

Analogue Teacher in Digital World: Dialogical Community of Learners in Online Teaching and Learning

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Abstract

In an era characterized by the use of technology as an integral part of the human experience, non-hierarchical access to information and the creation of virtual connections in the metaverse, which are experienced just as real as those in the physical world, the crisis of the Covid19 has emphasized for many, the understanding that integrating technology in education is inevitable and can in fact bring teaching and learning to new and surprising frontiers. The period of lock-downs, has given us, educators, opportunities to experiment with diverse technological tools that enable collaboration and access to information in ways that encourage flexibility of thought and a re-examination of structures we often accept without a doubt, such as time and space and their limitation when it comes to the physical world. The inevitable usage of technology enabled us to re-examining further pre-conceptions and assumptions, regarding learning, knowledge, the teacher's role and human connection. In this paper, I examine my experience as a teacher educator, who is coming from dialogical and informal education, in the context of distanced teaching and learning. First, I briefly examine the nature of dialogic and informal education, and what are the paradigms that support it. From this I seek to examine in what ways these paradigms can find expression in distanced teaching and learning, which seemingly neutralizes the unmediated dialogic relationship. To this end, I examine one course I taught online, "progressive theory and models in education", as it reflects and reflected by the concepts of dialogical and informal education.

Keywords: Dialogue education, informal education, online teaching and learning, distanced learning, learning communities