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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...



classes schools textbooks timeta	universities	tests semesters exams terms ertificates
seminars attendance requirements lectures	Why?	assignments convocations
courses	programs	tutorials Curricula
learning out	comes libraries	rules & regulations

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 selfdetermination of behaviour. Psychological Inquiry, 11, 227-268

p-learning and motivation

Support needed	Innate p-learning tendencies
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

By Titian - https://www.museodelprado.es/imagen/alta_resolucion/P00426.jpghttps://www.museodelprado.es/en/the-collection/online-gallery/obra/sisyphus/, Public Domain, https://commons.wikimedia.org/w/index.php?curid=3860214

active learning

inquiry-based learning

problem-based learning

mastery learning

reflective practice

project-based learning

learning portfolios scaf

scaffolding

anchored learning

experiential learning

case-based learning

situated learning

debate

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.

- puts learners in control*

Good classroom pedagogy:

- supports the challenged, and challenges the unchallenged

- leverages the social

Dron, J. (2007). Control and Constraint in E-Learning: Choosing When to Choose. Hershey, PA: Idea Group International

CONTROL AND CONSTRAINT IN E-LEARNING

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







coursera

and yet...

Course categories

Undergraduate (46)

- Graduate (2)
- Winter 2015 [10] Fall 2014 (12)
- Individualized Study Graduate Courses (3)
- Spring 2014 (8)
- Undergraduate Archived Courses (29)
- Graduate Archived Courses
- Spring 2012 m Winter 2014 (10) Fall 2013 (10)
- Winter 2013 (12)
- Spring 2013 (10)
- Fall 2012 (11)

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Childcare Computing, Libraries &	CBM05 - Reflective Uses of Information and Communication Technologies		Cockcroft Sports Centre Holiday Closing Times	
Media	III CI105 - Computing in Context			
Counselling	CI106/161/162 - Professional practice		Clubs and Societies	
Disability & Dyslexia	III CI301 The Individual Project		Organizations in which you are participating	
Health & Wellbeing	CI302 - Informatique Individual Project		Student Chat	
International Living here	CI307 - Adaptive Interactive Systems			
Money Partner Colleges	Gl326 - Developments in Learning Technologies			
Religious Life	LB CI331 - Network Management			
Restaurants, Cafes &	LB CI333 - Web Mastery			
Shops	UB CS394/IS394 - The Individual Project			
Rights &	CZ104 - Foundation for Professional practice			
Responsibilities	CZ107 - Group Project			
Safety & Security Sport Brighton	CZ174 - Conduct of IT Projects			
Student Handbook	CZ270 - Web Application Development			

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 = 39).

"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



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



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?





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



Social learning from the gestalt



http://teachingcrowds.ca

EACHING CROWDS



serves builds networks/is a network creates challenges assembles supports 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

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