



*Professor Mary Kalantzis on **the Knowledge Processes**  
of Learning by Design*

*The Kalantzis Videos #2*

## Professor Mary Kalantzis on the Knowledge Processes



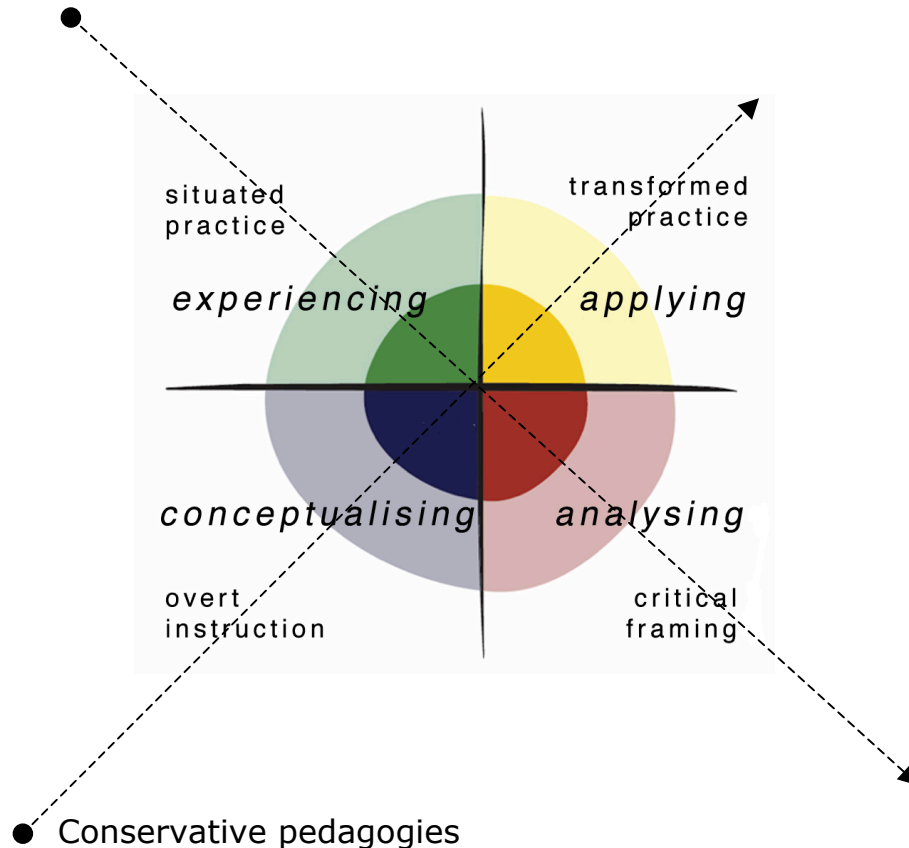
A series of films have been produced which show Professor Mary Kalantzis outlining the theory of Learning by Design. In one of these films - **On the Knowledge Processes** - she concentrates on the pedagogies of Learning by Design and how they map to different traditions. Please watch this film and respond to the reflective prompts on the following pages.

Kalantzis is using terms which come from Multiliteracies, a theory of learning which she and Professor Bill Cope developed with the New London Group\*. Multiliteracies theory, a precursor of Learning by Design, identified four pedagogical processes: situated practice, overt instruction, critical framing and transformed practice. Kalantzis uses a diagram to map the Multiliteracies pedagogies onto the eight Knowledge Processes.

At the beginning of the video Kalantzis talks about conservative pedagogy and the concentration of such pedagogy on two processes overt instruction and transformed practice via normative testing. By way of example Kalantzis says 'I will come in, teach you history and test that you know history'. She contrasts this with progressivist pedagogies, which she locates in the processes of 'situated practice' and 'critical framing'. Kalantzis identifies conservative and progressivist pedagogies as being 'polarities' and 'traditions that have drawn on knowledge processes in different ways'.

\* New London Group (1996) A Pedagogy of Multiliteracies: Designing Social Futures. Harvard Educational Review, Vol. 66, pp. 60–92.

Progressivist pedagogies



Conservative pedagogies

## Reflective prompts:

How are conservative and progressivist pedagogies similar to, or different from your teaching?

What are the pros and cons of these two traditions?

What purposes and functions are privileged by each?

What kinds of student behaviors are fostered and rewarded by each?

How would you arrange your classroom to reduce an emphasis on 'overt instruction' and increase the focus on 'situated practice'?

Post your reflections to your blog.



## Deciding between the Knowledge Processes

Following on from the idea that each of the traditions 'draw on knowledge processes in different ways' Kalantzis says: 'You have to decide for the subject and the purpose - what pedagogies are you going to draw on?'. This is a critical point that Kalantzis makes from which the idea of the teacher-as-designer grows.

After sketching out the conservative and progressivist traditions and linking these to the pedagogies of Multiliteracies Kalantzis begins to identify connections between these pedagogies and the Knowledge Processes of Learning by Design. She outlines each Knowledge Process and links it to a partner -

Experiencing the known and Experiencing the new  
are linked to situated practice;

Conceptualising by naming and Conceptualising by  
theorising to overt instruction;

Analysing functionally and Analysing critically to  
critical framing; and

Applying appropriately and Applying creatively to  
transformed practice.

Kalantzis provides examples of, and a rationale for each process. Reflecting on what Kalantzis says about the Knowledge Processes and your practice how do you decide which pedagogies to use and for what purposes? Post your reflections to your blog.

