

The 5 Discourses of Design in e-Learning

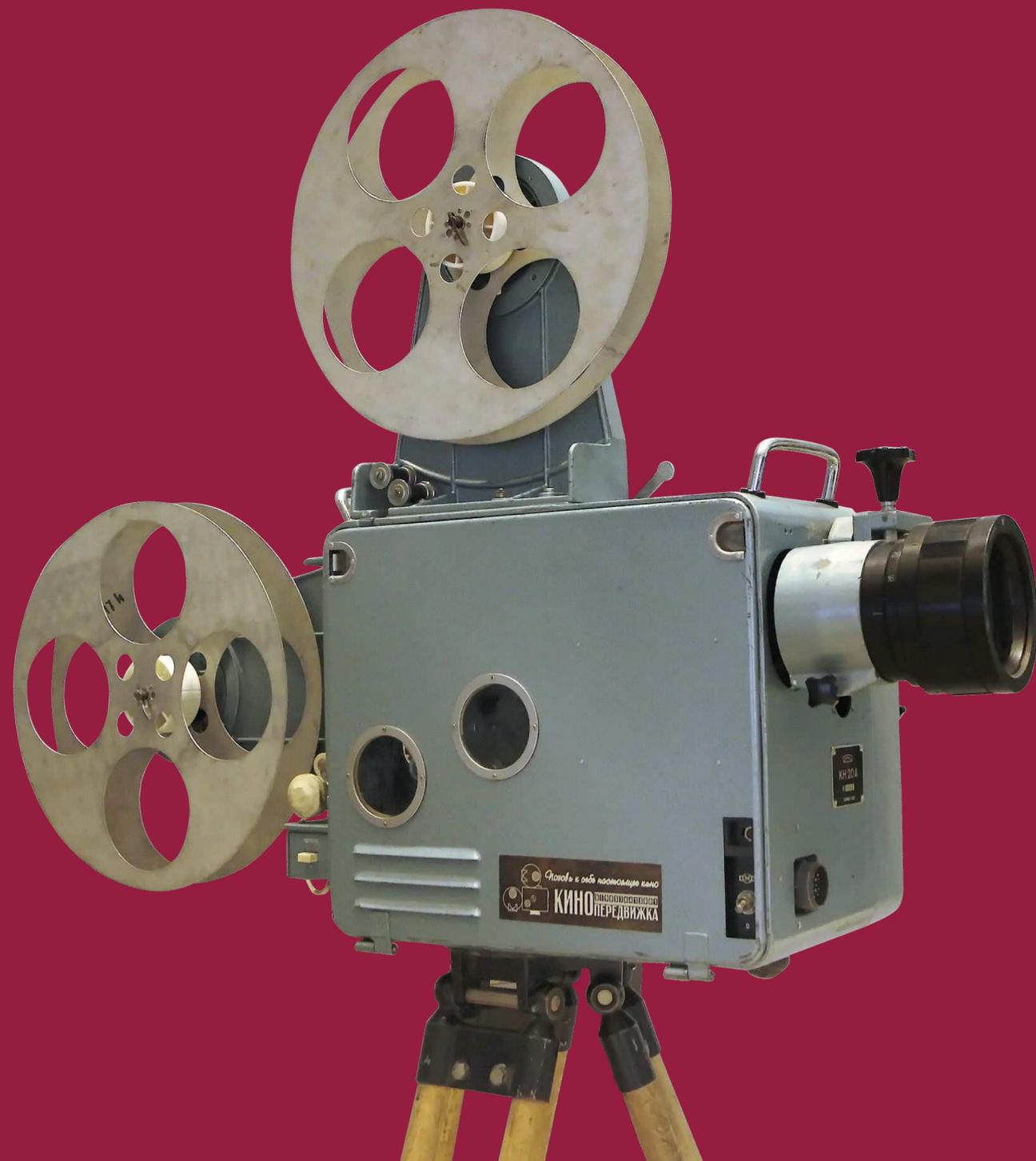
Ben Scragg, Punya Mishra, Melissa Warr
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Cycles of Hype and Despair

The modern school is forced to meet the demands of a rapidly changing civilization. Today the world of the learner is almost unbounded. He must acquire facts relating to a bewildering variety of places and things; he must acquire appreciations of far-reaching interrelationships. The curriculum and methods of teaching must undergo a continuous appraisal. New subject matter and new devices for instruction are being scrutinized for their potential contributions to the learning process.

1933

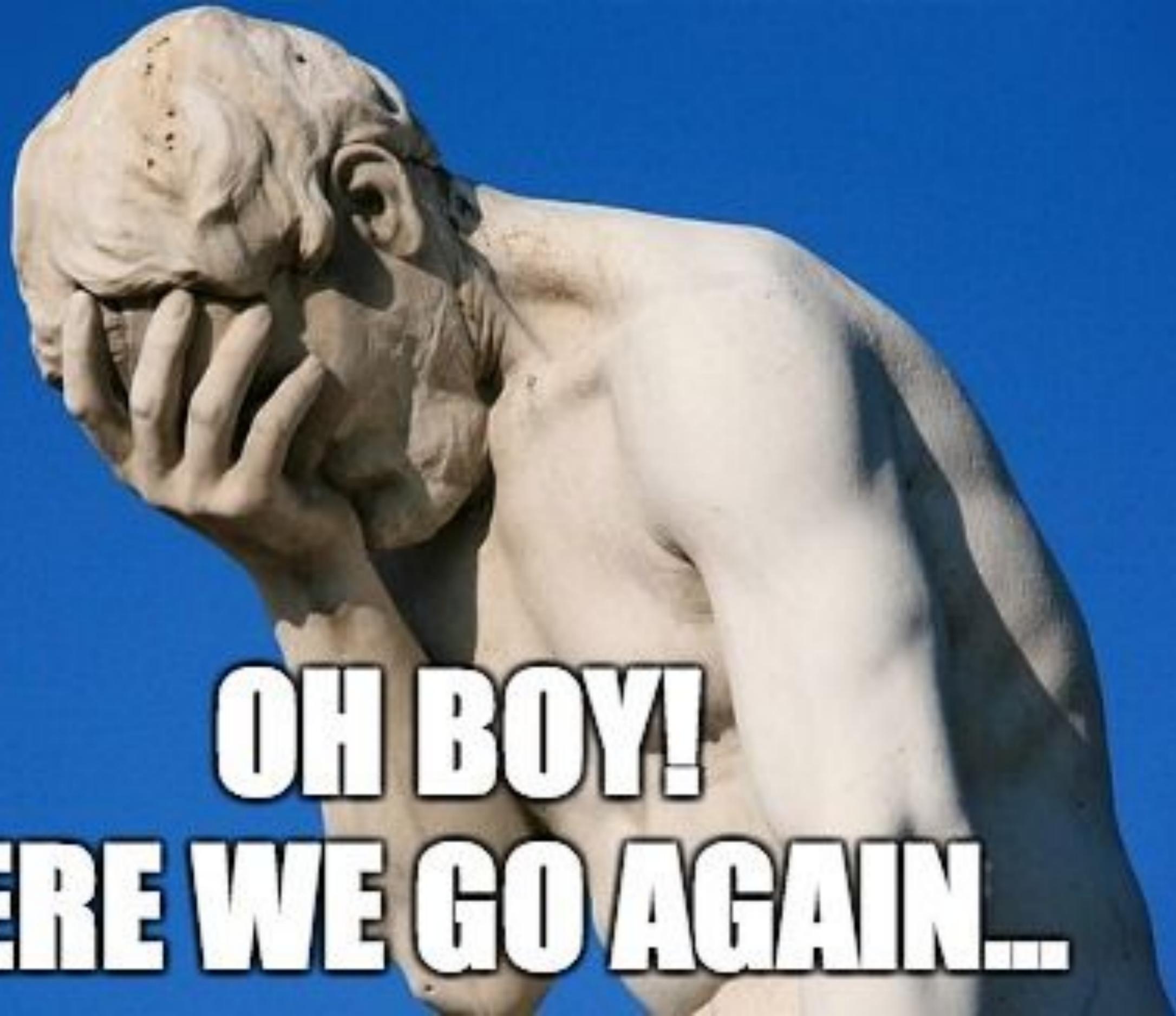


The introduction of the use of the talking picture into education may prove to be an event as epochal as the application of the principle of the wheel to transportation or the application of steam power to the industrial age. No development in education since the coming of the textbook has held such tremendous possibilities for increasing the effectiveness of teaching as the educational talking pictures.

Devereux, Engelhardt, Mort, & Stoddard, 1933

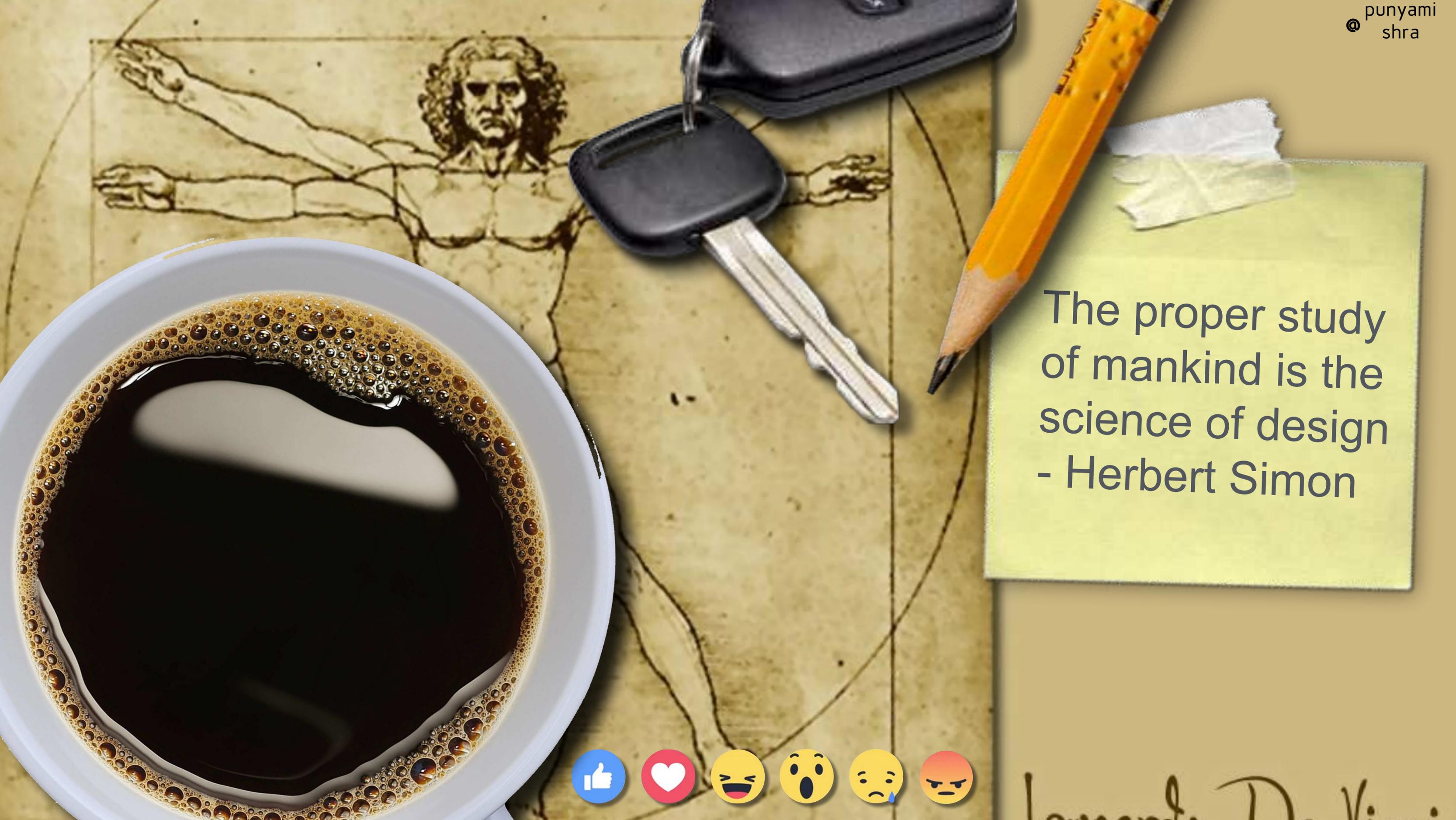
What else would be “epochal”?





OH BOY!
HERE WE GO AGAIN...

unpacking Design



The proper study
of mankind is the
science of design
- Herbert Simon



Leonardo D. V.



EVERYONE DESIGNS

who devises
courses of action aimed
at changing existing
situations into
preferred ones
Herbert Simon

We conceptualize design as being a contextually-grounded, purposeful, creative, and iterative process of identifying problems and developing solutions to complex (wicked) problems of practice in situations fraught with ambiguity and complexity.



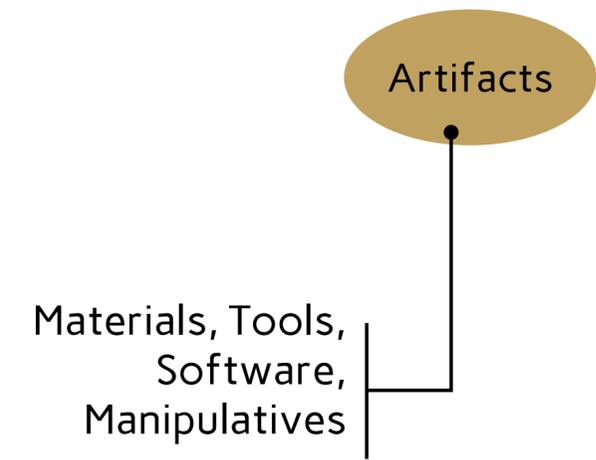
As with most media from which things are built,
whether the thing is a cathedral, a bacterium,
a sonnet, a figure or a word processor,

ARCHITECTURE DOMINATES MATERIAL

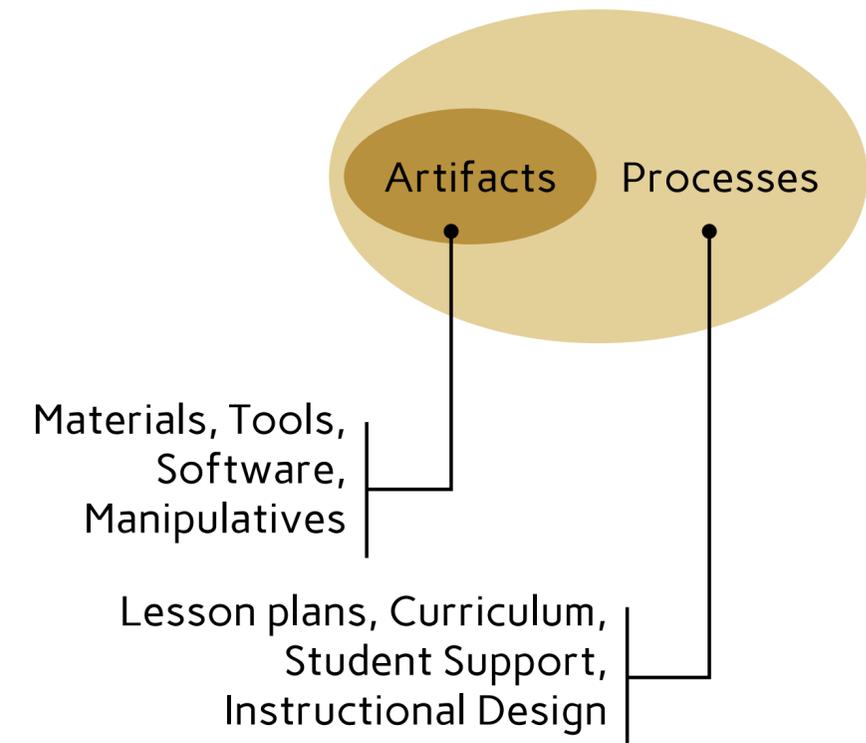
To understand clay is not
to understand the pot.
What a pot is all about
can be appreciated
better by understanding
the creators and users
of the pot and their need
both to inform the material
with their meaning and
to abstract meaning
from the form

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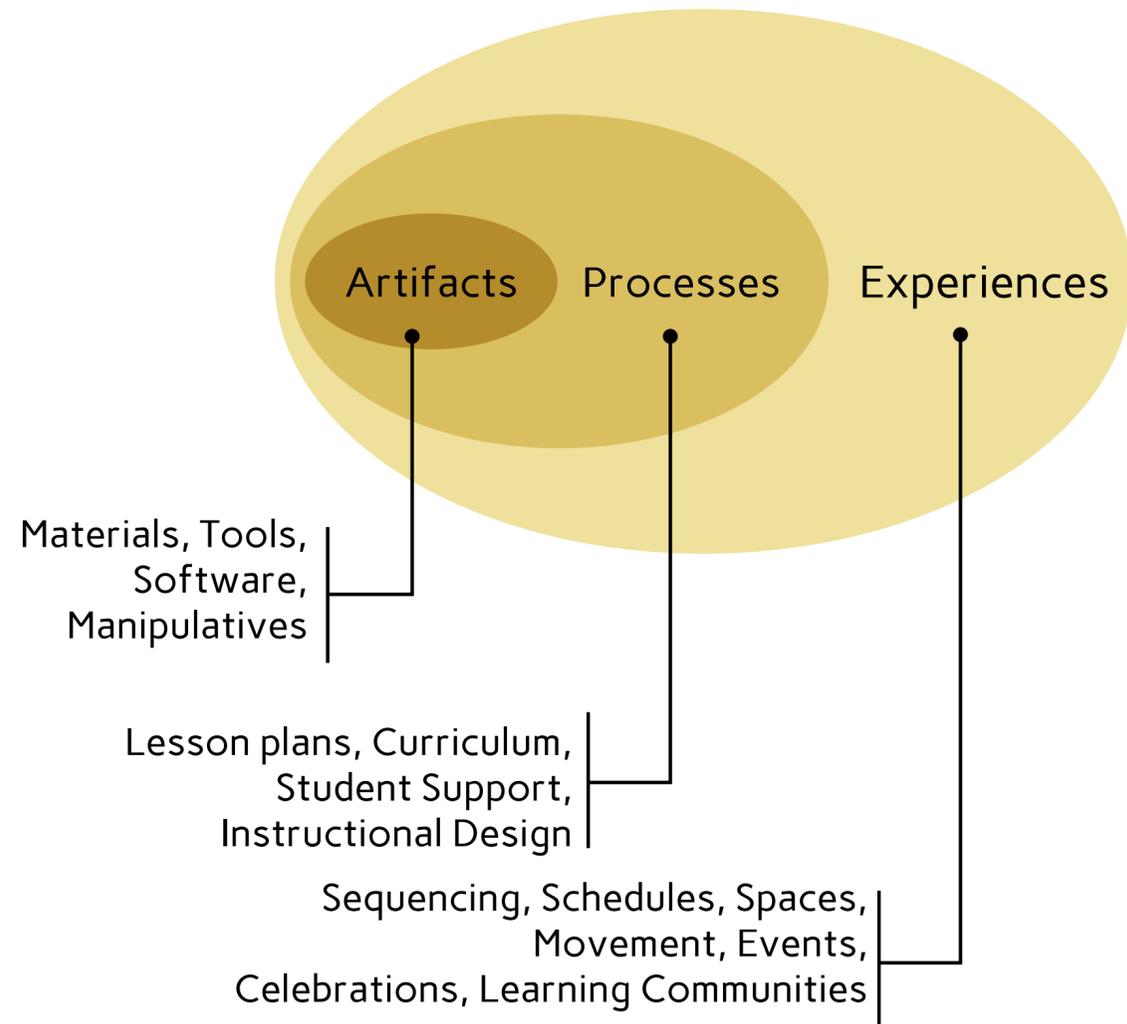
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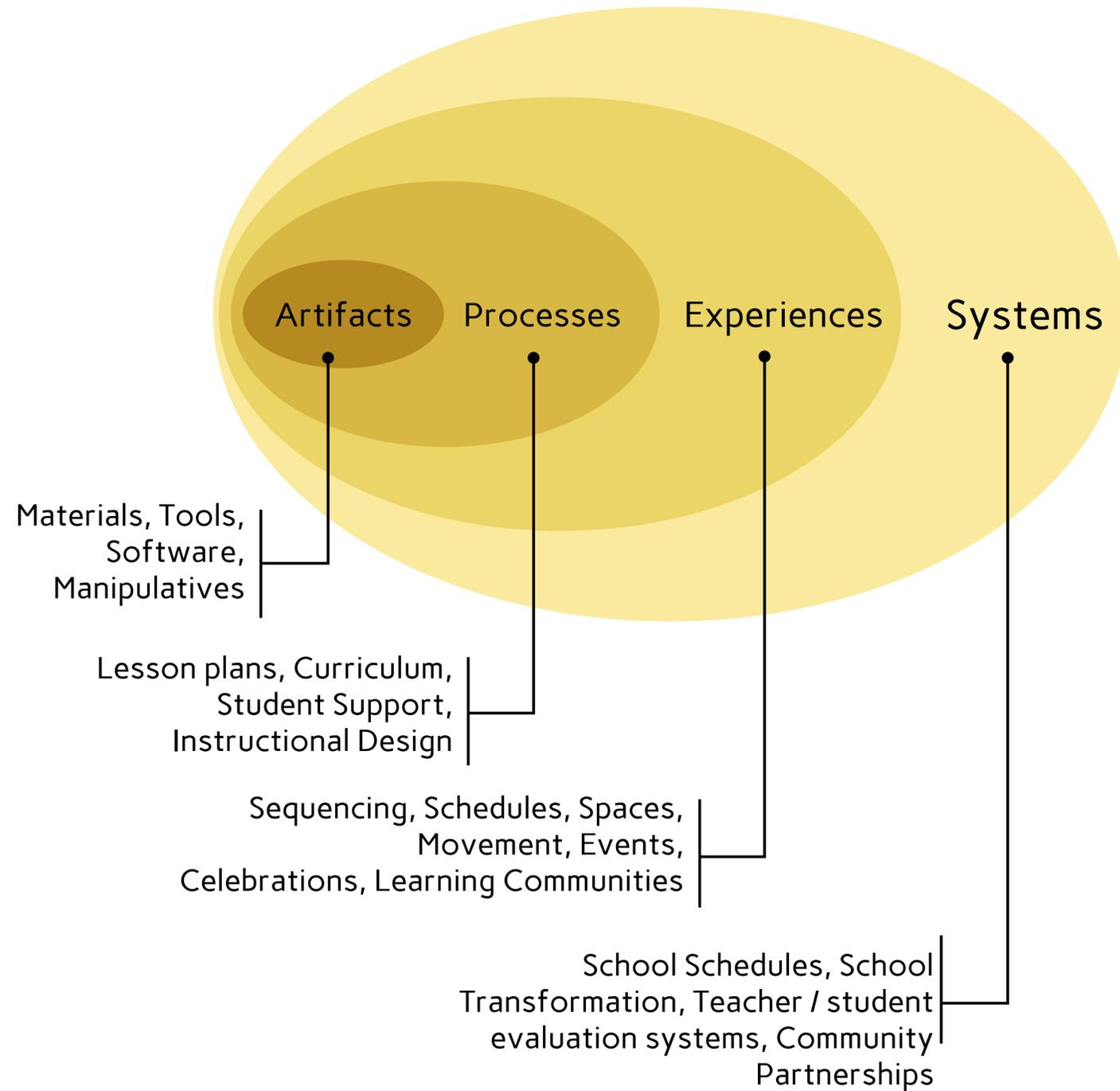
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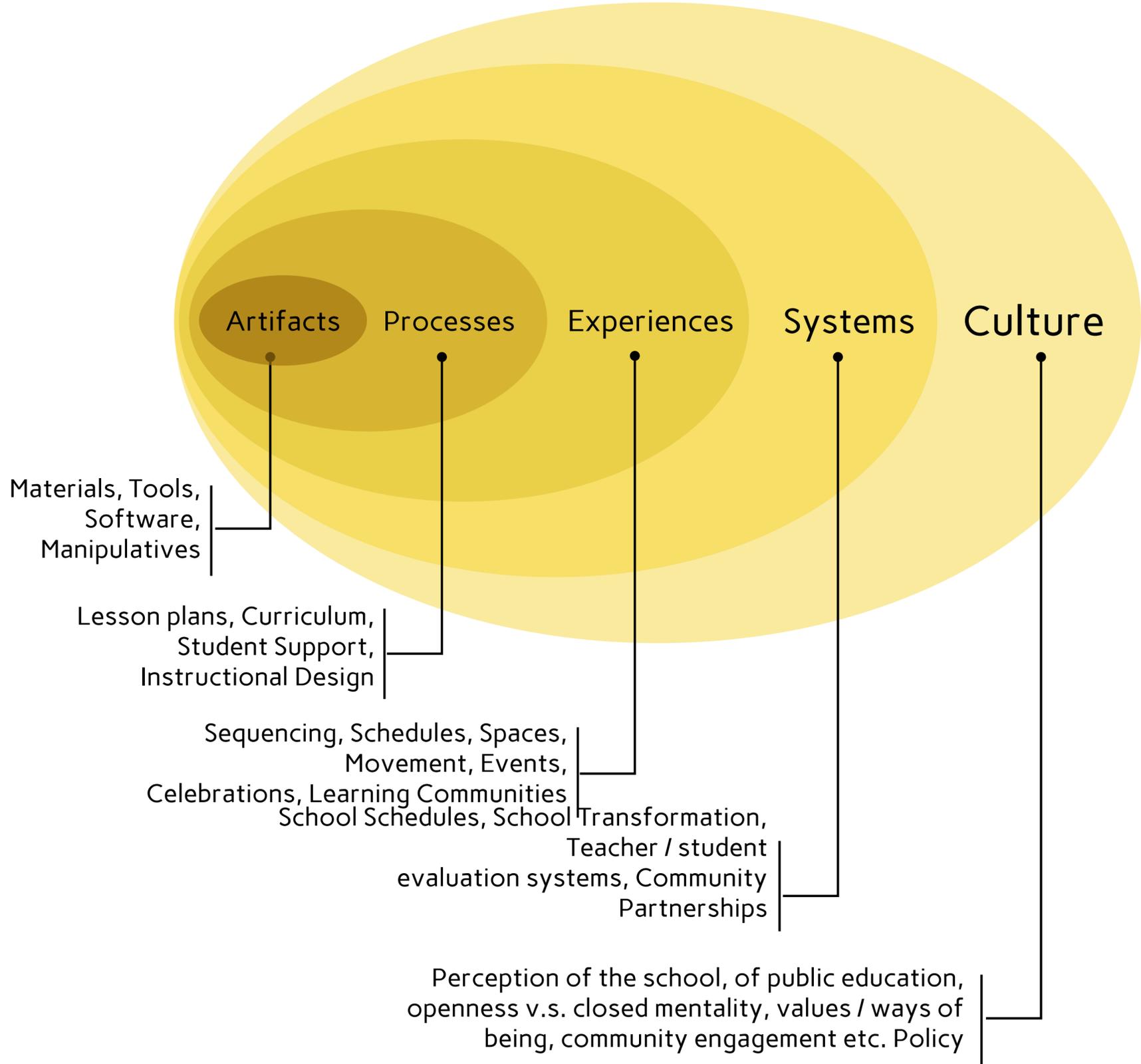
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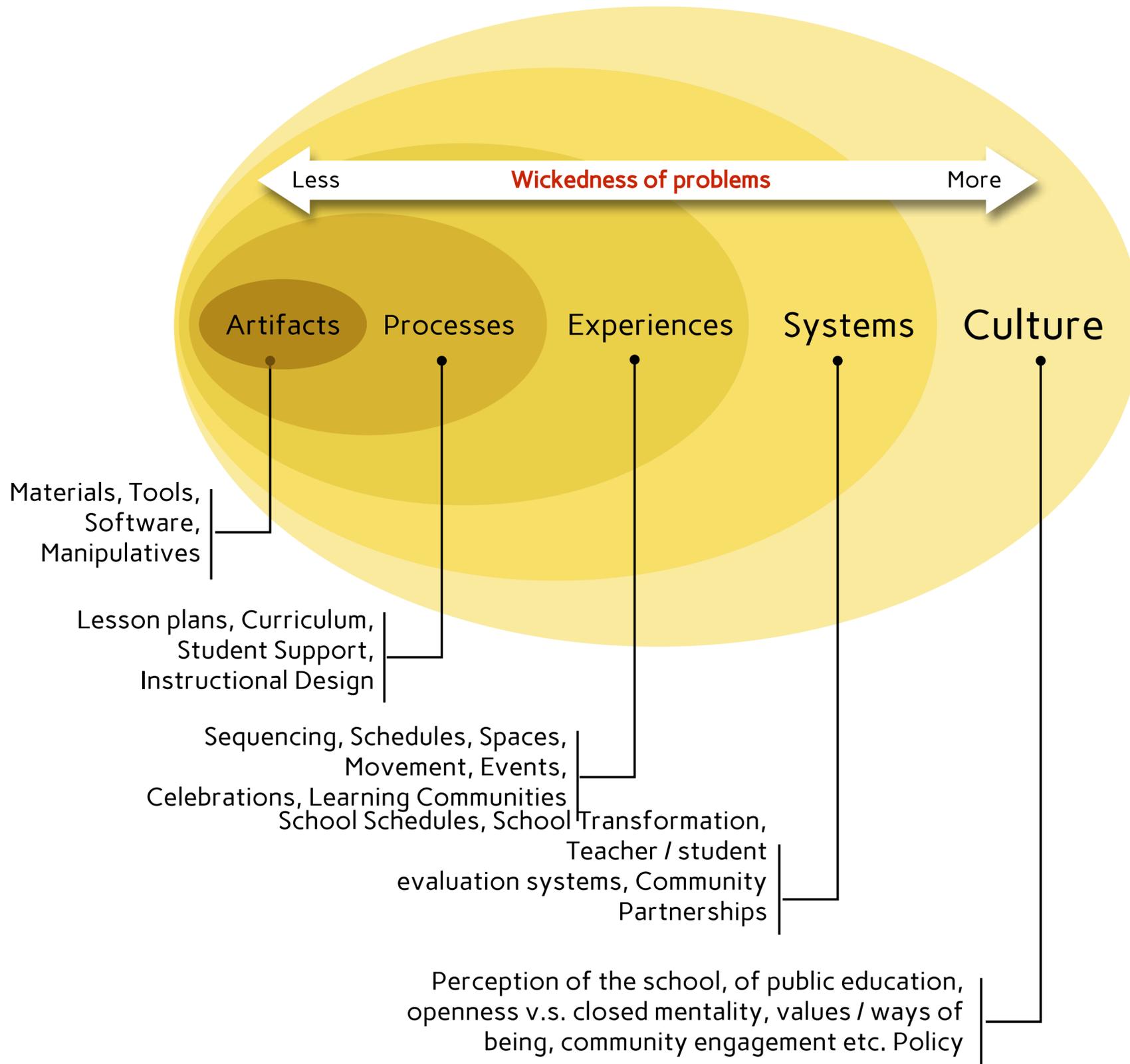
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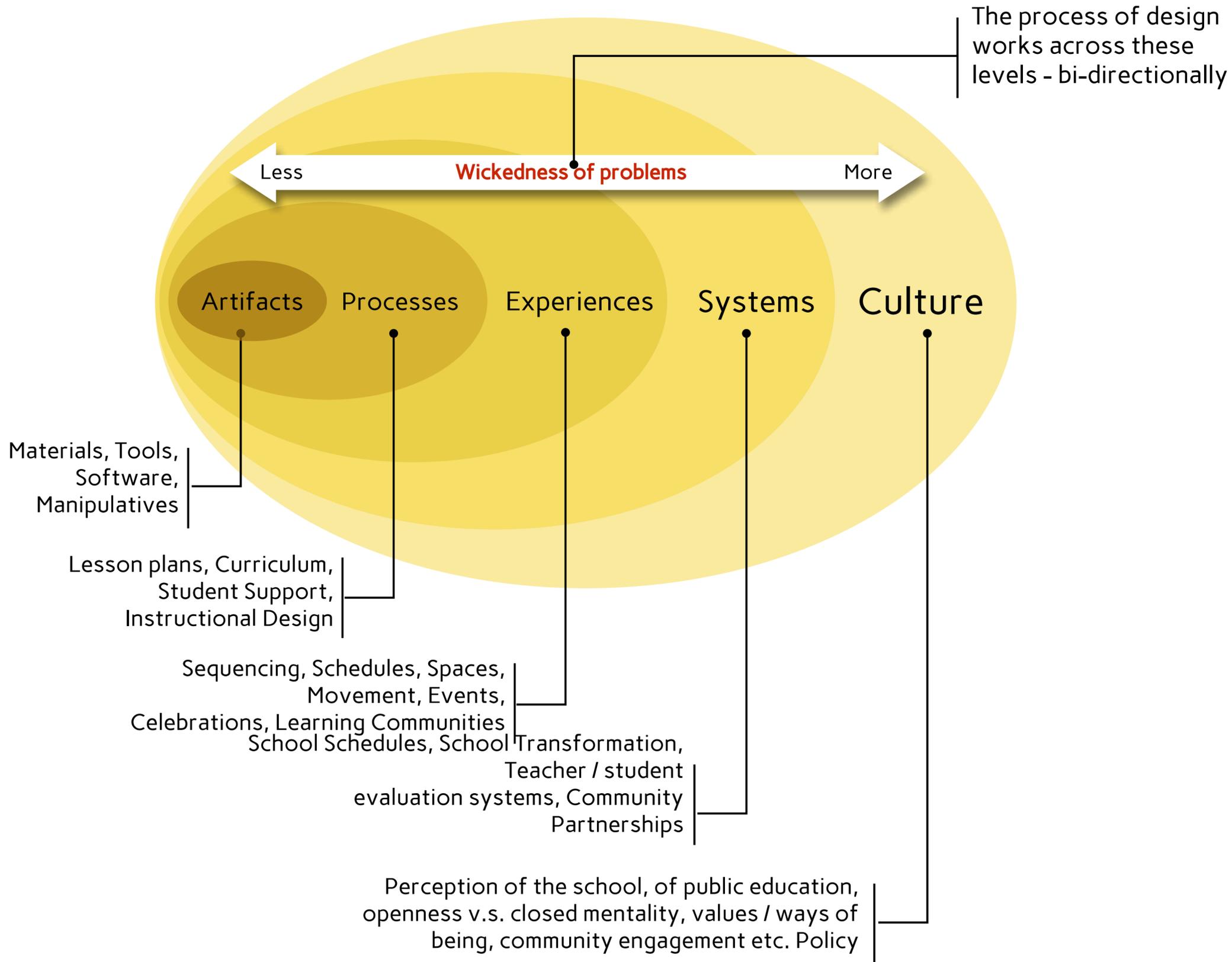
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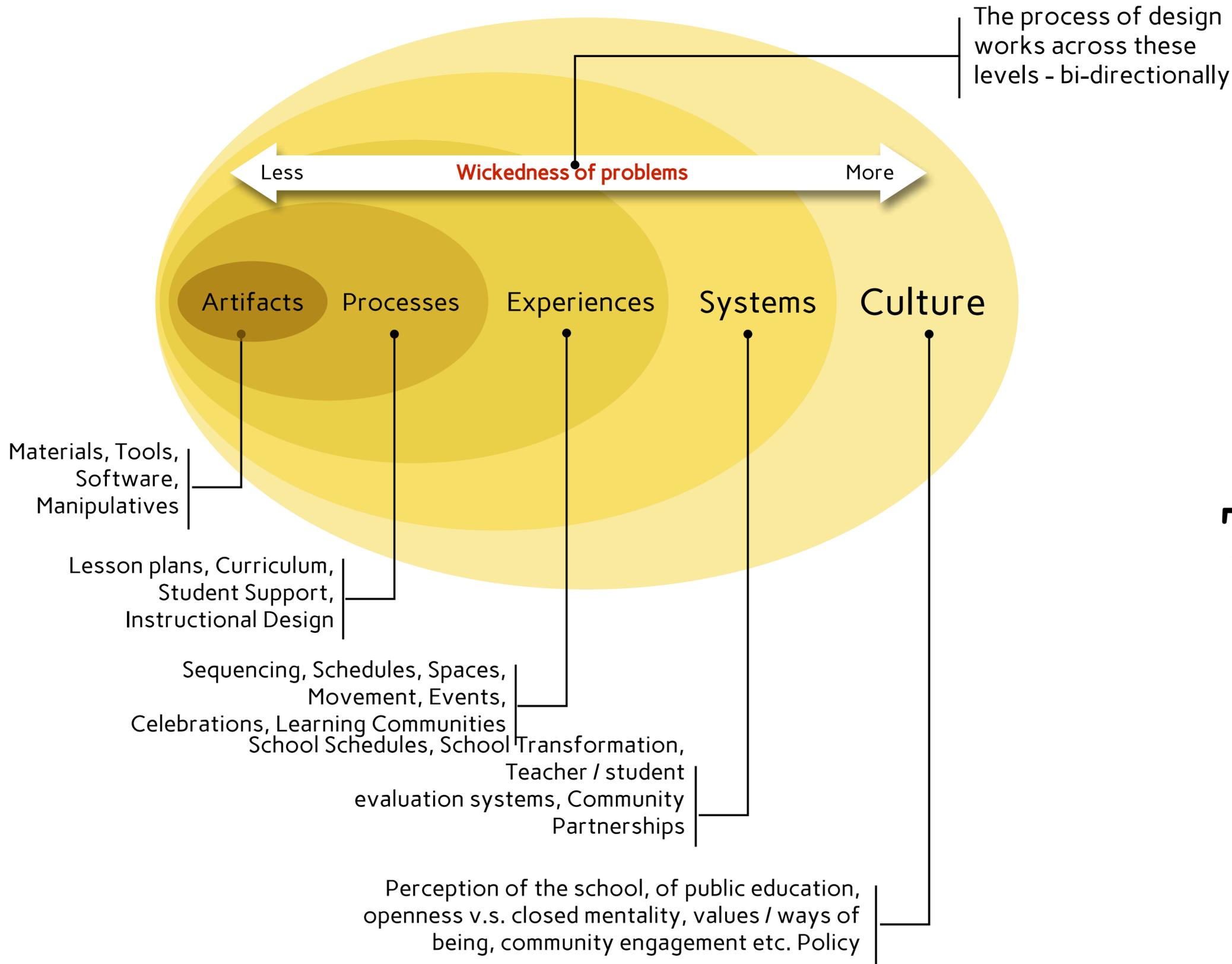
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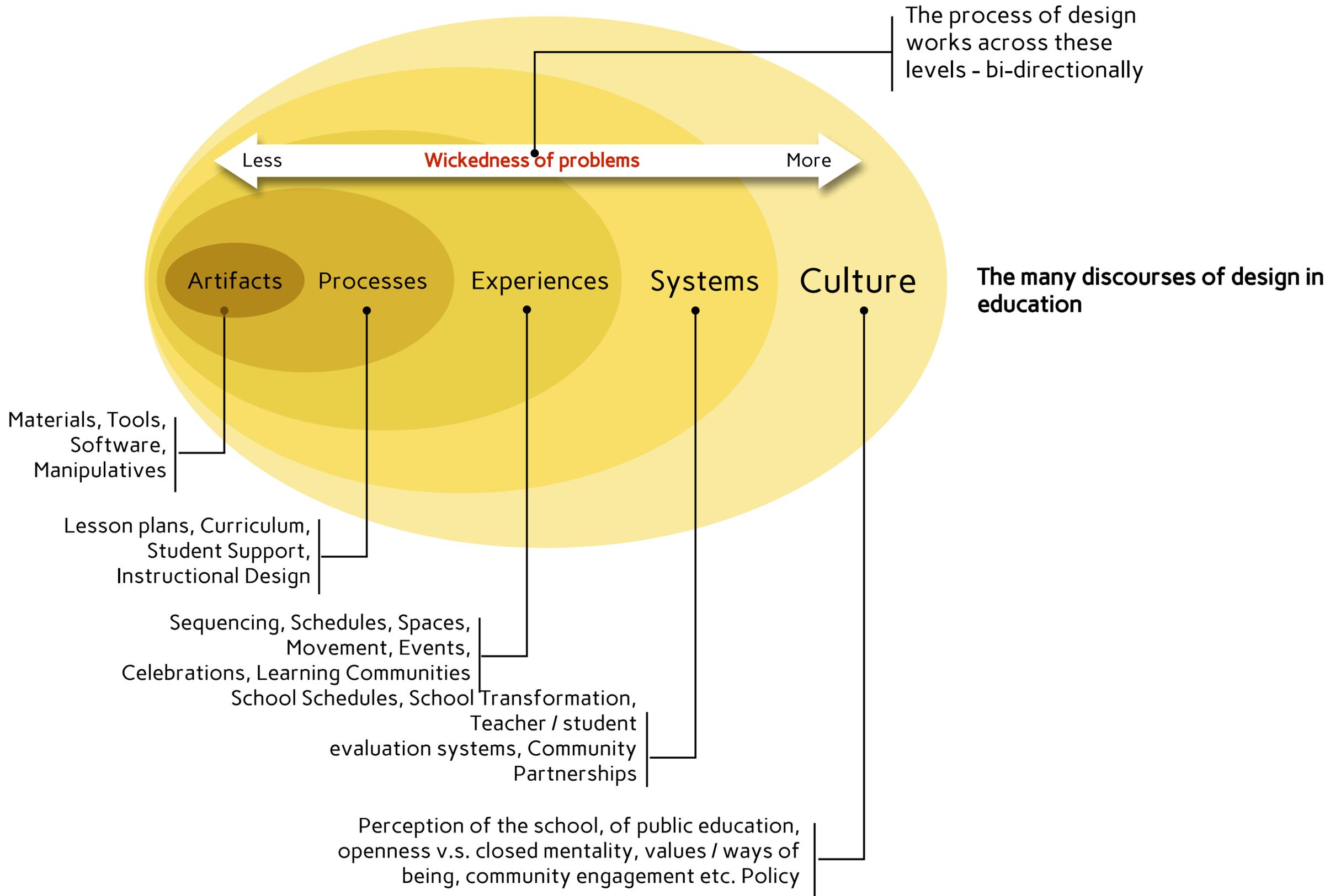
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Trolls & fake news
Missed Call

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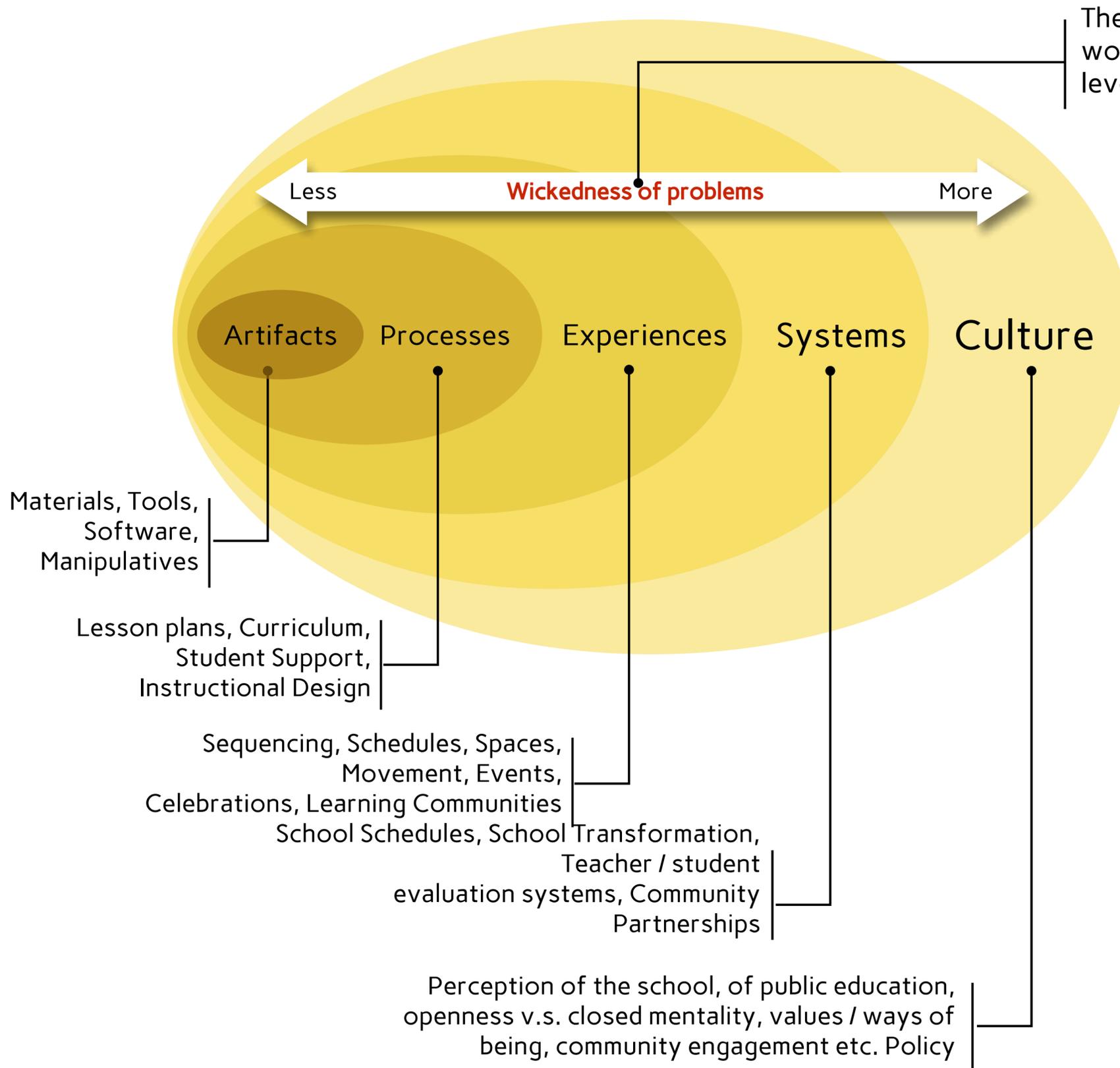


Everyone designs who devises courses of action aimed at changing existing situations into preferred ones - Herbert Simon

Schools are complex social service systems & educators are designers/intrapreneurs functioning within different discourses.

Discourses are larger world-views, or ways of seeing, speaking, being, and doing that circulate in a given time, place and context and that constrain what is possible to say and do and think. Discourses occur at multiple levels (macro, institutional, micro/everyday) as a constellation of words, images, and "signs" that are saturated with meaning.

The 5 Discourses of Design (in Education)



The process of design works across these levels - bi-directionally

The many discourses of design in education

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Discourses have specific and universal elements - such as practices, tools, skills, techniques and mind-sets. Typically, specific would be Knowledge, practices, elements and tools (KPETs), while universal would be mindsets such as openness, empathy, creative confidence, optimism, learning from/through failure, willingness to iterate etc.

The use of the word discourses

- Emphasizes dialogic / communicative practices as being key to design
- Emphasizes the idea of design as a conversation (between various stakeholders, between the designer and the artifact being constructed, between idea and reality)

NEW Organizations

NEW Learning

NEW Roles

NEW mindsets

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