Mobility and Networks of Learners

J Fiona Peterson
Marsha Berry
Barbara de la Harpe
Les Horvat
Pauline Anastasiou
RMIT University, Melbourne, Australia
Introduction

• We explore how the studio model may be extended beyond physical and national borders

• Constructivism and constructionism inform our methods

• Networked technologies enable virtual mobility
Context: Pedagogy Principles

- Constructivism - students actively construct knowledge from past and present experience
- Constructionism - students design and make creative works
- Heart of teaching and learning
Ubicomp and Blended Learning

- Use computing in everyday life
- Use distributed learning systems to extend learning spaces beyond physical confines - ‘stolen moments’
- Encourage a shift to constructivism and constructionism
Virtual Mobility

- European Union initiatives informed our work
- Supports internationalization and collaboration
- Coherent strategy does not yet exist
- Our experience will add to the well of European experience
Theory into Practice

- Two countries
- Two cultures
- Ways of thinking

- Local technologies
- Grounded in the everyday
- Past embedded in present
Studio Model

- Studio typically is a physical space
- Promotes ‘sticky knowledge’
- Encourages shared practice in collaborative communities
Student Collaboration

• Ways of working using social software in collaborative projects
• Theory blended with practice to create virtual studio
Technology

Distributed Learning System
Blackboard Shells
Forums
Onmium
Quicklinks
FTP

Second Life
Blogs
Wikis

Networks:
Wireless and fixed Internet

Laptops
Tablets
Mobile phones

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Our ICT Scaffolds for Two Campuses

Narrative and Photography, Melbourne DLS

Narrative and Common area, Vietnam DLS

Blog (wordpress Server)

Virtual studio ICT scaffolds for Virtual Mobility

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Conclusions and Future Directions

- New ways of working across borders, time zones using technology effectively
- Virtual Mobility - Australia and Vietnam
- Extension of model to other courses and disciplines
Thank you for listening
Any questions?