

University of Bradford International College

DIGITAL DIALOGUE PEDAGOGY

Presentation by
Xiangyu



Introduction

- UK higher education: the development of university's digital campus - limitations
- An inspiration: Freirean critical pedagogy
- A design: a mobile application based on the theoretical framework of Digital Dialogue Pedagogy
- A supportive and interactive environment: empower the students and foster a sense of belonging

Overview

- Introduction
- Challenges
- Theoretical Framework
- Digital Dialogue Pedagogy
- Design & Implementation
- Conclusion
- Q&A



Challenges



Effective independent learning

student agency peer pressure
language barrier
financial constraint

new teaching method



University's digital campus - VLEs

difficult course content
lack of motivation mental health

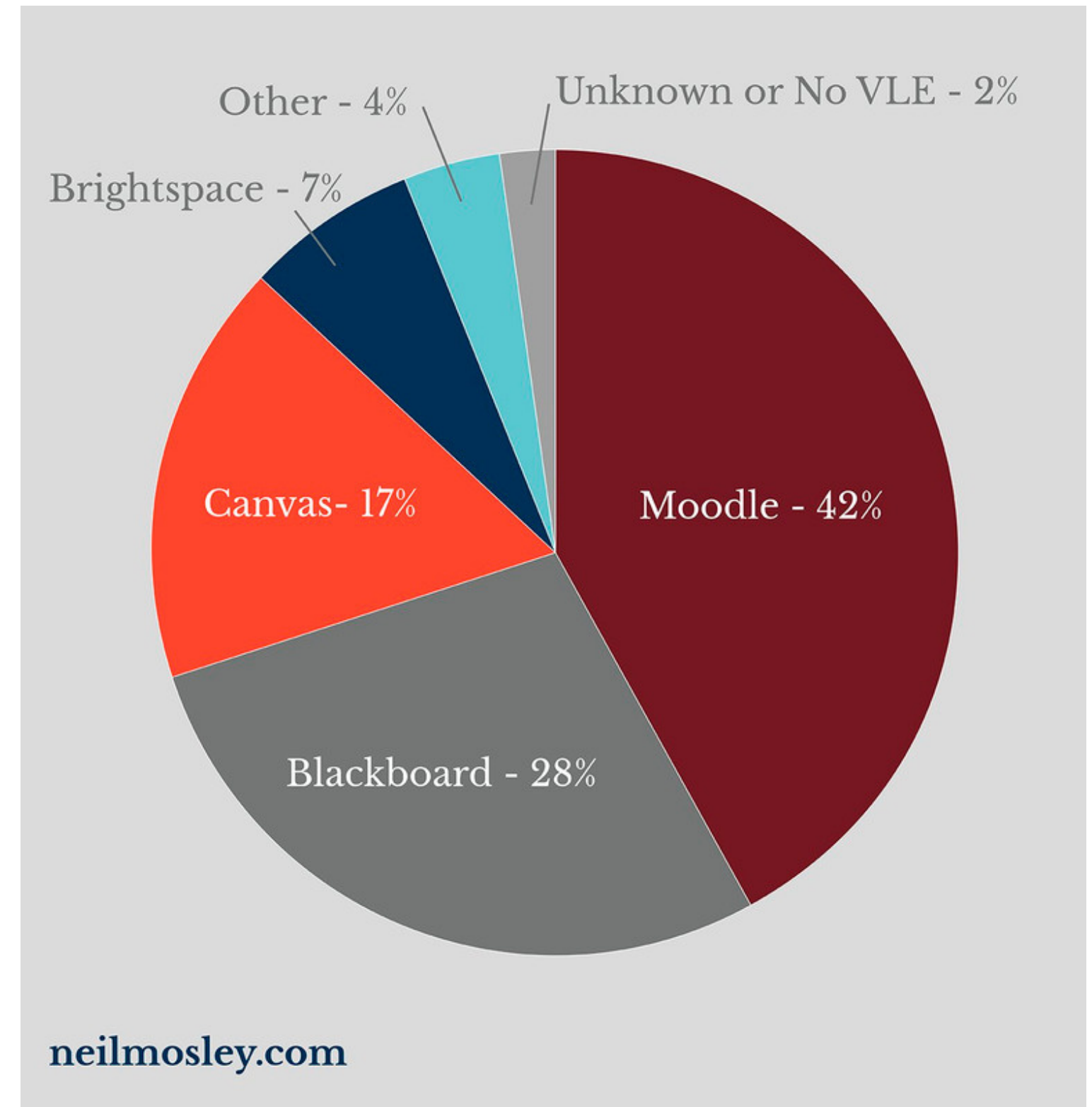
course content

digital literacy

We Help You Solve Your Most Critical Challenges in Education to Drive Student Success

The education landscape is continuously evolving. It's why we're focused on providing you the **technology, tools and support** to transform to meet the specific needs of **your students**. We are your partner in change—working alongside you to **enable success for your institution or organisation** with innovative technologies and services.

<https://www.blackboard.com/en-eu/about-us/our-purpose>



Proportion of VLEs being used by 179 UK HEIs researched as of the end of 2022.

Digital - online
Dialogue - two ways
Pedagogy - teaching & learning

Theoretical Framework

01 Constructivism 02 Sociocultural Theory 03 Critical Pedagogy

Piaget, 1977

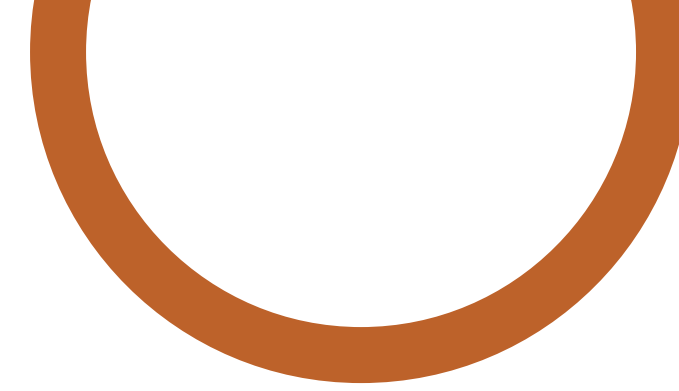
- activity construct knowledge
- share experience
- negotiate of meaning

Vygotsky, 1978

- social interaction
- cultural tool
- cognitive development

Freire, 1970

- critical inquirer
- problem-posing
- transformative action



Digital Dialogue Pedagogy

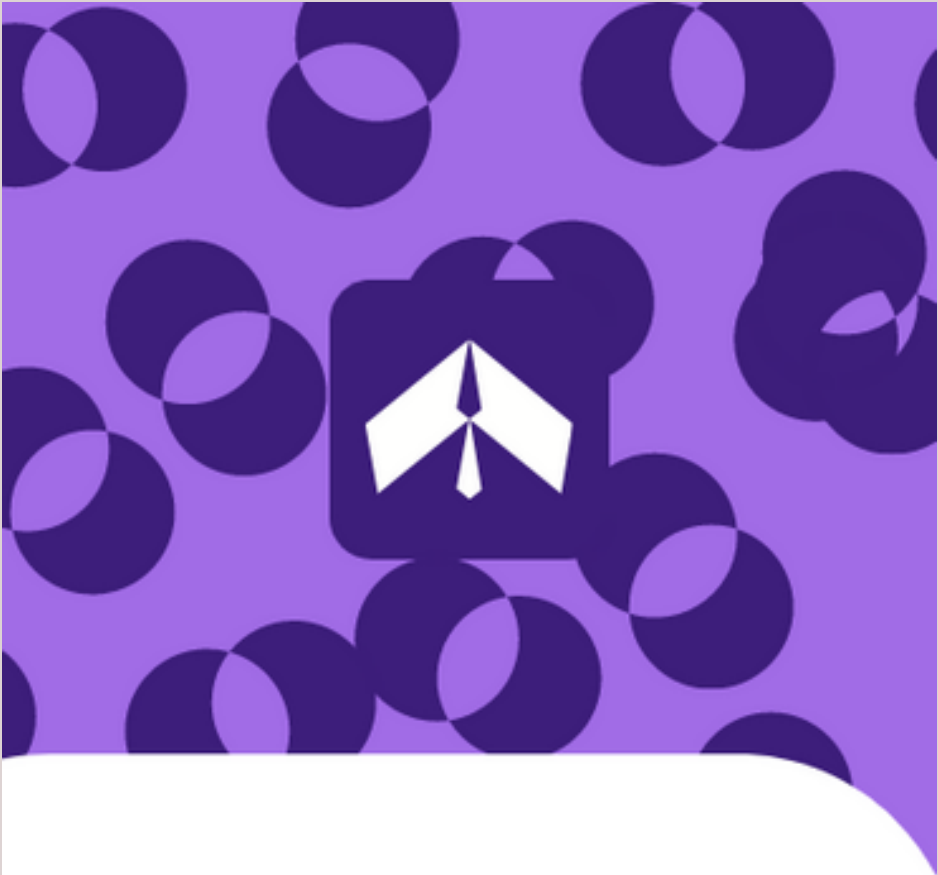
- Expanding Access and Collaboration
- Multimodal Communication
- Facilitating Reflective Thinking
- Promoting Active Learning
- Fostering Community and Social Presence
- Enhancing Accessibility and Inclusivity
- Developing Digital Literacy Skills

Design

A mobile phone application

- To exercises the idea of digital dialogue pedagogy
- To bridge the gaps and connect the missing elements on the existing VLEs





Login

Sign in to continue.

NAME

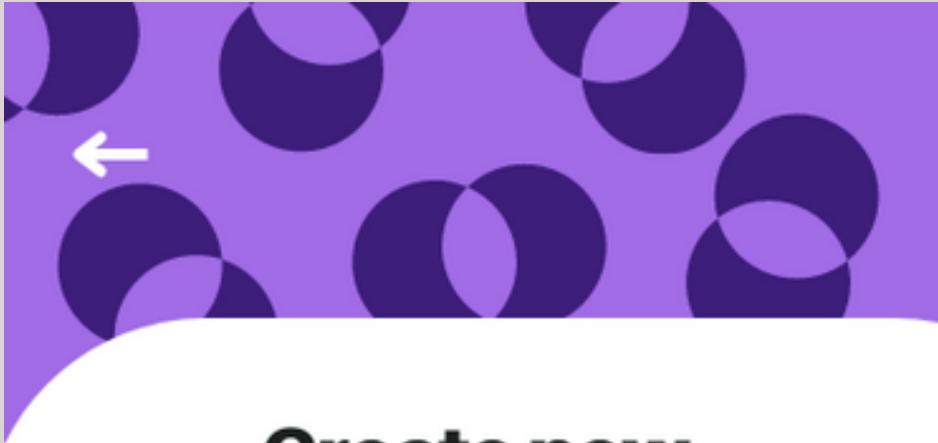
Xiangyu

PASSWORD

Log in

[Forgot Password?](#)

[Signup !](#)



Create new Account

[Already Registered? Log in here.](#)

NAME

Xiangyu

EMAIL

xzeng2@bradford.ac.uk

UNIVERSITY

University of Bradford

MAJOR

Select

Sign up



Profile



Murad Naser >

Username: Ostdarva



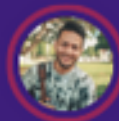
Male

Bradford



People You Know

More



Message

+3

More



More



University of Bradford



Emily Anderson

Computer Science BSc (Hons)



15K

Followers



2450

Collection



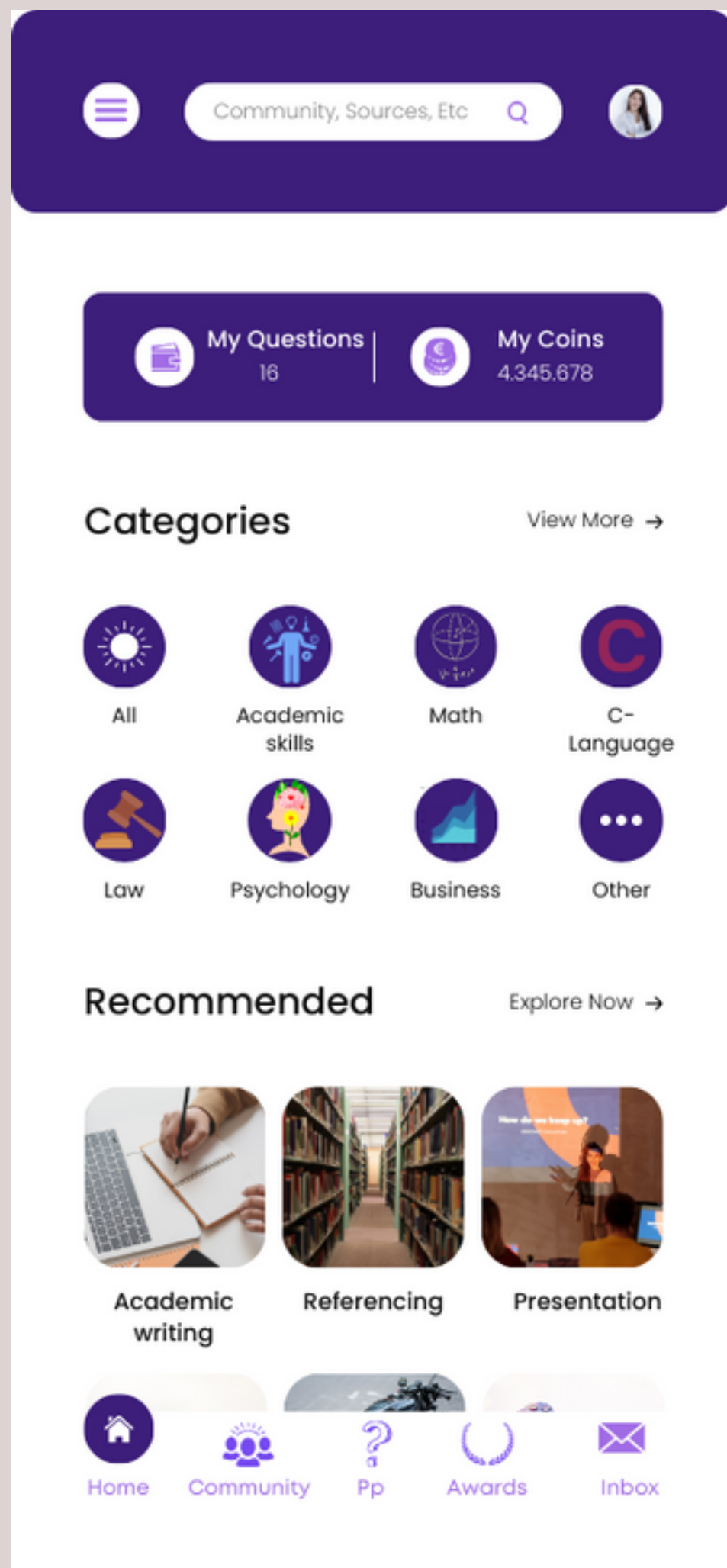
435K



1256

Add to Friends





Academic skills

In the context of UK higher education, academic skills refer to a set of abilities and competencies that students need to effectively engage in academic study and excel in their academic pursuits. These skills are essential for students to meet the rigorous demands of higher education and achieve academic success.

-  Research skills
-  Academic writing
-  Referencing and citation
-  Time management
-  Note-taking
-  Presentation skills





Join a community

Become a Member to help each other make a better learn journey!



Q Subject, Class, etc ...



All

Popular

Academic

Non-Academic



English

+50 Members



Academic Skills

+50 Members



Math

+50 Members



Job Application

+50 Members



Home



Sources



Mails



Profile



Hello, welcome to Academic skills community!



Ostdarva

Hi, guys, when I write an essay I often find myself confused about when to use 'because' and 'therefore.' Could you please explain how to use them? thanks



logodobdcura

I think, "because" to introduce a reason or cause



bacteriarealite

I always use "because" to explain the reason behind the belief, providing evidence to support the statement.



Home



Just ask



Sources

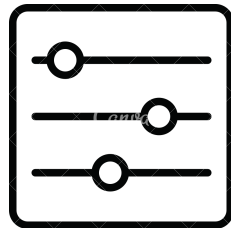


Mails

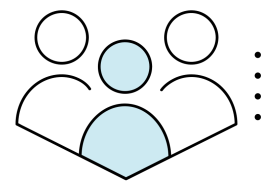
Implementation



Easy to Use



Customise



Community vibe



Learning rewarding

Conclusion

Instead Of



You Can Try This



References

- Alokuk, J. A. (2018). The Effectiveness of Blackboard System, Uses and Limitations in Information Management. *Intelligent Information Management*, 10(06), 133–149.
- Freire, P. (1970). *Pedagogy of the oppressed*. Seabury Press.
- Gamage, K. (2022). COVID-2019 Impacts on Education Systems and Future of Higher Education.
- Jones, M. G., & Brader-Araje, L. (2002). The impact of constructivism on education: Language, discourse, and meaning. *American Communication Journal*, 5(3), 1–10.
- Vygotsky, L. S., & Cole, M. (1978). *Mind in Society: Development of Higher Psychological Processes*. In Google Books. Harvard University Press.