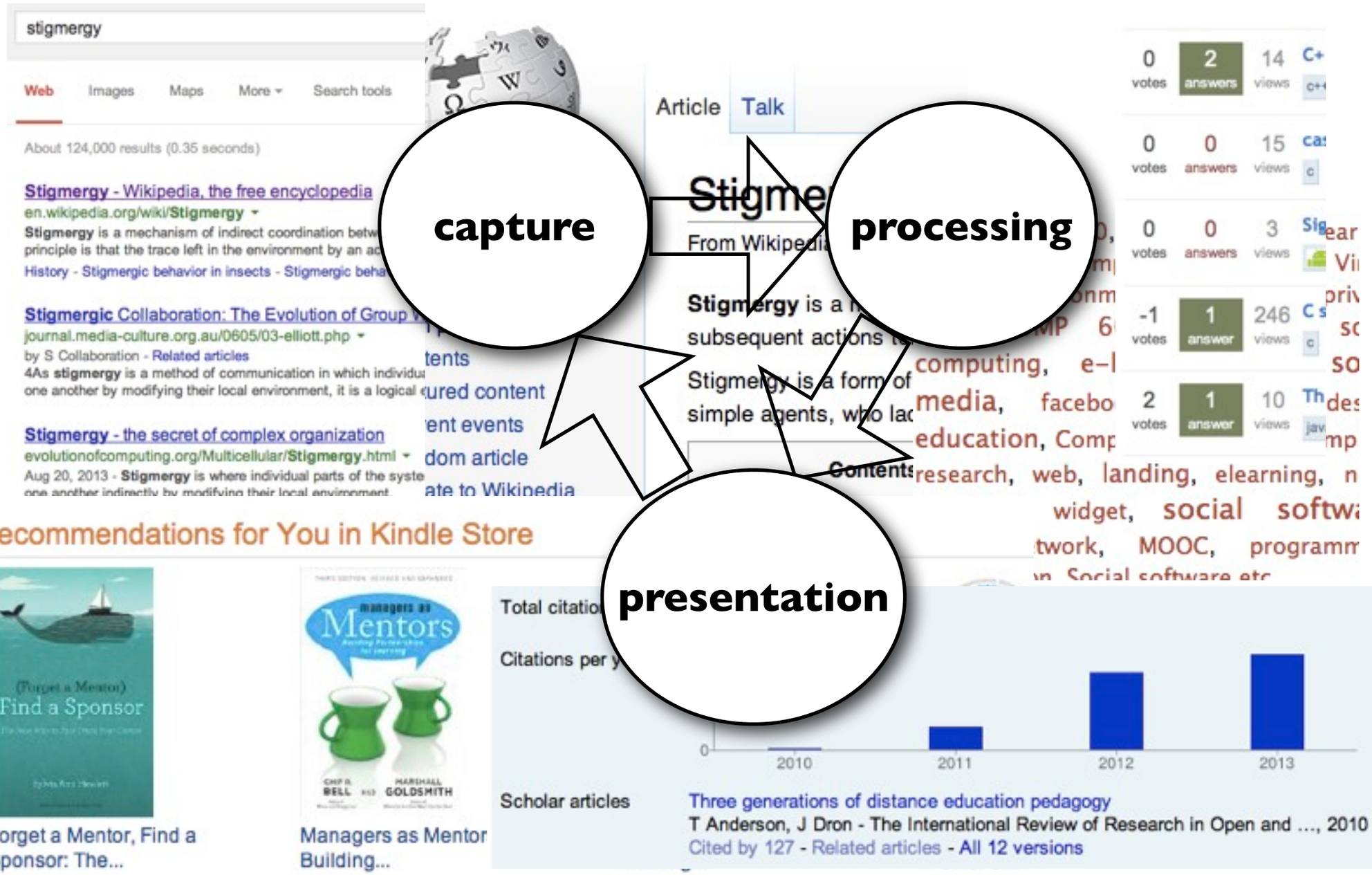
Nets

- filter bubbles
- lack of direction
- inefficiency

Sets

- flaming, griefing, trolling
- finding the right set
- reliability

collectives

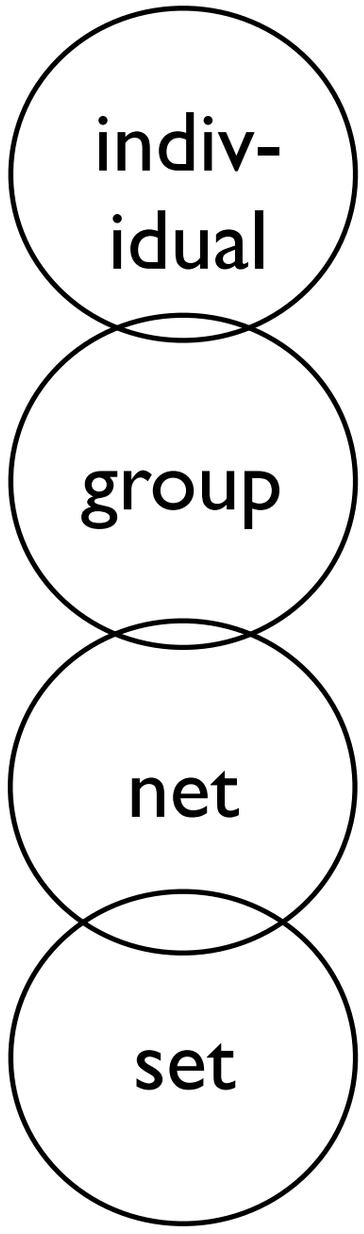


Generations of distance learning pedagogies

Private

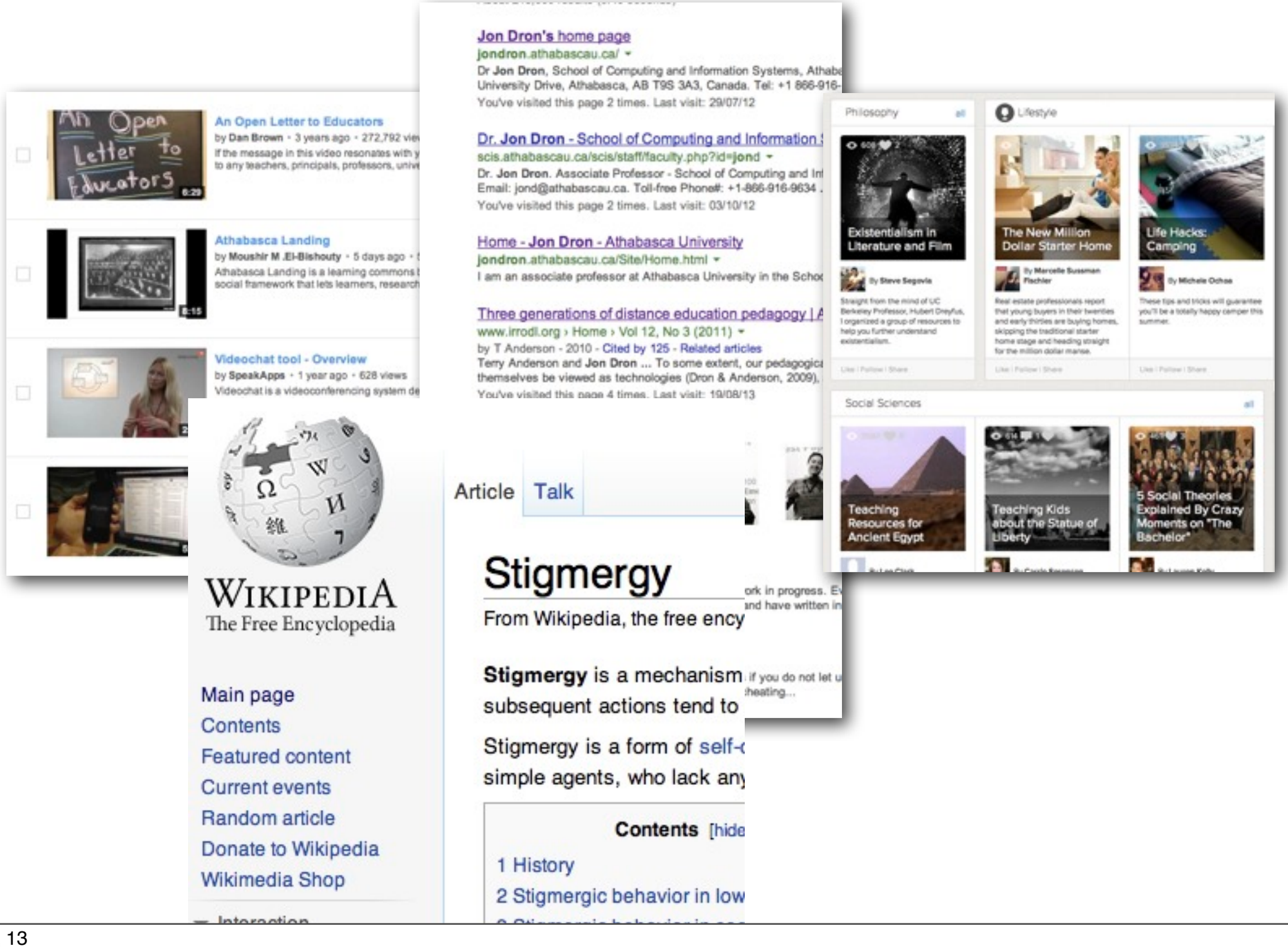
Public

1. **Behaviourist/Cognitive** – *Self Paced, Individual Study,*
2. **Social constructivist** – *Groups, classes*
3. **Connectivist** – *Networks*
4. **Holist** - *Sets and Collectives*

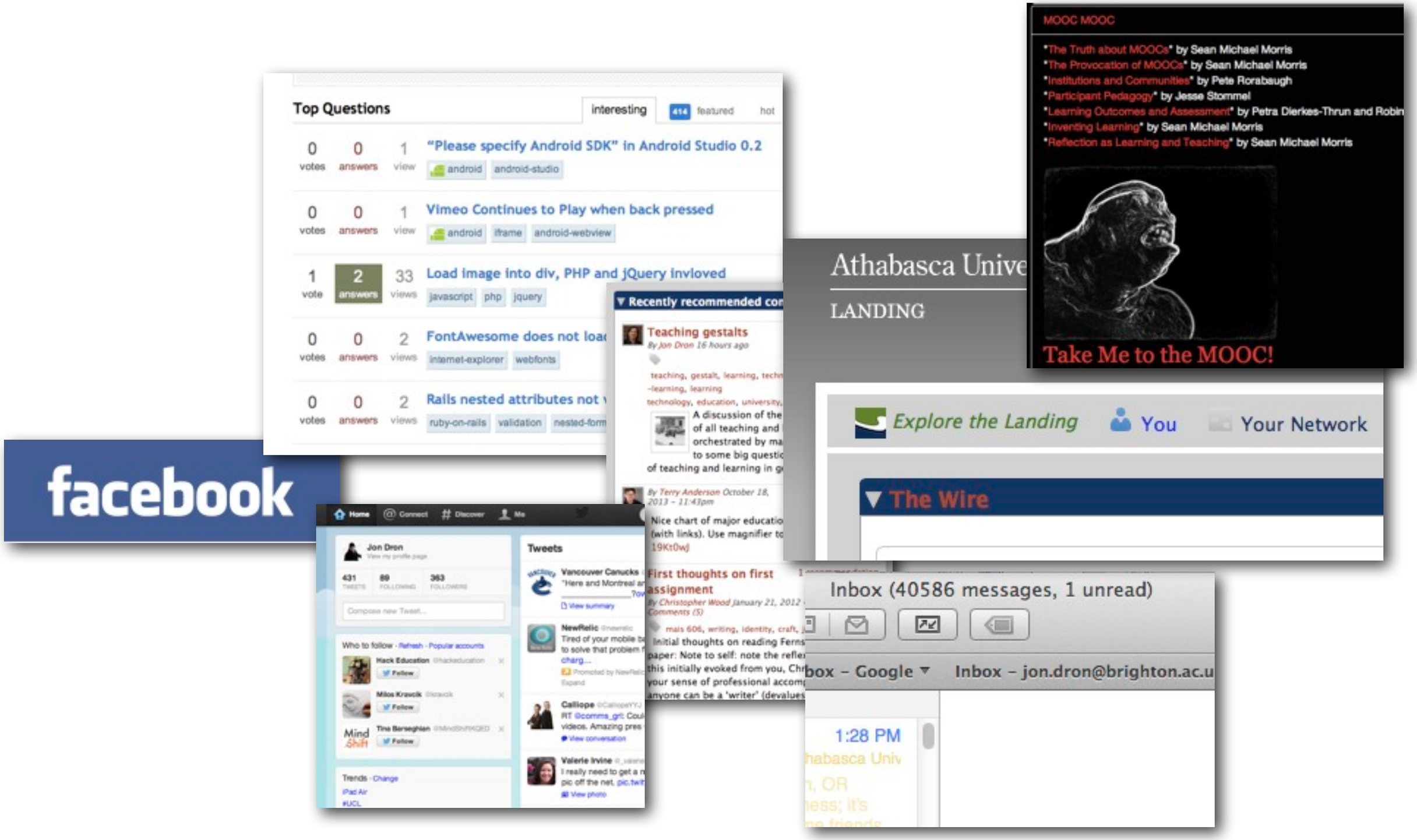


Anderson, T., & Dron, J. (2011). Three generations of distance education pedagogy. *International Review of Research on Distance and Open Learning, 12(3), 80-97*

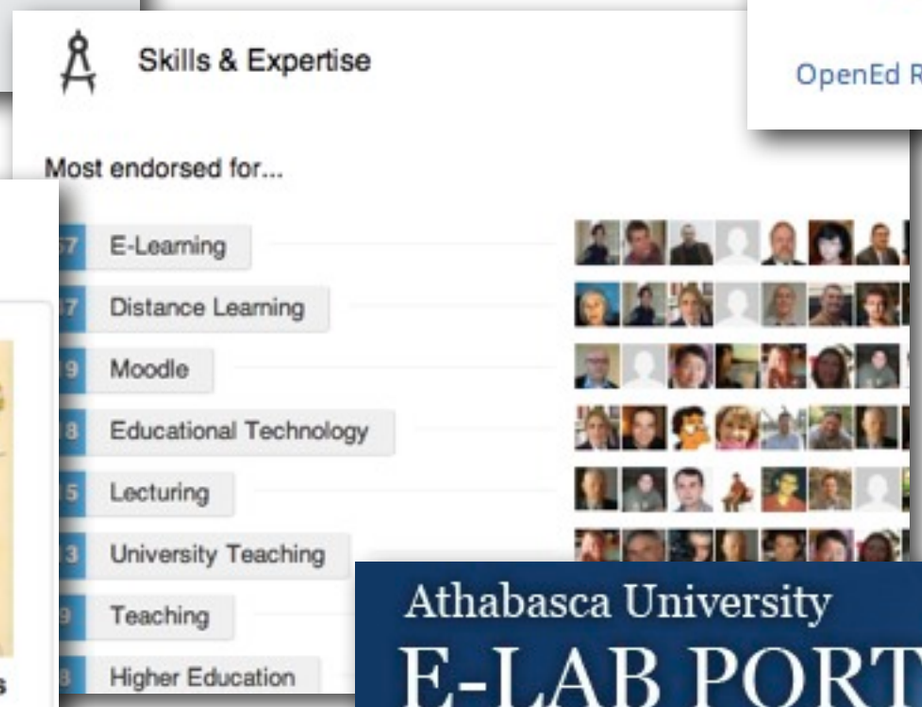
Distributed content

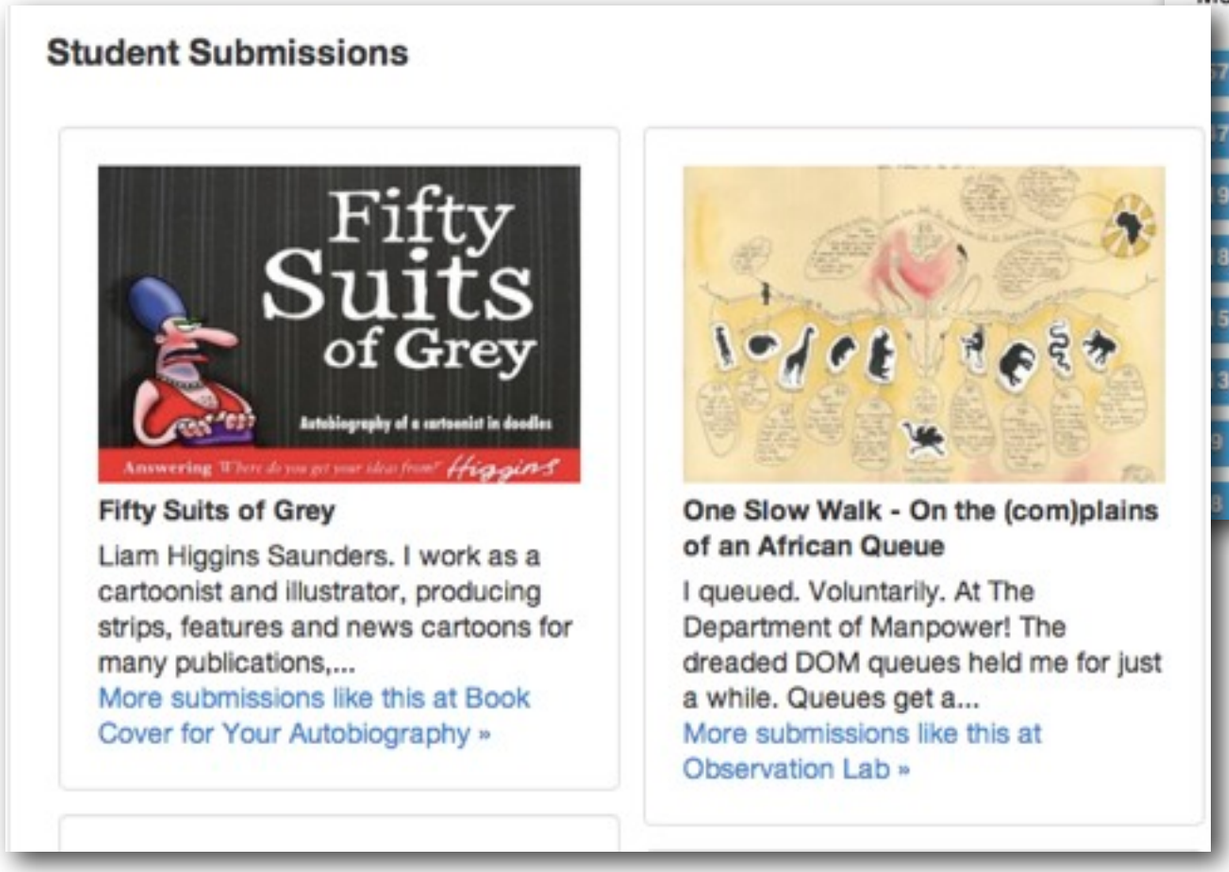


Distributed support

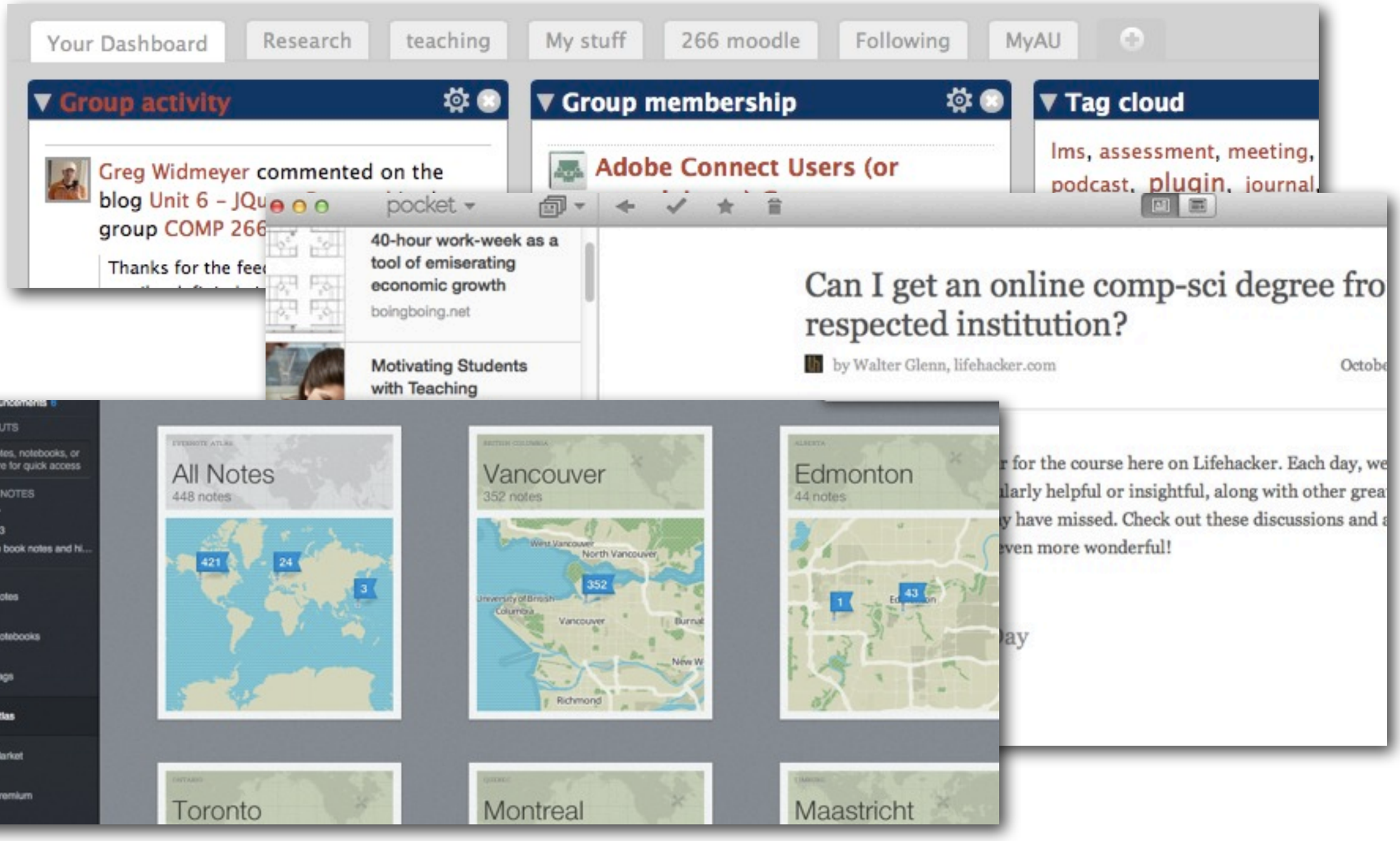


Distributed accreditation





Sense-making



What roles are left for teachers?

talk to me more!

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- Web: jondron.athabascau.ca
- Social: landing.athabascau.ca/profile/jond
- Twitter: jondron

These slides: https://landing.athabascau.ca/file/view/417326/orchestrating-lifelong-learning