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Enhancing Learning and Teaching: Pedagogy, Technology and Language

Edited by
Jeong-Bae Son and Shirley O'Neill

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PREFACE

In the space of approximately one hundred and thirty years, we have moved from the industrial age through the scientific age to the technological information age and the knowledge economy. With regards to pedagogy, this dramatic shift has placed traditional approaches to teaching and learning directly in the darkest shadow - cast by an illuminating, vibrant, new vision involving a collaborative and interactive community of learners in an increasingly globalised world both real and virtual. Contained in this vision is a view of the teacher as learner and facilitator of learning as opposed to instructor, as one who participates in an interactive learning environment where a need for empathy with learners is clearly acknowledged and recognised as crucial to learning success. It is also characterised by postmodernism and critical educational theory in an attempt to capture cutting edge pedagogies to make new meanings for the new millennium. The phenomenon of human learning, however, no matter what the context or era, continues to challenge both learners and educators. We continue to reflect on pedagogy and search for authenticity of experience within an accumulated host of philosophies, learning theories, models of teaching, strategies and techniques, and so on. It is the aim of this book to bring together a group of readings that not only reflect current issues and trends in pedagogy but readings that are thought provoking and motivating for the readers' present pedagogical undertakings. Though by no means exhaustive in its coverage, *Enhancing learning and teaching: Pedagogy, technology and language* provides an entrée into developments in postmodern pedagogies in terms of approaches, emerging concepts about learners and learning, the use of information and communication technologies (ICTs) and the social construction of knowledge through networked learning and e-learning environments.

Thirteen chapters are presented, each peer reviewed by independent experts in the field of education, education technology and language education, accordingly. Chapter 1 considers empathic intelligence as an aspect of intersubjective engagement and emphasises the importance of the empathic intelligent educator. Chapter 2 examines discourses of pedagogy and policy and highlights teachers' responses to changes in policy in adult literacy and basic education. Chapter 3 presents a framework for assessment practices based on phenomenological pedagogy and takes up the challenge of making assessment pedagogically tactful. Chapter 4 discusses the notion of collective pedagogy and investigates what it means to build collective knowledge, engaging in collective pedagogy to allow participants to be involved in a culture that supports both individual learning and the shared social construction of new knowledge. Chapter 5 deals with issues of pedagogical discontinuity in relation to young children in

transition to school and Chapter 6 examines the level of engagement and discourse in developing a community of learners at the tertiary level related to interactive learning tasks in a WebCT-based course. Similarly, Chapter 7 investigates the value of incorporating electronic discussions into the tertiary learning and teaching environment. Chapter 8 discusses collaborative knowledge building with different modes of online learning in a move away from traditional print materials to ways of working collaboratively online (e.g., virtual seminars, online conferencing and simulation). Chapter 9 focuses on how learners can best be supported and sustained in networked learning environments, considering the role of dialogue and collaboration and other aspects such as infrastructure needs. In Chapter 10, instructional design issues in multimedia and e-learning materials are considered in relation to the use of multiple representations of course concepts, cognitive constraints and learning styles for enhancing learning opportunities. Chapter 11 discusses developments in language policy and authenticity in language assessment. It involves an approach to language pedagogy that enhances learners' opportunities to converse with native speakers of the target language and to interact with the target culture through community involvement. Chapter 12 investigates how socio-cultural theory may be applied in second language acquisition and computer-assisted language learning (CALL), using a collaborative approach in a non-western cultural context. Chapter 13 responds to the myriad of information on the Web for language learning in particular. It presents a model for Web site evaluation and reports the results of a review of selected English as a second/foreign language (ESL/EFL) Web sites using the model.

Overall, this volume provides a unique opportunity to gain insights into constructive and innovative ways of enhancing learning and teaching. To this end we extend our gratitude to all of the contributors for their outstanding work, collaboration and patience. We are also grateful to the reviewers of the manuscripts, Dorothy Andrews, Lyn Bower, Joan Conway, Ann Dashwood, Barry Fields, Aniko Hatoss, Kinshuk, Byungmin Lee, Hsien-Chin Liou, Hilda Maclean, Max van Manen, Abbas Mousavi and Kazunori Nozawa. We thank Mary Reyes and Lorraine Hawes for their editorial assistance. We would also like to acknowledge the Faculty of Education, the University of Southern Queensland (USQ) and the Asia-Pacific Association for Computer-Assisted Language Learning (APACALL) for their support for this publication.

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