

ENSEMBLE

Semantic Technologies for the Enhancement of Case Based Learning

ENSEMBLE PROJECT SEMINAR: Socio-material and Posthuman Readings of Digital Learning

LIVERPOOL JOHN MOORES UNIVERSITY, FRIDAY 17TH SEPTEMBER 2010

Venue

Liverpool John Moores University
Seminar Rooms 1 and 2
Aldham Robarts LRC
Off Maryland Street, Liverpool, L1 9DE

Programme

10.00 am: Coffee and registration

10.30 am: Sian Bayne, 'Digital disaggregation: Teaching for the uncanny posthuman'.

11.15 am: Estrid Sorensen, 'How to study the materiality of learning with ANT'.

12.00 noon: Break into two groups which we set and have Estrid and Sian spending 45 mins with one group.

12.45 pm: Lunch

1.30 pm: Return to groups; Sian and Estrid swap.

2.15 pm: Groups return; Presentations on how we are looking at issues within Ensemble (20 mins each plus questions): Michael Tscholl, 'how we understand case-based learning'; Sanna Rimpilainen, 'how we examine research practices'.

3.00 pm: Tea and depart

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Digital disaggregation: teaching for the uncanny posthuman

Dr. Sian Bayne, School of Education, University of Edinburgh

Abstract

To learn and teach across multiple digital spaces can be to experience uncertainty, disorientation and fragmentation in both generative and disturbing ways. This presentation will draw on notions of the uncanny and of the posthuman in theorising the 'strangeness' of these new modes of being in education. In particular, it will discuss the ways in which research and practice in online learning can explicitly engage with disaggregation and re-aggregation as critical moves in re-thinking teaching, learning and assessment for the digital mode.

Biography

Dr. Bayne's research focuses on the impact of the digital on higher education, museum education and lifelong learning. Senior Lecturer in the School of Education at the University of Edinburgh, she has held awards from the British Academy, the Higher Education Academy, the AHRC and the Royal Society of Edinburgh for a range of projects concerned with the ways in which technological change prompts us to re-think what education is and can be. Dr Bayne is a key member of the University of Edinburgh Digital Cultures and Education (DICE) research group and is the architect and Programme Co-Director of the University of Edinburgh MSc in E-learning.



Links

- DICE research group <http://www.education.ed.ac.uk/dice/>
- MSc in E-learning <http://www.education.ed.ac.uk/e-learning/>

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How to study the materiality of learning with ANT

Dr. Estrid Sørensen, Ruhr-University, Germany

Abstract

The past decades' debates on location of agency have not only been of importance to STS but also to learning theory. Scholars of situated learning and related approaches such as Hutchins, Lave, Pea, Suchman and Wenger have been ground-breaking in proposing a way away from theorizing learning as unfolding in the individual mind (or brain), to understanding learning as a social endeavour. While these learning theories have emphasised the social situation in the discussion of the location of agency, STS scholars – especially those applying Actor-Network Theory (and after) – have pointed to socio-material assemblages to investigate hybrid agency.

The paper asks: “how is learning approached as socio-material hybrid”? To answer this question we need to think about learning as spatially distributed across humans and nonhumans. With inspiration from Law & Mol's spatial vocabulary, I argue that we need not only abstract from sets of modern orderings such as human-nonhuman, knowledge-belief, culture-nature to inquire the hybrid identity of entities thus involved in learning. Rather, we should not focus on entities at all, but start inquiring the spatial pattern the learning practice in question takes. This allows us to characterise learning in terms of the spatial socio-material pattern this practice takes, and following from this we can identify different forms of learning produced through different forms of knowledge and different human presences. Based on my recent book (Sørensen 2009), I present my (after) ANT inspired re-thinking of situated learning approach through empirical examples from my research into learning materials in primary school.

Biography

Dr. Estrid Sørensen is Professor of cultural psychology at the Ruhr-University in Bochum, Germany, where she does research into the constitution of ‘the child’ in relation to new media technologies. Focus is on ‘the child’ as a semiotic-material effect of practices and discourses produced in and circulating through industrial production, state regulation, scientific knowing and children's everyday use of new media. Dr. Sørensen is the author of “The Materiality of Learning” (Cambridge UP 2009) in which she develops a theory of learning based on Actor-Network Theory.

Her research centres around various aspects of children and technology, and her work is firmly rooted in ethnographic Science and Technology Studies. She is a council member of EASST (European Association of Studies of Science and Technology). Estrid Sørensen holds a PhD from the University of Copenhagen and has been lecturing at School of Education, Aarhus University, with the group for Sociology of Technology at the Technical University in Berlin and at the Department for European Ethnology at the Humboldt University in Berlin.

