1. **What’s working for you now, and what do you want to change?**

This is the conversation that we never have the time to have.

* Which current practices and activities/assignments in your courses works well and excites you about teaching?
* What technology or digital media are you comfortable using, or wish to explore?

2. **Pedagogy.** I will present the basic principles of Networked Learning (NL), a pedagogy based on the assumption that learning is developed collaboratively through interactions on digital media.

3. **Innovative uses of discussion boards, according to NL principles**. This will include the results of my research regarding the contexts and mechanisms that result in increased learning within social work practice courses delivered online.

* Discussion boards & wikis:
	+ Place learners in small groups
	+ Use Discussion boards & wikis for co-creation of knowledge
		- Example: experiments, best practices, others?
	+ Design iterative activities (Praxis: dialog, action, reflection, dialog…)
	+ Leaners participate when they perceive faculty involvement

4. **What are you going to do?** Share with the group an assignment or course activity that you would like to infuse with NL pedagogy. We will use what we have learned today to brain-storm some possible solutions for you.

**Networked Learning Definition**

 Networked learning is an educational paradigm that is informed by multiple learning theories. It is defined by Goodyear, Banks, Hodgson and McConnell (2004) as ‘learning in which ICT [information and communication technologies] is used to promote connections; between one learner and other learners; between learners and [instructors]…between a learning community and its learning resources’ (p. 83). Networked learning is further defined as being rooted in social and relational interactions, with an aim to integrate ICT and Web 2.0 in a context supported by administrative and educational openness (McConnell, Hodgson and Dirckinck-Holmfeld, 2012). Although emergent during the age of digital technologies, the presence of these is not sufficient to define networked learning interactions, which can be ‘synchronous or asynchronous, text, voice, graphics, video, shared workspaces or combinations of these forms’ (Networked Learning in Higher Education, 2019, para 3). Networked learning is further informed by a number of theories of teaching, particularly the humanistic values and pedagogies of Carl Rogers, Malcolm Knowles and Paolo Friere (McConnell, Hodgsen & Dirckinck, 2012).

 Goodyear (2005) defines specific elements that support knowledge building within a networked learning paradigm. These include (a) connectedness, (b) collaboration, (c) well-designed learning tasks, (d) good access to robust and appropriate technology, and (e) a convivial learning culture. Connectivism is sometimes added to this list (Seimens, 2005), but this factor has been critiqued by Ryburg and others as insufficiently defined to include in the definition of networked learning (Ryberg, Buus, & Georgsen, 2012). Jones (2015) emphasizes that networked learning values the co-creation of knowledge among the networked group as primary to the development of knowledge.

**Small group activity**

1. Pick a concept, learning activity or assignment to which you would like to apply NL principles. You may have time to discuss two or three examples.
2. Brainstorm how you would incorporate connectedness, collaboration or a convivial learning culture to this concept, learning activity or assignment.
3. Speculate on the knowledge that would be created between learners and learners/instructors by incorporating these NL principles into the concept, learning activity or assignment.
4. Be prepared to resort your findings to the larger group.