A cultural stance towards learning science and learning technology

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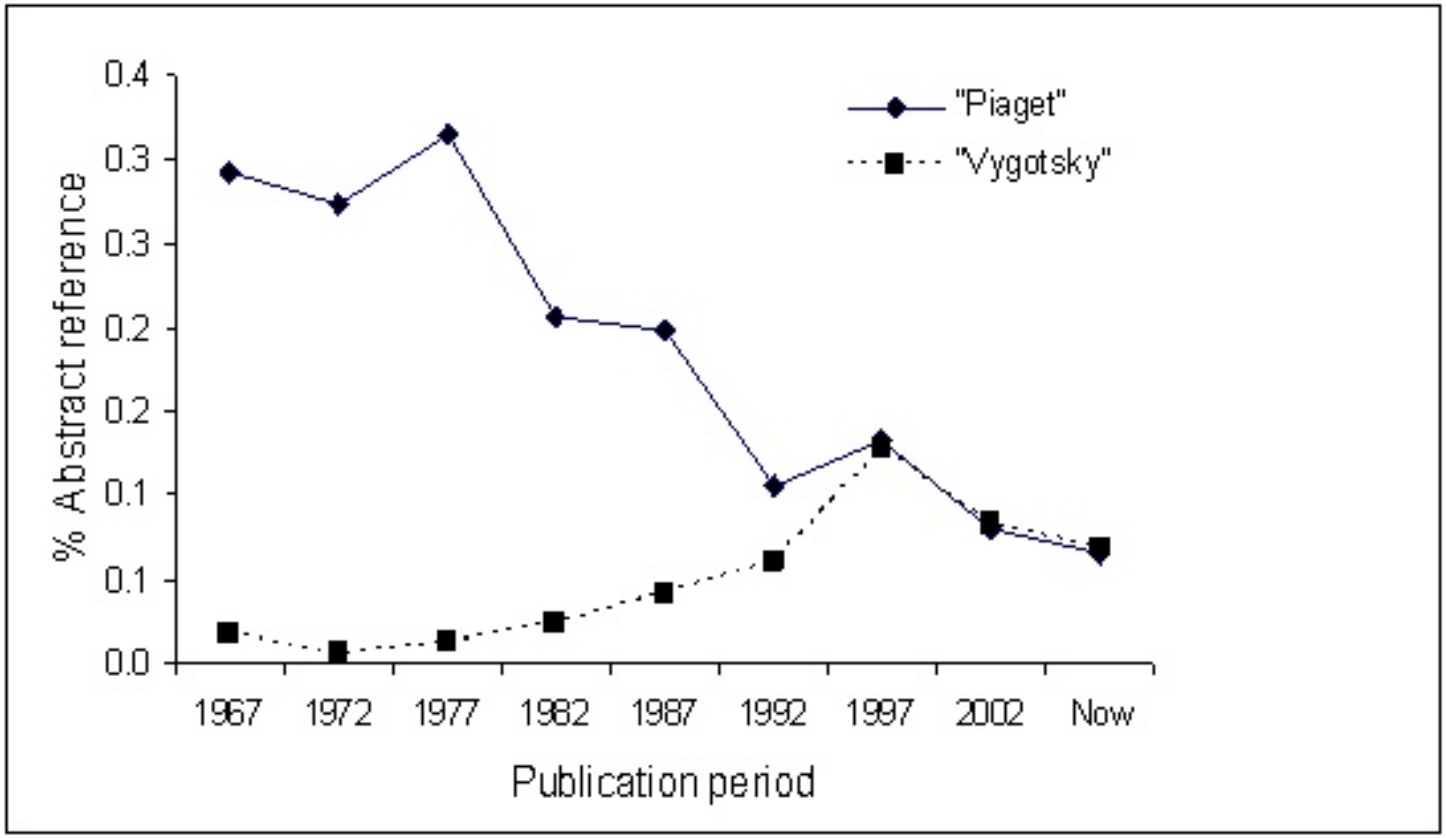
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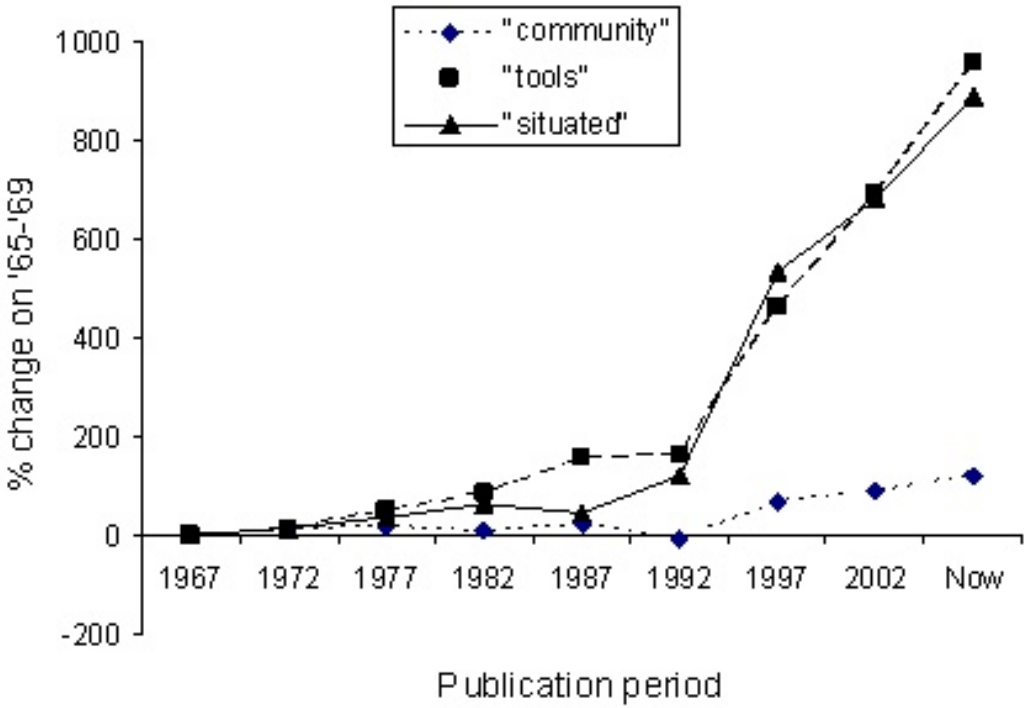
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Active – Passive

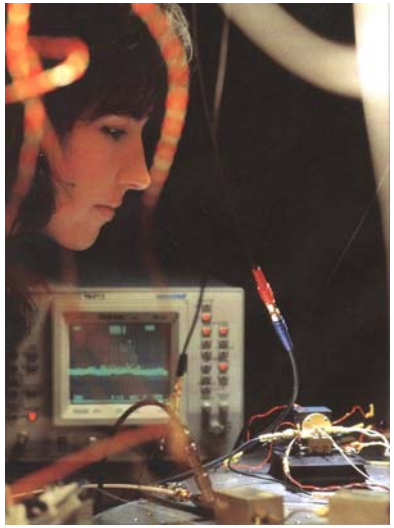
Collaborative – Expository

Authentic – Institutionalised

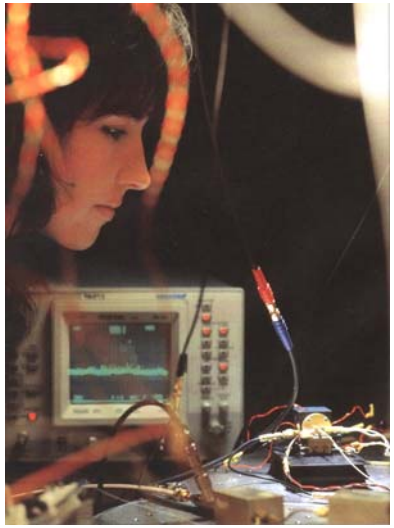
“Neither the bare hand nor the understanding left to itself are of much use.
It is by instruments and other aids that the work gets done, and these are needed as much by the understanding as by the hand” (Francis Bacon)

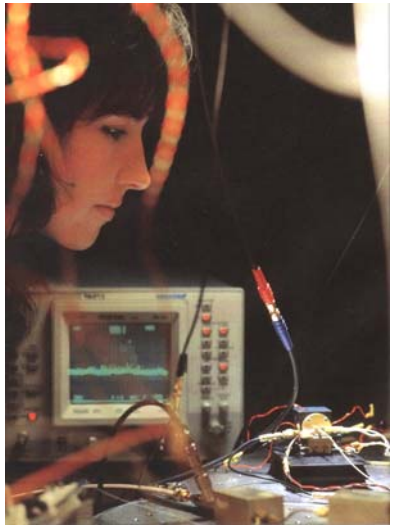
“It is the sheer rareness of uninterrupted speech which makes it so powerful
…underlying the patronising conviction that no one person should be given
the floor lies the idea that group discussion is more ‘democratic’ than an individual being licensed to hold forth.” (David Hare)

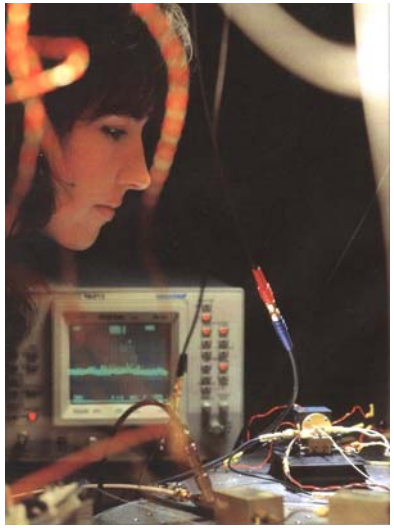
: “..situated cognition involves interaction with the things that the cognitive activity is about. Yet one of the hallmarks of human cognition is that it can take place decoupled from any immediate interaction with the environment” (Wilson)

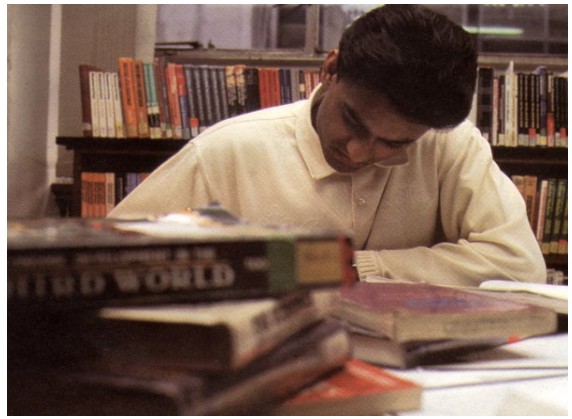


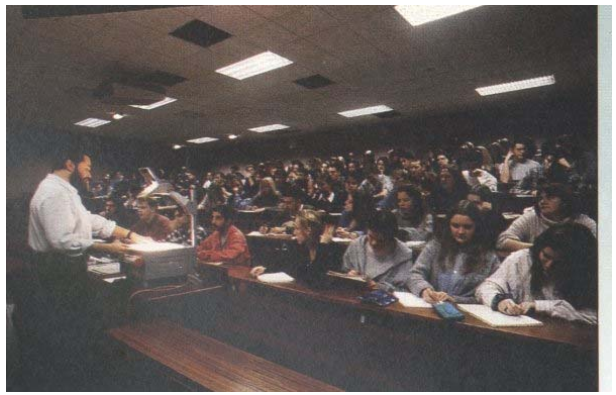
The “cultural history” of “learning”

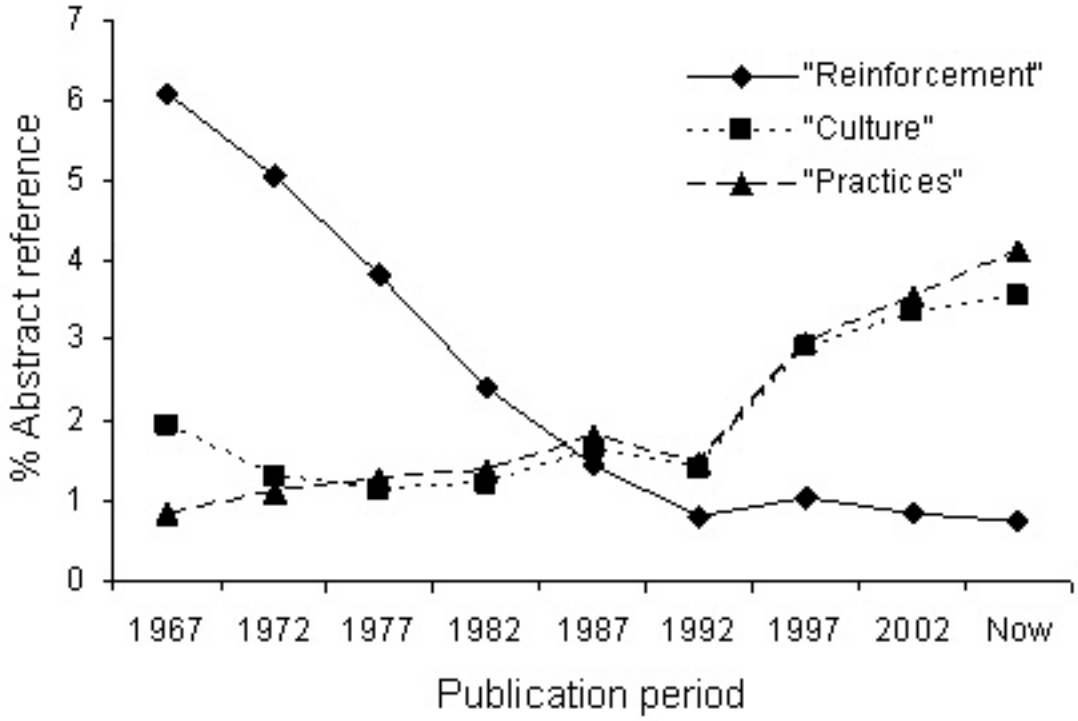








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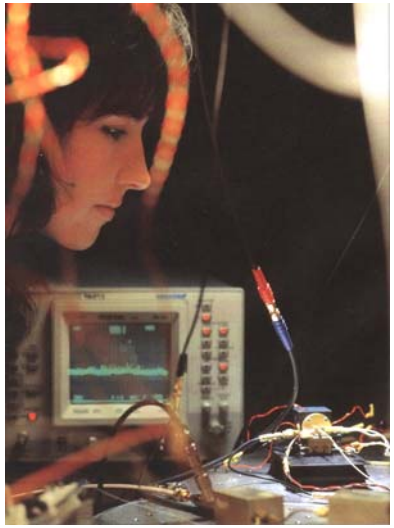
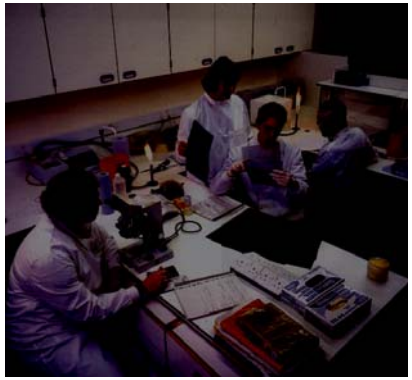
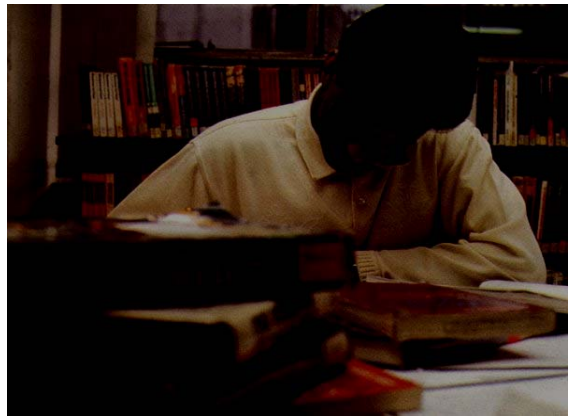
"Practices"





The enculturation of learning



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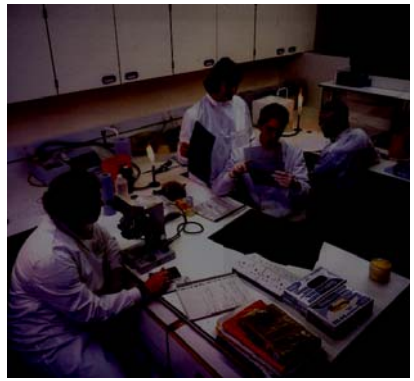

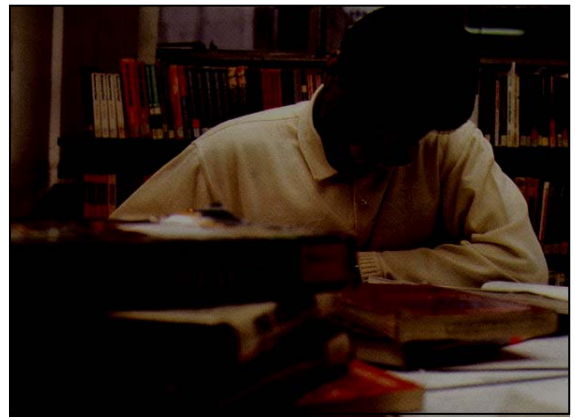

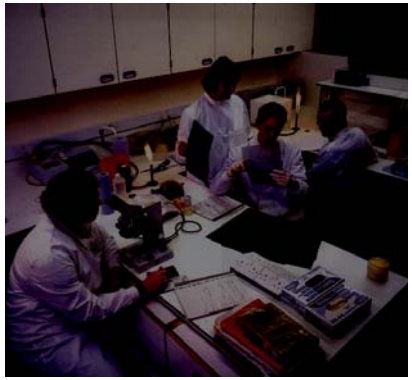

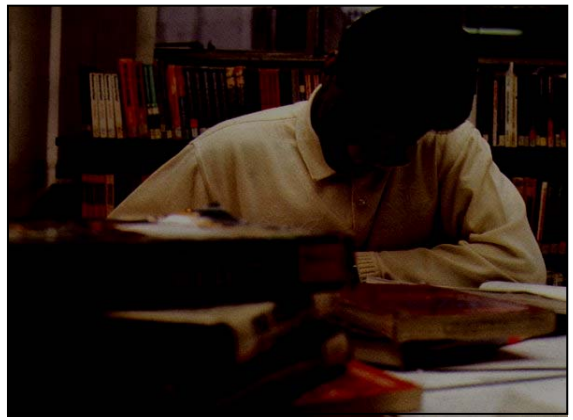

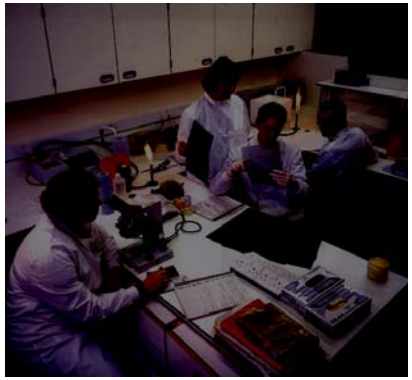

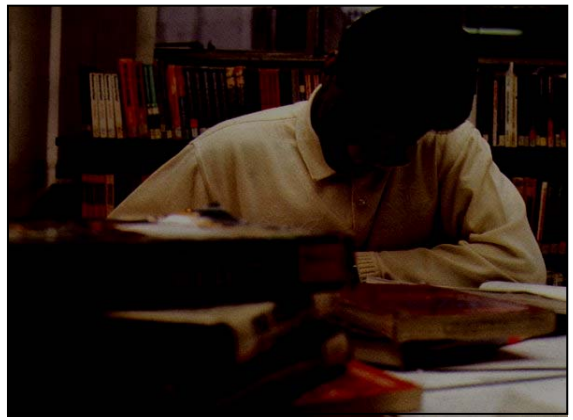

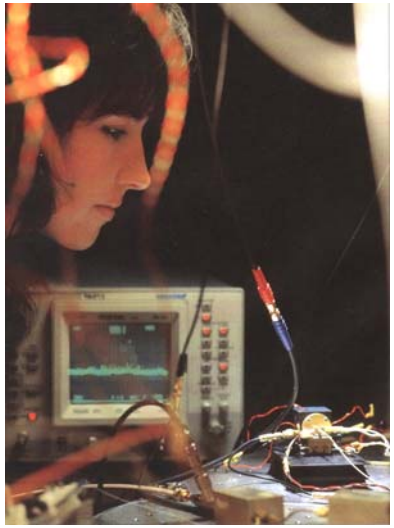

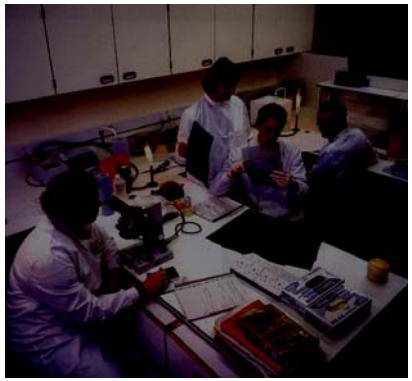

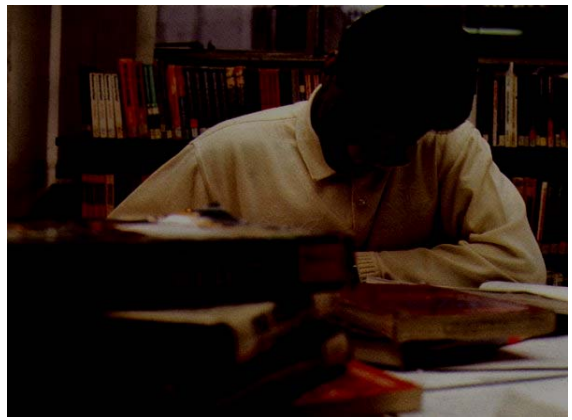

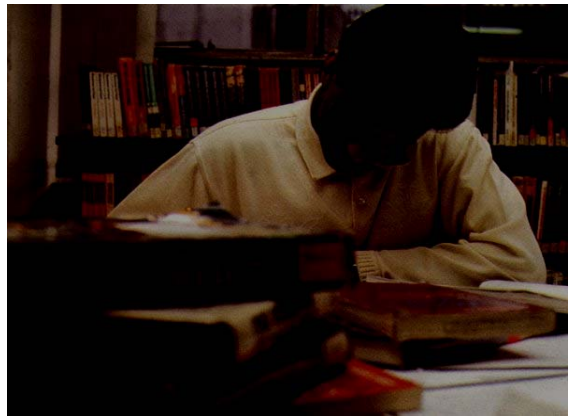

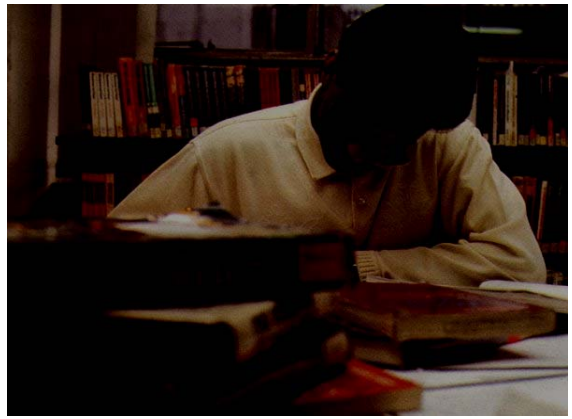

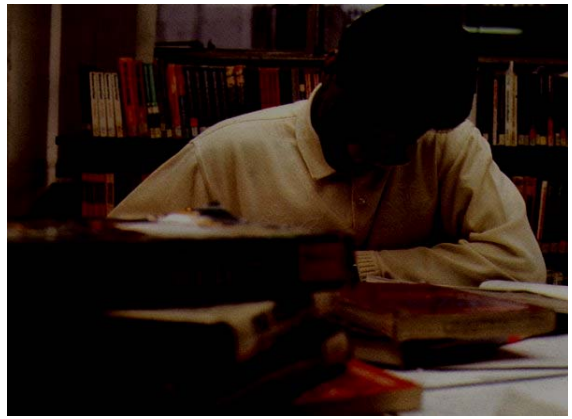

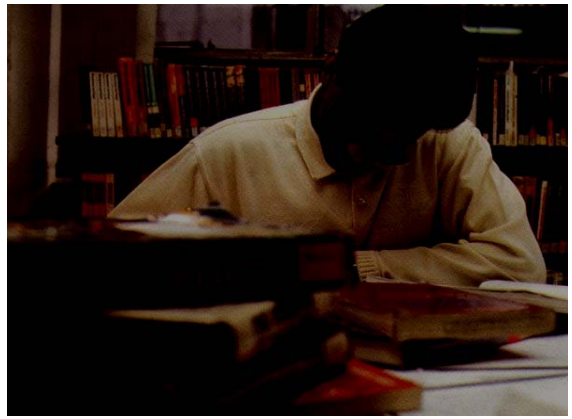

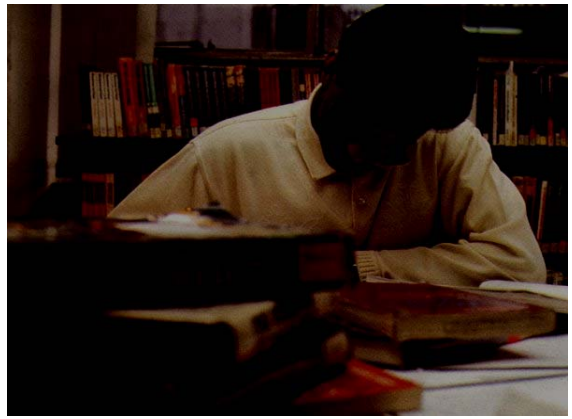

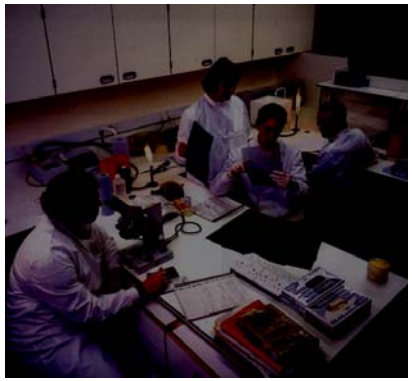

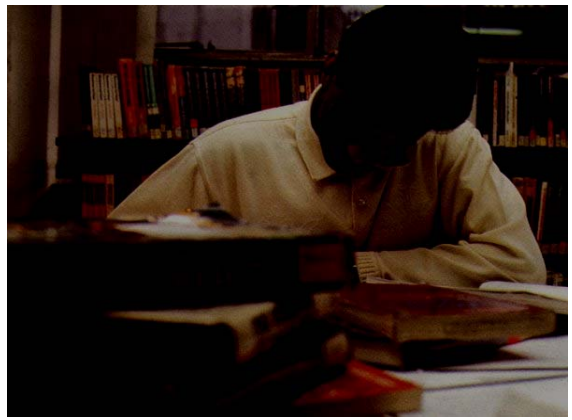

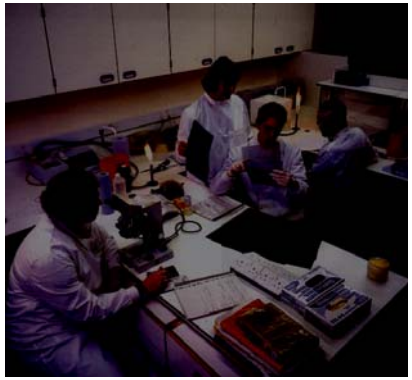

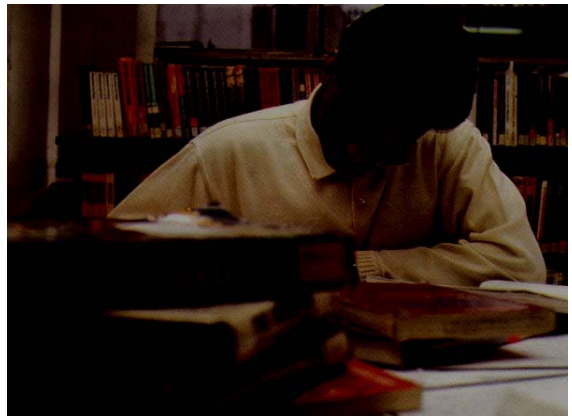

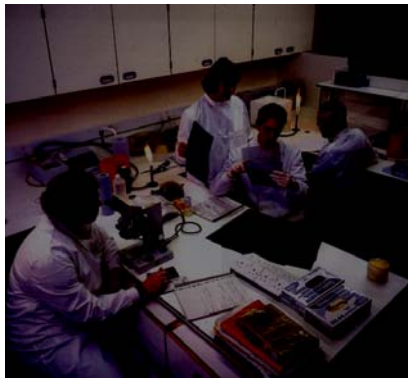

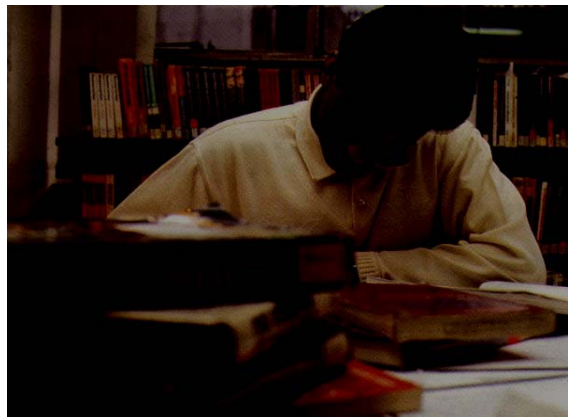

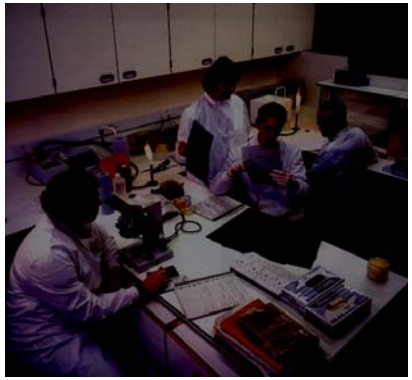

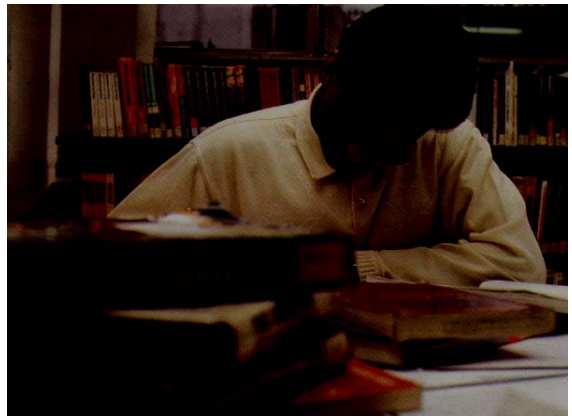

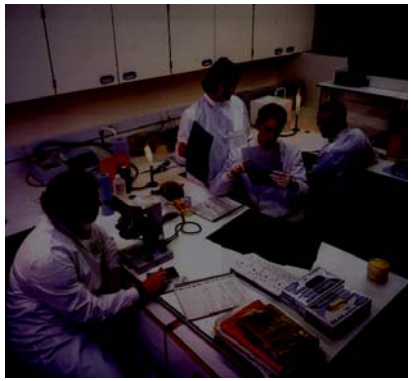

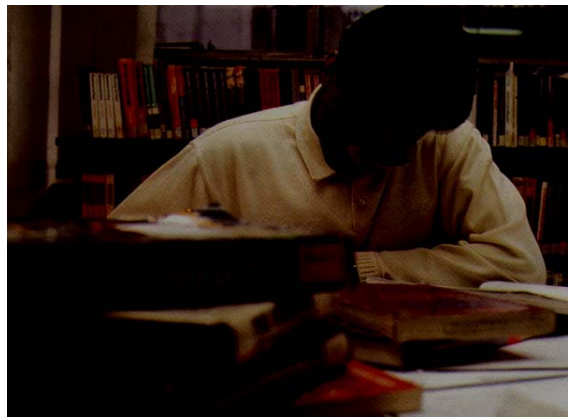

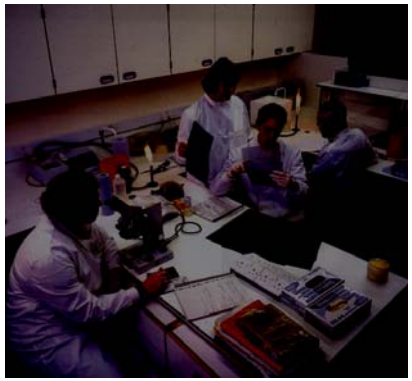

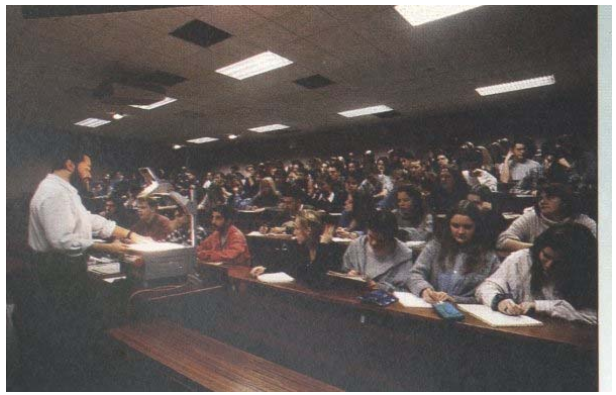

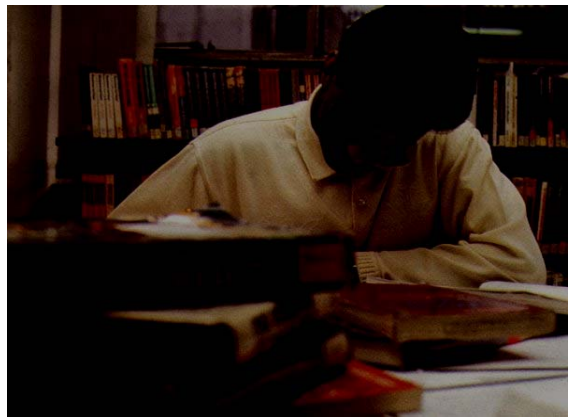

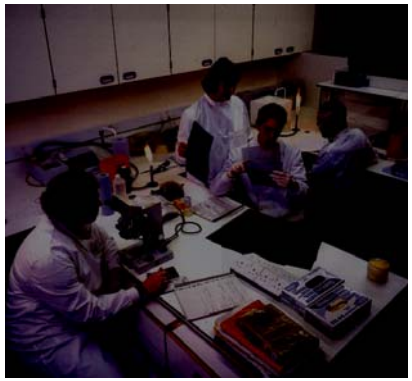

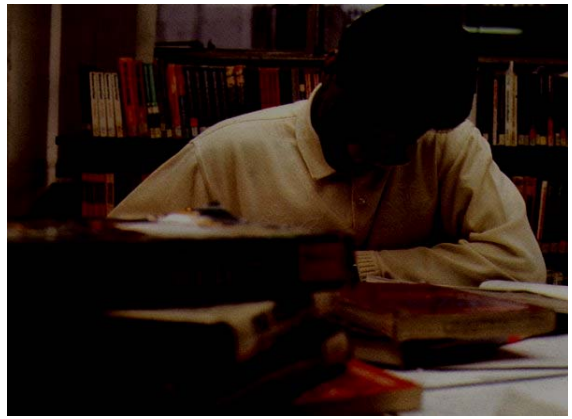

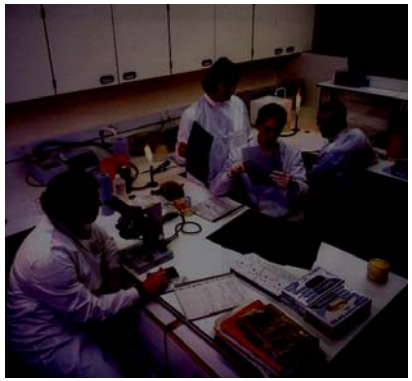

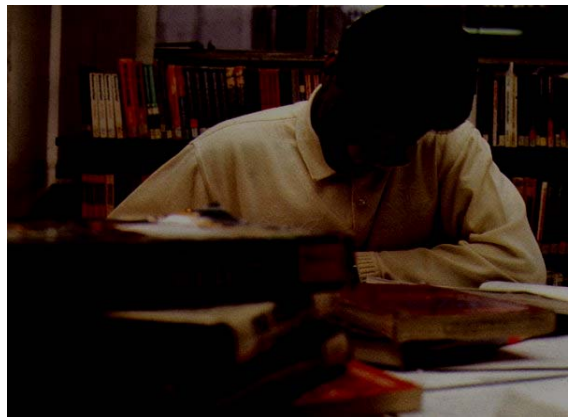

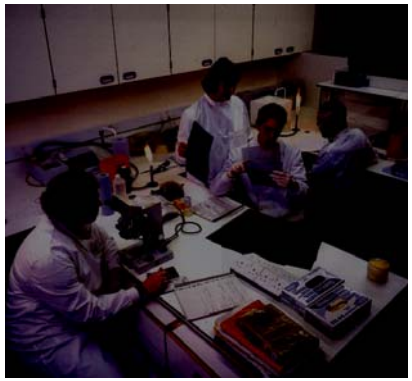

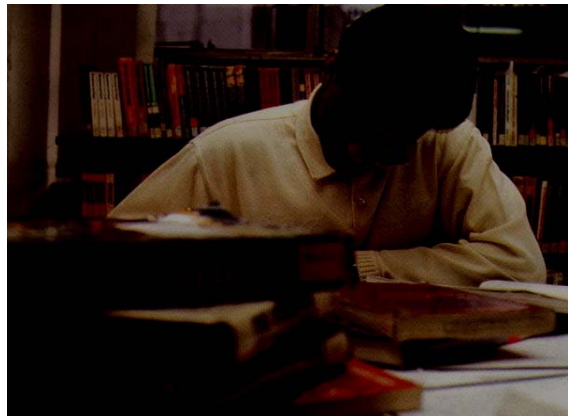

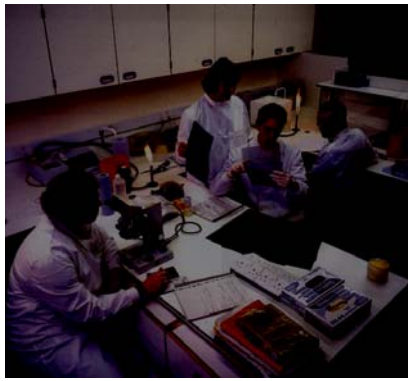

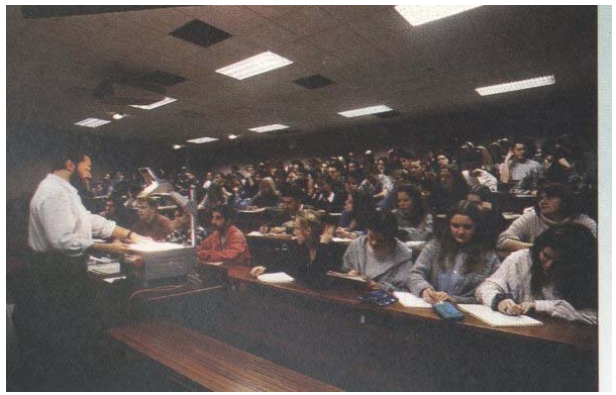

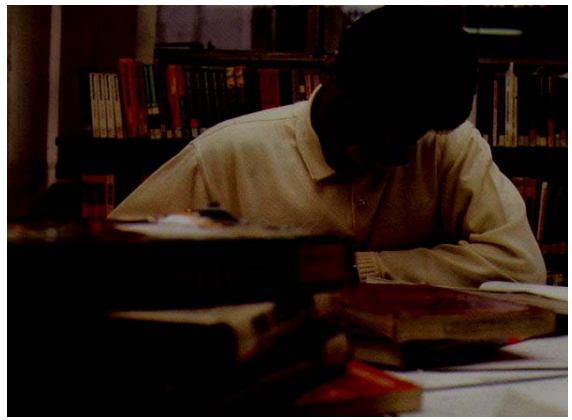

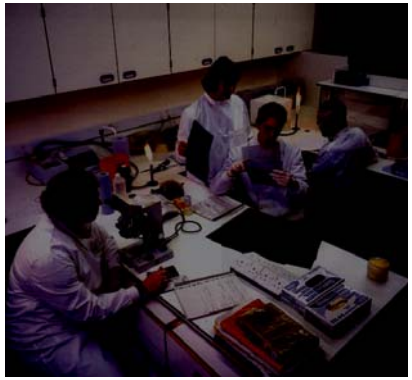

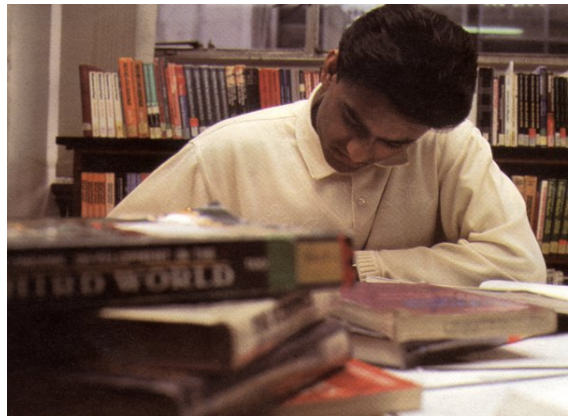

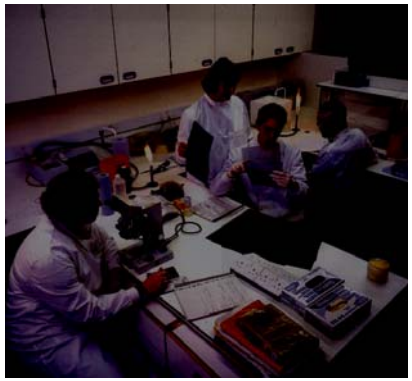

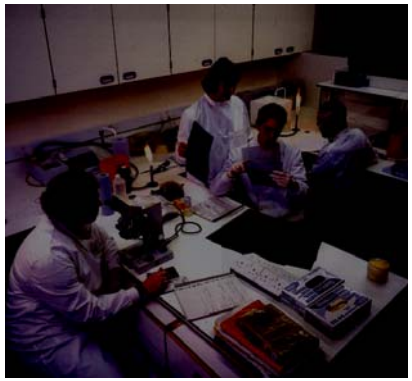

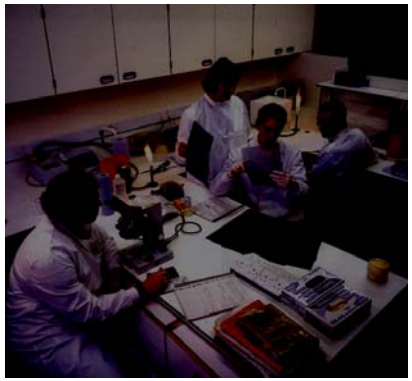

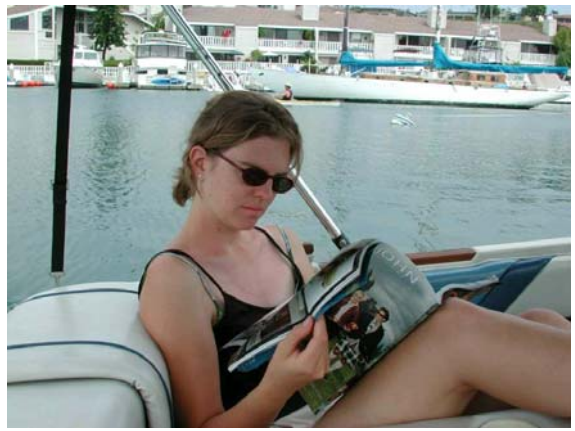

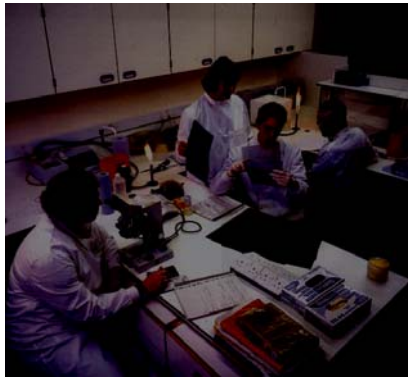

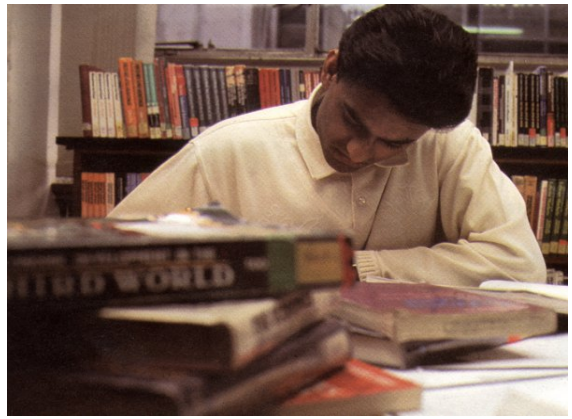

The cultural practice of study…

1) ..as embedded in a spatial framework

Voice diaries from UK undergraduates…

“As I'm working I'm listening to music. I've got MSN open, I've got Skype open. My laptops on, so there is quite a lot of distractions. I've just checked my emails as well”

“Because I try and keep all my work sort of 9 - 5 in the library because I find I work better in the library because there is less distractions because at home I've got things like computer, TV, housemates and stuff like that “

“I need to put my head into gear and really need to sort myself out because some modules which I have a real concern especially one, no two actually two. They are like red danger zone. I'm just checking through my emails. Same old junk rubbish. I’ve got my MSN on, I think I should like sign out and not talk to anyone because a lot of work has to get done today “

“About to try and read a journal. May well get distracted by having MSN Messenger on”

thou
shalt
not study!
STUDENT prices
sport

Celebrate

finishing your exams
with a bottle of bubbly from the

THE FOOD BOX

CALL INTO any of our bars and Celebrate!
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02509 222267

Quality is our main ingredient

Loughborough University

Different resources for collaborative learning

Discuss
lecturer's notes

Compared with

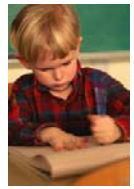
Discuss
own lecture notes

The cultural practice of study…

2) ..as embedded in a framework interpersonal relations

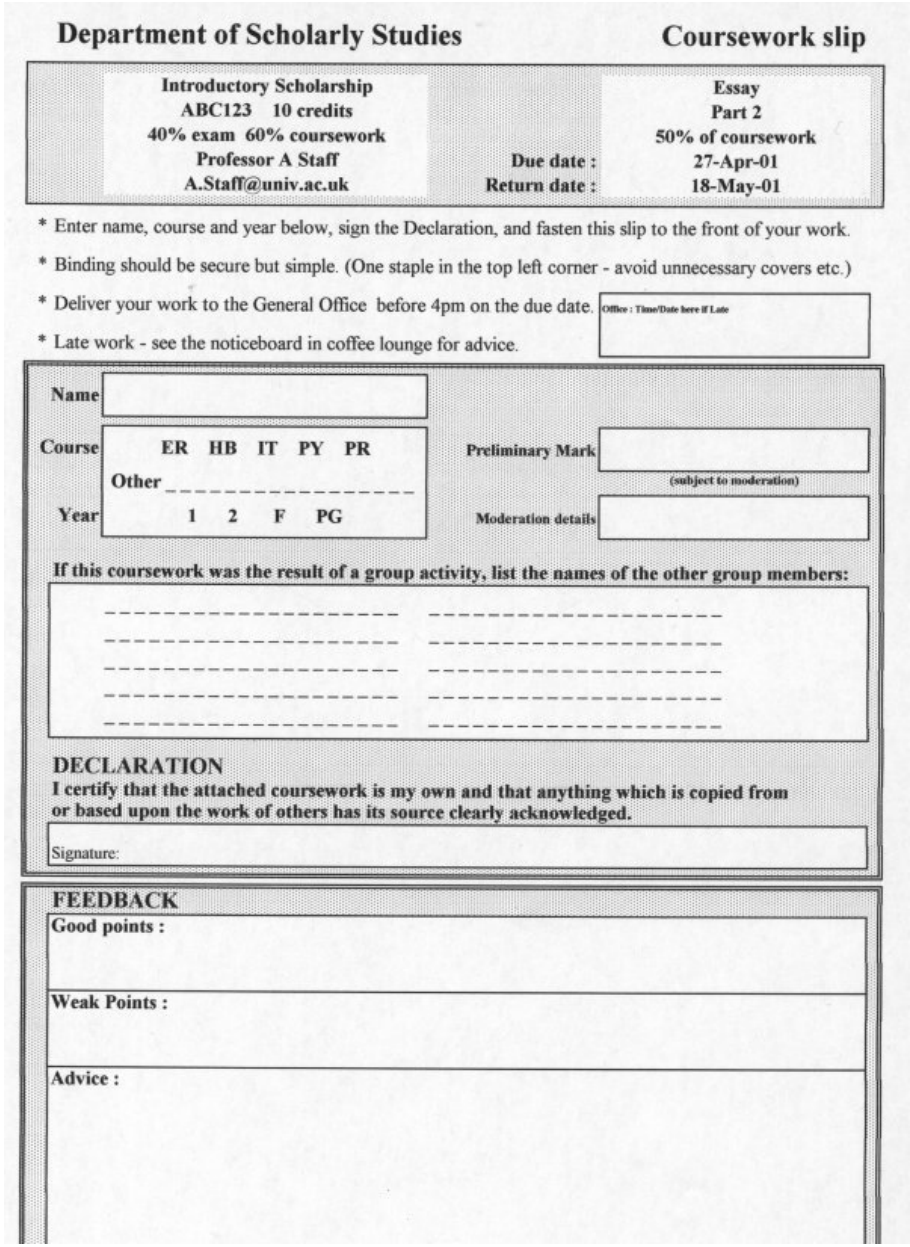
The cultural practice of study…

2) ..as embedded in a framework interpersonal relations



The cultural practice of study…

3) ..as embedded in an Institutional framework



Department of Scholarly Studies — **Coursework slip**

Introductory Scholarship **ABC123 10 credits** **40% exam 60% coursework** **Professor A Staff** **A.Staff@univ.ac.uk**		**Essay** **Part 2** **50% of coursework**
	Due date :	**27-Apr-01**
	Return date :	**18-May-01**

* Enter name, course and year below, sign the Declaration, and fasten this slip to the front of your work.

* Binding should be secure but simple. (One staple in the top left corner - avoid unnecessary covers etc.)

* Deliver your work to the General Office before 4pm on the due date. Office : Time/Date here if Late

* Late work - see the noticeboard in coffee lounge for advice.

Name

Course ER HB IT PY PR
Other _____

Year 1 2 F PG

Preliminary Mark (subject to moderation)

Moderation details

If this coursework was the result of a group activity, list the names of the other group members:

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

DECLARATION

I certify that the attached coursework is my own and that anything which is copied from or based upon the work of others has its source clearly acknowledged.

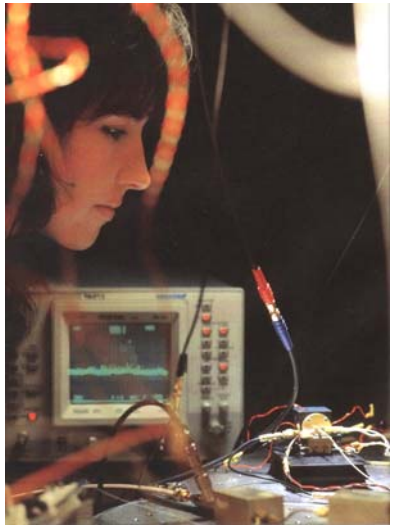
Signature:

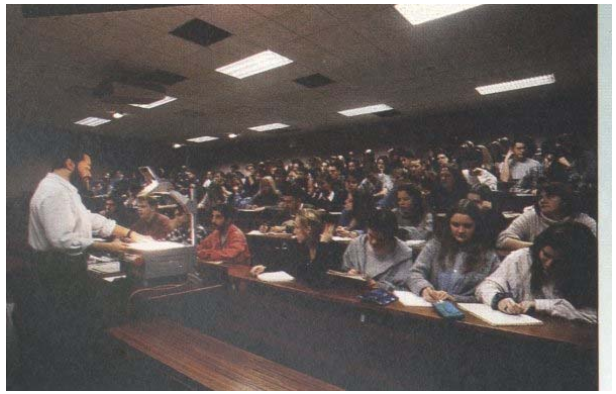
FEEDBACK

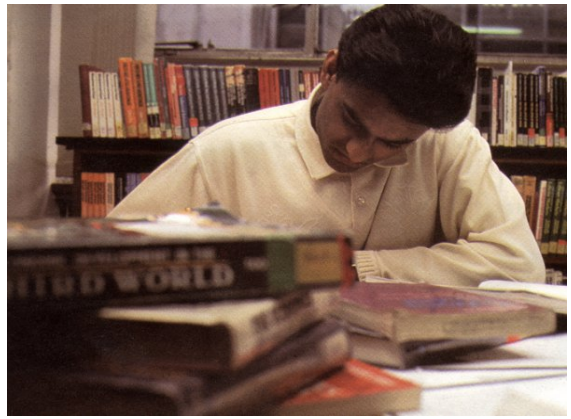
Good points :

Weak Points :

Advice :







…a generous sense of learning-as-*interaction*

…learning as enculturated, unsituated, interaction

(to be blended with the situated)

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Signature:

FEEDBACK
Good points :
Weak Points :
Advice :

…learning as (embedded) cultural practice

The empirical challenges?

To understand learning resource design in terms of “provoking interaction”

To understand receptivity to unsituated learning in terms of socialisation

To analysed learning systemically and ecologically