A Dialogue and Social Software Perspective on Deep Learning Design

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Abstract: This article considers projects in Technology Enhanced Learning (TEL) that have focussed on designing digital tools that stimulate and support dialogue rich learning. These have emphasised collaborative thinking and meaning making in a rich and varied range of educational contexts. Technically, they have exploited AI, CSCL and HCI techniques, and ongoing projects are incorporating social software and semantic technologies. To address the particular challenge of extending this line of work within the Web 2.0 landscape and beyond, where the pace of technological change is profound, we will introduce the original notion of Deep Learning Design (DLD). This is a paradigm that we hold is important to both better understanding and realising learning in the digital age that counters the sort of technological determinism that is unhealthy for the field of learning. So this article will: consider the current challenges of designing dialogue rich learning; explain why the challenges raised necessitate the introduction of an original conceptualisation of design; and, exemplify and map this new notion of design to two large-scale TEL initiatives. These are projects in Digital Dialogue Games (DDGs) and MATURE: Continuous Social Learning in Knowledge Networks, where the latter includes a particular strand of research that brings both projects together. Finally some implications are considered and some conclusions are drawn.

Keywords: Dialogue, Thinking, Deep Learning Design (DLD), the Web, Context.

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