



He Aha Ai: WHY... The influence of the Ranga Framework on Blended Learning and Micro-credential Design

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Abstract:

Digital technologies in the modern world are impacting on all cultures, including Māori. Tertiary institutions are actively deploying digital technologies in their teaching and learning practices. The relationship however between Māori student engagement in technology-enhanced learning and digital skills, remains largely unexplored. The landscape is further complicated by the fragmentation of online study and the move to micro-credentials.

Western instructional design models are based solely on cognitive, social and pedagogical approaches. These approaches do not contextualise the learning experience, i.e. they do not address cultural conceptuality. This identity - knowing of who they are, where they come from and what factors influence their engagement – provides learners with a positive setting they feel comfortable in.

Concurrently Te Whare Wānanga o Awanuiārangi is being challenged to provide whānau, hāpu, iwi, associated communities and industry with self-motivated, knowledgeable, multi-skilled graduates who can understand and apply identified capabilities in a variety of contexts.

This presentation will:

- (i) challenge current educational frameworks based on cognitive, social and pedagogical approaches
- (ii) explore cultural conceptuality focused on the Ranga Framework in particular
 - cultural self-efficacy in blended learning environments
 - the role of culture and context in holistic assessment design

This presentation will conclude by arguing that the concept of ‘cultural-self’ ensures all learners as active participants in the learning process, know who they are, where they have come from and why all of that really matters.

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