

Introduction to cybergogy

Lesley Scopes: *Since 2009, the model (of cybergogy) has organically developed, and it's now called the model of 'Cybergogy of Learning Archetypes and Learning Domains'. So there's a newer version of it out now. The details of that are on a board as we leave the cybergogy deck in a few minutes, so feel free, while you're here, to take pictures of my visual displays, or make notes in real life, or whatever it is you want to do is fine.*

Okay, so, if I just wander over here, I'll stand in front of the boards that I'm talking about. The model of cybergogy of learning archetypes is fundamentally a social constructivist epistemology. Because social interaction is the most pertinent aspect of a 3D immersive virtual world. It's almost impossible not to have social interaction with people that you meet here, and therefore, the way that learning occurs in virtual worlds should take advantage of the fact that knowledge and social interaction are more or less inseparable. So, a social constructivist model is the underpinning theory of the model of cybergogy.

If I just move over here for a second. You'll see that here is a board that sort of visualises for you the two components, the two interacting components of the model of cybergogy. The first components are learning archetypes, which are fundamental building blocks if you like, of activities that are pertinent or felicitous to 3D immersive virtual worlds. There's more information about these just on the next floor which I'll go through in a minute. And the second components are learning domains. There's four learning domains that are involved in this model, and they are drawn from strands of orthodox theory, for example, the pillars that are around here represent the four theories that underpin the learning domains. So if I just quickly run through them; wait, actually, no; if you can see above, these posters on the next floor, can you see the blended taxonomy of learning domains, up on the next floor? Using your camera? Can you see them? Or do you want to walk up there, and I can talk about learning domains?

The first learning domain is the cognitive domain, and that's taken from adaptations of Bloom's original taxonomy, adapted by Churches (2008) and Anderson and Krathwohl (2001). And the levels of implementation in my blended taxonomy run from level one, up through to level six, which is increasing in levels of intensity. Not difficulty but intensity.

The second learning domain is the emotional domain, which I've taken from theories of emotional intelligence, mainly actually Goleman (1998), but there are other aspects to emotional intelligence that include accelerated learning techniques, and its fairly in-depth and it's a worthwhile domain to attend to, and I'll explain why in two seconds.

The third domain is the dextrous domain, which is the user at the interface with the virtual world, it's not just about dexterity with a keyboard and mouse, it's about dexterity with people, situations, managing events maybe, protecting property, and dexterity is essential. And the more experienced you become in a virtual world, the more dextrous you need to automatically or almost automatically become.

And the third (sic) (fourth) learning domain is the social domain, because of the constructivist principles that underpin the model. The social domain is imperative to engage. I find I explain the four learning domains as a whole, these are essential aspects of a learner, a virtual learner, that you need to bring into a learning activity . These are ways of accessing a virtual learner's senses, if you understand what I mean. These are ways of (IM: can't hear well) I know, I'm sorry, it's partly because I've got a terrible throat today. If I speak a little bit slower it might help.

By accessing the four learning domains, cognitive, emotional, dextrous, and social, it enables you as a teacher or an instructional designer to bring in aspects of your learner who otherwise is just a virtual avatar. You have to remember that behind every avatar there is a real live person. And to activate their senses increases the likelihood that they will become immersed into the virtual world and engage with you the teacher and your subject, as constructs.

References:

Anderson, L.W., and D. Krathwohl (Eds.) (2001). "A Taxonomy for Learning, Teaching and Assessing: a Revision of Bloom's Taxonomy of Educational Objectives", Longman, New York.

Churches, A. (2008) "Edorigami, Bloom's taxonomy and digital approaches", Educational Origami, [Online] Available at: <http://edorigami.wikispaces.com/Bloom's+Digital+Taxonomy> (Accessed 27/03/09)

Goleman, D., (1998) Working with Emotional Intelligence, UK, Bloomsbury