Digital Didactical Designs

Teaching and Learning in CrossActionSpaces

By **Isa Jahnke**

Routledge – 2016 – 240 pages

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As web-enabled mobile technologies become increasingly integrated into formal learning environments, the fields of education and ICT (information and communication technology) are merging to create a new kind of classroom: CrossActionSpaces. Grounding its exploration of these co-located communication spaces in global empirical research, *Digital Didactical Designs* facilitates the development of teachers into collaborative designers and evaluators of technology-driven teaching and learning experiences—learning through reflective making. The Digital Didactical Design model promotes deep learning expeditions with a framework that encourages teachers and researchers to study, explore, and analyze the applied designs-in-practice. The book presents critical views of contemporary education, theories of socio-technical systems and behavior patterns, and concludes with a look into the conceptual and practical prototypes that might emerge in schools and universities in the near future.

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Reviews

"Here is a compelling, rich and thoughtful vision of the future for educators, technologists and researchers that extrapolates from concrete first steps observed in innovative classrooms. It provides a framework for envisioning and pioneering what learning should become. It describes how classroom teachers, students and software designers can engage in "digital didactical designing"— participating actively in the reorganization of learning, benefiting from the rapidly growing ubiquity of information and communication. Classrooms for teaching are transformed into "CrossActionSpaces" in which the virtual and the embodied, the known and the downloaded, the social and the technical, the personal and the collaborative, teaching and learning, formal schooling and informal DIY are intertwined and synthesized."

Gerry Stahl,
founding editor, International Journal of Computer-Supported Collaborative Learning