

‘Problem spaces’: questions raised by the engagement with digital technologies in educational contexts



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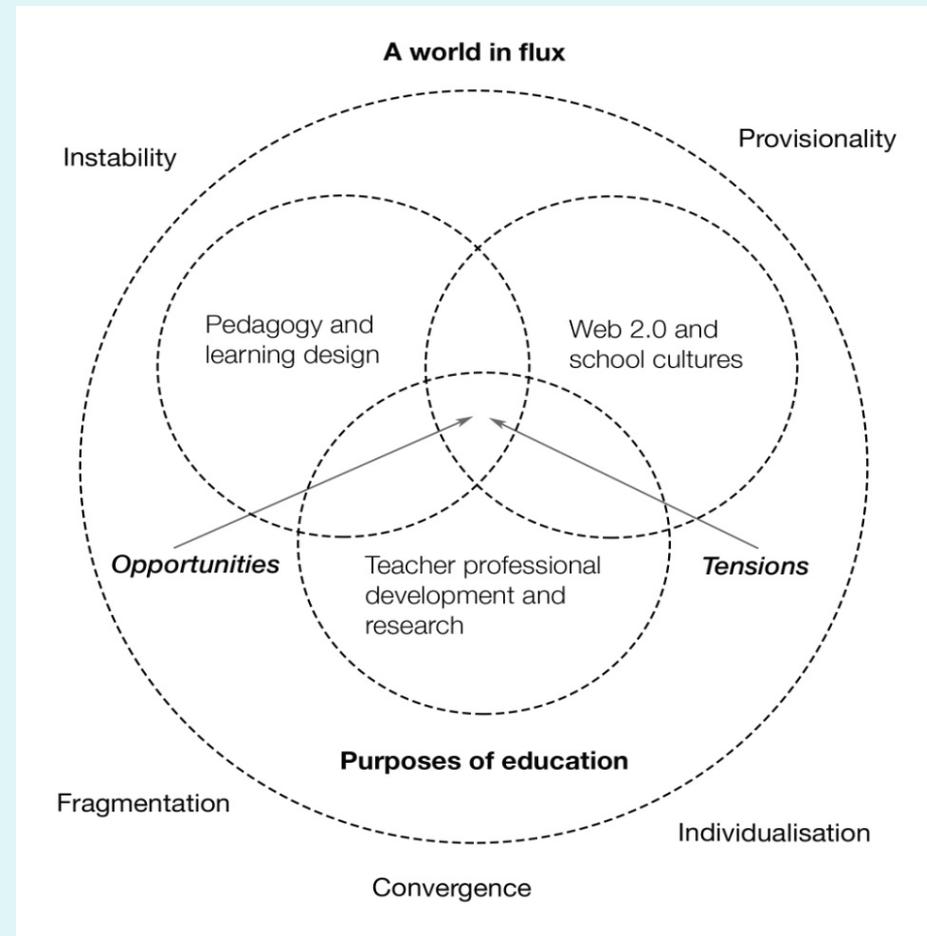
A possible framework

- to raise critical questions that will foster a better understanding of the use of digital technologies in formal education settings
- to move beyond the superficial dichotomy of digital technologies being either instrumental or deterministic
- to offer a coherent approach to analyzing the educational use of digital technologies

A problem-spaces framework

Critical questions about technology supported learning need to be considered in the context of how we perceive and frame the purposes of education.

(Turvery and Pachler, 2015)



Problem-space 1: Pedagogy and Learning Design

- What are the imperatives for new pedagogical designs with new learning technologies?
- What anticipated futures do affordances suggest?
- To what extent can the activities come alive and be effective outside the school and, conversely, to what extent can technology use in learners' everyday lifeworlds impact on the conceptualisation of technology use in educational contexts?
- Does the representation of content or tasks mediated through technology genuinely augment learning or can it also diminish the learning in some ways?
- What is the ideological effect on the cultural value of the content and knowledge that is represented and the skills and understanding fostered?

Problem-space 2: Teacher Development and Research

- What provision and support is necessary for teachers to experiment with and research their own pedagogical practices as they face the challenges of embedding new learning technologies?
- What risks and potential disruption might the introduction of particular learning technologies bring to the existing pedagogical ecology?
- What is an appropriate research methodology for the research of pedagogical practice and learning technologies, that recognizes the importance of teacher agency?

Problem-space 3: Social media and School Cultures

- What is the 'fit' between social media practices in everyday contexts and their appropriation in school structures and cultures?
- How will the tensions between social media and school cultures be recognized, accepted and exploited?
- What are the implications of increased permeability and boundary crossing for learner/teacher dispositions and identities?

Key question for discussion:

- What are the key opportunities and tensions relating to maximising the potential of digital technologies for teaching and learning and how can they be harnessed / mitigated?