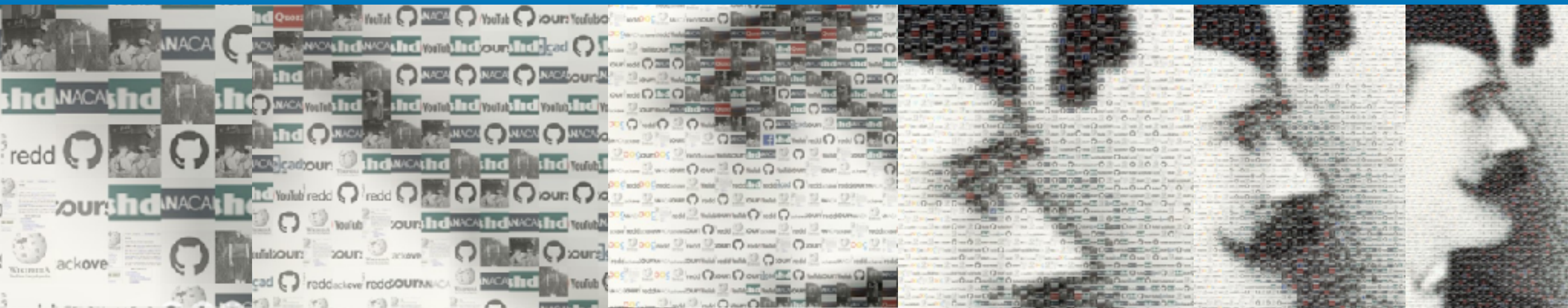


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The Teaching Gestalt



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DT&L 2018

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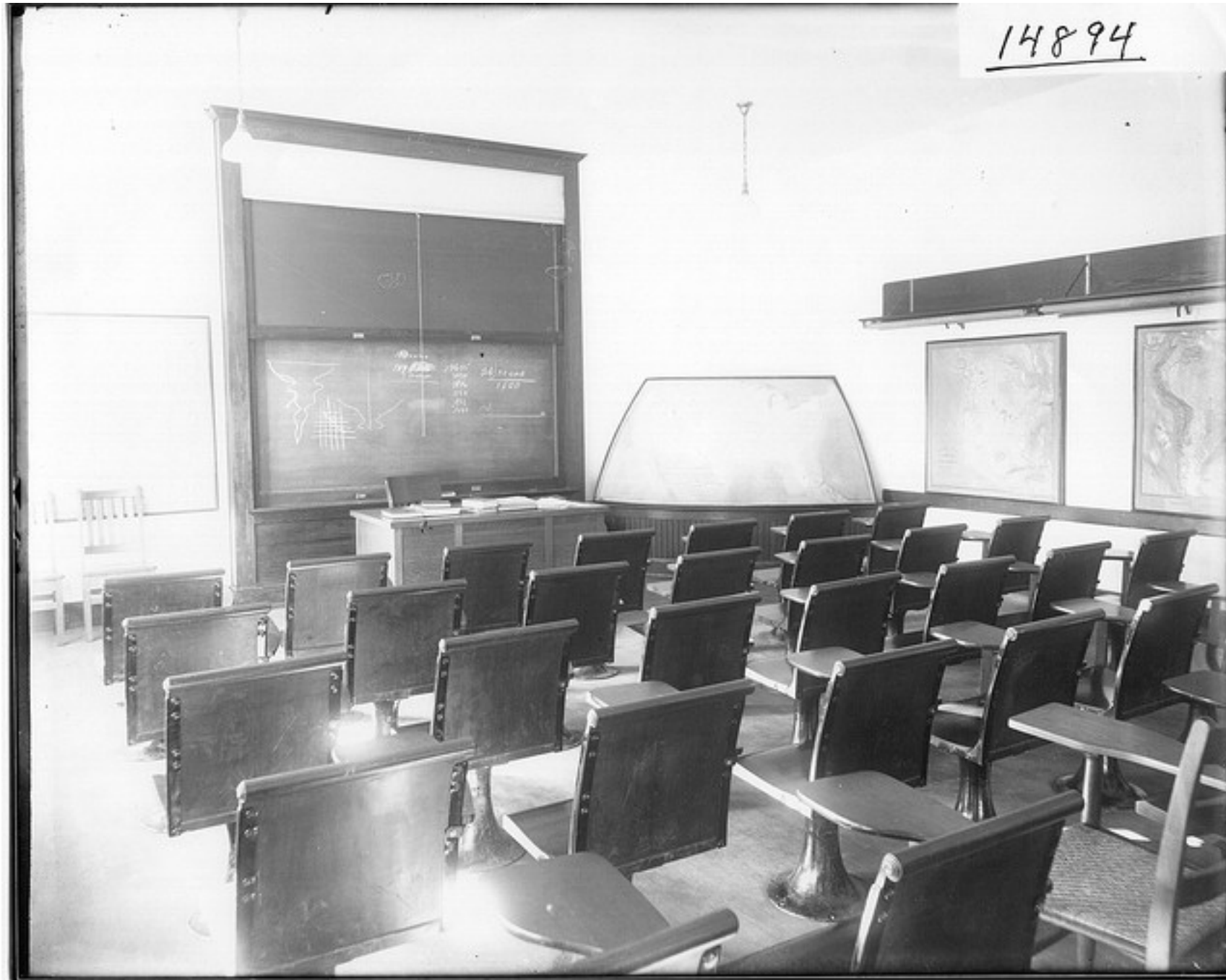
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**Why are you here?
(right now)**

Do you *have* to be
here?

**Does your *entire future* depend on
what you will learn in roughly the
next 40 minutes?**

and yet...



classes

faculties

tests

semesters

exams

schools

terms

universities

textbooks

timetables

certificates

seminars

attendance

requirements

Why?

assignments

convocations

lectures

tutorials

courses

programs

curricula

learning outcomes

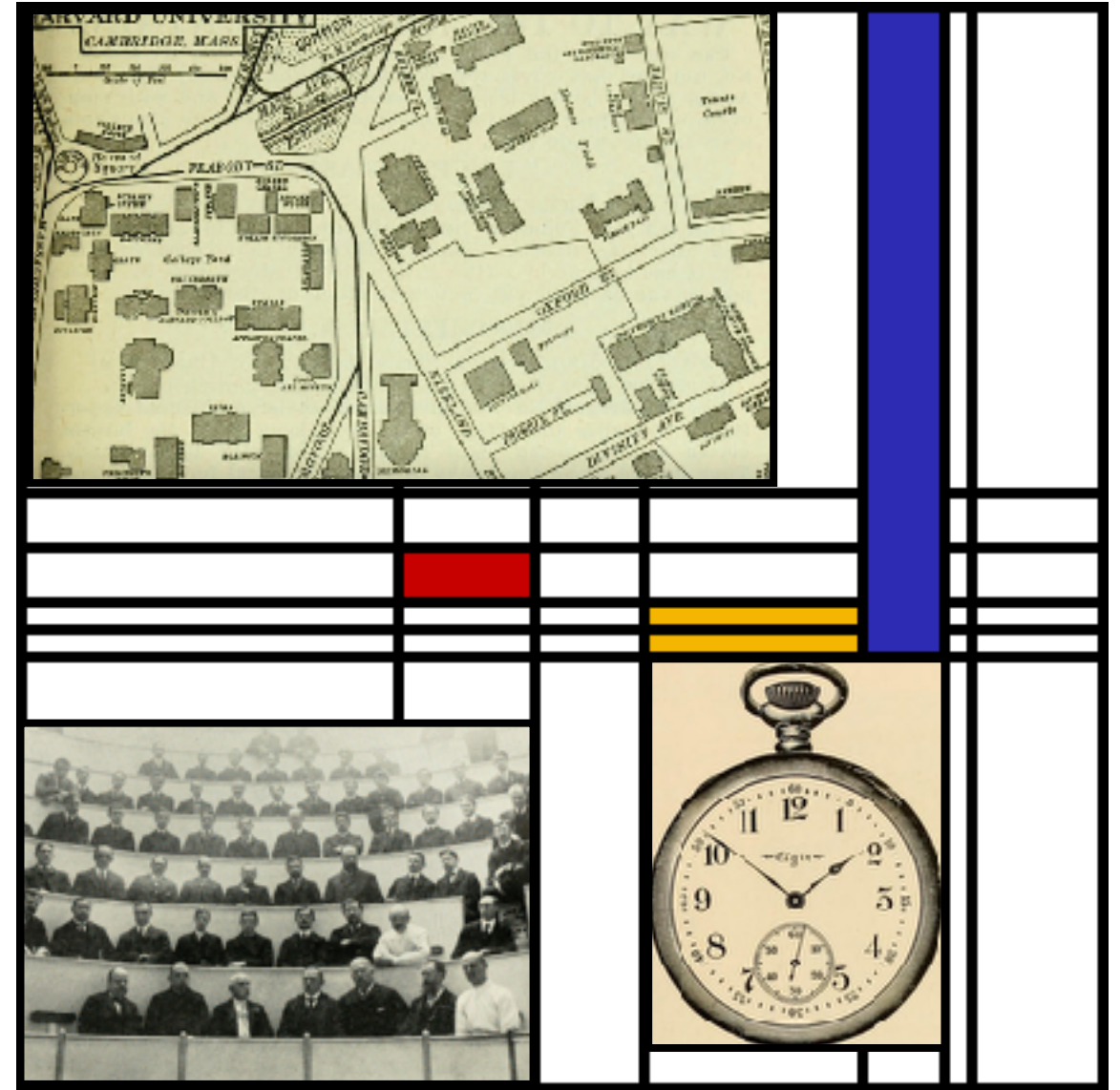
rules &

regulations

libraries

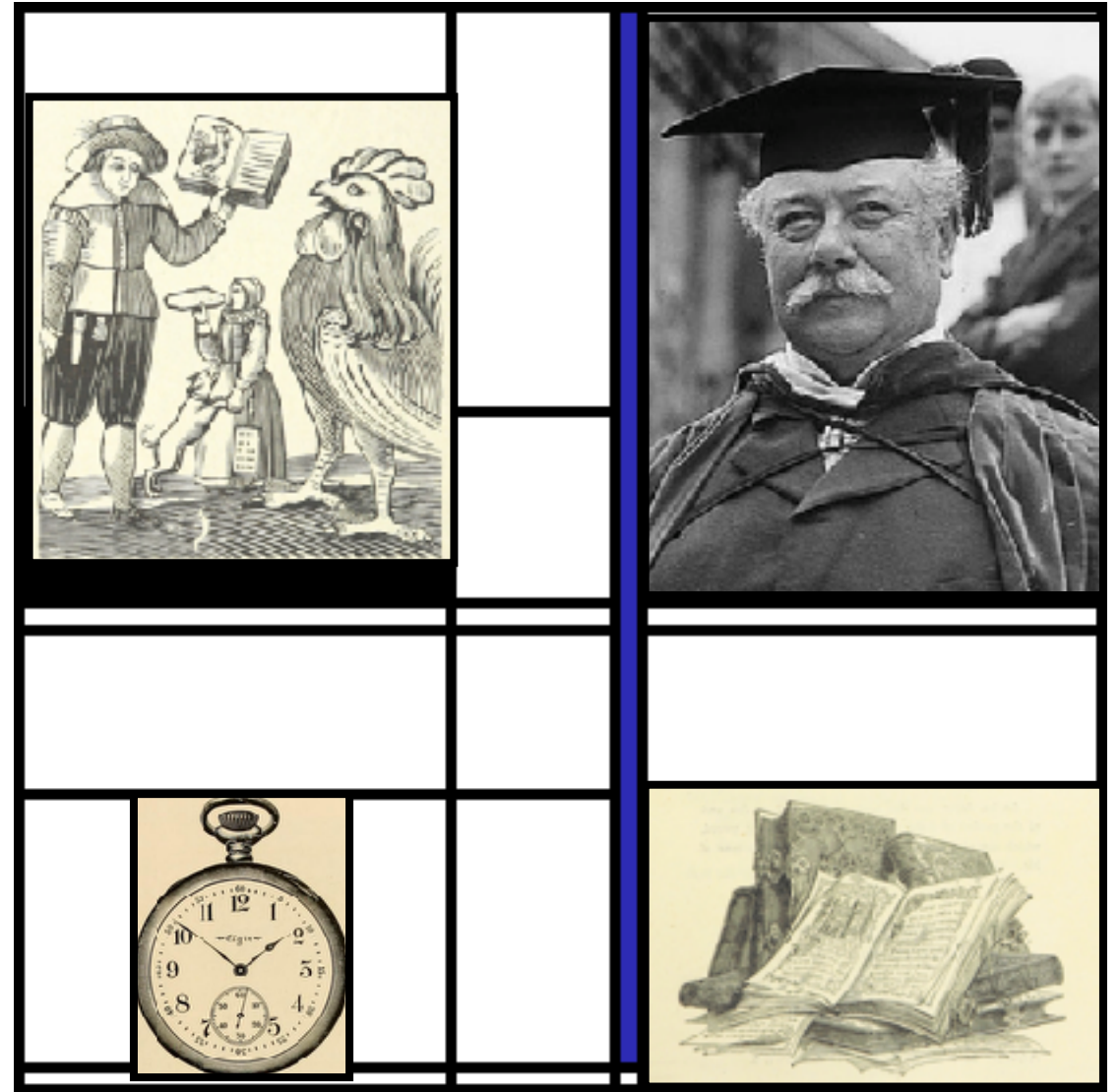
**Traditional in-person pedagogies
and institutions
are a solution to...**

**Physical
boundaries**



**Traditional in-person pedagogies
and institutions
are a solution to...**

**Scarce
resources**

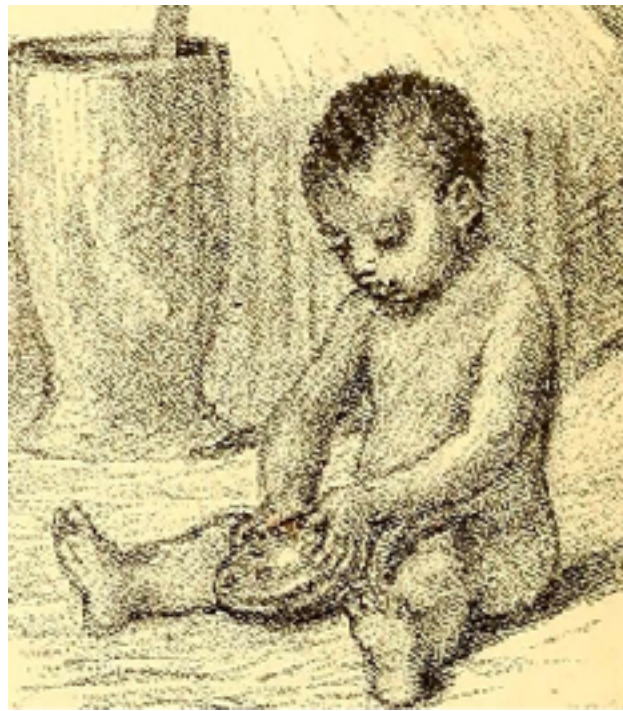


And, most importantly...

**Traditional in-person
pedagogies
and institutions
are a solution to
the fact that...**

**...there are
people who *do not actually want to
be there right now***

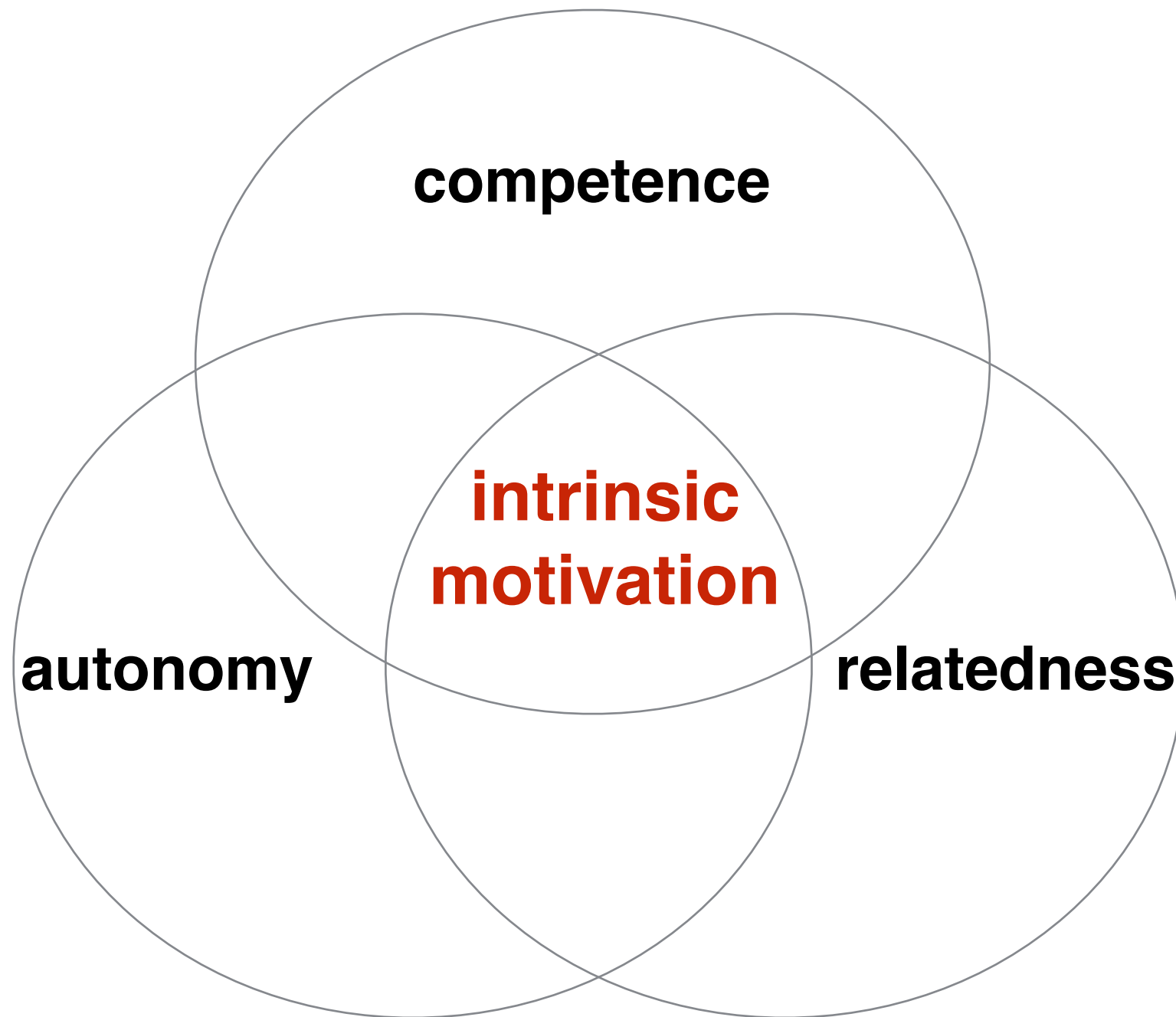




***Nothing* is more intrinsically
motivating than to learn**

so what's going on?




Intrinsic motivation



<http://selfdeterminationtheory.org>

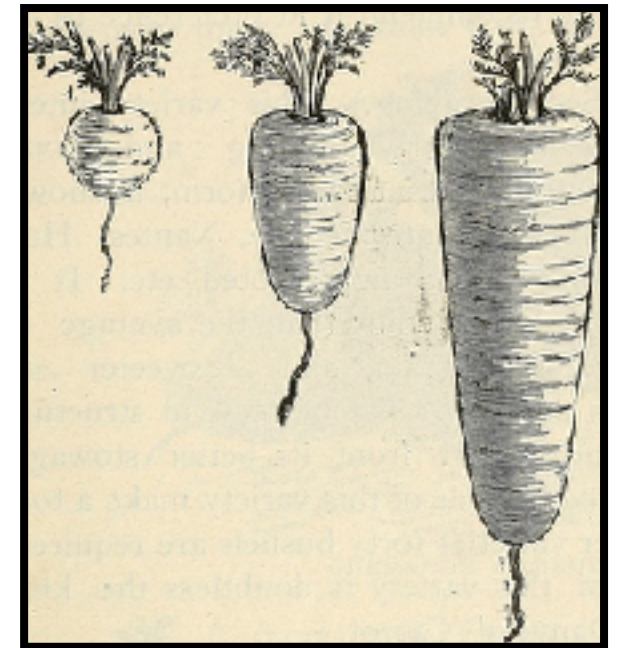
Deci, E.L., & Ryan, R.M. (2000). The "What" and "Why" of goal pursuits: Human needs and the self-determination of behaviour. *Psychological Inquiry*, 11, 227-268

p-learning and motivation

<i>Support needed</i>	<i>Innate p-learning tendencies</i>
 Competence	One size fits all. Some will find it too hard, some will find it too dull.
 Autonomy	The teacher controls every second of classroom time.
 Relatedness	Generally very good. Belongingness is easy to achieve, caring is easy to communicate.

The default solution

punishment & reward



Extrinsic motivation crowds out Intrinsic motivation



**The reward, or avoidance of punishment, becomes the purpose
(and *stays* that way)**

<http://selfdeterminationtheory.org/>



**Physical classrooms
innately demotivate.**

**We try to restore
lost motivation
with our pedagogies**

Good classroom pedagogy:

- puts learners in control*
- supports the challenged, and challenges the unchallenged
- leverages the social

active learning

inquiry-based learning

problem-based learning

mastery learning

reflective practice

project-based learning

learning portfolios

scaffolding

anchored learning

experiential learning

debate

case-based learning

situated learning

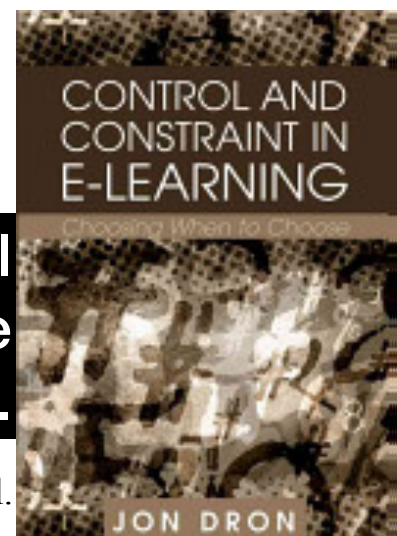
communities of inquiry

social construction

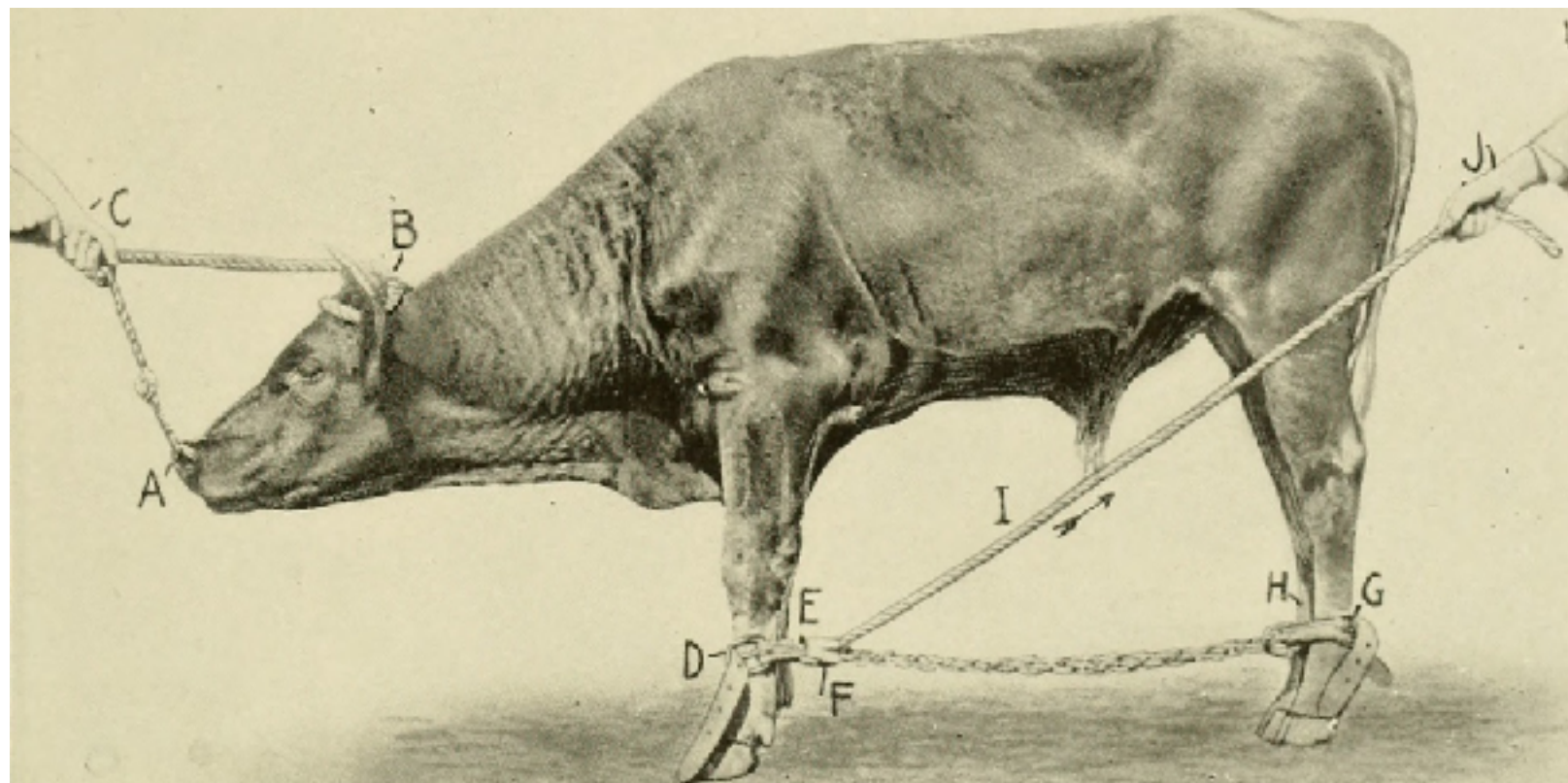
cognitive apprenticeship

flipped classrooms

***IMPORTANT: choice alone is not equal to control: we must be able to choose *not* to choose.**



But what happens when we take away the constraints?



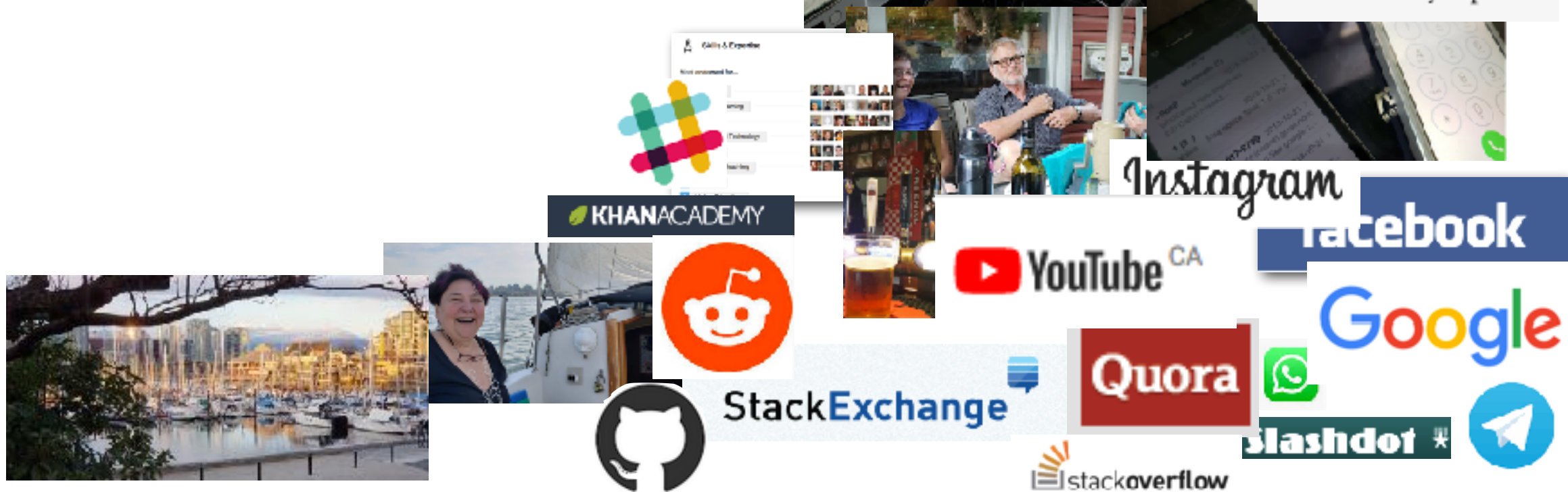
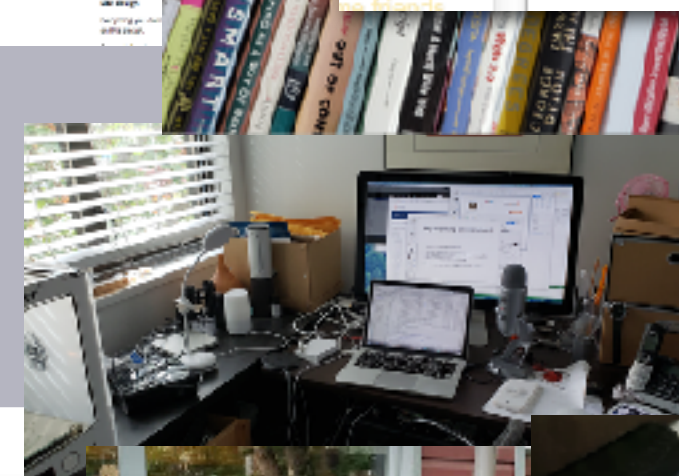
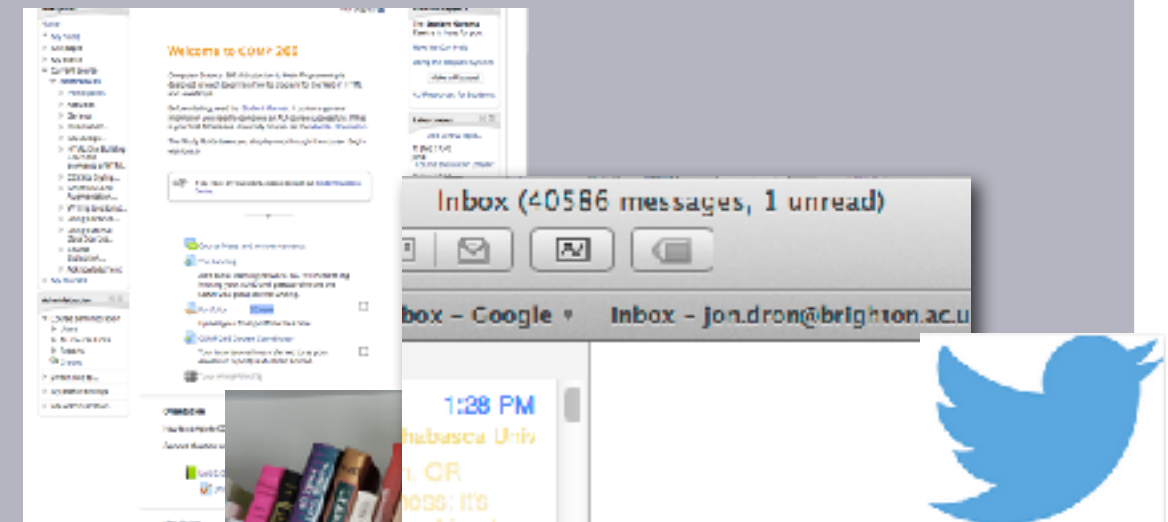
**Online, the teacher is
never innately in control**

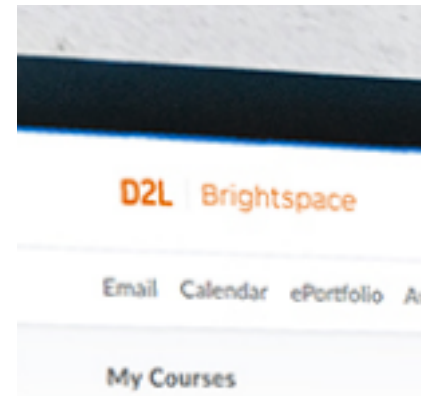
**Online, there is a cornucopia of
ways to learn, a plethora of people
and stuff to learn from**

The teaching environment

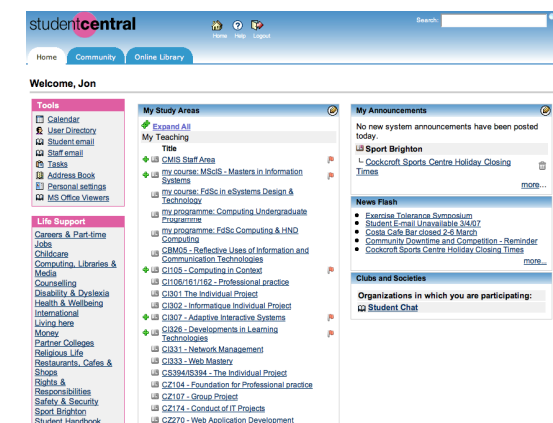
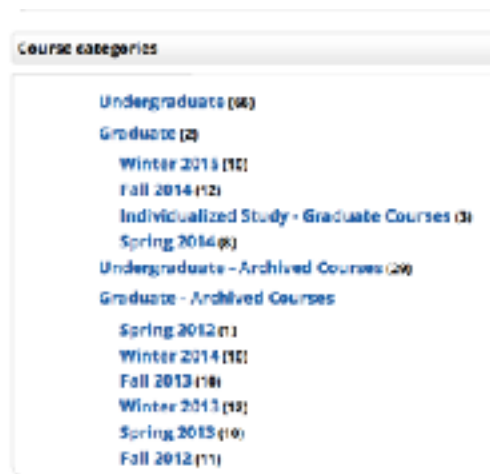


The learning environment

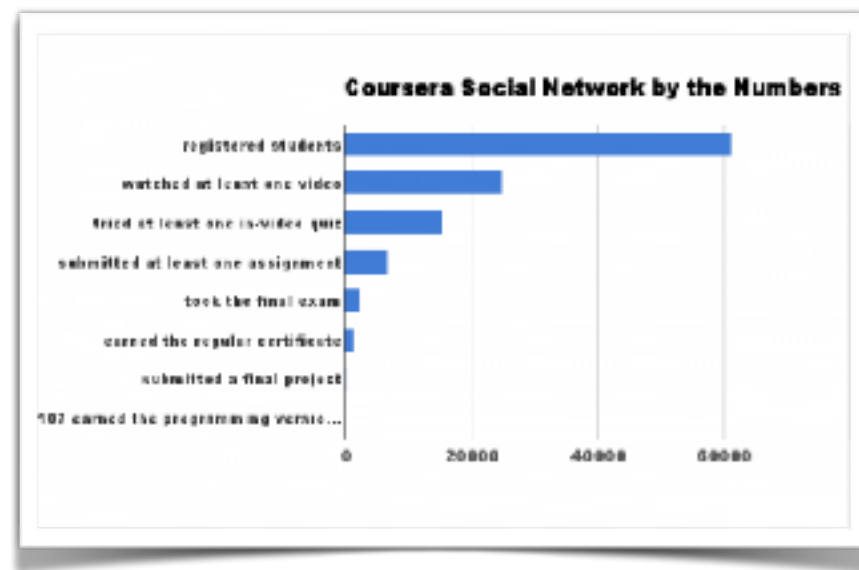




and yet...



What happens when you take away the power of the teacher but keep the same pedagogies?



<http://cogdogblog.com/2012/11/27/owning-massive/>

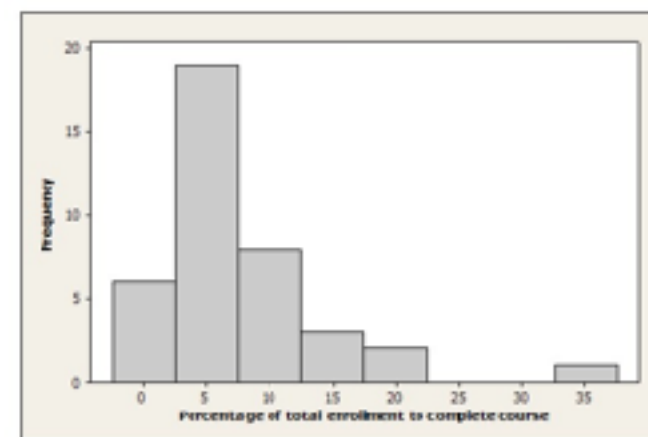


Figure 4. Histogram of completion rates for the sampled courses ($n = 391$).

“Completion rates range from 0.9% to 36.1%, with a median value of 6.5%”

Katy Jordan, 2014: <http://www.irrodl.org/index.php/irrodl/article/view/1651/2774>

**What's the first thing you do when
you want to learn something?**

me too



etc

technology



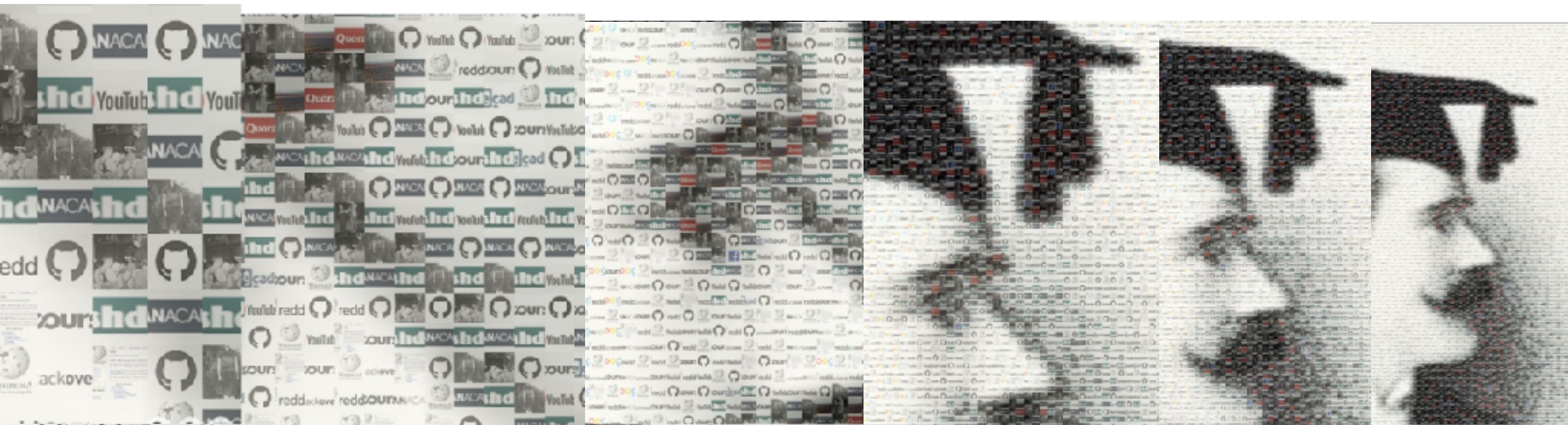
“the orchestration of phenomena for some use”

Arthur, W. B. (2009). *The Nature of Technology: what it is and how it evolves* (Kindle ed.). New York, USA: Free Press.

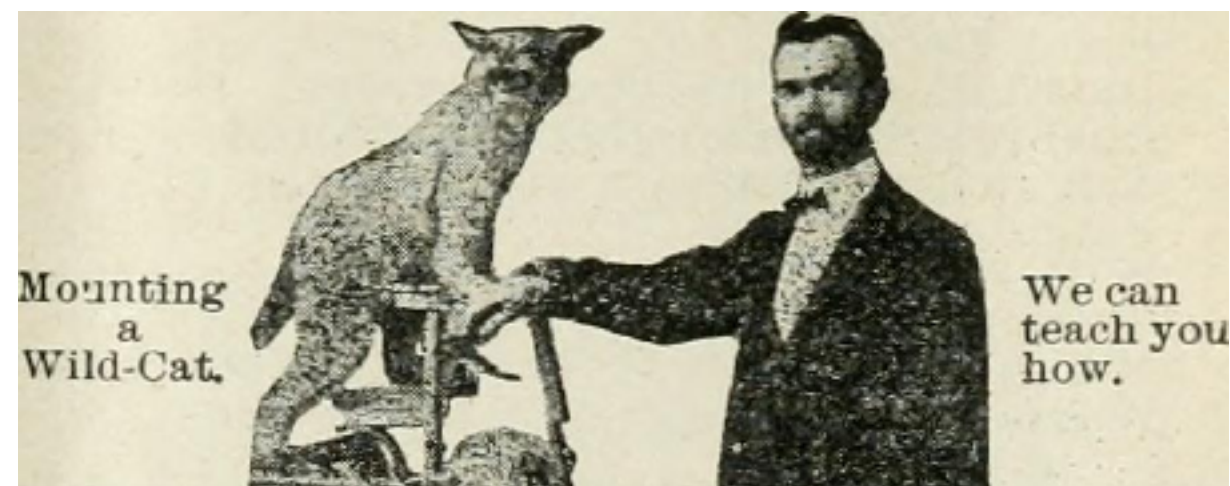
learning technology



**technology that
includes pedagogies
as part of its
orchestrated
assembly**



the teaching gestalt



How many teachers are there in this picture?



How many teachers are there in this picture?



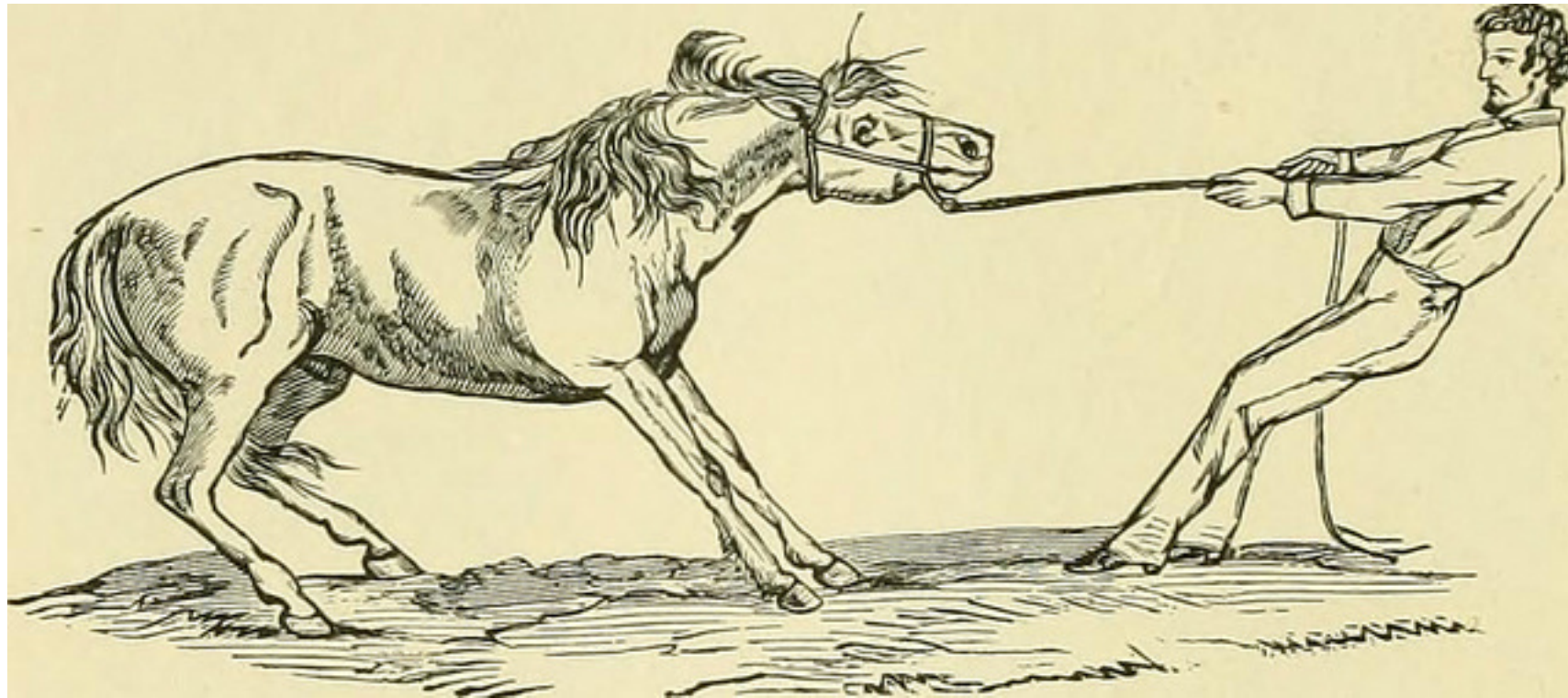
Online, we swim in a sea of teachers



**What is
teaching like
when you
let go...**



**...and when you have
no means of coercion?**



Pedagogies of the gestalt

Connectivist family examples:

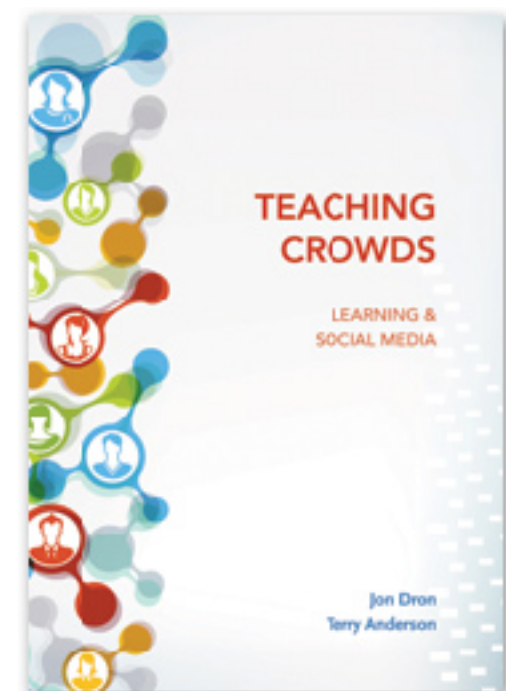
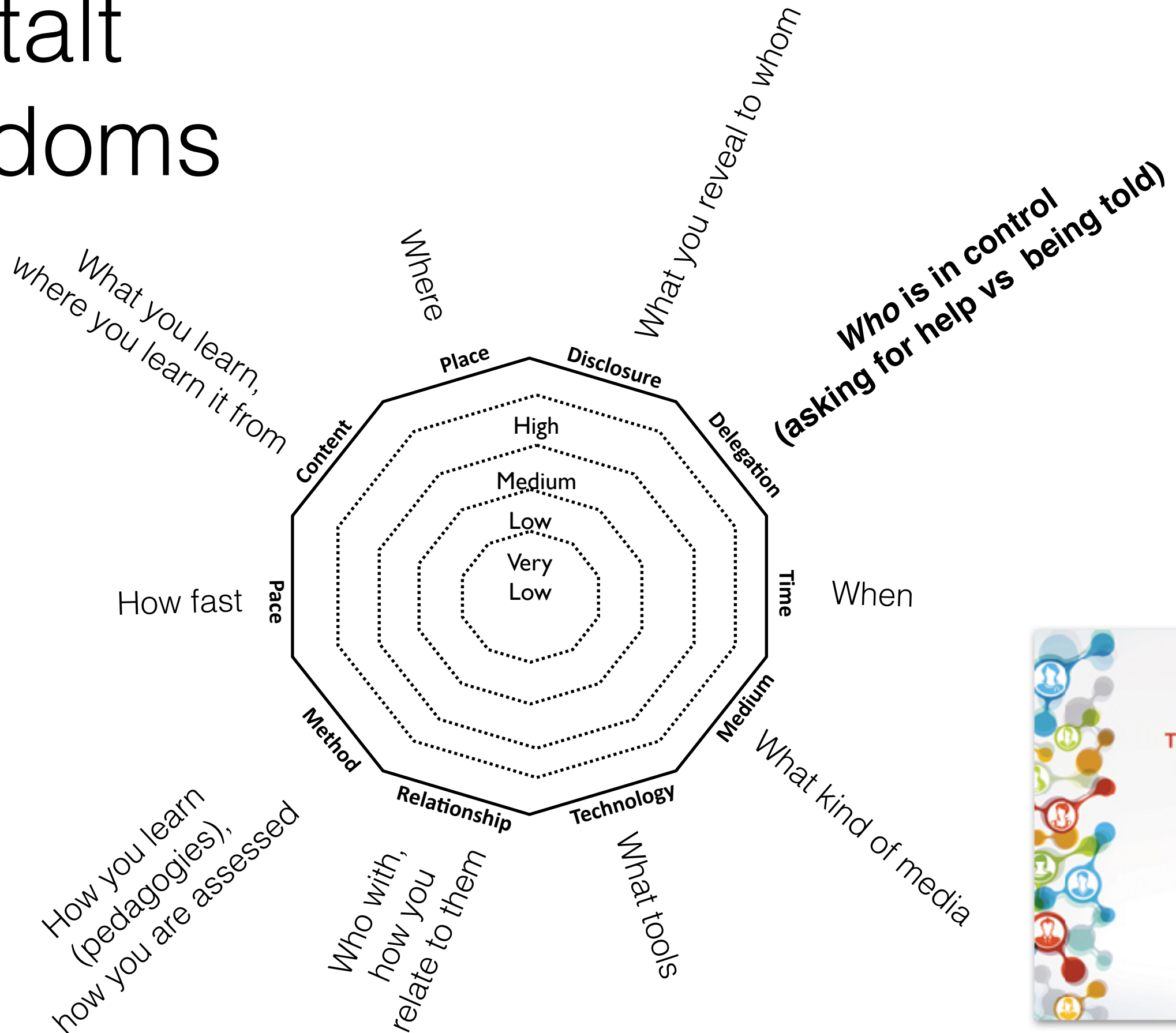
- Connectivism (Siemens, Downes)
- Rhizomatic learning (Cormier)
- Networks of practice (Wenger, Trayner & deLaat)
- Heutagogy (Hase & Stewart)
- Transactional control (Dron)



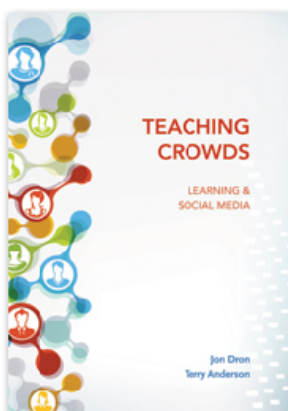
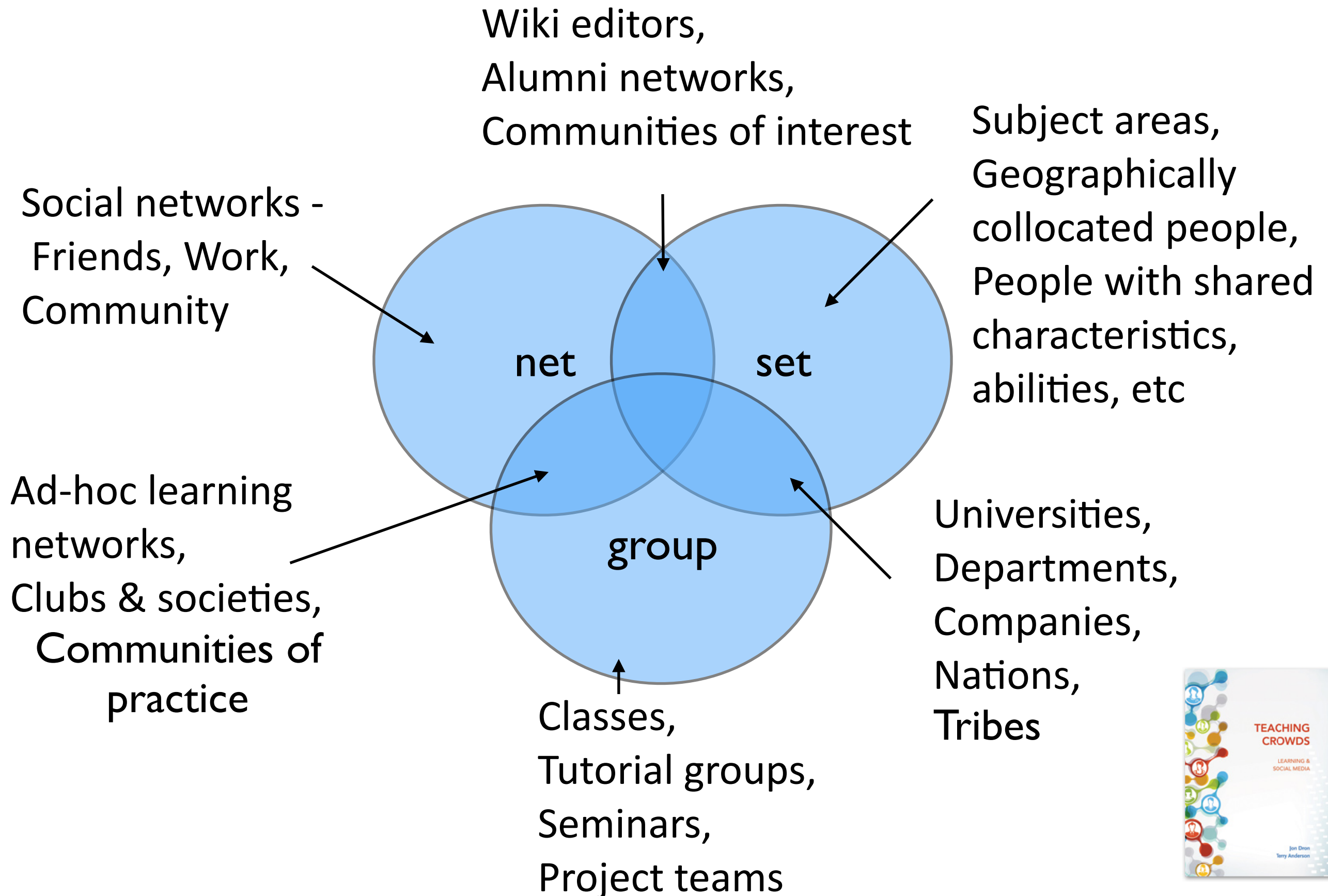
Common traits:

**distributed cognition;
sense making, wayfinding, filtering, navigation;
personal but networked/networked individualism;
complex systems, emergence;
connection not consumption;
learner control;
social construction;
reification, persistent traces;
networks of people, artifacts & machines;
cooperation more than collaboration;
creation, engagement, sharing, openness**

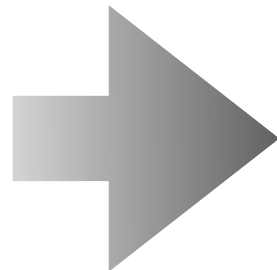
Gestalt freedoms



Social learning from the gestalt



Leonardo's to-do list



CALCULATE

FIND

DISCOVER

GET nnn TO SHOW YOU

TALK TO

ASK

DRAW

EXAMINE

FIND A MASTER

TRY TO GET (a book)

serves

builds networks/is a network

challenges

creates

supports

assembles

inspires

discusses

models behaviour

discovers

creates foci

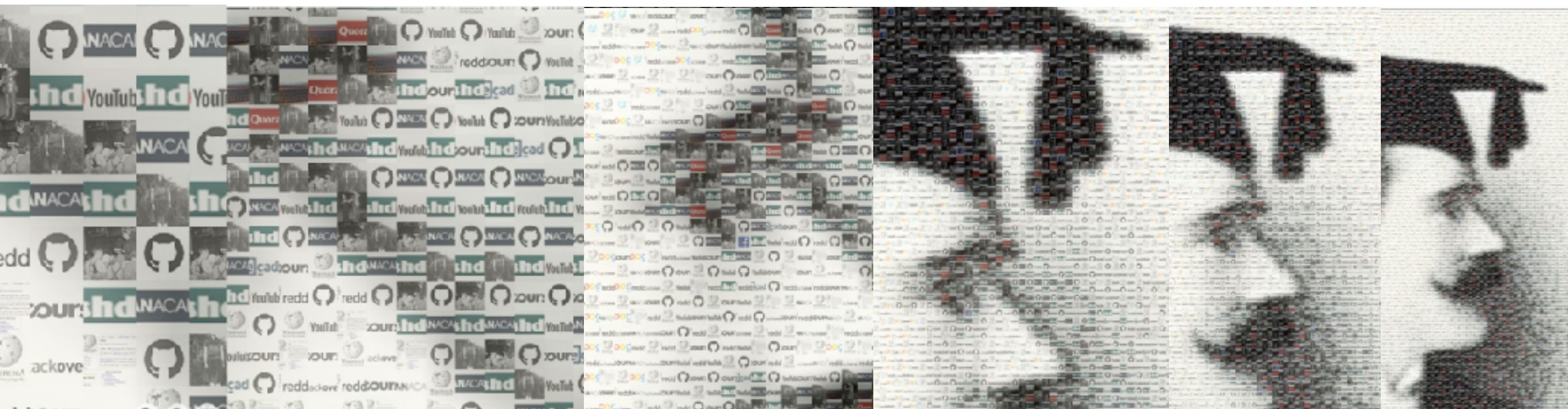
emerges

the gestalt teacher

engages

connects

cares



These slides:

<https://landing.athabascau.ca/file/view/3469049/dtl2018-the-teaching-gestalt>

or

<https://tinyurl.com/dtl2018>

Talk to me:

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<http://jondron.org>

@jondron