HYBRID PIONEERS

PROPOSITIONS FOR A 'HYBRID' FUTURE: INTERDISCIPLINARY AUTOETHNOGRAPHIC RESEARCH ON INCLUSIVE AND INNOVATIVE LEARNING SPACES IN HIGHER EDUCATION

WORKSHOP SCHEDULE

14.45:   **Welcome and Introduction**

15.00:   **Hybrid Case Studies:**

- **Janet De Vigne and MSc TESOL students**

- **Heidi Smith, Outdoor Environmental and Sustainability Education**

- **J J Miranda, Holyrood Digital Services Team**

15.30:   **Discussion and Feedback**

15.45:   **Close**

THE INITIATIVE

- Developed at Moray House School of Education and Sport (MHSES) and the Centre for Open Learning (COL) for academic year 2021-22 and 2022-23.

- Interdisciplinary team of students and staff covering 10 programmes and engaging with over 800 students.

- Researching our own practice and student experience, challenging current thinking and normative assumptions of hybridity (Nørgård 2021; Compton et al. 2023).

- Exploring and analysing innovative and alternative ways for unravelling the complexities and potential inequalities of hybrid learning and teaching.
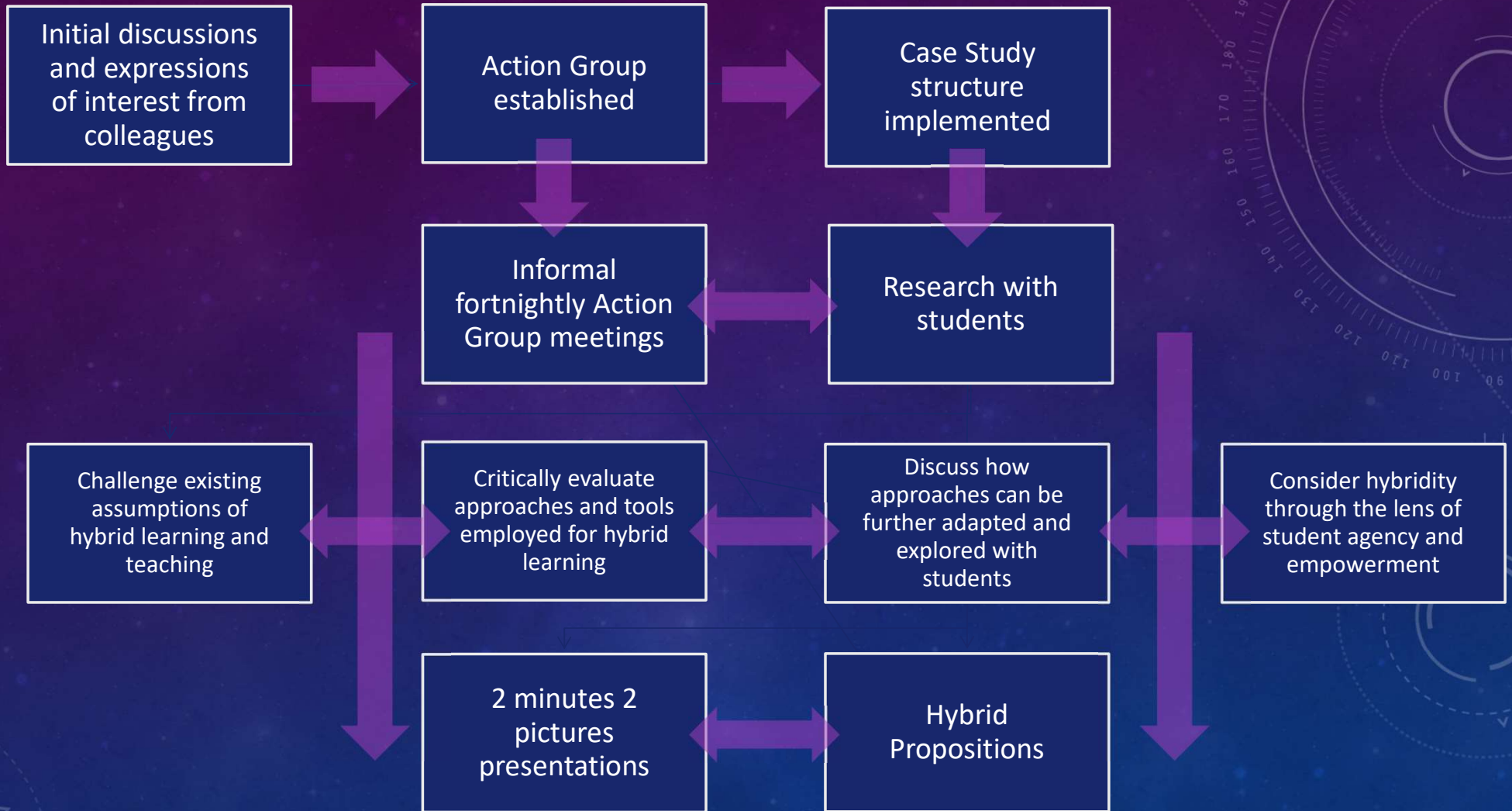
2 MINUTES 2 PICTURES PRESENTATIONS

- Form of autoethnography.

- Reflections on practice and learning spaces to capture the variety of context, expertise, and innovation taking place across the case studies.

- Selecting two images of learning spaces as a catalyst for a short talk.

- Focus on interactions with students, and the impact on thinking, theorising, pedagogy, and practice.

- Clips from these presentations can be viewed on the Hybrid Pioneers website.

- Informed development of Hybrid Propositions.
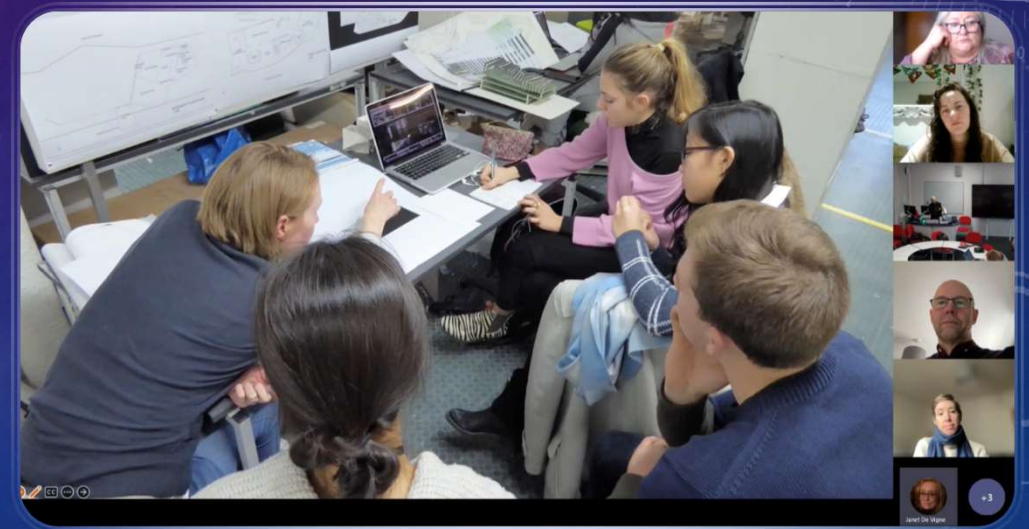
HYBRID PROPOSITIONS

- Compiling the most significant ideas emerging from the case studies.

- Each action group member submitted ideas – this long list was revised and distilled into strongest collection.

- Statements are presented as 'positions' or 'propositions' rather than questions.

- Still evolving – aim is to invite responses and spark discussion and debate amongst students and staff, and prompt reflection and innovation of practice across HE contexts.

- Tested with Digital Education students.

jonathanhancock • 1m
Hybrid Propositions

Proposition 1
High quality hybrid learning and teaching evolves through design but also through experience.
Add comment

Proposition 2
Understanding the impact of physical, social, and cognitive space is fundamental to meaningful hybrid learning and teaching.
Add comment

Proposition 3
Hybridity as a learning and teaching phenomenon needs to be shared, openly co-designed, enacted, and evaluated by students and educators together.
Add comment

Proposition 4
The design of hybrid learning and teaching should recognise that students do not always have undisturbed domestic surroundings or equal access to digital technologies.
Add comment

Proposition 5
Hybrid pedagogy reduces the power of the timetable as an organising agent of educational space and activity: hybrid learning need not be synchronous.
Add comment

Proposition 6
Asynchronous, online, and flexible learning better reflect the lived realities of many 'non-traditional' students: hybrid can support the widening access agenda.
Add comment

Proposition 7
'Attendance', 'contact time' and 'the campus' need to be rethought within hybrid learning contexts.
Add comment

Proposition 8
Hybridity redistributes spatial power as students potentially have greater freedom to choose and configure their surroundings.
Add comment

Proposition 9
Learning spaces are, by definition, hybrid spaces.
Add comment

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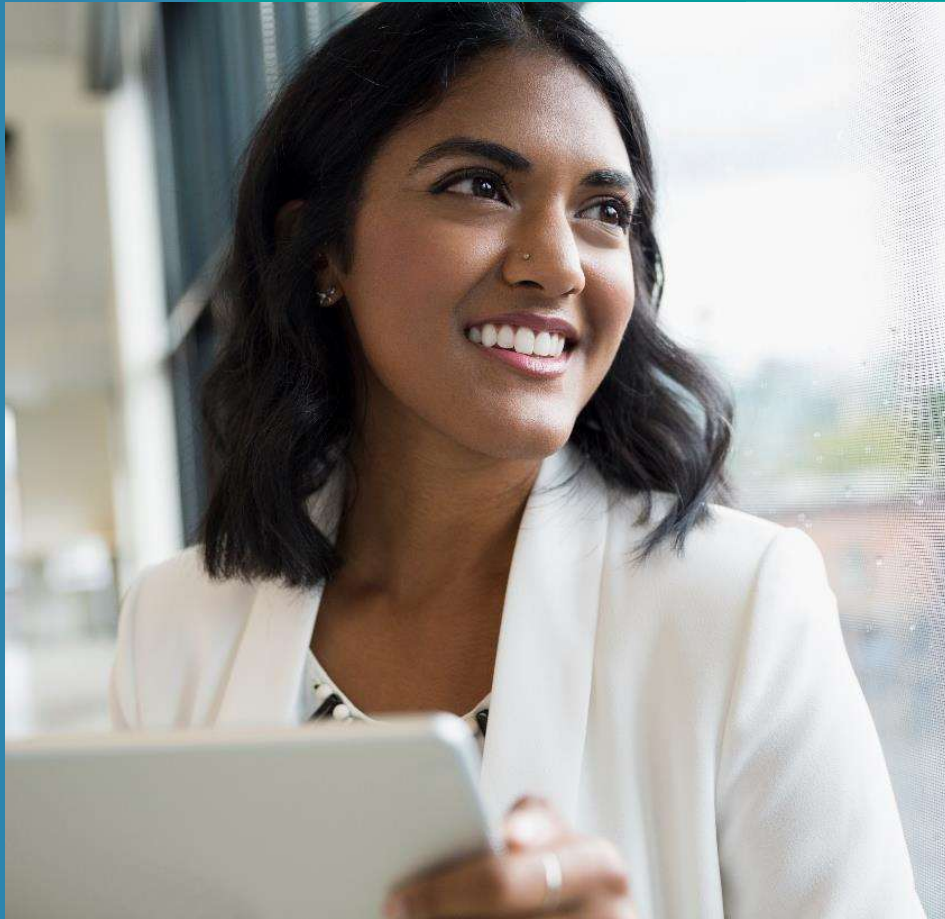
Hybrid pioneers: L&T conference 2023

Second Language Teacher Education: students modelling their learning

Janet de Vigne, Andrew Zixiang Yu, Anna Jiang, Assylkhan Samarkhand

What is 'hybrid learning and teaching'?

- University definition: for Covid, the integration of online and in person space

- Our continuing experience: play with place & space

- The dimensionality of learning and teaching spaces: how can we function in as many dimensions as possible?

- Can pluri-dimensional interaction add to the learning and teaching experience of students and staff?

Second Language Teacher Education: 2ⁿᵈ semester option

- 1, Demonstrate a critical awareness of theories of teacher learning while contextualising, planning and describing objectives for Second Language Teacher Education.

- 2. Demonstrate creative ability in Second Language Teacher Education through synthesizing appropriate content and forms of participation.

- 3. Develop a situated knowledge of Second Language Teacher Education by critical analysis and synthesis of professional context and current theory.

- 4. Exercise professional insight into Second Language Teacher Education roles and relationships when planning input, assessment and evaluation

- 5. Exercise initiative in Second Language Teacher Education based on critical evaluation of 'best practice' and current research

- Proposition 3

Hybridity as a learning and teaching phenomenon needs to be shared, openly co-designed, enacted, and evaluated by students and educators together.

- Proposition 4

The design of hybrid learning and teaching should recognise that students do not always have undisturbed domestic surroundings or equal access to digital technologies.

- Proposition 8

Hybridity redistributes spatial power as students potentially have greater freedom to conceptualise, choose and configure their surroundings.

Learning with and without technology – so what is 'technology'?

Learning:

In the museum (the National Museum of Scotland: free wifi = Teams)

On the beach (at Portobello: tech = sand and sticks)

Modelling our learning in the art room (conceptualising and reflecting on our learning)

Wormhole: the exhibition

- Learning about education (and specifically here designing learning for Second Language Teacher Educators) means a deep dive into teacher beliefs, perceptions, and the way we conceptualise learning - our own as well as our students.

- On the SLTE course, we had the chance to externalise our concept of learning through art – in this instance, model making and sculpture.

- Unused to working in this medium, we were surprised at the way our concepts took shape, guided by parts of our brains with which we don't usually engage…

- Our learning therefore was from both the creative process and the product – what (and how) we produced things ourselves and observing the modelling and models of our colleagues – but also so much more. Space, language, expression, conceptualisation, art, materials, texture etc. fuse here into something really pluri-dimensional…

So here we are...

Janet de Vigne   Andrew Zixiang Yu   Anna Jiang   Assylkhan Samarkhand

Andrew: Experience of making models of our learning

- Conceptualising your learning in a visual manner
- No prior experience, so I just want to make something, so I just did it and went with the flow.
- Ask yourself a few questions:
  - What does learning mean to you?
  - How has learning helped you?
- Climb a mountain - to achieve something
- Rocket - a means of transportation

Andrew: Experience of making models of our learning

- My conceptualisation of learning: a rocket
  - Fast - it can take you anywhere you want
  - Training – it offers training systematically
  - Open to explore – Exploring knowledge is like stepping into the universe, filled with known and unknown

- Learning helps you get there faster!

- In the process, you
  - communicate with your peers freely
  - make meaning in your own way (also multimodal)
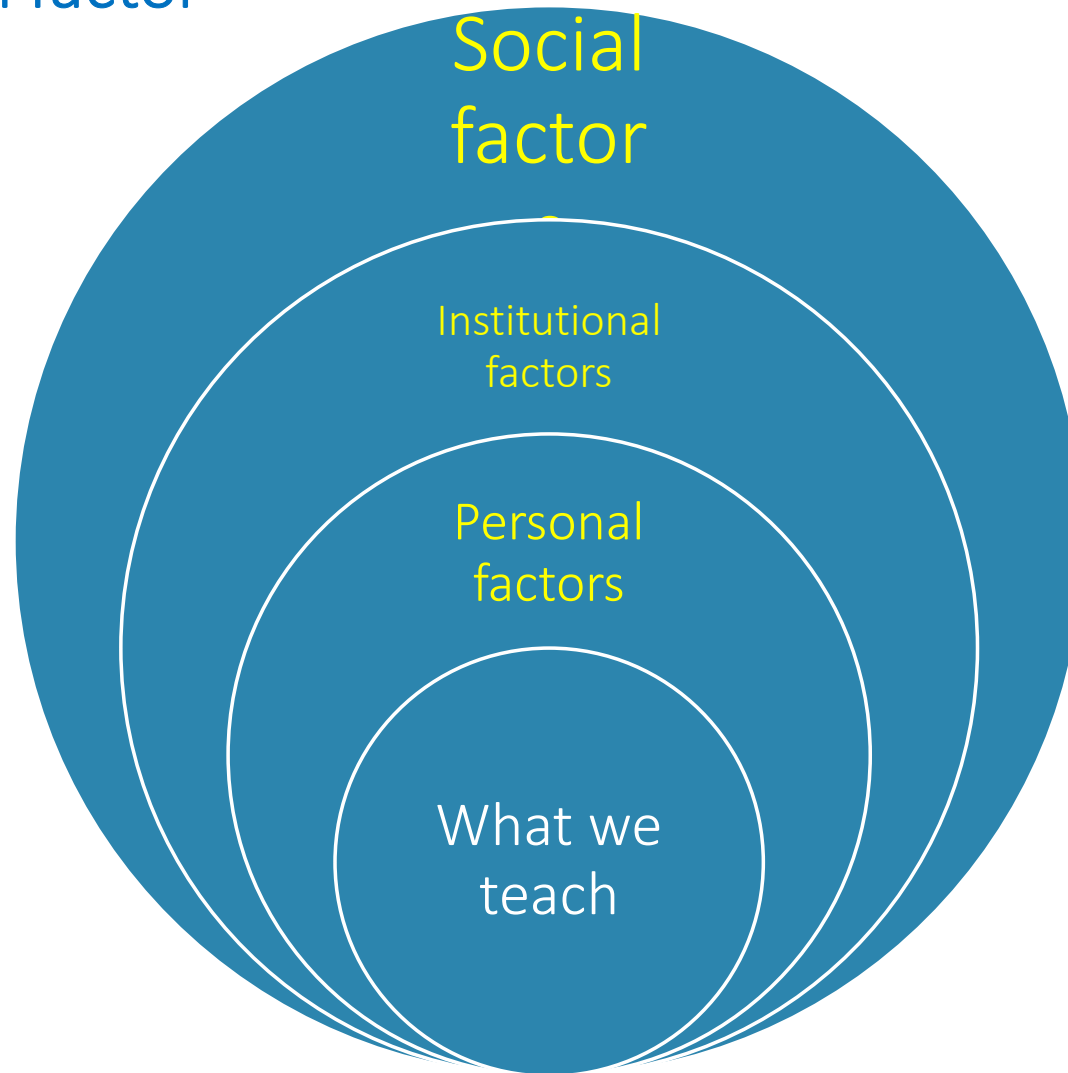
Anna: Teacher educator

Education is a way of transformation.

Student teachers' thoughts

When staying in the sea, it is a fish.

When flying into the sky, it becomes a bird.

Anna: social factor

Social factor

Institutional factors

Personal factors

What we teach

Assylkan: the model: the designer handbag of knowledge

Geographies of learning and teaching...

Muhammed et al, 2013

- Studies (Bluyssen et al. 2011; Felsten 2009; Huang et al. 2004; Roelofsen 2002) have shown that workplace environments influence users. It can therefore be stated that students learning environment is capable of influencing their behaviour, comfort, health and productivity. This is bound to impact on their academic output or achievement as well as satisfaction with academic life. Although this proposition may be held to be true, the specific aspects of buildings through which the influence is exerted need to be known

Foucault's heterotopia... a provocation:

- What's a university for?

- Students can't evaluate what they don't experience

- What access to space/place are we withholding? Actively or passively?

- Can we move the goal posts/ constraints of context to boldy go somewhere new? Mind, heart, will?

Open mind, open heart, open will… Education 4.0 – Otto Scharmer, MIT (Scharmer, 2007): reimagining education

Ecstatic space: 'intense environmental encounter' (Chawla, 1990): what are the educational possibilities?
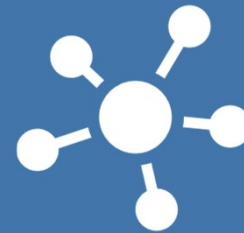
Space and place are fundamental to learning

An emergent understanding of self comes through engagement with making

Space and place are internal as well as external constructs

Clearly there's a lot more to do... exploring the learning identity to the max: the possibilities are huge...
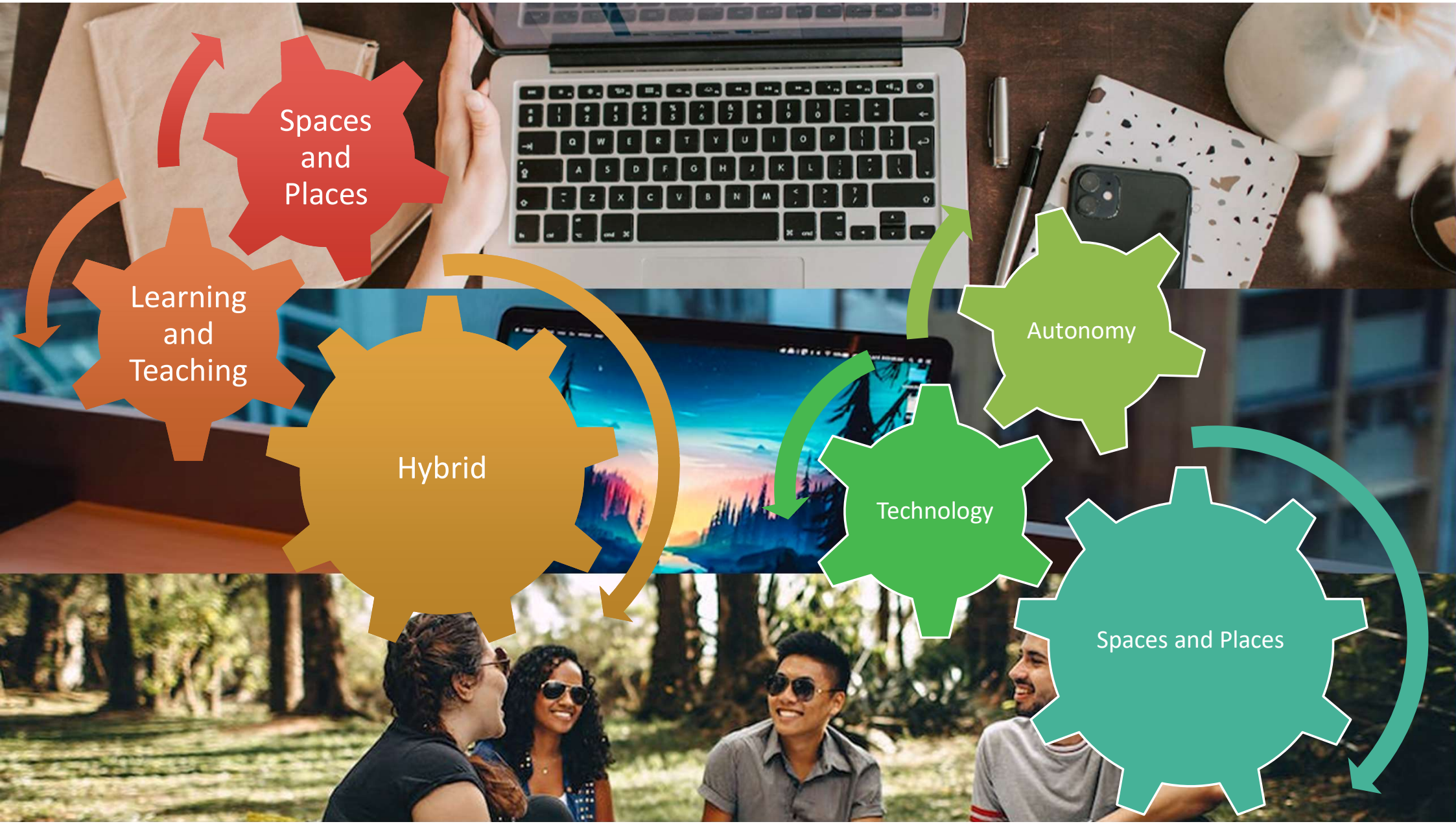
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Vol. 7, No. 4, SPECIAL PLACES (1990), pp. 18-23 (6 pages)

- Mohammad, S; Sapri, M; Sipan, I (2013) Academic Buildings and Their Influence on Students' Wellbeing in Higher Education Institutions *Social Indicators Research* (2014) 115:1159–117

- Scharmer, C. Otto (2007). Theory U: Leading from the Emerging Future As It Emerges. The Social Technology of Presencing, Cambridge, MA: SoL Press

- (See www.presencing.com and https://www.u-school.org/ for more).

- The World Economic Forum: https://www.weforum.org/whitepapers/defining-education-4-0-a-taxonomy-for-the-future-of-learning/#:~:text=The%20Education%204.0%20learning%20taxonomy,the%20economies%20of%20the%20future.

CHALLENGING AND BEING CHALLENGED ABOUT WHAT IS HYBRIDITY: STUDENTS LEADING MY THINKING

Well do I need to answer in the widely accepted way, or can I think about what hybrid means? There are many ways of teaching and learning: hybrids of indoor and outdoor, listening and speaking, physical and spiritual and cognitive and non-dualistic, residential and classroom-based, language based and practical, passive and active, written and performed, researched and reflective..."

HYBRID PIONEERS: IMPRESSIONS FROM DIGITAL SERVICES

JJ MIRANDA: JUNE 2023

- What is the potential?
  - Space/technology/tools/people
  - 1 – 3 – 6 – 10 – 11
- Key elements of Learning Technology

KEY TAKEAWAY PRINCIPLES AND QUESTIONS

- Clearer understanding and valuation of Learning Technology beyond the *technical*
- Learning how to learn with technology

- How does implementation inform pedagogy rather than just the other way around?
  - 3 – 10

DISCUSSION & FEEDBACK

- To what extent could the propositions facilitate meaningful conversations and interdisciplinary discussions (including students, professional services) about learning and teaching in higher education?

- Can you envision opportunities for using them in your own context?

- In what ways could autoethnography provide opportunities for innovation in teaching and platforms for student agency and empowerment?

A FINAL QUESTION – WHERE TO NEXT?

In one sentence, how would you describe the future of hybrid learning and teaching in higher education?

FURTHER INFORMATION

- Our website has updates about the initiative and videos from the 2m2p presentations: https://blogs.ed.ac.uk/hybrid_pioneers/

- Contact us: Jonathan.Hancock@ed.ac.uk

HYBRID PIONEERS TEAM

Professor Do Coyle	Dr Heidi Smith	Dr Wendy Timmons	Dr Murray Craig
Dr Ashley Simpson	Dr James Lamb	Dr ML White	Dr Pete Evans
Janet De Vigne	Dr Anya Clayworth	Juan Jose Miranda	Heather Rikic
Jonathan Hancock	Ramone Al Bishawi	Morgan Ludington	

SPECIAL THANKS TO OUR STUDENT PIONEERS

Andrew Zixiang Yu

Anna Jiang

Assylkhan Samarkhan

Dayun Hsing