

FLORENCE DUJARDIN'S LIVING POSTER FOR THE  
ACTION RESEARCH NETWORK OF THE AMERICAS  
TOWNHALL MEETING MAY 2015



**CONTEXT**  
Supporting  
Master's students  
in developing  
academic and  
digital literacies

My CMALT e-portfolio shares reflections on the academic and digital literacy practices that I have supported and/or researched with students:

<http://cmaltafd.wordpress.com>

Texts predominate in online learning, but these texts (tweets, blog posts, forum contributions) are also digital 'performances' through which students position themselves with their disciplines.



**PASSIONS**  
Designing virtual  
ecologies for  
learning.  
Helping students to  
become 'digital  
residents'



**VALUES**  
Enabling others to  
participate the  
network society.  
Being a critical  
witness to the use  
of edtech



**INTERESTS**  
Bringing insights and  
ethnographic  
approaches from  
Internet studies into  
the study of edtech

Adopting a living theory approach in my PhD has helped me articulate the values that underlie the use of educational technologies (edtech), and my responsibilities as an educator working and living in the network society.



**LIVING THEORY**  
Pedagogical design,  
not edtech, is the  
key to nurturing  
online learning  
communities

Using social media has helped me create wider learning ecologies for students. Relating these ecologies to wider Internet cultures has improved my practice and created opportunities for students to develop situated understandings of these technologies.



**PUBLICATIONS**

- Dujardin, A.-F. (2009). '[Conversations with an e-learner](#)'. *Brookes E-Journal of Learning and Teaching* [online], 2(4).
- Dujardin, A.-F. (2012) '[Educators' digital literacies: the role of pedagogical design in innovation](#)'. In Stracke, C.M. (ed.) *Proceedings of the LINQ 2012 Conference on Quality and Innovation in Learning*, pp. 26-40. GITO 2012.
- Dujardin, A.-F. (2013) 'Adapting ethnographic action research for education research'. *LCSS PhD Conference on Methodological Choices and Challenges*. King's College, London.
- Dujardin, A.-F., Edwards, K. and Beckingham, S. (2012). 'Diigo: social bookmarking in a professional communication course'. In Cheal, C., Coughlin, J. and Moore, S. (eds) *Transformation in Teaching: Social Media Strategies in Higher Education*, pp. 243-274. Santa Rosa, CA: Informing Science Institute.
- Edwards, K., Dujardin, A.-F., and Williams N. (2012). '[Screencast feedback for essays on a distance learning MA in Professional Communication](#)'. *Journal of Academic Writing* [online] 2 (2).