Pedagogy for a Digital Age: Barriers and Drivers for the Co-construction of Knowledge in Higher Education

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This paper presents the findings from the exploratory phase of a mixed-methods, multi-phase research project that is evaluating the use of Web 2.0 by faculty and students at two schools at the University of Applied Sciences and Arts of Western Switzerland. Preliminary results from two undergraduate student (n=17) focus groups and a series of semi-structured interviews (n=5) with experienced faculty are presented. In order to provide a pedagogically informed analysis, an adaptation of Dabbagh and Kitsankis' (2012) three-level framework based on that of Zimmerman's (1989) model of self-regulation is used The findings suggest that once the barriers to adoption are overcome educators will have an increasingly important role to play in the co-creation of knowledge. Educators will need to re-evaluate their methods of course delivery and institutes of higher education to rise to the challenge of today's changing society.

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