Social Sciences and Humanities Research Council of Canada
Conseil de recherches en sciences humaines du Canada
Killick Centre for E-Learning Research
A Community-University Research Alliance
Memorial University

Learner-Centred E-Teaching

GOALS 2006-07

1. Collaboratively inquire into constructivist e-teaching.
2. Identify examples of constructivist e-teaching.

"Constructivism does not claim to have made earth-shaking inventions in the area of education; it merely claims to provide a solid conceptual basis for some of the things that, until now, inspired teachers had to do without theoretical foundation" (von Glasersfeld, 1995).

PARTICIPANTS

Elizabeth Murphy

Associate Professor (Faculty of Education)

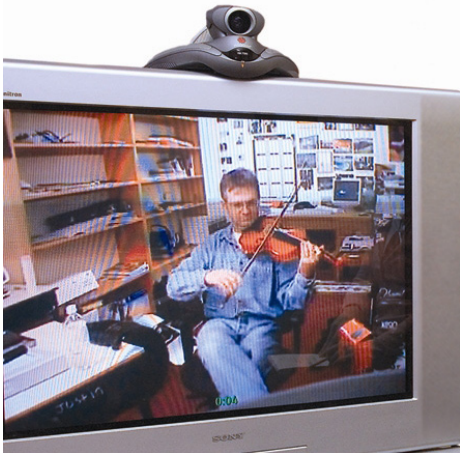
Andrew Mercer

Online Music Teacher

(Centre for Distance Learning & Innovation)

Andrea Rose

Professor (Faculty of Education & School of Music)



METHODS & ACTIVITIES

1. Collaborative inquiry mediated by synchronous and asynchronous technologies using Polycom, blog, videos, and Elluminate Live.
2. Two days of video-taped interviews with Andrew Mercer.

"Collaborative inquiry is one of several participatory, action-based inquiry methods that have emerged as innovative ways of improving practice and developing new knowledge, especially in the fields of education, community development, and organizational studies" (Brooks & Watkins, 1994).

OUTCOMES & ACHIEVEMENTS

- Ten-minute video on learner-centred e-teaching.
- Video posted to YouTube (15,124 views) & TeacherTube (5,375) (as of 08/04/08).
- Video requested by two organizations (Canada & US) for teacher development.
- Video presented at:

1. Faculty Orientation, Athabasca University, AB, 2007
2. Pan-Canadian Music Education Think Tank, School of Music, Memorial University, St. John's, NL, 2007
3. Canadian Association for Distance Education Pre-conference Workshop, Winnipeg, MB, 2007
4. Joint Conference of The Educational Technology Consortium & Campus Saskatchewan, Saskatoon, SK, 2007
5. Shanghai Jiao Tong University, China, 2007

YouTube Broadcast Yourself™

"In learner-centered systems, teachers model lifelong and continuous learning for their students" (McCombs & Miller, 2007).

PARTNERS 2006-07

Distance Education & Learning Technologies

cdli the Centre for Distance Learning & Innovation

Newfoundland Labrador

GOALS 2007-08

1. Identify high-school teachers' beliefs about learner-centred teaching with technology.

2. Create professional development materials for teachers using teachers' beliefs and the four dimensions of the American Psychological Association's (1993) Learner-Centred Principles (LCPs).

"Learner-centered teachers not only know the subject matter they are teaching; they also understand that they— along with their students—are learners" (McCombs & Miller, 2007).

METHODS & ACTIVITIES

1. Video-taped interviews with 16 teachers from six high schools (in two adjacent cities in NL, Canada) on their beliefs about learner-centred uses of technology in teaching.

2. Analysis, evaluation, and categorization of these beliefs in relation to the four dimensions of the LCPs.

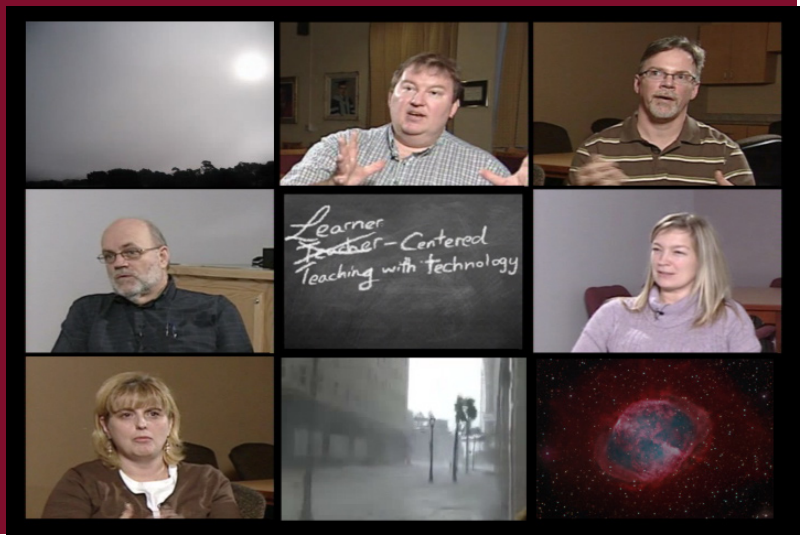
OUTCOMES & ACHIEVEMENTS

- Murphy, E., & Rodríguez-Manzanares, M., (under review). *High-school teachers' beliefs about learner-centred e-learning.*
- Three volumes of videos (total of six) based on the interviews with teachers regarding learner-centred e-teaching.

Vol 1: The context and nature of learning

Vol 2: Motivation

Vol 3: Developmental, social, and individual differences



PARTNERS 2007-08

Eastern School District

Distance Education & Learning Technologies

Memorial @ Home

SYNTHESIS OF APA (1993) LEARNER-CENTRED PRINCIPLES	THEMES IN PARTICIPANTS' BELIEFS
Cognitive and Metacognitive Factors	
The learner constructs meaning and links new information with existing knowledge, applies a repertoire of learning strategies, including higher-order strategies, pursues personally relevant goals, and is influenced by the context of learning.	*1. Learners are digital natives.* *2. The Internet offers an opening to the world and unlimited learning.* *3. Learners are active consumers of information and knowledge.* *4. Teachers' use of technology can encourage higher-order thinking skills.* *5. Teachers are guides and mediators in the knowledge process.*
Motivational and Affective Factors	
Motivation is influenced by emotional states and learners' beliefs about themselves as learners and is facilitated by meaningful and appropriate in difficulty, real-world tasks with choice and control. Learner effort and commitment is an indicator of motivation.	*1. Learners engage emotionally with technology.* *2. Learners devote themselves to technology.* *3. Teachers need to be part of the learners' world.* *4. Teachers can give creative control of the technology and engage learners.* *5. Technology supports authentic, purposeful, relevant learning.* *6. Technology offers learning experiences outside the classroom.*
Developmental and Social Factors	
Learning is most effective when developmental levels, across intellectual, emotional, and physical domains, and social interactions are taken into account creating a positive climate for learning.	*1. Technology is creating a more participatory learning system.*
Individual Differences Factors	
Learning is most effective when learners examine their learning preferences, appraise their strengths and weaknesses, receive assessment at all stages of the learning process, and when they perceive that their linguistic and cultural backgrounds are taken into account.	*1. Technology can make learning more individualized.* *2. Technology supports various learning styles, strengths, and intelligences.* *3. Teachers have to develop new ways of evaluating that motivate learners.*

CONTACT:

Elizabeth Murphy
Associate Professor, Faculty of Education
Memorial University
St. John's, NL, Canada A1B 3X8
Voice: 709 737 7634
Fax: 709 737 2345
emurphy@mun.ca

Summary prepared by Kate Scarth, Sept. 2008

References

APA Task Force on Psychology in Education. (1993). *Learner-centered psychological principles: Guidelines for school redesign and reform*. Washington, D.C.: American Psychological Association and Mid-Continent Regional Educational Laboratory.

Brooks, A., & Watkins, K.E. (1994). *The emerging power of action inquiry technologies*. San Francisco: Jossey-Blass.

McCombs, B.L., & Miller, L. (2007). *Learner-centered classroom practices and assessments: Maximizing student motivation, learning, and achievement*. Thousand Oaks, CA: Corwin Press.

von Glasersfeld, E. (1995). A constructivist approach to teaching. In L. Steffe & J. Gale (Eds.), *Constructivism in education* (pp. 3-16). New Jersey: Lawrence Erlbaum Associates, Inc.