

Inside the Virtual Classroom:

Academic Expectations, Gaps, and Portfolio Development


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In *The Innovative University: Changing the DNA of Higher Education from the Inside Out*, Clayton M. Christensen and Henry J. Eyring describe the nature of disruption and how it uses technology to promote innovation in higher education. The displacement of Massive Open Online Courses (MOOCs) by Small Private Online Courses (SPOCs) is one example of how disruptive innovation has used technology to transform teaching and learning.

Is this disruption complete? Disruption's most logical endpoint may result in the convergence of SPOCs and Prior Learning Assessment (PLA). This kind of transformation calls for a theory and practice that is consistent with the webs and networks that form the digital world. So how do we begin to transform our classrooms, especially in the Humanities?

We can begin by (re)imagining gaps and boundaries in higher education as opportunities for innovation and networking with technology. This workshop reveals what can happen when we use dialogic theory to (re)envision the classroom. I will present a model of a virtual classroom designed to bridge the gaps between faculty expectations and student portfolios. The workshop will provide the theoretical framework needed for a virtual classroom as well as supporting materials that faculty and students can adapt or adopt for portfolio development.

Form, Function, and the Future

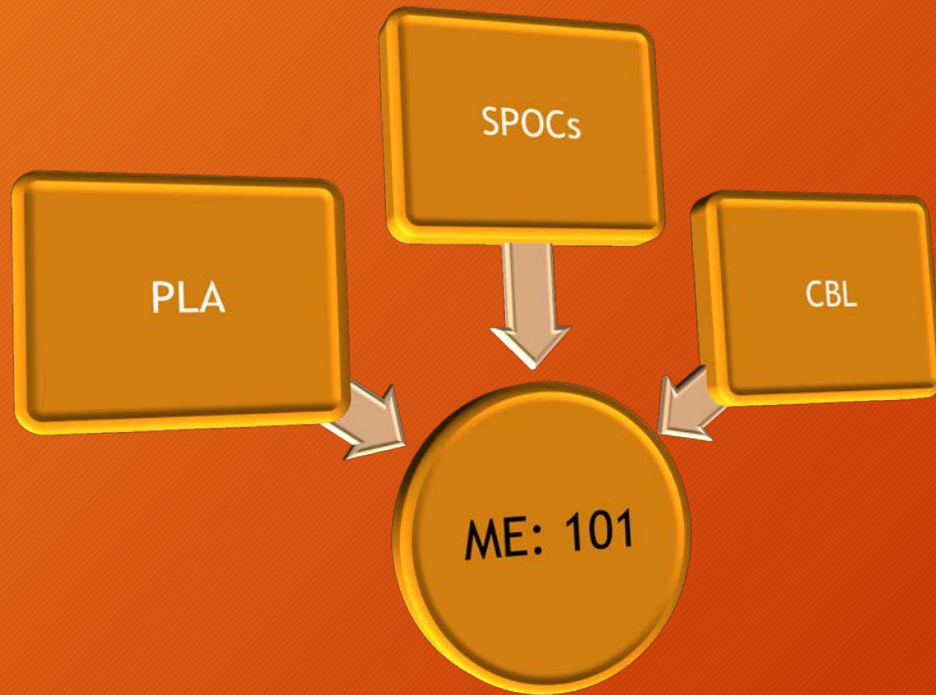


What is Dialogic Theory?

Dialogic theory is an umbrella term for the ideas of the language philosopher Mikhail Bakhtin. It describes the interactions between words. With dialogue as a networking tool, Bakhtin claims that there are no impenetrable boundaries. Bakhtin's ideas provide the foundation for intertextuality and its figurative equivalent: interdisciplinarity. Hypertextuality simply extends Bakhtinian logic into the digital world.

Ultimately, Bakhtin's work is a philosophy of creativity. He believes that we author our existence in order to make meaning and communicate. We are all walking books, constantly organizing and editing who we are and what we know. Bakhtin helps us to understand what Bateson (1979) calls a "vast network or matrix of interlocking message material." This is why Matrix Thinking is such an appropriate metaphor for dialogic relations. It signifies the nature of dialogic theory in praxis in the age of digitalization.

Dialogic Thinking as Praxis



What is ME: 101?

Missed Education 101 (ME: 101) is a virtual class that helps you connect knowledge using Matrix Thinking and Matrix Maps.

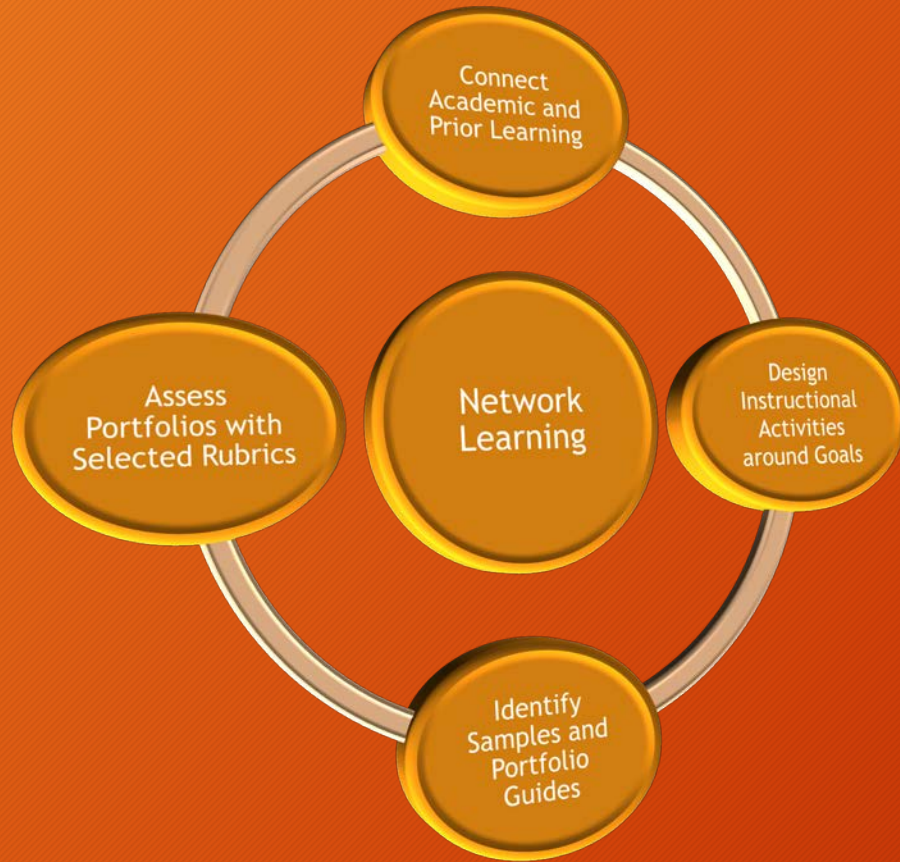
Matrix Thinking is the networking activity that helps you link knowledge within and across a series of informal courses.

ME: 101 uses [Matrix Maps](#) to provide descriptive frameworks and contexts for the bits and pieces of interdisciplinary information that shape human experiences.

More importantly, Matrix Thinking is the way you learn to discover, develop, and connect relationships inside and outside that framework in order to create a web of meaning and a better education for *yourself*.

ME: 101 is a virtual class that makes it a lot easier to do and document.

The Matrix Model



What is Matrix Thinking?

Matrix Thinking is the opposite of reductive thinking. As a metaphor and structure for network learning, Matrix Thinking is a handy way to describe open systems and the simultaneity of theory and practice, creative and critical thinking, and reading and writing.

It is a philosophical perspective that says everything in life is connected and all knowledge is dialogic, intertextual, and interdisciplinary, undergoing continuous revision and transformation.

Matrix Thinking is a performance that seeks and utilizes networks, patterns, and associations found across disciplines and cultures.

Inside the Virtual Classroom

www.missed101.com



Resources

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