

A BINDING OF RATIONALITY OF PERELMAN ARGUMENTS WITH MOBILE LEARNING: THE TEACHER AS AN ARCHITECT OF HYBRID LEARNING SYSTEMS

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Abstract: Contemporary society is characterized by the convergence of the ways and means of production of previous societies. In this multifaceted society, also called information society and knowledge, the argument has been occupying a privileged space, because scientific knowledge does not result from a mere accumulation of facts unchanged, as science progresses through discussion, conflict and argumentation rather than through of general agreement and immediate, ie, the discourse of science is essentially argumentative. The relevance of rhetorical studies has an unmistakable significance today, where the explications of reality lost reference. Although

the value of the argument is widely recognized, argumentative activities are still under-used in mobile learning. Thus, this paper shows that the development of proper techniques of argumentation constitutes an important goal of teaching and learning in undergraduate courses at a distance. Given this situation, there emerges the need for undergraduate distance adopters of mobile learning in order to include students in the use of a critical rationality and argumentative that enable them to play an active and constructive role in the development of society itself.

Keywords: mobile learning; argumentative rationality, rhetoric, knowledge society, teaching and learning.

INTRODUCTION

The bursting of the Internet in the late twentieth century opened up new opportunities in the teaching-learning process. Broadened our world view, modify and create other languages proposing new ethical standards and new ways of apprehending reality. Overcoming the support role and presenting challenges for the(s) teacher(s), extended forms of teaching and learning, creating new logical skills and sensitivities. With the Internet and hypertext-based narratives were thus created other possibilities that open up new horizons and perspectives.

These possibilities and behaviors are very different from the linear process, systematic and predictable learning in predominantly aspects supposedly rational, privileged by the regular forms of education. All the linear structure has changed over the centuries assimilated.

The Internet is more than an important intermediary between the learner and the content in its wake. Access to these technology products is a major challenge for modern society and requires efforts and changes in education. As technologies are constantly changing, lifelong learning is a natural consequence of technological and social moment that we live (Saran, Cagiltay & Seferoglu, 2008; Cavus & Ibrahim, 2009). Given this reality, the role of teacher (and student) also changes. This, in the current period of globalized technological society, with potentially unlimited access to information sources,

must be to someone who can adapt to the rhythm of daily educational requirements of this time. These are the times in which teachers should be put as masters and apprentices in the expectation that, through interaction established in the "didactic communication" with students, learning to take place for both. It is because the Internet puts at our disposal all these capabilities that online education is, increasingly, an inescapable reality.

Institutions of Higher Education are also, increasingly, to embrace blended learning (Bonk, 2004; Allen, 2003) and, in particular, mobile learning (Edwards, 2005; Koschimbahr, 2005, Taylor *et al*, 2006; McConotha, Praul, & Lynch, 2008; Okunbor & Retta, 2008; Kukulska-Hulme, 2009), which is the use of mobile devices in educational processes and methodology of teaching and learning. Its use is being made possible by the development of devices to incorporate several features, including access to the Internet, and the basic characteristic mobility. This assertion can be proved by the increasing availability of courses, among other ancillary products of learning, and the number of studies and scientific articles that have risen rapidly in all parts of the world. The implementation and effective use of technology and strategies of online education is a key element to reform and restructure education in Higher Education (Hiltz & Turoff, 2005). We believe it is necessary that all teachers try to ensure that their students have the necessary expertise in areas such as access to information, the location of the sources they need and application of knowledge to issues and problems of day-to-day.

In this sense, we believe that if teachers are not convinced of the advantages of using technology in education hardly use it properly and hardly the achievements of their experiences are so excite them.

MOBILE LEARNING

The mobile learning is the use of mobile devices in educational processes. Its use is being made possible by the development of devices to incorporate several features, including access to the Internet, and the basic characteristic mobility.

The mobile learning is the fusion of various technologies for processing and data communication that allows the group of students

and teachers a greater interaction. Basically, the mobile learning technology makes use of wireless networks, new resources provided by cellular telephony, the XML language, the JAVA language, the language WAP services of voice mail, short message services (SMS) of ability to transmit pictures, e-mail services, multimedia message service (MMS) and probably soon will be available the use of video on demand. (PELISSOLI & LOYOLLA, 2004, online, *our translation*)

The mobile learning is an excellent opportunity for learning and professional development, because combines the mobility and availability of access to teachers, peers and content, regardless of time and place where people are. In this sense, mobile learning, gives us the opportunity to develop activities in closed and open, allowing us to be in natural environments such as museums, and provides access to classmates, teachers, and information, allowing the creation of an environment of collaboration and proactivity.

We believe that outside the classroom, students can continue learning according to their individual needs against the use of mobile learning as a teaching resource, enabling new thinking and behavioral changes that are being gradually incorporated into mainstream education and in the teaching- distance learning, stimulating discussion and research by professionals in the education and technology.

Whereas one of the challenges of modern society, the ongoing training of professionals, distance education coupled with mobile learning, becomes a possibility, since it favors a quality education with flexibility of time and place.

Coupled with the possibility of mobile learning, the theory of Connectivism argues that creating connections is that knowledge increases. Siemens (2004) proposes the Connectivism as a new learning theory for the digital age. The surge Cognitivism as an approach to how information is processed. Learning occurs in a structured and computer, taking into account the mental and previous experience that is, not just the knowledge that each of us has as an individual, but the number of links that we have is that constitutes our knowledge. We argue that these "links" go through the process of reasoning from the perspective of Chaim Perelman. This approach makes learning a continuous and uninterrupted process in which pupils need above all to be prepared to constantly update their knowledge through a rational argument.

A "TURN TALK" FROM PERELMAN

The sense of the term "new rhetoric" in the context of recovery of Aristotle's rhetorical art - as performed simultaneously - whether just to new understanding - inaugurated by the authors of Brussels - about, especially the redefinition of the work space persuasive argumentation (dialectic) proposed by Aristotle. For Perelman, the "new rhetoric" relates to the dialectical to the extent that it becomes not only an area of application of dialectic to an audience or crowd of people clustered in the public square - not able to follow a more elaborate reasoning - and become almost as synonymous with it.

One of the implications of turning rhetoric is that any discourse, including science, is a condition marked by rhetoric, someone explains, is negotiating meanings in a proper context, and audience always judge what you read, hear and see. In the case of science, the rigor of discourse obeys rules over its constitution. These rules, which have what should be followed by all, were instituted by checking for errors, frauds and fallacies committed. Learn a science is, above all, learn the rules by which discourse produces the relevant issues pertaining to her and for her, the derivatives of the negotiation of meanings appropriate to a science. These rules involve argumentative techniques developed over centuries and chapters as logic, dialectic, and, on the whole, as methodologies. (MAZZOTTI, 2007, p.89, *our translation*).

The important thing to Perelman (1993) seems to understand the meaning and history of situated argumentative discourse, no matter distinguish it conceptually with regard to their characteristics when you want to define and present it as the logical structure of argument focused on persuasion and conviction. The interest in discriminating the different target audiences (auditorium), is related to the implementation and the effectiveness of speech and not to its characteristics of being an argumentative discourse itself. As Perelman then states:

Considering that its object is the study of non-demonstrative discourse, analysis of the arguments which are not restricted to formally correct inferences, the calculations more or less mechanized, argumentation theory conceived as a new rhetoric (or a new dialectic) copper the whole field of discourse which seeks to convince and

persuade, whatever the audience you are addressing and the matter referred to. (PERELMAN, 1993, p. 24-5, *our translation*).

Perelman (1993) defends the idea of the existence of an argumentative rationality or a "logic of the preferred" facing the plausible and probable. A logic that would be complementary to the logic of evidence, and would have the merit and specific feature of allowing to relate to moral values and the need to create a space for the notion of reasonableness of decisions in everyday situations which, in turn, could not be seen as neither necessary nor as obvious.

In this sense, the concept of audience is important, since it is the place where he realizes the nature of practical rationality in argumentation Perelman. It is through the concept of audience that Perelman is located and makes any practical argumentative discourse. Any agreement that can happen from the supposed truth of some premise can not be achieved, therefore, no justification before this audience. No assumption can be accepted without it will not occur before a justification and an argument about their validity and relevance.

FINAL CONSIDERATIONS

Perelman (1993), in launching a new look at the arguments and rhetoric, believes that the theory of argumentation not only covers the whole field of discourse which seeks to convince (dialectical argumentation), but also the discourse that seeks to persuade. Thus, the author conceives the theory of argumentation as a New Rhetoric and identifies this with the New Rhetoric persuasive speech that seeks to gain membership, both intellectually and emotionally, in an auditorium.

We can infer that the great originality of Perelman is in, inspired by the rhetoric, bringing the membership of the auditorium to the fore. In the process of accession of the auditorium, the adoption of mobile-Learning in Undergraduate Courses Distance should encourage young people in the appropriation of critical issues related to socio-scientific controversies and demand-making, by combining the use of scientific concepts, use of personal experiences and the use of argumentative practices. It has been determined that, as learners are

involved in these practices, they will reach higher levels of argument (Von Aufchnaiter *et al.*, 2008).

In other words, the practice of argumentation can help students of College Courses Distance to reach an understanding of subjects that otherwise they would not reach and can have a crucial role in preparing citizens to participate democratically in a society and scientific technologically advanced. Newton *et al.* (1999) drew attention to the fact that a minimum percentage of class time is devoted to promoting discussion among students, perhaps because, as suggested by Von Aufchnaiter *et al* (2008), teachers show themselves constrained in promoting discussions among students. In this sense, research has shown that students have difficulty using arguments to an explanation, making it necessary to learn more about how scientists advance their findings and how they select and evaluate the evidence needed to justify an idea.

Indeed, as regards the empirical evidence, students demonstrate difficulties in interpreting provided to them, or focus only on some details and ignore others and do not always select those which constitute evidence of the explanations sought. Thus, it becomes necessary to move the focus more on the practice of argumentation in order to provide evidence capable of supporting the conclusions that you want to defend and students discuss how to use these data to obtain evidence and also evaluate the evidence they use to support the conclusions that elaborate.

Although not expected that the discussion itself may contribute to the construction of new knowledge to the students of College Courses Distance Learning in the sense that it can emerge from the discussion (Von Aufchnaiter *et al.*, 2008) the discussions among the students as they evaluate the evidence can be an opportunity to get started in understanding the criteria that the scientific community uses to decide what is a good argument.

To achieve a change of perspective, the adoption of the mobile-learning can contribute to the practice of argumentation, because it allows the students are encouraged to make decisions, negotiate and reflect their interpretations, including how to provide access to information anytime, anywhere really and that this evolution will occur in order to maximize the "stolen moments to learn,"

ie, those gaps between classes, a waiting room of an office when it expects a drive or a flight etc.. and therefore can help to build personal and social knowledge.

But interpretations of this negotiation is only possible if students are able to defend their views and justify them properly and for this they need opportunities to interact with peers and teachers through such discussions, justifications and , use of analogies and metaphors. These ways in which students can interact are part of the reasoning process and should be used in situations of the classroom so that students develop their ability to understand, construct and evaluate arguments.

This interaction between/with peers is permeated by the argumentative practices as these are fundamental to the establishment of these principles in the educational context. We believe that the overlap of the mobile-learning, appointed as the future generation of the current blended learning, with knowledge of the rhetorical and argumentative procedures must be adopted in Undergraduate Courses Distance Learning as a methodology for application where students can master the instruments minimum needed for the debate, and through negotiation of meanings become active participants and aware of the educational process in which access to information anytime, anywhere really starts to become standard, rather than the exception.

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