



EPILOGUE:

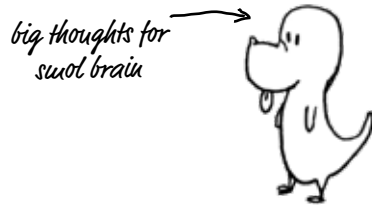
JOURNEY'S END *OR* THERE AND BACK AGAIN

Mike Collins

And so, leaving learners from many lands happily playing (and learning) together in the Vale of Constructionism, the Zillas bid adieu to the Realm of Pedagogy for the time being and head back towards their day-to-day reality, thinking about the ideas they've encountered and the friends they've met along the way.



Mike(zilla) here, breaking the style convention in the rest of the book of having our little personal observations in neat little callouts, because this one is a bit big for a Zilla-based callout.



Remember the chapter on transformative learning? It's close to my heart. *Pedagodzilla*, as both a podcast and now, as a book, has been a transformational experience for me in many ways.

Shortly before starting the podcast in 2019, I was a trained if inexperienced Learning Designer, and had my first disorienting dilemma. I'd written up a piece of guidance for academic authors, submitted it for review, and then was knocked on my bum when I received the feedback, 'Where is the pedagogy?'. I looked through the guide again – it wasn't there. I'd come up through a technical, production and coaching route – and suddenly realised I didn't have the vocabulary or confidence to engage in a pretty significant part of my role, and the deeper I dug in to it the more I realised that the knowledge I thought I'd acquired up to that point was little more than damp paper towel over a yawning chasm of my own ignorance. It was, to put it bluntly, a bit of a shocker.

After a lovely bit of flap and panic I looked around for ways to plug the gap. Books on 'pedagogy for dummies' weren't forthcoming but an early infographic on Learning Theories that has long since disappeared from the internet gave me a hitlist of esoteric and mysterious terms to unpick and learn. I don't have a naturally academic mind, but had recently gotten back in to podcasting – so figured I could have a go at talking through

some of the theories with myself (and/or a pot plant), and that perhaps in editing and listening back to it some of it would sink in.

This was a dreadful idea, and would have resulted in something stilted, embarrassing, and boring, particularly for the pot plant. Fortunately, on my way to the recording booth I ran into Mark(zilla), who was taking a coffee break, and explained my plan to him. Mark offered to be the fauna to replace my flora, and after that initial recording I never looked back.

Since then we've recorded a lot of episodes, covering (as far as I know) most of the pillars of pedagogic theory and the design of learning.

Like a five year old's living room fort, we've tacked the sheets of pedagogies and practice over familiar toys and conceptual cushions, and in doing so I've built up a strange structure of understanding just enough of what the theories are to apply them in my own practice, see them out in the wild – and help folk design learning to draw on their advantages. It's also given me a way to have a bit of fun while talking about it all with Mark, the best collaborator a fella could ask for – and some absolutely incredible pedagogues from across the industry, whose expertise and good humour I have in no way deserved but massively appreciated.

I've also gradually learned that pedagogy isn't a set of neat theories and models in boxes, but instead a confused winter soup, where the parsnip of constructivism disintegrates within the broth of behaviourism, and bobs up against the partially dissolved brussels sprout of situative learning – ready to be soaked up by the crusty roll of applied practice and research. It's a mental toolbox (some would say metacognitive toolkit) of stories that helps you articulate and understand different facets and perspectives of the same messy tangle that is 'learning'.

As a field it's as wide as the ocean, as deep as two oceans stacked, and as interesting as three oceans made of little fiddly LEGO bricks. I've found learning about learning has transformed me both professionally and personally – from the sort of person who describes themselves as 'not academic' to the kind of person who can describe what ontology and epistemology are using Winnie the Pooh memes, and have fun doing it. I hope this book has shared a bit of that fun with you, and left you feeling similarly equipped to blag these theories and stories in your own life and practice. If you want more of it, then why not head on over to the podcast itself? It's a lot like this book, but with a whole lot more rambling, nerdiness and sniggering.

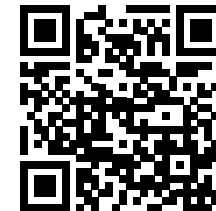


The Zillas' ruminations on their experiences come to an end. They exit the portal but – they're not back in day-to-day reality at all. They appear to be on the starting square of a huge game board. Above their heads, a large sign tells them they have entered the realm of Learning Design. Underneath that is the legend, 'You've taken your first step into a larger world.'

They look at each other warily, then move onto the first square. A voice commands them to answer a question before proceeding further. That question is:

'How does critical digital pedagogy help Starfleet boldly go where no one has gone before?'

The Adventure is Just Beginning...



Coming soon (ish) *Pedagodzilla Volume 2: The Design of Learning*

This chapter is an extract from the book **Pedagodzilla: Exploring the Realm of Pedagogy** by Dr Mark Childs, Prof Rebecca Ferguson, Mike Collins and Elizabeth Ellis. First Edition 2024.

If you find this useful in your practice or study we would love to know. Drop us a note at mark.childs@durham.ac.uk, at Michael.collins@open.ac.uk or at [@pedagodzilla](https://twitter.com/pedagodzilla) on Twitter (we refuse to call it 'X'). All feedback helps us with our next book!

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