HOW TO CREATE ONLINE LEARNING EXPERIENCES

Session 1: Starting the Conversation... Theoretically

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June 19, 2019

MAVS OPEN PRESS

- *Creating Online Learning Experiences: A Brief Guide to Online Courses, from Small and Private to Massive and Open*

  https://uta.pressbooks.pub/onlinelearning/

- *From Instructivism to Connectivism: Theoretical Underpinnings of MOOCs*

  https://scholarworks.umb.edu/ciee/vol3/iss1/6/

CREATING ONLINE LEARNING EXPERIENCES

A Brief Guide to Online Courses, from Small and Private to Massive and Open

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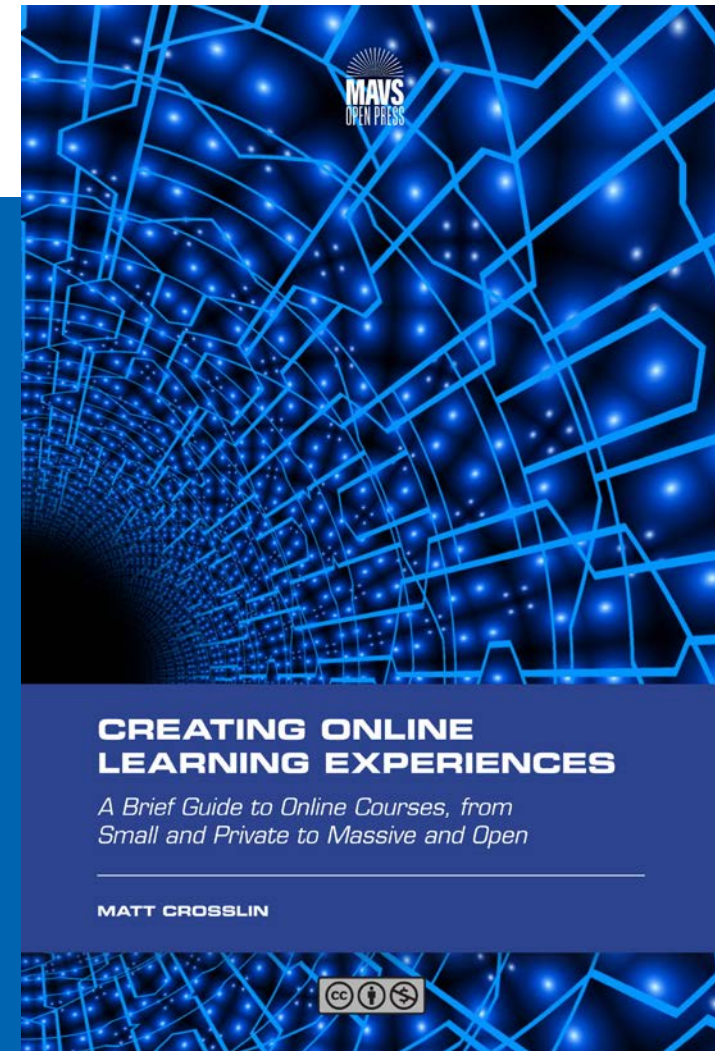
ITS ALWAYS THEORY, THEORY, THEORY

- We all use learning theory, even if we don't realize it.

- Or rather, some theory somewhere describes what we do…

- So if we recognize what we are doing, we can connect with more resources.

- Also, we can be intentional about trying new ideas properly.

WHO HAS THE POWER?

- Instructor?

- **Instructivism** (knowledge transfer from an expert)

- Students?

- **Contructivism** (Constructed self-discovery, with or without a guide)

- **Connectivism** (Networking with connections to gain knowledge/skills)

INSTRUCTIVISM	CONSTRUCTIVISM	CONNECTIVISM
KNOWLEDGE TRANSFER FROM EXPERT	CONSTRUCTED SELF-DISCOVERY	NETWORKING WITH CONNECTIONS

METHODOLOGY

- **Pedagogy**

- Instructor is at the center of and in control of the transmission of what is taught.

- **Andragogy**

- A methodology that draws on life experiences and knowledge of the learner to form the basis for learning.

- **Heutagogy**

- Self-determined learning that focuses on how to learn rather than what to learn.

ANALYZING GOALS FOR METHODOLOGY

Instructivist Pedagogy	Instructivist Andragogy	Instructivist Heutagogy
Constructivist Pedagogy	Constructivist Andragogy	Constructivist Heutagogy
Connectivist Pedagogy	Connectivist Andragogy	Connectivist Heutagogy

ANALYZING GOALS FOR METHODOLOGY

Instructivist Pedagogy Formal learning that depends on the instructor to dispense knowledge that is new to learners.	**Instructivist Andragogy** Experienced learners are heavily guided through discussion activities to add to existing knowledge.	**Instructivist Heutagogy** Probably unlikely, but this would basically be an expert sharing information about where to learn about a topic.
Constructivist Pedagogy Learners build upon existing knowledge and experiences by formally learning from more experienced others.	**Constructivist Andragogy** Learners build upon existing knowledge and experiences to construct new knowledge about life experiences.	**Constructivist Heutagogy** Learners construct a way to learn about a topic either individually or collectively.
Connectivist Pedagogy Learners work as a network in a formal manner for the purpose of mastering competencies to solve problems proposed by the instructor.	**Connectivist Andragogy** Learners work as a network in an informal manner to accomplish a competency determined by the group based on life experiences.	**Connectivist Heutagogy** Learners work within a network to figure out how to become a learner about a topic.

ANALYZING GOALS FOR METHODOLOGY

Instructivist Pedagogy Focused on content, video, standardized tests, papers, and instructor-guided discussions.	**Instructivist Andragogy** Instructors guide learners through lessons learned by other experienced people in the field.	**Instructivist Heutagogy** Lists of resources and professional communities that learners can join to learn more.
Constructivist Pedagogy Writing, blogging, and reflective activities of all types to reflect on what one knows and to construct new knowledge.	**Constructivist Andragogy** Group work, open-ended reflection or discussions, and project-based learning.	**Constructivist Heutagogy** Ill-structured problem-based learning, open-ended group activities, and web searches focused on how to learn more than what facts to learn.
Connectivist Pedagogy Ill-defined problem as proposed by the instructor, who would be the main focus and driving force.	**Connectivist Andragogy** Ill-defined problem based on life experiences, worked on learners as part of a network.	**Connectivist Heutagogy** Self-determined learning in a network, rhizomatic model of learning, and other student-centered activities.

TYPES OF COMMUNICATION

- Student <-> Teacher
- Student <-> Student
- Student <-> Content
- Student <-> Interface
- Teacher <-> Teacher
- Teacher <-> Content
- Content <-> Content

- Group <-> Content
- Group <-> Group
- Student <-> Group
- Teacher <-> Group
- Networked with sets of people or objects

LTCA THEORY

- Learning and Teaching as Communicative Actions theory – based on Habermas

- **Normative communicative actions:** communication of knowledge that is based on past experiences (ex: class instructions).

- **Strategic communicative actions:** communication through textbooks, lectures, and other methods via transmission to the learner.

- **Constative communicative actions:** communication through discourses, debates, and arguments intended to allow learners to make claims and counterclaims.

- **Dramaturgical communicative actions:** communication for purposes of expression (reflecting or creating artifacts individually or as a group to demonstrate knowledge or skills gained).

BRINGING IT ALL TOGETHER

- What is the main power structure of your course / lesson / activity?

- What is the main reason for this selection?

- What other power structures could also possibly be part of the course design?

BRINGING IT ALL TOGETHER

- What is the main methodological structure for your course / lesson / activity?

- What is the main reason for this selection?

- What other methodologies could also possibly be part of the course design?

BRINGING IT ALL TOGETHER

- What types of interaction do you want in your course / lesson / activity?

- What power dynamic and methodology does each one match up with?

- List each activity or sub-activity for your course / lesson / activity.

- Which communicative action matches with each activity?

- Which power structure and methodology matches with each activity?

FURTHER READING

- Learning –agogies Overload
  https://www.edugeekjournal.com/agogies/

- Updating Types of Interactions in Online Education to Reflect AI and Systemic Influence
  https://www.edugeekjournal.com/2019/03/04/updating-types-of-interactions-in-online-education-to-reflect-ai-and-systemic-influence/

- Maker Education: Pedagogy, Andragogy, Heutagogy
  https://usergeneratededucation.wordpress.com/2016/06/14/maker-education-pedagogy-andragogy-heutagogy/

- Learning and Teaching as Communicative Actions: A Mixed-Methods Twitter Study
  https://digital.library.unt.edu/ark:/67531/metadc991003/