

NERUPI CONVENTION
Online Learning: Quick Fixes or New
Beginnings?
17 September 2020

“Decolonising pedagogy and e learning:
challenges and possibilities”.

Dr Gurnam Singh

The present moment



Double Edge of Technology

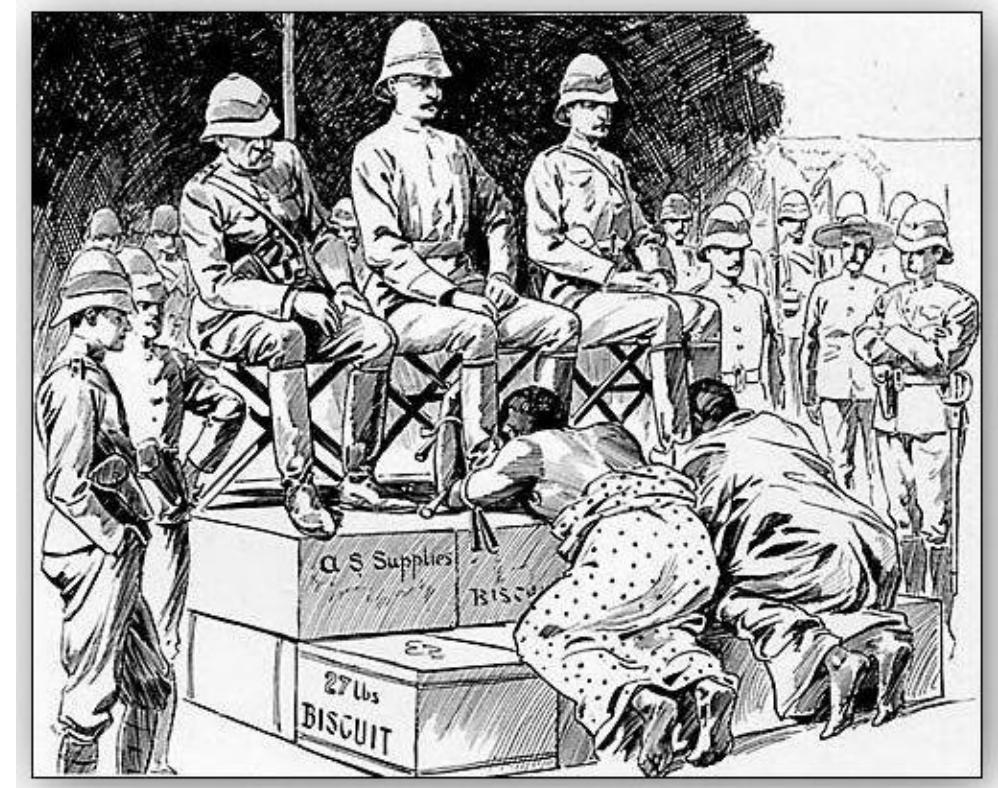


Crisis or Opportunity

- **Rapid problem solving and innovation:** “Necessity is the mother of invention,” and often a crisis acts as the forcing mechanism to compel expeditious innovation, leading to rapid advances in technology, policy, and/or procedures.
- **Increased resiliency for the next event:** The measures taken to survive and eventually end a crisis often make an organization or country stronger and more resilient for future events.
- **New levels of cooperation—even among rivals:** Large scale crises that challenge multiple interests and equities have a way of pulling together diverse partners—allies and rivals alike—to solve the crisis.
- **Systemic change:** Global crises that crush existing orders and overturn long-held norms, can pave the way for new systems, structures, and values to emerge and take hold.
- **Dramatic policy shifts:** Sometimes the fear generated from a crisis and corresponding public outcry enables and even forces leaders to make bold and often difficult policy moves.
- **Emergence of talent:** A crisis has a way of letting the cream rise to the top. In the midst of a crisis, those with the right skill sets and talent –

Source: Maria Langan-Riekhof, Arex B. Avanni, and Adrienne Janetti, Brookings, (2017) Sometimes the world needs a crisis: Turning challenges into opportunities. Monday, April 10, 2017 <https://www.brookings.edu/research/sometimes-the-world-needs-a-crisis-turning-challenges-into-opportunities/>

Digital Colonialism



Bias and Technology





We connect through the stories we share.

Story Sharing: Approaching learning through narrative.

Personal narratives (stories) are central



We picture our pathways of knowledge.

Learning Maps: Explicitly mapping/visualising processes.

Images or visuals are used to map out processes for learners to follow.



We see, think, act, make and share without words.

Non-verbal: Applying intra-personal and kinaesthetic skills to thinking and learning.

Kinaesthetic, hands-on, non-verbal learning is characteristic



We keep and share knowledge with art and objects.

Symbols and Images: Using images and metaphors to understand concepts and content.

Symbol, image and metaphor are central to pedagogy



We work with lessons from land and nature.

Land Links: Place-based learning, linking content to local land and place.

Ecological and place-based, drawn from the living landscape within a framework of profound ancestral and personal relationships with place



We put different ideas together and create new knowledge.

Non-linear: Producing innovations and understanding by thinking laterally.

Nonlinear ways of learning are complementary, not oppositional



We work from wholes to parts, watching and then doing.

Deconstruct/Reconstruct: Modelling and scaffolding, working from wholes to parts.

Begin with the whole structure, rather than a series of sequenced steps.

Holistic, global, scaffolded and independent learning orientations of students.

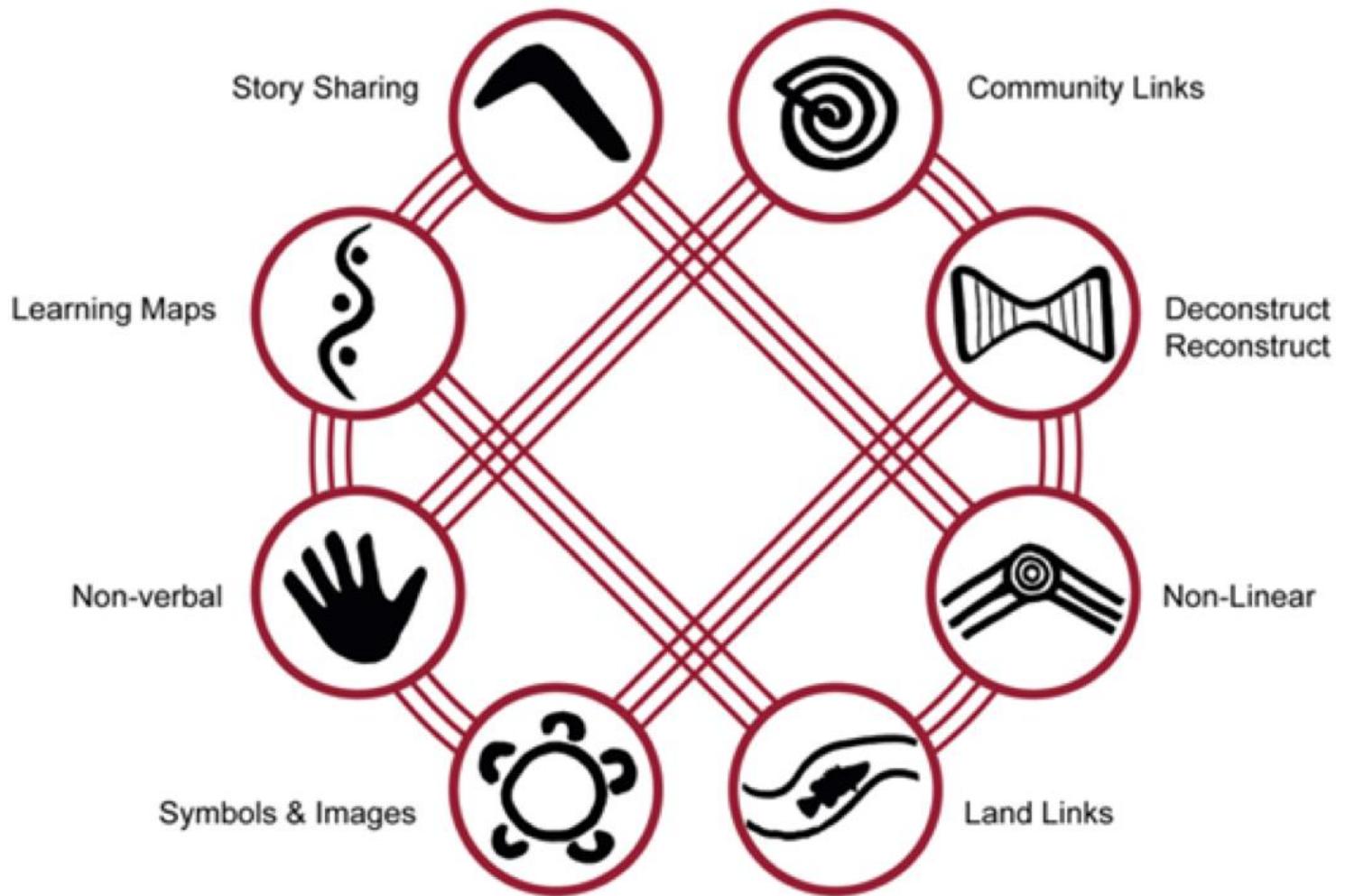


We bring new knowledge home to help our mob.

Community Links: Centring local viewpoints, applying learning for community benefit.

Connections to real-life purposes, contexts & communities, teams.

Eight Aboriginal Ways of Learning



Dr. Tyson Yunkaporta 2009

Conclusion

1. Avoid the the temptation of industrialised curriculum development and delivery.
2. Remember dialogue is core to learning
3. Critical- Self-reflection is critical – learning has to have a meaning not just a end.