

Session Title: Philosophy and Practice: Why Getting to Know your Teaching and Technology
Philosophical Orientations Matters

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Time: September 11th, from 13.00 -16.00 pm.

Format: Three hour interactive session,

Objectives: At the end of this interactive session participants will be able to (or better able):

- Describe the benefits of knowing our philosophical orientations of teaching and technology
- Classify the major philosophical orientations of teaching and technology
- Identify personal philosophical orientations of teaching and technology
- Write a philosophy of teaching and technology for a teaching dossier/portfolio

Abstract: *Theory without practice leads to an empty idealism, and action without philosophical reflection leads to mindless activism (Elias & Merriam, 1980, p. 4)*

There are a number of reasons why everyone who teaches should develop a philosophy of teaching, as well as a philosophy of technology. Perhaps the most important reason is that the power of knowing our philosophical orientations lies in the ability to enable us to be reflective practitioners and to better understand the choices we make in our in everyday classrooms – including the ways we choose to use (or not) technologies. Reflective practice is more than understanding the impact we are making when we teach; it is also knowing the impact we *want* to make when we teach. The interrelationship between philosophy and action is what underpins and inspires our activities in our everyday classrooms, and gives direction to our practice. Knowing our philosophical orientations of teaching and technology provides us with the ability to articulate not only *what* we are doing in our everyday classroom, but what we want to do and *why*.

Using the case study method, this interactive session will be guided by the teaching philosophical framework developed by John L. Elias and Sharan B. Merriam (*Philosophical Foundations of Adult Education, 3rd ed, 2005*) and the technological philosophical framework developed by Lincoln Dahlberg (*Internet Research Tracings: Towards Non-Reductionist Methodology, 2004*). At the end of the case study, session participants will identify their own philosophical orientations of teaching and technology.

This session will conclude with an overview of the results of a research project that examined the philosophical orientations that educators within the higher education sector hold of educational technology. In this study, seventy-five participants were selected for the closed interviews. All participants were working

in institutions of higher education whose discipline is teaching with technology. Participants were purposefully selected from Australia, Norway, Sweden, Denmark, Canada, United States, and the United Kingdom.

Selected recent articles by Heather Kanuka:

- Kanuka, H., & Rourke, L.** (2013). Using Blended Learning Strategies to Address Teaching Development needs: How does Canada compare? *Canadian Journal of Higher Education*. <http://ojs.library.ubc.ca/index.php/cjhe>
- Kanuka, H., Smith*, E., & Kelland, J.** (2013). An inquiry into educational technologists' conceptions of their philosophies of teaching and technology. *Canadian Journal of Learning and Technology*, 40(2). Available: <http://cjlt.csj.ualberta.ca/index.php/cjlt/index>
- Rourke, L., & Kanuka, H.** (2013). Student engagement and study abroad. *Canadian Journal of University and Continuing Education*, 38(1). <http://ejournals.library.ualberta.ca/index.php/cjuce-rcepu>
- Rourke, L., & Kanuka, H.** (2012). Academic Socialization in a Limited-Residency Doctoral Program. *Journal of Distance Education*, 26(1). <http://www.jofde.ca/index.php/jde>
- Kanuka, H.** (2011). Interaction and the online distance classroom: Do instructional methods affect the quality of interaction? *Journal of Computing in Higher Education*, 23, 143-156. <http://www.jofde.ca/index.php/jde>
- Kanuka, H.** (2010). Keeping the Scholarship in the Scholarship of Teaching and Learning. *International Journal of the Scholarship of Teaching and Learning*, 5(1). [online]. <http://academics.georgiasouthern.edu/ijsotl/v5n1.html>
- Rourke, L., & Kanuka, H.** (2008). Learning in Communities of Inquiry: A Review of the Literature. *Journal of Distance Education*, 23(1), 19-48. <http://www.jofde.ca/index.php/jde>
- Kanuka, H., & Kelland*, J.** (2008). A Deliberative Inquiry with Experts in e-Learning Technology: Contentions in Need of Further Research. *Canadian Journal of Higher Education*, 38(1), 2-21. <http://ojs.library.ubc.ca/index.php/cjhe>
- Kanuka, H., Heller, B., Jugdev, K., & West, D.** (2008). The rise of the teleworker: False promises and responsive solutions. *Higher Education*, 56(2), 149-165. <http://www.springer.com/education+%26+language/higher+education/journal/10734>
- Kanuka, H., Jugdev, K., & Heller, B.** (2008). The Factor Structure of Faculty Development Needs for Net-based Distance Education-Practitioners. *International Journal for Academic Development*, 13(2), 129-139 <http://www.tandfonline.com/loi/rija20>
- Kelland*, J., & Kanuka, H.** (2008). Using deliberative inquiry to seek consensus about impact of Internet communication technology on higher education. *Canadian Journal of Learning and Technology*, 33(3), 31-48. <http://cjlt.csj.ualberta.ca/index.php/cjlt/index>
- Kanuka, H., & Rourke, L.** (2008). Exploring the Non-Neutrality of e-Learning Technologies. *Technology, Pedagogy and Education*, 17(1), 5-16. <http://www.tandfonline.com/toc/rtpe20/current#.UcetZvmsidk>

- Kanuka, H., & Anderson, T.** (2007). Ethical Issues in qualitative e-learning Research. *International Journal of Qualitative Research*, 6(2).
<http://ejournals.library.ualberta.ca/index.php/IJQM/index>
- Rourke, L., & **Kanuka, H.** (2007). Barriers to critical discourse. *International Journal of Computer Supported Collaborative Learning*, 2(1), 105-126.
<http://www.springer.com/education+%26+language/learning+%26+instruction/journal/11412>
- Kanuka, H., Rourke*, L., & Laflamme*, E.** (2007). The Influence of Instructional Methods on the Quality of Online Discussion. *British Journal of Educational Technology*, 38(2), 260-271. [http://onlinelibrary.wiley.com/journal/10.1111/\(ISSN\)1467-8535](http://onlinelibrary.wiley.com/journal/10.1111/(ISSN)1467-8535)
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- Kanuka, H.** (2006). Instructional design and eLearning: A discussion of pedagogical content knowledge as a missing construct. *The e-Journal of Instructional Science and Technology*, 9(2).<http://gulib.georgetown.edu/newjour/e/msg02279.html>
- Kanuka, H.** (2005). An exploration into facilitating higher levels of learning in a text-based Internet learning environment using diverse instructional strategies. *Journal of Computer Mediated Communication*, 10(3). <http://jcmc.indiana.edu>
- Garrison, D. R. & **Kanuka, H.** (2004). Blended Learning: Uncovering its Transformative Potential in Higher Education. *The Internet and Higher Education*, 7(2), 95-105.
<http://www.journals.elsevier.com/the-internet-and-higher-education/>