Hybridising Cybergogy and Sense of Place: A Response to Remote Multimodal Teaching and Learning in South African Higher Education

Krystle Ontong
ORCID iD: https://orcid.org/0000-0003-0591-2570

Zayd Waghid
ORCID iD: https://orcid.org/0000-0002-3404-1041

Abstract

Given that Remote Multimodal Teaching and Learning (RMTL) in Higher Education (HE) acknowledges that students represent different generations, personality types, and learning styles, instructional designers should seek to use multiple approaches, including distance education and online technologies to meet the needs of a broad spectrum of students. In order to successfully implement multimodal models, it is, therefore, paramount to consider what we refer to as students' *sense of splace*. As a multidimensional, complex construct, sense of place is used to define the relationship and connections between people and spatial settings. For most, if not all people, their sense of place has been affected to some degree by the promulgation of the COVID-19 regulations in both the international environment and South Africa. At the same time, the shift to RMTL due to these restrictions has also expedited subconscious changes in students and academics. Changes brought about by RMTL were at psychological, cognitive, social, and emotional levels, as teaching and learning transitioned from the *physical and face-to-face* to the *remote and virtual*. In this chapter, we argue that existing cybergogies could be reinforced by a particular sense of place and could generate a more holistic framework, namely, a *sense of splace*, that may be more useful in improving engaged teaching and learning. *Sense of splace* takes into account our intertwined connections to the real, physical place and the virtual space in which we currently work in higher education under COVID-19 regulations.

DOI: https://doi.org/10.29086/978-0-9869936-6-4/2021/AASBS08
Chapter URL pp 246 – 275: http://alternation.ukzn.ac.za/Files/books/series/08/12-ontong.pdf

Although a sense of splace has now become integral to the teaching and learning environment, it is easily overlooked, under-emphasised, or dismissed, while educators continue to privilege the present curriculum as planned. As a result, teaching and learning have become content-driven, instrumental, and technical. We argue that university educators should re-examine their current cybergogies and be cognisant of students' sense of splace in RMTL.

Keywords: sense of place, splace, cybergogy, distance education, remote multimodal teaching and learning

1 Introduction

A concerted effort under way since 2015 to establish a curriculum in South African higher education that is sensitive to students' cultural contexts, while transitioning beyond the mere replication of physical classroom environments, needs to be critically scrutinised if we are to invoke in students from diverse backgrounds the capacities necessary to function in a 21st-century environment. While the need to prepare students for the world of work has economic implications, the reality is that universities in South Africa continue to function based on the industrial model of education (Le Grange 2016). Although functioning within a developing nation and a democracy, the current higher education system in South Africa continues to conform to a social structure premised on neoliberalism (Maistry 2014). Any predetermined curriculum that fails to take into account the values and needs of students from diverse socio-economic and cultural backgrounds, is certain to be contested by students who are marginalised and silenced (Freire 2006). The nationwide #FeesMustFall student protests during the 2015-2016 period served as a vindication of this resistance by a cohort of students who argued for free, quality, decolonised education in South African universities. During the time that student protests were significantly disrupting higher teaching and learning, certain universities resorted to online and blended forms of learning in response to this higher education crisis (Czerniewicz, Trotter & Haupt 2019).

It should be noted that the South African Department of Higher Education and Training (DHET) is acutely aware of the growing influence of Information and Communication Technology (ICT) on the provision of distance education (DHET 2014). However, a significant concern exists

around the use of terms such as 'blended learning', 'flexible learning', and 'mixed provisions of learning' that may cover a wide range of possibilities and challenges facing distance education, and these may often be overlooked (DHET 2014). We observe that the South African government has been fairly cautious concerning the use of online learning in its response to the COVID-19 pandemic. Many education researchers and analysts have observed that online learning may be welcomed by students who prefer to enjoy the flexibility of learning without being confined to a classroom (Bernard, Borokhovski, Schmid, Tamim & Abrami 2014; Chigeza & Halbert 2014; Northey, Bucic, Chylinski & Govind 2015; Israel 2015; Potter 2015; Nortvig, Petersen & Balle 2018). However, the reality is that any form of online learning may come across as a learning barrier to the majority of students who are either accustomed to traditional classroom environments or who do not have access to the internet (Mahlangu 2018). We surmise that the South African government adopted the term 'remote multimodal teaching and learning' (RMTL) as a 'neutral', desensitised approach to learning that would appeal to students who oppose what they perceive as dominant forms of online learning. While it may be the South African government's prerogative to expect public universities to ensure that its slogan of 'no student should be left behind', and this may come across as political rhetoric, there are obvious underlying disadvantages attached to this slogan that the reality may come to reveal for universities, students, and university educators.

Despite RMTL having a connection with distance education, a clear distinction exists between such an approach to teaching and learning and what Hodges, Moore, Lockee, Trust & Bond (2020) call 'emergency remote teaching' (ERT). While distance education programmes and online courses have been designed from the onset, ERT in contrast, is a temporary shift of instructional delivery to an alternative mode of delivery in response to a crisis (Hodges *et al.* 2020). While a rapid approach towards ERT is perhaps needed to address a crisis in higher education, it may have adverse effects on the quality of the curriculum (Hodges *et al.* 2020). Hence, calls for a universal design for learning is needed in order for curriculum designers of remote learning programmes to develop an enabling environment that is flexible, inclusive, and student-centred (Hodges *et al.* 2020). However, replacing one medium with another, without identifying the purpose and value of such a form of learning, may have the opposite effect on the learning process in terms of quality education for all students.

Furthermore, the use of any teaching and learning approach in response to a crisis that fails to recognise the social, cognitive, emotional, and transactional elements of learning may undermine meaningful learning (Cleveland-Innes & Campbell 2012). Failing to take into account these factors of learning and sense of splace in RMTL, we infer, risks such teaching conforming to the industrial model of education. The idea of establishing a community that transcends the mere transmission of information through multimodal forms of learning, we argue, is needed if such forms of learning are to remain relevant to the context of the current cohort of students in South Africa. However, this would require that university educators take students' sense of splace into consideration during teaching, learning and assessment (Ontong & Waghid 2020). The absence of an RMTL policy further offers many universities the flexibility in determining which resources are suited to their particular context. Of course, this presents residential universities which are unfamiliar with distance learning with distinct multimodal approaches that would most certainly render varying degrees of success or failure. Hence, the need to explore the cognitive, social, emotional, and transactional elements of learning more deeply is an essential point of departure if we are to [re]imagine the pedagogical approach of RMTL as a response to a higher education crisis.

The danger of allowing universities to decide on remote multimodal teaching and learning may lead to teaching that is more instructional than transactional (Bozkurt & Sharma 2020). With the wide selection of traditional paper-based and new technologies available under the guise of RMTL, such autonomy may present educators with further challenges in trying to make sense of and evaluate, the most meaningful and effective teaching and learning strategies in relation to revised programme demands and students' needs. Students as a result of the pandemic are currently finding themselves in unfamiliar integrated physical places and virtual spaces of learning. These have had a direct impact on their cognitive, emotional, spiritual, and social wellbeing (Bozkurt & Sharma 2020). New relationships with their immediate spatial settings (physical and virtual) developed instantaneously with the shift to RMTL. These relationships, also known as a sense of splace, we argue, should be taken into consideration. If not, teaching and learning could become inauthentic, and the planned curriculum ‘placeless’. It is, therefore, pivotal that educators rethink their pedagogy and cybergogy, and create conducive opportunities for integrating students’ sense of splace with RMTL.

However, despite the fact that a RMTL approach was introduced by

the South African government as an appeal to dominant forms of online learning in higher education, the implementation thereof proved to be rather challenging. One of the main challenges with the implementation of an RMTL approach, besides redesigning curricula and service delivery, we argue, is the absence of a transactional presence. Although various strands of research regarding RMTL have been conducted, we argue that a few pivotal aspects have been overlooked. For example, Roberts (2017) focused on the use of images in teaching and learning, while Costley & Lange (2017) and Lui (2016) investigated the use of audio and video to support student engagement in online learning environments. Guo and colleagues, on the other hand, examined the length of time students took watching streaming videos within four edX MOOCs, analysing results from 6.9 million video-watching sessions (Guo, Kim & Robin 2014). While these research efforts have contributed to our understanding of multimodal learning in higher education, none of them actually looked at the integral notions of sense of place/splace. Place, we argue, has always been implicit in pedagogy, curriculum design, and in education in general, yet the current pandemic has once again highlighted its importance in (remote) teaching and learning. In this chapter, we discuss how existing cybergogies employed by university educators could be strengthened by the integration of *sense of splace*, resulting in a new theoretical framework which could offer more support to lecturers in navigating teaching and learning remotely. The abrupt transition from traditional face- to-face teaching to that of remote teaching, affected university educators differently. Some did not necessarily know where to start in translating the syllabus, course materials, and pedagogy to an online platform. The rationale underpinning this chapter is thus twofold: a) to present a new and more robust theoretical framework for academics that might be useful in preparing them for RMTL, and b) to enhance the development of a transactional presence throughout the process.

Based on this, we explore the theory of cybergogy, and demonstrate how it could generate a renewed holistic framework. In other words, should *sense of splace* be amalgamated with the sense of place concept? This framework, we further argue, could increase student and educator engagement, and boost academic outcomes under RMTL. We draw specifically on the original thoughts of Wang & Kang's (2006) cybergogy framework that explores the cognitive, social, and emotional elements within an engaging online learning environment. Furthermore, we use Ardoin's (2006) and Ardoin, Schuh, & Gould's (2012) notions of sense of place to demonstrate how

elements of this sense of place relate to cybergogy. We further offer an account of integrating a transactional presence by drawing on some aspects of online network learning (ONL) theory. However, instead of an either/or scenario, we suggest that sense of splace as a holistic integrated framework could strengthen ONL theory in RMTL practices, and *vice versa*. In conclusion, we propose that the new cybergogogical theoretical framework (sense of splace) may be useful in assisting university educators in addressing the challenges they face as a result of a higher education crisis, and we offer a few guidelines for using this framework.

2 South Africa's Remote Multimodal Teaching and Learning Response to the COVID-19 pandemic

Distance education continues to play a significant role in South Africa by affording access to education to a large cohort of students from distinct backgrounds. The South African *White Paper on Education and Training* (1995:70) is descriptive concerning the range of multimodal methods to teaching and learning. These include the use of study guides, videos, computers, newspapers, audio-cassettes, experimentation kits, broadcasting, charts, and resource packs, coupled with student support services, all of which are intended to ensure all students are provided with access to education. Of course, in response to the COVID-19 pandemic, these methods have transformed in line with the status quo concerning the available technologies. The idea of the unit and cost-benefit factors in line with RMTL has meant that such methods remain favourable within the South African higher education context.

In the past, print-based learning packages formed the core method under distance education. Michael Moore (1972:76) in the early seventies, described distance education as:

> … the family of instructional methods in which the teaching behaviors are executed apart from the learning behaviors … so that communication between the learner and the teacher must be facilitated by print, electronic, mechanical or other device.

However, the physical absence of the educator who would be available for diagnosing any misconceptions meant that students had little spaces to receive corrective feedback (Garrison 2015). Instead, 'feedback' usually came

in the form of an examination to determine whether students would progress or fail. This one-directional approach to teaching, and the use of one form of summative assessment as a feedback mechanism meant that distance education at the time followed the industrial model of education (Garrison 2015).

The South African Department for Higher Education and Training's (DHET) *Policy for the Provision of Distance Education in South African Universities in the Context of an Integrated Post-school System* (2014) provides a statement for the provision and expansion of quality distance education at higher education institutions in South Africa. The policy in its overview of the higher education context in South Africa is fairly detailed, highlighting the rationale for distance education and the mechanisms needed for cultivating an enabling environment for quality distance education (DHET 2014). It acknowledges the need for student engagement, through ICT in South Africa, to supplement existing RMTL practices. This is based on the assumption concerning its affordability and availability to them (DHET 2014). It is expected of universities to plan course designs through having increased support systems in place to assist underprepared students who have no experience with distance learning. However, the shift to RMTL at universities presents academics with a challenge concerning their need to select appropriate pedagogies to enhance both spatial and transactional distance (DHET 2014). The policy further acknowledges that distance learning is an appealing and flexible option to mature and mid-career students, including students with disabilities, which, in most instances, makes contact education challenging (DHET 2014). However, for a university student who is unfamiliar with the context of distance learning, significant challenges are presented to them. It becomes an even greater challenge for those students who come from historically disadvantaged communities.

Prior to 2013, the University of South Africa (UNISA) was the only higher education institution amongst the 26 public universities in South Africa that offered distance education. UNISA remains the largest open distance learning institution in the country and in Africa, and is one of the world's top 30 mega-institutions, with close to 400 000 students (UNISA 2018). However, despite the university boasting such a large student population, approximately only 30 000 students graduate annually, a fact which further outlines the many challenges that students experience with distance education (Mittelmeier, Rogaten, Long, Dalu, Gunter & Prinsloo 2019). Significant inequalities among groups of students concerning physical isolation, social community develop-

ment, and access to timely feedback seems to disproportionately hinder many students, particularly those from historically disadvantaged communities with fewer resources (Mittelmeier, Rogaten, Long, Dalu, Gunter & Prinsloo 2019). It is, therefore, in this context, crucial that university educators critically rethink their teaching and learning practices and find innovative ways of providing the necessary support to such students.

The South African government's theme 'Save The Academic Year Save Lives' can therefore be seen as a bold approach towards ameliorating the social ills that have, for decades before the COVID-19 pandemic, plagued the majority of historically disadvantaged students concerning lack of digital access. In 2020, in response to the global pandemic, the DHET in South Africa aimed to provide the most vulnerable and impoverished students who were registered with the National Student Financial Aid Scheme (NSFAS) with the digital devices they needed for RMTL during the lockdown period in the country. The DHET, in collaboration with other state departments, further negotiated with mobile network operators to provide zero-rated educational content sites to all public universities in the country. This meant that access to university websites would be free, although some of the embedded content, such as videos, would incur data costs. The department further provided education data bundles to NSFAS students, including Funza Lushaka bursary students. They would receive a limited amount of data for three months subsidised by the government. While these approaches and intentions are welcomed, all public universities have the autonomy to determine their own detailed strategies concerning RMTL during the lockdown period. The rationale for such an approach was further vindicated by the government's unwillingness to follow a 'one-size-fits-all' approach. Instead, universities were encouraged to develop strategies that would include the delivery of paper-based teaching and learning resources to students who do not have the resources to engage electronically or online.

Letseka & Pitsoe (2014) acknowledge several challenges to distance learning in South Africa that include articulation (theory), learner support, recognition of prior learning, and reduced throughput rate. While these challenges are, of course, significant, and worth exploring, within the scope of this chapter we focus briefly on poorly theorised distance learning. Garrison (2000: 3) claims that theory is described as 'a coherent and systematic ordering of ideas, concepts, and models with the purpose of constructing meaning to explain, interpret and shape practice'. The idea of a theoretical framework may,

therefore, assist educators and researchers in reducing complexity by assisting in predicting emerging trends and how, for instance, effective RMTL can be implemented effectively. This is what Garrison (2015) proposes concerning the value of theory to education institutions in clarifying for them terms such as RMTL, and assisting them in coping with the complexity of establishing learning communities.

Both research and policy literature indicate that the absence of a clear theoretical framework may have significant implications for the implementtation of RMTL in South Africa. However, those university educators who are detached from the context of RMTL risk implementation of such an approach as a technical reproduction of 'chalk and talk' styles of teaching which would have a significant implication for what Aoki (1987) averred as the student in his/her becoming. A possible way to mitigate this risk is for educators to determine, acknowledge, and embrace their own and their students' sense of splace as a means of enhancing the teaching and learning experience for them. Aoki (1987) further calls for mindfulness of the situation that allows the educator to recognise that application is a hermeneutic act. An educator who is not able to recognise a situation in which students' voices are not heard, will silence students in RMTL. Aoki (1987) argues that application cannot materialise when educators are not able to view the 'rightness' of a situation, and for one to recognise the rightness of a situation would require of one to view the right orientation internally. According to this argument, application of RMTL guided by theory thus requires mindfulness of the situation in order to ameliorate, or rather avoid, the reductionism of instrumentality. Only then would university educators be able to vivify the relationship between the educational technology used and the RMTL situation (Aoki 1987).

3 Towards a Revised Cybergogy for Remote Multimodal Teaching and Learning

Cybergogy is an adapted approach to online teaching and learning within a distance education context (Scopes 2009). A central element of cybergogy is its specific aim to combine central tenets of both andragogy and pedagogy towards reaching a novel approach to learning in a virtual space (Cronin, McMahon & Waldron 2009; Scopes 2009). These authors perceived the benefits of good practice concerning cybergogy to include positioning the student at the focus point of the teaching and learning experience, cultivating an engag-

ed learning environment, and in creating spaces for student reflection (Goody & Malone 1999; Laurillard 2002; Carrier & Moulds 2003; Tishman & Palmer 2005; Boettcher 2007; Wang 2007; Cronin, McMahon & Waldron 2009).

Wang and Kang's (2006) original cybergogy framework specifically aims at engaging the learning experiences of distance students, particularly those students with diverse cultural and linguistic backgrounds, through activating their cognitive, emotional, and social faculties. Within the context of teaching and learning the cognitive domain points to the factors that initiate students' construction of knowledge. Whereas a curriculum-as-planned, guided by traditional pedagogy, is dependent on the educator for designing a course curriculum and assessment according to students' needs, cybergogy, in contrast, through self-regulated learning, places the students at the central point of their learning. Students, through pedagogical spaces, are therefore afforded autonomy as part of a collaborative process in selecting the learning course, and in designing and developing the curriculum and assessment. Critics may argue that such an approach would not be realised in the context of RMTL. In response to this, one could point to a case where students may feel anxiety, isolation, and confusion, the emotive dimension which is foregrounded on the notion that teaching and learning work best in a classroom environment premised on mutual affection and respect, may address these tense feelings (Wang & Kang 2006).

According to Wang and Kang (2006), under the emotive factor, four underlying conditions are necessary for university educators and their students to function collaboratively: first, the need to cultivate students' competence in terms of being useful in learning valuable things; second, the creation of a respectful and connected learning atmosphere; third, assisting students to develop favourable attitudes toward the learning experience through personal relevance/meaning assigned to them and their life experience, and choice, and lastly, creating challenging and thoughtful learning experiences that are consistent with students' beliefs (Wang & Kang 2006). The framework views the social dimension concerned with those social acts that involve interaction with the self and others (Wang & Kang 2006). One of the critical elements of the social factors is linked to the need to cultivate a community through establishing group identity, trust, interaction, and through constructing shared knowledge (Wang & Kang 2006). A social factor may further be necessary for enhancing a transactional learning experience that is a collaborative, recursive, and a mutually beneficial experience to students – and educators - in RMTL

settings (Garrison 2015). The need to establish a community through a robust social factor is essential in establishing deep connections between students in RMTL (Garrison 2015).

A cybergogy framework cultivates the conditions necessary for collaborative learning by enabling the student to share the experiences and knowledge (Muresan 2015). Such a framework may, therefore, serve a valuable function in RMTL practices, particularly in creating those spaces necessary for autonomous and collaborative learning, spaces in which students are afforded opportunities to achieve their learning objectives flexibly and in line with their profiles and time management (Wang & Kang 2006). If RMTL is to be effective in South African universities, in line with the cybergogy framework, Wang & Kang (2006) suggest that students ought always to have sufficient prior knowledge, be motivated to learn, be positively engaged in the learning process, and should always feel comfortable with the learning environment by developing – or being helped and encouraged to develop - a sense of community and social commitment.

While the cybergogy framework may serve useful in creating meaningful and engaging learning experiences for students in remote contexts, Wang & Kang (2006) acknowledge the absence of a transactional presence in the framework that aims to address the connectedness between educators and students. The notion concerning transactional is derived from the original thoughts of John Dewey (Dewey & Bently 1949). Informed by Deweyan thought, Moore (1993:21) submitted that transactional distance as a theory describes the universe of teacher-student relationships that exist as a result of a separation of space/and or by time. The extent of transactional distance in educational programmes is thus a function of three-set variables that include the structure of instructional programmes, the interaction between students and educators, and the degree of autonomy of students (Moore 1993). While Wang & Kang (2006) explore the three underlying social, cognitive, and emotive factors in creating spaces for student autonomy, the absence of a physical teaching presence presents students who are unaccustomed to working on their own with significant challenges in RMTL settings.

Garrison (1987; 2000; 2015) argues that, while there is no comprehensive explanatory theory which justifies student dropout rates through RMTL, the absence of a teaching presence is a significant contributing factor, particularly in terms of the collaborative thinking and learning experiences accompanying such a presence, and one that aims to engage students critically.

Garrison (2015) links the lack of 'quality communication' - mainly in terms of opportunities for feedback and interaction - as the factors driving student drop out of course programmes in RMTL. In their framework Garrison, Anderson, & Archer (2000) describe teaching presence as the third element and key to a successful and sustained Community of Inquiry (CoI). The teaching presence provides the essential leadership dimension necessary in sustaining the functioning of a community effectively and efficiently (Garrison 2015). Although the CoI framework does not take into account a separate emotive factor as the cybergogy framework of Wang & Kang (2006) does, the literature suggests the presence of emotion in learning online or other modes of learning (Campbell & Cleveland-Innes 2005; Derks, Fischer & Bos 2007; Marchand & Gutierrez 2011; O'Regan 2003; Lehman 2006; Perry & Edwards 2005; Cleveland-Innes 2012).

Moore (1993) claimed that students with high cognitive capacities appear to be quite comfortable with fewer dialogic programmes with minimal structure and are, in turn, autonomous in their learning. By contrast, other students prefer to rely on the informal structure that resonates with them as a result of a close relationship/rapport they may have with their educators. If one goes with Moore's (1993) view, the idea of the cybergogy framework should, therefore, be dependent on the transition from a steady teaching factor and depending on whether students are less likely to understand, for instance complex terminology, towards a more robust social factor where students become more comfortable working as an online community. The presence of a robust emotive factor may in due course materialise as well through the role of the educator in supporting students during RMTL. It further makes sense to argue that the presence of a teaching factor in cybergogy may afford students greater motivation and responsibility towards correcting, not only many misconceptions that others may have in online encounters, but also their own misconceptions. In their work 40 years ago, Argyris &Schön, 1978 described double-loop learning that occurs when an error is identified and corrected in ways that involve the modification of the underlying norms, policies, and objectives of an entity. Although Argyris & Schön (1978) refer to organisational behaviour theory, it is a theory which have been applied to students in educational contexts (Hase & Kenyon 2000; Hornsby & Maki 2008; Blaschke, Porto & Kurtz 2010; Cochrane & Bateman 2010; Junco, Heiberger, & Loken 2010; Blaschke 2012).

Of course, students ought to be encouraged to think laterally in their

learning contexts, which is why we argue for an active teaching factor in a cybergogy. Garrison (2015) also submits that the distributed responsibility amongst a number of students and their educators through a teaching presence has significant implications for learning and thinking collaboratively that includes the development in students of a metacognitive awareness and ability to manage thinking both collaboratively and individually. The development in students of an ability to critically scrutinise and reflect upon complex problems both individually and collaboratively by critically and mindfully examining the context in which the problem is situated, we argue, may lead to a significant level of knowledge co-construction rather than a one-way, online, presenter 'top-down' approach to learning.

Considering that distance education can be described in terms of the delivery of learning to those who are connected by time and space, it makes sense to integrate a fourth factor into the cybergogy framework. Thus, we argue that as university educators, our acknowledgement of our sense of splace, together with our students, is key in the successful implementation of RMTL. Using a sense of splace as a guiding principle in the redesigning of courses and re-curriculation processes, we argue, has the potential to narrow the psychological and emotional distance between ourselves and students, and revive a sense of presence.

3.1 Extending Cybergogy: From a Sense of Place to a Sense of Splace

According to Ardoin (2006), sense of place is a holistic concept comprising connection to psychological, social, cultural, biophysical, political, and economic systems. It broadly describes the human connection to places, including place attachment and place meaning (Stedman 2003; Farnum *et al.* 2005; Smaldone *et al.* 2005). Resor (2010) claims that it is only when we start to acknowledge the inter-relationship of these dimensions that sense of place as a multidimensional and integrated concept is adequately understood. According to Relph (1976:25), places that lack a *sense* of place, become placeless, and are seen as 'non-places', as Augé (1995) later referred to them. To fully comprehend how important a sense of place is, one must first understand the encompassing concept of place. According to Augé (1995), place is organised space that has been ordered in some way to serve some human need. Furthermore, place a refers to a bounded symbolic, social, and

material domain, to which humans are emotionally attached, and the meanings of which are constitutive of their identities (Kudryavtsev, Stedman & Krasny 2012; Garrard 2010; Bonnett 2013; Wattchow & Brown 2011). According to Hill and Brown (2014), Nicol (2014), and Thorburn & Marshall (2014), place evokes notions of a direct, significant experience and imbuement with the more-than-human world. Gruenewald (2003) provides five dimensions of place, namely, the perceptual, sociological, ecological, political, and ideological dimensions, to demonstrate that the concept is multidimensional and consisting of, or amounting to, more than mere coordinates on a map (for a more detailed discussion on this see Ontong & Le Grange 2016; Le Grange & Ontong 2018; Ontong 2019).

Due to increased human mobility in a cosmopolitan world, the scale(s) of what people consider their place(s) may be a crucial variable in our understanding of place connections (Massey 1991; Stedman & Ardoin 2013: Chapin & Knapp 2015; Armstrong & Stedman 2018). However, connecting to one's surrounding, including one's work environment, does not only establish knowledge of, and appreciation for, its resources. It also supports the development of personal identity, inspires stewardship, and nurtures empathy. In other words, a sense of place is crucial to developing strong and healthy connections to one's environment.

In Ardoin's (2006) conceptual sense of place framework, the biophysical dimension provides the setting for all interactions to occur. This dimension includes the landscape and the plant and animal species that interact within the ecosystem and are one of the fundamental components of sense of place (Stedman 2003; Trentelman 2009). Following the literature, three additional dimensions are also considered. First, the sociocultural dimension involves cultural practices and demographic conditions. Second, the psychological dimension refers to those characteristics internal to a person and a person's relationship to place, for example, a feeling of 'belonging somewhere' (Stokols & Shumaker 1981). Third, the political-economic dimension entails job opportunities, financial considerations, and political boundaries (Ardoin, Gould & Schuh 2012).

As mentioned earlier, the cybergogy framework, advocated by Wang & Kang (2006) is premised on strategies for creating engaged learning online. We argue that the cognitive dimension which relates to the construction of knowledge intersects with the psychological dimension of sense of place. One should also keep in mind that effective learning is directly linked to the

emotional state of a student. Educators therefore need to create an atmosphere of mutual affection and respect in which to teach and learn (emotive factors), rather than one of fear and intimidation. The social domain is the domain in which the social acts involving interactions with self and others take place, and relates to the social-cultural elements of sense of place. Here it is important to note that places are essentially socially constructed entities: people make places, and places make people (Gruenewald 2003).

Recently, a popular question circulating among university educators is, how can students be more meaningfully engaged to enhance their remote learning experiences? For Bangert-Drowns & Pyke (2002:27), engagement

> … is a multidimensional phenomenon that varies from setting to setting: time-on-task, self-regulated learning, intrinsically motivated involvement of integrated cognitive process, learning environment (quality of the dialogue), and production of tangible results.

We argue that a re-examination of currently employed cybergogies, together with theacknowledgement of students' sense of splace during remote learning, might be a good starting point for educators to engage more meaningfully and effectively with students. Bangert-Drowns & Pyke (2001) also claim that diverse perspectives around the relationship between 'place' and learning relating to RMTL exist. They further assert that, in any learning environment, truly engaged students are behaviourally, intellectually, and emotionally involved in their learning tasks.

It is no surprise that the way sense of place as a concept develops in the education context, and what it represents, has shifted in light of the current pandemic. This is even more so in the case of RMTL. While a sense of place is related more specifically to physical places, sense of splace acknowledges the intersection of both the physical and virtual spaces as profound settings for engagement and meaning-making. While sense of place would pertain more to contact or face to face education, a sense of splace (see Figure 1) would apply more to online and distance education in RMTL, where the student is entrenched in the integrated social-ecological-political-psychological and virtual dimensions of their learning sites.

In Figure 1, the biophysical dimension, as well as the political-economic dimensions, together form the foundational settings on which the other dimensions function.

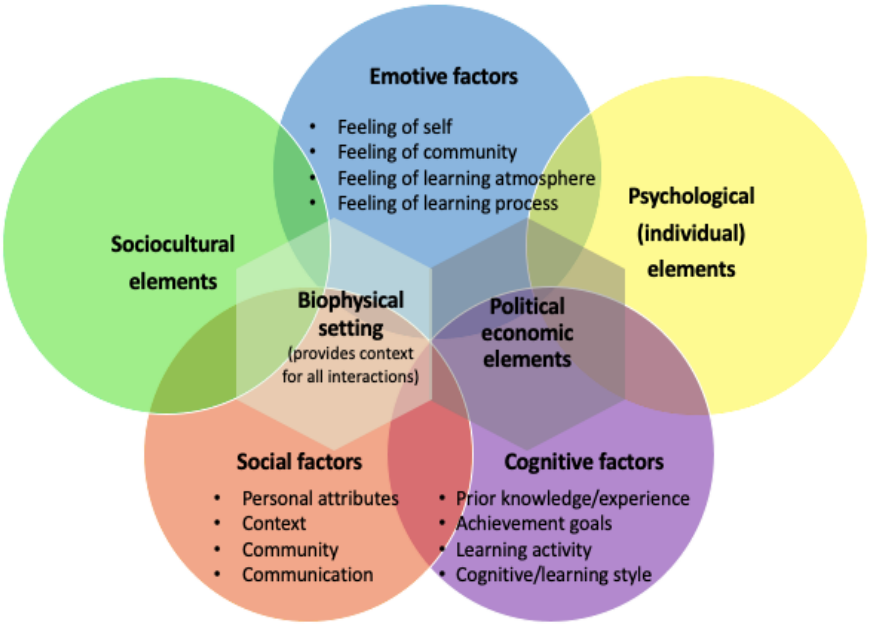

Figure 1: The sense of splace conceptual framework

During RMTL each student finds him/herself entrenched in the biophysical and political-economic dimensions of place. However, not all students' individual connections to these dimensions are necessarily positive; in other words, not all of them have a strong sense of splace due to various factors. As Adams (2013) claims, sense of place may conjure contradicting emotions — the warmth of community and home juxtaposed with the stress of dense urban living. Some students might experience structural racism, violence, gender discrimination, and financial issues (political-economic). Others might experience a lack of resources, such as internet connectivity, infrastructure, running water, clean air, and so forth (biophysical). Irrespective of whether students have a secure or a negative connection to the places where they currently reside, the biophysical and political-economic dimensions are the macrocosms over which they have little control.

Further, the psychological dimension of sense of place relates to the cognitive and emotive dimensions of cybergogy as the former relies on a high

level of intellectual abstraction of cognitions, beliefs, attitudes, or other mental representations about the physical, social, or personal qualities of a (learning) setting (Vanclay *et al.* 2008). Thus, student and educator have an equal responsibility to ensure that knowledge is constructed, achievable goals are set, the learning activity is understood, and a learning style that works is chosen. Sense of splace is formed based on the nature of the educational setting, the kind/amount of experience with that setting, and the sociocultural, psychological, cognitive, and emotional characteristics of the individual (Stedman 2003). A focus on the relative contribution of the different dimensions of sense of place would demonstrate not only the holistic nature of the concept, but also the close relatedness of students, culture, and the environment in the human-nature relationship. The concept of 'situated cognition' is one way to understand this conjoining of people and place. Situated cognition refers, in or argument, to how meaningful actions are spatially and temporally located (i.e. situated) (Chemero 2009) alongside socially and culturally constructed meaning (Lave & Wenger 1991; Wenger 1998). For example, how decisions concerning the speed at which students learn or master a concept are shaped by the students' characteristics as individuals. These would be based on and include the following:

- whether the student is in good physical and mental shape, and whether he/she is generally risk-averse or risk-seeking;
- the visual perception and representation of the learning process including the content, styles, and pace in specific courses (e.g., whether the topic is content laden, the nature of the potential potholes that he/she might fall into);
- the student's previous experiences of learning tied to deeply held place/splace meanings and the social expectations of significant others accrued over time (Raymond *et al.* 2018).

Such dynamic relations imply an inseparability of subject and object, i.e. the student and the learning activity (Maturana & Varela 1987; Lakoff & Johnson 1999). This inseparability could also relate to learning networks which Lusher & Robins (2013) perceive as a collection of ties between people or between people and learning objects. According to Lusher & Robins (2013), networks can organize themselves into certain patterns because the existence of some ties encourages other ties to come into existence. Such ties, we argue,

are essential in establishing a transactional presence. Carvalho & Goodyear (2014: 264) claim that learning networks are,

> … providing educational contexts [formal, non-formal or informal] where certain pedagogical interactions take place and where people are exchanging views and experiences related to knowledge and knowing.

Although certain elements of (online) learning network theory promise to be useful in RMTL approaches, one should be cautious of relying solely on any of these as a theoretical framework. We contend that such frameworks often de-emphasise macro-structure measures, such as density, network size, and the effects of these networks on quality learning. Such a framework often also neglects the emotional, spiritual, and psychological aspects of teaching and learning. Hence, we suggest that any theoretical framework could be enriched and made more meaningful by the cybergogical approach of splace, just as the latter could be theoretically strengthened by some aspects of learning network theory.

We further propose some general guidelines for university educators to consider when designing online courses. First, we suggest that instructors should provide clear and well-structured opening questions regarding the students' splace of living and learning. This would indicate to students that their instructors show sincere interest in the splace-making of students, for example, finding out how their 'becoming' has been affected by the spatial intersections of the virtual learning space and the physical living place. Also, they could encourage active and consistent participation in remote teaching and learning as far as possible, and this could also serve as an incentive to promote the development of a transactional presence, for example, when designing courses instructions could include that each participant contribute at least two posts or two comments on documents/posts. Instructors could also ensure that they provide enough workload and study material to be cognitively challenging yet emotionally and physically achievable. Furthermore, they could formulate open exploratory questions so participants are motivated to learn (in academic and non-academic ways) from others through online blog/dialogue or Zoom-type meetings. Setting up a base group discussion forum at the beginning of a course, in the course of which participants can get to know each other and ask general questions, could also serve a useful function. Last, but not least, instructors could also embed learning and assessment activities, such as peer-

review, to avoid these becoming the centre of discussions. The main goal is to humanise the RMTL approach by centralising students' sense of splace throughout teaching practices - from curriculum and course material designs to assessments, discussions and general communication.

4 Concluding Remarks

In this chapter, we have attempted to demonstrate some ways in which existing cybergogical approaches in RMTL can be re-examined and creatively enhanced by integrating the concept of sense of place. In doing so, we consider our chapter to have generated a renewed holistic framework, *a sense of splace*, one which has the potential to foster profound and more meaningful engaged teaching and learning. We offer some final recommendations concerning RMTL in line with a sense of splace framework.

It is essential that university educators first and foremost do not lose sight of the diverse, cosmopolitan, interconnected human and the more-than-human world in which we live, work, and play. According to Rui Olds (1979: 41),

> … the motivation to interact with the environment exists in all [students] as an intrinsic property of life, but the quality of the interactions is dependent upon the possibilities for engagement that the (physical/ learning) environment provides.

In the context of RMTL, teaching and learning splaces should be the foundations for resilience and adaptation to cognitive, social, psychological, emotional, economic, and political challenges, all of which factors are interrelated in terms of students' learning. For this purpose, we argue, university educators should consider the promotion and nurture of a *pragmatic sense of splace*. This implies that academic programs can directly influence the 'learning splace identity' of students.

Although not always explicitly stated, sense of (s)place is inherent to all learning initiatives (Thomashow 2002). A just cybergogical approach which recognises a sense of place would, for example, involve students in projects where they serve as experts on specific topics. Valuing students' contributions, respecting their viewpoints, and recognising their efforts as ambassadors of the local and global environment has the potential not only to foster engaged

learning, but also to embed deeper meanings of learning and identity in dynamic RMTL splaces. In such an environment, students ought to always be free from any form of coercion from their educators or peers which, in contrast to traditional rigid, authoritarian classroom settings, prohibit autonomous decision-making and critical inquiry (see Waghid 2016). As in physical classrooms, 'muted' students online could quickly become accustomed to being told what to do, serving as passive recipients of information which undoubtedly exacerbates a high level of non-criticality amongst such students (Waghid & Waghid 2018).

We suggest that traditional modes of assessment, such as standardised tests, ought to be re-examined, not only in distance learning, but also in face-to-face teaching and learning. For example, Gruenewald (2005) suggests that educators should redefine education and research as forms of inquiry that are identifiably place-responsive, and afford a multiplicity of approaches to define and describe students' relationships to their learning environment. Thus, we have argued that for the need for all university educators to engage in reflective activities that provide them with opportunities to learn about their sense of splace, including what they value about the natural, human, and virtual environment. Demonstrating one's continued learning and learning challenges would significantly aid in the process of facilitating students in developing their own strong sense of splace in diverse learning settings. Through sharing our own experiences and challenges as educators of RMTL with students, we can together deepen our awareness of, and sensitivity to, our new teaching and learning environment and to each other. Such awareness and receptivity to place can positively influence those collective and individual actions that could help in creating dynamic, flexible, and sustainable remote teaching and learning splaces. In this regard, we advocate for a sense of splace framework that could support university educators in their attempts to connect students, and teaching and learning with the primary goals of increasing student engagement, boosting academic outcomes, impacting communities, and promoting conscious understandings of the world around us. This framework is, of course, still at the theoretical stage. Thus, it is envisaged that further empirical studies could validate the elements of a sense of splace framework in RMTL settings.

References

Adams, J.D. 2013. Theorizing a Sense of Place in a Transnational Community. *Children Youth and Environments* 23, 3: 43 - 65. https://doi.org/10.7721/chilyoutenvi.23.3.0043

Aoki, T. 1987. Toward Understanding Computer Application. *Journal of Curriculum Theorising* 7,2: 61 - 71.

Ardoin, N.M. 2006. Toward an Interdisciplinary Understanding of Place: Lessons for Environmental Education. *Canadian Journal of Environmental Education* 11, 1: 112 - 126. https://doi.org/10.1080/13504622.2011.640930

Ardoin, N.M., J.S. Schuh & R.S. Gould 2012. Exploring the Dimensions of Place: A Confirmatory Factor Analysis of Data from Three Ecoregional Sites. *Environmental Education Research* 18, 5: 583 - 607.

Argyris, C. & D.A. Schon 1978. *Organizational Learning: A Theory of Action Perspective.* Boston, MA: Addison-Wesley.

Armstrong, A. & R.C. Stedman 2018. Understanding Local Environmental Concern: The Importance of Place. *Rural Sociology* 84: 94 - 122. https://doi.org/10.1111/ruso.12215

Augé, M. 1995. *Non-Places: Introduction to an Anthropology of Supermodernity*. London: Verso.

Bangert-Drowns, R.L. & C. Pyke 2001. A Taxonomy of Student Engagement with Educational Software: An Exploration of Literate Thinking with Electronic Text. *Journal of Educational Computing Research* 24, 3: 213 - 234. https://doi.org/10.2190/0CKM-FKTR-0CPF-JLGR

Bangert-Drowns, R.L. & C. Pyke 2002. Teacher Ratings of Student Engagement with Educational Software: An Exploratory Study. *Educational Technology Research and Development* 50, 2: 23 - 37. https://doi.org/10.1007/BF02504992

Bernard, M.B., E. Borokhovski, R.F. Schmid, R.M. Tamim & P.C. Abrami 2014. A Meta-Analysis of Blended Learning and Technology Use in Higher Education: From the General to the Applied. *Journal of Computing in Higher Education* 26, 1: 87 - 122. https://doi.org/10.1007/s12528-013-9077-3

Boettcher, J.V. 2007. Ten Core Principles for Designing Effective Learning Environments: Insights from Brain Research and Pedagogical Theory. *Innovate: Journal of Online Education* 3, 3.

Bonnett, M. 2013. Sustainable Development, Environmental Education, and the Significance of Being in Place. *Curriculum Journal* 24, 2: 250 - 271. https://doi.org/10.1080/09585176.2013.792672

Bozkurt, A, & R.C. Sharma 2020. Emergency Remote Teaching in a Time of Global Crisis Due to Corona Virus Pandemic. *Asian Journal of Distance Education* 15, 1: i - vi.

Blaschke, L.M., S. Porto & G. Kurtz 2010. Assessing the Added Value of Web 2.0 Tools for E-Learning: The MDE Experience. In *Proceedings of the European Distance and E-learning Network (EDEN) Research Workshop*, 25 – 27 October 2010. Budapest, Hungary. https://doi.org/10.19173/irrodl.v13i1.1076

Blaschke, L.M. 2012. Heutagogy and Lifelong Learning: A Review of Heutagogical Practice and Self-Determined Learning. *The International Review of Research in Open and Distributed Learning* 13, 1: 56 - 71.

Carrier, S.I. & L.D. Moulds 2003. Pedagogy, Andragogy, and Cybergogy: Exploring Best-Practice Paradigm for Online Teaching and Learning. Sloan-C 9th International Conference on Asynchronous Learning Networks (ALN), Orlando, USA.

Carvalho, L. & P. Goodyear 2014. *The Architecture of Productive Learning Networks.* London, UK: Routledge. https://doi.org/10.4324/9780203591093

Chapin, F.S. & C.N. Knapp 2015. Sense of Place: A Process for Identifying and Negotiating Potentially Contested Visions of Sustainability. *Environmental Science and Policy* 53: 38 - 46. https://doi.org/10.1016/j.envsci.2015.04.012

Chemero, A. 2009. *Radical Embodied Cognitive Science*. Cambridge, MA: MIT Press. https://doi.org/10.7551/mitpress/8367.001.0001 PMid:21585483

Chigeza, P. & K. Halbert 2014. Navigating E-Learning and Blended Learning for Pre-service Teachers: Redesigning for Engagement, Access and Efficiency. *Australian Journal of Teacher Education* 39, 11: 133 - 146. https://doi.org/10.14221/ajte.2014v39n11.8

Cleveland-Innes, M. & P. Campbell 2006. Understanding Emotional PresEnce in an Online Community of Inquiry. Paper presented at the 12th Annual SLOAN-C ALN Conference, Orlando, Florida.

Cleveland-Innes, M. & P. Campbell 2012. Emotional Presence, Learning, and the Online Learning Environment. *The International Review of Research*

in Open and Distributed Learning 13, 4: 269 - 292. https://doi.org/10.19173/irrodl.v13i4.1234

Cochrane, T. & R. Bateman 2010. Smartphones Give You Wings: Pedagogical Affordances of Mobile Web 2.0. *Australasian Journal of Educational Technology* 26, 1: 1 - 14. https://doi.org/10.14742/ajet.1098

Costley, J. & C.H. Lange 2017. The Effects of Lecture Diversity on Germane Load. *International Review of Research in Open and Distributed Learning* 18, 2: 27 - 46. https://doi.org/10.19173/irrodl.v18i2.2860

Cronin, J., J.P. McMahon & M. Waldron 2009. Critical Survey of Information Technology Use in Higher Education – Blended Classrooms. In Payne, C.R. (ed.): *Information Technology and Constructivism in Higher Education: Progressive Learning Frameworks*. Hershey and New York: Information Science Reference. https://doi.org/10.4018/978-1-60566-654-9.ch013

Czerniewicz, L., H. Trotter & G. Haupt 2019. Online Teaching in Response to Student Protests and Campus Shutdowns: Academics' Perspectives. *International Journal of Educational Technology in Higher Education* 16, 1: 43. https://doi.org/10.1186/s41239-019-0170-1

Department of Education (DoE) 1995. White Paper on Education and Training. *Government Gazette Notice 196 of 1995*. Pretoria, South Africa: Government Printer.

Department of Higher Education and Training (DHET RSA) 2014. Policy for the Provision of Distance Education in South African Universities in the Context of an Integrated Post-School System. *Government Gazette*, No. 37811, 7 July 2014. Pretoria: Government Printer.

Derks, D., A.H. Fischer & A. Bos 2008. The Role of Emotion in Computer-Mediated ComMunication: A Review. *Computer Human Behavior* 24: 766-785. https://doi.org/10.1016/j.chb.2007.04.004

Dewey, J. & A.F. Bentley 1949. *Knowing and the Known*. Boston, MA: Beacon Press.

Farnum, J., T. Hall & L.E. Kruger 2005. *Sense of Place in Natural Resource Recreation and Tourism: An Evaluation and Assessment of Research Findings*. General Technical Report PNW-GTR-660. Department of Agriculture. Available at: https://doi.org/10.2737/PNW-GTR-660 https://www.fs.fed.us/pnw/pubs/pnw_gtr660.pdf

Garrard, G. 2010. Problems and Prospects in Ecocritical Pedagogy. *Environmental Education Research* 16, 2: 233 - 245.

https://doi.org/10.1080/13504621003624704

Garrison, D.R. 1987. Researching Dropout in Distance Education: Some Directional and Methodological Considerations. *Distance Education* 8, 1: 95 - 101. https://doi.org/10.1080/0158791870080107

Garrison, D.R. 2000. Theoretical Challenges for Distance Education in the 21st Century: A Shift from Structural to Transactional Issues. *International Review of Research in Open and Distance Learning* 1, 1: 1 - 17. https://doi.org/10.19173/irrodl.v1i1.2

Garrison, D.R. 2015. *Thinking Collaboratively: Learning in a Community of Inquiry*. London: Routledge. https://doi.org/10.4324/9781315740751

Garrison, D.R., T. Anderson & W. Archer 2000. Critical Inquiry in a Text-Based Environment: Computer Conferencing in Higher Education. *Internet and Higher Education* 2, 2-3: 87 - 105. https://doi.org/10.1016/S1096-7516(00)00016-6

Goody, A.E. & V.M. Malone 1999. Cybergogy and Adult Learning: A Case Research Study Used as a Decision Making Tool in Higher Education. In Klein, H.E. (ed.): *Interactive Teaching and the Multimedia Revolution: Case Method & Other Techniques*. Needham, MA: World Association for Case Method Research and Application (WACRA).

Gruenewald, D.A. 2003. Foundations of Place: A Multidisciplinary Framework for Place-Conscious Education. *American Educational Research Journal* 40: 619 - 654. https://doi.org/10.3102/00028312040003619

Gruenewald, D. 2005. Accountability and Collaboration: Institutional Barriers and Strategic Pathways for Place-based Education. *Ethics, Place & Environment* 8, 3: 261 - 283. https://doi.org/10.1080/13668790500348208

Guo, P.J., J. Kim & R. Robin 2014. How Video Production Affects Student Engagement: An Empirical Study of MOOC Videos. In *L@S'14 Proceedings of the First ACM Conference on Learning at Scale*, New York: ACM, 41 - 50. https://doi.org/10.1145/2556325.2566239

Hase, S. & C. Kenyon 2000. From Andragogy to Heutagogy. In *UltiBase Articles*. Available at: http://ultibase.rmit.edu.au/Articles/dec00/hase2.htm

Hill, A. & M. Brown 2014. Intersections between Place, Sustainability and Transformative Outdoor Experiences. *Journal of Adventure Education & Outdoor Learning* 14, 3: 217 - 223.

https://doi.org/10.1080/14729679.2014.918843
Hodges, C., S. Moore, B. Lockee, T. Trust & A. Bond 2020. The Difference between Emergency Remote Teaching and Online Learning. *Educause Review*. Available at: https://er.educause.edu/articles/2020/3/the-difference-betweenemergency-remote-teaching-and-online-learning
Hornsby, K.L. & W.M. Maki 2008. The Virtual Philosopher: Designing Socratic Method Learning Objects for Online Philosophy Courses. *Journal of Online Learning and Teaching* 4, 3: 391 - 400.
Israel, M.J. 2015. Effectiveness of Integrating MOOCs in Traditional Classrooms for Undergraduate Students. *International Review of Research in Open and Distributed Learning* 16, 5: 102 - 118. https://doi.org/10.19173/irrodl.v16i5.2222
Junco, R., G. Heiberger & E. Loken 2010. The Effect of Twitter on College Student Engagement and Grades. *Journal of Computer Assisted Learning*. https://di.org/10.1111/j.1365- 2729.2010.00387.x
Kudryavtsev, A., R.C. Stedman & M.E. Krasny 2012. Sense of Place in Environmental Education. *Environmental Education Research* 18: 229 - 250. https://doi.org/10.1080/13504622.2011.609615
Lakoff, G. & M. Johnson 1999. *Philosophy in the Flesh: The Embodied Mind and its Challenge to Western Thought*. New York, NY: Basic Books.
Laurillard, D. 2002. *Rethinking University Teaching: A Conversational Framework for the Effective Use of Learning Technologies*. 2nd Edition. London & New York: Routledge. https://doi.org/10.4324/9780203304846
Lave, J. & E. Wenger 1991. *Situated Learning: Legitimate Peripheral Participation.* Cambridge: Cambridge University Press. https://doi.org/10.1017/CBO9780511815355
Le Grange, L. 2016. Decolonising the University Curriculum. *South African Journal of Higher Education* 30, 2: 1-12. https://doi.org/10.20853/30-2-709
Le Grange, L. & K. Ontong 2018. Towards an Integrated School Geography Curriculum: The Role of Place-Based Education. *Alternation* 21: 12 - 36. http://alternation.ukzn.ac.za/Files/articles/volume-25/special-edition/21/02-Le-Grange-F.pdf; https://doi.org/10.29086/2519-5476/2018/sp21a2
Lehman, R. 2006. The Role of Emotion in Creating Instructor and Learner Presence in the Distance Education Experience. *Journal of Cognitive*

Affective Learning 2, 2: 12 - 26.

Letseka, M. & V. Pitsoe 2014. The Challenges and Prospects of Access to Higher Education at UNISA. *Studies in Higher Education* 39, 10: 1942 - 1954. https://doi.org/10.1080/03075079.2013.823933

Liu, M.H. 2016. Blending a Class Video Blog to Optimize Student Learning Outcomes in Higher Education. *The Internet and Higher Education* 30: 44 - 53. https://doi.org/10.1016/j.iheduc.2016.03.001

Lusher, D. & G. Robins 2013. Formation of Social Network Structure. In Lusher, D., J. Koskinen & R. Robins (eds.): *Exponential Random Graph Models for Social Networks: Theory, Methods, and Applications*. Cambridge, UK: Cambridge University Press. https://doi.org/10.1017/CBO9780511894701

Mahlangu, V.P. 2018. *The Good, the Bad, and the Ugly of Distance Learning in Higher Education*. Available at: https://doi.org/10.5772/intechopen.75702 https://www.intechopen.com/books/trends-in-elearning/the-good-the-bad-and-the-ugly-of-distance-learning-in-highereducation

Maistry, S.M. 2014. Neoliberalism: Shaping Assessment and Accountability Regimes in South African Education. *International Journal of Educational Sciences* 6, 2: 177 - 186. https://doi.org/10.1080/09751122.2014.11890130

Marchand, G.C. & A.P. Gutierrez 2011. The Role of Emotion in the Learning Process: Comparisons Between Online and Face-to-Face Learning Settings. *The Internet and Higher Education* 15, 3: 150 - 160. https://doi.org/10.1016/j.iheduc.2011.10.001

Massey, D. 1991. A Global Sense of Place. *Marxism Today* 38: 24 - 29.

Mittelmeier, J., J. Rogaten, D. Long, M. Dalu, A. Gunter, P. Prinsloo & B. Rienties 2019. Understanding the Early Adjustment Experiences of Undergraduate Distance Education Students in South Africa. *International Review of Research in Open and Distributed Learning* 20, 3. https://doi.org/10.19173/irrodl.v20i4.4101

Moore, M.G. 1972. Learner Autonomy: The Second Dimension of Independent Learning. *Convergence* 5, 2: 76 - 88.

Moore, M.G. 1993. Theory of Transactional Distance. In Keegan, D. (ed.): *Theoretical Principles of Distance Education.* New York, NY: Routledge.

Maturana, H.R. & F. Varela 1987. *The Tree of Knowledge, the Biological Roots of Human Understanding*. Boston, MA: Shambhala.

Mureșan, M. 2015. Collaborative Learning and Cybergogy Paradigms for the Development of Transversal Competences in Higher Education. *Euromentor Journal - Studies about Education* 6, 2: 21 - 29.

Northey, G., T. Bucic, M. Chylinski & R, Govind 2015. Increasing Student Engagement Using Asynchronous Learning. *Journal of Marketing Education* 37, 3: 171 - 180. https://doi.org/10.1177/0273475315589814

Nortvig, A.M, A.K. Petersen & S.H. Balle 2018. A Literature Review of the Factors Influencing E-Learning and Blended Learning in Relation to Learning Outcome, Student Satisfaction and Engagement. *Electronic Journal of E-Learning* 16, 1: 46 - 55.

Nicol, R. 2014. Entering the Fray: The Role of Outdoor Education in Providing Nature-Based Experiences that Matter. *Educational Philosophy and Theory* 46, 5: 449 - 61. https://doi.org/10.1111/j.1469-5812.2011.00840.x

Olds, A. 1979. *Designing Developmentally Optimal Classrooms for Children with Special Needs. Perspectives on Young Children with Special Needs*. University Park, PA: University Park Press.

Ontong, K. 2019. (Re)imagining the Intra-Connections in Geography Education Through a Pedagogy of Place. *Journal of Geographical Research* 2, 2: 1 - 10. https://doi.org/10.30564/jgr.v2i2.816

Ontong, K. & L. Le Grange. 2016. Reconceptualising the Notion of Place in School Geography. *Geography* 101, 3: 139 - 147. https://doi.org/10.1080/00167487.2016.12093997

Ontong, K. & Z. Waghid 2020. Towards Cultivating a Critical Pedagogy of Splace: A Response to Teaching Practices in Higher Education amidst COVID-19. In Ramrathan, L., N. Ndimande-Hlongwa, N. Mkhize & J.A. Smit (eds.): *RE-thinking the Humanities Curriculum in the Time of COVID-19*. Pietermaritzburg: CSSALL Publishers. (*Alter*nation African Scholarship Book Series, Volume # 01, 56 - 73.) http://alternation.ukzn.ac.za/Files/books/series-01/01/04-Ontong.pdf; https://doi.org/10.29086/978-0-9869936-1-9/2020/AASBS01

O'Regan, K. 2003. Emotion and E-Learning. *Journal of Asynchronous Learning Networks* 7, 3: 78 - 92.

Perry, B. & M. Edwards 2005. Exemplary Online Educators: Creating a Community of Inquiry. *Turkish Online Journal of Distance Education* 6, 2: 46 - 54. Available at: http://tojde.anadolu.edu.tr/tojde18/index.htm

Potter, J. 2015. Applying a Hybrid Model: Can it Enhance Student Learning Outcomes? *Journal of Instructional Pedagogies* 17: 1-11.

Raymond, C., M. Giusti & S. Barthel 2018. An Embodied Perspective on the Co-Production of Cultural Ecosystem Services: Toward Embodied Ecosystems. *Journal of Environmental Planning and Management* 61, 5-6: 778 - 799. https://doi.org/10.1080/09640568.2017.1312300

Resor, C.W. 2010. Place-Based Education: What is its Place in the Social Studies Classroom? *The Social Studies* 101: 185 - 188. https://doi.org/10.1080/00377990903493853

Relph, E. 1976. *Place and Placelessness*. London: Pion.

Roberts, D. 2017. Higher Education Lectures: From Passive to Active Learning Via Imagery? *Active Learning in Higher Education* 20, 1: 63 - 77. https://doi.org/10.1177/1469787417731198

Scopes, L.J.M. 2009. *Learning Archetypes as Tools of Cybergogy for a 3D Educational Landscape: A Structure for eTeaching in Second Life.* University of Southampton, School of Education, Unpublished Masters Thesis.

Smaldone, D., C. Harris & N. Sanyal 2005. An Exploration of Place as a Process: The Case of Jackson Hole, WY. *Journal of Environmental Psychology* 25: 397 - 414. https://doi.org/10.1016/j.jenvp.2005.12.003

Stedman, R C 2003. Sense of Place and Forest Science: Toward a Program of Quantitative Research. *Forest Science* 49, 6: 1–8.

Stokols, D. & S.A. Shumaker 1981. People in Places: A Transactional View of Settings. In Harvey, J.H. (ed.): *Cognition, Social Behaviour, and the Environment*. Hillsdale, NJ: Erlbaum.

Tishman, S. & P. Palmer 2005. Visible Thinking. *Leadership Compass* 2, 4: 1-3.

Thomashow, M. 2002. *Bringing the Biosphere Home: Learning to Perceive Global Environmental Change*. Cambridge, MA: MIT Press. https://doi.org/10.7551/mitpress/1673.001.0001

Thorburn, M. & A. Marshall 2014. Cultivating Lived-Body Consciousness: Enhancing Cognition and Emotion through Outdoor Learning. *Journal of Pedagogy* 5, 1: 115 - 132. https://doi.org/10.2478/jped-2014-0006

Trentelman, C. 2009. Place Attachment and Community Attachment: A Primer Grounded in the Lived Experience of a Community Sociologist. *Society and Natural Resources* 22: 191 - 201.

https://doi.org/10.1080/08941920802191712
University of South Africa 2018. *UNISA Integrated Report 2018*. Pretoria: UNISA
Vanclay, F., M. Higgins & A. Blackshaw 2008. *Making Sense of Place: Exploring Concepts and Expressions of Place through Different Senses and Lenses*. Canberra, ACT: National Museum of Australia Press.
Waghid, Z. 2016. Using Film and Online Group Blogs to Cultivate a Community of Inquiry: A Case Studied at a University of Technology in South Africa. *Progressio* 38, 2: 106 - 131. https://doi.org/10.25159/0256-8853/2103
Waghid, Z. & F. Waghid 2018. [Re]Examining the Role of Technology in Education through a Deliberative Decision-Making Approach: In The Quest Towards Democratic Education in South African Schools. In Waghid, Y. & N. Davids (eds): *African Democratic Citizenship Education Revisited*. New York: Palgrave-MacMillan. https://doi.org/10.1007/978-3-319-67861-0
Wang, M. & M. Kang 2006. Cybergogy for Engaged Learning: A Framework for Creating Learner Engagement through Information and Communication Technology. In Hung, D. & M.S. Khine (eds.): *Engaged Learning with Emerging Technologies*. New York: Springer.
Wang, M. 2007. Designing Online Courses that Effectively Engage Learners from Diverse Cultural Backgrounds. *British Journal of Educational Technology* 38, 2: 294 - 311. https://doi.org/10.1111/j.1467-8535.2006.00626.x
Wattchow, B. & M. Brown. 2011. *A Pedagogy of Place: Outdoor Education for a Changing World.* Monash: Monash University Publishing.
Wenger, E. 1998. Communities of Practice: Learning as a Social System. *Systems Thinker* 9: 1 - 5. https://doi.org/10.1017/CBO9780511803932

Dr. Krystle Ontong
Senior Lecturer
Construction Economics and Management Department
Engineering and the Built Environment Faculty
University of Cape Town
Rondebosch
Krystle.ontong@uct.ac.za

A Response to Remote Multimodal Teaching and Learning

Dr. Zayd Waghid
Senior Lecturer
Faculty of Education
Cape Peninsula University of Technology
Mowbray
waghidz@cput.ac.za