Connecting Emerging Perspectives On Learning And Complementary Perspectives On Language

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Emerging Perspectives On Learning

Internationalization

Co-creation of knowledge

Personalized learning journeys

Lifewide education

Students as partners in learning


http://cit.edu.au/languages/english_for_international_students

Changing Minds and Lives
Learning and Teaching Strategy 2015-2020

Flexible Pedagogies: new pedagogical ideas
Alex Ryan and Danielle Tymms
November 2013
New pedagogical ideas and changing relationships

future-facing education

social learning

learner empowerment

transformative capabilities

crossing boundaries

decolonising education

(Ryan & Tilbury, 2010, p.14)
Different pedagogical options

Educational development

- Disciplinary initiation
- Disciplinary wonder
- Generic skills
- Human being as such

No risk

High risk

Educational transformation

(Barnett, 2004, p.255)
## Perspectives on language

<table>
<thead>
<tr>
<th>Theory of language</th>
<th>Student writing pedagogy</th>
<th>Goal of Higher Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language as a transparent and autonomous system, the elements of which are acquired by Individuals.</td>
<td><strong>Skills</strong> - explicit teaching of discrete elements of language</td>
<td><strong>Monologic</strong></td>
</tr>
<tr>
<td><strong>Language as discourse practices</strong> which learners will/must gradually come to learn implicitly.</td>
<td><strong>Socialisation</strong> - teaching as (implicit) induction into established discourse practices.</td>
<td></td>
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<tr>
<td><strong>Language as socially situated discourse practices which are ideologically inscribed.</strong></td>
<td><strong>Academic Literacies</strong></td>
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</table>

(Lillis, 2003, p.194)
Complementary perspectives on language

E.g., Bakhtin’s dialogic perspective (cf. Lillis 2004)

- Utterances as units of meaning
- Centrifugal and Centripetal forces

Design principles for dialogic approach to student writing

- ‘Talkback not feedback on students’ written texts’
- ‘Open up disciplinary content to “external” interests and influences’
- ‘Open up academic writing conventions to newer ways to mean’

(Lillis, 2003, pp.204-205)
Bakhtin’s (Voloshinov’s) critique of structuralist approaches to language

- System of language as site of meaning
- Langue vs. parole
- Signifiers and signifieds

http://visual-memory.co.uk/daniel/Documents/S4B/
Ecological semiotic perspective on language

- Peirce’s Triadic Semiotics
  Sign, object and interpretant
- Semiosis (action of signs) as site of meaning
- Modes of signs and modes of inference

http://visual-memory.co.uk/daniel/Documents/S4B/
Dyadic vs. Triadic Semiotics

Saussure’s semiology

Peirce’s semiotics

http://visual-memory.co.uk/daniel/Documents/S4B/
A stroll through the worlds of animals and men

(von Uexkull, 1957)
Semiosis

Woodchopper’s Oak

Child’s Oak
Dialogic ecological semiotic perspective on language

‘Dialogic life in the Peirce-Bakhtin sense, then, creates meaning through contextualization ... signs exist in the full blown sense only when they take on interpretants, and in this process they become charged with meaning; if not, it is because they have not been properly embraced (put to use) by some semiotic agent for some purpose or other within some context’ (Merrell, 1997, p.29).
Modes of signs

Symbol/symbolic

Icon/iconic

Index/indexical


http://www.greattransition.org/explore/scenarios
# Peirce’s decalogue of signs

<table>
<thead>
<tr>
<th>Firstness</th>
<th>Secondness</th>
<th>Thirdness</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Firstness</strong></td>
<td>A sign is: A mere quality</td>
<td>An actual existent</td>
</tr>
<tr>
<td></td>
<td><strong>QUALISIGN</strong></td>
<td><strong>SINSIGN</strong></td>
</tr>
<tr>
<td><strong>Secondness</strong></td>
<td>A sign relates with its object in having: Some character in itself</td>
<td>Some existential relations to that object</td>
</tr>
<tr>
<td></td>
<td><strong>ICON</strong></td>
<td><strong>INDEX</strong></td>
</tr>
<tr>
<td><strong>Thirdness</strong></td>
<td>A sign’s interpretant represents it as a sign of: Possibility</td>
<td>Fact</td>
</tr>
<tr>
<td></td>
<td><strong>RHEMA</strong></td>
<td><strong>DICENT SIGN</strong></td>
</tr>
</tbody>
</table>

(Rosa, 2007, p.213)
‘But suddenly, while we are poring over our digest of the facts and are endeavouring to set them down into order, it occurs to us that if we were to assume something to be true that we do not know to be true, these facts would arrange themselves luminously. That is abduction’ (CP 8.209)
A pragmatic, experimental approach to language use

‘Grammar is in the first instance not what is (induction), nor what should be (deduction), but what may be (abduction). As a result of the primarily abductive work done in action, inductive (data-based) and deductive (norm-based) aspects of language will also become relevant’ (van Lier, 2007, pp.56-57)

“How does it change your meaning if you put it this way?” (Berthoff, 1981, p.71).
Design principles for ecological semiotic approach to language and learning

• Build communities of inquiry
• Promote critical, practical inquiry in authentic contexts
• Provide rich semiotic environments, with various semiotic modes.
• Afford different modes of inference
• Promote experimental, pragmatic approach to language use
Application in ALL contexts: Example case

TLC501 Communication Skills for Postgraduate Study


Designed for postgraduate coursework students from Non-English Speaking Backgrounds (NESB), this unit will help you to develop the academic communication skills necessary for research and study in an Australian academic context.
Major assignments

Critically discuss a major global issue facing your own country


http://www.ghettoradio.co.ke/africa-told-to-invest-in-agriculture/


Reflective writing process

First draft

Assignment 1

Assignment 2

Second draft and written response to feedback
Community of Inquiry Approach to Blended learning

(Garrison & Vaughan, 2008)
# Community of Inquiry Approach to Blended learning

<table>
<thead>
<tr>
<th>Elements of blended learning</th>
<th>Resources and activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cognitive presence (critical, practical inquiry)</td>
<td>Investigation of real world problems; experimental, pragmatic approach to language use; critical response to feedback</td>
</tr>
<tr>
<td>Social presence</td>
<td>Discussion forum, debate, group project</td>
</tr>
<tr>
<td>Teaching Presence</td>
<td>Structured seminars and LMS site (including eBook learning guide).</td>
</tr>
</tbody>
</table>
Online Global Issues Resources

15 Global Challenges facing humanity

1. Sustainable development
2. Clean water
3. Populace and distribution
4. De
5. Lc
6. Globe
7. Rich - poor g
8. Capacity to decide
9. Health issues
10. Peace and conflict
11. Status of women
12. Transnational organized crime
13. Science and technology
14. Energy
15. Global ethics

HAVE YOUR SAY
The United Nations wants to know what matters most to you

CHOOSE 6 ISSUES THAT MATTER MOST:
Which of these are most important for you and your family?

- FREEDOM FROM DISCRIMINATION AND PERSECUTION
- EQUALITY BETWEEN MEN AND WOMEN
- A GOOD EDUCATION
- AN HONEST AND RESPONSIVE GOVERNMENT

1,185 votes for Indonesia / Female / Beyond Secondary / Age Group

A good education
Better healthcare
An honest and responsive government
Better job opportunities
Protection against crime and violence
Better transport and roads
Access to clean water and sanitation
Protecting forests, rivers and oceans
 Affordable and nutritious food
Freedom from discrimination and persecution
Action taken on climate change
Equality between men and women
Reliable energy at home
Support for people who can't work
Phone and internet access
Political freedoms

http://www.millennium-project.org/millennium/challeng.html

http://data.myworld2015.org

http://www.happyplanetindex.org
Online Academic Writing Resources

Writing a synthesis from notes

Look at your notes and identify similar and contradictory arguments. Group these together to develop/support your arguments. Cite references appropriately.

Supporting ideas of Watson and Lui

Supporting the contention that English is the dominant world language, Watson (2011) and Lui (2010) point out its importance as the medium of international communication in business, technology and other global forums. However, others argue that despite its apparent dominance, English is not the global language when the number of native speakers of other languages, e.g. Chinese, are considered (Hannan 2009; Dowd 2011).

Weaving together similar ideas that contradict the previous statement

Reference citations

http://learningcentre.usyd.edu.au/clearer_writing/module2_typical_patterns/pattern1_eg.html

http://emedia.rmit.edu.au/learninglab/content/synthesising-0
Climate change debate

skeptics

Climate change is one of many problems, and not one we should waste money on

activists and scientists

Climate change is a time-bomb

Hansen


Group Project

Work in a group to prepare and present possible scenarios for the future of a particular country (e.g., your country, Australia or another country) or a particular global challenge (e.g., climate change, gender equality or energy).

http://www.greattransition.org/explore/scenarios
Future plans

• Introduction of Webspiration software

• Embedded modules in disciplinary units or programs

http://www.webspirationpro.com
Conclusion

Preparing students for uncertain futures means:

• empowering them as learners, involving them in ‘co-creation’ and engaging the ‘whole-person’.
• developing their abilities to use language and other semiotic resources to make-meaning.

The development of “human being as such” (Barnett, 2004, p.257) needs to be complemented by personal growth as a user and interpreter of signs.
References


