

# Digital Learning: Opportunities & Challenges

Bridging Academia, Policy and Practice Conference  
1 July - Learning, Education and Development

#BAMSA2021 #MindSport #Bridge @bridgemindsport

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4A – New Approaches to Teaching and Recruitment

Welcome: Dr Terrie-Lynn Thompson  
(Digital Media and Professional Education,  
University of Stirling)

Panel 1 - *Learning and Teaching Bridge*  
Rob Barrington (Bridge Teacher, USA)  
Mary Sharp (Bridge Teacher, England)  
Milan Macura (Bridge Coach, Czech Republic)  
Akiko Yanagisawa (Waseda University, Japan)  
Stephanie Threlkeld (American Contract Bridge League)

Panel 2 – *School and Youth Bridge, Engaging and Retaining Learners*  
Marianne Harding (Norwegian Bridge Federation)  
Morten Bilde (Skolebridge, Denmark)  
Sue Johnson (New Tricks, England)  
Michael Xu (Youth Bridge Association, USA)  
Patty Tucker (Bridge Teacher, USA)

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4A– Recorded Presentations

*Introducing Bridge into the School Curriculum* (Norma Irwin and Norman Lacey, Northern Ireland Bridge Union)

*Road to Bridge: Nurturing Young Champions* (Pritesh Chheda and Amaresh Deshpande, Adhyayan Education, India and Deborah Drysdale, Planet Hool, USA)

*Introducing the Bidding App bid72* (Jan van Cleeff and Team bid72, Netherlands)

*Tricky Bridge* (Scott Hoffer, Tricky Bridge, USA)

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The Pedagogies of  
Technology: The  
Pedagogies of Bridge

BAMSA Conference  
July 2021

Terrie Lynn Thompson  
University of Stirling

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**Situated Learning:** learning is not merely situated in practice “as if it were some independently reifiable process that just happened to be located somewhere”. It is “an integral part of generative social practice in the lived-in world” (Lave & Wenger, 1991).

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pedagogy as situated activity: relational and material

knowings-in-practice as emergent, evolving, and not always specifiable in advance

linking knowing, learning, doing, and being

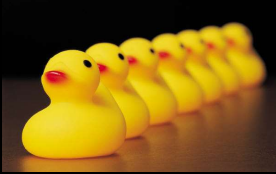
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is there such a thing as the “digital”?

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### Thingly Gatherings



attuning to the presence & absence of “thingly gatherings” in the performance of practices  
*(Thompson & Adams, 2013)*

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### a shift towards the more-than-human



beyond who or what to WHO-WHAT is at work

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technologies “fold into us as much as we fold into them” *(Istrona, 2007)*

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cards / bits of computer code/ screens /  
blog postings/ Alexa / mobile phones /  
viruses / wiki entries / YouTube videos/  
wifi connections / the mute button /  
video cameras / passwords / notifications  
/ server farms / learning analytics / the  
AppStore / power cords

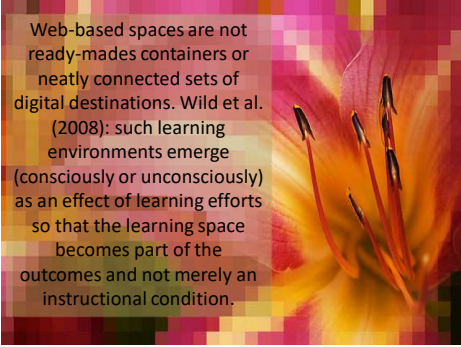
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education becomes an accomplishment of a network rather than an individual  
*(Mulcahy, 2005)*

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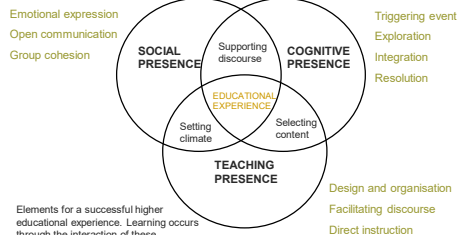


Web-based spaces are not ready-made containers or neatly connected sets of digital destinations. Wild et al. (2008): such learning environments emerge (consciously or unconsciously) as an effect of learning efforts so that the learning space becomes part of the outcomes and not merely an instructional condition.

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## Community of Inquiry Framework

Garrison, Anderson, & Archer, 2000



Elements for a successful higher educational experience. Learning occurs through the interaction of these elements.

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## other reflections & curiosities

- blended learning is more than face-to-face or digital
- what is really new? m-learning, MOOCs, the flipped classroom, hybrid learning & spaces
- how are informal (and more formal) pedagogical moments being renegotiated by the technologies woven into our lives?
- is anywhere anytime learning actually do-able?
- what sort of invisible work goes into teaching and learning online? who-what are the teachers-learners?
- how to listen for the invitation quality of the digital things of pedagogy
- the growing commercialization & commodification of online activities and new data infrastructures

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## Blended Learning: New Assemblages

online	face-to-face
synchronous	asynchronous
individual activities	collaborative activities
separate learning events	integrated with day-to-day work / life
educator or organizationally driven	self-directed
formal	informal
direct instruction	on-the-job / in-the-moment coaching
learning events	ongoing learning projects
one online or F2F "space"	multiple spaces
learning as already made	learning in the making (Bigum et al. 2014)
extended engagement	micro-sized

adapted from MacDonald et al. (2009)

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