A crisis online

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Over the last 10 years there has been consistent and remarkable growth in online education. Many students must transition from their historical experience of an almost fully face-to-face learning environment to a blended and or predominately fully online learning environment. Online learning requires students to develop and apply skills that enable them to participate in inquiry, discussion, collaboration, reflection and manage their own learning. Students must self-regulate these learning processes to self-direct their development of new concepts as well as contribute not only to the co-construction of content, but also to the community of inquiry. Self-regulated learning (SRL) results from student’s self-generated thoughts and behaviours that are systematically oriented towards the attainment of learning goals (Zimmerman, 2008). SRL has been investigated from the early 2000s, however, there is a lack of examination of the relationship between SRL and online learning.

Coupled with SRL, are the complexities associated with changes in pedagogies needed for teaching online. Teachers need to redesign not just their pedagogical practices but also their understanding of what constitutes effective teaching and learning in these online environments. Research in these pedagogical progressions has not matched the proliferate growth in the online teaching and learning domain. However, there is evidence of typologies of online teaching competencies that identify specific practices that have been based on traditional face to face teaching (see Brinthaupt et al., 2011) or higher education contexts (Edwards, Perry, & Janzen, 2011). Importantly, the IMPACT framework, used by Distance Education in Australia, has developed a model to support effective teaching online (Authors in press). This framework emerged out of the collective experiences of students, teachers, parents and the community, who learn in a fully online environment. It was also designed with the intentions of using ICT effectively in an online environment.

This session examines the relationship between SRL and online pedagogies as a rejoinder to the point of crisis flowing for students experiencing a fully online learning environment. A precis of the current research on SRL and pedagogical strategies specifically targeting the development of SRL followed by an overview of online pedagogies together with the IMPACT framework as a foregrounding theoretical model for teaching online. A series of questions will then be posed to generate dialogue about supporting students’ development of SRL in mainstream schooling. A collective response to the guiding question: How do we support the development of students self-regulated learning so they are effective learners online? will be sought.

References