

Author's Accepted Manuscript

Appropriating Virtual Learning Environments: A Study of Teacher Tactics

Jan Derboven, David Geerts, Dirk De Grooff



www.elsevier.com/locate/jvlc

PII: S1045-926X(16)30020-9
DOI: <http://dx.doi.org/10.1016/j.jvlc.2017.01.002>
Reference: YJVLC769

To appear in: *Journal of Visual Language and Computing*

Received date: 9 February 2016
Revised date: 12 July 2016
Accepted date: 8 January 2017

Cite this article as: Jan Derboven, David Geerts and Dirk De Grooff
Appropriating Virtual Learning Environments: A Study of Teacher Tactics,
Journal of Visual Language and Computing
<http://dx.doi.org/10.1016/j.jvlc.2017.01.002>

This is a PDF file of an unedited manuscript that has been accepted for publication. As a service to our customers we are providing this early version of the manuscript. The manuscript will undergo copyediting, typesetting, and review of the resulting galley proof before it is published in its final citable form. Please note that during the production process errors may be discovered which could affect the content, and all legal disclaimers that apply to the journal pertain

Appropriating Virtual Learning Environments: A Study of Teacher Tactics

Jan Derboven*, David Geerts, Dirk De Grooff

Meaningful Interactions Lab, KU Leuven-iMinds Parkstraat 45 bus 3605 3000 Leuven, Belgium

Jan.Derboven@kuleuven.be

David.Geerts@kuleuven.be

Dirk.De.Grooff@kuleuven.be

*Corresponding author.

Abstract

In research on Virtual Learning Environments (VLEs), it has been shown that teachers often do not explore VLEs to their full potential and only adopt a limited set of the available tools. In this article, we approach teachers' design of VLE learning activities as end user development. We describe a study of Toledo, a virtual learning environment used across several higher education institutions in Belgium. Using a combination of a semiotic, multimodal analysis and an in-depth user study with 24 respondents, we provide a detailed account of how teachers appropriate the learning environment to suit their needs. Combining the insights from the semiotic investigation and the user research, we analyze how user appropriations can be explained as practices emerging from both how the platform communicates, and contextual factors. The study showed that some teachers design very specific learning activities using the VLE - *not* by using the dedicated VLE tool, but by reinterpreting more generic tools. These appropriation tactics concentrate platform use in a limited number of tools, even when teachers do use more complex learning activities. These results have implications for the design of VLEs: rather than offering a wide range of tools targeted at specific learning activities, VLEs could concentrate on providing basic communication tools that are open for appropriation.

Keywords

Appropriation, Virtual Learning Environment, Semiotics, Multimodality.

1. Introduction

Despite the fact that social networking technologies have been on the uprise in computer-supported collaborative learning (CSCL) for several years now (Hemmi et al., 2009; Hamid et al., 2014), more 'classical' virtual learning environments (VLEs) such as Blackboard are still used most often in practice (Prieto et al., 2013). However, these VLEs have often been criticized over the past decade. Research has pointed out that it is difficult to encourage authentic learning or collaboration using VLEs (Conole & Dyke, 2004), that teachers often

Download English Version:

<https://daneshyari.com/en/article/4968159>

Download Persian Version:

<https://daneshyari.com/article/4968159>

[Daneshyari.com](https://daneshyari.com)