

Engaging learners across place/s, space/s, and time/s: The potential of inquiry-based course designs and dialogic pedagogies

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Abstract

In the past academic year, university academics who taught predominantly on-campus programmes have rapidly responded to pandemic-induced restrictions of place/s, space/s and time/s of learning. These committed teachers across the globe have moved from an initial responsive 'emergency remote teaching' model towards creatively re-designing courses to maximize flexibility for learners (Hodges et al 2020). As an Assistant Dean and Director of a university centre for teaching and learning, I have sought to support this rapid shift in online and hybrid course re-designs by drawing on my decade-long ethnographic research programme into the role of educational technologies in inquiry-based professional curricula (Dentistry, Education, Medicine, Speech & Hearing). In this presentation, I will share two inquiry-based approaches that promote both synchronous and asynchronous collaboration. The first, scenario-based design draws on the classic problem-based learning model but moves it into the online sphere. Secondly, I will share my experience with designing a course using case-based learning and consider how this can support flexible online and hybrid approaches. Academic teacher presence is central to engaging and motivating university students so, in the move to flexible models, we need to both open and maintain dialogic spaces. In closing, I will briefly share results of an interactional study on *dialogic intervizualising* and consider how this dynamic interplay between digital texts and dialogic processes may support new curriculum designs that aim to enhance human connection with and between our students across geographic, spatial and temporal configurations (Bridges et al 2020).

References:

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