

A photograph of a bed with a white sheet and two red pillows. A black laptop is open on the bed, displaying a blue screen. Several papers are scattered around the laptop, including one with the text "1970s style laptop." A bedside table with a lamp and other items is visible in the background. The text "LOOK, LISTEN AND LEARN" is overlaid in large white letters.

LOOK, LISTEN AND LEARN

Using aural and visual data to understand the
learning spaces of online students

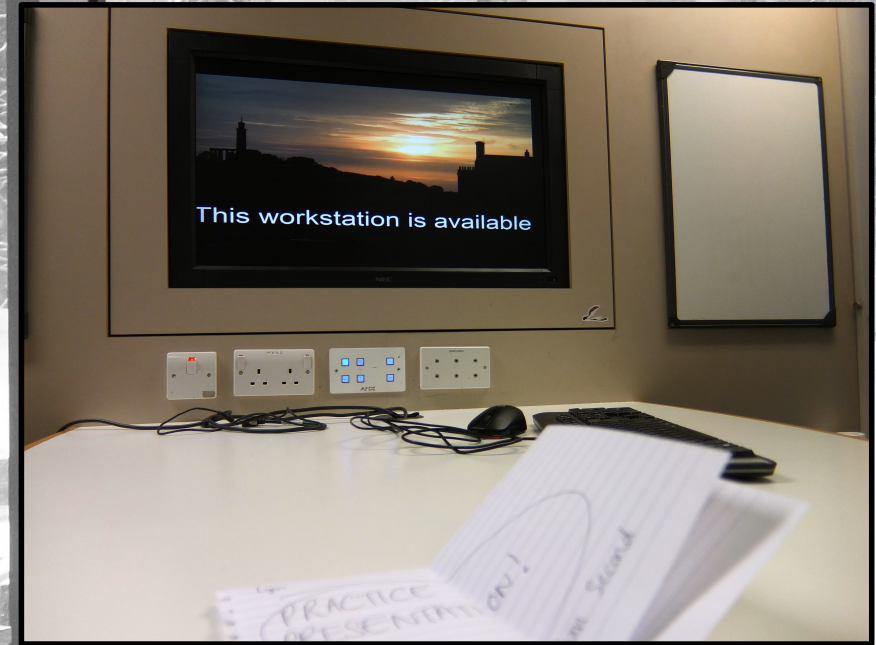
James Lamb and Michael Sean Gallagher

Online Tutoring Course, University of Edinburgh, 30 March 2015

What do we *really* know about the study space of online learners?

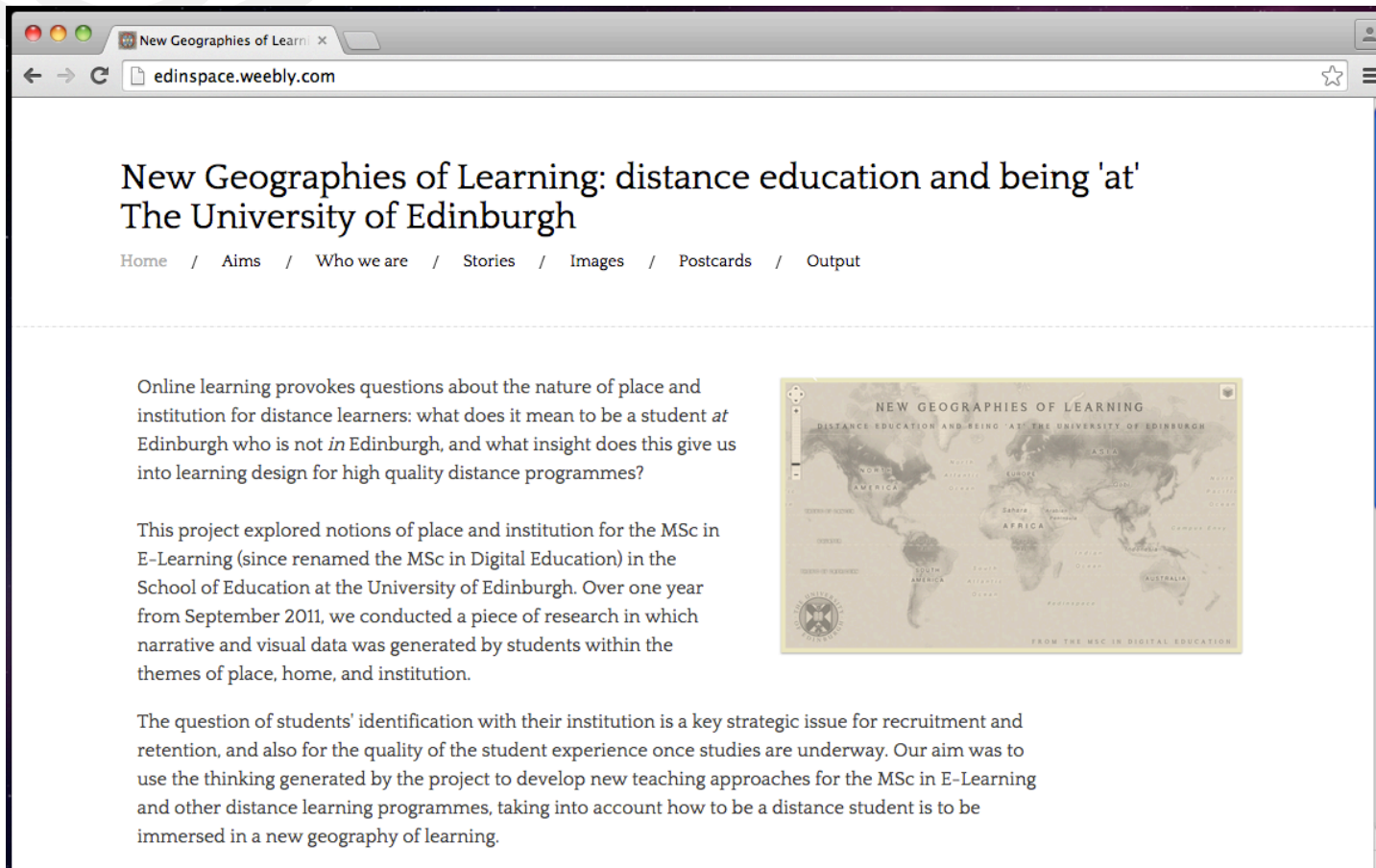


Kirkwood (2000), Kahu et al. (2014), Moss (2004)



The campus is reconfigured to meet the changing needs and habits of learners

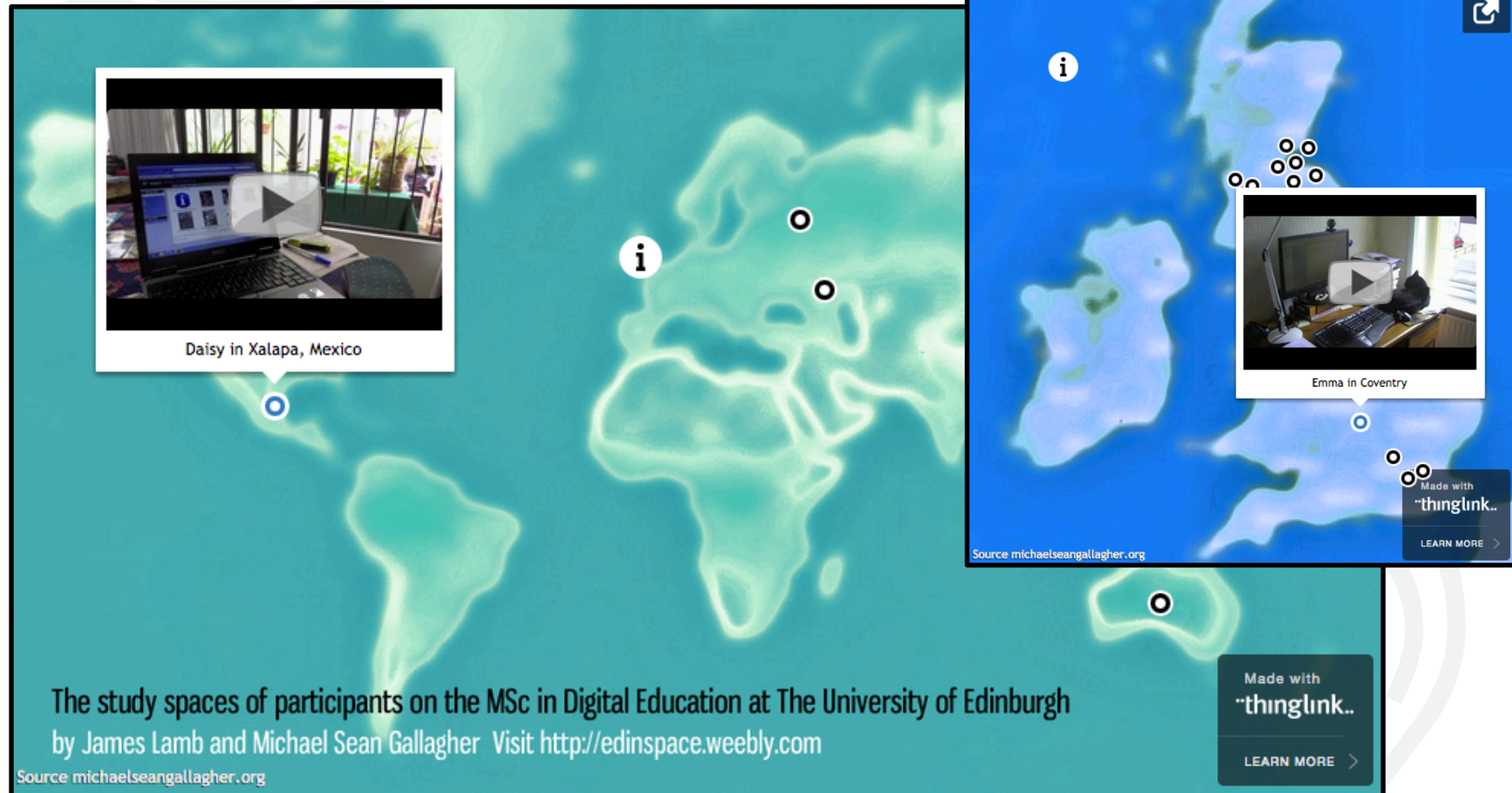
What does it mean to be a student *at* Edinburgh, but not *in* Edinburgh?



Bayne et al. (2013), Ross et al. (2013)

Visit: edinspace.weebly.com. Project funded by Principal's Teaching Awards Scheme.

What does it mean to be a student *at* Edinburgh, but not *in* Edinburgh?



View the maps at: edinspace.weebly.com/postcards.html

Transcription and analysis

- Avoided the tendency amongst Internet scholars to privilege image over sound (Sterne 2006)
- Visual methodologies with particular attention to image sites and audiencing (Rose 2012)
- Sonic methodologies with a particular ear to personal sound space and sonic territory (Fluegge 2011)
- A multimodal approach that allowed for the construction of meaning through the interplay of different semiotic material (Kress and van Leeuwen 2001, Jewitt 2009)
- We looked for coherence and information linking between different modes (Monaco 2009, van Leeuwen 2004)

Josie's learning space(s)



Josie's learning space(s)



Aggie's learning space



<http://www.james858499.net/start/look-listen-learn>



Emergent themes

1. The prevalence of informal, homely and domestic spaces: a body of 'comfort learners'
2. Attempts to mark out a material and/or aural territory: a corner or haven for personal study
3. Creation of learning space within a shared space (rather than carving out a distinct personal territory)
4. Sonic trespass, where the learning space was penetrated by the intrusion of sound and its material agents
5. A contrast between manufactured silence and sound (including music in attempts at spatial acoustic self-determination)

Some concluding thoughts

- We need to question preconceptions held about the highly technologised and mobile nature of online learning.
- Conventional academic resources and tools continue to feature prominently in the learning spaces of what we understand as even the most digital students.
- Students configure the aural and material components of their learning spaces in different ways.
- As distance educators we need to understand how territoriality is enacted across aural and material planes, and how this in turn influences a student's engagement with her programme and institution.

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