

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'

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.



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

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.



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



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).