

GraniteNet News

Wondering why your XP computer is no longer updating?

Microsoft Windows XP & Office 2003 support has now ended!

Android ransomware app discovered: Protect your phone and tablet.

Community Calendar

Tuesday, May 27, 2014

Wednesday, May 28, 2014

Thursday, May 29, 2014

Stanthorpe Weather

Saturday

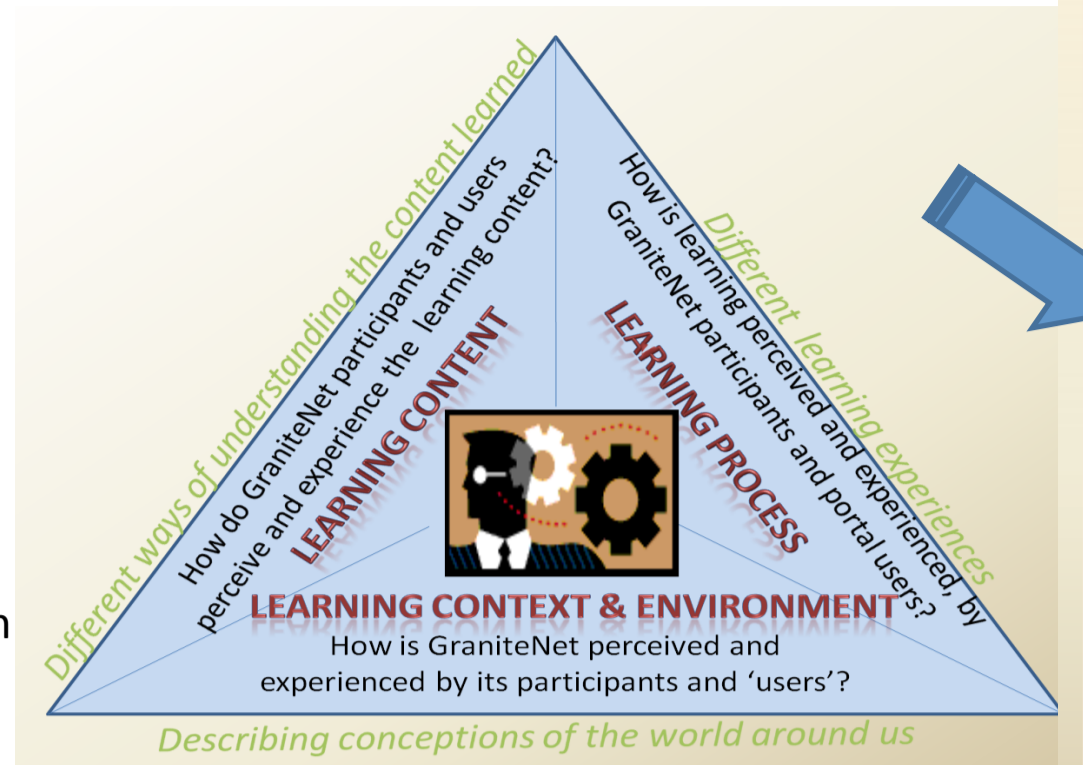
Foggy Existence

Fog then sunny

Researching adult community learning: The case of GraniteNet

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Adapted from Marton (1998)



Research design

Single site instrumental case study

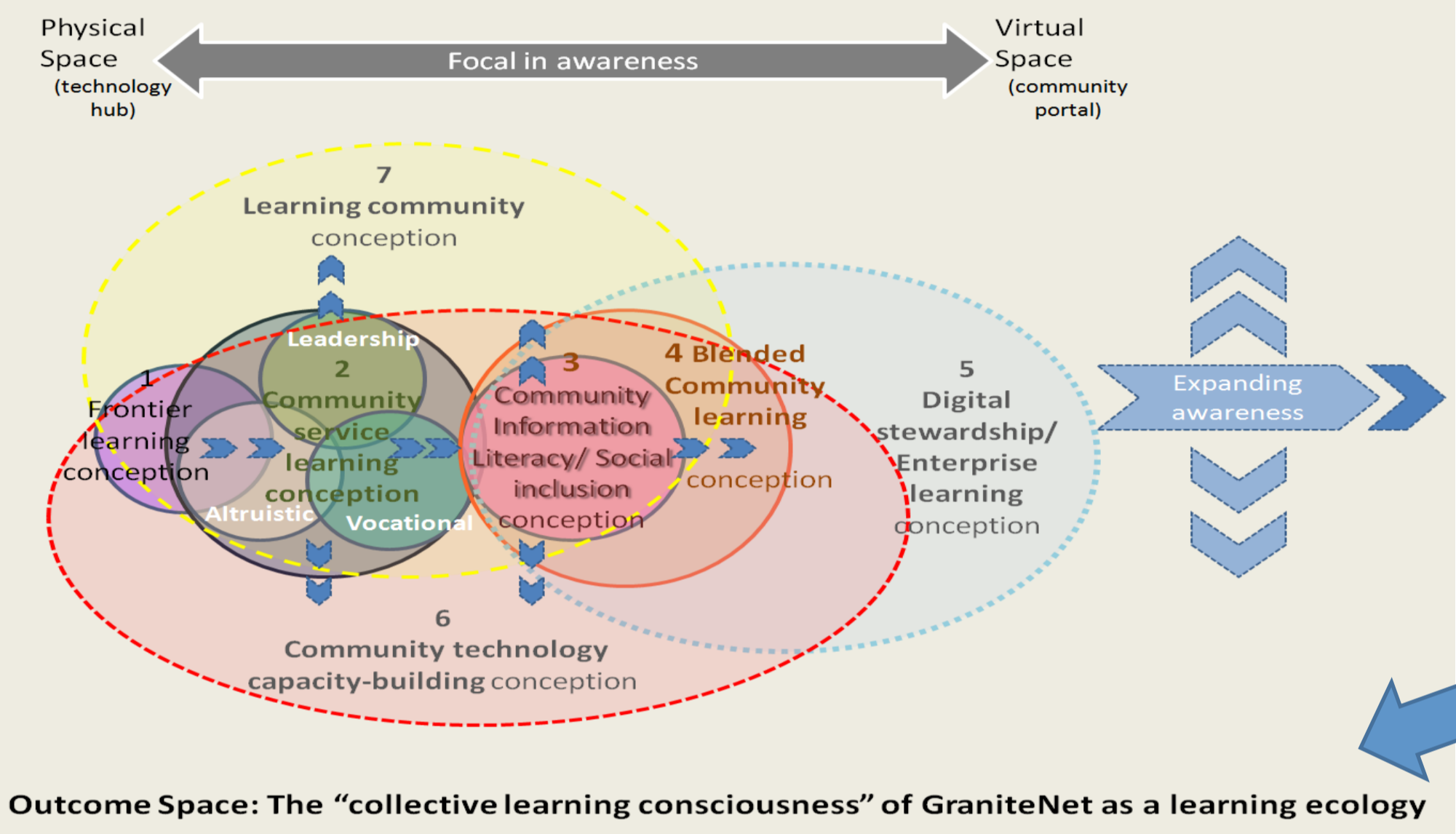
- Practice problem: (How) does GraniteNet support the development of Stanthorpe as a 'learning community'?
- Research Question: How do the members of GraniteNet's various communities of interest and practice experience learning in the context of their involvement in GraniteNet's activities and/or use of the community web portal?
- Sub-questions: What are people learning? What makes learning possible? How is learning experienced by respondents? What difference does 'I.T.' make to people's learning?



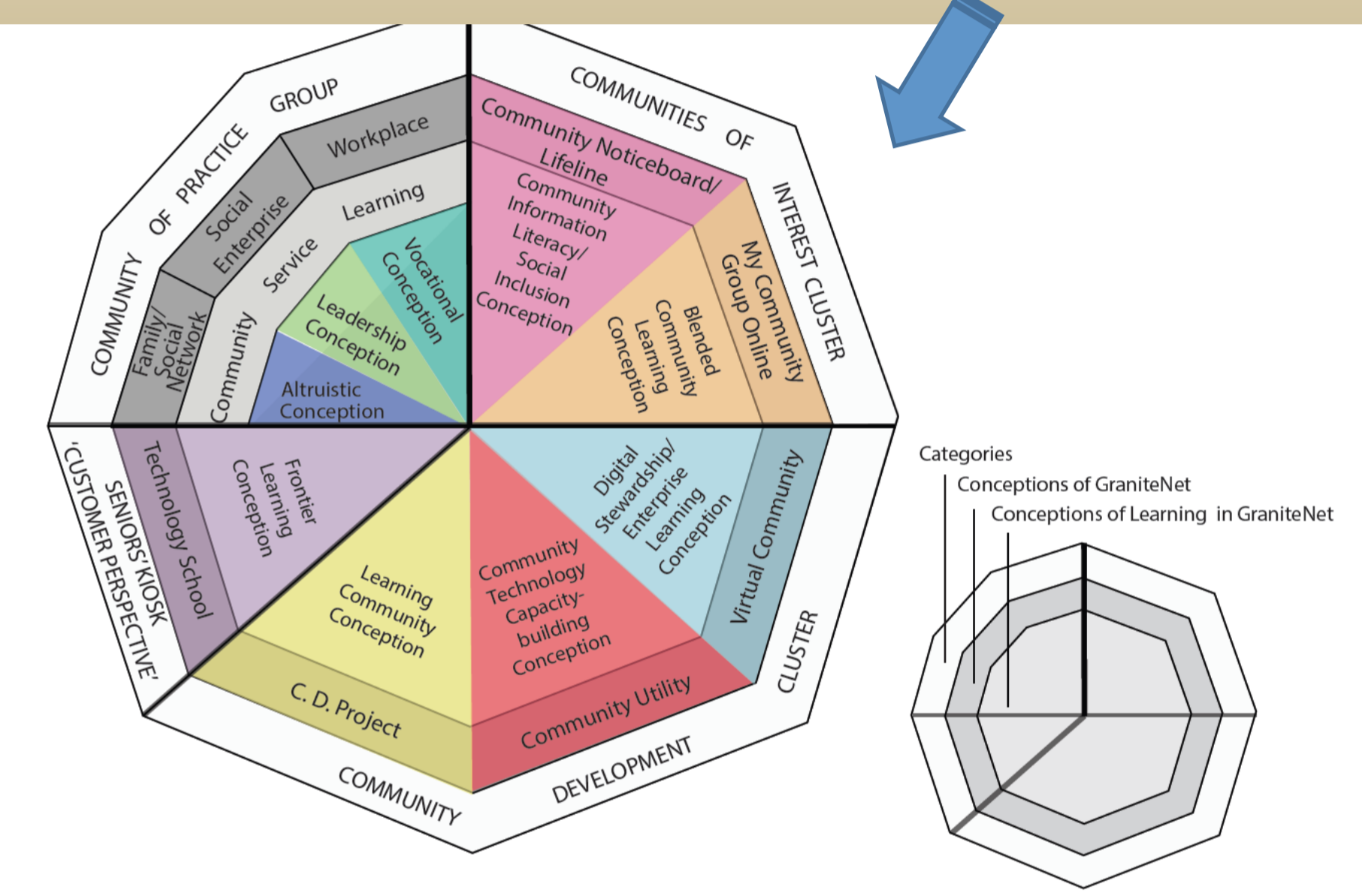
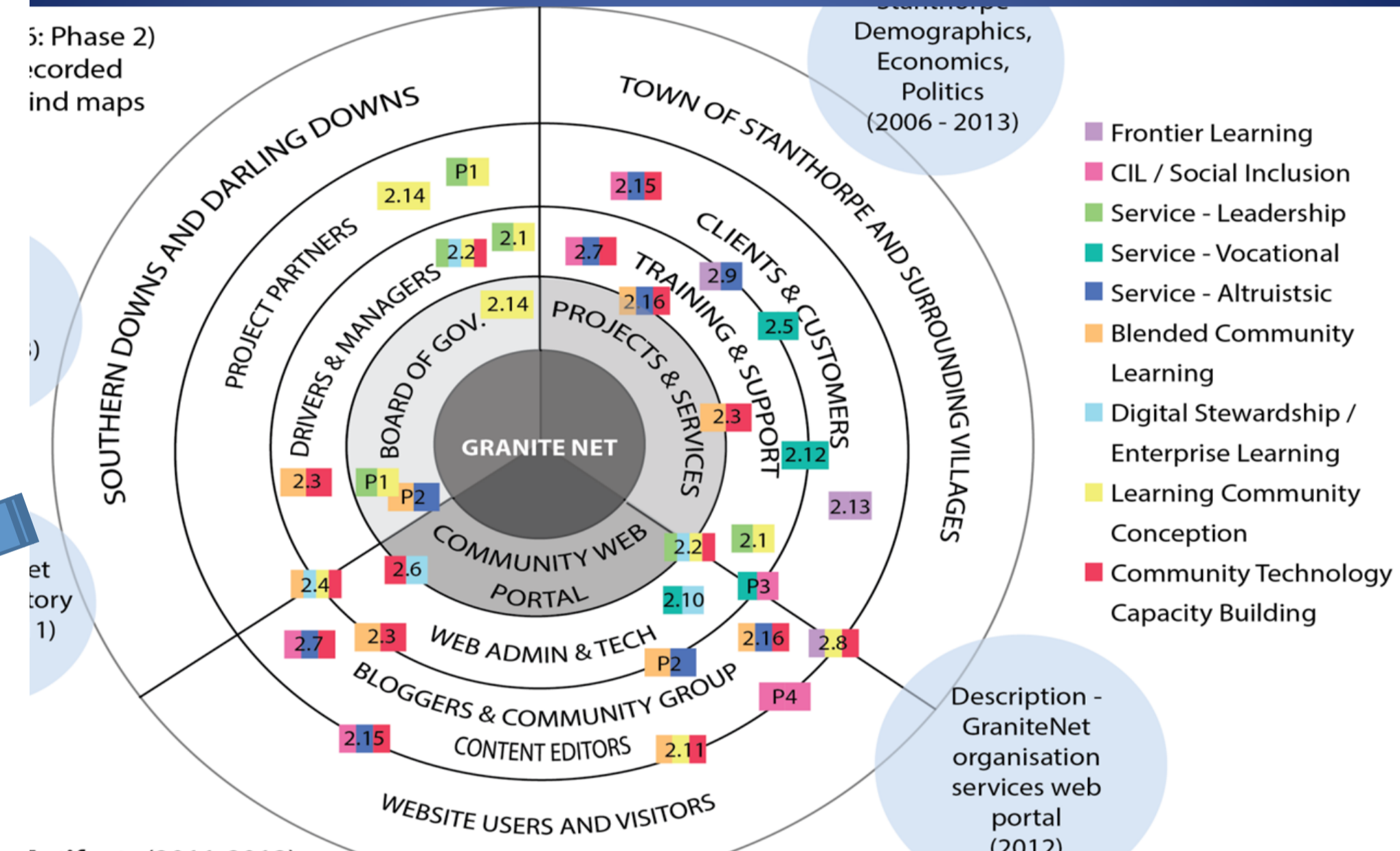
Qualitative, Interpretive, Phenomenographic

- 20 (adult) respondents Pilot study (4) + Phase 2 (16)
- Structured face-to-face interviews + two-page questionnaire
- 'Discovering' respondents' conceptions and experiences of GraniteNet and learning in the context of GraniteNet
- 'Devising' categories of description to illustrate variation
- 'Mapping' conceptions and experiences of learning in GraniteNet into an 'outcome space'

Marton & Booth (1997); Stake (1995; 2005)



Mapping conceptions back to individuals



Category 1: Frontier learning conception

Seniors' Kiosk Customer Perspective

| Conception of GraniteNet | Conception of digital technologies | Conception of learning |
|---|------------------------------------|--|
| Community technology 'school' | A 'frontier' | Learning frontier = digital literacy |
| 'where you can go to get your learning' | A 'can of worms' | Key learning questions: What is there to learn? What is out there for me? How do I get back there/get out of here? |
| | | Dominant learning metaphors: Acquisition, Conquest, Discovery |

Category 2: (Community) Service Learning Conception

Community of Practice Group

| Conceptions of GraniteNet | Conceptions of digital technologies | Conceptions of learning |
|---------------------------|-------------------------------------|--|
| Community Service/Welfare | A frontier/lifeline | 2A: Service Learning - Altruistic: a two-way street |
| | | Learning frontiers = digital literacies, organisational knowledge and know-how, facilitation of adult learning of digital literacies, personal development |
| | | Key learning questions: What's going on here? How can I contribute? How do I do this? How can I help this person? |
| | | Dominant learning metaphors: two-way street, conquest, journey, navigation, survival |

Category 3 and 4: Communities of Interest Cluster

| Conceptions of GraniteNet | digital technologies | Conceptions of learning |
|--|--|---|
| Community Noticeboard/Lifeline | 'a way of bringing the community together' | 3: Community Information Literacy/Social Inclusion Conception - learning to connect with my community |
| 'a publicity exercise' | | Learning frontiers = local community + digital community information literacies |
| 'it's a way of having a lifeline for people' | | Key learning questions: What is out there for me? Where do I go? What is happening? How can I get involved? How can I help? How do I work this? What information do people need? How do they need it to be presented? |
| | | Dominant learning metaphors: investigation, orientation, discovery, navigation, connecting, constructing/creating. |
| La Vie Associative Online | 'a place to do all those community things' | 4: Blended Community Learning Conception |
| my community group online | | Learning frontiers = Content Editor Skills Set + community learning |
| | | Key learning questions: How can we get more people involved? Are you doing anything useful with having that information? Which are the most important skills to learn? |
| | | Dominant learning metaphors: navigation, expansion, connection, interaction, exchange, participation |

Category 5, 6 and 7: Community Development Cluster

| Conceptions of GraniteNet | digital technologies | Conceptions of learning |
|---|--|--|
| A Virtual Community 'my local community online' | 'a kind of realm' | 5: Digital Stewardship/Enterprise Learning Conception |
| | | Learning frontiers = digital stewardship + enterprise development |
| | | Key learning questions: Who is going to be using this? What are their needs? "Okay, what am I missing here? Is there something I don't know?" Is there a better way of doing this? |
| | | Dominant learning metaphors: experimentation, construction, bricolage |
| A Community Utility, Asset 'A way of strengthening the community' | 'a window to the world; a window to the community' | 6: Community Technology Capacity-building Conception |
| | | Learning frontier = ICTs for community development |
| | | Key learning questions: How do I apply what I already know, or do I need to know something else to help this person? How can technology be used for developing community projects? |
| | | Dominant learning metaphors: Awareness, insight, expanding, envisioning, mastery |
| A learning community catalyst: the hub of the learning community | 'a conduit for a raft of learning opportunities' | 7: Learning Community Conception |
| | | Learning frontiers = community engagement, ICTs for lifelong learning |
| | | Key learning questions: What are the opportunities? What are we doing and why are we doing it? What is GraniteNet about? How do people see GraniteNet? What do people want to learn? How can we encourage people to participate in learning? |
| | | Dominant learning metaphors: experimenting, driving, transporting, expanding, guiding, supporting/scaffolding, conducting. |

Learning in hybrid community learning spaces - developing a model effective use¹ of ICTs for informal adult learning in Community Informatics

