

Demystifying techno-pedagogy

Techno-pedagogy refers to the united potential of technology and pedagogy to transform individual and organisational practices. It is a rich and nuanced conversation between the technological possibilities, the cognitive models we carry with us, and the real needs of a system. Here are some technopedagogical domains.

Lifelong learning and ePortfolios

The ePortfolio is a means to support the transition to lifelong learning and to appropriate one's digital identity. Much more than a resume, it is the use of a digital tools to capture, value, develop and communicate competences. ePortfolios help the common thread in one's life or one's business emerge; individuals and teams may gather and reflect on an integrated perspective of their fragmented experiences, interests, commitments etc. Supporting personal, professional and organisational development, ePortfolios are about both private space and actively projecting into the public online space and they can serve as hub for networking, accessing services, and communication.

See: an example of a professional (<http://samanthaslade.ca/wiki>) and audio and video footage on the subject (http://www.percolab.com/conversations2008/index_en.html).

Collaborative working methods

It has never been so easy to work together in a dynamic way, disregarding time and space. Online tools facilitate the co-creation of all kinds of documents, directly and dynamically online, with the simplicity of word processing (for example, Wikipedia). In a context of information overload, it is more efficient to manage information and projects via an organised collective space, rather than via email. In this way, project memories and knowledge management are embedded in daily processes, eliminating supplementary documentation steps associated with traditional techniques. Transitioning to a collaborative working culture requires explicit processes and lots of rigour.

See wikipedia.org and ecto.coop (<http://www.ecto.coop/en.html>; <http://projet-ecto.org/wiki/>), a collective project developed openly online.

Participatory sharing

Together, the new legal vocabulary surrounding copyright and the online environments facilitating access, have a direct impact on how we share creations of all kinds. Indeed we are in the midst of a "copy left" movement, that encourages and facilitates the sharing of content all the while respecting the creators. Thus, images, sound files, songs, etc. benefit from a more nuanced license system that makes them more seen, listened, used and even remixed by all. Web environments amplify this shift by offering tools to access and manage all these creations at one's finger tips and even the means to connect creator and user.

See: the legal vocabulary of Creative Commons (creativecommons.org) and an example of a photo sharing website, flickr (flickr.com/creativecommons).

Social networking

Using the capacity and the ease of technology to connect people based on a common base is a strength of the web. Any kind of link, an interest, an event, a place, a book title, basically a key word, allows the "machine" to connect people to networks. From there is born and evolves layers of unimagined exploration and learning. Since the web "2.0" allows individuals to generate their own content, the computer does its work of linking, or social networking, based on key words. The creation of social networks favours the emergence of communities of practice and can transform a working culture.

See: a social networking tool ning (www.ning.com) and social networking based on presentations, slideshare (www.slideshare.net/slgavin/meet-charlie-what-is-enterprise20)

In a nutshell

We are talking about a world of possibility, not just the modernisation of professional ecosystems, but also the human dimension inherent in these domains.

By:

Samantha Slade, percolab.com, sam@percolab.com

François Duport, Holis-TIC.com, fduport@gmail.com,

Marc Tirel, Les explorateurs du web, marc.tirel@numericable.fr