

Blended Learning: Digital Divides, Student Agency, and Privacy in a Technology-Rich Environment

Heather Greenhalgh-Spencer

Department of Curriculum and Instruction
College of Education, Texas Tech University



September 26, 2017 (Tuesday)

16:00 - 17:15

Room 202, Runme Shaw Building, HKU

Chair: Dr Liz Jackson

Abstract:

Blended/personalized learning - BL/PL - is often defined as pedagogical strategies that encourage: students to learn at their own pace; students to have agency in what and how they learn; data-driven instruction that informs what teachers and students do in the classroom; collaboration with community members such that learning happens ubiquitously; and the use of technology to facilitate personalization for each student and the ability of teachers to manage a classroom on a personalized level. While leveraging technology to create more engaging classrooms is not new, the ability of teachers (and computer programs) to gather student data and use that data to personalize instruction is new. Computer programs are gathering data - such as how long a student hesitates before answering a question on a test - to help students and teachers determine where they have learning weakness, and where they have learning strengths. The use of digital technology to gather student data, to personalize learning, creates many ethical dilemmas for the teacher and the school. How should the school ameliorate digital divides among students? Should students (and parents) be concerned about an invasion of privacy when so much information is digitally collected in order to facilitate personalization of learning? How can data be used to facilitate student agency (not teacher control)?

About the speaker:

Heather Greenhalgh-Spencer, PhD, is an assistant professor in the Department of Curriculum and Instruction at Texas Tech University. Her research emerges at the intersection of Educational Technology, Pedagogical Innovation, Diversity and Equity Issues, and Global Studies. She is interested in the ways that embodiment, materiality, and global forces shape the ways we think about, use, and learn with digital technologies. Greenhalgh-Spencer explores practices of using technology and pedagogical innovation to create engaged learning in formal and informal learning spaces. She explores diversity and equity issues in the STEM pipeline, and embodied and transdisciplinary learning practices that increase engagement for underrepresented populations in STEM courses, such as Transdisciplinary Engineering. Greenhalgh-Spencer also researches blended / personalized learning and the ways it can create diverse pathways and increased opportunities for students. Dr Greenhalgh-Spencer has published in international journals of education. She teaches courses on e-learning, blended/personalized learning pedagogies, diversity ideologies and policies, and educational philosophy.



~ ALL ARE WELCOME ~

For enquiries, please contact the Office of Research at 3917 8254.