The Teaching Gestalt

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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...
Why?
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

competence

intrinsic motivation

autonomy

relatedness

http://selfdeterminationtheory.org

## p-learning and motivation

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

*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?

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

What’s the first thing you do when you want to learn something?
me too
technology

“the orchestration of phenomena for some use”

learning technology

technology that includes pedagogies as part of its orchestrated assembly
anyone/anything can be part of that orchestration
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

Where
What you reveal to whom

Who
Who is in control
(asking for help vs being told)

What
What you learn, where you learn it from

How
How you learn (pedagogies), how you are assessed

Who with, how you relate to them

What tools

When

Who
is in control
(asking for help vs being told)

What
What you learn, where you learn it from

How
How you learn (pedagogies), how you are assessed

Who with, how you relate to them

What tools

When
Social learning from the gestalt

Social networks - Friends, Work, Community

Ad-hoc learning networks, Clubs & societies, Communities of practice

Wiki editors, Alumni networks, Communities of interest

Subject areas, Geographically collocated people, People with shared characteristics, abilities, etc

Universities, Departments, Companies, Nations, Tribes

Classes, Tutorial groups, Seminars, Project teams

http://teachingcrowds.ca
Leonardo’s to-do list

the gestalt teacher

engages  connects  cares

serves  builds networks/is a network

challenges  creates  assembles

inspires  supports  models behaviour

discusses  creates foci  emerges

discovers  builds networks/is a network

assembles  creates foci  emerges
These slides:
or
https://tinyurl.com/dtl2018

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