

1. Record Nr.	UNINA9910800064103321
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Titolo	The decentring of the traditional university : the future of (self) education in virtually figured worlds // Russell Francis
Pubbl/distr/stampa	London ; ; New York : , : Routledge, , 2010
ISBN	1-135-16125-9 1-283-58955-9 9786613902009 1-135-16126-7 0-203-85802-6
Descrizione fisica	1 online resource (168 p.)
Disciplina	378.1/734
Soggetti	Education, Higher - Computer network resources Language and languages - Computer-assisted instruction Shared virtual environments Distance education
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Front Cover; The Decentring of the Traditional University; Copyright Page; Contents; List of illustrations; Preface by Anne Edwards; Acknowledgements; Introduction; 1. From the culture industry to participatory culture; Understanding media change: from the culture industry to participatory culture; Media change and learning; Peering into the future of (self) education; Research site, informants and data collection; 2. Cognitive anthropology on the Cyberian frontier; Introduction; Sociocultural and activity theory: an overview; Cognitive anthropology and studies of cognition in the wild Expansive learning: double binds, breaking away and horizontal developments Projective identities and virtually figured worlds; Digitally mediated practice as new media literacy; Summary; 3. The learner as designer; Introduction; Understanding the learner as designer; The scope of design work in the new media age; The challenges and choices confronting the learner as designer; Towards a theory of mindful design; Summary; 4. Creative appropriation, new media and self-

education; Introduction; The concept of creative appropriation expanded; Breaking away from the traditional university
Creative appropriation and authentic need
Creative appropriation: driving cultural change from the bottom up; Identity as a mediator and motivator of learning activity; Challenges, choices and new media literacies; Summary; 5. Globally distributed funds of living knowledge; Introduction; Conceptual building blocks for understanding collaborative learning beyond the networked university; The formation of a fund of living knowledge; Cultivating and nurturing globally distributed funds of living knowledge; Mobilizing a globally distributed fund of living knowledge
Nurturing a globally distributed fund of living knowledge
Challenges, choices and new media literacies; Summary; 6. Learning through serious play in virtually figured worlds; Bruner and the narrative construction of self; Learning by being in immersive game worlds; Worldmaking as self-making; Serious play, history in laptop and committed learning; Virtually figured worlds as expanded spaces of self-authoring; Lifelong learning beyond institutional boundaries; Summary; 7. The decentring of the traditional university; Introduction; Two approaches to understanding the implications of media change
Conceptualizing higher education with the aid of Engeström's extended mediational triangle
Are we witnessing the decentring of the traditional university?; Implications for educational policy and practice; Directions for further research; Towards a developmental research agenda; Appendix: Data collection strategy and methods; Notes; Bibliography; Index

Sommario/riassunto

The Decentring of the Traditional University provides a unique perspective on the implications of media change for learning and literacy that allows us to peer into the future of (self) education. Each chapter draws on socio-cultural and activity theory to investigate how resourceful students are breaking away from traditional modes of instruction and educating themselves through engagement with a globally interconnected web-based participatory culture. The argument is developed with reference to the findings of an ethnographic study that focused on university students' info
