Digital TL Andragogy at Higher ILR Levels

Serguei Podoprigora, Ed.D.

A Professional Development Trend

*Digital pedagogy for adults (**digital andragogy**) – using software in teaching TL with technologies of the Open Architecture, Autonomous Learning, Self-Directed Studies*

Sources & References

- *Edutainme.ru* and other interuniversity projects;

- research by *ECT (Educational and Classroom Technologies)* and *OLE (Online Learning Environments)* groups in the McGraw center.;

- research *by Digital Pedagogy Teaching Center* of St. Louis G. Washington university;

- *Hybrid pedagogy* internet magazine; and

- works by *M. Knowel, M. Morris, S. Knyazeva, N. Tralkova*, etc.

Instructional Design

Andragogy

TL Teaching and Learning

ILR-relevance

Digital approach

Problems of TL Instructional Design

1. Orientation towards *pedagogy,*
and not *andragogy* as it is obviously required;

2. No TL-scale specifics, while advising methods of Open Architecture, Autonomous Learning, Self-Directed Studies ad CE of the Open Learning in general; and

3. Very vague approach of combining LMS, Internet and computer (digital, blended, or hybrid) with traditional technology in general.

Principles of Andragogy

➢ **Principle 1: 1st, 2d & 3d aspects (*Job security, TL processing; Digital*);**
Need to know why do I learn!

➢ **Principle 2: Self Concept**
Need to be seen and treated by others as being capable of self-direction.

➢ **Principle 3: Prior Experience**
Adults come into an educational activity with both a greater volume and a different quality of experience from youth. This has several consequences for adult education.
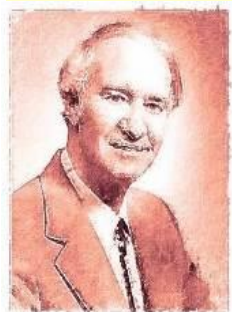
➢ **Principle 4: Readiness to learn**
Adults become ready to learn those things they need to know, or be able to do, in order to cope effectively with their real-life situation.
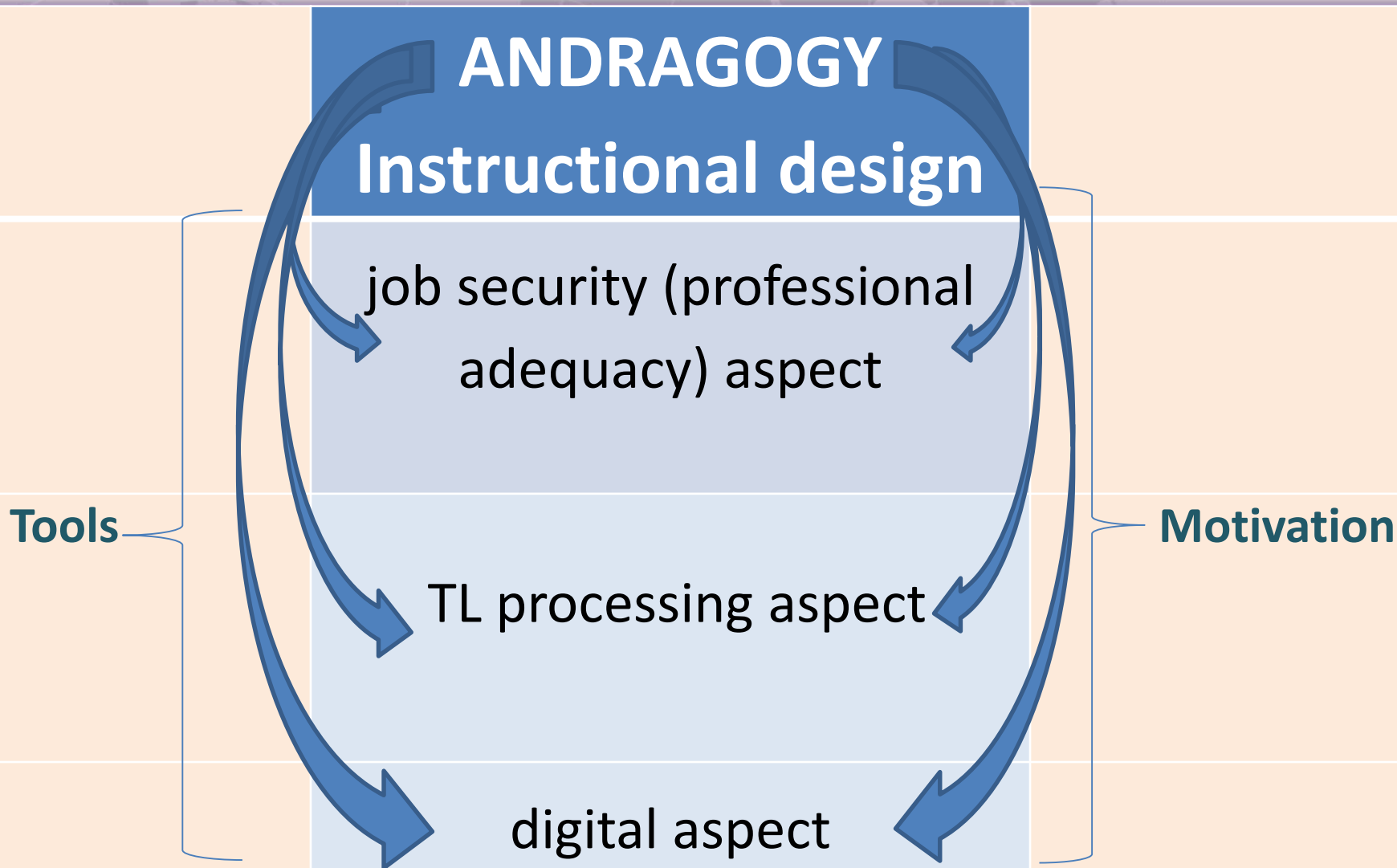
➢ **Principle 5: Orientation to learning**
Adult learners are typically focused on relative information that will aid in solving on immediate problem.

➢ **Principle 6: Motivation**

MOTIVATION

ANDRAGOGY

Instructional design

job security (professional adequacy) aspect

TL processing aspect

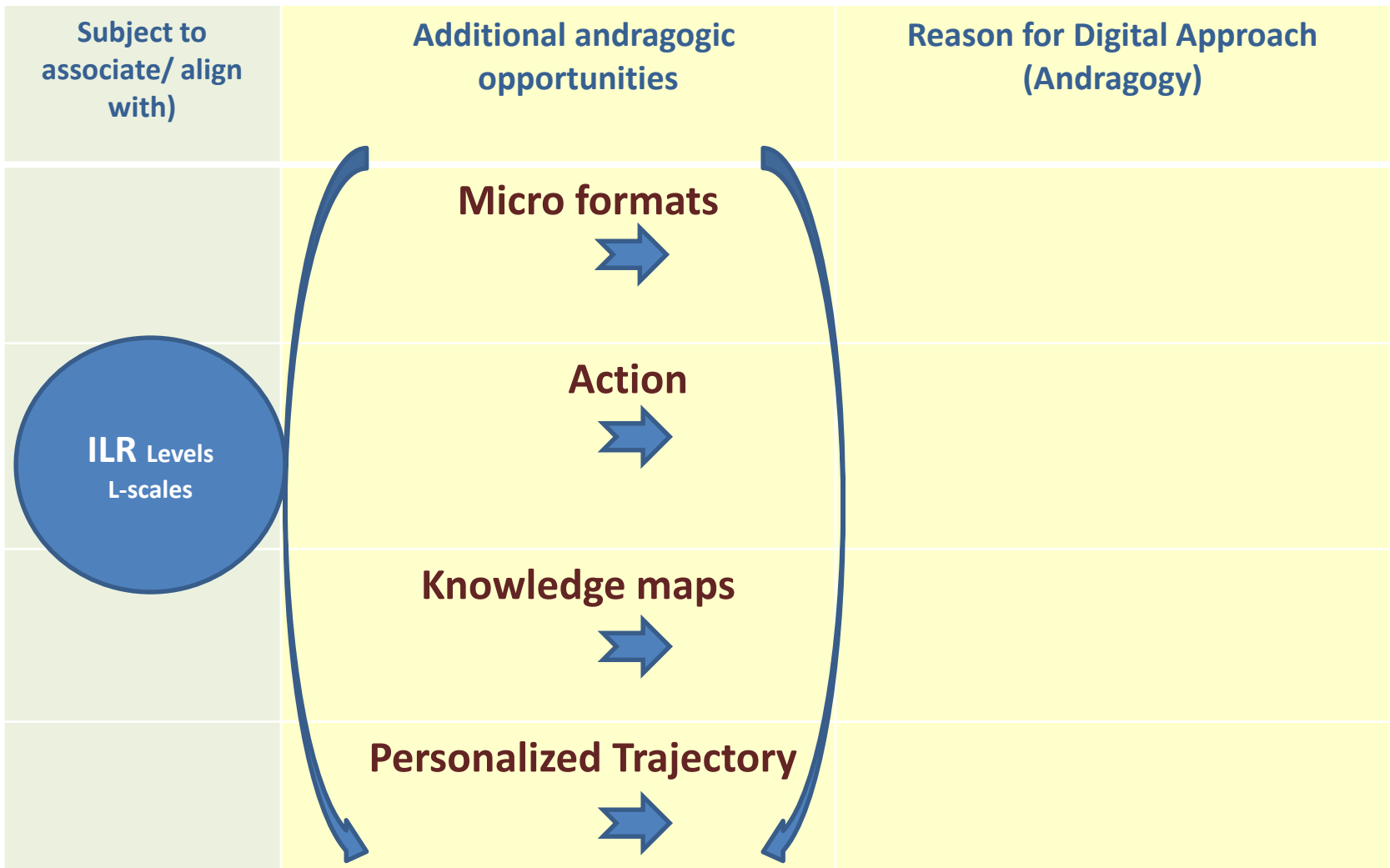digital aspect

Tools

Motivation

Digital Instructional Design. Part I

ILR Level	Search entry (…to the search engine's box)	Reason for Digital Approach	Repeating/ Imitating/ Reproducing Traditional/ In-Class Instruction
L3	"different opinions/ hypotheses on life on Mars" "different basic arguments, which form opinion on ' Pensions' reform.	Impossible to foresee and, therefore, insert into a "fixed" textbook or LMS. – Internet -- is the only *link for future*	…and mark/ underline *between-the-lines* information … and mark/ underline phonetical information of the tone, attitude and feeling of the author
L3+	"different opinions/ hypotheses on future observance of (Russian) traditions that include idioms or proverbs"	--------//--------	…and mark/ underline *between-the-lines & beyond-the-lines* information expressed by idioms or proverbs"
L4	satire & humor-related shows,/ pieces of legalese/ religious, philosophical/ literary abstracts/ slang containing and (or) expressing tailoring and various types of nuance and subtlety/ unpredictable sequence	-------//---------	…and mark/ underline *beyond-the-lines* information/ expressions that demonstrate tailoring/ belong to slang/ religious language/ shows nuances and subtleties/ perform as markers of certain style

Digital Instructional Design. Part II

Subject to associate/ align with)	Additional andragogic opportunities	Reason for Digital Approach (Andragogy)
ILR Levels L-scales	**Micro formats**	
	Action	
	Knowledge maps	
	Personalized Trajectory	

Digital Instructional Design. Part II

| Subject to associate/ align with)	Additional andragogic opportunities	Reason for Digital Approach (Andragogy)
ILR Levels	**Micro formats**	Today's mobile person learns and works everywhere – in short pockets of time in the subway, in the countryside without online access, in bed, and even in the park. The transition to more compact, granular educational formats opens up new avenues for studying…
	Action	In the digital environment, the unit of study is a student's active engagement. Activity is focused not only on perception but also on the student's productive actions with the received information or in the process of its preparation. Activity can represent reading or viewing, working with a built-in model, performing tasks or self-tests.
	Knowledge maps	Interdisciplinary links are as important as individual areas of expertise. The creation of knowledge graphs will provide an impetus for the development of new search engines and recommendation systems for educational programs, educational and research materials
	Personalized Trajectory	The common concept of "textbook" will remain only in the sense of a collection of various types of learning content. It should be replaced by a digital learning environment where everyone can choose his or her own learning trajectory consisting of activities needed right here and right now.

Digital Instructional Design. Part III
(ILR-level related examples)

ILR-Level	Micro format	Action	Knowledge Maps	Personalized Trajectories
L3	Relevant adjustment of *ILR-L3* and *DLI-DA-L3* descriptors	Relevant adjustment of *ILR-L3* and *DLI-DA-L3* descriptors	Relevant adjustment of *ILR-L3* and *DLI-DA-L3* descriptors	Relevant adjustment of *ILR-L3* and *DLI-DA-L3* descriptors
L3+	Relevant adjustment of *ILR-L3* and *DLI-DA-L3* descriptors	Relevant adjustment of *ILR-L3* and *DLI-DA-L3* descriptors	Relevant adjustment of *ILR-L3* and *DLI-DA-L3* descriptors	Relevant adjustment of *ILR-L3* and *DLI-DA-L3* descriptors
L4	Relevant adjustment of *ILR-L3* and *DLI-DA-L3* descriptors	Relevant adjustment of *ILR-L3* and *DLI-DA-L3* descriptors	Relevant adjustment of *ILR-L3* and *DLI-DA-L3* descriptors	Relevant adjustment of *ILR-L3* and *DLI-DA-L3* descriptors

Conclusion

All THREE aspects (i.e., *Andragogy*, *Digital*, *ILR-relevance*)
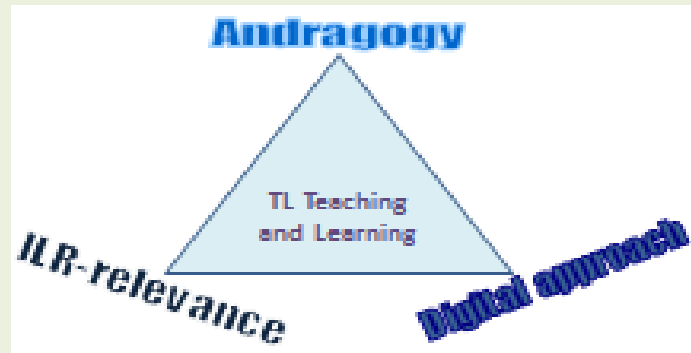
- may be applied together, not contradicting, but defining and contributing to each other;
- assume and/or allow *open architecture, autonomous learning* and *use of technology*;
- may be applied at all levels including the higher ones; and
- require references to ILR and DLI-DA Level descriptors to be relevantly adjusted to digital principles in an instructional design.

Literature

- Elwood F. Holton III, Malcolm Shepherd Knowles, Richard A. Swanson. Adult Learner : The Definitive Classic in Adult Education and Human Resource Development;
- Decoding Digital Pedagogy, pt. 1 & 2 in **http://hybridpedagogy.org/digitalpedagogy/**;
- http:// tralkova.info;
- http:// manifesto.edutainme.ru;
- http://letopisi.org/index.php/Педагогический_дизайн;
- http://e-learning.by;
- http://pedsovet.org; and
- seanmichaelmorris.com