

MODELS AND FRAMEWORKS APPLICABLE TO ODeL CONTEXTS

By Lydia Mbatia

This resource presents three models/frameworks applicable to teaching and learning in ODeL contexts. The first framework is the Community of Inquiry followed by The Five Stage Model and lastly the Conversational Framework.

The Community of Inquiry

The Community of Inquiry theoretical framework represents a process of creating a deep and meaningful learning experience through the development of three interdependent elements: social, cognitive and teaching presence.

Social Presence

Social Presence is the ability of students to share their personal characteristics into the learning community, thus presenting themselves as 'real people.'

Instructional media allows interaction on student-student and student-teacher levels; therefore, supporting models of teaching and learning that are highly interactive.

Social presence is defined as the ability of learners to project themselves socially and affectively into a community of inquiry.

Cognitive Presence

Cognitive Presence is the extent to which the online learning students in a community of inquiry are able to construct meaning through sustained reflection, discourse and exploration. Cognitive presence involves the active participation of learners in deep and critical thinking to achieve learning goals. It is important for developing skills such as problem solving and decision-making.

Teaching Presence

Teaching Presence is defined as the design, facilitation, and direction provided by an instructor in the online learning setting. It involves creating a sense of community, facilitating discourse, and developing effective feedback mechanisms that engage students and promote learning. It also includes the creation of supportive and inclusive learning environments that promote active learning.

The Five Stage Model

Gilly Salmon developed the five-stage model for online learning and blended learning. For online learning to be successful, participants need to be supported through a structured developmental process. The five-stage-model provides a framework or scaffold for a structured and paced programme of e-tivities.

The five-stage-model offers essential support and development to participants at each stage as they build up expertise in learning online.

Stage 1: Access and motivation

During the first stage, students need information and technical support to get started online, and strong motivation and encouragement to put in the necessary time and effort required. Access to technical support needs to be made available, for example through a telephone helpline, particularly when the student is struggling to get online on his or her own.

Stage 2: Online socialisation

In the second stage, the online learning instructor should ensure the students begin to participate in online discussions. The instructor or tutor should use face-to-face techniques in the online space. These techniques include ice-breakers, group discussions and collaborative activities.

Stage 3: Information exchange

This is the stage when students begin to interact online with course content and with their peers and instructors. At this stage one can expect many queries from the students about where to find things online. E-tutors need to provide guidance without inhibiting the free-flowing communication between students, as students derive an enormous amount of motivation and enjoyment from this personal communication.

Stage 4: Knowledge construction

As the students become more comfortable with online learning, they should be interacting and starting to collaborate in their knowledge construction. Problem-based and practice-based tasks are appropriate at this stage. E-tutors have an important role to play in building and sustaining groups.

Stage 5: Development

During the fifth stage students begin to explore their own thinking and knowledge building processes. It is common at this stage for participants to reflect on and discuss how they are networking and to evaluate the technology and its impact on their learning processes.

The five stages are illustrated in the diagram below:

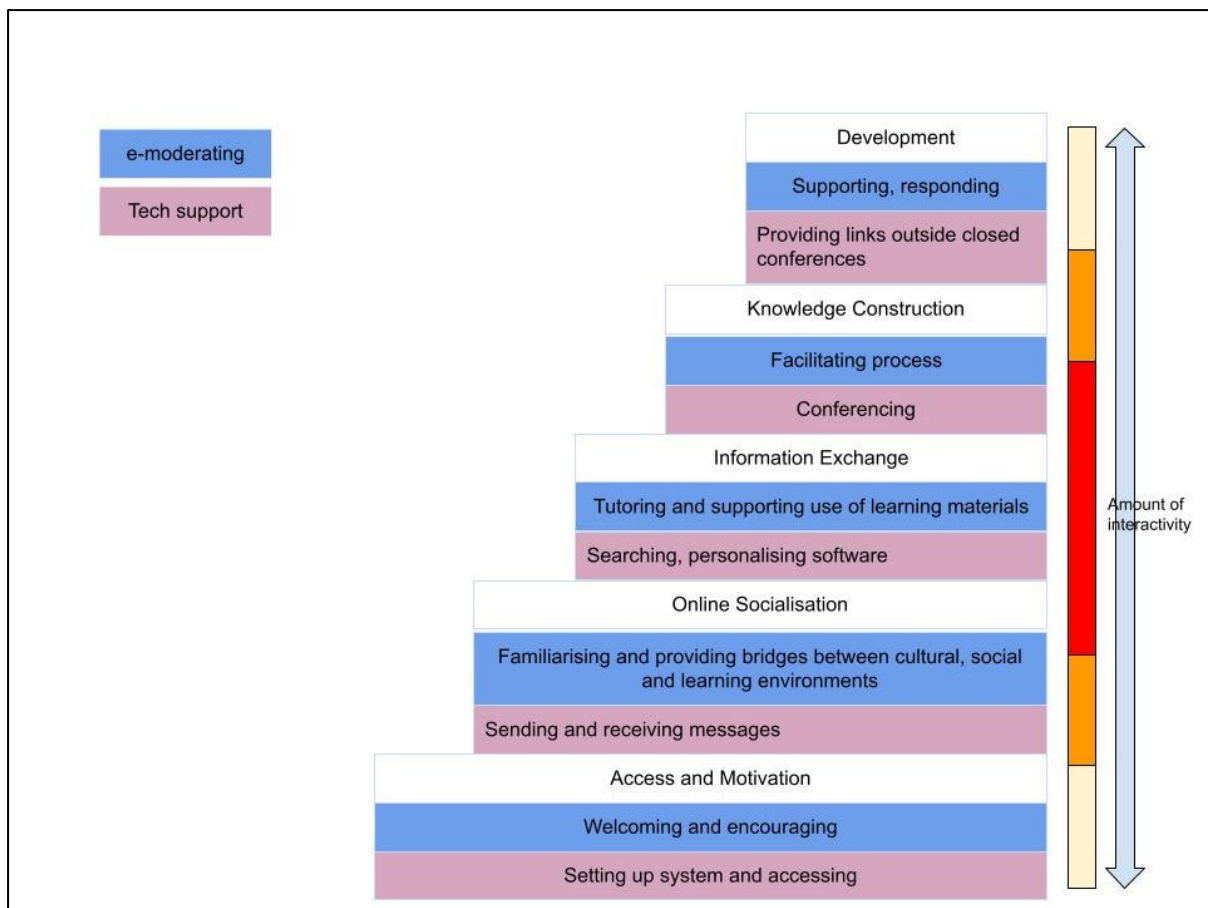


Figure 2.7 : The Five Stage Model (source: Gilly Salmon [Five Stage Model - Gilly Salmon](#))

2.4.3 The Conversational Framework

Designed to focus on looking at teaching from the students' point of view. It is a distillation of the key theories and principles of teaching and learning. Developed by Diana Laurillard, the framework comprises four components:

- Teacher's concepts
- Teacher's constructed learning environment
- Student's concepts
- Student's specific actions related to learning tasks

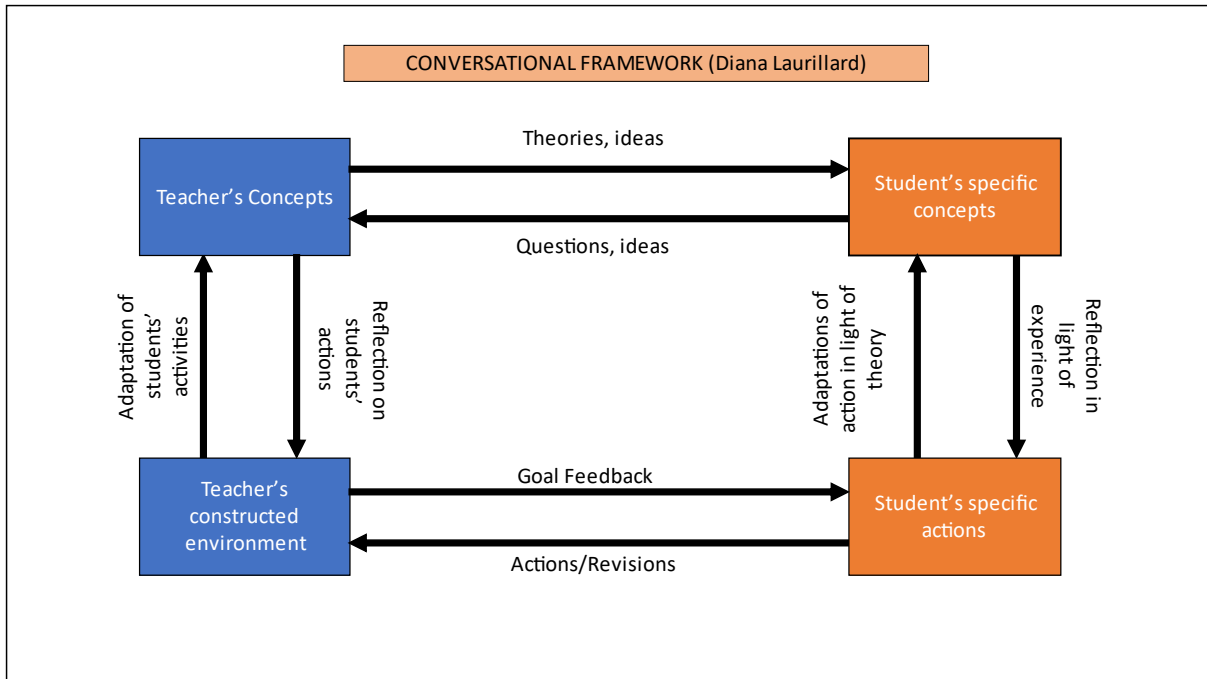


Figure 2.8: The eight different types of "flows" in the model's four types of activities (communication forms) should all be included in each (bigger) instructional scenario.

(1) Discussion

Conversation between the instructor and the student

- The ideas of teachers and students should be mutually accessible.
- Both parties should concur on the learning goals.

(2) Adaptation

Adaptation of student behaviour and the environment that the teacher has created.

- Considering current beliefs, the teacher must alter the objectives.
- Learners need to incorporate feedback and relate it to their own ideas.

(3) Interaction

Interaction of the student with the teacher-defined environment

- The teacher must "adapt to the world," that is, design a setting that is appropriate for the learner's current learning activity.
- The teacher must concentrate on task assistance and provide the learner with useful feedback.

(4) Reflection

The teacher and the learner should both reflect on how the learner performed.

- The teacher should help the learner refine his ideas and modify the activity to meet his learning needs.
- Throughout the entire learning process, including the basic concepts, tasks, objectives, feedback, etc., learners should reflect.

REFERENCES

Ossiannilsson E, Williams K, Camilleri A & Brown M (2015) Quality models in online and open education around the globe. State of the art and recommendations. Oslo: International Council for Open and Distance Education - ICDE.

Rourke, L., Anderson, T. Garrison, D. R., & Archer, W. (2001). Assessing social presence in asynchronous, text-based computer conferencing. *Journal of Distance Education*, 14(3), 51-70.

Social Constructivism: Implications on Teaching and Learning.
<https://www.eajournals.org/journals/british-journal-of-education-bje/vol-8-issue-8-september-2020/social-constructivism-implications-on-teaching-and-learning/>.

7.4: Constructivism and Social Constructivism in the Classroom.
https://socialsci.libretexts.org/Courses/Lumen_Learning/Book%3A_Child_Development_%28Lumen%29/07%3A_Module_5-_Theories_%28Part_II%29/7.04%3A_Constructivism_and_Social_Constructivism_in_the_Classroom.

Social Constructivism—Jerome Bruner | SpringerLink.
https://link.springer.com/chapter/10.1007/978-3-030-43620-9_18.

Social Constructivism | GSI Teaching & Resource Center. <https://gsi.berkeley.edu/gsi-guide-contents/learning-theory-research/social-constructivism/>.

Mbati, L. A. (2012). Online learning for social constructivism: Creating a conducive environment. *Progressio*, 34(2), 99–119.