Networked Learning in management and professional development

Vivien Hodgson
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Networked Learning – some characteristics and principles

• Promote connections: between learners and other learners, between learners and tutors; between a learning community and its learning resources
• NL aspires to be a learning approach that provides learning spaces for critical inquiry, analysis and reflexivity
• Collaboration/Participation; dialogue; taking responsibility; having a critical awareness of how one is in the world and the impact you have on the world
• Increasingly it is characterised by the adoption and use of both face to face as well as virtual interaction and discussion within groups and social networks
**MA in Management Learning & Leadership (MAMLL)**

**Workshop Timetable**

### Year 1
- **20-24 October 2014**
  - Introduction to Management Learning & Leadership
  - Action Learning Sets
    - Paper 1

- **January 2015**
  - Paper 1 Marking
  - Research, Inquiry and Consulting Processes

- **June 2015**
  - Project Marking
  - Leading and Working in Globalised and Intercultural Organisation

### Year 2
- **November 2015**
  - Paper 2 Marking
  - Learning and Capability in a Complex World
  - Action Learning Sets
    - Dissertation Proposals and Reflective essay

- **February & March 2016**
  - ONLINE Research and Inquiry Clinic
  - Action Learning Sets
    - Dissertation

- **September 2016**
  - Dissertation marking and Final Review
  - Action Learning Sets
    - Dissertation Proposals and Reflective essay

- **February & March 2016**
  - Paper 2 Action Learning Sets

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TRIPLE-ACCREDITED, WORLD-RANKED

Lancaster University
Management School
MAML Structures and Processes

- Learning Community
- Open structure and curriculum
- Action Learning sets
- Free choice of topics for all course work
- Peer involvement in feedback and assessment of assignments
UNDERLYING PRINCIPLES

• Value attached to relevance
• Belief in choice of the direction and content of one’s own learning

  and therefore

• An opportunity to share in planning and decision-making

  and therefore

• attention to social and organizational processes
Learning and experience of Networked Learning

• Is based within a social constructionist view or theory of learning that assumes learning and understanding of the world emerges from relational dialogue

• Strong interactional and emotional dimension to networked learning

• Uncertainty, emotions and acceptance of complexity and diversity is normal in such kinds of approaches
The current pattern and rhythm of the MSc LPR modules (Leadership Practice and Responsibility)

5 x 1 week of activities that includes student presentations of their analysis of both self-selected and allocated example case studies; weekly 1 hour video conferences (Fri 11.00 GMT) – that include two half hour guest speakers Q & A session. Discussions in online forums and scheduled Action Learning set at the end of the 5 weeks.
PG LUMSNET Taskforce

- LUMSNET has involved staff from all LUMS departments
- It has been a capacity building activity to support staff to utilise and bring digital resources and practices into their learning designs and pedagogy – with a focus on pedagogy rather than technology per se.

Word Cloud of Lumsnet task force teaching and learning values

learners

Value

Pedagogical

Sense

Inclusivity

ethics

experiences

own

communicative/open

environments/spaces

enthusiastic

creative

students

reflection

critical

Democracy

allows

students

situated

Allowing

learning

interaction between

informed making

citizens

Sharing

Design

Provide

Criticality

Respect

Facilitate

encouraged

experimentation

encourages

trust

approach

takes

Taking

knowledge

care

Share

class

Within

ambitions

experience

tasks

giving

process

topicality

analysing

collaboration

development

Authentic

Empowerment

important

learning
Researching Networked Learning in management and professional development

• Self-Development – or reflectivity
• The Social Construction of identity
• Shadow side of participation
• Heterotopia learning spaces
• Digital literacy and scholarship
Self-Development – or reflectivity

• Embedded in humanistic learning and education – with a stronger notion of self and self-concept of actualisation and fulfilment even.
• The idea of self is now a more fuzzy less individual concept - a more performative one that is closer to the ‘affective turn’.
• A move away of thinking of ‘bodies’ only in terms of human organisms and rethinking the relationship of life, information and technology
• Affect as that which augments or diminishes the bodies capacity to act, to engage, and to connect (Clough 2007)
Self-Development – or reflectivity

• An important pedagogical principle that underpins the design of MAMLL is the one of taking responsibility for one’s own learning and that of other members of the learning community - to achieve both professional and personal development through doing the programme

• Recurring issues related to this principle are ones of developing trust, acquiring a voice and social presence, experiences of self and of taking responsibility – which all contribute to the construction of identity as a learner and member of the learning community
The Social Construction of identity

• Identities get constructed in the relational dialogue that underpins NL programmes and the learning within them

• Through discourse analysis of both face to face and online discussions it has been possible to see;
  - The ways in which gendered identities are constructed
  - Discourses of inclusion and exclusion - imperceptible and unnoticed
  - And the construction of the identity of being a learner and of the learning community itself
Heterotopia learning spaces

• The learning community is a learning space within which norms of how to be and ways to behave in the learning community are equally socially constructed – it can offer a context in which learners can experiment with identity and language to explore ways of being that can influence future activity beyond the learning context and into other social contexts.

• The spaces constructed can be experienced as both supportive or liberating but also constraining at different times and for different people.
Heterotopia learning spaces

- Learning (educational) spaces can be experienced as spaces of enclosure where what is required of you and how you are expected to behave is very clear.
- NL programmes not necessarily any different and the boundaries can be very clear.
- Heterotopia (after Foucault) explores the idea of ‘other’ spaces that are much more transient and temporary to those of everyday social spaces/institutions.
- As Foucault also suggests heterotopia provide a space to imagine and to desire and to act differently.
Digital literacy and scholarship

• Do staff or learners in HE have the necessary understandings, digital skills or digital scholarship to meet the demands and requirements of networked learning designs and pedagogy?
• Do we really understand the constraints and benefits experienced by users and do we have the necessary understanding of the nature of digital scholarship required for effective networked learning and collaboration?
Final Thought!

- Haraway (1991) made the point: ‘The machine is not an it to be animated, worshipped, and dominated. The machine is us, our processes, an aspect of our embodiment. We can be responsible for machines: they do not dominate or threaten us. We are responsible for boundaries; we are they.’

References that work is based on

Continued


