

Enacting blended approaches to pedagogy: An interactional perspective



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Outline

1. Multiliteracies pedagogy – supporting curriculum redesign
2. Researching 'inside' PBL – an interactional perspective

Multiliteracies approach

- Diversity of students & their futures
 - Linguistic and cultural diversity
 - Multiple pathways/multiple futures
- Diversity of literacy practices
 - Increase in the number and range of texts and technologies
- Active Citizenship

(New London Group, 1996)

“What”

- Designs of meaning
 - Available designs
 - Designing
 - Redesign
 - Resources for Meaning
- Transforming an ‘available design’ to support student learning and curriculum reform

PBL @ HKU Dentistry

Moving ...

from a digital repository approach
to an interactive blending of technology
within PBL tutorials ...

Researching inside curriculum redesign

Bridges, S.M, Botelho, M.G., Green, J., & Chau A. C. M. (forthcoming). Multimodality in Problem-based Learning (PBL): An Interactional Ethnography. In S.M. Bridges, C. P. McGrath, & T. Whitehill (Eds.) *Researching PBL in clinical education: The Next Generation*. (pp.118-144). Netherlands: Springer.

Interactional Ethnography

- Research knowledge construction:
 - within specific contexts
 - over time
- Focus on classroom interaction (video) and learning artifacts
- Overarching research question:
 - *How and when do multimodal texts support knowledge construction across a problem cycle?*

IE Key constructs

- historical and over-time relationship between and among texts and contexts developed as forward and backward mapping from a key event.
 - tracing whole-part, part-whole relationships from descriptions of the actions and discourse of members; and
 - consequential progression analysis of how knowledge constructed in one context becomes socially and academically consequential to another
- (Putney et al., 2000)

Conclusions

- Utility of Interactional Ethnographic (IE) approach to explore:
 - 'inside' PBL & to trace 'how' knowledge is constructed in context and over time.
 - the 'way' students experience and understand independent learning and online learning.
- IE provides a means of creating: a conceptually organized archive; a systematic approach to analyzing video records at multiple levels of scale; and an ethnographic framework for searching and retrieving video records that are intertextually tied.
 - Supports microanalytic analysis

Conclusions

- Analysis has drawn upon **two analytic lenses** as explanatory theories.
 - Multimodality within a theory of semiotics (Kress) > how multimodal texts supported cognition and transformative learning.
 - Vygotskian socio-cultural theory of learning, specifically as it related to mediating tools, > understand how physical tools support learner cognition in a social context.
- Potential of IE for in-depth understanding the learning process for blended PBL.

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