Fostering sustainable intercultural group collaboration across time and space in higher education.

Promoting a digital dialogic approach on knowledge building and knowledge sharing

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Educational design and facilitation of teaching/learning in virtual and blended environments:  

• Dialogic collaborative production of NEW knowledge, reflection, and collaborative knowledge building (CKB) online  
• Enhancing the quality of online CKB dialogue  
• Assessment of online CKB  
• Project work online  
• Virtual portfolios as tools for enhancing online CKB  
• Dialogic learning designs for innovation and creativity
Structure of presentation

AS
(Arranged situation)

CS
(Current situation)

IS
(Imagined situation)

Current situation (CS)

- Where are we today?
- How did we arrive here?
  - Our experiences?
  - Past visions?
  - Tradition?
- What have we learned?
- Ex: MIL-organization - sustained dialogic model
  - Thoughts and experiences
MIL – Organization and sustained dialogic model?
MIL: Master in Ict and Learning

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<th>1. år</th>
<th>MIL 1</th>
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<tr>
<td>1. årsprojekt</td>
<td>K1 IKT-baserede læreprocesser</td>
<td>K2 IKT og interaktionsdesign</td>
<td>V1 IKT i læreprocesser - brug og betydning</td>
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<td>5 ECTS</td>
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<td>K3 IKT og læring i organisationer</td>
<td>K4 IKT og didaktisk design</td>
<td>V3 Masterprojekt</td>
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Pedagogical quality

- Authenticity
- Participation (dialogue / meta categories)
- (Meta-) reflection (awareness / method / strategy)
- Assessment of process (dialogue) AND product (dialogue)
The MMD Model - A Collaborative Dialogue Space

• Where do we want (need?) to go - what is the future vision?
• Which qualities do we want (need?)?

• Transdisciplinarity, intercultural collaboration, *learners as prosumers*
• Design for dialogic participation in bridge building activities
Thinking….towards the future! What matters?

“There appears to have been remarkable coincidence between the development of more open systems of knowledge production and the growth of complexity in society - and the increase of uncertainty in both. The climax of high modernity with its unshakeable belief in planning (in society) and predictability (in science) is long past. Gone too is the belief in simple cause-effect relationships often embodying implicit assumptions about their underlying linearity; in their place is an acknowledgement that many – perhaps most – relationships are non-linear and subject to ever-changing patterns of unpredictability (Nowotny, 2005:16).

Learning through collaborative “emergent interfaces” (transdisciplinarity) (Nowotny, 2005)

“Parallel to societal changes taking place through reforms (and not revolutions), it still seems widely accepted that education sticks to old, past and traditional types of learning goals, while at the same time stronger attention is given to new and future innovative goals.” (Østergaard & Sorensen 2011).
Designing education for an emerging future

- Four macro cultural trends impose challenges (Wiedemann, 2011):
  1) Globalization
  2) Transition to knowledge society
  3) Public sector development
  4) Late modernity (including changed circumstances of the individual's identity formation).

- Inertia?
  - Regardless of new learning goals (e.g. creativity), educational systems seem to focus on:
    » Standardization, testing, and benchmarking, all of which points in the direction of the (known and measurable skills and competences)

- Innovation/creativity represents:
  - *The new, the unknown and therefore that which is not readily measurable.*
# Learning competencies for the emerging future

## Knowledge building in the emergent interfaces

- **Acquisition of skills**
  - Learn HOW TO

- **Acquisition of knowledge**
  - Learn ABOUT

- **Ability to SELECT and APPLY skills and knowledge (in practice contexts)**
  - Learn to SELECT, CHOOSE and USE

- **Create new – innovate (in emerging interfaces)**
  - Learn to IDENTIFY, CONCEPTUALIZE and IMPLEMENT:
    - Meta Learning (awareness)
    - Collaboration (participation)
    - Inter/trans disciplinarity
    - Identify strategies (methods)

- **Bildung – what guides attitudes**
  - (inter-) CULTURAL and ETHICAL values
Four essential modes – using ICT and EST

Digital participation - **processes** (Dalsgaard & Sorensen, 2008):

**Dialoging**
- Text forums
- Chat
- Video phone
- Etc.

**Networking & Awareness**
- Person-centered social networking sites
- Networked weblogs
- Etc.

Digital participation - **products** (Dalsgaard & Sorensen, 2008):

**Creating**
- Weblogs
- Podcasts
- Wikis
- Application sharing services
- Etc.

**Sharing**
- Object-centered social networking sites
- Social bookmarking
- Etc.
New Educational and Research Paradigms are Needed!

- We need to engage new research paradigms (mode2-research?) that bridge (tie together) the gap between research and education, and between scholarship and practice
• How do we arrange for learning in the future?
• What are the barriers/potential?
• Which qualities from the past?
• Which sustainable model/strategy?

• Focus on relations – and experiment mindfully together – teachers, learners, researchers and practice - in dialogue!....
• Transdisciplinarity, intercultural collaboration, learners as prosumers
• Design for dialogic participation in bridge building activities – mediated by Open Educational Resources (OERs)
Learners of the 21st century

The Changing Nature of Work and Learning
- More Collaborative
- More Mobile
- More Global
- More Digital
- More Interactive
- More Physical + Virtual
Working towards global citizenship
Collaboration in tying educational research and practice – experimentingly mindful together.

What constitutes quality?

How can we employ open educational resources?

How to understand changes in teaching/learning in a digital world?

Which types of ICT-based pedagogic approaches do we need for the future?

Characteristics of learning processes in the 21st century?
Openness (and OER) is a “must”

• Learning processes unpredictable:
  › Not possible to know in advance which resources are relevant
  › access to open and flexible learning resources is necessary in other
to create, participate and reify the learning process.

• In relation to the surrounding society:
  › A possibility for engaging in actual authentic dialogue and in order to
    align set of values and strategies.
  › A possibility for continuously being in contact with human networks.

• Openness provides:
  › Opportunity for timing and intervention
  › Invites inter- and trans-disciplinarity.

OER is not only a fascinating technological development and potentially a major educational tool. It accelerates the blurring of formal and informal learning, and of educational and broader cultural activities…. OER is a catalyst for changing teacher/learner roles (OECD, 2007)
Challenge of designing future learning designs

...while the future is emerging!

• Digital dimension

• A matter of balancing between:
  • designing for learning in the view of well known objects and targets which can be measured in traditional ways, AND
  • designing for the “unpredictable new” - including learners creative and innovative attitudes.

• This “new” has to be validated in the light of those values which are desirable to cultivate intentionally in future society

• The learning context then MUST BE:
  • transparent not only for learners and educators but also for “outcomers” – the individuals or organizations to which the product of innovative learning is intended to add value.

• The context must offer opportunity for unpredictable non-linear learning pathways which among others include access to flexible learning resources.
Generic learning model for the future

Important quality criteria/contribution from model

• Qualities from the past:
  • Linking research and educational practice
  • Empowerment (“prosumers”), fostering sustainable global democratic citizenship
  • A stronger emphasis on OERs
  • New knowledge, new products, new processes, new organization, and new models for cross-disciplinary and trans-disciplinary collaborative competence development that are relevant to the needs of society TODAY and in the FUTURE.


If only we could, in a Greek manner, reinvent the dialogue, to try out what one knows and what one doesn’t know, then all the pretense and the unnatural, the whole artificial, would disappear. –

In the dialogical situation, all the focus on thinking would vanish.

(Kierkegaard)