

# Promoting and Supporting Authentic Online Conversations - Which Comes First - The Tools or Instructional Design?

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## Abstract

There are elements of instructional design which are fundamental to a higher education constructivist learning environment. These elements, embedded in a well-designed learning environment are necessary to promote academic discourse. The presence of communication tools alone in an online environment does not assure collaboration and construction of new knowledge. The skill of the facilitator is integral to achieving successful outcomes. This paper describes instructional design strategies which play a key role in promoting and supporting conversation which results in higher order thinking in the context of a pedagogical event conducted as a requirement of a Masters course.

## Keywords:

collaboration, constructivist learning environments, facilitator, instructional design, interaction, teacher presence

## Introduction

Designing web-based instructional environments based on a constructivist approach to learning has proven to be a challenge to instructional designers who previously designed courses with predetermined outcomes. The constructivist group of theories, unlike the behaviourist learning theory, places less emphasis on the sequence of instruction and more emphasis on the design of the learning environment (Lefoe, 1998). The ADDIE model of instructional design, (Analyse, Design, Develop, Implement, Evaluate), an accepted systematic model for creating training courses, stemming from the 1970s, is problematic in designing a constructivist online learning environment.

Why? Because a constructivist learning environment is student centered - students determine their own learning needs, set their own goals, monitor their own progress and determine how to reach the desired learning outcomes in a collaborative learning environment (Neo, Neo & Xiao-Lan, 2007). The focus is on the learning process rather than on the content, learning 'how to learn' rather than 'how much is learned' (Neo et al., 2007). Content is introduced by an ill-defined problem which drives the learning (Jonassen, 1999). The ADDIE model does not consider a learner's social and metacognitive skills nor allow for flexible, creative solutions to situations which are seen as unique to constructivist learning environments (deLisle, 1997). Instruction becomes a process of supporting that construction rather than communicating knowledge (Lefoe, 1998; Duffy & Cunningham, 1996).

This paper examines the challenges instructional designers face when designing constructivist learning environments and reviews the elements of design necessary to support and promote online

collaboration and conversation, in the context of Task 3 of a pedagogical event presented by the writer and a colleague as part of an assessment item for an online Masters course.

### **Instructional Design (ID)**

In discussing the role of instructional design, de Lisle refers to the work of Gros et al. (1997) who states that ‘instructional design models have the ambition to provide a link between learning theories and the practice of building instructional systems’ (Gros et al., 1997, as cited in de Lisle, 1997, p. 2). ID theory is based on learning theory, which forms the basic foundation of all the work that instructional designers do. More specifically, ID theory is what designers draw on when they need guidance to overcome problems in the design process (deLisle, 1997, p. 2). In other words, instruction, according to Reigeluth, is ‘anything that is done to help someone learn’, and ID theory is that which offers guidance for improving the quality of that help’ (Reigeluth, 1996, as cited in deLisle, 1997, p. 2).

Two changes in society – firstly, the volume of information we must manage and secondly, the new opportunities provided through technology – have caused a reconceptualisation of the learning process and the design of new instructional approaches consistent with constructivist epistemology (Jonassen, 1992). Technology becomes integral to the development of students’ critical thinking skills, problem solving and team skills, experiential learning and interdisciplinary knowledge (Neo et al., 2007). These two changes impact the interaction and interactivity that can be built in to an online course and require a different instructional design approach that incorporates content, pedagogy, social interaction and technology.

Anderson & Elloumi (2008, p. 267) in quoting Kuboni (1999) define the learning environment to be associated with ‘teaching and learning through the new telecommunications and computer-networked technologies’ which decreases the didactic role of the teacher, emphasises collaboration, enables the development of process skills and knowledge building, rather than information and knowledge acquisition; and it supports collaborative group activities.

What distinguishes online instruction from entertainment or recreation is the purposefulness of the designers and developers in provoking certain intelligent responses to the learning materials, context, and environment (Berge, 1995). Sound pedagogical approaches embedded in defining principles that set online contexts apart from other learning contexts, can positively impact learning and teaching conducted in settings that rely on technology, that is, e-learning environments (Reushle, 2006, p. 3).

### **Constructivist Learning Environment**

Constructive learning environments are learner-centered, where students become active participants, responsible for the development and progress of their own learning. In a learning-centered environment, the focus is on learning rather than teaching (Reushle, 2006). As Anderson discusses, Swales (2000) indicates ‘this approach provides the opportunity for students to become involved and motivated by the material and to take ownership of the skills and knowledge they acquire’ (as cited in Anderson & Elloumi, 2008, p. 267). The key to developing constructivist models, according to Savery & Duffy (1995), ‘is to provide the learners with a measure of control over the construction of content’ (as cited in Karagiorgi & Symeou, 2005, p. 22).

Clearly defined concepts and skills together with a prescribed method for approaching problems are replaced by a more creative methodology, which de Lisle (1997) refers to as ‘customized learning’.

This allows individuals to develop their own unique potentials and creativity so as to promote initiative, diversity and flexibility. Therefore, in a constructivist learning environment, the design process must be flexible and adapt to necessary changes based on the ebb and flow of the dialogue amongst participants, class dynamics and participants' ability and willingness to engage in collaboration.

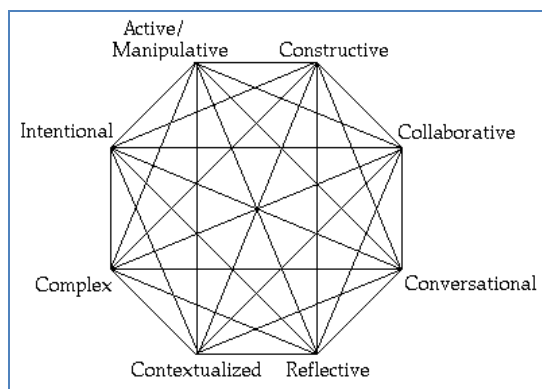
According to Jonassen (1999), it is not possible to create an instructional model based on previous models which focused on instructional sequences or a prescriptive set of activities since 'knowledge construction is context-specific' and the emphasis should be placed on the design of the learning environment (Lefoe, 1998, p. 456). According to Fosnot (1992), constructivism is a 'well-documented theory of knowing but it is not a well-documented theory of teaching' (as cited in Karagiorgi & Symeou, 2005, p.22). The dilemma for educators is that there is a disconnect between the traditional instructional design approach and constructivists because in designing a constructivist learning environment, there are no established standards and measurable outcomes to provide the framework for the instructional designer.

In creating a model for constructivist learning environments, Jonassen has been instrumental in developing some markers. In 1991, he identified the following design goals for constructivist learning environments:

- the negotiation, rather than imposition, of goals and objectives;
- task analysis consideration be given to appropriate interpretations and provision of the intellectual tools that are necessary when learners are constructing knowledge;
- the promotion of multiple perspectives of reality through these tools and within the environment;
- the provision of generative, mental construction 'tool kits' embedded in relevant learning;
- environments that facilitate knowledge construction by learners; and
- evaluation should become more goal-free and reflective (Lefoe, 1998)

In reviewing other designs goals, four common threads appear in all of them – context, collaboration, conversation and construction are fundamental to creating a learning environment (Lefoe, 1998).

Jonassen (1999) argues that learning does not occur in isolation but is the result of teams of people working together to solve a problem, thus the necessity for conversation and collaboration tools. Learners require access to shared resources and shared knowledge-building tools to support conversation and collaboration amongst the group. Conversation/collaboration tools enable communities of learner to negotiate and co-construct meaning for the problem (Jonassen, 1999). Harasim's (2003) model of conceptual change 'focuses on collaboration as a key element in the mutual construction of knowledge through idea generating, idea linking and intellectual convergence' (as cited in Muirhead, 2004, p. 2). Emphasis is placed on social negotiation, not individual learner recognition (Mergel, 1998; Jonassen, 1999). Figure 1 represents Jonassen's conceptualisation of the elements of design for a constructivist learning environment which focuses on 'keeping students active, constructive, collaborative, intentional, complex, contextual, conversational, and reflective' (Berglund Center for Internet Studies, 2002).



**Figure 1: Designing a Constructivist Learning Environment  
(Berglund Center for Internet Studies, 2002, n.p.)**

Embedded in a constructivist learning environment is reflection which can result in higher order thinking through the construct of metaknowledge, the knowledge that participants have of the process in which the class is operating as well as the knowledge of themselves as participants in an evolving, ongoing conversation (Jonassen, 1999, p. 230). Reflection allows the learner time to evaluate and relate concepts to their own context (Reushle, 2006, p. 4). ‘Expressing oneself via a written medium holds the promise of writing one’s way into understanding’ (Lapadat, 2002, p.7). Participants writing for an online audience are able to review and incorporate others’ contributions; thus meanings are socially negotiated and cohere across the discourse, all of which provides important implications for instructional design (Lapadat, 2002, p.14).

### **Interaction**

There has been much discussion on the types of interaction necessary to promote higher-order thinking (Dykes, 2001; Berge, 1995; Muirhead, 2004; Reushle, 2006). In a course that is to promote higher order learning, such as analysis, synthesis, and evaluation, rather than rote memorisation, it becomes important to provide an environment in which there is interaction with content and interaction between people (Berge, 1995). Interactivity is the heart and soul of effective asynchronous learning (Pelz, 2004). More experienced peers, as well as teachers, become ‘scaffolds’ who help and support individual learners in a task and guide them until they reach a sufficient competence level (Neo et al., 2007; Jonassen, 1999).

A combination of technologies and media provides an environment rich in various opportunities for interaction that the designer can use, provided the strengths and limitations of each are taken into consideration (Berge, 1995).

The choice of specific technologies is ‘a philosophical expression of the instructional designer/teacher and not a consequence of some inherent quality of the technology itself’ (Lauzon, 1992, p. 32). It is secondary to well-designed learning goals and objectives (Berge, 1995). In citing Moore (1989), Saba and Shearer (1994) discuss three types of interaction which must be present:

- Learner-instructor - the component of Moore’s model that provides motivation, feedback, and dialog between the teacher and student.
- Learner-content - the method by which students obtain intellectual information from the material.

- Learner-learner interaction - the exchange of information, ideas and dialog that occur between students

McIsaac & Gunawardena (1996) proposed a new paradigm – learner interface interaction - which includes understanding the use of the interface in all transactions in order for students to successfully interact with the mediating technology.

In constructivist based online learning, working in small groups (learner-learner interaction) develops group skills, social cognition and knowledge building. (Berge, 1995; Neo et al., 2007). Depending on the design of the learning task, learning takes place in a meaningful, authentic context and fosters inter-and intra-peer collaboration (Berge, 1995; Neo et al., 2007). By offering ways for collaboration via synchronous and asynchronous discussions, students can enhance their critical thinking skills which may become more advanced in online learning than in traditional education (Kok, 2008). Using collaborative learning software applications such as Elluminate or Wimba, synchronous discussions which allows participant to hear and see each other in ‘real time’ can be coordinated amongst participants around the world. Asynchronous discussions are integrated into online courses using an abundance of available technology such as wikis, blogs, discussion forums, Twitter, email, or streaming video and audio software to name a few. They have the benefit of allowing participants to contribute according to their own schedule over a period of time.

Investigating alternative possibilities through questions and answers provides a means to socially construct knowledge and improve the quality of dialogues (Wilson & Stacey, 2004; Kok, 2008). Compromise and decisions may lead to enhancement of critical thinking skills, and the group process can promote community relationships, reflective thinking and enhance understanding (Muirhead, 2004; Kok, 2008). By tying collaborative activities to assessment requirements, a sense of substantive, and meaningful purpose for the group’s participation can be established (Reushle, 2006).

### **Role of Facilitator, Educator, Teacher**

In a constructivist learning environment, the role of the facilitator is demanding. The teacher is no longer perceived as the sole authority and resource of knowledge, but rather as the facilitator of learning, guiding and supporting learners in the process of constructing knowledge (Berge, 1999). There are differing opinions on the amount of guidance teachers provide. It may depend on students' prior knowledge levels and experiences (Neo et al., 2007). Muirhead (2004) found both students and teachers had to be active participants for an effective academic discussion. Bullen (1998) found some students needed at least daily teacher presence to sustain a virtual community of inquiry whereas Pelz (2004) limits the role of the instructor in an online forum to providing the necessary structure and directions, supportive and corrective feedback, and evaluation of the final product. Facilitators open themselves up to certain vulnerability as students begin to construct new knowledge which results in a reversal of roles and educators become learners and learners become educators (Reushle, 2006).

The facilitator needs to be aware of the dynamics of the learning environment, and be supportive of students in their learning process, facilitating social interactions and communications between students, and encouraging collaborative and cooperative learning (Neo et al., 2007). In order to sustain motivation, students need to work in a learning climate that is designed to be ‘positive, supportive, safe, tolerant, respectful, nurturing and participatory’ (Reushle, 2006).

Three categories of presence – social presence, cognitive presence and teaching presence – are integral to the quality of discussions (Anderson et al., 2001). Building and sustaining a sense of

'belongingness' through sharing personal characteristics and introducing a human element to the learning environment promotes social presence (Pelz, 2004). The social environment affects motivation, attitudes, teaching and learning. Whatever the learners' background, instructors must, during the first days, promote initial bonding amongst participants (Sheehy, 2007; Pelz 2004; Muirhead, 2004). Developing a rapport with students, knowing them, their progress and their interests intimately will enrich a student's learning experiences and promote participation (Reushle 2004, p3). With emerging technologies with audio capabilities and rich visual cues such as VoiceThread (which provides users with the capability of transforming media into conversations around media, allowing participants to communicate with each other either through web cam, microphone, text, drawings, telephone, or file upload), Voki (which allows users to create personalized speaking avatars for use on blogs, wikis and websites) and podcasts (selective subscription to audio and video content over the Internet), a more meaningful human presence can be established.

Cognitive presence – the extent to which the participants construct meaning through sustained discourse in a community of inquiry – is achieved by Pelz in his psychology courses through student-led discussions (Pelz, 2004). The discourse is guided toward higher levels of learning through reflective participation as well as by challenging assumptions and diagnosing misconceptions (Anderson et al., 2001, p. 3).

There is much written about teaching presence. Whereas some researchers include 'design' or 'managerial' in the definition of teaching presence (Anderson et al, 2001; Berge, 1995), all agree it includes facilitation, and direction of cognitive and social processes for the realization of personally meaningful and educationally worthwhile learning outcomes (Pelz, 2004; Anderson et al.,2001). In the design or managerial role, teacher presence begins before the course commences, in constructing the process, structure, evaluation and interaction components of the course and attending to administrative responsibilities (Anderson et al., 2001, p.5; Berge, 1995) Through adequate teaching presence, formal learning that facilitates personally relevant and educationally defined outcomes is achieved (Anderson et al, 2001, p.5).

A successful online learning environment needs to be built, managed and nurtured (Reushle, 2006). Reminders of task deadlines, regular e-contact with individuals and groups, moving discussions along, ensuring students are aware of the big picture and the explicit and implicit learning goals and activities in which they participate, will provide structure and ensure the online environment continues to be productive (Reushle, 2006; Anderson et al., 2001).

Successful integration of all three categories of presence can be accomplished through appropriately designed interactive assignments in an asynchronous online environment (Pelz, 2004).

### **Implementing Online Asynchronous Discussion Forums: A Case Study**

In the spring of 2009, my colleague and I designed and facilitated a pedagogical event for a Masters of Educational Technology course at USQ. Our topic was promoting and supporting online conversation. The goals of our event were three-fold:

- to embed pedagogical theory into practice;
- to blend the correct online communication tool and effective instructional design; and
- to promote and support authentic learning conversation in the context of De Bono's Six Thinking Hats.

Throughout the event, we were interested in seeing whether it was the tool or instructional design which sustained authentic online conversation — students constructing meaning and producing knowledge, by implementing and applying the elements of instructional design with communication tools in a collaborative learning environment.

In order to stimulate critical thinking, we incorporated De Bono's thinking system into the event. DeBono's thinking tool helps learners to look at issues or decisions from six points of view by posing some basic questions. DeBono's Six Thinking Hats technique promotes a higher level of discourse by looking at an issue from not only a positive viewpoint, but from the emotional, intuitive, creative and negative viewpoints — in other words, outside of one's usual comfort zone.

In order to achieve these goals, colleagues participated in three scaffolded tasks which were designed so that participants could move seamlessly from one task to the next as the complexity of tasks increased (Kok, 2008). In the tradition of embedding good theory in practical application, Gagne's (2007) 'Nine Events of Instruction' were loosely streamlined into the event structure.

The first task had two aims — to introduce the learner to the concept of De Bono's Six Thinking Hats which would be utilised again in the final task, and to assemble from information and opinions offered, a set of descriptors which help to explain possible roles various technology tools can play in the support and promotion of online conversations.

The role of the facilitator was to design the process and allow the group to develop their collective knowledge without being prompted to do so. This task gently led the learner to the next level and allowed for discussion and an exchange of ideas to flow. The design of the task enabled participants to become comfortable collaborating in the PBWiki environment. The main aim of the second task was to provide participants with an opportunity to share examples of online communication tools they had successfully used in learning events. The communications were highly active and the creation of collective knowledge by the fostering of conversation became very evident. At this stage, participants required minimal feedback from the facilitator in order to stimulate the conversation.

Finally, the aim of the third task was to demonstrate how online conversations can be promoted and supported by appropriately integrating learning strategies and ICT tools into the online learning environment. Participants were asked to critically reflect on an authentic and controversial issue, incorporating DeBono's Six Thinking Hats system in an asynchronous environment. The task began with a video clip of a newscaster reporting on a proposed controversial bill requiring removal of all head coverings for driver licence photos in the State of Oklahoma.

It was noted that the role of the facilitator changed as the complexity of the tasks increased. In the final task, the facilitator could no longer be a spectator, but needed to be an active participant in providing feedback to ensure effective discussion in the context of Debono's Six Thinking Hats flowed. The facilitator also acted as a watchdog, reminding participants of the role of the hats, and often guided them back on track.

One of the main challenges of teaching critical thinking skills is that skills acquired in one domain or context may not transfer to another one. In order to overcome this problem of transfer, students must extensively practice transferring their skills over other contexts (Kok, 2008; van Gelder, 2001).

At the end of the allotted time, participants were sent a link to a survey prepared using SurveyMonkey, a web software which enables anyone to create professional online surveys quickly

and easily. Participants were given two days to complete the survey which used a Likert scale to record their answers. They were then invited to attend a wrap-up of the event.

Four participants responded to the survey. Results indicate that we achieved our aims and outcomes. Comments were as follows:

- 1) I was able to learn about others view on other technology in a concise manner, which was helpful.
- 2) Yes, the video clip example was interesting.
- 3) You guys kept a good balance of activities.
- 4) It was very interactive.

## Discussion

The participants were engaged in the activities and interaction between content, learners and facilitator was evident. One participant commented on the Voice Threads used in the introduction to the event: 'What a creatively interactive blog. Fantastic.' However, the quality of the conversation was lacking in the final task and participants did not reference and subsequently build on others' comments due to lack of substance. Therefore, it was apparent that construction of new knowledge did not occur (see Appendix A).

There could be several reasons for this. Often poor results occur due to the inexperience of a facilitator in fostering an atmosphere conducive to collaboration (McIsaac & Gunawardena, 1996), among others, and failure in computer mediated communications occurs far more often on the social level, rather than the technical level. Managing the interactions with strong leadership and direction is considered a *sine qua non* of successful conferencing (Berge, 1995). To successfully sustain conversation requires skills not commonly found among faculty of higher education institutions (McIsaac & Gunawardena, 1996). The task, given a more experienced facilitator, would most likely have yielded a higher level of performance. It would be interesting to carry out the same design and medium with a more skilled facilitator and compare the quality of the conversation. In this task, the facilitators did not word the questions appropriately so as to encourage higher level thought processes. 'When a variety of higher-order, expanding questions is used to initiate discussion, and probing follow-up questions are employed, the discussion method can provide a forum to enhance constructive thinking.' (Muelinburg & Berge, 2006, p. 9). For example, under Debono's Black Hat which examines the difficulties and problems associated with a topic, the question posed to the participants should have been more thought-provoking and expansive in order to encourage higher level thought processes.

This is the question used: *This case can't possibly proceed. Why not? Where to? What next?*

This example is preferable: *If you are going to impose a law that disallows headscarves, do you suggest the same law for anything that changes the appearance of one's picture, i.e. beards, moustaches, hair style, hair colour, glasses or even plastic surgery? Have you considered how difficult it would be for you, as a Caucasian for example, to identify an individual on the basis of looking at a photo of someone from another country, i.e. consider facial features which are distinctly different from your own realm of experience. Would that be easy or difficult?*



According to Muelinburg and Berge (2006), 'it is critical to understand how to design and maintain an online discussion. Asking the right questions are almost always more important than giving the right answers' (p. 9). Although the tasks were scaffolded to ensure participants were comfortable with the learning environment, perhaps more background information on the controversial issue contained in the final task should have been introduced before launching the final task.

There were also time constraints on participants who were working full-time and attending to their own studies which left little time for negotiating and reflecting on the issues at a higher order of thinking. One of the benefits of asynchronous discussion is having time to reflect on the issue and compose a response. Time, for all of us involved in this project, was a rare commodity.

## **Conclusion**

As Sheingold (1991, p.18) indicates, 'It is not the features of technology alone, but rather the ways in which those features are used, that shape their impact'. While the importance of integrating the correct technology tools into the learning environment should not be down-played it is evident that the use of technology is secondary to well-designed learning goals and objectives (Berge, 1995) A design framework cannot be prescribed as there is no one-size fits all (Reushle, 2006). The implementation of an instructional design process is critical to supporting and promoting online conversation and becomes even more crucial as technology is constantly changing and providing new opportunities. Collaborative discourse is now a mature medium widely used and technical advances are changing it from a text-based format into a multimedia event. Educators, in choosing any communication tool, should remember it is a tool not a diversion, and its application should be directed at creating opportunities for measurable learning (Dykes, 2001).

How effective a course will be in promoting and supporting online conversation is dependent upon the learning environment. Although everyone does not agree with Clark (1984) that learning gains come from adequate instructional design theory and practice, not from the medium used to deliver instruction, educational technologists agree that the quality of the instructional design has a significant impact on learning (McIsaac & Gunawardena, 1996).

The pedagogical event discussed in the case study was learner-centered and contained the tools and elements of design necessary in a constructivist learning environment. The presence of communication tools alone in an online environment does not assure collaboration and construction of new knowledge as is evident from the observations in Task 3 referred to in the case study. The skill of the facilitator is integral to achieving successful outcomes. This was a case where 'teachers have not been educated in a climate conducive to constructive thinking, so don't know how to create and promote that atmosphere' ( Muelinburg and Berge,2006, p.1).

It would be interesting to see where the responses would have flowed had the facilitators been capable of encouraging higher level thought processes and moving the discussion forward with appropriate probing questions, both of which play a key role in promoting and supporting conversation.

Words and ideas can change the world (Haft, Thomas, Witt, & Weir, 1989). Through dialogue, learners move away from being recipients of knowledge to actively embracing and working with objective knowledge and making it their own (Bullen, 1998, p. 34). The challenge then is to build learning environments keeping in mind the importance of instructional design and deciding how best to incorporate the attributes of communication tools into the design to promote and support

higher order conversation. Equipping new online instructors with the skills and professional knowledge to foster dynamic interaction is part of that equation.

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**Appendix A: Responses to questions listed under each hat after watching a video in final task of pedagogical event**

Yellow	White	Red	Green	Black	Blue
Why is this important to the women? What values are being questioned?	What are the facts? What information is missing?	Are you uncomfortable with this topic? Explain (optional)	Suggest approaches & alternatives.	This case can't possibly proceed. Why not? Where to? What next?	Will the outcome be fair?
The belief in freedom	Idea that a clear picture of the person needs to be available on the drivers licence	Sad Frustrated Contempt for supports of bill Legal vs. safety issue	Fundamental change in the constitution is required	If we start to change this law, what is next	Fair and Consistent
A way of life need to be supported Support tradition and diversity	Consistent laws to manage the driver licences issues	Oppression and violation of rights Suspicious - ulterior motive	Technology vs photo id - finger prints, DNA, eye scans, biometric identification	Removing glasses or religious head covering could lead to identify issues	Consultation with the parties involved
We need consistency  Trust in your people to do the right thing.	Bill before parliament trying to make drivers licence photos consistent, by ensuring all head coverings, glasses are removed.	Why worry!!	Classes in acceptance and equality - deal with root cause	Driving is a privilege, head coverings is a right. Can we give up a right to gain a privilege?	As long as the real issue is based on mistrust, nothing can be resolved
Passage of this law would contribute to the prevention of identity fraud by creating one source of reliable photos which include as much visual ID information as possible (hair being one item)	Current state law allows head scarves, etc.; proposed  New law would prohibit glasses, head scarves, etc.	Maybe some women who wear headscarves do so because they are forced to.	Review purpose of pictures on driver's licences	Good to ban all religious paraphernalia as is having uniforms.	Public backlash does have results.  In a court of law, both sides would undergo the same fair process.
Forced change in belief would be good; would expose others to different cultural values, enhancing peoples' understanding. Cultures change over time.	What proof exists that Do head coverings, glasses, hats, etc. in photos make it more difficult to identify a person?				
Forced us to draw parallels between cultures ⇒ positive benefits. May deepen respect and tolerance.	Interpretations of religious writings vary from country to country and amongst sects, so which interpretation is correct?				
Proposed law caused negative reaction, the positive aspect was people coming together to fight it, 'speaking out against injustice...' to create a positive result.	Review religious requirements pertaining to head coverings (i.e., Koran, Hadith)				

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