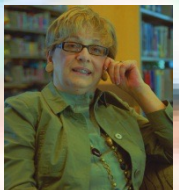


**Experiencing contiguous teaching
and the student impact:
Describing the blended teacher as *bricoleur*.**

M. Cleveland-Innes, Ph.D.



The complexity of blends

More than multiple colors.....

“the organic integration of thoughtfully selected and complementary face-to-face and online approaches” (p.148)

and

“a complex weaving of the face-to-face and online communities so that participants move between them in a seamless manner—each with its complementary strengths” (p. 27)

Garrison & Vaughan, 2008



Faculty role change

- "..... teaching and course materials (have become) more sophisticated and complex in ways that translate into new forms of faculty work. such new forms are not replacing old ones, but instead are layered on top of them, making for more work." (Rhoades, 2000, p, 38)
- New ways of teaching will make it more difficult for faculty to be exemplars of research and teaching (Fairweather, 2002).
- The individualization of communications, and the role of instructor as a facilitator of student participation and learning, add to instructor workload when teaching online (Davidson-Shivers, 2009).



The Argument

- Teaching in online or blended environments constitutes a new role for the teacher.
- In this new role, support for learner independence and interdependence will be mixed with the most innovative and creative delivery options.
- The complex role of a blended/online teacher will take a dynamic, flexible quality in the nature of *bricoleur* – using all that is available to create learning.





The approach

- Create research focus
- Document personal reflection data
- Document self-observation data
- Document personal memory data
- Compare to external data

Chang, H. 2008. Autoethnography as method. Walnut Creek, CA: Left Coast Press.

Autoethnography is where “the investigator creates an ethnographic description and analysis of his/her own behavior, attempting to develop an objective understanding of the behaviors and work context under consideration by casting the investigator as both the informant 'insider' and the analyst 'outsider' ” (Cunningham & Jones, 2005, abstract).

Cunningham, S.J., Jones, M. 2005. Autoethnography: a tool for practice and education. Proc. of the 6th New Zealand Int. Conf. on Computer-Human Interaction, 1-8.



The application of a blended Col

“ensuring students have time to reflect on meaning and engage in discourse to share understanding”

	Face-to-face	Virtual
Teaching presence	Design Facilitation Direct instruction	Design Facilitation Direct instruction
Social presence	Open communication Affective expression Group cohesion	Open communication Affective expression Group cohesion
Cognitive presence	Triggering event Exploration Integration Resolution	Triggering event Exploration Integration Resolution

Blended teacher as bricoleur

A **bricoleur** is one who creates or crafts from a diverse range of materials and tools which happen to be available.

The **teacher as bricoleur** makes a series of professional judgments about what and how to teach.

Honan, 2004

The **blended teacher as bricoleur** makes a series of professional judgments about what and how to teach using the diverse range of material and tools available....

Honan, E. (2004) Teachers as bricoleurs: producing plausible readings of curriculum documents, *English Teaching: Practice and Critique*, 3(2), 99–112. Available online at: <http://education.waikato.ac.nz/research/files/2004v3n2art6.pdf>





Student response

LEARNING ENVIRONMENT	4.88/5
INSTRUCTOR SUPPORT	4.78/5
EVALUATION	4.33/5
FACILITATION	4.14/5
DIRECT INSTRUCTION	4.16/5

The background is a grid of small squares, each a different color, creating a smooth rainbow gradient from top to bottom. The colors transition from light pink at the top, through red, orange, yellow, green, and finally to dark blue at the bottom. A semi-transparent dark grey horizontal band is centered across the middle of the grid.

THANK YOU

full marks