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Titolo	Online postgraduate education in a postdigital world : beyond technology // edited by Tim Fawns, Gill Aitken, Derek Jones
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ISBN	3-030-77673-5
Descrizione fisica	1 online resource (284 pages)
Collana	Postdigital science and education
Disciplina	378.155
Soggetti	Universities and colleges - Graduate work Web-based instruction Estudis de postgrau Educació superior Aprenentatge electrònic Ensenyament assistit per ordinador Llibres electrònics
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	DRAFT Foreword (TBC) -- Introduction by the editors -- Assessment, feedback and learning in a networked world; by Dai Hounsell (agreed) -- Evaluation of teaching: Toward complex, postdigital ideas of quality; by Christine Sinclair and Tim Fawns (agreed) -- Student experiences and expectations of online learning; (TBC) -- Managing diverse student needs, backgrounds, and contexts; by Cathy Stone, Janet Dymont and Jill Downing (TBC) -- A sociomaterial look at reflective practice (TBC) -- Networked professional learning in the postdigital age: Asking critical questions of postgraduate teacher education; by Rachel Buchanan (TBC) -- Finding the teacher: Recognising and rewarding postgraduate, online teachers in policy and practice; by Gill Aitken and Sarah Hayes (TBC) -- Navigating the institution: Developing a vision for educational futures; by Tim Fawns, Michael Gallagher, and Sian Bayne (agreed) -- Conclusion by the editors -- Afterword (TBC).
Sommario/riassunto	This edited volume builds upon the premise that online learning is not separate from the social and material world, and is made up of

embodied, socially-meaningful experiences. It is founded on a “postdigital” perspective in which, much more than interactions with keyboards, computer screens, hardware or software, the learning that happens on online postgraduate programmes spills out into professional and informal settings, making connections with what comes before and after any formally-scheduled tasks. Unlike other books relating to online education, this book combines a theoretical perspective, in which the digital, physical and social are all interconnected within complex educational ecologies, with a focus grounded in postgraduate practice. This focus has important implications for the kinds of students and learning that are explored in the chapters of the book. This book provides an important contribution to the knowledge of what is required to produce quality, online postgraduate programmes at the level of teachers, curriculum designers, faculty developers and policy-makers.
