



Pedagogy 2.0 responsive and innovation blende learning environments in a Changing Socio-technological Landscape; a Research-based Design of Saudi higher Education

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Pedagogy 2.0 Towards Responsive and Innovative Blended learning environment in A Changing Socio-technological Landscape; a Research-based Design of Saudi higher education

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Introduction

Within the rapidly changing socio-technological landscape, increasing recognition of the importance of change in higher education has been in place. The emergence of innovative methods of delivery and learning ideas have increased as a consequence with the progression in information and communication technologies (ICT), own to create desired learning outcomes Morris (2009). Worldwide, Blended learning environment is viewed as the promise to tackle challenging facing higher education and providing excellence learning experiences of the 21st century students Hofmann (2011). The rationalism of blended learning emerges from the integration of the best face-face lecture practice and online based learning. Therefore, to reach its advantages rethinking of pedagogical strategies are required, redesigning the curriculum is crucial, and more importantly creative selection of web-based learning is needed. Significantly, Web2.0 technologies hold a promise to bring sustainability to e-learning due to its ability to build communities, and share and reuse content more than LMS can offer (Stepanyan, Littlejohn, & Margaryan, 2010).

Key Words: Pedagogy 2.0, blended learning environment, Saudi Higher education, research-based design, activity theory.

Literature review

In the context of Saudi higher education, universities offer some forms of e-learning courses that are especially designed for certain population of students, yet the remaining is mostly traditionally-based. Blended learning method is highly recommended in Saudi universities as Ministry of Higher Education encourages the implementation of blended learning in all academic programs Moukali (2012). Yet, it is still on its early stage and the culture of innovative digitally-based pedagogical practice has not been established yet in such effective way (Alebaikan, 2010). Despite the lack of the literature regarding blended learning in Saudi universities, the majority of existing literature discussed the use of virtual learning environment such as "Jusur" and Blackboard. Whereas, Recent literature has emphasised the role of web 2.0 in driving successful and sustainable blended learning experiences. "Pedagogy 2.0 is a framework that aims to focus on desired learning outcomes in order to exploit more fully the affordances and potential for connectivity enabled by web 2.0 and social software tools" (McLoughlin & Lee, 2008). Pedagogy 2.0 enables learning through action, student-centered learning, create interactive, creative and reflective learning experiences. Existing literature about blended learning in Saudi Arabia, (Alebaikan, 2010) studied the perception of female lecturers and students in King Saudi university, of using learning management systems (LMS) to teach blended learning courses as a consequence of the university's decision to meet increasing numbers of female students. Another study done by (Moukali, 2012) has focused on the lecturers' attitude towards technology-rich blended learning in Jazan University. Both studies conclude that Saudi lecturers have positive perception of blended learning. However these studies are not exclusive in highlighting the perception of using pedagogy 2.0 to enrich blended learning. Nevertheless, one experimental study done by (Ommar, 2013) in Um AlQura University aims to test the effectiveness of Web 2.0 technologies especially social networking systems (SNS) in project-based learning. This study shows that such technologies in instructional design have a great effect not only on the students' achievements but also on their motivation to learn. Importantly, this study emphasized that lecturers and students must be trained and understand the affordance such technologies. Therefore, this study will contribute to the interpretation of pedagogy 2.0 within blended learning environment in Saudi context in terms of benefits, challenges, and future plan.

The research aims and objective

Obviously, in Saudi higher education there has been much-needed analysis of blended learning environments developments especially in the digital media era. Thus, this study will focus on building understanding about such issue by exploring factors that govern Saudi lecturers' adoption of pedagogy 2.0 which is essential points for successful outcomes. Examining the responsiveness of curriculum, teaching strategies, organizational policies and the roles of lecturer and students to the proposed changed could create a road map to future development.

Research questions

The research question that hinged on the objectivity of the research are:

RQ1: What are the factors that govern the adaptation of pedagogy 2.0 in the Saudi universities to enrich blended learning environment?

RQ2: How teaching strategies are reshaped to be responsive to the innovation?

RQ3: How courses are redesigned to be responsive to the innovation?

RQ4: How do lecturers and their students' view their roles?

RQ5: What are their perceptions of the future of pedagogy 2.0 in enabling, enhancing and transforming blended learning environment?

Research design

Methodological design-based research (DBR) will be used; its potential as a methodological approach has been confirmed as appropriate for research and design in technology-enhanced learning environments for over a decade (Wang & Hannafin, 2005). These authors defined it as "a systematic but flexible methodology aimed to improve educational practices through iterative analysis, design, development, and implementation, based on collaboration among researchers and practitioners in real-world settings, and leading to contextually-sensitive design principles and theories" (Wang & Hannafin, 2005) p.6). Furthermore, this methodological approach will conceptualized by activity theory (AT).

Participants

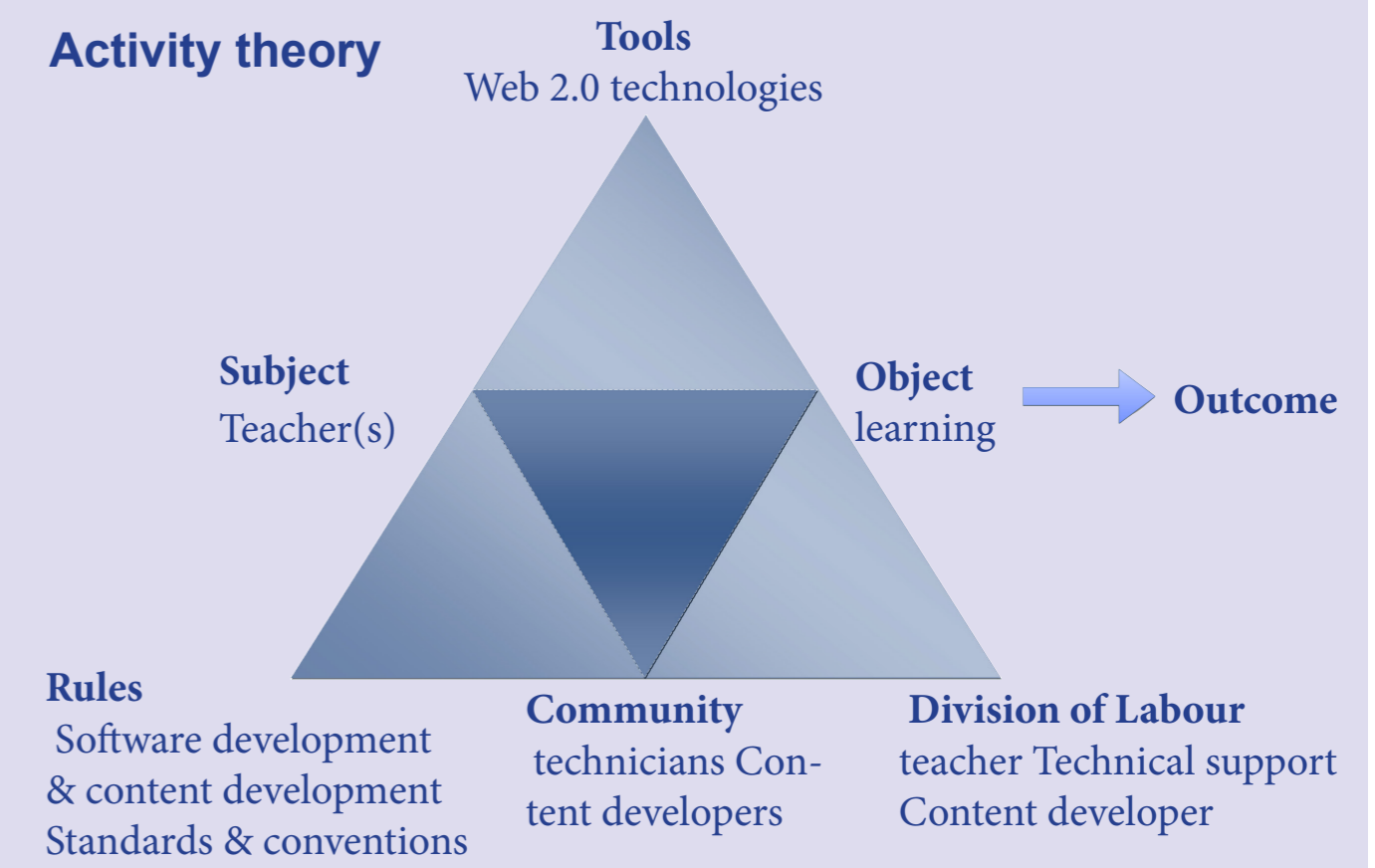
A non-random purposive sampling technique will be used. (Johnson & Christensen, 2010) assert that in purposive sampling technique, specific characteristics of the target population are identified by the researcher, after which a sample is drawn according to these inclusion and exclusion characteristics. 5 Saudi lecturers and their students from different disciplines will be participated on the study.

Methods of data collections

Wang and Hannafin (2005) stated that when conducting design-based research, employing multiple methods of data collection that are extensively used in quantitative or qualitative research. Thus, multiple methods of data collections will be used; Documentary analysis, semi-structured interview, focus group, observation, photography and timeline reflections.

Data analysis

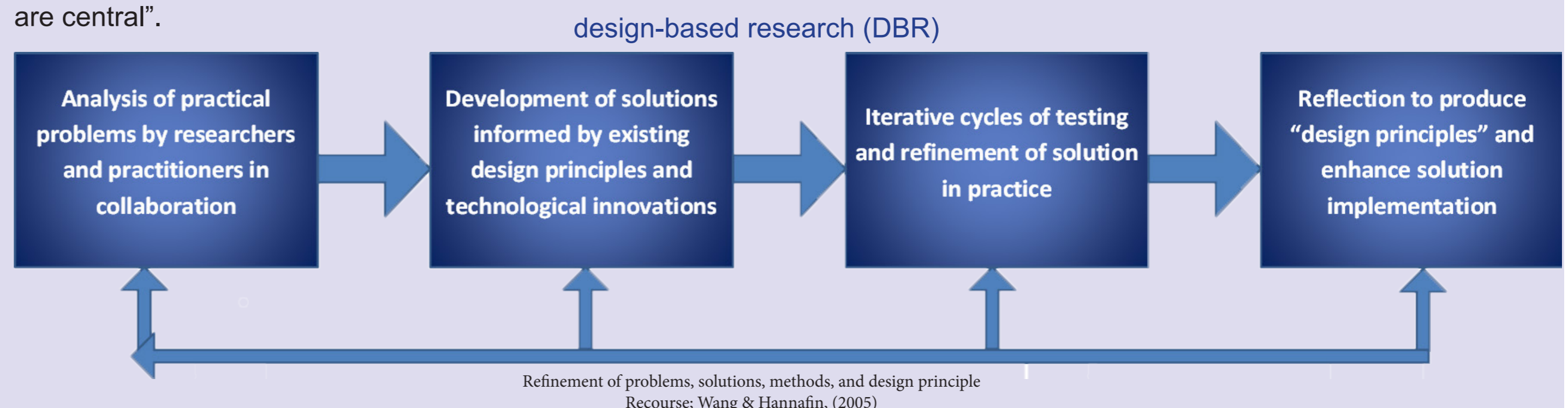
(Anfara Jr & Mertz, 2006) asserts that theoretical framework facilitates the provision of extensive breadth of research analysis. Activity theory (AT) will be the research theoretical framework for descriptive analysis based on critical realism philosophical stance. (Robertson, 2007) asserts that "activity theory is a powerful descriptive tool rather than predictive tool that provide a language as well as a conceptual tools to examine activity where mediation between a subject and object are central".



Research stages and methods of data collection framework		
Research stages	Methods of Data collection	Objective
Analysis of practical problems by researchers and practitioners in collaboration	Documentary analysis semi-structured interview focus group photography Analysis of problems documents	To locate information about what has been there regards improving the students' attainment. This will allowed me to gain holistic view about the issue being discussed and identifying educational practical problems
Development of solutions informed by existing design principles and technological innovations	semi-structured interview photography desing souldtion document	redesigning the course by finding solutions will rise number of pedagogical, curriculum and policy issues. this provides closed and deeper view about the teacher experiences and thoughts of factors
Iterative cycles of testing and refinement of solution in practice	observation photography document analysis semi-sturectured interview	will bring information from the actual use pedagogy 2.0 within blended learning environment to bridge the theory to practice
Reflection to produce "design principles" and enhance solution implementation	timeline reflection photography semi-structured interview focus group	building uderstanding in a coherence manner and writing principles and final conclusion it will also serve the trust-worthness of the findings

time line for the study

Year	Months	Research plan	Training and developmental activities
2013	Jan- Mar	Start the literature search	•Attend training courses and workshops
	Apr-May	Write the research plan	•Published paper
	Jun-July	Design the pilot study	•PGR SEED conference (the university of Manchester)
	Aug - Oct	Pilot the methods	•Kaleidoscope conference (Cambridge University)
	Nov- Dec	Prepare Panel papers	•Gulf conference in London
2014	Jan-March	Develop research instruments Literature review; methodology chapter	•Prepare paper for publishing
	Apr- June	Conducting the first and second Stages; Literature review	•Attend conference Poster presentation
	July-Sep	Transcription and translating of collected Data for these two stages	•Attend conference presentation
	Oct-Dec	Literature review chapter	
2015	Jan-Mar	Conduct the third and fourth stages of the study	•Attend conference presentation
	Apr-Jun	Transcription of collected data for these two stages and translating.	
	July-sep	Coding/ analysis of the third and fourth stages	
	Oct-Dec	Analysis of the complete data using activity theory	
2016	Jan- Mar	Write Analysis and Data Interpretation chapter	•Attend seminars and workshops
	Apr-Jun	Write the final chapters - Conclusion and Recommendations..Prepare final draft.	
	Jul to Aug	Amend and submit thesis	
	Sep	VIVA	



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