

Abstracts

Keynote addresses



Learning horizontally

Terry Mayes

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In this talk I will argue that a fundamental shift is occurring in how we understand the enhancement of learning through technology in education. Drawing on examples from the current landscape of developments in e-pedagogy, I will describe two basic ideas about learning that underpin the new vision. The first is that people learn primarily from and with those with whom they most strongly identify. The second is that self-explanation and self-regulation are key to deep learning. I will argue that e-learning can play an important role in achieving both. To use Etienne Wenger's evocative term, we are seeing how the '*horizontalisation*' of learning, driven by the power of the internet tools that promote sharing of experience, is changing our thinking not just about the role of e-learning, but more fundamentally is leading us to question how we approach the learning and teaching process in general. The suggestion that emerges is that we need to focus less on 'provision' and more on 'empowerment'.



Designing for online communities of practice: Constructing personal, collective, and "delta" identities

David Hung and Victor Der Thanq Chen

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This presentation is concerned with issues related to the design for online communities of practice (CoPs). We attempt to synthesize literature and studies related to the design of CoPs with the lens of discursive identity in the context of online environments. From this analysis we characterized three kinds of identities: personal (or local), collective, and "delta" identities. We discuss how these three kinds of identity interplay in the emergent design for CoPs. We acknowledge that a discursive/emergent stance to identity is seemingly incongruent to a design perspective. However, a disregard to design dimensions in lieu of an analytical lens provides no concrete levers for advancing student learning. In this paper, we hope to propose a plausible alternative. We argue that socially constructed identity artifacts can be useful as cultural resources in the emergent process. We discuss implications of our understandings to the design for online communities, the development of supporting tools, and future research directions.



The design of video game based learning environments.

Kurt Squire

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Modern digital technologies are changing the way we interact, think, and learn. Video games, built on a logic of simulation, participatory cultures, and the aesthetics of experience present new challenges and offer new opportunities for learning. Educators need to respond to a world where students can obtain information just-in-time and on demand and express themselves globally via the Internet. This presentation describes the underlying properties by which new media technologies, particularly games operate, and offers two pedagogical models for academic skills.