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The Techno-Pedagogical Pivot: Designing and Implementing a Digital Writing Tool

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Abstract : In the field of education technology, innovation is often tightly coupled to recent technological inventions and emerging technologies. Despite this, some scholars have argued that using established technologies in new pedagogical or curricular ways recasts them and places them once more under the umbrella of emerging education technologies. In this study, we trace how an innovative education technology design emerged, not from a technological breakthrough, but rather via a techno-pedagogical pivot. We describe the design and impact of a digital writing tool created to scaffold student self-evaluation of academic texts. We theorize about and trace how innovation can also emerge from a pivot, namely how leveraging existing practices in new ways can create pedagogically and experientially innovative learning opportunities. After describing the design of Info Writer, we unpack the results of a study based on an implementation the tool, and then theorize and reflect on the way the design process and study findings suggest that pivoting an existing practice can lead to innovative education technology designs.

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