Navigating Learning Worlds

David Parsons, Milla Inkila, Jonathan Lynch
The Mind Lab by Unitec
We Will Explore

● The various ways that teachers and learners can navigate different learning worlds with the support of digital tools.

● How place, navigation and movement are recognised as important concepts in situated cognition and mobilities research.

● The nature of pedagogy in technology-redefined activities that involve senses of both place and navigation.
Introduction
Learning Worlds

- There have traditionally been two learning worlds, the ‘real’ world and the classroom.
- More recently, teachers have increasingly embraced the opportunities for further learning worlds, enabled or enhanced by technology.
- The place of learning is no longer a single container but comprises multiplicities of experience.
In-service postgraduate programme for teachers that enables them to transform their practice using digital and collaborative learning.

Some learning experiences take place in spaces beyond the classroom
- Outdoor environments
- Mixed Reality
- Recollected or imagined journeys
The Reality Continuum

Pedagogical Issues

- If **place** is important to human experiencing then how do we pedagogically consider place in digital learning activities?
- How important is it that these activities can be enacted in **real** places?

Innovation is sometimes easier in virtual or augmented environments than in purely physical ones.
Method

- Relevant student posts were gathered from Google Plus online communities
- Many of the posts are collaborative
- We identified 37 posts that contained relevant insights
- Data was qualitatively analysed for ideas and themes related to:
  - outdoor navigation using location based tools
  - virtual navigation in immersive online spaces
  - augmented map based navigation.
Tools Used

- Actionbound
- Google Expeditions
- Tour Builder BETA
Results - Action Bound

- Helping new students navigate their way around schools and identify important locations
- Buying food at specific locations (cultural context)
- Navigating through a culture walk
- Fostering hauora (well-being)
- Linking up with others at cafes for specific activities.
- Learning designs that are based on navigating ‘real’ spaces resonate strongly with the concept of situated cognition

https://www.instagram.com/p/BRVAeZ5jj89/?taken-by=millainkila
Results - Google Tour Builder

- Tourist itineraries that included learning activities such as calculating overall costs, a tour of architectural shapes, Rio Olympics (topical at the time) e.g. choice of team training locations,
- Mihimihi/Pepeha
- ‘Amazing Race’ style tours
- Earthquakes
- Gallipoli
- Haerenga (journey) of Maui through Aotearoa (New Zealand),
- Following in the footsteps of Sir Edmund Hillary
- Roald Dahl's Esio Trot
- Pokemon and biomes
Results - Google Expeditions

- Students could more directly experience places around the world, rather than just looking at pictures
- Those that tried it out with their students or colleagues reported a very enthusiastic reaction
- Using this as a precursor to a video call with a class overseas, a way of becoming familiar with the other students’ context before meeting (virtually) with them
- Some teachers reflected that it was easier and more directly useful to implement AR in the classroom
- [https://www.instagram.com/p/BSe3sTqjN3-/?taken-by=millainkila](https://www.instagram.com/p/BSe3sTqjN3-/?taken-by=millainkila)
Data Analysis

In our analysis we noted three continua
● the continuum of physical accessibility and learning spaces,
● the continuum of extent of world knowledge
● the continuum of script and counter-script.
We will outline these on the following slides
Physical Accessibility

In the continuum of physical accessibility, some learning activities are simple to host in a physical space, while others are difficult or impossible.
The continuum of the extent of world knowledge is based on how much pre-existing knowledge the learner brings to a given learning world.
Scripts and Counter-scripts

The continuum of script and counter-script means to what extent material is generated by teachers or students, and the implications of using those sources.
Conclusions

- Learning can be enacted in a real place, even if you are not there
- Activities often took place in familiar geographies, understanding a known context or a trigger for interpreting future experiences
- The digital component was essential to the experience in every case
- Pedagogies of place are potentially greatly enhanced by the appropriate integration of suitable tools that meet pedagogical aims and objectives
Thank You!

@millainkila
themindlab.com