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# Crynoldebau / abstracts

TARDIS Teaching for Online Work-Based Learning

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At the heart of 'distance learning' are two concepts: education and space-time. As Biesta (2005) points out there is a need to move 'beyond learning'; particularly in higher education and when developing work-oriented students. Education, Biesta claims, requires cognitive spaces for critical exploration and dialogue that enable human action. The idea of ‘distance', often aligned with synchronous/asynchronous modes of engagement, draws attention to the concept 'space-time'. Computer mediation seeks to overcome the limitations of 'distance' by collapsing space into 'virtual space' and by disengaging individual’s educational narratives through asynchronous contact (through discussion boards and the like). We are familiar with the collapsing of space through, e.g Skype and with the disengagement with time, for example, ‘iplayer’. Yet we also enjoy the experience of the synchronous in audience participation programmes, for example, ‘X-factor’. Drawing on ten years use of synchronous and asynchronous teaching on a work-based MA programme; I problematise the concept 'space-time' by drawing on work by Massey (2005) and Davies (2012, 2014) and ask how space-time is best conceptualised in order to promote the kinds of education identified by Biesta. I conclude by offering some key principles for the design and development for TARDIS teaching for work-based higher learners.