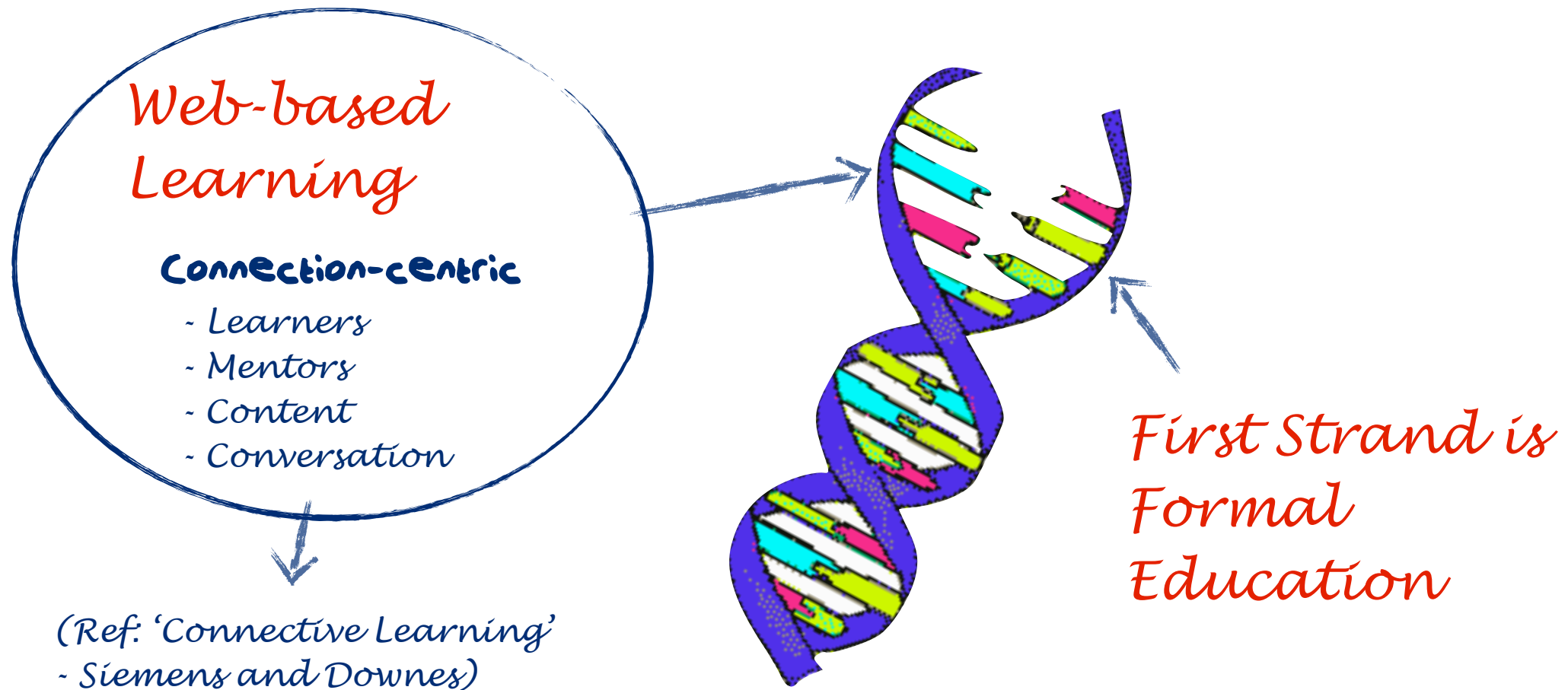


Learning Leadership

in the Second Strand of Education

What is the
Second Strand of Education?

This 'Web-based Learning' is the Second Strand of Education



Who could be a learning leader in the second strand of education?

1. a teacher could be a learning leader
2. or a parent
3. or an independent educator
4. or an autonomous learner could be a self-directed learning leader

A 'Learning Leader' in the Second Strand of Education must help the Learners...

1. Imagine 'what is possible'
2. Learn, Know, Understand, Perform
3. Appreciate their internal Conflicts
4. Resolve their Conflicts
5. Build Self-Efficacy
6. Participate in the 3Cs of web-based Learning
 - Content, Conversation, Community

1. Help the learners imagine 'what is possible'



→ What is



→ What is Possible
(outcomes of the
learning endeavour)

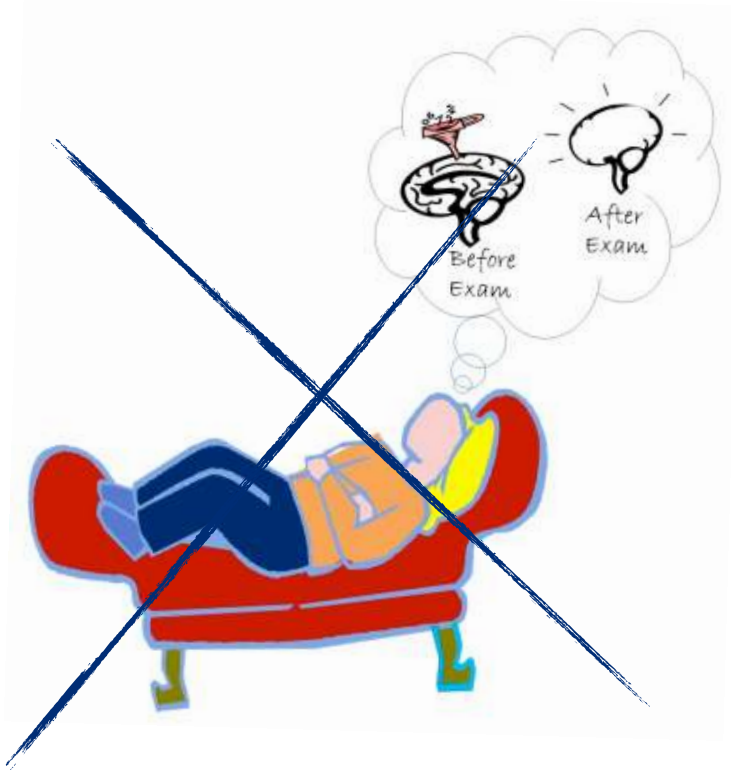
HOW: stories can fire-up the learners' imagination



"Don't Drink and Drive"

- Stories can be instruments of information and transformation, taking the audience from the familiar to the unfamiliar (Jackson 1995)
- When one identifies with the character who has changed one can envision and embrace the possibility of change in oneself (Clark 2001)

2. Facilitate the Learners...



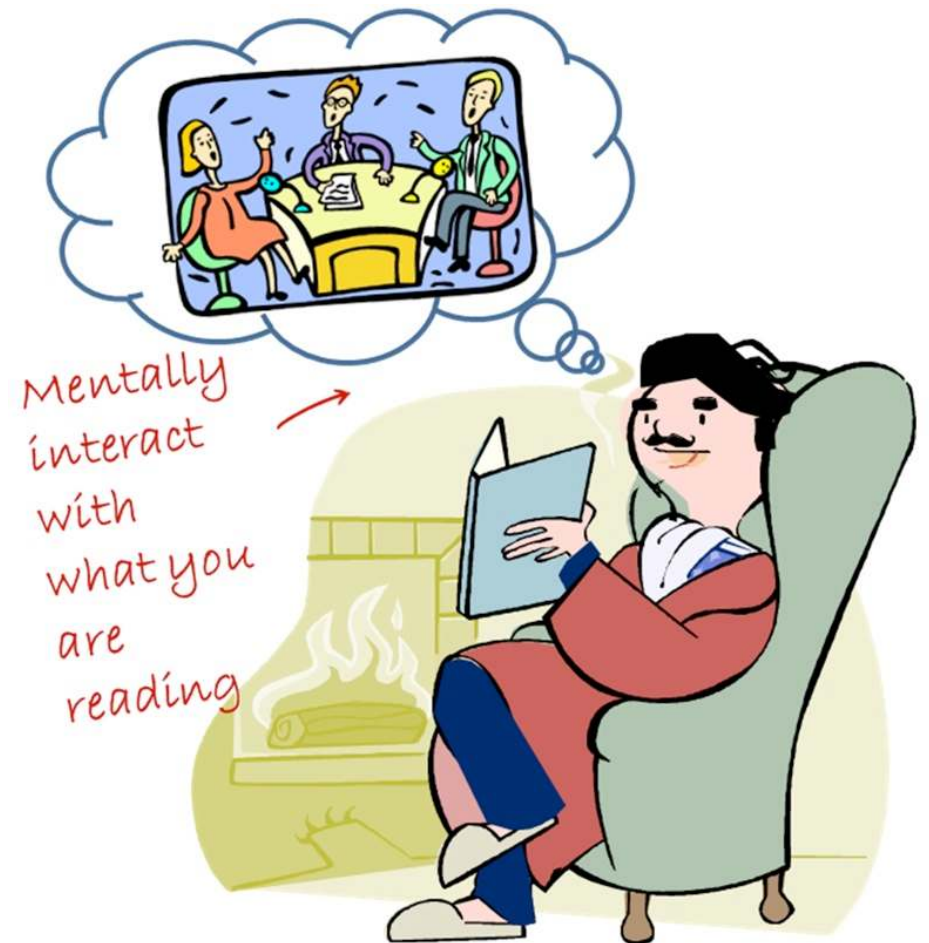
- a) Learn - build learners' inner strength to learn
- b) Know - help learners become better at acquiring knowledge of a subject matter
- c) Understand - develop modes of thinking to look at the world from different perspectives
- d) Perform - how to attain mastery

2a) Learn



Build learners' inner learning strength by cultivating dispositions like emotional resilience, grit, deep engagement and meta-learning, i.e. develop learning-to-learn skills

HOW: a few examples



2b) Know

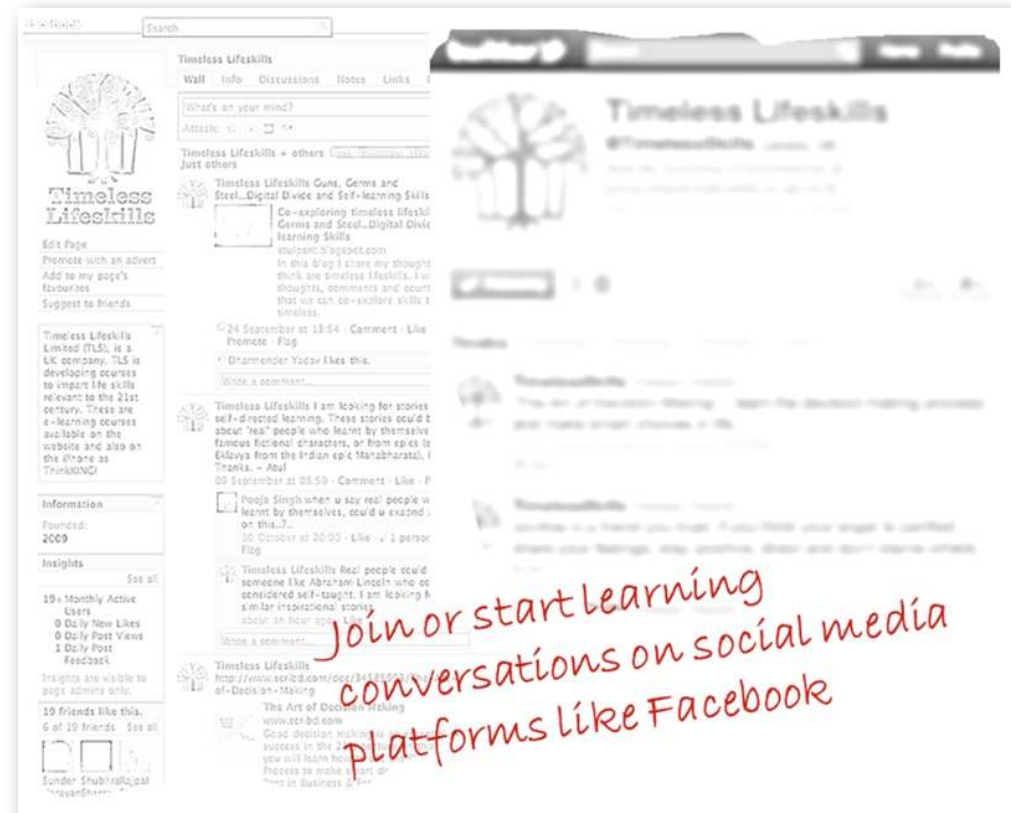


Facilitate the learners become better at acquiring knowledge in a particular subject-matter by fostering good study habits and explaining how to search for and validate good knowledge sources on the web.

HOW: a few examples



Online Learning Journey



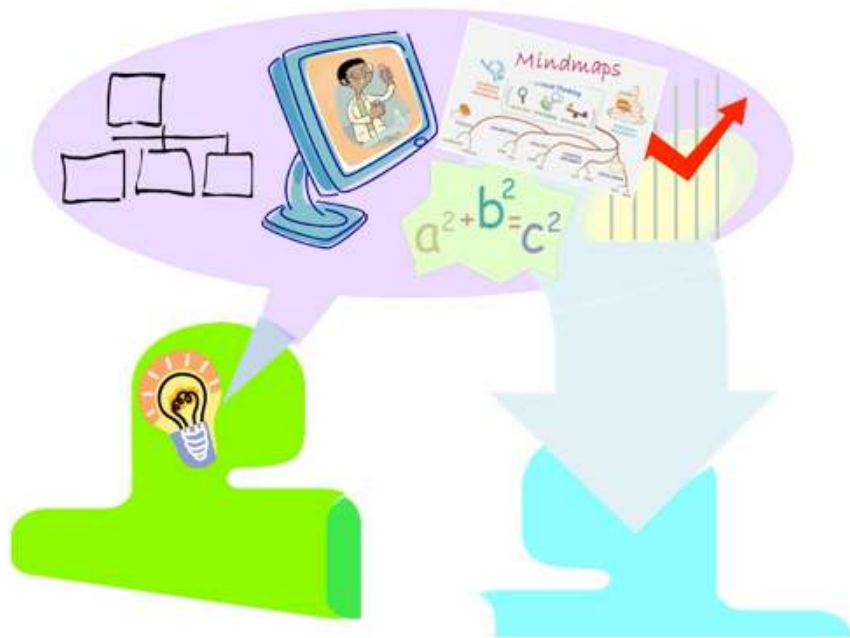
Join or start learning
conversations on social media
platforms like Facebook

2c) Understand

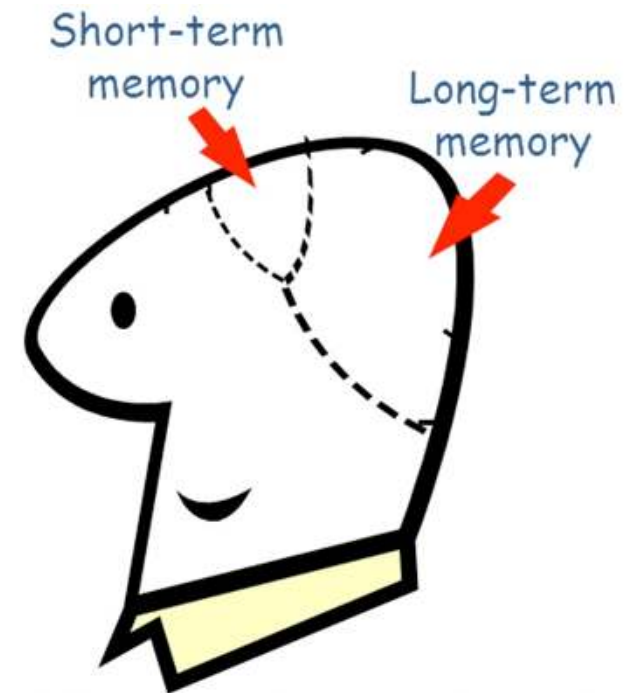


Help the learners acquire deep disciplinary knowledge and modes of thinking for looking at the world through different lenses, which leads to deeper understanding

HOW: a few examples

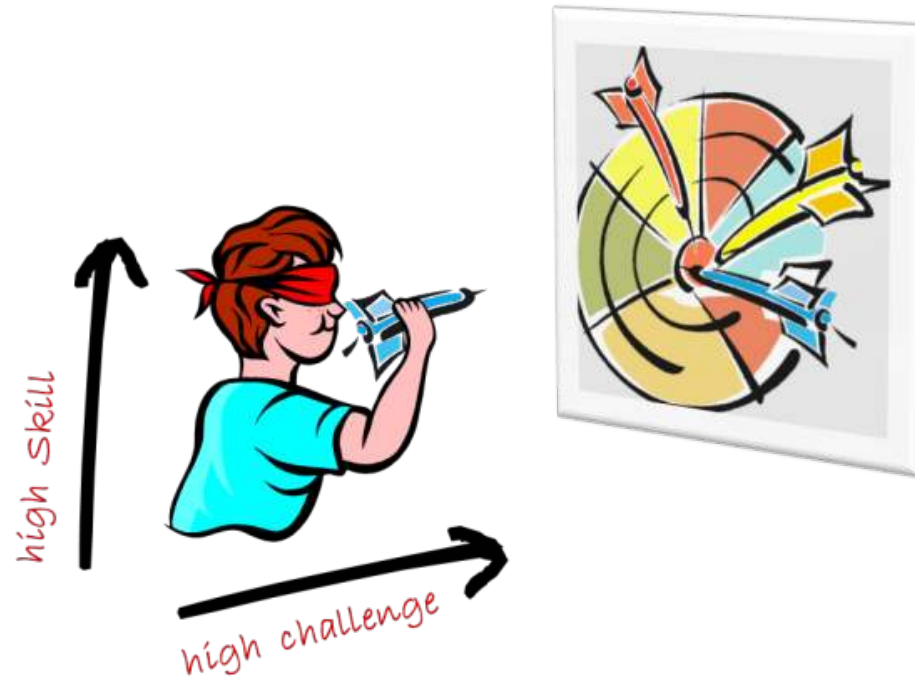


Multiple representation of new knowledge lead to better self-understanding and help in conveying it to others



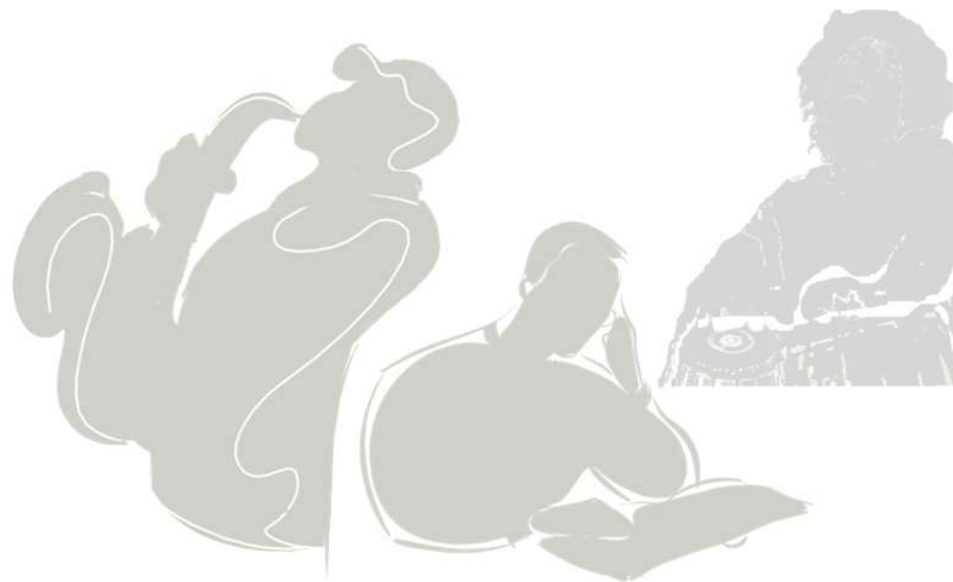
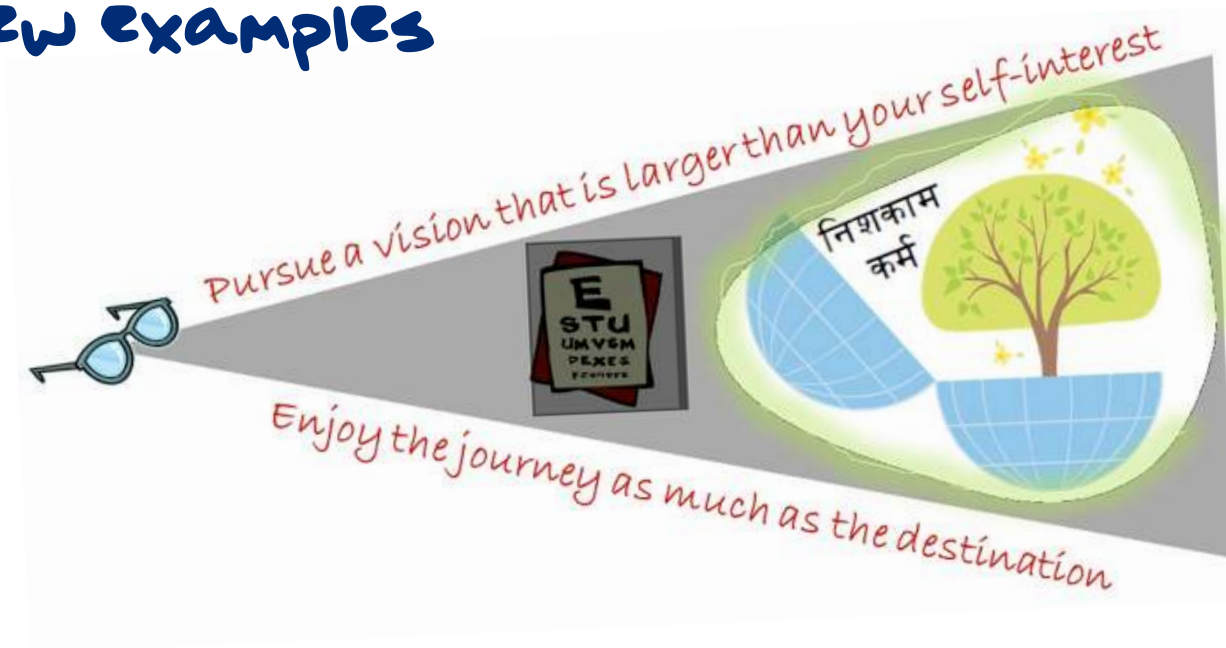
Intuitive learning works only if it is backed by deep knowledge and is not influenced by cognitive bias

2d) Perform



Help the learners' achieve personal mastery and a state of 'flow' in their work

HOW: a few examples

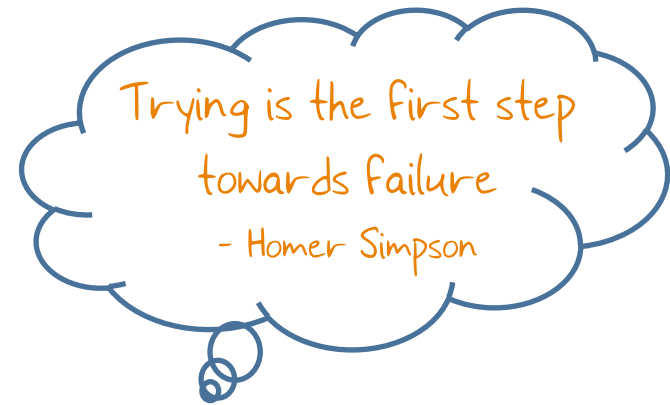


'Flow' is a state of joy, creativity, total involvement and a feeling of transcendence

3. Help Learners Understand Internal Conflicts



Cynicism, Skepticism



Fear of ridicule if they post wrong or irrelevant information



Inertia to Act

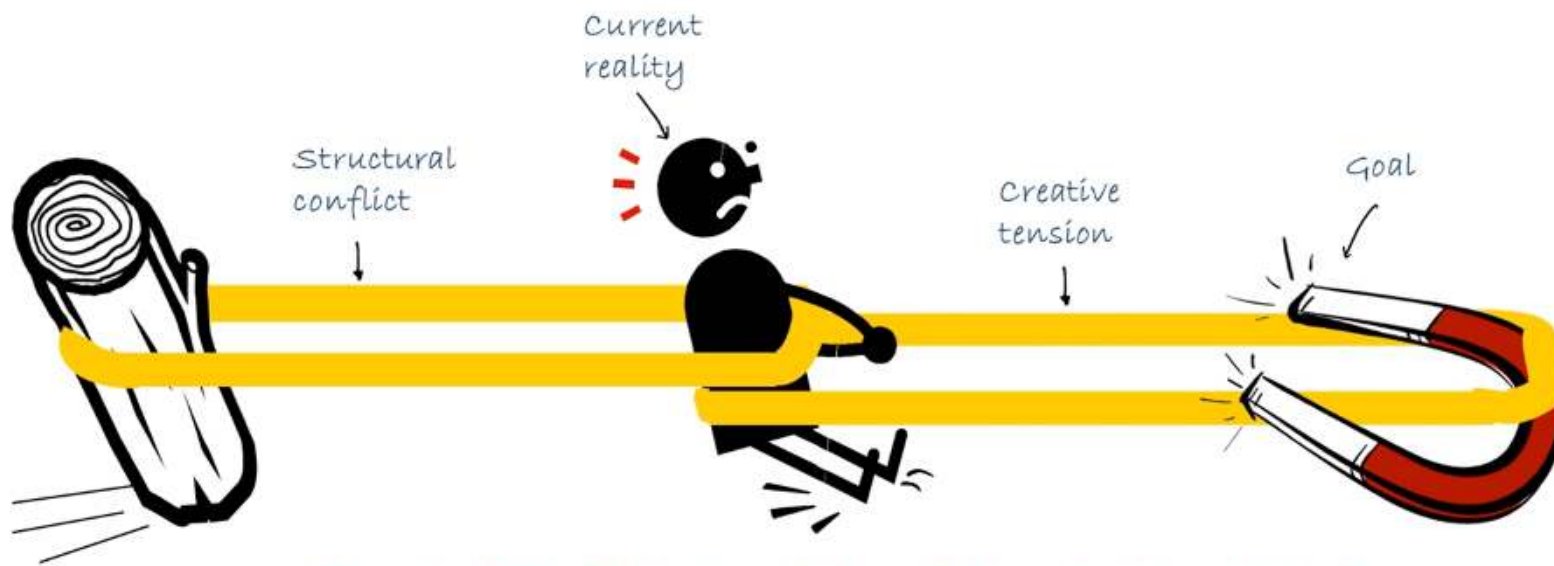


Rigid Mindset

4. Help Learners Resolve their Conflicts

- Benevolent, allow mistakes
- Freedom to fail, often
- Provide Motivation - recognition, reputation
- Connect learning with learners' personal needs
- Build trust through integrity and competence
- Critique not criticize

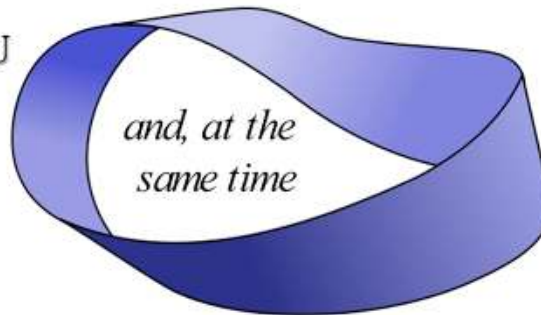
HOW: a few examples



Structural Conflict: your vision pulls you but thoughts of powerlessness and unworthiness hold you back

(Source: Peter Senge's book 'Fifth Discipline')

RETAIN FAITH THAT YOU
WILL PREVAIL IN THE
END, REGARDLESS OF
THE DIFFICULTIES



Stockdale Paradox

CONFRONT THE MOST
BRUTAL FACTS OF YOUR
CURRENT REALITY,
WHATEVER THEY MIGHT BE

(Source: Jim Collin's book 'Good to Great')

5. Help Learners Build their Self-Efficacy → (Albert Bandura)

Self-belief about lack of abilities,
that in-turn leads to lesser effort
being put-in

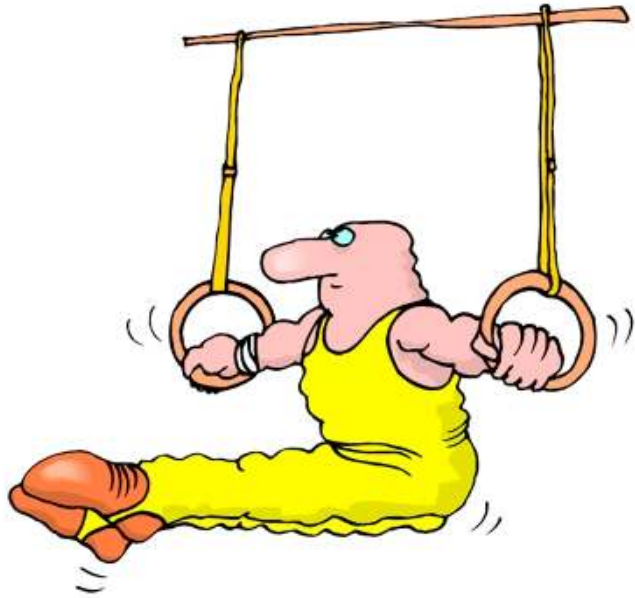


- Negative self-percept
- Get distracted from performing well

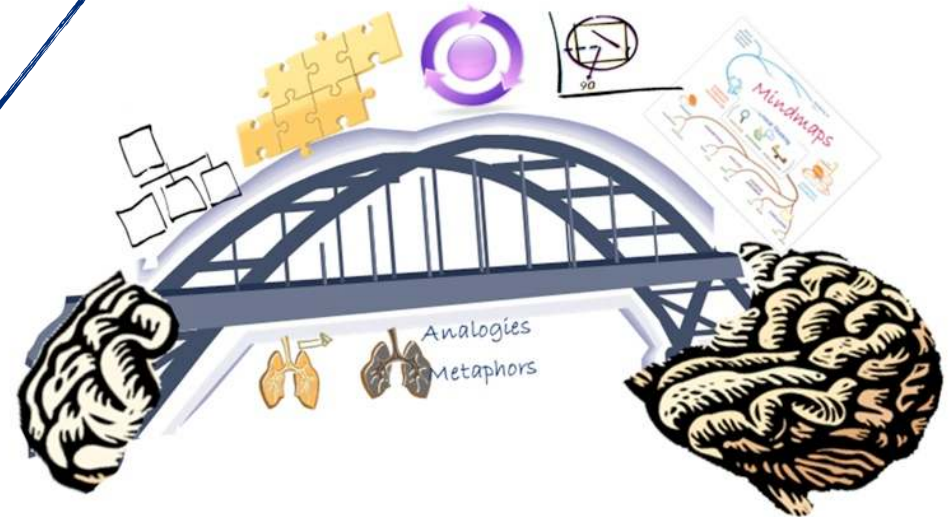


Result of building Self Efficacy

HOW: a few examples

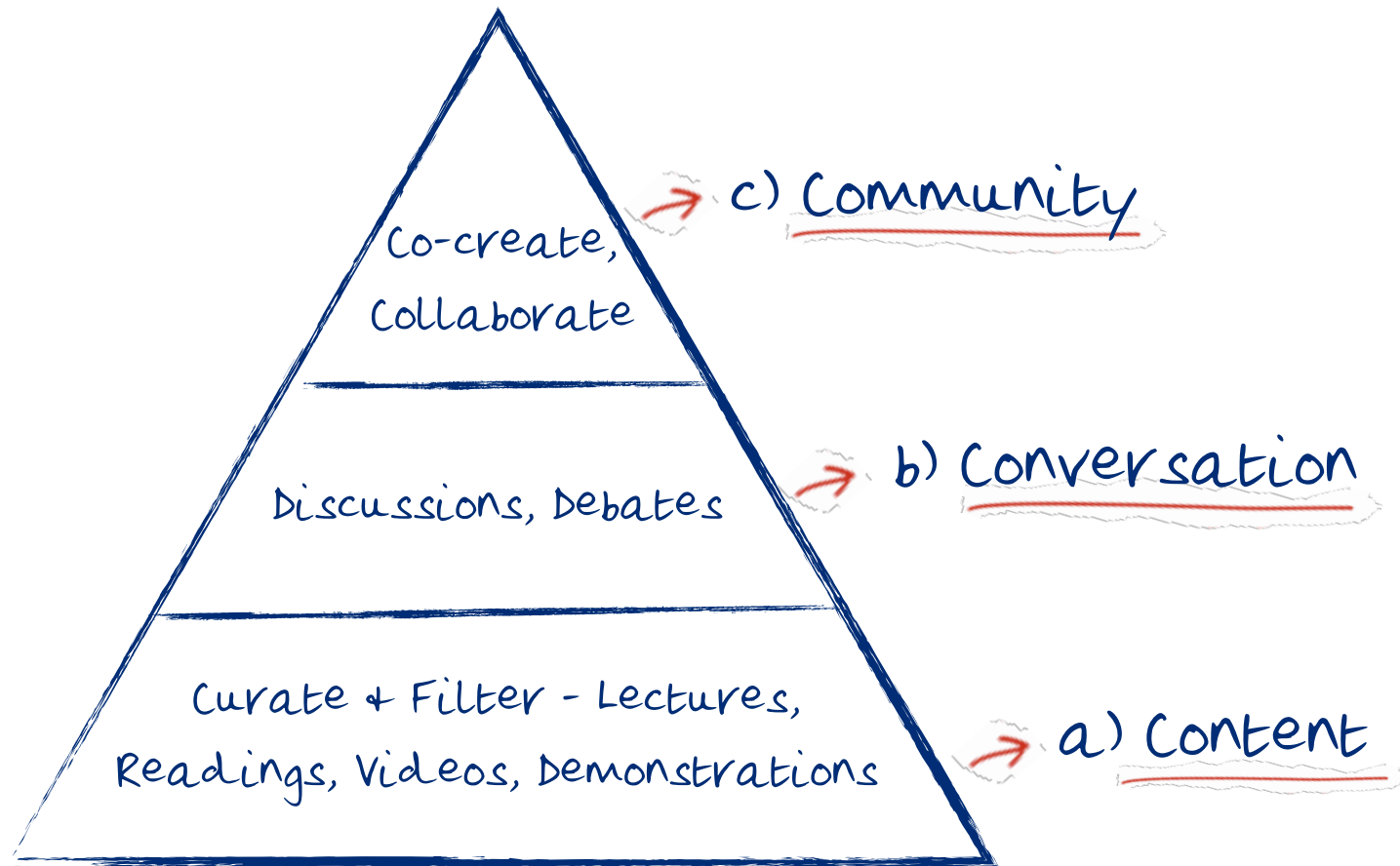


'Deliberate Practice', i.e. activities designed solely for improving specific aspects leads to superior performance



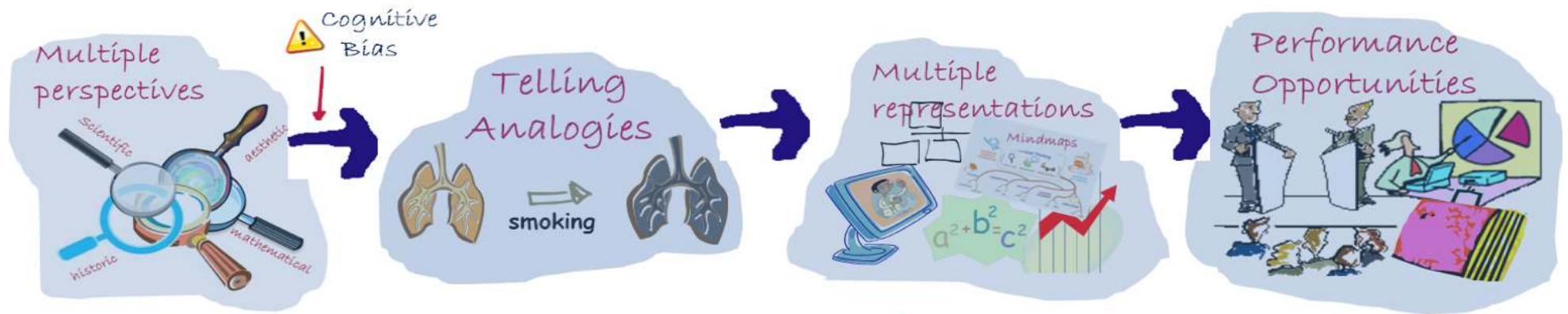
Experts acquire domain specific memory skills and encode complex information in special representations that allows them to quickly access large amounts of information from long-term memory

6. Learning leader should know the 3Cs of Web-based Learning



6a) Content

i. Help learn 'knowledge' of a discipline or domain



How you can understand better



 <http://www.articulate.com/rapid-elearning/>

ii. Create Content

- Rapid e-Learning
- Scratch for Educators <http://scratched.media.mit.edu/>
- Other Tools: <http://www.youtube.com/create>



Filter learning activities that are
Absorb type, Do type, Connect type



(William Horton)

iii. Curate + Filter Learning Activities that are -
Absorb type, Do type, Connect type

- Personal Curation (ask an enthusiast) - <http://www.quora.com/>
- Create stories or content bundles using social media tools like:

Storify: <http://storify.com/>

Curated by: <http://www.curated.by>

Diigo: <http://www.diigo.com/index>

iv. Contextualize and Personalize Content



- Learner needs' related
- Real-world Linked
- Personalized

SNAPP (a software tool that allows users to visualize the network of interactions resulting from discussion forum posts and replies) - <http://research.uow.edu.au/learningnetworks/seeing/snapp/index.html>



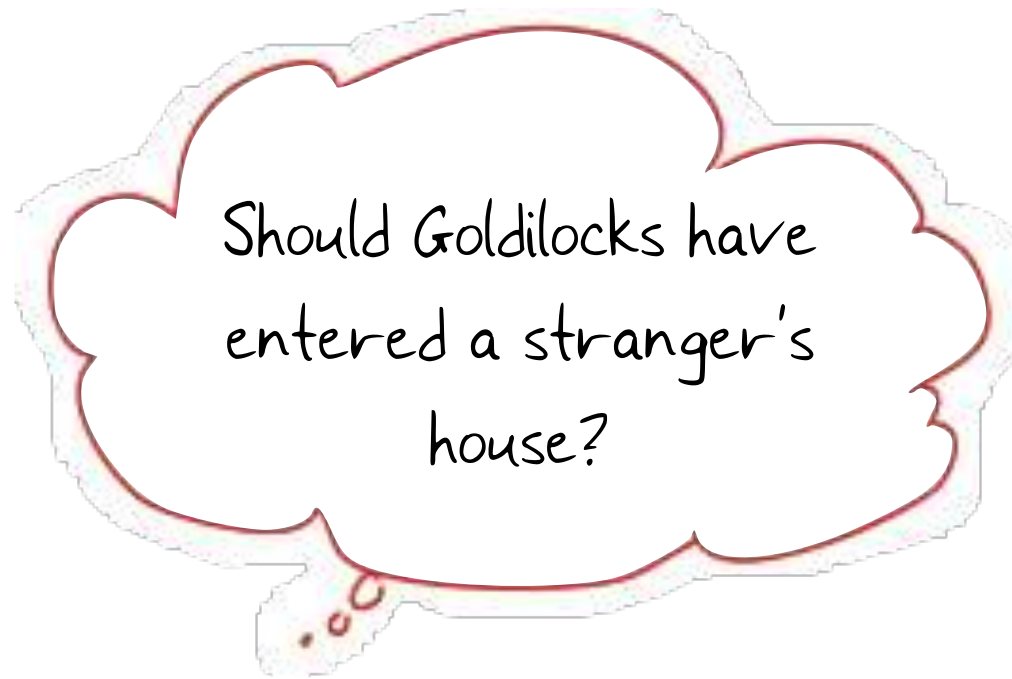
- v. Facilitate learners' "indwell" (Michael Polanyi) or "marinate in the problem space" (John Seely Brown)

6b) Conversation

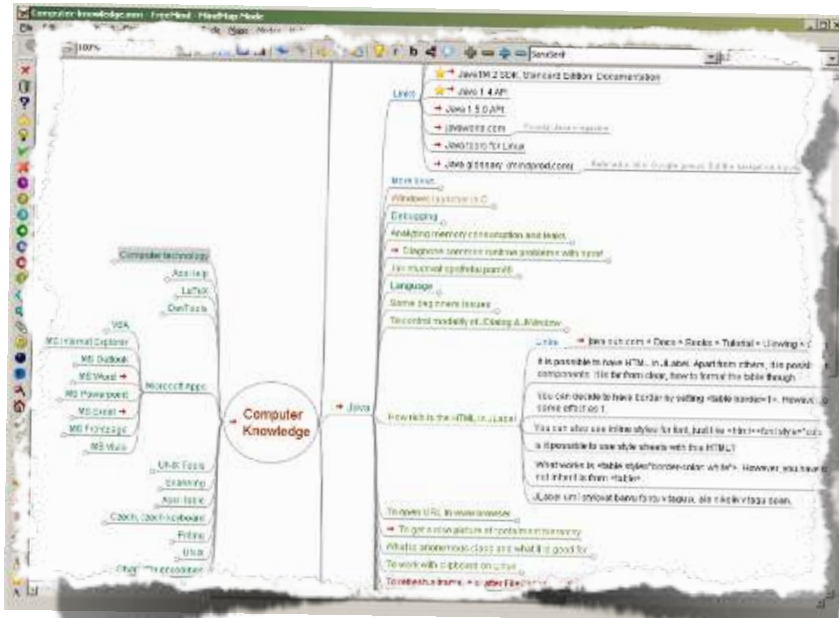


i. Catalyst

- Pose interesting problems to ponder about



ii. Provoke thought



http://freemind.sourceforge.net/wiki/index.php/Main_Page



<http://www.scribblar.com/>

- iii. Collective indwelling leading to synthesis and deeper understanding

- Online Mindmaps
- Web-based Collaborative White Boards

iv. Learner suggested conversation topics

v. Asynchronous interaction

vi. Synchronous interaction (better in smaller groups)

6c) Community

i. Collaborate

ii. Co-create

(Vygotsky)



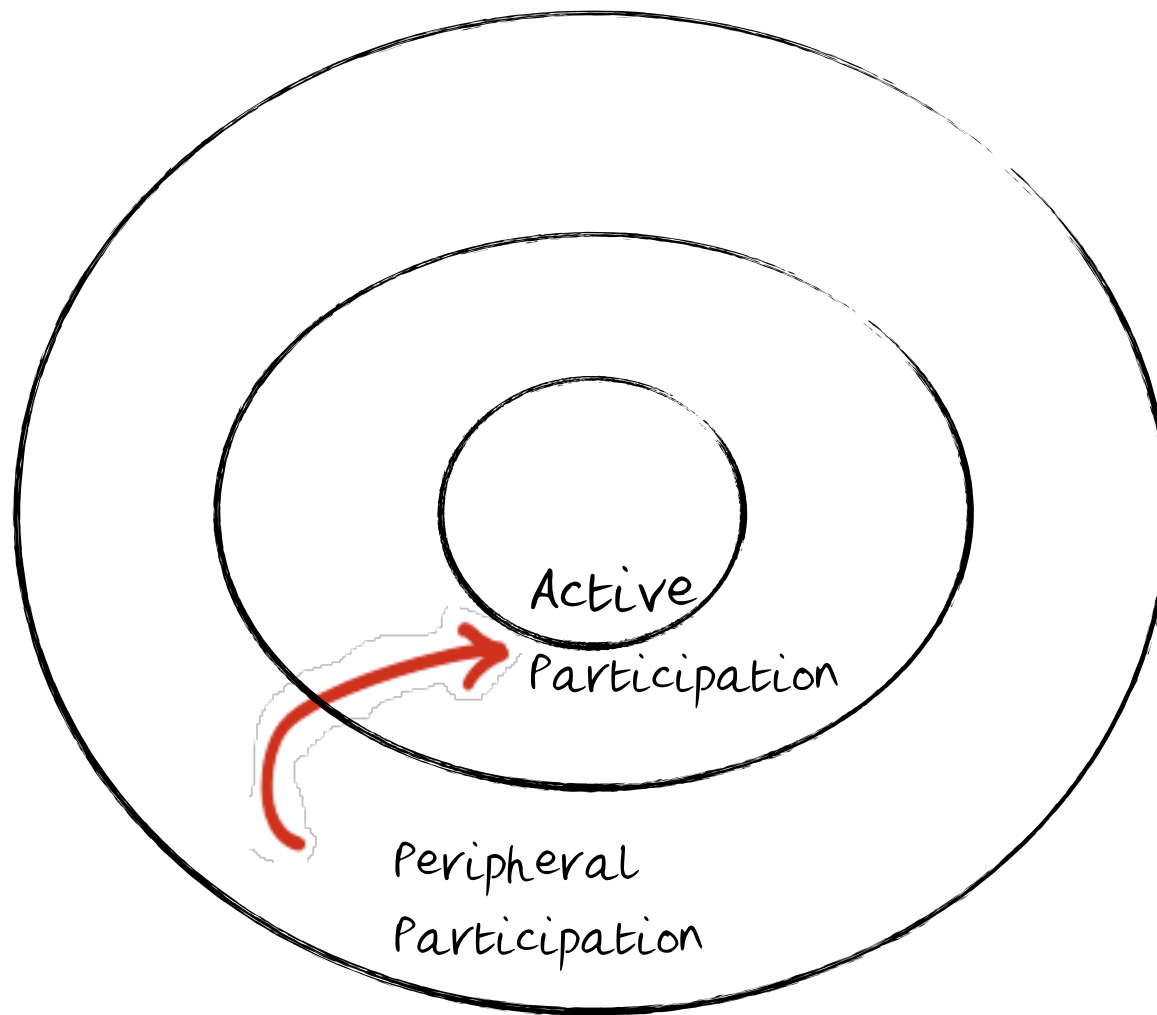
iii. Enhance 'Zone of Proximal Development' - by
modeling desired expertise or behaviour

(Vygotsky)



iv. Connect with 'More knowledgeable Other'
- leader or peers

v. Provide opportunities to teach others - new or
junior members



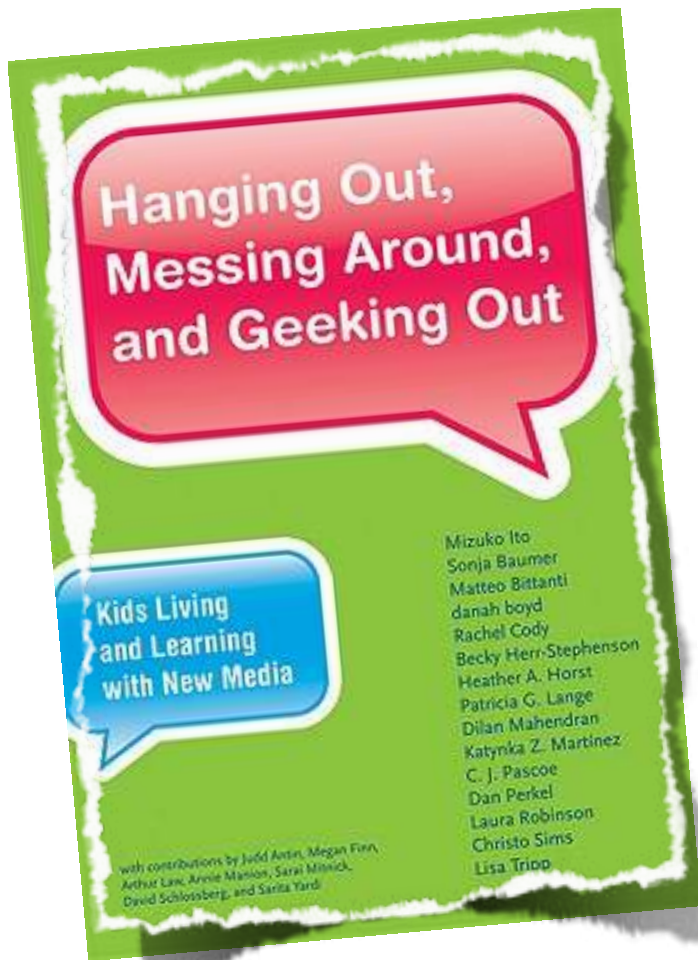
(Lave & Wenger)

vii. Legitimate Peripheral Participation

Learner Leader should help a peripheral participant become an active participant in the learning community

In the book, "Hanging Out, Messing Around, and Geeking Out – Kids Living and Learning with the New Media" the authors explore how teens engage with and learn from social media and suggested a three level participation framework:

- 'Hanging Out' (friendship)
- 'Messing Around' (learning basic media literacy, for example how to make a Facebook page look better)
- 'Geeking Out' (gaming or digital content creation)



Download e-book here -

<http://mitpress.mit.edu/books/full-pdfs/hanging-out.pdf>

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