Technology, pedagogy and emancipation: a Freirean model of development

Scholars of e-learning arrive from all spheres of human interests: arts, humanities, (social) science, engineering... Consequently, they bring a lot of intellectual baggage into their e-learning praxis. For developers of e-learning curricula, such situation has been an ongoing source of inspiration and frustration. Diversity makes us rich(er): therefore, it should be encouraged. Under the circumstances, however, it is very hard to develop a common set of knowledge and skills that would provide a whole-rounded view to the discipline of e-learning which is prerequisite for critical approach to e-learning praxis. The big question, therefore, is how to simultaneously encourage diversity while providing students with all necessary knowledge and skills for their future e-learning praxis.

Approaching the problem from theoretical perspective, Jandric & Boras assert that the discipline of e-learning consists of Habermas's three main spheres of human interests, types of knowledge and research methods – the technical, the practical, and the emancipatory. In order to expose students and practitioners to the true structure of the discipline of e-learning, they continue, curricula for e-learning should provide a balanced overview of those interests, types of knowledge and research methods (2012). Jandric went on to explore the role of the teacher in this process, and developed the developmental model (2012) which consists of four steps that make a never ending circle very similar to Freirean codifications and decodifications (1972). Those steps are: individual conscientization, building attitudes, interaction with people and broad approach which encompasses the whole society.

Despite theoretical achievements, developing critical education for e-learning is easier said than done. Contemporary educational systems are primarily discipline-based. Under such conditions, it is a real challenge to provide a balanced, whole-rounded education to future researchers and practitioners of e-learning. Author of this paper has more than a decade of experience in education for e-learning. Combining Habermas's main spheres of human interests, types of knowledge and research methods with Freirean circles of codifications and decodifications, this presentation will try and develop a critical action research model that could be used in everyday development of curricula for e-learning.

References

Freire, P. 1972. *Pedagogy of the oppressed.* Penguin Education Specials, Harmondsworth, UK.

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