



Final PhD presentation

Imbricating the physical and virtual: An autoethnographic study of pedagogies of place

Wednesday 12 February 2020, 10 - 11am

Speaker

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Location

The Nye Hughes Room

ANU Centre for European Studies
The Australian National University
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Map reference

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The purpose of this study is to explore changes in communication styles due to the expanding availability of haptic technologies. It theorises contemporary developments in place-based pedagogies and demonstrates the impact of mobile digital affordances on the creation and communication of knowledge acquired beyond the confines of traditional 'bricks and mortar' learning sites.

The research warrant arose from pilot studies that suggested implications of the rapid uptake of 'anywhere and everywhere' learning were not well understood.

The design that guided the initial research plan and data collection was a qualitative case study. It involved field observation notes, semi structured interviews, focus groups and reflective emails. Data were transcribed to facilitate a thematic analysis and signpost key findings. At the point where data analysis was underway, the significance of the study took on an additional methodological and theoretical focus.

In addressing the foundational exploratory research aims of the study, findings unequivocally demonstrate the capacity of mobile technologies to support and enhance place-based pedagogies. Amid contemporary policy debates that contrast 'ban or boost' approaches to unregulated personal mobile access in educational settings these findings are applicable. The research data sets, layered with judiciously selected theoretical lenses, show how recently established mobile technological skills and learning dispositions have emerged and are consolidating in flexible, creative and engaging ways.

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