

Back to the Future Post Pandemic Socially Constructed Blended Synchronous Learning - Vignettes from the Mobile Learning SIG

Cochrane, Thomas; Narayan, Vickel; Aiello, Stephen; Birt, James R.; Cowie, Neil; Cowling, Michael A.; Deneen, Chris; Goldacre, Paul; Alizadeh, Mehrasa; Sinfield, David; Stretton, Todd; Worthington, Tom

DOI:
[10.26188/17096882](https://doi.org/10.26188/17096882)

Licence:
CC BY

[Link to output in Bond University research repository.](#)

Recommended citation(APA):

Cochrane, T., Narayan, V., Aiello, S., Birt, J. R., Cowie, N., Cowling, M. A., Deneen, C., Goldacre, P., Alizadeh, M., Sinfield, D., Stretton, T., & Worthington, T. (2021). *Back to the Future Post Pandemic Socially Constructed Blended Synchronous Learning - Vignettes from the Mobile Learning SIG*. Poster session presented at ASCILITE 2021: 38th International Conference on Innovation, Practice and Research in the Use of Educational Technologies in Tertiary Education, Armidale, New South Wales, Australia. <https://doi.org/10.26188/17096882>

General rights

Copyright and moral rights for the publications made accessible in the public portal are retained by the authors and/or other copyright owners and it is a condition of accessing publications that users recognise and abide by the legal requirements associated with these rights.

For more information, or if you believe that this document breaches copyright, please contact the Bond University research repository coordinator.



ASCILITE 2021

Back to the Future



Post Pandemic Socially Constructed Blended Synchronous Learning: Vignettes from the Mobile Learning SIG

Thomas Cochrane, University of Melbourne
Vickel Narayan, Massey University
Stephen Aiello, Auckland University of Technology
James Birt, Bond University
Neil Cowie, Okayama University
Michael Cowling, CQUniversity
Chris Deneen, University of Melbourne
Paul Goldacre, The American University in Cairo
Mehrasa Alizadeh, Osaka University
David Sinfield, Auckland University of Technology
Todd Stretton, Auckland University of Technology
Tom Worthington, ANU

The initial impact upon higher education from the COVID19 pandemic was a rapid shift to online learning for a large proportion of the academic teaching community and for students as learners as well (Naciri et al., 2020; Zayapragassarazan, 2020). The on-going impact requires a more considered, designed response that takes account of the many socio-cultural issues that impact teaching and learning as higher education grapples with the new focus upon blended-synchronous learning for the foreseeable future (Enhancing Digital Teaching and Learning, 2020; Ferdig & Pytash, 2021; Hodges et al., 2020; Lowenthal et al., 2020; Reimers & Schleicher, 2020). However, this concept, called Blended Synchronous Learning (BSL), is not a new approach to teaching and learning (Porter & Graham, 2016) or mobile learning (Cochrane & Bateman, 2009) - the difference is that, rather than being the domain of TEL innovators, post-pandemic it is now the norm experience of almost all higher education teachers and learners.

To provide assistance for higher education academics to implement BSL, this poster accompanies the concise paper from the ASCILITE Mobile Learning Special Interest Group (ASCILITEMLSIG) and illustrates the vignettes of BSL practice in multiple discipline domains. The poster will contain a series of QR codes that will link to multimedia examples of these vignettes in practice and further resources for those interested in exploring the application of these scenarios in their own teaching praxis. In this way we present our varied mobile learning (BYOD) scenarios as examples of pedagogical strategies for BSL that move from a focus upon teacher-directed content (Pedagogy) towards student-determined learning or Heutagogy (Blaschke & Hase, 2019; Hase & Kenyon, 2001, 2007; Moore, 2020), applying the Pedagogy-Andragogy-Heutagogy (PAH) continuum to BSL (Blaschke, 2012; Kearney et al., 2020; Luckin et al., 2010).

The linked vignettes of BYOD BSL praxis include:

- [Mobile technology for the graphic designer](#) (New Zealand)
- [Hybrid Model-United Nations](#) (Japan)
- [Paramedic clinical education](#) (New Zealand)
- [Architecture, engineering and construction site visits](#) (Australia)
- [Designing for online, blended and synchronous learning for computing students](#) (Australia)
- [Immersive virtual reality for social learning](#) (Japan)
- [Virtual physiotherapy learning and assessment](#) (New Zealand)
- [DIY durability lab—Timber engineering](#) (Australia)

Finally, as a group, we have additionally explored the use of Activity Theory as a lens to analyse our BYOD practices (Bozalek et al., 2014; Leont'ev, 1978; Rozario et al., 2016; Uden, 2007), highlighting

the impact of mobile technologies to mediate new approaches to teaching and learning that focus upon authentic learning experiences – or what the student does, supported by an interconnected blended or hybrid learning community. This approach is illustrated by the authentic mobile learning triangle (Cochrane, 2019, 2020, 2021), where authentic mobile learning experiences are built upon activities that facilitate user-generated content (UGC) and user-generated contexts (UGCX). This is detailed further in our concise paper.

Keywords: Mobile Learning, COVID19, BYOD, Social Construction of Technology, Blended Synchronous Learning.

References

- Blaschke, L. M. (2012, 9 January). Heutagogy and lifelong learning: A review of heutagogical practice and self-determined learning [Research Article]. *The International Review of Research in Open and Distance Learning*, 13(1), 56-71. <http://www.irrodl.org/index.php/irrodl/article/view/1076>
- Blaschke, L. M., & Hase, S. (2019). Heutagogy and digital media networks: Setting students on the path to lifelong learning. *Pacific Journal of Technology Enhanced Learning*, 1(1), 1-14. <https://doi.org/10.24135/pjtel.v1i1.1>
- Bozalek, V., Ng'ambi, D., Wood, D., Herrington, J., Hardman, J., & Amory, A. (2014). *Activity theory, authentic learning and emerging technologies: Towards a transformative higher education pedagogy*. Routledge. <https://www.routledge.com/Activity-Theory-Authentic-Learning-and-Emerging-Technologies-Towards/Bozalek-Ngambi-Wood-Herrington-Hardman-Amory/p/book/9781138778597>
- Cochrane, T. (2019). Vignette 8.2: How should we design for authentic mobile learning? In M. Pegrum (Ed.), *Mobile Lenses on Learning: Languages and Literacies on the Move* (pp. 298-299). Springer. https://www.springer.com/gp/book/9789811512391?utm_campaign=3_pier05_buy_print&utm_content=en_08082017&utm_medium=referral&utm_source=google_books#aboutBook
- Cochrane, T. (2020). *Designing authentic mobile learning*. University of Melbourne. https://melbourne-cshe.unimelb.edu.au/_data/assets/pdf_file/0008/3398201/designing-authentic-mobile-learning_final.pdf
- Cochrane, T. (2021, 29 March). *Preparing For The Future: Rethinking The Education Delivery Model* [Virtual Forum (via Zoom)]. 4th Annual Digital Campus Forum: Reimagining the future of education with remote teaching and online learning, Virtual Forum (via Zoom). <http://claridenglobal.com/conference/digital-campus-au/agenda/#tab-content-1>
- Cochrane, T., & Bateman, R. (2009). Transforming pedagogy using mobile web 2.0. *International Journal of Mobile and Blended Learning*, 1(4), 56-83. doi: <https://doi.org/10.4018/jmbl.2009090804>
- Enhancing Digital Teaching and Learning. (2020). *EDTL Approach: Considerations for Lab-based Subjects*. Irish Universities Association. Retrieved 25 November from <https://edtl.blog/the-edtl-approach/edtl-approach-considerations-for-lab-based-subjects/>
- Ferdig, R. E., & Pytash, K. E. (2021). *What Teacher Educators Should Have Learned From 2020*. Association for the Advancement of Computing in Education (AACE). <https://www.learntechlib.org/p/219088/>
- Hase, S., & Kenyon, C. (2001). From Andragogy to Heutagogy. *ultiBASE Articles*(December), 1-10. <http://www.psy.gla.ac.uk/~steve/pr/Heutagogy.html>
- Hase, S., & Kenyon, C. (2007). Heutagogy: a child of complexity theory. *Complicity: an International Journal of Complexity and Education*, 4(1), 111-118. <https://doi.org/10.29173/cmplct8766>
- Hodges, C., Moore, S., Lockee, B., Trust, T., & Bond, M. (2020, 03/27). The Difference Between Emergency Remote Teaching and Online Learning. *Educause Review*. <https://er.educause.edu/articles/2020/3/the-difference-between-emergency-remote-teaching-and-online-learning>

- Kearney, M., Burden, K., & Schuck, S. (2020). Differentiating Mobile Learning Frameworks. In *Theorising and Implementing Mobile Learning: Using the iPAC Framework to Inform Research and Teaching Practice* (pp. 101-114). Springer Singapore. https://doi.org/10.1007/978-981-15-8277-6_8
- Leont'ev, A. N. (1978). *Activity, consciousness, and personality*. Prentice Hall.
- Lowenthal, P., Borup, J., West, R., & Archambault, L. (2020). Thinking Beyond Zoom: Using Asynchronous Video to Maintain Connection and Engagement During the COVID-19 Pandemic. *Journal of Technology and Teacher Education*, 28(2), 383-391. <https://www.learntechlib.org/primary/p/216192/>
- Luckin, R., Clark, W., Garnett, F., Whitworth, A., Akass, J., Cook, J., Day, P., Ecclesfield, N., Hamilton, T., & Robertson, J. (2010). Learner-Generated Contexts: A Framework to Support the Effective Use of Technology for Learning. In M. Lee & C. McLoughlin (Eds.), *Web 2.0-Based E-Learning: Applying Social Informatics for Tertiary Teaching* (pp. 70-84). IGI Global. <https://doi.org/10.4018/978-1-60566-294-7.ch004>
- Moore, R. L. (2020, 2020/07/02). Developing lifelong learning with heutagogy: contexts, critiques, and challenges. *Distance Education*, 41(3), 381-401. <https://doi.org/10.1080/01587919.2020.1766949>
- Naciri, A., Baba, M. A., Achbani, A., & Kharbach, A. (2020). Mobile learning in Higher education: Unavoidable alternative during COVID-19. *Aquademia*, 4(1), ep20016.
- Porter, Wendy W, & Graham, Charles R. (2016). Institutional drivers and barriers to faculty adoption of blended learning in higher education. *British Journal of Educational Technology*, 47(4), 748-762. doi: <https://doi.org/10.1111/bjet.12269>
- Reimers, F. M., & Schleicher, A. (2020). *A framework to guide an education response to the COVID-19 Pandemic of 2020* (OECD. Retrieved April, Issue. https://read.oecd-ilibrary.org/view/?ref=126_126988-t63lxosohs&title=A-framework-to-guide-an-education-response-to-the-Covid-19-Pandemic-of-2020
- Rozario, R., Ortlieb, E., & Rennie, J. (2016). Interactivity and Mobile Technologies: An Activity Theory Perspective. In D. Churchill, J. Lu, K. F. T. Chiu, & B. Fox (Eds.), *Mobile Learning Design: Theories and Application* (pp. 63-82). Springer Singapore. https://doi.org/10.1007/978-981-10-0027-0_4
- Uden, L. (2007). Activity theory for designing mobile learning. *International Journal of Mobile Learning and Organisation*, 1(1), 81-102. <http://www.inderscience.com/browse/index.php?journalID=179&year=2007&vol=1&issue=1>
- Zayapragassarazan, Z. (2020). COVID-19: Strategies for Online Engagement of Remote Learners. *F1000Research*, 9. <https://covid19.tabipacademy.com/wp-content/uploads/2020/05/COVID-19-Strategies-for-Online-Engagement-of-Remote-Learners.pdf>