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

Link to publication record in Manchester Research Explorer

Citation for published version (APA):

Citing this paper
Please note that where the full-text provided on Manchester Research Explorer is the Author Accepted Manuscript or Proof version this may differ from the final Published version. If citing, it is advised that you check and use the publisher's definitive version.

General rights
Copyright and moral rights for the publications made accessible in the Research Explorer are retained by the authors and/or other copyright owners and it is a condition of accessing publications that users recognise and abide by the legal requirements associated with these rights.

Takedown policy
If you believe that this document breaches copyright please refer to the University of Manchester’s Takedown Procedures [http://man.ac.uk/04Y6Bo] or contact uml.scholarlycommunications@manchester.ac.uk providing relevant details, so we can investigate your claim.

Download date: 11. Sep. 2019
Pedagogy 2.0 Towards Responsive and Innovative Blended learning environment in A Changing Socio-technological Landscape; a Research-based Design of the Saudi higher education

Sahar Alghanmi. School of Education. The University of Manchester

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 has been witnessed 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 rationalization of blended learning has to be integrated 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, Web 2.0 technologies hold a promise to bring sustainability to e-learning due to its ability to build communities, and share and re-use 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 academics programs Mokau (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 (Abelahaik, 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 emphasized 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 interactivity, and peer to peer learning experiences. Existing literature about blended learning in Saudi Arabia, (Alabkaian, 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 (Mouka, 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 showed that such technologies in instructional design have a great effectiveness in enhancing the learning experience. 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 reasons impact of curriculum; teaching strategies, organizational policies and the roles of lecturer and students to the proposed changed could create a road map to future developments.

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

RQ1: What are the factors that govern the adoption 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 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 examining technology-enhanced learning environments for over a decade (Wang & Hannafin, 2005). These authors defined it as “a systematic but flexible methodology that provides the impetus for designing, implementing, evaluating, and revising learning experiences 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. This study includes interviews, 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 philosophy (Robinson, 2010). “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”.

References

Methodological design-based research (DBR) will be used; its potential as a methodological approach has been confirmed as appropriate for examining technology-enhanced learning environments for over a decade (Wang & Hannafin, 2005). These authors defined it as “a systematic but flexible methodology that provides the impetus for designing, implementing, evaluating, and revising learning experiences 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. This study includes interviews, 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 philosophy (Robinson, 2010). “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”.

References

Methodological design-based research (DBR) will be used; its potential as a methodological approach has been confirmed as appropriate for examining technology-enhanced learning environments for over a decade (Wang & Hannafin, 2005). These authors defined it as “a systematic but flexible methodology that provides the impetus for designing, implementing, evaluating, and revising learning experiences 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. This study includes interviews, 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 philosophy (Robinson, 2010). “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”.

References