Content, Context & Connectivity
Persuasive Interplay

Christian Grund Sørensen, Center for Computer Mediated Epistemology, Aalborg University, Aalborg, Denmark

ABSTRACT

The aim of this paper is to discuss the relationship between content, context and connectivity and suggesting a model of Dynamic Interplay. This is done in relation to a specific learning environment concerning cultural mediation, in casu the Kaj Munk Case of the EuroPLOT-project (an EU-supported research project under EACEA). In the development of this project several categories of content have been implemented in technology enhanced learning tools. These have been designed to support learning in different contexts and eventually the role of the connectivity of these learning objects and tools is discussed. Focus is here on The Kaj Munk Study Edition, The Conceptual Pond, Immersive Layers Design, and Generative Learning Objects (GLOs) which are applications affiliated with the Munk case. This paper explores the persuasive potential of the interplay between the different applications for the benefit of learning and reflection and a model of Dynamic Interplay is introduced. This is done with a primary inspiration from rhetoric particularly in the shape of the Aptum model and a focus on kairos. Possible benefits of this approach are discussed and several questions for further research are suggested.

Keywords: Conceptual Pond, EuroPLOT, Immersive Layers Design, Kairos, Kaj Munk, Persuasive Technology, Rhetoric, Technology Enhanced Learning

INTRODUCTION

In a multitude of contexts technology enhanced learning is now being implemented. This is done primarily in the organized system of education such as primary and secondary schools, colleges and universities— at times even at kindergartens, but also in a number of less strictly organized environments where learning may be an opportunity but not an extrinsic requirement.

This is indeed the case in the field of cultural mediation where the need for intrinsic motivation is most often imperative in mediation. Since learning is not linked primarily to organized and assessed intended learning outcomes (Falk, Hooper-Greenville 2004) learning per se is tied to such triggers as interest, motivation, immersion and reflection.

These conditions that are typical of cultural mediation outside of educational institutions form the primary context of the Kaj Munk Case, which is a case study in the EuroPLOT-project (an EU-supported research project under EACEA conducted by Aalborg University and the Kaj Munk Research Center in cooperation with a number of international partners in the consortium) (www.europlot.eu). Though the characteristics of cultural mediation are in focus

DOI: 10.4018/ijcssa.2013070108
it should also be noted that the dissemination of the Kaj Munk Case is frequently connected in some way to a formal learning situation. This learning situation may however be of a somewhat cursory nature due to the multifaceted content and the role of Kaj Munk as a subject for short time learning scenarios. The focus of the case study is the dissemination of the biography, works, and impact history of Danish theologian, journalist, and playwright Kaj Munk (1898-1944). This is a rather complex challenge as will be described below. Munk produced a large quantity of works in different genres addressing issues related to modernity, Christianity, and fascism and made a huge impact on Danish culture in the post-WWII period.

In several papers different theoretical aspects and applications related to the Munk Case have been presented comprehensively. (Grund Sørensen, Gram-Hansen, & Øhrstrøm, 2013, Gram-Hansen, 2013, Grund Sørensen, 2012, Grund Sørensen, 2013 Immersive, Grund Sørensen, 2013; Conceptual, Grund Sørensen & Grund Sørensen, 2013, Petersen & Øhrstrøm, 2010).

The aim of this paper is to discuss the relationship between content, context and connectivity. The thesis is that the aspect of connectivity is an important factor in technology enhanced learning as it fertilizes the long established relationship between content and context creating an enhanced learning process. On the basis of the insights of persuasive technology applied to learning (Fogg 2003, Gram Hansen et al., 2012), learning taxonomies (Biggs & Tang 2007, Bloom et al., 1956), classical rhetoric (Aristotle, Hasle et al., 2007), and the insights from development and testing in the Munk Case and the EuroPLOT-project itself a model for model of Dynamic Interplay is suggested. This is done in close relation to the recognition made by Sandra Gram-Hansen (Gram-Hansen, 2013) that context adaptation may be a crucial point in implementation of persuasive structures in a learning environment as well as the overall understanding of the pedagogy of this type of learning (Gram-Hansen, Schärfe, Dinesen 2013).

**CONTENT**

Part of the complexity of the Kaj Munk Case relates to the complexity of content. The relevant content is not only multifaceted in its nature. Ideally it should also be presented in different mediations in order to facilitate reception in coherence with the original mediation. Munks’s works consist of novels and newspaper articles. These are quite unproblematic to display in a digitalized text-version. This is also the case with the comprehensive photo material documenting aspects of Munk’s life. These pictures may be presented in a digital resolution that even facilitates enhanced image quality through enlargement. This content is currently being digitalized, stored, and indexed at the Kaj Munk Research Center.

Part of the content is, however, not originally designed primarily for a print medium. This is the case for Munk’s plays that are originally designed for the living theatre – though obviously scripts were soon printed. Another category of such content is the sermons of Kaj Munk. Most of these are authored exclusively for the pulpit though a minority are characterized by being edited for print and publishing. The latter category of content is compiled in The Kaj Munk Study Edition featuring every drama and every sermon. Content is stored in a textual form in an EMDROS-database (www.emdros.org) creating a fully searchable annotated text (Peter & Øhrstrøm 2010, Petersen 2013). Dramas and sermons are ready for publishing in an open source environment after expiry of intellectual rights in 2015. Annotations allow research and user comments to be directly linked with the text. The EMDROS-database also allows images and other types of files to be included and tagged.

A third category of content in the Munk Case is learning material designed about Kaj Munk. This material may interact with the archival material made available through The Kaj Munk Study Edition. This kind of (secondary) learning material are in the Kaj Munk Case represented by Generative Learning Objects (Gram-Hansen 2013, Sørensen,
A New Efficient and Effective Fuzzy Modeling Method for Binary Classification
www.igi-global.com/article/new-efficient-effective-fuzzy-modeling/52052?camid=4v1a