

Constructing and disseminating educational knowledge, using e-media

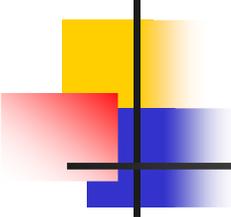
February 18th, 2004

Margaret Farren (Higher Education)

Darragh Power (Training)

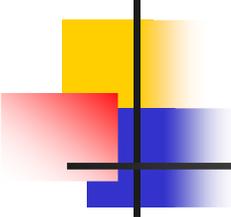
Fiona Williams (Post-primary)

Fionnbarra Hallissey (Further Education)



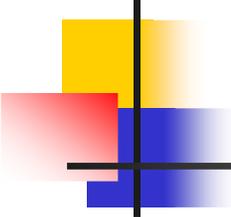
Purpose of presentation

- To explore how I, as higher education educator, have influenced the professional development of teachers, using an action research approach.
 - To provide space for teachers' own voices.
 - To explore the concept of educational knowledge.
 - To disseminate educational knowledge.
 - To show how we have asked and researched the question:
How can I improve my practice?
 - What is my concern?
 - Why am I concerned?
 - What am I going to do about it?
 - What data will I need to collect to enable me to enable me to make a judgement on my effectiveness?
- (Whitehead, 2003)
- To explore the role of e-media in this context.



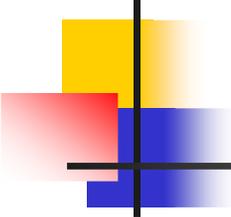
Context

- M.Sc. in Education and Training (ICT)
- ICT Modules:
 - Educational Applications of Multimedia
 - Pedagogies and ICT
 - **Online Learning Environments (12 week)**
- Student background



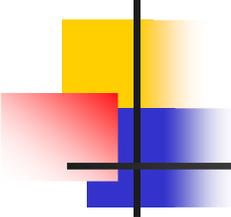
Outline of presentation

- Margaret Farren (Higher Education)
 - Key themes in literature with respect to the scholarship of teaching.
 - Show my use of online learning (WebCT) to support professional development.
- Darragh Power (Training)
 - Collaborative resource sharing using the Web
- Fiona Williams (Post-primary)
 - Supporting RE using Moodle
- Fionbarra Hallissey (Further Education)
 - Use of Video to research practice



Values emerging from my practice

- Valuing the creativity/originality of mind, critical judgements, values and desire for enquiry learning, on the part of teachers.
- Support teachers to use ICT in a way that is meaningful for their practice.
- Enabling them to construct their own narrative of their own learning in relation with others.
- Understanding education as a holistic: intellectual, emotional, spiritual, aesthetic, social interactive process.



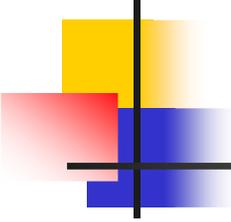
A broader way of looking at scholarship

Boyer's scholarship of discovery.

Boyer envisions three new forms of scholarship:

- The scholarship of integration gives meaning to isolated facts, "putting them into perspective...making connections across disciplines, placing the specialities in larger contexts...."
- The scholarship of application, "the scholar asks 'How can knowledge be responsibly applied to consequential problems?'"
- The scholarship of teaching, which "begins with what the teacher knows," means not only transmitting knowledge but transforming and extending it as well..."

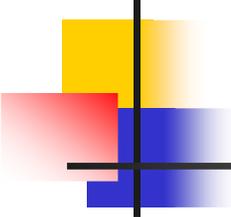
Boyer (1990)



New scholarship requires new epistemology – Epistemology of practice

We should think about practice as a setting not only for the application of knowledge but for its generation. We should ask not only how practitioners can better apply the results of academic research, but what kinds of knowing are already embedded in competent practice.

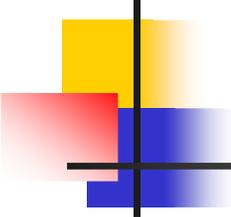
Schon, D. (1995)



Pedagogy in higher education

Accordingly, the main pedagogical task in a university setting is not that of the transmission of knowledge but of promoting forms of human understanding appropriate to conditions of supercomplexity (the state of affairs where one is faced with alternative frameworks through which one make sense of one's world, and acts purposively in it).

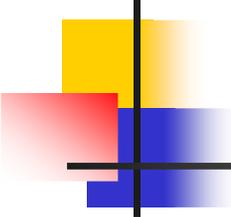
Barnett, R. (2002)



Online Dialogue

- Focus on the use of e-media to stimulate dialogue.
- To support practitioner-researchers as they ask good quality educational questions.

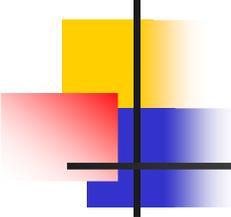
[WebCT dialogue](#)



Hannah Arendt and the philosophy of action

- Arendt distinguishes three basic modes of human activity: labour, work and action.
- 'Action' involves initiating change in a social situation to bring about something new in the web of social relationships that constitute it.
- 'Action' is plural in that the agent reveals one's own view but it is developed in communication with others and accommodates their own distinctive outlooks.
- In 'Action' conditions are created that enable the agent and others to reveal their individuality and uniqueness by starting something new – the concept of natality.

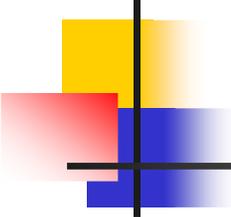
Arendt, H. (1958)



Theorising from the standpoint of action

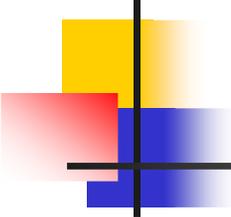
- The need to challenge the assumptions that the term 'theory' exclusively refers to generalisable representations of events, which can only be produced under conditions that are dissociated from the intentions of agents to effect change in practical situations.

John Elliott (2004)



Disseminating using e-media

- Masters action research Dissertations.
- Multimedia and Web based artefacts.
- e-media accounts of educational development.



Conclusions

- Partnership approach to researching educational practice in order to develop educational knowledge.
- Asking, researching and answering the question:
How can I improve my practice? (action research).
- Evidence of educational values emerging through practice.
- Values, goals, pedagogy and assessment process are interlinked.
- Implications for other disciplines.