

PEDAGOGIC TRANSLATIONS

L 1 ← → L 2

**Plenary Paper Prepared for the: Disciplinarity, Knowledge and Language
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Totally Pedagogised Society

Mode 1

In the medieval period there was a **seamless coordination of meanings, activities, and practices** through the Catholic Church; a **simple division of labour of symbolic control** but all-pervasive in its functions, the realisation of a wholly coherent world and of **place, position and function** within it

(Bernstein, 2001: 364)

THE CONTEXT:

Global-Local Information Flows – Information Scapes

- ❑ Time-Space Compression
- ❑ De-territorialized Cultural Resources
- ❑ Weakening Holds of Tradition → democratising of emotions
- ❑ Enormous growth in knowledge – knowledge economy

Totally Pedagogised Society (Mode 2)

- *How will this new diversity of knowledges map on to our present educational institutions?*
- *Which institutions are vulnerable to the new claims, to whom will the new knowledge forms be distributed?*
- *Will the diversity of knowledges and their target of weakening boundaries (social, intellectual, procedural) be distributed across institutions and students.*

Bernstein, B. (2001). From Pedagogies to Knowledges. In A. Morais, I. Neves, B. Davies & H. Daniels (Eds.), *Towards A Sociology of Pedagogy. The Contribution of Basil Bernstein to Research* (pp. 363-368). New York: Peter Lang.

THE CONTEXT: LEARNING FOR LIFE – PEDAGOGY EVERYWHERE

- Totally 'pedagogised society' (Bernstein, 2000) – learning may occur 24/7 in constantly morphing online environments: vblogging, Youtube, the Urban Dictionary, Wikipedia, Google – wireless laptops, mobile phones; workplaces, homes – where boundaries between places are blurred, blended, constantly transgressed.
- Knowledge is transient, fluid, mobile – trustworthiness of knowledge assessed not simply by the authority/expertise (identity) of the knower/speaker but other factors – such as truth by mob rule, group consensus [Sunstein, C. R. (2006). *Infotopia. How Many Minds Produce Knowledge*. Oxford: Oxford University Press.]
- Extreme Make-Over Shows – transformation through intensive pedagogy – dieting, exercising, dancing, singing, dressing right → formation of new selves, new identities.

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Mallan, K. & Singh, P. Growing up in networked spaces: Tech-savvy youth constructing identities and forming social relations in online and offline worlds.

Senior Research Assistant: Natasha Giardina, QUT

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Knowledge Investments

Easier, Faster – online

- *Facilitator:* Do many of you use your school library?
- *Male:* No.
- *Male 2:* No.
- *Female:* No.
- *Facilitator:* So where would you find most of your information...?
- *Female:* Online.
- *Male:* Online.
- *Female 2:* Google.

[School 4]

Knowledge Investments

Just hope its right!

- *Facilitator:* But how do you know that content's accurate [on Wikipedia]?
- *Female:* I hope it's accurate.
- *Female 2:* Yeah. You just hope.

[School 2]

- *Facilitator:* And how do you know which sites are reliable and which ones aren't?
- *Interviewee3:* Guesswork, pretty much.
- *Interviewee2:* You've just got to take a guess, really.
- *Interviewee:* Yeah.
- *Interviewee2:* Most of them are reliable. People don't really take the time to make fake sites about maths formulas.

[School 2]

Knowledge Investments

If it sounds okay – I trust it!

- *Male:* Honestly half the time I get Wikipedia and when I do I have a look, if it sounds okay and it is not for a assignment that it worth 50 per cent of my mark for a whole year or something I usually just stick to it and trust it, because it is not that important. But, if it really important or if I am doubting it I go on another page to verify what Wikipedia has said.
- *Facilitator:* Do you know what you have just said a lot of students have said that. We are really fascinated by that. How do you know that it is sounds okay? How do you know that is feels okay?
- *Male:* Because most things you don't actually...
- *Male:* Use big words.
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- *Male:* If the person sounds like they know what they are talking about, they're usually all right.
- [Overspeaking]
- *Facilitator:* That is not a very good scientific method.
- *Male:* I know but it normally works. [School 1]

Knowledge Worlds

- *World 1 is the objective, physical world.*
- *World 2 is the subjective inner world of mental states, feelings, and beliefs.*
- *World 3 is the world of ideas. World 3 is objective (not dependent on any one individual's mental world) and is home to the ideas, theories, explanations etc. that are made available and shared within cultures. World 3 is a sphere of activity, a productive knowledge world, a place where ideas are applied and improved.*

Goodyear, P., & Zenios, M. (2007). Discussion, Collaborative Knowledge Work and Epistemic Fluency British Journal of Educational Studies, Online Early Articles, 1-18.

Critical Realism - Knowledge

- Principle of fallibilism - open to revision
- Principle of ontological realism - acknowledges an independently existing reality that is the object of knowledge and the properties of which provide objective limits to how we can know it.
- Principle of materialism - recognizes that knowledge is produced in the world through historically created modes of symbolic production.
- Principle of emergent materialism - recognizes that knowledge is not simply reducible to its immediate conditions of production - it is culture transcending.

Teacher Knowledge Bases

- **substantive disciplinary knowledge, syntactic disciplinary knowledge, beliefs about the subject**
- **curriculum knowledge, general pedagogical knowledge, knowledge/models of teaching,**
- **knowledge of learners: cognitive; knowledge of learners: empirical,**
- **knowledge of self;**
- **knowledge of educational contexts, knowledge of educational ends.**

Why Epistemology?

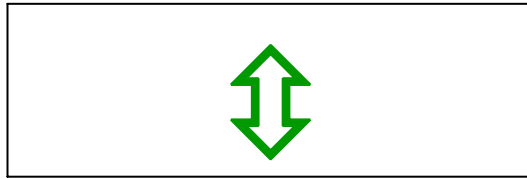
If people do ... *not have the same conceptions of time, space, cause, number, etc., all contact between their minds would be impossible, and with that, all life together. ... The necessity with which the categories are imposed upon us is not the effect of simple habits whose yoke we can easily throw off with a little effort; nor is it a physical or metaphysical necessity, since the categories change in different places and times; it is a special sort of moral necessity which is to the intellectual life what moral obligation is to the will.* [Durkheim (1912: 29-30)]

Bernsteinian Theory

- *The theory works by generating opposing forms/models → not constructing ideal types. The dichotomies are generated on the basis of boundary rules: things must be kept apart; things must be put together*

(Bernstein, 1996: 126)

Theoretical Propositions (Internal Language) (L1) -
Verticality



Language of Description. (External Language) (L2) -
Grammaticality

Dowling, P. (1988). *The Sociology of Mathematics Education. Mathematical Myths/Pedagogical Texts*. London: Falmer Press.
Muller, J. (2007). On splitting hairs: hierarchy, knowledge and the school curriculum. In F. Christie & J. Matin (Eds.), *Language, Knowledge and Pedagogy* (pp. 65-86). London: Continuum.

The L1 or Internal Language must be capable of:

- (1) Transition between different levels of the theory through the use of concepts, which at each level describe the key relations of the theory as these are realised at each level.
 - (2) Providing an explicit, unambiguous description of the objects of its analysis.
 - (3) Laying down what is to be investigated, how it is to be investigated, how its data are to be investigated and described.
 - (4) Explicating the process whereby principles of power and control are translated into specialised principles of communication differentially, and often unequally, distributed to social groups/classes \leftrightarrow shapes formation of consciousness \leftrightarrow opposition, change, reproduction.
- (Bernstein, 2000: 90-92)

Four characteristics of the L2 or external language of description:

- (1) Consists of rules for the unambiguous recognition of what is to count as a relevant empirical relation, and rules (realization rules) for reading the manifest contingent enactments of those empirical relations.
- (2) Recognition and Realization rules should be derived from a strong internal language of description (L1) .
- (3) L 2, the external description, is an interpretative interface, or means of dialogue between the agency of enactments and the generating of the internal language of the model.
- (4) The translation process of the L2 must be reliable. As a contrastive system, the contrasts should be as unambiguous and explicit as possible.
- (5) Translation agents must acquire an intuitive 'feel' for the reading rules through pedagogic engagement with a competent L2 user.

(Bernstein, 1996: 136-142)

Subjective/World Two

Teacher Knowledge Bases

**Pedagogic
Translations**



**Empirical
World / World One**

Schools/Classrooms



Pedagogic Translations



**Objective Knowledge/
World Three**

Disciplinary Knowledge

Diverse Knowledges

**(strong-weak knowledge
building)**

***Pedagogic Translations
: Recontextualisations
Structuring Principle of PD
-ID/RD***

Translation Between the Word and the World

Curriculum Knowledge \leftarrow \rightarrow **Teacher Knowledge**
 \leftarrow \rightarrow **Classroom World**

Teacher \leftarrow \rightarrow ***Subject knowledge** \leftarrow \rightarrow **Student Learning**

- ***Curriculum knowledge**
- ***Beliefs about Teaching**
- ***Knowledge of learners**
- ***Knowledge of Educational Contexts**

DOCTORAL DISSERTATIONS

- Karen Dooley (2001). *Adapting to Diversity. Pedagogy for Taiwanese students in mainstream Australian secondary school classes*, PhD, Faculty of Education, Griffith University

<http://www.griffith.edu.au/ins/collections/adt/>

DOCTORAL DISSERTATION

- *Beryl Exley (2005) – Teachers' Professional Knowledge Bases for Offshore Education: Two Case Studies of Western Teachers Working in Indonesia, PHD, Centre for Learning Innovation, QUT*

<http://www.library.qut.edu.au/find/theses.jsp>

Doctoral Dissertation

- Catherine Doherty (2006) *Cultural Identity and Difference in On-Line and Face-to-Face Educational Programs*. Centre for Learning Innovation, QUT
<http://www.library.qut.edu.au/find/theses.jsp>

DOCTORAL DISSERTATION:

Susan Whatman (2004). *“Wis Wei Youpla Health?” A Case Study of the Nature and Extent of Community Participation in Health Education Decision-Making for Torres Strait Islander Girls at Bluewater High, Centre for Learning Innovation, QUT, Brisbane, Australia*

<http://www.library.qut.edu.au/find/theses.jsp>

<http://adt.library.qut.edu.au/adt-qut/public/adt-QUT20050809.135113/>

- I do not understand how we can talk about offering compensatory education to children, who, in the first place, have as yet not been offered an adequate educational experience ... The concept of ‘compensatory’ education serves to **direct attention away from the internal organization and the educational context of the school**, and focus our attention upon the families and the children. The concept ‘compensatory education’ implies that something is lacking in the family and so in the child. As a result, the children are unable to benefit from schools. It follows then, that the school has to ‘compensate’ for the something which is missing in the family and the children become little deficit systems (Bernstein, 1971: 191-192)

Arenas, Agencies, Agents in Indigenous Education –Mapping the Field

- Whatman, Susan – Dissertation (Chapter 6, page 150 + Chapter 7, pages 185, 188)
- ORF, PRF, Pedagogic Code, Primary Care-Givers
- Who acquired what types of health education knowledge and with what consequences

Conclusion

TOTALLY PEDAGOGISED SOCIETY (Mark 2)

social relations increasingly pedagogised; if identities are continually morphed via training, retraining → what gives stability – materiality of consumption, brands and branding of training.

DIVERSE KNOWLEGES – segmental (acquired through shopping mall trips on and offline); cumulative (acquired through intensive long periods of socialisation, enculturation)

CONCLUSION

- PEER 2 PEER KNOWLEDGE – KNOWLEDGE PARTNERSHIPS
- TEACHER KNOWLEDGE BASES –
- BREADTH AND DEPTH OF CURRICULUM KNOWLEDGE: selected, sequenced, and paced for students.

PEDAGOGIC TRANSLATIONS

- RELATIONSHIP BETWEEN:

DIVERSE KNOWLEDGE FORMS $\leftarrow \rightarrow$

TEACHER KNOWLEDGE BASES $\leftarrow \rightarrow$

STUDENTS KNOWLEDGE ACQUISITION

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