Pedagogy 2.0 Towards Responsive and Innovative Blended learning environment in A Changing Socio-technological Landscape; a Research-based Design of Saudi higher education

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Introduction

Within the rapidly changing socio-technological landscape, increasing recognition of the importance of change in higher education has been in place. The emergence of innovative methods of delivering learning ideas has increased as a consequence with the progression in information and communication technologies (ICT), own to create desired learning outcomes Morris (2009). Worldwide, Blended learning environment is viewed as the promise to tackle challenging facing higher education and providing excellence learning experiences of the 21st century students Hofmann (2011). The rational of blended learning is derived from the integration of the best face-face lecture practice and online based learning. Therefore, to reach its advantages rethinking of pedagogical strategies are required, redesigning the curriculum is crucial, and more importantly creative selection of web-based learning is needed. Significantly, Web 2.0 technologies hold a promise to bring sustainability to e-learning due to its ability to build communities, and share and reuse content more than LMS can offer (Stepanyan, Littlejohn, & Margaryan, 2010).

Key Words: Pedagogy 2.0, blended learning environment, Saudi Higher education, research-based design, activity theory.

Literature review

In the context of Saudi higher education, universities offer some forms of e-learning courses that are especially designed for certain population of students, yet the remaining is mostly traditionally-based. Blended learning method is highly recommended in Saudi universities as Ministry of Higher Education encourages the implementation of blended learning in all academic programs Moukali (2011). Yet, it is still on its early stage and the culture of innovative digitally-based pedagogical practice has not been established yet in such effective way (Alebaikan, 2010). Despite the lack of the literature regarding blended learning in Saudi universities, the majority of existing literature discussed the use of virtual learning environment such as “Jusur” and Blackboard. Whereas, Recent literatures has emphasized the role of web 2.0 in driving successful and sustainable blended learning experiences.

“Pedagogy 2.0 is a framework that aims to focus on desired learning outcomes in order to exploit more fully the affordances and potential for connectivity enabled by web 2.0 and social software tools" (McLoughlin & Lee, 2008). Pedagogy 2.0 enables learning through action, student-centered learning, creating interactivity and rich learning experiences. Existing literature about blended learning in Saudi Arabia, (Alebaikan, 2010) studied the perception of female lecturers and students in King Saudi university, of using learning management systems (LMS) to teach blended learning courses as a consequence of the university’s decision to meet increasing numbers of female students. Another study done by (Moukali, 2012) has focused on the learners’ attitudes towards technology-rich blended learning in Jazan University. Both studies conclude that Saudi lecturers have positive perception of blended learning. However these studies are not exclusive in raising perceptions about the teacher experiences and their thought of factors that provide a language as well as a conceptual tools to extend knowledge in a real-world settings, and leading to contextually-sensitive design principles and theories" (Wang & Hannafin, 2005) p.6). Furthermore, this methodological approach will conceptualized by activity theory (AT).

The research aims and objective

Obviously, in Saudi high education there has been much-needed analysis of blended learning environments developments especially in the digital media era. Thus, this study will focus on building understanding about such issue by exploring factors that govern Saudi teachers’ adoption of pedagogy 2.0 which is essential points for successful outcomes. Examining the researchers’ opinions of curriculum, teaching strategies, organizational policies and the roles of lecturer and students to the proposed changed could create a road map to future developments.

Research questions

The research question that hinged on the objectivity of the research are:

RQ1: What are the factors that govern the adaptation of pedagogy 2.0 in the Saudi universities to enrich blended learning environment?
RQ2: How teaching strategies are reshaped to be responsive to the innovation?
RQ3: How courses are redesigned to be responsive to the innovation?
RQ4: How do lecturers and their students’ view their role?
RQ5: What are their perceptions of the future of pedagogy 2.0 in enabling, enhancing and transforming blended learning environment?

Research design

Methodological design-based research (DBR) will be used; its potential as a methodological approach has been confirmed as appropriate for research in technology-enhanced learning environments for over a decade (Wang & Hannafin, 2005). These authors define it as “a systematic but flexible methodological approach that uses empirical data collection, iterative analysis, design, development, and implementation, based on collaboration among researchers and practitioners in real-world settings, and leading to contextually-sensitive design principles and theories" (Wang & Hannafin, 2005) p.6). Furthermore, this methodological approach will conceptualized by activity theory (AT).

Participants

A non-random purposive sampling technique will be used. (Johnson & Christensen, 2010) assert that in purposive sampling technique, specific characteristics of the target population are identified by the researcher, after which a sample is drawn according to these inclusion and exclusion characteristics. 5 Saudi lecturers and their students from different disciplines will be participated on the study.

Methods of data collections

Wang and Hannafin (2005) stated that when conducting design-based research, employing multiple methods of data collection that are extensively used in quantitative or qualitative research. Thus, multiple methods of data collections will be used. The DBR method is used to collect data in depth semi-structured interview, focus group, observation, group photography and timeline reflections.

Data analysis

(Anfara Jr & Mertz, 2006) asserts that theoretical framework facilitates the provision of extensive breadth of research analysis. Activity theory (AT) will be the research theoretical framework for descriptive analysis based on critical realism philosophy. (Brown & Varela, 1989). According to activity theory is a powerful descriptive tool rather than predictive tool that provide a language as well as a conceptual tools to examine activity where mediation between a subject and object are central.”

Conclusion and recommendation

The findings of this study will allow us to identify potential areas for improvement, and will serve as a frantic tool to help policy makers design the next generation of technology-enhanced learning environments. In the future, the research will focus on the impact of blended learning on student learning outcomes and satisfaction. It is expected that the findings of this study will contribute to the implementation of pedagogy 2.0 within blended learning environment in Saudi context in terms of benefits, challenges, and future plan.

References

