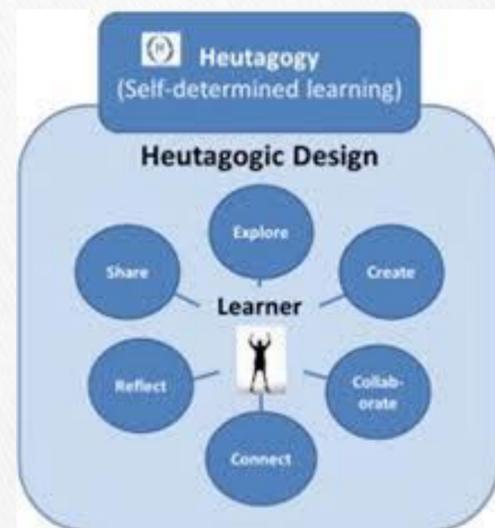
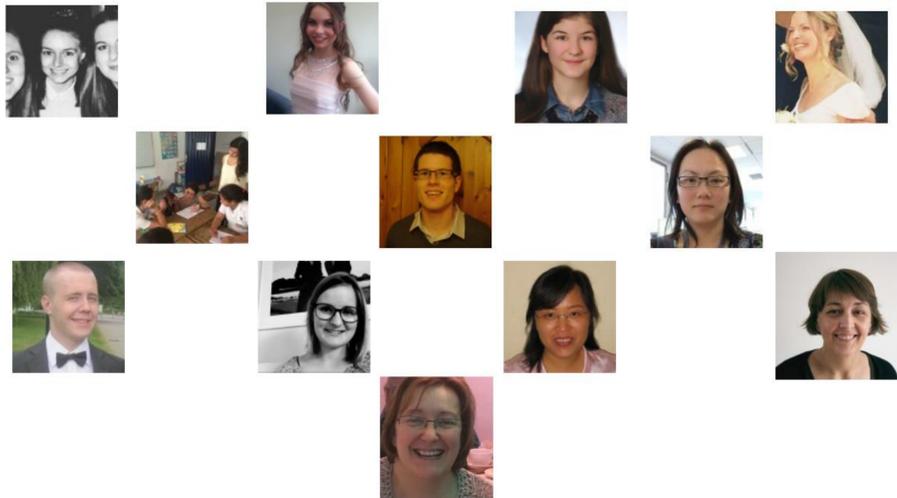


Enhancing language learning and teaching in the digital age.

The WIHEA project team



A small team of students and staff worked as co-researchers investigating existing practice on online and blended learning within SMLC and beyond. Driven by their own interests, they navigated shared google docs, reflected on their feelings and experiences, sharing them through Mahara pages as and when they were ready.

We investigated:

Ways of increasing interaction and retention of lecture content
Using voice and video recording in language teaching
Using e-portfolios for reflection and online identity management
The use of social media for language learning
Blogging for language learning
Open Badges for skill recognition
Working in the open and using creative commons licencing

I am grateful for having been asked for the project and despite feeling a bit lost at the beginning, I sincerely hope I contributed well. I truly think I learnt and benefited from the experience.

Unique characteristics of project:

- Emphasis on process over product
- Developing digital literacies whilst mediating a cultural transition
- Interest-led learning allows greater personal investment in problem solving

This is a fascinating area to explore, and so important for the future - it got me thinking about online spaces in ways I never have done before. Really, it's incredible we don't think about them that much, seeing as they play such a big role in our lives.



Presentation of our findings.

A set of mahara collections curated on an online noticeboard and shared as QR codes for exploration on a mobile device provide the background, resources and findings from our work. Our collaboration engaged participants in familiarisation with different online spaces and interfaces and we would like you do experience that too.

What is Heutagogy?

“Heutagogy is the study of self-determined learning ... It is also an attempt to challenge some ideas about teaching and learning that still prevail in teacher centred learning and the need for, as Bill Ford (1997) eloquently puts it ‘knowledge sharing’ rather than ‘knowledge hoarding’. In this respect heutagogy looks to the future in which knowing how to learn will be a fundamental skill given the pace of innovation and the changing structure of communities and workplaces.”

Hase, S. and Kenyon, C. (2000). From andragogy to heutagogy. Ultibase, RMIT.

<http://ultibase.rmit.edu.au/Articles/dec00/hase2.htm>

See <https://heutagogy.wordpress.com/history-of-heutagogy/>