Exploring the Opportunities of Digital Pedagogy

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What IS Digital Pedagogy?

Digital Pedagogy

Any instructional practice that effectively uses technology to strengthen a student’s learning experience.

It emphasizes high-quality instruction and provides access to challenging content, feedback through formative assessment, opportunities for learning anytime and anywhere, and individualized instruction to ensure all students reach their full potential to succeed in college and a career.

- Alliance for Excellent Education
Digital pedagogy is just using common sense in selecting and using the right technology and strategy for the designated learning outcome.
Opportunity #1: In considering Digital Pedagogy we have the opportunity to: Re-examine our teaching beliefs and practices

Take a moment to reflect on these questions:

1. Why do I teach the way I do?
2. How did I learn the material I'm teaching?
3. What types of learning experiences do I want my students to have?
4. What do I want students to be able to do when the course is done?
5. How do I think learning happens?
6. How do I assess learning outcomes?

What Happens When We Add “Digital” to these questions?

Take a moment to reflect on these questions:

• Why do I teach the way I do (digitally)?
• How did I learn the material I’m teaching (digitally)?
• What types of learning experiences do I want my students to have (digitally)?
• What do I want students to be able to do when the course is done (digitally)?
• How do I think learning happens (digitally)?
• How do I assess learning outcomes (digitally)?

Paradigm Shift
(Tapscott, 1998, Growing Up Digital)

Interactive Learning

Linear, sequential/serial Instruction
Teacher-centered
Absorbing materials
School
One-size-fits-all
School as torture
Teacher as transmitter

Hypermedia Learning
Construction/discovery
Learner-centered
Learning how to learn
Lifelong
Customized
School as fun
Teacher as facilitator

Break-down learning

Interactive Learning
Opportunity #2: In considering Digital Pedagogy we have the opportunity to: Reflect on how technology has changed Learners/Learning.

- How do they learn?
- What instructional strategies work best in today’s learning environment?
- What do students need to know to be an effective/productive member of the field and society?

TODAY’S LEARNERS

*Table developed by R. M. Coward"
Continuum of “Centered”  
(Rice, 2015)

<table>
<thead>
<tr>
<th>Instructor-Centered</th>
<th>Learner-Centered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor-led discussion</td>
<td>Student-led discussion</td>
</tr>
<tr>
<td>Instructor assesses</td>
<td>Peer and self assessment</td>
</tr>
<tr>
<td>Instructor-led lecture</td>
<td>Instructor as designer of learning environments that support inquiry</td>
</tr>
<tr>
<td>Instructor covers content</td>
<td>Learner masters learning objectives</td>
</tr>
<tr>
<td>Discipline specific</td>
<td>Cross-discipline and real world context aligned with learner interests</td>
</tr>
<tr>
<td>Structured and rigid classroom culture</td>
<td>Cooperative, collaborative and supportive culture</td>
</tr>
<tr>
<td>Assess for grade</td>
<td>Assess for learning</td>
</tr>
<tr>
<td>Students are learners</td>
<td>Everyone (including instructor) is a learner</td>
</tr>
</tbody>
</table>

Simply put, learning-centered classrooms are based on student engagement in the learning process, not on delivery of information.

- Rice, 2015

How does technology enhance/enable this?

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Opportunity #3: In considering Digital Pedagogy we have the opportunity to: Blend available learning environments into one cohesive learning experience (Blended Learning).

- What aspects of the course are best managed/presented by me?
- Why and when do we need to meet in person?
- What problem needs resolution to take the learning experience to the next level for my students?

Learning Experience Framework
(Boettcher & Conrad, 2010)

Every structured learning experience has four elements with the learner at the center.

Why/ When Do We Need to Gather to Learn?
Opportunity #4: In considering Digital Pedagogy we have the opportunity to: Use technology to enhance engagement, information delivery, assessment.

- In what ways could learners engage more with the content and with one another?
  - What concept information can be “viewed” and then processed in class?
  - What concepts need immediate feedback/coaching when being learned?
  - In what ways can learners coach one another?
  - What can learners create that furthers knowledge development of themselves and peers?

Strengths/Limitations of Learning Modes
(Hew & Cheung, 2014, modified slightly)

<table>
<thead>
<tr>
<th>Mode</th>
<th>Possible Strength</th>
<th>Possible Limitation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Face-to-face (f2f)</td>
<td>- Immediacy of conversation</td>
<td>- Time constraints for discussion</td>
</tr>
<tr>
<td></td>
<td>- Can read body language</td>
<td>- Introverted may not participate</td>
</tr>
<tr>
<td></td>
<td>- Can build interpersonal relationships</td>
<td>- Time &amp; effort to travel to fixed location</td>
</tr>
<tr>
<td>Online content delivery</td>
<td>- Learners can follow content at own time &amp; pace</td>
<td>- Speed of Internet connection</td>
</tr>
<tr>
<td></td>
<td>- Learning content can be easily distributed to learners</td>
<td>- Additional faculty work load to prepare online resources</td>
</tr>
<tr>
<td></td>
<td>- May not have to recreate content for each course offering</td>
<td></td>
</tr>
</tbody>
</table>
Strengths/Limitations of Learning Modes
(Hew & Cheung, 2014, modified slightly)

<table>
<thead>
<tr>
<th>Type of Activity</th>
<th>Best in Each Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Classroom</strong></td>
<td><strong>Online/ Digital</strong></td>
</tr>
<tr>
<td>• Course orientation</td>
<td>• Icebreaker</td>
</tr>
<tr>
<td>• Project kick-off meetings</td>
<td>• “Lecturettes” (10 min)</td>
</tr>
<tr>
<td>• Consensus-building discussions</td>
<td>• Knowledge development /</td>
</tr>
<tr>
<td>• Debates</td>
<td>content processing</td>
</tr>
<tr>
<td>• Sensitive topics</td>
<td>• Self-quizzes/ knowledge checks</td>
</tr>
<tr>
<td>• Course wrap-up</td>
<td>• Reflective activities</td>
</tr>
</tbody>
</table>

Opportunity #5: In considering Digital Pedagogy we have the opportunity to: Use an Intentional Design Process

Analyze Learners

Formulate Learning Outcomes

Develop Assessment

Specify Content and Strategies

Choose Tools
Digital Pedagogy is all about determining the Learning Outcomes and then using the right tool to enhance Learning.

What's the “One Thing” You’ll Do?

- Explore Resources
  - Tony Bates’ ebook: https://open textbooks.ca/teachinginadigitalage/
  - Kathy Schrock’s Bloomin’ Apps: http://www.schrockguide.net/bloomin-apps.html
  - Evidence (see References/Resources on last slide)

- Reflect
  - What are the things that I can do best and what are the things that I should delegate to technology?
  - What one area will I begin with: information delivery, learner engagement, assessment

References/Resources

(other than embedded URLs)


