Teaching and learning in mediated cultures

authority, authenticity, agency

"When I came to you, brothers and sisters,
proclaiming the mystery of God, I did not come
with sublimity of words or of wisdom.
For I resolved to know nothing
while I was with you except
Jesus Christ
and him crucified."

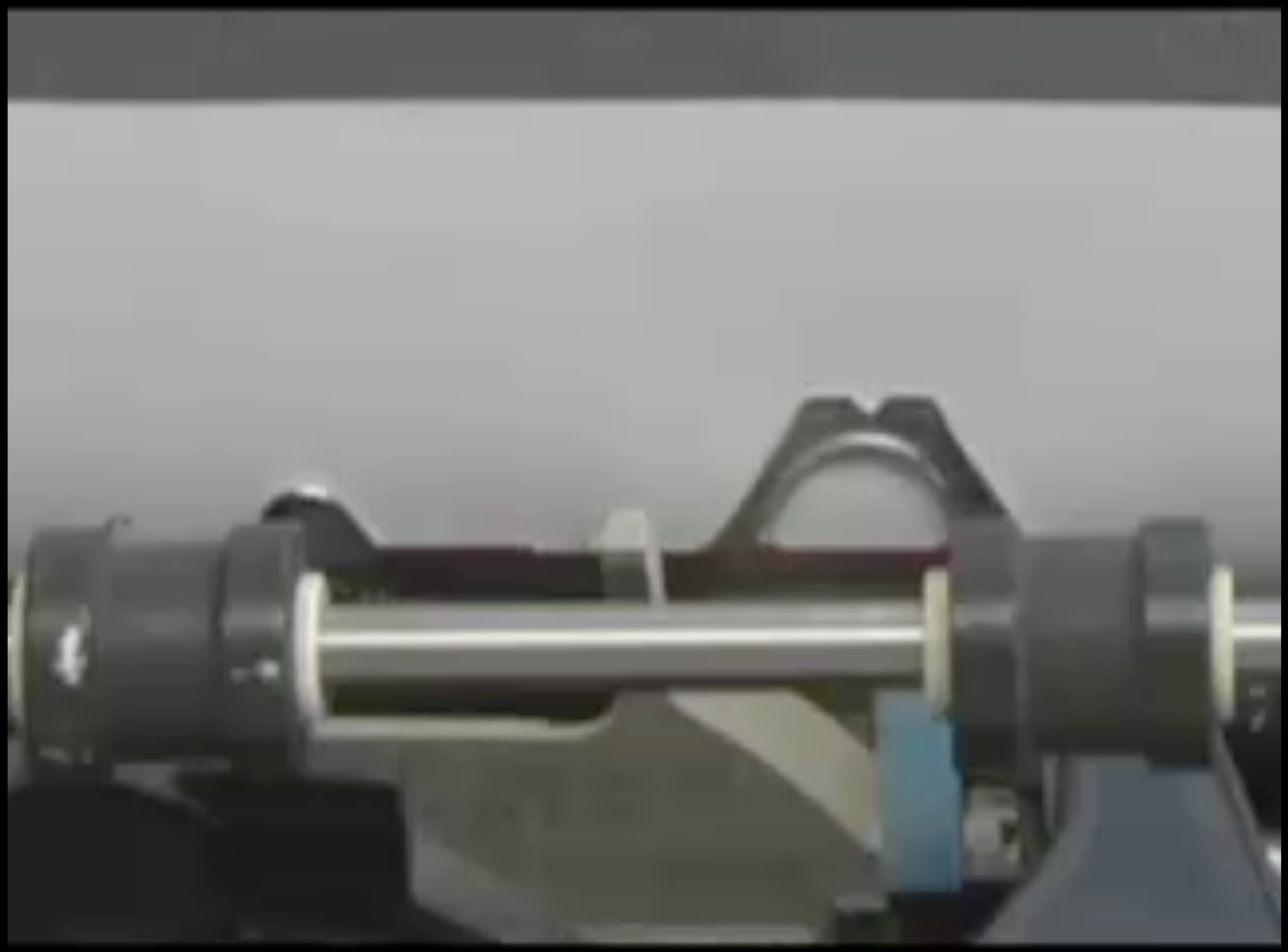
1 Cor 2:1-6

as we begin...

- a “snapshot” moment
- a frame for your own discovery
- a wiki of follow-up resources

outline

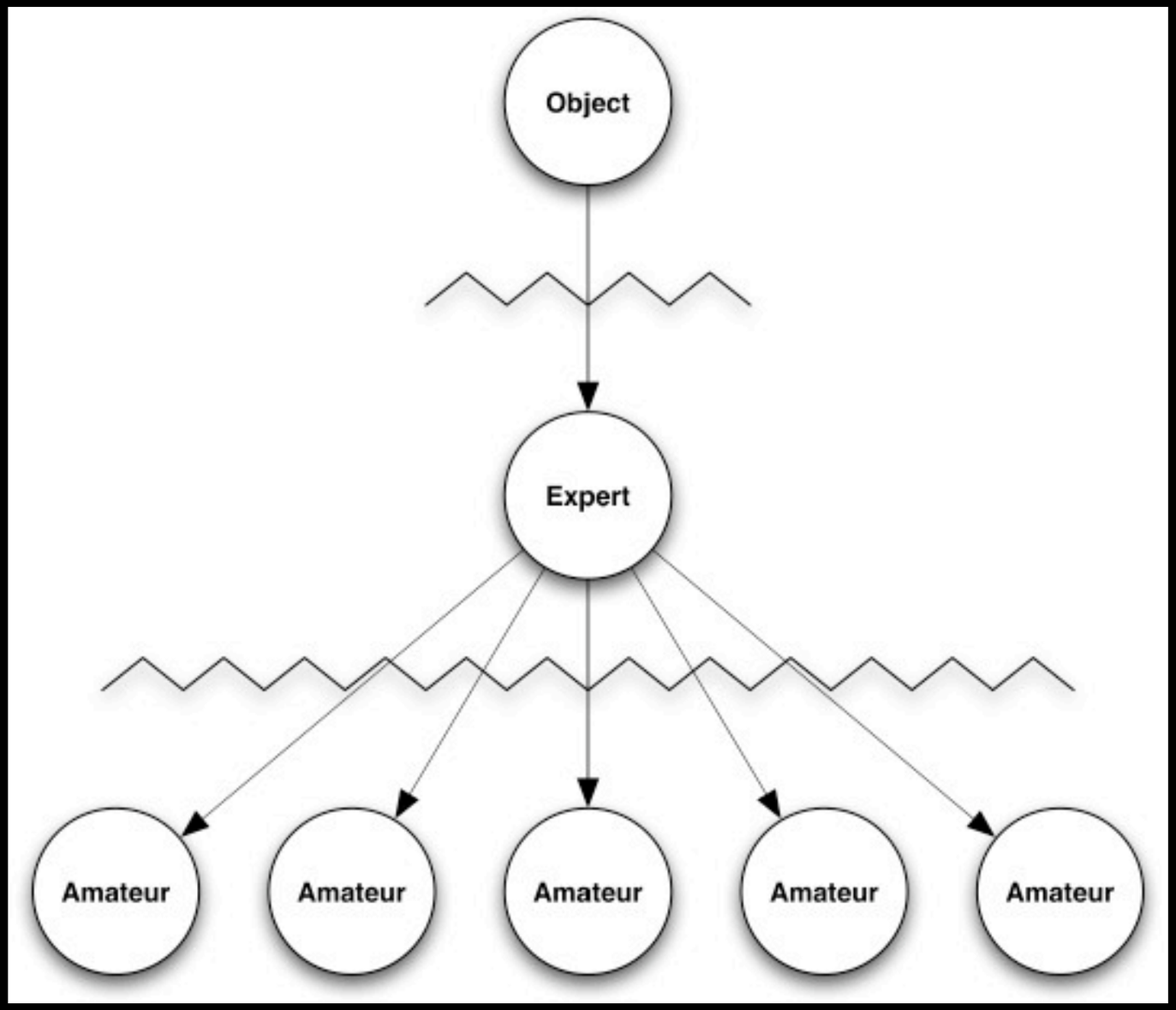
- a brief glimpse of the challenges we face
- dipping into epistemology
- an exercise to try together
- further resources



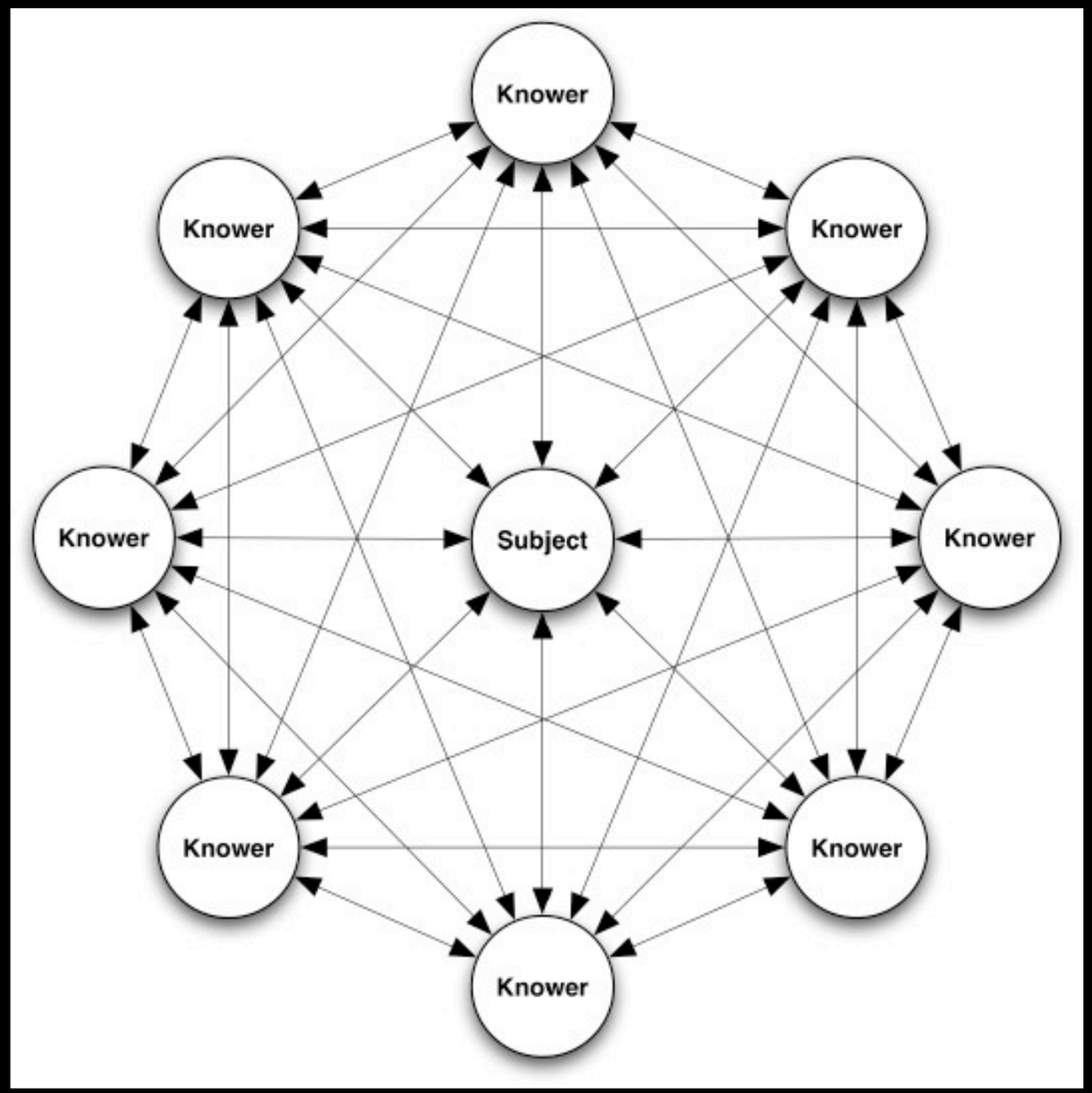
so what?

clearly our
epistemological
strategies are being
challenged

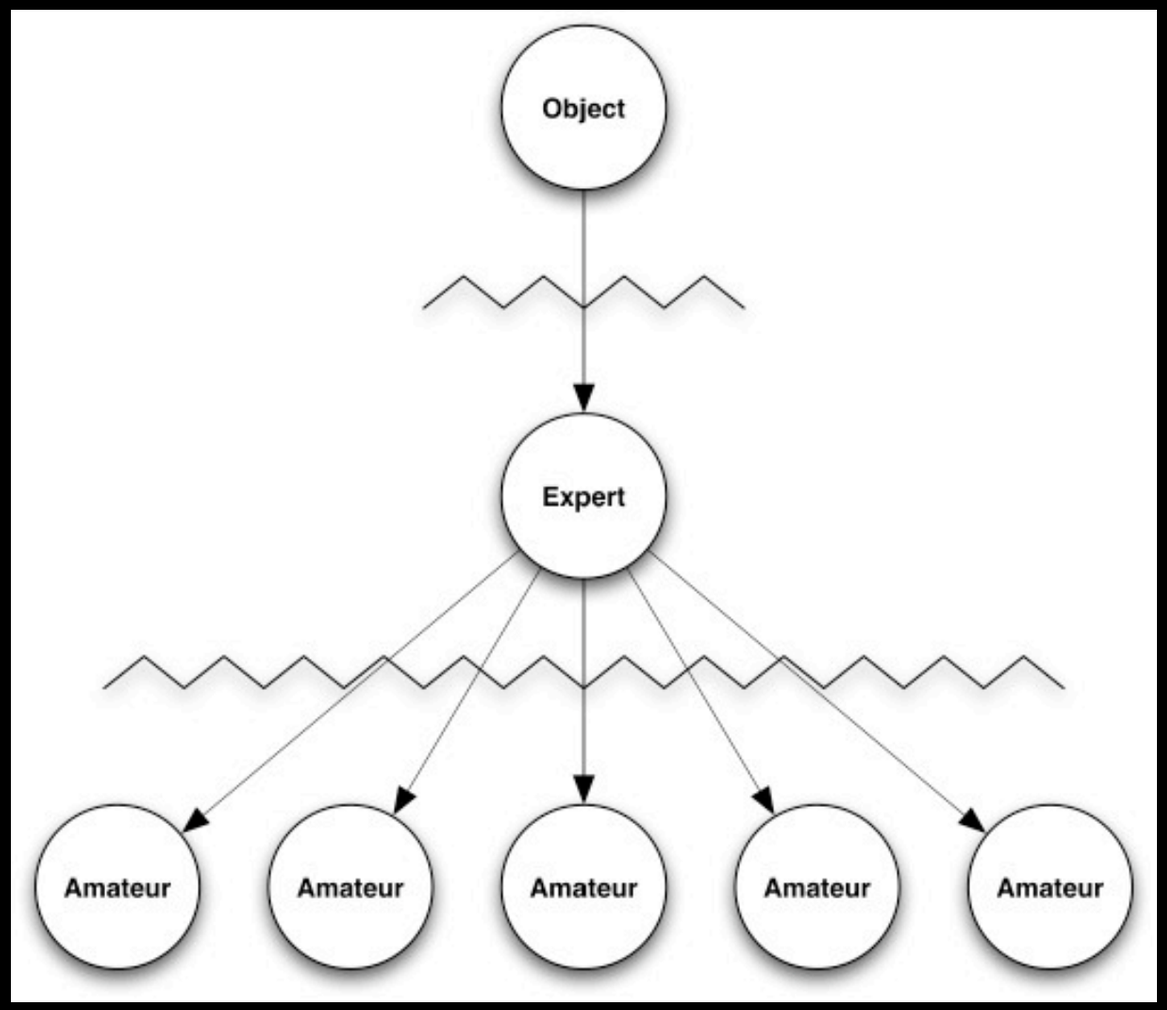
implications for teaching?



benefits? disadvantages?



benefits? disadvantages?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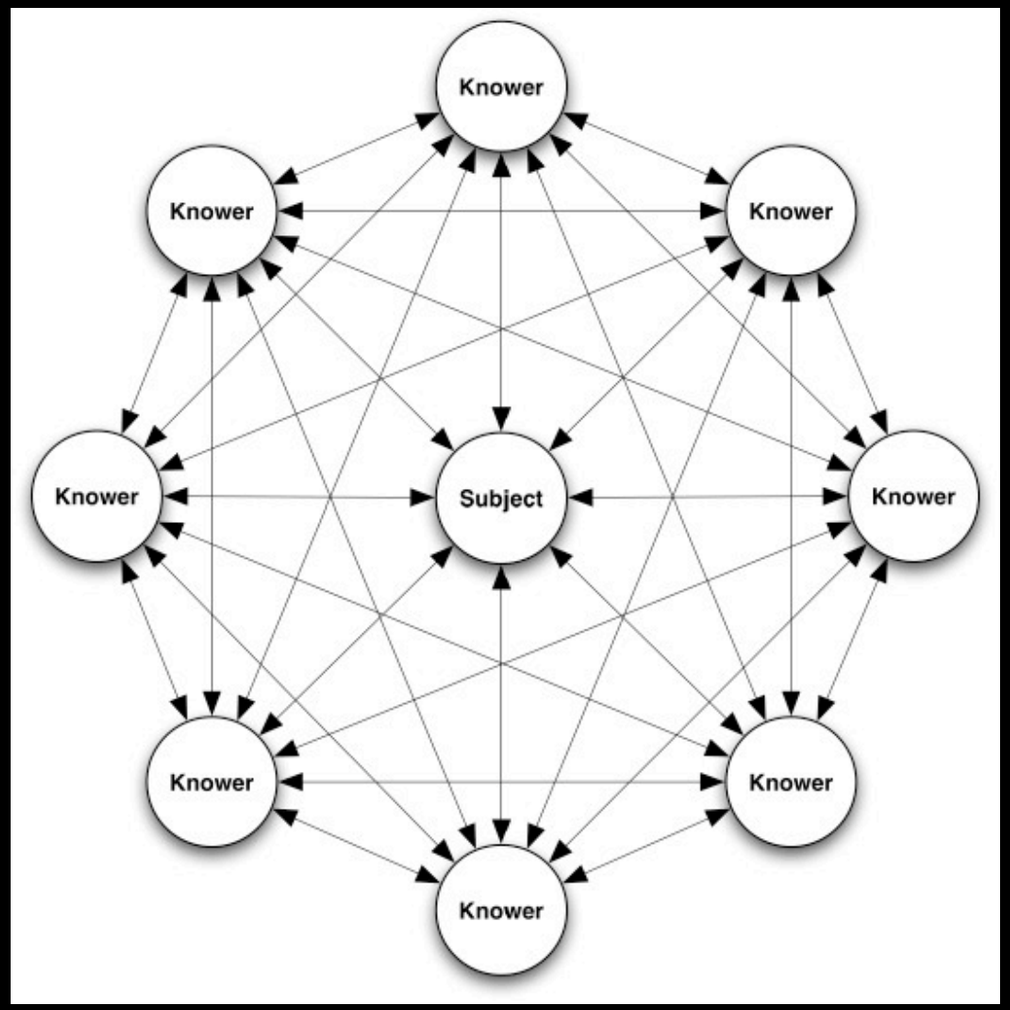
Knower
Knower
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Subject
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Knower

disadvantages of the first
can be overcome
in f2f settings,
but are hard to mitigate
in distributed settings

on the other side,
the benefits of the second
are clearer
in distributed settings...

- multiple intelligences
- real collaboration
- better angle of vision on learning
- primary source access
- ease constraints of geography
- attend to student context

but these are really technical
issues, and we need to deal
in adaptive responses

authority,
authenticity,
agency

an exercise...

Day of prayer and remembrance

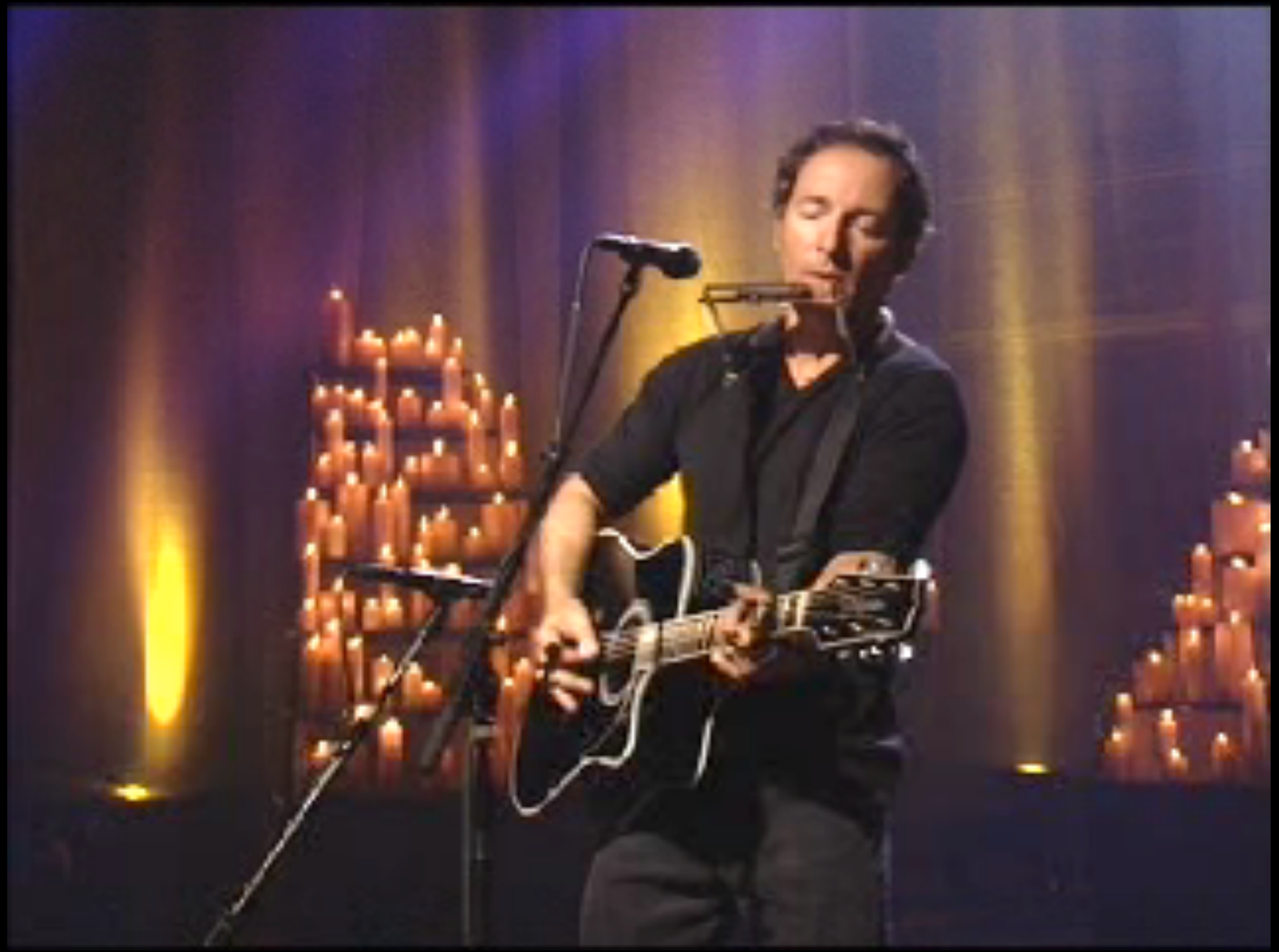
September 14, 2001

how is authority constructed here?

what makes this

authentic?

what kind of agency is evoked?



how is authority constructed here?

what makes this

authentic?

what kind of agency is evoked?

what does this mean?

what do our faith communities contribute?

redefining agency
may be
our most potent
contribution now...

one more example

HOPE

adaptive

vs.

technical

difference is between
acquiring a skill
and transforming
meaning-making

“our job is to discern how to make affirmations in a world of ambiguity, how to deal with uncertainty in an uncertain world. That involves reliance on God, not because God resolves our ambiguities into clear-cut, iron-clad certainties that circumvent our travails, but because in turning to God we enter a Way...”

AKM Adams

Patricia O'Connell Killen

- asking "big enough" questions
- providing encounters with otherness
- supporting collective, holistic habits of mind
- supporting contemplative practices

in teaching / learning..

- instead of arguing over the technical, embrace the adaptive
- err on side of participation and collaboration
- err on side of open access
- err on side of helping students to access and judge information
- err on side of multiple literacies, rather than solely that of print
- when you encounter frustration, seek generativity

http://wiki.religioused.org/CC/HomePage

“But we have this treasure in clay jars, so that it may be made clear that this extraordinary power belongs to God and does not come from us.”

2 Cor 4:7-15

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13 March 2008
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