

สรุปเนื้อหาการบรรยายการประชุมนานาชาติ

Ramkhamhaeng University

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"Learning Theories VS Technologies?"

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- บรรยายเรื่อง "Learning in an Online and Blended Environment : The Community of Inquiry Framework"

"Learning in an Online and Blended Environment: The Community of Inquiry Framework"

Introduction & Overview

- Articulate higher-order learning assumptions and approaches
- Outline role and properties of e-learning
- Describe community of inquiry framework
- State Collaborative principles & strategies
- Explore future directions

Collaborative – Constructivism



- **Learning goals** are critical thinking and SDL (i.e.. inquiry)
- **Personal re-construction** of existing knowledge and experience
- **Collaborative negotiation** of meaning and diagnosis of misunderstanding
- Knowledge is constructed through **reflection and discourse**
- Active participation, responsibility and **metacognitive awareness** of the inquiry process are essential processes

Community of Inquiry

- The importance of a community of inquiry is that, while the objective of critical reflection is **intellectual** autonomy, in reality, critical reflection is “thoroughly **social** and communal”.

Collaborative & Constructivism

- The idealized view of higher education, as a critical community of [inquiry], is **no longer just and ideal**, but has become a **practical necessity** in the realization of relevant, meaningful and continuous leaning [i.e., **constructivist learning**].

Meaningful Approaches to Teaching and Learning: Deep and Surface Learning

Boyer Commission

- The skills of analysis, evaluations, and synthesis [inquiry] will become the **hallmark of a good education**, just as absorption of a body of knowledge once was.
- Reinventing Undergraduate Education, 1998

Undergraduate Preparation?

- ... many college students **are at a loss** when asked to defend their answers to ill-structured problems... [or] to articulate the role of evidence in making interpretations
- ... **college seniors** do not typically articulate concepts that underlie reflective thinking

Quality of Education?

- ... only 38% of **graduating seniors** could successfully perform tasks like comparing viewpoints in two newspaper editorials.
- American Institutes for Research, 2006

Core Challenge



- How shall we treat subject matter that is supplied by textbook and teacher so that it **shall rank as material of reflective inquiry**, not as ready-made intellectual pabulum to be accepted and swallowed just as if it were something bought at a shop?

Approaches to Learning

- **All student are capable** of approaching learning in a deep and meaningful manner (congruent reward structures)
- Ways in which **students choose** to manage and monitor their learning
- A relationship between the learner and task **created by the educational environment**

Deep & Surface Approaches

- **Surface**
 - intention to complete only the task requirement
 - use rote **memorization**
 - external motivation – **grades**
- **Deep**
 - intention to **understand** the material fully
 - focus on what the material means and how it may be applied
 - internal motivation-**meaning**

Principles / Obstacles

- **Assessment**
 - Students will act according to **expectations and rewards**
- **Workload**
 - Student need **time** to process information in deep and meaningful ways

ROLE OF TECHNOLOGY

Questions

- Can technology (e-learning) support constructivist and deep approaches to learning?
- Can we build communities of inquiry (HOL) **without** the considerable use of communications technology??

Increasing Evidence

- Strong positive relationship between using **information technology** ... and involvement in **effective educational practices** such as active and collaborative learning and student – faculty interaction.

Moreover

- Online learning may be perceived as **congruent with deep approaches** to learning and higher quality learning outcomes.
- Online learning is viewed as **more cognitive or internally oriented**.

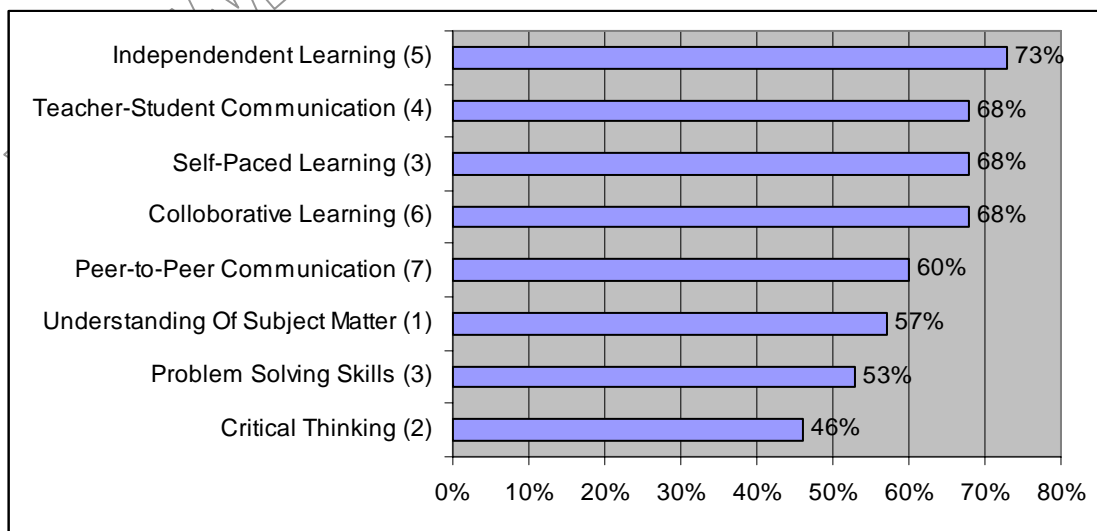
Rhetoric vs Reality

- The emphasis remains on a **knowledge-transmission** approach to education, not one rich in peer feedback, online mentoring, or cognitive apprenticeship.

Driver of Change

- Post-secondary teachers ... expect that **technology will force them to adapt and change**-and take on new roles. They specifically referred to **abandoning their role as lecturer** ...
- Technology & Student Success in HE

Impact of Instructional Technologies on Learning Objectives: Positive Impact



Percent (%) Positive Impact

Properties of e-Learning

- Connectivity
 - interaction, discourse
 - sustained community, collaboration



- Synchronicity
 - reflection
 - access to resources
- Communication
 - text, voice, visuals

Text Communication

- Tends to be **slower paced**, reflective
- **Permanent**, can be reread
- Relatively **complex** grammatical structure (varies considerably)
- A "**lean medium**" - lacks nonverbal cues, intonation, etc. (can use punctuation to mitigate)

Oral communication

- **fast- paced**
- Tends to be **spontaneous**
- **Ephemeral**
- Relatively **simple grammatical structure** (varies considerably)
- A "**rich medium**" - nonverbal cues, intonation, voice quality , etc

e-Learning and C-C

- e-learning provides **constructivist** design options not possible in face to - face contexts
 - access to rich resources
 - **reflective** learning
 - **responsibility** to construct meaning
 - **collaboration** opportunities
 - **discourse** and diagnosis of misconceptions

NOT!

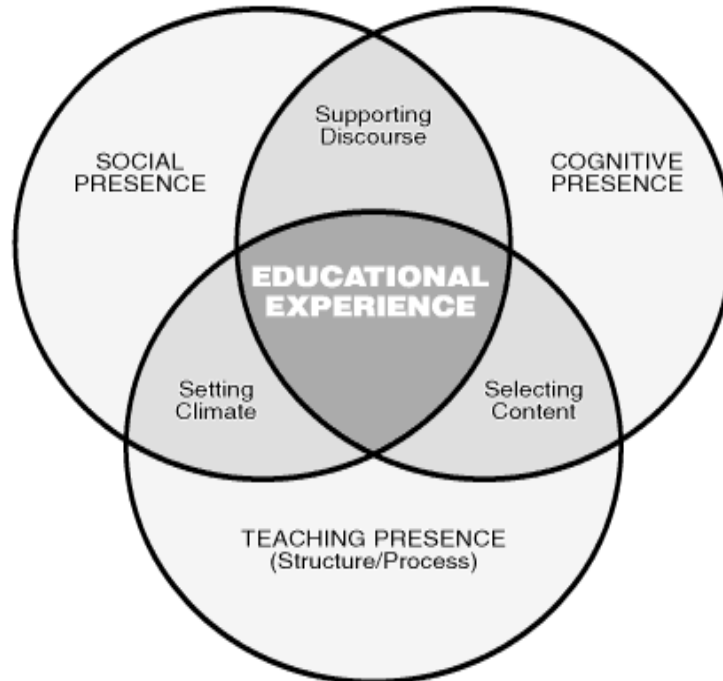
It could well be that faculty members of the 21st century college or university will find it necessary to **set aside their roles as teacher** and instead become designers of learning experiences, process, and environments.

COMMUNITY OF INQUIRY FRAMEWORK

Community of Inquiry

Social Presence

The ability of participants in a community of inquiry to project themselves socially and emotionally as 'real' people (i.e., their full personality), Through the medium of Communication being used.



Cognitive Presence

The extent to which learners are able to construct and confirm meaning through sustained reflection and discourse in a critical community of inquiry.

Communication Medium

Teaching Presence

The design, facilitation and direction of cognitive and social processes for the purpose of realizing personally meaningful and educationally worthwhile learning outcomes.

COL CATEGORIES / INDICATORS

ELEMENT	CATEGORIES	INDICATORS
Social Presence	<ul style="list-style-type: none"> ● Open communication ● Group Cohesion ● Affective 	<ul style="list-style-type: none"> ● Risk - Free expression ● Encouraging collaboration ● Expressing emotions
Cognitive Presence	<ul style="list-style-type: none"> ● Triggering Event ● Exploration ● Integration ● Resolution 	<ul style="list-style-type: none"> ● Sense of puzzlement ● Information exchange ● Connecting ideas ● Apply new ideas
Teaching Presence	<ul style="list-style-type: none"> ● Design & Organization ● Facilitating Discourse ● Direct Instruction 	<ul style="list-style-type: none"> ● Setting curriculum & methods ● Sharing personal meaning ● Focusing discussion



RESEARCH ISSUES

- Despite the growing interest and enthusiasm and application of TML [technology-mediated learning], there is a paucity of theoretically grounded and rigorous research to guide the development of these environments.

Research Issues

- Social presence shifts
 - open to purposeful to personal communication
- Development of cognitive presence
 - from exploration to resolution
- Teaching presence construct
 - distinction between facilitation & direct instruction
- Qualitative transcript analysis
 - coding protocol & shift to quantitative instruments



BLENDING LEARNING IN HIGHER EDUCATION

Future?

- Growing dissatisfaction re T&L
- Increased use of Internet and communications technology
- Understand constructivist and HOL
- Mainstreaming e-learning - BL
- Transformation of higher education

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