

- ▼ Chapter 3 - Three constitutive concepts
  - Accounting for these factors are quite rare and controversial in traditional teaching
- ▼ Criticisms include
  - Long discussions are a waste
  - ISD = ends/means education
  - Average students are not able to be autonomous
- ▼ 3.1 Dialogue
  - Direct and indirect oral communication
  - Dialogical learning requires positive interactions; ‘partnership, respect, warmth, consideration, elementary understanding, honesty and sincerity.’ Counseling
  - The importance of dialogue is not understood in most educational institutions; indeed, it is fought against and devalued. This is also true in most DE. Problems of mass delivery and tradition.
  - Dialogue is an independent form of learning and teaching. Not just help with the materials.
- ▼ 3.1.1 Aspects of scientific pedagogics
  - Nexus between knowledge and communication
  - Communication between academics (scientific)
  - Productive thinking
  - Science happens through communication, not alone
  - “Communicating knowledge is...a fundamental precondition for academic instruction.
  - The danger of relying upon written responses to presented materials is greater in DE
- ▼ 3.1.2 Aspects of pedagogics for higher education
  - Socratic dialogues and others point to historical use of dialogue in education
  - Conversation gives dimension and robustness to knowledge acquired through receptive learning
  - Prove oneself in arena of academic discourse
- ▼ 3.1.3 Aspects of distance-education pedagogics
  - Turns I-it into at least a partial I-you
- ▼ 3.1.4 Pedagogical aspects
  - Connection of speech, thought and action bring about individual and social development
- ▼ 3.1.5 Philosophical aspects
  - A form of activity that connects people directly
- ▼ 3.1.6 Anthropological aspects
  - Dialogue is a requirement for human development
- ▼ dico ergo sum
  - “I talk, therefore I am
- ▼ ”lego ergo non sum“
  - I build, therefore I am not”
- ▼ 3.1.7 Preliminary summary
  - ▼ Gaining knowledge vs. imparting knowledge

- The “realities” of contemporary education do not excuse the absence of dialogue
- Must provide opportunities for dialogue
- Without lack depth and even humanity
- ▼ 3.1.8 Sociological aspects
  - Disconnect of humanity from ends-mean teaching
  - Oral communication is a central part of social interaction
  - Communicative competence comes from symbolic actions (in other words; practice communicating)
  - Language, gestures, communicative action
- ▼ 3.1.9 Summary
  - Serious deficit in DE on this point
  - Cannot acquire identity as students and academics
  - Reinforces isolation of students that is already a part of education
- ▼ 3.2 Structure - v1
  - ▼ 3.2.1 Definition of the term
    - Contrasts and even conflicts with dialogue
    - The degree learning is “closed” by curricular control and evaluation
    - Structuring teaching and learning to the last detail
    - Has roots in educational technology – positivistic and empirical
    - ISD Model; needs, set objective, media efficiency, test, evaluate
  - ▼ 3.2.2 Reservations on structure
    - Behaviorist, vs. more humanist pedagogics
    - Restricted to learning and teaching functions, missing sociological, cultural, historical dimensions
    - Teacher-centric
    - No interaction (dialogue)
    - Oriented towards efficiency
  - ▼ 3.2.3 Advantages of structure
    - Zeigeist = “Spirit of the age”
    - Embraced by culture of 60’s and 70’s as an extension of scientific rationalism
    - Could use to tap into expertise using professors as conduits. I think this means the design framework allowed bodies of knowledge to be “translated”
    - Is efficient in allowing the creation of mass-distributed educational media
  - ▼ 3.2.4 Structural communication
    - Maps help lift students’ cognitive work to a higher level. Structure gives aid
    - Structured communication can be used to guide learner through new knowledge field while encouraging them to develop views and awareness
    - Both are cognitive approaches to education
    - Individualize
    - Activate students
    - Stimulate interactivity between student and text
    - Introduce notions of hypertext learning as matrix is negotiated
  - ▼ 3.2.5 Summary

- Mass distribution of DE depends on this
- Ed Tech based
- Mass dialogue not possible
- Not abandoned because of reality
- Some highly structured learning can allow for some development of autonomy

### ▼ 3.2 Structure - v2

#### ▼ 3.2.1 Definition

- Structures teaching and learning act to the last detail
- Differs from and is even contrast with dialog
- High structure example is film
- Great influence of Instructional Technology

#### ▼ 3.2.2 Reservations on Structure

- Concentrate on Teaching and Learning
- Ignore participation of students in process of knowledge
- Dominated by learning objectives
- Efficiently over interest
- Teacher-centered

#### ▼ 3.2.3 Advantages of Structure

- Transfer of rational science to educational problems
- Could result in synthesis of great experts with great teachers
- Allows for access through reliable instructional material

#### ▼ 3.2.4 Structural Communication

- Structure can be used as a “scaffold” for learning in isolated cases
- Examples specific to writing

#### ▼ 3.2.5 Summary

- Exact planning, constructing, deliver is a precondition to mass-delivered education
- Structure cannot be totally abandoned in DE
- High structure can support a high degree of autonomous learning

### ▼ 3.3 Autonomy - v1

#### ▼ 3.3.1 Description of the term

- “The self-direction of students” vs. more broad definitions
- Autonomous learning not a part of most pedagogics
- Move from object of instruction to subject of his/her own guidance – democracy?
- Student takes on teacher functions and uses metacognition
- No one is totally autonomous, but rather includes the influence of culture – yet there is emancipation
- Traditional teaching does not embrace autonomy, though much research supports it
- Autonomous learning more in tune with trends for the future

#### ▼ 3.3.2 First concepts in the Jewish tradition

- “He has learned” means “He has learnt to manage and understand texts”

#### ▼ 4 types of autonomous learning

- Learning from books

- Learning out loud (loud reading, repeating by rote)
- Learning with understanding
- Learning in the peace of the spirit
- ▼ 3.3.3 Impetus from reform pedagogy
  - ▼ This has been a goal of much reform in Germany and America
    - i.e. Montessori
  - ▼ “Independent learning” of Germany occurs when the student performs the following
    - Set a working objective or absorb and record a set task in his will
    - Look for, provide, and check the usability of working material; select and organize it
    - Draft the working path as a plan and draw up the work steps
    - Carry out the work steps and work sections as independent but related steps and sections, and keep them connected to one another
    - Record, inspect, test, judge, secure, arrange and evaluate the results
- ▼ 3.3.4 Impetus from the theory of pedagogics
  - Autonomy develops a more rounded person
- ▼ 3.3.5 Impetus from adult education
  - Self-determination is seen as a way to separate adult ed from universities (in Germany)
  - More part of the American psyche than German (really!!)
  - Myth of self-made man (Ben Franklin)
- ▼ 3.3.6 Impetus from the field of vocational education
  - Shift away from lecture to self-direction and control
- ▼ 3.3.7 Impetus from learning research
  - Finding more and more the importance of self-direction
- ▼ 3.3.8 Summary
  - Most distance learning efforts are still under pressure to provide expository teaching experiences
  - Change to concepts like autonomous group discussions, project work, and learning-by-doing
  - There is a tense relationship between these two
- ▼ 3.3 Autonomy - v2
  - ▼ 3.3.1 Description of Term
    - Moore - “Self-control of Students”
    - Knowles - autonomy is the natural behavior of adults
    - Peters - Goes beyond Moore to more self-determinism
    - Kant - “Those who educate use actions whose aim is to be no longer necessary. Those who are educated must learn to do for themselves what others have previously done for them.”
    - This concept makes current didactic practice obsolete
    - Are autonomous when learners take over the roles of teachers
    - Zimmerman - “...must be meta-cognitively, motivationally and behaviorally active participants in their own learning processes.”

- ▼ 3.3.2 First concepts in the Jewish tradition
  - “He as learnt to manage and understand texts”
- ▼ 3.3.3 Impetus from reform pedagogics
  - Independent learning
  - ▼ Activity school tasks that students would perform (p. 50):
    - Set working objective or absorb and record a set tasks in his will
    - Look for, provide, and check the usability of working material; select and organize it
    - Draft a working path as a plan and draw up the work steps
    - Carry out the work steps and work sections as independent but related steps and sections, and keep them connected to one another
    - Record, inspect, test, judge, secure, arrange, and evaluate the results.
  - 3.3.4 Impetus from the theory of pedagogics
- ▼ 3.3.5 Impetus from adult education
  - Adults take full responsibility for selection and completion of learning
  - Franklin quote (52) “Self-regulation empowered individuals with limited formal educational and meager material resources to succeed in America in a scale unattainable elsewhere.”
  - “The ultimate goal of the educational system is to shift to the individual the burden of pursuing his own education.” (Zimmerman) p. 52
- ▼ 3.3.6 Impetus from the field of vocational education
  - Quite self-explanatory
- 3.3.7 Impetus from learning research
- ▼ 3.3.8 Summary
  - Autonomous learning is best suited for distance education, yet it is little employed.
  - Academia exerts pressure due to expository traditions
  - Tense relationship between autonomy and didactic