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Networked Narrative Accounts of Personal Learning Projects: an Instrument for Systemic Intervention Research in Higher Education

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Abstract

In the context of systemic intervention research on teaching and learning practices in higher education the reconfiguration of patterns of control and responsibility has turned out to be an essential lever for change. This paper presents how insights from previous work on adult's learning projects, the reflective use of negotiated learning contracts and journals, were digitally re-mediated through the use of open, web-publishing practices. We describe how this approach has been used to support participants externalising and "bootstrapping" of personal learning projects in the digital realm and briefly discuss the potential use of the resulting narrative accounts for the reconstruction and analysis of individual trajectories of development.

Keywords

personal learning and learning contracts; conversational learning; systemic intervention research; re-mediation and development of learning activity; personal web-publishing

Biographies



Dr. Terje Väljataga is a researcher and lecturer at Tallinn University in the Centre for Educational Technology. Her background is in geocology and in telematics applications in education and training. She holds a Doctor of Science in Technology, Tampere University of Technology, Finland. Her research interests are related to social media and personal learning environments together with self-directed competences.



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