Understanding Dialogue in Distance Education: A Case Study in the Indonesian Open University

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Abstract

Distance education (DE) has been defined as an educational process in which there is a separation between the students and their instructors or their institution. Since distance education has been used for mass education, the teaching and learning process has tended to use a monologue approach: i.e., information transmitted from the instructor or learning materials to the students. This has led to some students feeling isolated from their instructor and the other students and has resulted in relatively low completion rates. The effective use of the Internet could be a way to reduce this isolation by using an online dialogue approach in the teaching and learning process.

The main goal of this study was to investigate if using a dialogue approach in UT's online learning tutorials for Early Childhood Education would reduce the banking concept of education in that program. Other goals included investigating what students would learn from this approach, if they felt that this would make them better teachers, and whether this approach would be beneficial to UT. I applied a dialogue approach inspired by Freire and Vella and developed a set of eight criteria that are required in a true dialogue process. These included: show respect, create and maintain a safe environment for self and students, assess needs and context, exercise praxis: action with reflection, exchange teacher-student roles, and engage in the learning process.

A qualitative case study was used to explore the use of a dialogue approach in an online tutorial and how the online tutor and students who participated in the dialogue-based online tutorial would learn from this experience at the Indonesian Open University (Universitas Terbuka or UT).

 The results of this study showed that, with a small amount of advance training, students and their tutor are able to engage in a dialogue approach in the online tutorials at UT. In this study, the banking concept of learning for ECE students was reduced, students and tutors learned many useful things, and both the students and the tutor felt that this dialogical form of online learning was helping them experience a meaningful learning process. However, because the number of subjects is quite small, there is only a very limited ability to generalize the findings.

Dedication

I dedicate my dissertation to my inspirational and role model teachers and my beloved family. All of you are my great Guru. Without all of you, I cannot come to this point of my journey. My deepest gratitude to all of you. May Allah bless you. Aamiin.

Acknowledgements

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Introduction

1.1. Background

"Dialogue is the encounter between men [sic] mediated by the world in order to name the world" (Freire, 2000, p. 88). This dissertation is a proposal to use dialogical approaches in distance education in an early childhood education program at Universitas Terbuka in Indonesia. I suggest that these dialogical approaches can enhance the Early Childhood Education program, allowing it to train students to become more effective early childhood educators. Moore (2007), in his theory of transactional distance, informs us that providing dialogue in distance education teaching and the learning process will decrease the degree of psychological distance between the teachers or instructors and their students (Moore, 2007); the deepened and more intimate relationships will serve as models the students can use to inform their interactions when they begin working with children.

Distance education has a long history in many countries as it helps to address the lack of access to education for many people due to location, the time available for education, or life circumstances. Distance education (DE) can be defined as "teaching and planned learning in which teaching normally occurs in a different place from learning, requiring communication through technologies as well as special institutional organization" (Moore & Kearsley, 2012, p. 2).

The separation between the teachers and the students in DE need a connection,a two-ways communication, so it means we need dialogue. The significant challenge in distance education lies in creating dialogue when we are physically separated. How can we best incorporate dialogic encounters in distance education? According to Garrison

(2000), distance education recently has put more focus on educational issues associated with the teaching-learning transaction, specifically, the use of technology to support sustained communication anytime, anywhere. The quality of communication is important in distance education since there is a physical distance between the students and their instructors and also among the students themselves; we should aim to improve communicative quality. Therefore, in thinking about communication for distance education, we should consider dialogue as the vehicle of communication to allow students to share ideas and perspectives collaboratively. Freire (1970/2000) goes on to state in *Pedagogy of the Oppressed* that "Without dialogue there is no communication, and without communication there can be no true education" (pp. 92-93). Freire's argument is that real communication happens through dialogue where participants' share lived experience and join together collaboratively in meaning making. Thus, for Freire, dialogue is essential in educational communication.

Dialogue is usually perceived as a form of conversation between or among people. As human beings, people need dialogue. In dialogue, there is a stream of meaning that flows among, through and between people, which may result in a new understanding. It can be seen as a process rather than an end in itself. Moreover, in learning, people need dialogue as a way to reduce monologue, also as a way to avoid making the students into only receivers of the teachers' or the instructors' information. Dialogue can serve as a way to gain multiple perspectives and as a way for students to inquire into meaningful aspects of their educational encounters and their own lives, both of which can have profound influences on meaning making. This aim can be met when students try to listen and to understand each other's idea in order to help them naming their world. Freire's idea of dialogue is also supported by Moore's notion of distance education. Moore (2006) asserts that dialogue as a concept is an essential key to understanding the teaching and learning process that happens in distance education. Therefore, dialogue is a crucial issue in education, including within distance education (DE) (Holmberg, 1995; Moore, 1993; Moore & Kearsley, 2005; Morgan, 1993). Some of the possible benefits of incorporating dialogue include the belief that dialogue in education will help students to develop as human beings who care for others if they are able to listen attentively to others, confirm the presence of others, and come to take their perspectives through a more developed sense of empathy (Buber, as cited in Scott, 2011; Burbules,1993; Freire, 2000; Vella, 2004). As well,

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dialogue can help develop the students' critical thinking (Fisher, 2009; Freire, 2000; Mercer & Littleton, 2007), help the students to grow in understanding and learn more about their own worlds and the worlds of others (Freire, 2000; Vella, 2002). The importance of dialogue in the instructional process is also discussed by McCombs and Miller (2007) who reveal that learning is relational and Bingham and Sidorkin (2004) who view teaching as relational, such that developing and building relationships requires dialogue. Moreover, Scott (2011) states that dialogue can make our educational efforts meaningful in serving many humans' needs, such as individual existential needs, interpersonal and organizational needs, while working toward the effective functioning of organizations and communities, welfare, and for humans as global persons. He writes:

> " ... a sustainable civilization will require a global sense of community that allows contributions from a wide range of people, requiring us to extend our horizons, become more reflexive, deepen our cultural awareness, and increase our abilities to recognize, appreciate, and work with difference. All of this represents a shift from divergence to convergence while still respecting the place of otherness" (p. 111).

Therefore, dialogue has been and can be developed as a crucial element to help people build their relationships with others to construct knowledge and create more effective organizational functioning.

1.2. The need for dialogue in distance education

Distance education has been known as an educational delivery system (Moore & Kearsley, 2005) where there is a separation between the students and their instructors or their institution. As Moore and Kearsley state: "A distance education system consists of all the component processes make up distance education, including learning, teaching, communication, design, and management, and even such less obvious components as history and institutional philosophy" (p. 5). In a distance education system, the students' learning is usually mediated by some instructional media, such as printed learning materials, and/or television, and/or materials conveyed by the internet. Usually, there is no direct interaction between the persons involved in the teaching and learning process (instructors-students and students-students) since the students can learn the content from reading the printed materials or viewing the curriculum material or interacting online. In a

number of cases, it seems that the teaching-learning process in distance education tends to use monologue for the sake of efficiency since distance education can be considered as a form of mass education (Levine & Sun, 2002). This fact will lead the students to feel separated from the instructors and from the other students (Lee & Chan, 2007; Moore, 2007, as cited in Simonson, Smaldino, Albright, & Zvacek., 2009).

However, there can be more dialogical forms of interaction in distance education (Gorsky & Caspi, 2005; Garrison & Archer, 2007; Moore, 2006, 2007). As Garrison and Archer assert, it is possible to create and maintain dialogical communities of learning in distance education through written interactions, whether one-on-one or in groups, through group tutorials, through oral communications carried out via telephone or internet programs. Distance education does not in and of itself preclude the possibility of dialogue; it can include dialogue if we begin with that intention and design the pedagogical interactions accordingly.

Therefore, for example, the additional use of the internet as a part of distance education can be a way to reduce the separation and the alienation of the distance education students since it can allow for more interactions, and can allow for a larger variety in the kinds of interactions, whether these are synchronous or asynchronous forms of exchange, and whether the dialogue occurs orally, through writing, or through the sharing of images.

The challenge of this kind of pedagogy is how to reduce the separation and the alienation while also maintaining the students' independence in their learning. My findings, although they must be considered as being preliminary, suggest that a dialogical approach can reduce this separation and alienation in developing learning communities but also maintaining students' sense of independence. Therefore, dialogue can be beneficial because dialogue in the teaching and learning process in distance education can increase the interaction and reduce the distance, as defined by Moore (2007). In addition, I suggest that dialogue manifests through eight specific criteria that will be outlined later in the dissertation; these criteria are beneficial for the participants. They include being respectful, creating and maintaining a safe environment, assessing the needs of the participants, and critical thinking, for example.

The role of dialogue in distance education as a key role in fostering the learning process has also been observed by Gorsky and Caspi (2005). As Caspi and Gorsky (2006) argue, "All learning activities engaged in by students could be categorized as dialogues enabled by some structural and human resources" (p. 736). Understanding the role and value of dialogue between students and teachers is also considered as an essential key to understanding the potential of the teaching-learning process in distance education, besides simply understanding the learner's autonomy and the institutional structure (Moore, 2006); understanding and enacting dialogue will allow distance educators to more effectively deliver content. Moore (2007) proposes dialogue as a part of transactional distance, Holmberg (2007) as interaction or communication theory, while Garrison and Archer (2007) focus on it as being a community of learning. The complex nature of dialogue has evolved in line with the development and significant growth of distance education that has advanced from traditional correspondence study to the use of digitized educational technologies (Moore & Kearsley, 2005). From the existing literature, it seems agreed on that dialogue can be attributed as a critical factor in distance education that is necessary in providing meaningful and productive learning for distance learners. Dialogue provides the meaningful and productive learning through deepening of attention to others, through respect, by creating and working in a safe learning environment, and allowing the development of a deeper form of critical engagement (Freire, 2000)

To understand dialogue in distance education, this paper will use Paulo Freire's concept of dialogue: that is, "… the encounter between men, mediated by the world, in order to name the world" (p. 88). In this dialogical approach, students are stimulated to think about the meaning of the topic that they learn for themselves, and to act for their own purpose and for their work, and hopefully for their community. In this case, dialogue can be a means of liberating the learners since the learners have to listen, to think and to name or to express what they understand about the topic. Dialogue, according to Freire (2000), can also serve as a means for gaining multiple perspectives from the learners, as well as from the teachers.

There is much research on dialogue in distance education (Caspi & Gorsky, 2006; Gorsky & Caspi, 2005; Gorsky, Caspi, & Trumper, 2004; Dennan, 2005; Watts, 2010) but there are still not many research studies about the extent or type of dialogue, as proposed

by Freire (2000), that have been applied in online learning. Moreover, there is no specific information on what dialogue really means besides a specific form of verbal interaction, and what principles and procedures should be developed to support the dialogical instructional modes. A further question concerns what kind of organizational and academic cultures and norms should be nurtured and what learner support systems should be provided to facilitate and promote dialogue and collaborative learning.

1.3. Indonesian context

Indonesia is an archipelago with over 18,000 islands spread from the east to the west. Indonesia has more than 200 million people, and it is estimated that 60% to 70% of the people live on the island of Java. The rest of the people live on one of the many islands of Indonesia. Even in Java, there are many remote areas, and the areas are difficult to reach. As one the largest countries in Asia, Indonesia has a population of more than 215 million in 35 provinces. Indonesia also has many dialects and cultures spread throughout all of Java and the other 18,000 islands.

With such a large population and challenging geographical situation, finding the most appropriate system to promote equity of access to quality higher education for all citizens has not been easy. The Indonesian government did not have the capacity to establish as many conventional face-to-face universities as would have been needed to cater to the population in all of its inhabited islands. Distance Education (DE) was considered to be the most promising system to enhance the equity and accessibility of high quality higher education in Indonesia (Baggaley & Belawati, 2009).

Meanwhile, since 2005 the Indonesian government has had an ambitious mission to ensure that all of the Indonesian primary teachers obtain at least an undergraduate certificate (Luschei, Dimyati, & Padmo, 2008, p. 165). The Indonesian government really wants to motivate its teachers to always improve themselves, at least by returning to school to get their undergraduate degrees. The Indonesian government policy is that by the end of 2015, all teachers have to have a bachelor of education, so teachers are motivated to work on improving their teaching. Here, the government wants the quality of

education in Indonesia ensured and believes that the quality will increase if the teachers have graduated from a university.

To reach this goal, the government then turned to Universitas Terbuka (UT) to help. The role of Universitas Terbuka (UT) is very important in helping the government to reach its goals in educating Indonesian teachers especially elementary school teachers in all areas in Indonesia. UT can help the government since UT is the only state university in Indonesia that uses a distance education system as its main teaching and learning delivery system. The system, therefore, can efficiently help Indonesian teachers who need further education to improve their qualifications as teachers without leaving their classrooms.

UT has its head office in Tangerang, Banten. UT serves its students in many Indonesian areas, with 39 regional offices spread all over Indonesia. Every year UT has more than 100,000 students. For example in December 2014, UT had 426,503 students with 72% (308,438 students) of its students being teachers attending classes in UT's Faculty of Education (UT in number, December 2014, in www.ut.ac.id). Furthermore, the Faculty of Education in October 2014 had 77,780 Early Childhood Education students who actively register as UT students (data from UT Academic Administration and Student Service Office in October 2014).

1.4. Early Childhood Education Program at Universitas Terbuka

UT has offered an Early Childhood Education study program since 1994, and the Faculty of Education has developed its Early Childhood Education study program for a bachelor's degree certificate (S-1 qualification) since 2004. In Indonesia, Early Childhood Education is a field of study that includes teachers from kindergarten, playgroups, and daycare. This program is for kindergarten teachers and Early Childhood Education educators who teach in playgroups, daycares, or in a recreation program in a community. The UT Academic Administration office reported that in 2014 UT's Early Childhood Education study program had approximately 77,780 active students, most of whom

engage in face-to-face tutorials and even at the present time only a relatively small number participate in online learning tutorials.

To serve these students, in its Early Childhood Teacher Education Program, UT has 58 academic staff and 12 of the staff are in the UT Head Office, and 46 staff spread throughout UT's regional offices all over Indonesia. The educational background of the academic staff is that 10 staff have bachelor degrees, 47 staff members have Master degrees, and only one staff member has a doctoral degrees. Only academic staff with at least a Master's degree can be UT instructors or tutors. The ratio between the staff and the Early Childhood Education students is around 1:1,341. Students in UT's Early Childhood Teacher Education Program would teach in the Early Childhood Education fields such as kindergarten, child-care, and preschools.

The Early Childhood Education program has 45 courses divided into nine semesters. During each semester the students should take four courses with a value of 16 credits per semester. The topics of the courses include religious education, civic education, methods to develop the cognitive growth of young children, methods to develop the language in young children, methods to develop the fine motor skills in young children, methods to develop the artistic practices in young children, methods to develop the social and emotional aspects in young children, methods for moral development in young children, action research, child development psychology, health and nutrition for young children, evaluation for kindergarten, management for Early Childhood Education schools, to name some of the courses in UT's Early Childhood Teacher Education program.

UT's Early Childhood Teacher Education Program and Primary School Teacher Education are grouped in UT's Basic Education Department. UT provides face-to-face tutorials for the students in more than half of the courses because the courses need some practical experiences; these tutorials are required, whereas not all online tutorials are required. Since UT has limited academic staff to serve its students in both face-to-face and also in online tutorials, UT hires tutors from other universities. Also, for additional tutors, UT can hire some qualified and experienced kindergarten teachers who at least have a Master's degree in Early Childhood Education. To be a tutor at UT, there is a special training program that tutors must enroll in.

1.4.1. The aims (vision and mission) of UT's Early Childhood Education study program

UT's Early Childhood Education study program vision

Through the distance learning system, UT tries to be a good provider of its Early Childhood Education teacher education program. This helps the in-service early childhood educators so they can compete globally. By implementing this vision, UT tries to help the distance education teachers in Indonesia to obtain learning experiences that can help them to give a better education to their young students.

UT's Early Childhood Education study program mission

UT's Early Childhood Education program's mission will help the Early Childhood Education students to expand their learning opportunities in higher education with high quality education programs for teachers or early childhood educators through Distance Education, in order to produce graduates who have academic, teaching, and social competencies that relate to Early Childhood Education. They will be professionals who are able to compete globally, utilizing the right technology in carrying out the management of education and the learning process for teacher education or early childhood educators. UT tries to increase the accountability for its teacher education programs and in-service opportunities for early childhood educators by establishing and maintaining partnerships with various agencies to improve the quality of education for in-service teachers or early childhood educators. In addition, the program's mission will try to help the Early Childhood Education students develop active roles in research, development, and deployment of science and technology in the field of Early Childhood Education through distance education, and play active roles in developing a culture of lifelong learning for the Early Childhood Education teachers or educators and the early childhood learning community.

As I explain in the next section below, a dialogical approach to Early Childhood Education will allow students to better develop their capabilities as early childhood educators and also allow instructor-tutors to communicate more effectively with students so as to enhance learning outcomes. If instructors are better able to communicate with their students through dialogue, they can better understand the needs and deficiencies of their students, and better develop a culture of life-long learning.

1.4.2.   Capabilities developed in the program

The UT Early Childhood Education program has been established for the Early Childhood Education educators of kindergarten, nursery school, pre-school, or daycare professionals, but most of the students have been kindergarten teachers. The UT Early Childhood Education program's goal is for the professional development for the Early Childhood Education teachers in order to help them develop the following capabilities. First, the Early Childhood Education students need to know their learners in-depth. The teachers need to develop their observational skills. As well, this involves helping young children to develop their cognitive, language, motor, artistic, social, and emotional skills. Second, aside from developing better skills in working with the children, the Early Childhood Education students need to master the discipline or field of study that includes the academic and professional bodies of knowledge related to childhood development and the principles and practices of early childhood education. This means the Early Childhood Education students should also comprehend the theories of early childhood education as well as know how to apply the theories in their classrooms. Third, the Early Childhood Education students need to understand effective curriculum development and pedagogical practice, knowing how to manage the development of educational activities in institutional contexts. This includes: planning and implementing developmental activities, assessing the processes and outcomes of learning, accurately and effectively assessing the learning and development of the children, and then improving development activities based on assessment results. And fourth, the Early Childhood Education students need to develop their professionalism in doing their jobs as Early Childhood Education teachers, understanding and embodying professional codes of conduct.

Specifically, the goals of the teacher training that is provided at UT through the Early Childhood Education study program curriculum are to help the Early Childhood Education students to understand be able to explain and put into practice the philosophy of Early Childhood Education, as well as the basic sciences in early childhood development. Further, the Early Childhood Education curriculum is also designed to help the Early Childhood Education students plan for and organize early childhood development activities and to evaluate the results of early childhood development. Moreover, the curriculum also tries to help the students develop an early childhood education curricula

as well as manage early childhood institutions. In order to help the students to become professional Early Childhood Education educators, the curriculum is also designed to help the students improve their performance as Early Childhood Education teachers or early childhood educators, implement reformation in the field of early childhood education, and, certainly, to become teachers who can use innovative technology in learning. To do this, the Early Childhood Education students have to have the learning experiences via the online learning tutorials.

The skills and capacities of the dialogue created within an online community will enable students to develop the capacities to know the young children they teach better and to establish more caring relationships with them. From their dialogic experiences I contend they will develop capacities such as listening and being sensitive to the various verbal and non-verbal forms of communication that these children engage in. The teachers will thus become more responsive to and empathically respectful of the children and their needs. The teachers will therefore be in a better position to help the children develop cognitively, linguistically, emotionally, and socially as mentioned by White, Peter and Bedder (2014). In their article they wrote that "Through such attunement, teachers are more likely to engage in dialogues with infants that facilitate high levels of intersubjectivity and lead to a better understanding of infants' learning priorities. With this knowledge, teachers can adjust their practice to best meet the individual requirements of learners (p.161)".

Dialogical forms of interaction in the Early Childhood Education program will enable instructor-tutors to teach more effectively. As an example, dialogue will enable the kinds of collaborative communications that will ensure instructors have a better sense of how well students are understanding the learning materials; it will also enable to students to communicate their needs to the instructor. Moreover, a collaborative learning environment will deepen the learning through the richness of interactions that allow more comprehensive understandings to develop between participants.

1.5. Purpose Statement

In this dissertation, I argue that incorporating the use of dialogue in the distance education pedagogical process, especially in online learning, will help students engage

and become more active in their own learning in order to make their learning more meaningful and productive. Through dialogue, the teachers or instructors or tutors can motivate distant learners to express their thoughts in their own voices. As well, because the use of dialogue can generate caring relationships (Noddings, 2005), it is reasonable to suggest that the use of dialogical approaches in the online Early Childhood Education tutorials could help students become more caring and effective Early Childhood Education workers. Noddings herself points to the importance of dialogue in establishing caring relationships.

This study will examine an online tutorial at UT in my Early Childhood Education study program using a lens inspired by Paulo Freire's model of dialogue. I expect that if the instructors use a dialogue approach in this online tutorial that the students will be helped in expressing their ideas and will write about what they can do to improve themselves and their teaching in their classes. By actively participating in the online tutorial, this hopefully will give the students a meaningful learning experience. Therefore, I expect the dialogue approach in UT's online tutorial will help the students not only as receivers of a learning content but also they become active and engaged in their learning and become more effective and caring Early Childhood Education teachers.

1.6. Significance of the study

Even though I have studied education and curriculum since I was an undergraduate student, studying at SFU has given me new perspectives about teaching, about being a teacher, and about pedagogy and curriculum. I also realized that I learned a great deal about Indonesia while I have been studying at SFU. I learned by experiencing how my professors at SFU interacted with us through dialogue in collaborative learning communities.

My learning experiences at SFU made me think about my own experience as a student in Indonesia. In my opinion, teachers always think that they are the ones who teach and therefore have to provide new information to their students. And students have to write and remember the information from their teachers. These learning processes make the students passive and not engaged in their learning -- this process is what I refer

to as a monologue. That is why I then wondered: How can I help my students have meaningful learning experiences? This question brings me to the dialogue approach.

I am interested in using the dialogue approach based on and developed by Paulo Freire's (2000) definition and concepts of dialogue. Freire's definition of dialogue I think will help me and my colleagues at UT to think about our teaching and our students by engaging the students with new ideas and perspectives, by challenging them to develop and articulate their own thoughts, opinions and ideas. Freire's model of dialogue encourages teachers to always help the students to be active and engaged in their learning in order to understand their worlds, and to name their worlds. This is important for those in the Early Childhood Education field. By having dialogue in the learning process, students can be motivated to learn about themselves, and learn about issues in their own and other communities. This is called *praxis*, reflection and action. Being teachers, we have to love, to care, to be humble, to trust, and to develop the students' critical thinking, so the students will come to understand their positions as educators who are important in the lives of their students, who are trying be become more fully human through their relationships, and will come to see how they can improve their work and their worlds to become better.

I chose to study the Early Childhood Education online learning tutorial for the Early Childhood Education students at UT because, first, I work in the Early Childhood Education study program and I think being professional Early Childhood Education educators is of considerable importance since their roles are vital in helping their young students to grow and to better develop as human beings. Second, there are still only a few Early Childhood Education students at UT who participate in the online learning tutorials compared to the Early Childhood Education students who register in the face-to-face tutorials. This situation is the result of many factors, such a lack of computer literacy, students needing extra money to come to the internet kiosks, and infrastructure barriers. I want to focus my future work on improving the online interactions between students and teachers. Third, I assume that the Early Childhood Education students believe that participating in online learning is not interesting and is not useful for them. Finally, there is still no research about dialogical approaches for the Early Childhood Education online learning tutorials at UT. In my observation, the role of dialogue in the

UT online learning tutorial has never been studied in a UT setting. So, my focus is on learning how dialogue can support and give a meaningful learning experience to both the tutor and the students of the online course.

1.7. Statement of the problem

As I alluded to in the introduction, Moore (2007), in his theory of transactional distance, informs us that providing dialogue in distance education teaching and the learning process will impact the degree of psychological distance between the teachers or instructors and the students. Providing dialogue will support a good relationship between the teachers and the students and among the students. The extent of the dialogue and the degree of structure will vary between courses depending on the teachers' philosophy of teaching, the capacity of the learners, and the nature of the subjects. Dialogue is also important in distance education teaching and the learning processes as dialogue can make our educational efforts meaningful (Scott, 2011).

Concerning the important role of dialogue in education, especially in distance education, I am interested in studying how the dialogue approach as proposed by Freire (2000) and Vella (2002) can be applied in online learning programs or tutorials at Universitas Terbuka (UT) within the Early Childhood Education () program. The reason for me to focus on dialogue in UT's online learning program or tutorials is based on the fact that the Early Childhood Education students at UT report to me anecdotally that they tend to experience a monologue in learning where instructors deliver material and students memorize it rather than experiencing a dialogue in our teaching and learning process. I want to emphasize that learning is a dialogical process (Bingham & Sidorkin, 2004; Burbules, 1993; Freire, 2000; Kazepides, 2010; Vella, 2002; Wells, 2009). When we are learning we tend to ask questions (Vella, 2002), to reflect (Brookfield & Preskill, 1999; Wells, 2009) and/or to think about the connection of the content we are learning with our own worlds, our own realities. We would like to encourage our students not to accept or read everything as it is. The instructors have to remind the students to try to connect and to think again about the content they learn and critically examine it for meaning.

Young children can also be introduced to being in a dialogue with themselves and with others. The Early Childhood Education students are teachers who have a chance to motivate their young students to be in a dialogue with those around them. With respect to the online tutorial, distance education students can also have interactions with their instructors, either in synchronous or asynchronous modes. However, the culture that we as Indonesians have will also affect the dialogue that happens in the teaching and learning process. This culture can be demonstrated by the preference of UT's Early Childhood Education students, who often choose to enroll in the face-to-face tutorials instead of the online tutorials. Therefore, in this chapter I provide a description of the Indonesian context.

1.8. Research questions

This study will examine the application of a dialogue approach to an online learning program. To study the dialogical approach, I will be using a case study methodology to investigate the students' and the tutors' perceptions of the value of my dialogical approach. My main research questions are:

1. Is a dialogue approach being used in the online tutorials at UT?

2. Is the banking concept of learning for the Early Childhood Education students being applied in UT's online learning tutorials?

3. What do the students and the tutors learn from participating in this dialogical form of online learning?

4. Do the students feel that online learning based on dialogue helped to prepare them to become better kindergarten teachers?

5. How could the dialogue approach be improved in the future for UT's online tutorials for the Early Childhood Education program?

6. Would the dialogue approach I am proposing for UT be useful and meaningful for both the students and the tutors in helping them experience a meaningful learning process?

1.9. Summary of Purpose and Objectives of the Project

The main goal of this study is to investigate the dialogue approach that occurs in UT's online learning tutorials with the assumption that the dialogue approach may reduce the banking concept of learning for the Early Childhood Education (Early Childhood Education) students and to examine the dialogue approach used by both the students and the tutors in helping them experience a meaningful learning process. My research will explore the use of a dialogue approach in an online tutorial and how the online tutor and students who participate in the dialogue-based online tutorial can learn from the learning experience at the Indonesian Open University (Universitas Terbuka or UT).

Online learning is now considered an important distance education pedagogy. To help the students studying at UT, there are academic services provided by the institution. The face-to-face tutorials and the online tutorials are some of the academic services that can be used by UT students who need these tutorials. In this research, I investigate whether incorporating dialogue in the distance education pedagogical process, particularly in online learning, will help the students to engage and become more active in their own learning in order to make it more meaningful and productive. This study will examine the application of a dialogue approach to an online learning program.

1.10. Explanation of terms

Dialogue: In my study, I use the definition of dialogue that comes from Paulo Freire (2000), who writes that "Dialogue is the encounter between men, mediated by the world, in order to name the world" (p. 88). In practical terms, I also use Jane Vella's (2002) model of dialogue education that is based on adult education. She outlines 12 principles of effective adult education, which are paraphrased as follows (See section 2.11.3 for the verbatim listing of principles:

1. needs assessment, what needs to be learned. Adults will learn better if what they learn is useful for them;

2. sound relationships, between teachers-students, and among learners. It is better if the teachers while teaching also develop relationships with their adult students, and among the students themselves;

3. creating a safe environment to build relationships. Teachers have to create safety in the environment and the process since it is in the context. If the students feel safe, they will not be afraid to comment and speak in their own voices;

4. teachers also should not forget the sequence of the content and give reinforcement for all of the work or the comments that the students have;

5. the comments that the students develop are in the form of praxis: action with reflection or learning by doing, this praxis will lead students to learn actively;

6. dialogue education requires the teachers to respect the learners as decision makers, this principle is needed to create safety in the students' emotions;

7. when teaching, the teachers should trigger the students' to engage in their learning by creating their ideas, feelings, and actions, related with developing the cognitive, affective, and psychomotor aspects of the students' learning;

8. immediacy of learning, so what the students learn is useful for them;

9. clear roles and role development, so, teachers should inform and build their adult students' roles in the learning environment. The students' roles are important and are the center of the learning environment;

10. teamwork and the use of small groups, the teachers have to motivate the students to learn collaboratively in a group, these instructions hopefully can help students to build their teamwork abilities;

11. engagement of the learners in what they are learning, making sure to create a learning situation that can make the students engage in their learning because it can make them actively learn and be involved in what they learn; and,

12. accountability: Who is accountable and to whom? Adult learners are accountable to themselves, but also to their instructors. Meanwhile, the instructors are accountable to the students, meaning they must deliver what they promise and must follow sound curricular and pedagogical practices that will achieve learning objectives that are sound and meaningful to the learners.

In my work, I am primarily referring to the following seven principles: (a) The second: sound relationships, (b) the third: creating a safe environment, (c) the fifth: praxis, (d) the sixth: respect for the learners, (e) the ninth: clear roles and role development, (f) the tenth: teamwork, and, finally, (g) the eleventh: engagement. These are the ones that I think can be used in online learning. They also appear in my dialogue criteria, which I will outline in more depth in Chapter 2.

Online tutorial: In my study, a tutorial is an academic service provided by UT to help the students who study in distance education. The tutorial can be either face-to-face or online. The tutorial is not a requirement for UT students. They can participate in the tutorials if they feel they have a need for the tutorial. Specifically, the online tutorials are provided by the university if a course does not have a face-to-face tutorial. The UT students can study the online tutorials for 8 weeks each semester.

Early Childhood Education students: At UT, there is an Early Childhood Education program for the Early Childhood Education teachers who want to upgrade their skills and their knowledge in order to get a bachelor's degree in Early Childhood Education.

Distance education: distance education is an educational delivery system using a distance education system where there is a separation between the students and the instructors and/or the institution. The main teaching and learning process occurs by using printed learning materials. UT is a distance education institution. The main purpose of UT

is to provide access to higher education for those who, because of their work or for other reasons, cannot continue their education at colleges or at a university level through face-to-face learning. There are some academic services provided by UT to help the students learn from a distance, such as face-to-face, online, or telephone tutorials. There are also tutorials that appear in the UT magazine or in certain public newspapers on specific topics. Some courses are also provided through the use of certain media, such as audio and video or computer-assisted instruction.

1.11. Organization of the thesis

My thesis will have five chapters. Chapter I includes the introduction and background of my study; then, in Chapter 2, I will review the literature to outline some of the models of dialogue that exist currently within education. I also will outline my conceptual model of dialogue, based on the work on dialogue by scholars such as Freire, Vella, Burbules, and Buber. Chapter 3 is about the research methodology of my study, and Chapter 4 will describe the analysis of my data collection. In Chapter 5, I will discuss the results of the application of dialogue in distance education for the online tutorials for UT's Early Childhood Education students, and offer my conclusions. I also will discuss some of the implications for implementing such an approach and I will include some of the challenges to be faced.

Chapter 2.

Review of the Literature

2.1. Introduction

This chapter provides a description of the important concepts related to the incorporation of the dialogue approach by me at Universitas Terbuka, an Indonesian distance education setting, especially in the online tutorials of certain courses offered in the Early Childhood Education (ECE) program at Universitas Terbuka (UT). Therefore in this literature review, I will first explore distance education and its online learning program, then, I will explain about Universitas Terbuka (UT), followed by the banking concept of education as stated by Freire (2000). Since my research is related to UT's Early Childhood Education program, I will also provide some information about Early Childhood Education, especially the Early Childhood Education program at UT. Further, I will give brief information about the online tutorial at UT and review the conceptualization of dialogue.

In this chapter I also include my definition of dialogue that I use in my thesis. I will explore more details about the meaning of the dialogue itself—what it is and how various scholars conceptualize it. I include some of the educational benefits in working through dialogue that those others scholars have noted. I also outline my conceptual model of dialogue, based on the work on dialogue mainly from scholars such as Freire and Vella. For more exploration, I will explore Buber's and Burbules' ideas of dialogue, as well as Scott's discussion of dialogue. Then, I will move on to explain how the theories will form the background of the criteria I use in my observations of the dialogue process in the online tutorials, using the work of these and other scholars to develop and outline a specific criteria of dialogue that I will use in my research. I add also my personal reasons for exploring the topic of dialogue, primarily focusing on my perception that its application in the Early Childhood Education program at UT could be beneficial for both students and instructors. There is also an explanation of dialogue in distance education based on Moore (2007), Holmberg (2007) and Caspi & Gorsky's (2006) analysis of dialogue. In addition I also discuss the dialogue approach in an Early Childhood Education online tutorial.

2.2. Distance education

Distance education is an emergent discipline (Holmberg, 1986, as cited in Levine & Sun, 2002). The history of distance education as mentioned by Simonson, et al., 2009, pp. 36-39) was started by correspondence study followed by electronic communication used for distance education teaching and learning, and the target audience were adults with barriers to traditional forms of education, such as occupational, social, and family commitments. Distance education has existed since there is a need for people to continue their education at a distance. It seems that this target group remains the same until now.

Related with the rapid development of technology, there are distance education theorists (Anderson & Dron, 2011), who described and defined distance education based on the predominate technologies employed for delivery. The first generation of distance education technology was by postal correspondence. Then, a second generation was defined by the mass media of television, radio, and film production. And the third generation of distance education is using interactive technologies: first audio, then text, video, and then the web and immersive conferencing. Larreamendy-Joerns & Leinhardt, 2006) demonstrated that online education is an emerging field that lies at the junction of distance education. Therefore, following Larreamendy-Joerns and Leinhardt (2006), it seems that distance education is now merging with online education, therefore, distance education is becoming online education due to the growing use of online technology to educate distant learners anytime, anywhere.

The definition of distance education varies, as some experts define distance education differently. However, to explain the teaching and learning in distance education, I will use the definition of distance education as written by Keegan (1996). Keegan states that distance education is "a combination of distance learning and distance teaching." Moreover, Keegan (1980, in Keegan, 1996) identified that distance education has six key elements.

1. Separation of the teacher and the learner
2. Influence of an educational organization
3. Use of media to link the teacher and the learner
4. Two-way exchange of communication

5. Learners as individuals rather than grouped together

6. Education as an industrialized form (p. 358)

Schlosser, and Simonson (2006, p. 1) proposed that distance education is an "institution-based, formal education where the learning group is separated geographically, and where interactive telecommunications systems are used to connect learners, resources, and instructors." Keegan's (1980) listing of elements places the separation between the students (and among the students) and the instructors as a primary factor, but he also explains how to reduce the separation by linking the teacher (instructor) and the learners (points three and four) through the use of media, where dialogue can become possible. Meanwhile, Schlosser and Simonson (2006, p. 1) in their definition of distance education say that technology plays an important role in connecting distant learners with their teaching institution. As I will show in this literature review, other scholars, such as Caspi and Gorsky (2004), Gorsky & Caspi (2005), and Moore (1997, 2007) offer models of dialogical interaction in distance education.

Simonson, Smaldino, Albright, and Zvacek (2009, pp. 32-33) further explained that there are four main components in the distance education definition. First, distance education is institutionally based. Therefore, it is different from self-study. Both the academic staff and the administrative staff in distance education are working in an educational institution. The instructors work to teach the distance education students. Some of the instructors also are the authors of the learning materials and also develop the tests for the distance education students. The second component is the separation of the teachers and the students. This separation is there because the students are living in different areas from their institution. As well, there is separation because of the time and intellectual differences. It is the one of the goals of the distance education system to reduce the separation where this is possible, transcending the physical and chronological separation. I suggest that reducing the separation helps students with their learning, helps instructors teach more effectively, and makes it less likely that students will not complete their studies.

The third main component of distance education is interactive telecommunication. This interaction can be asynchronous and/or synchronous. This means that the interaction between the educational institution or the instructors and the students can happen at the

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same time or at different times. Obviously, asynchronous interactions will likely be perceived as being more 'removed', so various elements of dialogue in the interactions can reduce the sense of separation. The telecommunication term in this definition also includes communication with the postal system; it is another medium that can 'link the teacher and the learner'. And lastly, the fourth distance education component is connection. The distance education institution will need to always connect the learners, resources, and instructors in order to permit learning to occur.

Simonson, Smaldino, Albright, and Zvacek (2009, p. 33) also demonstrated that the distance education definition is not the only one since for Perraton (1988, in Simonson, Smaldino, Albright & Zvacek,2009, p.33), distance education is "an educational process in which a significant proportion of the teaching is conducted by someone removed in space and/or time from the learner" (p. 34). While Holmberg (1995) suggests that distance education covers the teaching and learning activities that connect the individual distant learners with their supporting organization.

2.3. Theories and challenges in distance education that influence its teaching and learning process

The field of distance education now is more extensive than before, it means many institutions applying DE system as their pedagogical process. Moreover, there has been a need for advancements in theory for distance education; as Gorsky and Caspi (2005) said "the goal of educational theory may be to increase understanding of human behaviour and/or to enhance practice" (p. 137). This field has thus been enriched by some theorists who outline the challenges in distance education created by our rapidly changing society but who also respond with theories to address those challenges. These theoretical models have helped me deepen my understanding of distance education and its possibilities, Therefore, here I will outline some of the theories of distance education and also the challenges related to managing the distance education system.

To date, there have been a number of theoretical models of distance education that have been developed, such as Moore's (1997) transactional distance, Holmberg's teaching-learning conversation (2007), Peters' (1993) industrialization theory of distance

education, and Garrison's (2000) community of inquiry theory. However, in this section I will only convey some distance education theories which closely support my view of dialogue in the distance education teaching and learning process.

2.3.1. Theory of transactional distance from Moore

In distance education contexts, Moore's (1997) theory of dialogue is considered very profound and has inspired other distance education scholars to deepen and widen their views about the use of dialogue in distance education settings. Moore defined the variable "transactional distance" as:

> a psychological and communications space to be crossed, a space of potential misunderstanding between the inputs of instructor and those of the learner. (p. 23)

The extent of transactional distance in a distance education program is a function of three key variables: "dialogue," "structure," and "learner autonomy." Below, I present these three elements in Moore's theoretical model, along with my comments. Moore's (1997) formal definitions are as follows:

> A dialogue is purposeful, constructive, and valued by each party. Each party in a dialogue is a respectful and active listener; each is a contributor, and builds on the contributions of the other party or parties. The direction of a dialogue in an educational relationship is towards the improved understanding of the student. (p. 24)

Moore points to elements of dialogue that I will discuss later this literature review. A dialogue has a purpose and involves topics, themes, or ideas that are valued by the participants; the dialogue has a direction, moving toward deepened understanding. A dialogue is not, therefore, a superficial conversation but rather involves matters that are meaningful to the participants. A dialogue is constructive because participants work collaboratively to develop knowledge, insight, and shared understandings; in turn, participants listen, speak, and collaboratively create knowledge. All participants are active in each of these roles.

Structure expresses the rigidity or flexibility of the programme's educational objectives, teaching strategies, and evaluation methods. It describes the extent to which

an educational programme can accommodate or be responsive to each learner's individual needs. All distance education comes bounded by some form of structure. A more dialogical approach to distance education can be accommodated in a more flexible, responsive structure. Responsiveness here denotes a sensitivity to and accommodation of the learner's needs in terms of content material, interactions, and evaluation of learning. Responsiveness means seeking and working with student input regarding course material, pedagogy, and evaluation.

Learner autonomy is the extent to which in the teaching/learning relationship, it is the learner rather than the teacher who determines the goals, the learning experiences, and the evaluation decisions of the learning programme. If distance education efforts are to be responsive, then this would emerge out of a respect for the learner's autonomy

Moore (1997) goes on to elaborate the relationships between dialogue and program elements in distance education, making three important points. First, he points out that "Dialogue and transactional distance are inversely proportional; as one increases, the other decreases." Specifically, Moore wrote "one of the major determinants of the extent to which transactional distance will be overcome is whether dialogue between learners and instructors is possible, and the extent to which it is achieved" (p. 26).

Second, Moore (1997) writes that increased and more rigid program structure decreases the extent of dialogue, which in turn increases the extent of transactional distance. According to Moore: "When a program is highly structured and teacher learner dialogue is non-existent the transactional distance between learners and teachers is high" (p. 27). Rigidity in program structure here refers to the elements of curriculum and the kinds of pedagogical interactions that are possible. Curricula that are purposefully and rigidly set in terms of content and delivery are less likely to generate dialogue among students and teachers. But greater flexibility and a responsive attitude with respect to curriculum and pedagogy are likely to increase the possibility of dialogue.

Third, Moore argues that transactional distance and learner autonomy are directly proportional. Moore (1997) wrote: "the greater the structure and the lower the dialogue in a programme the less autonomy the learner has to exercise" (p. 27). Thus, increasing dialogue will decrease transactional distance. A more rigid and elaborate structure will not

be conducive to the kinds of modifications that might arise out of dialogical interactions between students and teachers. However, with more opportunities for dialogue, including conversations related to the structure or unfolding of a program, the more likely students are to feel a sense of autonomy in their learning. It is a sense of autonomy that emerges out of the possibility of increased dialogical interaction—students have a greater sense of power because they can participate more fully and meaningfully, knowing that their ideas are being heard and responded to.

After I engaged in a dialogue with Moore's transactional distance theory, I find that to apply Moore's theory in my distance education context is not easy. There are some limitations emerging out of the three components of Moore's theory of transactional distance. First, dialogue in Moore's theory is not only a conversation, but, also is a place where students should be active listeners and students should contribute to their learning process; Moore is referring to a transactional space where dialogue occurs or has the potential of occurring. In this case, this dialogue should occur in a good learning situation—in a space where the students and instructor both can be active listeners and contribute collaboratively to the ongoing conversations and engagement. Therefore, the structure of the teaching and learning process should be one that can help students to express what they have understood about the learning content. Instructors and administrators will need to create the conditions where these interactions can occur. The transactional space includes both the conversations but, equally importantly, the conditions that allow and foster true dialogue as encounters between individuals. Creating these conditions goes far beyond just allowing conversations to occur. Creating a culture of dialogue can be challenging.

Here, the students' autonomy can play an important role in them being the active learners.The problem is that in Indonesia the students are mostly dependent on their teachers, and a banking model of teaching and learning with a lot of rote learning (World Bank, 2010, p.5) is quite common, so the students may find difficulty in developing the autonomy necessary for real dialogue; instructors may not create a culture of dialogue. The teaching and learning process in UT has primarily required the students to read the printed learning material (the modules). Being independent in reading the modules can be demonstrated by the students' activities in reading, thinking, questioning, and making

meaning of the contents that they read. But even though students are offered opportunites to critically engage with these printed materials, curriculum designers at UT have not yet created adequate assessment opportunities; that is, we as instructors do not fully know how well the students are doing in critical engagement. As well, at UT, pre-planned curricula based on a didactic model are very common, and instructors will need to both be willing to engage in dialogue with the students and also have the knowledge of how to do so successfully.

Actually, UT's modules are not only in book form. UT modules are written in a way to help the readers to learn by themselves. Moreover, UT modules are provided by tests that are designed as formative opportunities for students to evaluate themselves, offering questions for the students to consider and engage with reflectively. The content is intended to help the readers to engage in a dialogue with the contents; however, we are not certain if the module contents do actually encourage dialogue and we would need to engage with the students to explore whether the modules need to be improved in this regard. Rarely do we as the academic staff do any research about whether the students do actually engage in an intrapersonal or interpersonal dialogue while they are reading their modules. So, I hope this dialogue approach can serve as a means to determine whether the students do engage in dialogue in their leaning, and whether our modules can help the students study by themselves.

The above limitations force me to consider that a significant degree of transactional distance still appears in our teaching and learning process at UT. The problems that will arise in applying this theory include the readiness of both the instructors and all the UT staff as well as the students to build a learning process that will encourage the students to be active and engaged. There is a need to inform the staff and the students about how to make a structure which includes dialogical approaches. This structure is also aiming to help students to become independent learners.

2.3.2. Theory of interaction and communication from Holmberg

Holmberg (1995), another distance education theorist, showed his approach on distance education by stating a theory on teaching and learning conversations. This theory is based on Holmberg's general observation of distance learners who need the feeling of empathy and personal relations between the learners and the teacher (tutor or instructor in distance education). For Holmberg (1995), feeling empathy and personal relations can support the motivation for learning and tends to improve the results of learning. He felt that personal relations, study pleasure, and empathy from the support organization are central to the learning and teaching in distance education. In this theory, Holmberg means that even though there is a separation between and among students and their instructors, the instructors or the institution should provide a chance for having a conversation (a dialogue in my view) between the students and their instructor. This conversation will allow the students to speak to each other and also to their instructor. To speak in this case is not only orally as in face-to-face, but also in writing the answer, reading the learning material, or discussing a topic in a tutorial. Holmberg also expected that those qualities could be found in the teaching and learning in distance education. Hence, he also stated that personal relations and empathy can be included in real and simulated dialogue.

My engagement in dialogue with Holmberg's theory made me realize that even though there is separation between students and their instructors, there is a way to bridge the gap among the students, and between the students and the instructors (the educational institution). In this theory, Holmberg, with his focus on empathy for the students, maintains that providing interaction and communication empathically to help the students to enjoy and to engage in their learning will help distance education students (or common students) to learn successfully.

Providing empathy in online tutorial is also difficult to apply in the UT setting. In the face-to-face tutorial, the tutors might also provide their empathy toward their students in order to develop personal relations and study pleasure in the teaching and learning process, but even in face-to-face interactions, it can be challenging to manifest empathy.

Thus the problem of applying Holmberg's theory of the guided didactic conversation is that we have to learn about providing the empathy in our program. This

means that we have to really care about providing all the service to our students. Thus, providing personal relations and empathy is not easily applied in a distance university in Indonesia since we still are not aware about providing empathy. We need some additional criteria besides empathy to help students and their instructors engage in the guided and didactic conversation. This is why I focus on several criteria for dialogue in this dissertation.

Even though UT has provided some of the courses with face-to-face and online tutorials, providing empathy, personal relations, and a conversation in writing and reading the learning printed materials is still difficult to do. In addition, developing a curriculum which can encourage students and the instructors to be connected, to share power, to learn together and to build a relationship among the students and between the students and the instructors (and the educational institution) is a challenging process.

2.3.3. Theory of instructional dialogue from Caspi and Gorsky

Gorsky and Caspi (2005) presented a theoretical framework for viewing the elements of distance education instructional systems in terms of dialogue; that is, they frame distance education as an inherently dialogical venture. As they wrote, in their model of distance education: "Every element in distance education as a dialogue or as a resource that supports dialogue" (pp. 137-138). They also mentioned that "the key element is learning—not teaching, not the learner, not the instructor, and not the physical or temporal distance separating them." In this statement, the dialogical framework is evident, where the focus is on the process and not so much on the structure. By framing distance education as a dialogue, they conceptually reduce the transactional distance that would be present. The focus is now on the interactions and not on elements that might separate teachers and learners.

According to Gorsky and Caspi (2005), there are "five basic assumptions underlying the instructional framework:

1. Learning is an individual activity characterized by internal mental processes.

2. Learning is mediated by intrapersonal dialogue.

3. Learning is facilitated by interpersonal dialogue.

4. Dialogue is enabled by structural and human resources.

5. Dialogue and learning outcomes are correlated. (p. 138)

Furthermore, Caspi and Gorsky (2004) stated that "the underlying assumption of the framework is that learning is mediated by two types of dialogue, intrapersonal and interpersonal, dialogue within the learner and dialogue between learners. Distance education systems (e.g., a university program, course, or lesson) may be analyzed along two key dimensions: instructional dialogues and the instructional resources that make them possible" (p. 3).

Intrapersonal instructional dialogue is defined as an internal process through which learners construct understanding internally (Caspi & Gorsky, 2004) such as by reading and reflecting on the printed learning material; it is a fundamentally reflective process characterized by an internal dialogue carried out by the individual in processing and reflecting on what has been observed or experienced. In this case, the dialogue involves reflections on the instructional material. Interpersonal dialogue occurs between people, such as between student and teacher or between students.

In this dialogical theory of distance education by Caspi and Gorsky, I feel aligned with the idea that all components in distance education can and should be viewed as elements of dialogue that can let the learning happen freely. As the scholars mention, the focus of the theory is on learning as an interactive process; it is an important factor that should be posed by every person involved in the instructional system.

The interactive process for Caspi and Gorsky begins within the learner. They suggest that internal cognitive processes involved in learning are naturally dialogical, that reflective practice has a dialogical foundation. It is supported, facilitated, and enhance by the interactions between students and teachers. Distance education programs, because they involve interaction, can be structurally designed to maximize dialogical interactions between learners. Finally, the authors argue that learning outcomes will be enhanced when dialogue is made possible.

Caspi and Gorsky's theory is more concerned about dialogue as a form of conversation, either in intra or interpersonal dialogue, and so it by itself does not provide a fully adequate model of dialogue for me in considering the interactions between tutors and students. In my dialogue criteria, I emphasize dialogue as a form for developing a relationship and a connection based on respect, empathy, involvement, and engagement; dialogue for me is about more than just conversation. Hence, in my university setting, we still have to learn about intra- and interpersonal dialogue, in their broadest conceptions, to make learning occur.

This model of distance education appeals to me as an individual involved in a distance education program for early childhood education. Those who work with young children need to develop their interpersonal skills and dispositions. It therefore makes sense that a distance education structure that supports and emerges out of a dialogical model is the most effective when the program structure itself supports the learning of these valuable interpersonal skills and dispositions. As well, it seems that this dialogical model would enhance learning by (a) allowing more meaningful interactions to occur, (b) enhancing understanding through collaborative efforts, and (c) allowing instructors to be more responsive in addressing the needs of their students.

To understand distance education, besides learning the theories built into distance education, we should also be aware of some challenges that need to be considered.

2.3.4. Challenges in distance education

Garrison (2000) informs us that the challenge for distance education theorists in the new century is to provide an understanding of the opportunities and limitations of facilitating teaching and learning at a distance with a variety of methods and technologies. This will demand theories that reflect a collaborative approach to distance education (i.e., as opposed to independent learning) that can occur with new technologies and/or more dialogical approaches. I would add that these theories have at their core a model of an adaptive teaching and learning transaction. Distance education will be characterized by an adaptability of design before and during the teaching and learning process made possible by affordable and highly interactive communications technology. This adaptability

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in designing the educational transaction based upon sustained communication and collaborative experiences reflects the essence of the post-industrial era of distance education. At the same time, this fundamental shift in focus reveals the challenge facing distance education theorists if they are to remain relevant and broaden their influence in the adoption of new and emerging distance learning approaches and technologies. Theory in distance education must evolve to reflect the current and emerging innovative practices of designing and delivering education at a distance.

Indonesian challenges in distance education are discussed in a dissertation by Zubaidah (2013). Zubaidah (2013) quoting Dhanarajan (2001) states that

> the challenge of maintaining a distance education institution in a setting where the society believes that distance learning is only an alternative to conventional face-to-face education method and its delivery is considered as a supplementary function of educational institutions. When the geographical dispersion, the immense diversity of ethnic groups and cultures and the low income per capita that characterize Indonesia are added to the mix, it becomes evident why the effort to develop a distance education institution like UT confronts major obstacles. (p. 1)

Zubaidah (2013) further suggests that "the most challenging aspect of distance learning for UT students themselves is the requirement to study independently" (p. 1). It means that for the Indonesian students it is not easy to become independent students (or to become distance education learners) since the students in Indonesia are usually much more reliant on their teachers. This is due to th

e education system which from the early years uses a didactic, teacher-centred approach in the classroom. As defined by Moore (1997), learners in distance education have to be autonomous because they are separated from the teacher by space and time and because all communication is mediated.

However, dialogical approaches can address at least some of these challenges. Student autonomy is of course a desirable educational outcome but, as Freire (2000) argues, the capacity for critical thought is developed through dialogue. "Human beings are

not built in silence, but in word, in work, in action-reflection" (p. 88). For Freire, becoming more "fully human" and developing autonomy occur only through dialogue. He adds: "If it is in speaking their word that people, by naming the world, transform it, dialogue imposes itself as the way by which they achieve significance as human beings. Dialogue is thus an existential necessity" (p. 88). It is clear from Freire's writings that meaningful dialogue creates autonomy among its participants.

Luschei Dimyati and Padmo (2008) add that the challenges in distance education in Indonesia mostly revolve around the significant employment workload of distance education students and the fact of many students being dispersed in rural areas among an archipelago of over 17,000 islands. As well, UT has found that it is difficult to find qualified tutors to help its students. These are challenges that make it more difficult to develop dialogical approaches. First, many of the students do not have access to electronic and digital forms of communication. Second, a shortage of tutors means that each tutor has less opportunity to be responsive to student needs. However, curricular and pedagogical approaches that are dialogically based can allow students to interact with each other when this becomes possible.

2.4. The need for dialogue in distance education

In Chapter 1, I briefly addressed the need for dialogue in distance education. Here, I will add to my argument for the significance and the benefits of incorporating dialogical approaches in distance education.

Distance education has been widely known as the mode of education where there is a separation between the students and the teachers and/or the educational institution. Distance education usually uses or implies mass education. This mode of education provides learning materials that can be learned by many students anytime and anywhere. One of the problems found in distance education is a lack of two-way communication and dialogue (Moore, 2007). This phenomenon is also found at my university.

As I outlined above, many students in rural areas do not have access to the internet or to various forms of electronic communication aside from telephones. For these

students, distance education primarily consists of correspondence studies where curricular material and student assignments are sent by mail. As well, the extremely high ratio of students to tutors means that tutors have very limited opportunities to interact with their students, aside from evaluating their assignments.

Based on my experiences, the common instruction that is primarily used at Universitas Terbuka (UT) is one-way instruction. This kind of instruction can be called transmitting knowledge or transmitting paradigm (Bento, Brownstein, Shuster, & Zacur, 2005). This paradigm happens when the instructor decides on the information and the methods to be passed on to the students. In this transmitting paradigm, student participation will be measured by their possession of the knowledge being transmitted by the instructor. The transmission paradigm is similar to Freire's (2000) "banking model" of education (Bento et al., 2005). This model often happens in teaching and learning situations. Education is usually conducted in a didactic fashion even though this way can also be used as a way of delivering as much information as possible. Although the students become familiar from what has been delivered by the teacher, the teachers will not know whether their learners truly understand and can use the knowledge they received in a real context. In this model, the students' participation is low since the teachers or the instructors are much more active than the students in transmitting knowledge. They are using a monologue approach as described earlier several times. This is very different than if learning is done through dialogue.

As a means of addressing these challenges of distance, separation, and communication between students and teachers, Freire (2000) states that dialogue can be a way to help students to establish a transformative form of learning to name the world by finding the true word by action and reflection. For example, if the teachers only give learning materials and the students only receive the information without trying to think more deeply and relate it to their own realities or situations, then the students have learned passively. In my own university experience, in work I quoted, I wrote out the quotations and I thought I understood what was said, but I had to think it over again if somebody asked about the quotation, what it meant, and what its implications might be. Actually, since I was in elementary school, I experienced being a passive receiver of information. My teachers rarely asked us to read a book and then discuss the content and relate the

content with our own experiences or our own world. We just read and tried to understand the book as it is. That is why this made us feel that the theory that we read is only a theory, since what we do in our reality is different than the theory; we thought theory was disconnected from real life. Therefore, sometimes I think what we learned from school was not really related with our own realities.

There can be no transformation in or humanization of the students if they only are receiving the materials without trying to reflect and act upon what they have learned. Freire wrote: "Authentic liberation—the process of humanization—is not another deposit to be made in men. Liberation is a praxis: the action and reflection of men and women upon their world in order to transform it" (p. 79). Providing opportunities for dialogical engagement with the learning material and how it impacts the lives of the learners allows the material to become meaningful through reflective practice.

Freire adds that we can transcend the separations between students and teachers that banking models of education can impose on us "with the posing of the problems of human beings in their relations with the world" (p. 79). He suggests that dialogical interactions in problem posing allow truly reflective practice: "[Problem posing education] epitomizes the special characteristic of consciousness: being conscious of, not only as intent on objects but as turned in upon itself in a Jasperian 'split'—consciousness as consciousness of consciousness" (p. 79).

This process of dialogue is a collaborative, reflective engagement between participants, as Freire (2000) points out.

> And since dialogue is the encounter in which the united reflection and
> action of the dialoguers are addressed to the world which is to be
> transformed and humanized, this dialogue cannot be reduced to the act
> of one persons "depositing" ideas in another, nor can it become a simple
> exchange of ideas to be "consumed" by the discussants (pp. 88-89)

For example, when learners are given the chance to reflect, to ask, to discuss, and to convey what they understand, then learning becomes more meaningful for the learners; they now have a more powerful stake in their learning and are more invested in it. This could occur because the learners are actively involved in the learning process by means of dialogue. Their active involvement comes from being given the opportunity to engage

actively and with reflection, rather than being passive. If the teacher can make the Early Childhood Education content more meaningful to the learners by asking them to connect it to their lives through reflection and dialogue, then students will naturally become more actively involved and empowered. For example, teachers could ask students to share and reflect on their experiences with young children, particularly in learning contexts. They can connect the theories and research to their own personal experiences. There are things they received, felt, and conveyed when undergoing education—the learning is personally meaningful and transformative.

Freire (2000) later advances another point that is unique to his vision of dialogue having to do with the nature of the interactions between the participants. While dialogue can take place between those who disagree, even strongly, he suggests it is not an argument based on a desire to 'win' or beat the other in an intellectual sparring.

> Nor yet is it a hostile, polemical argument between those who are committed neither to the naming of the world, nor to the search for truth, but rather to the imposition of their own truth. Because dialogue is an encounter among women and men who name the world, it must not be a situation where some name on behalf of others. It is an act of creation; it must not serve as a crafty instrument for the domination of one person by another. (p. 89)

Freire goes on to insist that "dialogue cannot exist, however, in the absence of a profound love for the world and for people" (p. 89). This is because for him dialogue is a collaborative "creation and re-creation" (p. 89) between participants in order to develop deeper understandings of self and others. He also states that love is dialogue itself (p. 89), and "love is commitment to others" (p. 89). Having love for others will help us to see and help others as human beings. (It is clear that his model of dialogue is in some ways radically different from more common conceptions of dialogue that equate it with debate, discussion, or any form of casual conversation.) Applying dialogue in education will inspire people to pursue their dreams and find hope in life (Price, 2012). As an educator, we want our students to see and feel this hope, we can use dialogue in order to help students feel respected, loved, and cherished (Price, 2012).

According to Arnett (1992), dialogue is a form of our love of inquiry and of the joy of working with people in the learning process. Thus, in the teaching and learning process,

there ideally can be closer, mutual, respectful, and caring relationships between the teacher and the students, between students-students, and between the students-curriculum based on increasing awareness of the other. By dialoging, students and teachers can learn multiple perspectives, and this way of learning can lead students and teachers to learn deeply and listen carefully and be understanding to others' opinions, or others' point of view (Freire, 2000; Burbules, 1993; Fisher, 2009), a situation of "I-Thou" (Buber, 1958).

Freire (2000) also explores the notion that education is for liberation and the main characteristic of a liberating education is a dialogical education. In this model, according to Freire, the teachers or instructors can contribute toward the liberation of the students by giving them opportunities to voice their realities, understandings, perceptions, and by letting the students think for themselves.

Students need to be listened to, to have a chance to speak and express their feelings and ideas. In this case, dialogue education can be a way to empower them. To empower the students, the teachers should urge the students to think by themselves, and to act, and not to receive passively what the teachers say. This is important so that the learners can better understand a problem in more depth. Thus, the easier it is for students to be criticized as well as find solutions when dealing with problems in their life. Here, the teachers can use critical pedagogy in their teaching, and the teachers can discuss the subjects being taught that relate to and gives meaning to the students. Furthermore, dialogue will enable the students and their teachers to gain not only the learning content but also the meaning of what they learned.

Dialogue is important for distance education teaching and learning since dialogue can develop relationships between learners (instructors and students). Learning needs interaction. When students learn, they interact with their learning materials, friends, teachers, and their environment, including people and community. To communicate, people need dialogue; as Freire (1970/2000) states: "Without dialogue there is no communication, and without communication there can be no true education" (pp. 92-93). Without dialogue in the teaching-learning process, people will feel alienated from others,

and probably, they will feel alienated from themselves, as well. Alienation makes people lose awareness of others and their environment.

Therefore, we need to determine if dialogue can be useful in distance education for the following reasons. First, I believe that by providing dialogue in UT's online learning, especially for UT's Early Childhood Education students, will help to engage them in their learning.

> Education needs dialogue because dialogue is in every sense caring and engaging and inseparable from the demands of reason. The pursuit of truth and understanding are what give the process of dialogical engagement its direction and purpose and make that process so unique, substantive, and valuable (Kazepides, 2010, pp. 91-92).

The importance of Kazepides' statement is in his linking of care and reason, that rational development will be supported and enhanced through dialogue that manifests love and caring. Behind the development of reason (and caring) lie the genuine "pursuit of truth and understanding". Dialogue offers participants opportunities to collaboratively engage in that pursuit and reap the rewards of their inquiry.

As a teacher I find the best way to get close to the students is by using dialogue: I can better understand their needs and offer them a deeper form of attention. In this way I engage with them in a caring relationship. The caring quality of that relationship supports their reasoned learning. Second, I have also found from my experience that by using dialogue with the students, they can be motivated to learn more. Third, I believe that using dialogue in teaching will help the students to learn more deeply, actively, and help them to engage in learning. The fourth reason why a dialogical approach can be valuable for an Early Childhood Education program is that when teaching young children, they can use dialogue as a way to help the children learn and develop their thinking (Mercer & Littleton, 2007; Fisher, 2009). As well, the children will feel cared for since the dialogue relationship includes love and caring (Freire, 2000; Noddings, 2005).

In this paper, I conceptualize dialogue as a form of communication that can enable persons to talk and listen to other people (Stern, 2009), and as a communicative form that can give students hope, empowerment, and can connect them with their world (Freire, 2000). Dialogue in the teaching and learning process or dialogic education is a reason

why we became educators or teachers (Arnett, 1992), that is to help the students and ourselves.

From this existing literature, it seems that a number of scholars agree that dialogue can be seen as a critical factor in distance education in order to provide meaningful and productive learning for distance learners.

2.5. Online learning in distance education

The rapid movement in technology affects the distance education university. Now, many distance education institutions use online learning, or internet-based learning, as an alternative mode of teaching and learning (Tallent-Runnels et al., 2006). Of those institutions offering distance education, 43% offered internet courses using synchronous computer-based instruction, which can also be called online courses (Waits & Lewis, 2003, as cited in Tallent-Runnels et al., 2006). Furthermore, Tallent-Runnels, Thomas, Lan, and Cooper (2006) discussed that "synchronous online classes are offered in such a way that all students are online and communicating at the same time, while asynchronous online classes are those that students can log on to and work on even if no one else is logged on at the same time" (p. 93). Hence, the term distance education now is also related with online learning universities (Larreamendy-Joerns & Leinhard, 2006; Rovai, Ponton, & Baker, 2008).

Castle and McGuire (2010) showed that the use of online learning is increasing in higher education (p. 36). The use of online learning is higher due to its potential to provide flexible access to content and instruction at any time, from any place and it is cost effective (Castle & LcGuire, 2010, p. 36). Moreover, "online learning can increase the availability of learning experiences for learners who cannot, or choose not to, attend traditional face-to-face (onsite) offerings, it offers an opportunity to disseminate course content more cost-efficiency, by enabling higher student to faculty ratios while maintaining a level of outcome quality equivalent to face-to-face instruction" (Castle & McGuire, 2010, p. 36).

2.6. Distance Education at Universitas Terbuka (UT)

I will begin my discussion here with an overview of the distance education processes at Universitas Terbuka, moving into a review of the tutorials that are made available to students. Then I will outline my perspectives on the role dialogue can play in advancing distance education at UT.

UT is the Indonesian state open university with its main mission being to upgrade the qualifications of in-service teachers and to provide improved access to quality higher education to working adults and recent high school graduates. As an open university, therefore, UT accepts all students who apply and it has no time limitation or dropout system. To ensure that students in remote areas have access to materials and support, UT has 37 regional centers that are responsible for carrying out operational activities in local areas.

UT was founded in Indonesia in 1984. UT exists because there is a need to help the Indonesian people who need to upgrade their knowledge and they do not have access to study face-to-face. Up until June 2014, UT had 26,495 graduates (Koran Tempo, 2014).

There are four faculties in UT, the Faculty of Economics (FEKON), the Faculty of Social Sciences and Politics (FISIP), the Faculty of Science and Mathematics (FMIPA), and the Faculty of Teacher's training and Education (FKIP/FOE). UT's students who enroll in the faculty of teacher's training and education are already teachers. So, according to the Indonesian government rules, UT can only have in-service teacher education.

Based on the number of the students, UT divides its students into two categories: basic education department and non-basic education department. In the basic education department there is the elementary school teacher program and the early childhood education (Early Childhood Education) program. The UT basic education department consists of the primary school teacher program and the Early Childhood Education program in the Faculty of Teacher's Training and Education Study or the Faculty of Education. And the non-basic department consists of the students from the Faculty of Mathematics and Science, the Faculty of Social and Political Science, and the Faculty of Economics, and all UT students who are not teaching Primary and all other Early

Childhood Education schools. University regulations vary depending on the program of study.

The separation between UT students and their teaching institutions and the instructors or tutors requires that the students learn independently by reading their printed learning materials. The UT main teaching and learning process is reading and learning from learning materials in the form of printed and non-printed materials, such as video, audio, and computer-assisted instruction (CAI). At UT, the lecturers work to develop the materials or syllabus to be produced as UT's printed learning materials. Additionally, UT lecturers are also expected to develop learning materials in the audio visual or computer-assisted instruction to be supplemented to the printed learning materials. As well, UT provides the students with some other media such as audio, video, and computer-assisted instructions, and then applies them to the students.

As a distance education university, UT is known for its printed learning materials called modules. In fact, the modules are the main teaching and learning mode at UT. The modules are sent to all UT students who live all over Indonesia. Thus, UT modules will be used by all UT students. In all parts of the university, either face-to-face or online tutorials are provided for students; online tutorials are provided for students who have access to the internet; most of these students are in the larger urban areas of Indonesia.

In the basic education department, UT also provides many face-to-face tutorials to its students. This policy is required to adapt to the needs of the students so that, when possible, such tutorials can be provided to students in addition to online tutorials. For courses that have no face-to-face tutorials, online tutorials are often available.

In the non-basic education department, UT provides more online tutorial courses for its students. This provision is also provided to meet the needs of the non-basic education department students. In fact, these students prefer to participate in the online tutorials compared to participating in the face-to-face tutorials. It means that besides reading the printed learning materials, the non-basic education department students choose to help themselves studying at UT by joining the online tutorial courses.

Most UT students are full-time workers and may live in rural areas, where qualified tutors are often difficult to find. As a result, distance education that makes use of asynchronous meetings and allows flexibility in the students' schedules is a must. Students' difficult schedules, along with limited support from tutors and instructors, result in high rates of course failure and inability to complete programs (Luschei, Dimyati, and Padmo, 2008). While UT's mode of instruction is largely print-based, the university has progressively increased ICT use in both administration and instruction.

As I stated in chapter 1, The number of UT active students as taken from the UT website is 426,503 students (data per December 4, 2014). From the student enrolment numbers, there are 308,439 students (72.32%) who are studying at the Faculty of Teacher Training and Education (FKIP/Faculty of Education). All of the students in FKIP are teachers. Most of the FKIP students are students from the Basic Education department. This department includes Primary school teachers and Early Childhood Education teachers. The number of Early Childhood Education students in UT is around 69,722 students (data from UT's computer unit in June 2013).

Specifically for Faculty of Teacher Training and Education, the distance education system is very accessible for people, especially for teachers who cannot leave their jobs, even though at the same time, they need to upgrade their skills. The Indonesian government always tries to upgrade their teachers' competencies; therefore, the distance education system became part of the Indonesia Open University (Universitas Terbuka: UT) when it was established in 1984. The upgrading of the teachers' skills could only be met with a distance education system, since regular training was too expensive and replacing teachers who attended further training was difficult (http://www.pandora-asia.org/guidebook/PDEG6d-ed1.pdf). The distance education system will help teachers who want to upgrade their skills without leaving their jobs and their homes.

UT's large number of students is mostly primary school teachers including Early Childhood Education students who want to get their undergraduate certificate. In order to help its students learn, UT provides both face-to-face tutorials and online tutorials. In additional, UT also provides tutorials in the UT magazine, on television, on the radio, as well as tutorials in audio video and CAI forms. These tutorials are not compulsory for the

students. The tutorials are an academic provision for the students in order to help them study within a distance education setting.

Regarding the evaluation or assessment system applied at UT, only the face-to-face and online tutorials can have an impact on the students' grades. The students' participation and also the students' results from both of the tutorials will be included in their final grade if they do all of the assignments and if the students can meet the requirements of the tutorials.

Both types of tutorials (face-to-face and online) are conducted over eight weeks within each semester. In the UT online tutorials, there are eight sessions/initiations; five of them are intended to encourage discussions while the rest are intended as assignments. Other forms of learning support include the use of telephone, correspondences (mail and e-mail), radio, television, and the internet. The face-to-face tutorials are facilitated by tutors, instructors, and supervisors who are instructors at UT or other Indonesian universities, while UT's academic staff members facilitate the university's online tutorials. Although the use of online tutorials at UT is still limited, student participation in these tutorials increased from 7.4 to 10.3% between 2006 and 2007. Beginning in 2007, students are also encouraged to participate in the online tutorials as they prepare their final assignments (Luschei et al., 2008).

Most of the examinations at UT use multiple choice questions since it is the easiest way to evaluate so many students. However, there are a few courses, usually the final courses in the final semesters that will evaluate the students using an essay test. But as I mentioned above, most of the tutorials have the aim of helping the students to pass the courses through discussion of course material.

Since UT students come from different areas and islands of Indonesia, providing dialogue in the teaching and learning process can help the instructors, and hopefully the institution to learn about how the students view their printed learning materials, as well as the teaching and learning process done at UT. As a lecturer, I am hoping that by dialoging with students, UT's lecturers can get the information necessary to improve the quality of UT's learning materials and its teaching and learning processes.

However, one of the challenges for UT is that much of its educational efforts rely on a one-way model of transmission, from teacher to student; this is what Freire (2000) referred to as "banking education." The contrasting dialogue approach that is incorporated in this thesis rests upon using the dialogue criteria I developed out of the work of Freire and Vella. This approach aims to reduce the banking concept of education as mentioned by Freire. I will now review Freire's concept of banking education. Later on in this chapter, I will provide a more in-depth analysis of his work on dialogue as I review various models of dialogue.

2.7. Banking concept of the teaching and learning process

Paulo Freire, who was a Brazilian ideologist with radical ideas, helped shape the modern concept of and approaches to education by introducing the 'banking concept of education' in his well-known book *Pedagogy of the Oppressed* (1970). Freire said that the banking concept of teaching and learning makes students passive and inclined to wait for their teachers to fill them with content. Freire suggests that we should avoid that kind of teaching and learning by using dialogue in our pedagogy. The concept of depositing information using the banking concept of teaching and learning, is as stated by Battle and Shannon (1968, p. 23), like "spoon feeding" and can create dogmatic thinkers.

According to Freire (2000), the banking concept of education is an approach when the teacher feels that she/he is the only person who can provide knowledge to the students, and where the students will act as the receivers; the teacher deposits the knowledge as one would make a deposit at a bank and the students passively receive the knowledge. Here are some attitudes and practices that characterize the banking concept of education (in the teaching and learning process):

(a) the teacher teaches and the students are taught

(b) the teacher knows everything and the students know nothing

(c) the teacher thinks and the students are "thought about"

(d) the teacher talks and the students listen-meekly

(e) the teacher disciplines and the students are disciplined

(f) the teacher chooses and enforces his choice, and the students comply

(g) the teacher acts and the students have the illusion of acting through the action of the teacher

(h) the teacher chooses the program content, and the students (who were not consulted) adapt to it

(i) the teacher confuses the authority of knowledge with his or her own professional authority, which she and he sets in opposition to the freedom of the students

(j) the teacher is the Subject of the learning process, while the pupils are mere objects (Freire, 2000, p. 73).

Freire (2000) argues that this approach will make the students become passive when they are in their learning process. The students will only store the deposits of knowledge given to them and that situation makes it difficult for them to develop their critical consciousness.

The banking system of education means as well that the students will only passively accept and memorize the knowledge will only adapt to their world as it is presented to them by the teacher, and not evaluate the knowledge presented in any way or connect it to their world and work. The students are not given a formal chance in their classes to think about changing or improving their world, which in this case the students experience in their own classrooms as well as in the other parts of their lives (p. 77). If the students feel that this approach is the only way to communicate with others, this approach more likely will be repeated by the students in their own experiences within their worlds.

In summary, to eliminate the banking concept and to free the students from the possible oppression in a banking model of learning, the teachers or the instructors or the teaching institutions have to incorporate dialogue in their teaching and learning process. The role of dialogue is to let the student speak, either face-to-face or in reading and writing as in distance education, and to help the students as well as the teachers to name their world. This is what Freire introduces as "problem-posing education.'

Thus, if the teachers can provide and give their students active and engaging learning experiences from an early age, it is hoped that these young children will view their

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learning process as a series of active and engaging experiences. In this case, it is important for the Early Childhood Education teachers to apply the dialogue approach for their young students.

Because my work focuses on the early childhood education program at UT, I will now turn to a discussion of early childhood education at UT.

2.8. How Early Childhood Education Is Conducted in Distance Education at UT

In Indonesia, according to Sujiono (2009), based on the Indonesian law No. 20/2003, re: National Educational System related with Early Childhood Education is written in Article 28 paragraph 1. It is said that Early Childhood Education is held for children from conception until six years old, and it is not a requirement to enroll in the primary education. Therefore, in Indonesia, Early Childhood Education includes people who teach in play groups, kindergarten, child care, or some Early Childhood Education programs based on the children's needs. These teachers have to help the young children in developing all of their potential such as their cognitive, language, moral, social and emotional, arts, and motor skills. Early Childhood Education teachers in Indonesia have to follow some rules required by the government, such as following the judicial, philosophical, and religious regulations. Therefore, the government also produced certain rules for their Early Childhood Education teachers as stated in the Law No. 20, Article 40, paragraph 2: (1) Early Childhood Educators have to create a meaningful, enjoyable, creative, dynamic, and dialogical educational environment; (2) Early Childhood Educators have to have a professional commitment to improve the quality of education; (3) Early Childhood Educators should be role models and always keep their profession good by following the Indonesian requirements.

Being a teacher of young children is an important job, so the institutions that provide the trainings or education for early childhood teachers should also provide good learning experiences in order to help these teachers develop and improve their pedagogical knowledge and skills for use with young children. Since in this century many young children have been introduced to modern technology, it is also important for people

who deal with young children to also have knowledge and experiences with modern and advanced technology such as computers and the internet.

At UT, since 2004 the Early Childhood Education (Early Childhood Education) study program has been offered for Early Childhood Education teachers, usually the kindergarten teachers, with the main purpose of teaching Early Childhood Education students to become professional Early Childhood Education teachers. Currently, there are about 77,780 students in the program (data from UT Registration Office in October 2014). The curriculum at UT for the Early Childhood Education study program has 45 courses and 26 of the courses are provided by the face-to-face tutorial (2009 Basic Education Catalogue, pp. 13-17). The face-to-face tutorials are provided in UT's Early Childhood Education curriculum because some courses in UT's Early Childhood Education program have some practical assignments, as well as have high difficulty content. This provision is important since according to Belawati (2005), Indonesian students at UT, due to cultural and educational factors, may need more tutorials, counselling, and feedback from the instructors.

For the Early Childhood Education courses that have no face-to-face tutorial, UT has provided an online learning tutorial as the learning support for the students who need that. However, participating in both the face-to-face tutorials and the online learning tutorials is not an obligation for UT students since the tutorial at UT is provided as a learning support for UT students who feel they need it.

Since there is a need, as one of the programs in UT's basic education department, the Early Childhood Education program provides many face-to-face tutorials. This situation also happens because many of the Early Childhood Education students do not enroll in the online tutorial for the courses that have no face-to-face tutorials. There are several reasons for this. First, most students outside the urban areas are not aware that online tutorials exist. Second, this is largely because they do not have access to the internet. Third, even if they do have access to the internet, they do not have the required skills or equipment (i.e., computers and/or routers) to use it (information from personal communication with Registrar's office, UT). Even for the courses that have no face-to-face tutorials, students can ask to be provided with the face-to-face tutorial. Usually, UT via its

regional offices often tries to meet the students' needs by letting the students enroll in the face-to-face tutorials.

However, the main reasons why the Early Childhood Education students prefer to enroll in the face-to-face tutorial usually is because of their lack of computer skills, infrastructure problems, and also a lack of information about the provision of the online tutorial courses and how to learn via online (Andriani, 2013; Afriani, 2007; Budiwati, 2007). These problems seem to still appear at UT, especially in UT's basic education department.

2.9. Description of UT online tutorials

Learning support services are facilities provided by Universitas Terbuka (UT, The Indonesian Open University) as a university that applies the distance education system or open and distance learning (ODL). In the ODL system, students should be independent learners or self-directed learners. A primary learning resource in ODL is the printed materials supplemented by non-printed materials. Besides, the students can also use the various learning support services.

Learning support services provided by UT are aimed at accommodating the student's interaction with the teaching materials, the student's interaction with a tutor through the tutorial mode, and the inter-student's interaction through the various activities of the study groups (Budiwati, 2007). Through independent learning, guided learning, and using a variety of learning resources as a whole, the students are expected to perform optimally with satisfactory results.

One type of tutorial currently provided by UT is the online tutorial, a form of tutorial using the internet. The advantage of such an online tutorial is that students do not have to meet face-to-face with the tutors. Benefits for students include acquiring knowledge or information from fellow students and tutors, and asking tutors about teaching materials which are not understood. Another benefit is that students can access the online tutorial anytime, anywhere. Therefore, the online tutorial is suitable for working students who have limited time to attend the face-to-face tutorials.

At UT, the online tutorial scores contribute 30% of the students' final scores. Assessment of the student's activities in the online tutorials includes the frequency and the intensity of the students' activities in accessing the materials. In particular, the commitment of the students to access the online tutorials is important to analyze. Students' accessibility to the online tutorials is associated with the availability and accessibility of the internet network. With the development of information and communication technology (ICT) in their area, the students are expected to intensify their participation. The presence of ICT has become increasingly important for educational activities, especially in the learning process. Through the use of ICT and the development of ICT-based learning systems, educational services can be expanded to reach remote areas. The existence, development, and advancement of ICT, as well as the free flow of information, allow the application of the concept of lifelong learning and flexibility in human resource development.

But, research by Yuliana and Wardiny (2011) aimed at analyzing the students' accessibility and intensity to the online tutorials and the efforts to improve them. indicated that the students' accessibility to the online tutorials is not optimal. So, there should be efforts to improve the students' accessibility to the online tutorial programs.

Stemming from these problems, we need a dialogue approach that can be incorporated in the UT tutorials, especially in the online tutorials. Here, I will now provide an overview of some of the conceptual models of dialogue.

2.10. Reviewing Models of Dialogue

2.10.1.   What is dialogue?

Dialogue is a term that has many definitions and perceptions depending on who the scholar is. For example, dialogue can mean the interchange of ideas between one source and another, or it can refer to such different processes as an individual reader grappling with the ideas in a book or the negotiations between social groups or organizations (Mercer & Littleton, 2007, p. 1). From the online Oxford Dictionary, a dialogue as a noun means, "A conversation between two or more people as a feature of

a book, play, or film"; while as a verb dialogue means, "Take part in a conversation or discussion to resolve a problem." Dialogue can also mean the interchange of ideas between one source and another or to such different processes as an individual reader grappling with the ideas in a book and negotiations between social groups or organizations (Mercer & Littleton, 2007, p. 1).

However, dialogue can also mean more than that. Here, I will reveal some scholars' definitions of dialogue, such as from Paulo Freire and Jane Vella. I will also consider some of the beliefs of Martin Buber and Nicolas Burbules, as their definitions can be grouped as philosophical definitions that relate dialogue to the fundamental aspects of human existence. I review as well Scott's elaboration of Buber's theory of dialogue. As well, I will give some common dialogue definitions used in the field of distance education; for example, from Moore (1996) and Caspi and Gorsky (2006), Gorsky and Caspi (2005), and Holmberg (1995). In my opinion, these latter definitions can be seen as being more practical and less philosophical, although no less worthy, and these latter definitions can relate my understanding of dialogue in the distance education context.

After I review the various models of dialogue I have worked with and have outlined my dialogue criteria, I will discuss why dialogue is important in learning, why it is needed at UT, and how it might be applied there in the Early Childhood Education program through the use of a dialogical approach such as this one.

Dialogical approaches have been used by the Commonwealth of Learning (COL). The Commonwealth of Learning (COL) is "an intergovernmental organisation [designed] to encourage the development and sharing of open learning/distance education knowledge, resources and technologies. COL is helping developing nations improve access to quality education and training" (DSpace at Commonwealth of Learning, 2010). Pringle, Mittal, & Valdes (2012) state that "If educational and developmental aims are to be well and truly met through community media, all stakeholders must engage in dialogue, not just 'on the air' but throughout all aspects of the educational process." Using this quote, I will offer a suggestion that if UT and the staff want to meet their educational aims, they have to be engaged in dialogue amongst themselves and with the students in order to help the programs help UT's students

experience meaningful learning processes. This will be a lengthy and demanding process.

2.10.2.   Freire's Model of Dialogue

Paulo Freire was born in 1921 in Recife, Brazil. His experiences with poor people shaped his concerns for the poor and these experiences helped Freire to construct his own educational viewpoint. His work experiences as a teacher and as an exile then helped shape his writings, including the famous *Pedagogy of the Oppressed* published in 1968 in Portuguese. In Indonesia, Freire is also known because of this famous book. I feel that Freire's idea of education that he outlined in *Pedagogy of the Oppressed* is close to our experiences in Indonesian settings. Freire's idea of the banking concept of education is similar with the common Indonesian system of education. Freire's idea of dialogue and his theory of banking concept of education are closely similar with what happens in Indonesia. The use of banking concept of education (teaching) makes the Indonesian students and also the teachers do not want to speak, they like to be quiet and let themselves to have no voice (Permadi Y., 2005, a bachelor degree paper). This kind of pedagogy resulted in DE students' lack of independence in their learning as mentioned by Zubaida (2013). That is why I am interested in Freire's definition of dialogue in order to help the students to be more active and engaged in their learning.

Freire's concept of the encounter between individuals refers to a meaningful engagement between people. This concept of dialogue means that by the dialogical approach the teachers and students can develop relationships based on mutuality that can empower them both. The relationship will help the students to learn about the content and the connection between the students and the material learnt, to name their problem, to reflect (to think about what they do and will do about the problem), and to act accordingly toward what the students can do to solve the problems. This definition means also that dialogue will enable people to know that they exist and are connected with their environment. So, they believe that they can change themselves and their world for the better.

By engaging in dialogue, people can communicate, talk deeply, listen, think, and come to understand each other more deeply. Dialogue has the potential to make people involved be together, feel loved, feel cared for, have faith, hope, trust, and widen their minds. Dialogue also makes people involved understand their contexts, their realities, their worlds and thus empower them. Engaging in dialogue enables people involved to understand that they are important as well as their environment. In theory this leads to change and improvement for people and their worlds. In this case, there is a relationship between dialogue and critical thinking.

However, dialogue is not a magic cure. It is not always accompanied by warmth and love and it is not always an easy process; it can be difficult, challenging, and trying, It can bring its participants to engaging in conversations that are difficult to endure.

But dialogue, according to Freire (2000), should be based on love, humility, trust, faith, and critical thinking (pp. 89-93). It is shown when teachers care about students. Teachers provide dialogue because they love their students and want them to have a chance at engaging in dialogue. The engagement is aimed at motivating the students to express their thinking and their beliefs, then to act based on their beliefs. In this case, providing dialogue will lead the students to have power because the students know that they can think and have power to solve their problems. Dialogue will not happen if the teachers are arrogant and not humble, or if the teachers or the students themselves do not trust each other.

Students will express their feelings to their teachers and their friends because they trust the teachers and their friends. Students trust and have faith and hope that participating in the learning process will help them to grow and have freedom. This trust will create a safe environment for people involved to express their needs, their opinions, and their experiences. This trust will also enable students as well as the instructors to collaborate in the learning process.

A dialogical approach will also show that teachers respect their students and accept them as humans. The dialogue approach in the teaching and learning process will engage the students as well as the instructors in their learning. Teachers or instructors and the students can exercise praxis by discussing cases or questions based on their own

problems. Providing dialogue also is like a form of exchanging the teacher's and students' roles since learning is related to teaching. The dialogue approach needs also a way of showing our empathy by expressing our understanding and appreciation toward other's ideas and perspectives. Dialogue that is used by the teachers can help the students to realize that they are a part of the world, and they have to relate themselves with their environments and community.

Dialogical approaches will also show that teachers have hopes for their students. Teachers give the students hope that the students have the power to think and act to name the world, which means that the students can contribute their thinking and their action to their community. Embracing a dialogic approach sends the important message to the students that their life is meaningful to themselves and to their community. In this case, the students can learn that their existence in the world has meaning, has purpose to help themselves become more independent, although more liberated and more deeply connected to others, and also to support their communities. By offering meaningful contributions, not only to themselves but also to their environment, students are related to their worlds. It means that they live with the world and not only live in the world (Freire, 2000, p. 75).

This is what Freire means by becoming "fully human." In the process of problem posing education, a process that is willing to examine the institutional structures that surround us, participants in dialogue can become "beings for themselves" (p. 74), achieving more autonomy through the interactions. These individuals are better able to "critically consider reality" (p. 74). They become engaged in a "quest for mutual humanization" (p. 75), which is a mutual empowerment. That empowerment is made possible through respect for others as autonomous beings and a belief in the possibilities of change and humanization. This process of humanization is one that leads to freedom or what Freire refers to as "liberation." He wrote: "Liberations is a praxis: the action and reflection of men and women upon their world in order to transform it" (p. 79).

Freire (2000) proposes the use of dialogue in the teaching and learning process since he defines education as the practice of freedom (p. 81). He finds that the teaching and learning process usually makes the students feel oppressed by the teacher. In this

kind of education, the teachers always dominate the whole process. Freire (2000) opposes the concept of banking education, which only transmits information to the students without giving them the chance to ask, to speak, to think, and to relate themselves to the world. Freire proposes that teachers can instead apply a problem-posing education.

Problem-posing education can empower students. Problem-posing education allows the students or others to "develop their power to perceive critically the way they exist in the world with which and in which they find themselves" (p. 83). Problem-posing education is a liberating praxis (p. 86) that can help students to transform information and create knowledge based on the students' own perceptions.

In transforming knowledge, students should reflect and engage in action in order to name the world: the combination of reflection and action is what Freire terms "praxis". This praxis is also a form of critical pedagogy that requires dialogue. It is why for Freire (2000), dialogue should also include critical thinking as a way to transform and build knowledge together with their teachers and their friends by involving students and engaging them in critical thinking for learning the topics that are at hand, or for sharing, understanding, and creating meaning together. Hence, by using dialogical approaches, the teachers help their students to learn actively, not only receiving and memorizing information from the teachers. In sum, dialogue is a way of relating us to others and to the world; it allows us to learn from others and the world by engaging responsively with each other.

In this thesis, I based my dialogue approach on Freire's dialogue even though I know that there are some challenges that I will have in applying Freire's dialogue. Challenges include the fact that the educational system in Indonesia is not used to the problem posing approach of teaching. In my experiences with my own education, the teaching and learning processes in my country tend to use the banking concept of teaching. Therefore, I need to explain more to my colleagues about Freire's description of banking concept of teaching and the problem posing approach to teaching. This includes how the students and the teachers or the instructors have to engage with each other in order to apply the problem posing of teaching. In addition, the banking concept of teaching might be good for teaching many students didactically if it aims to let the students

memorize the learning content, but if the instructors want to help the students having a meaningful learning process in order to help the students become more 'fully human', the instructors might consider whether and how to apply the dialogue approach, as I explain in my thesis.

2.10.3. Vella's Model of Dialogue in Education

Similar to Freire (2000), Vella (2002) defines dialogue as certain kinds of relations between people. The word *dialogue* originates and has meanings from the Greek *dia* and *logos; dia* means 'between' and *logos* means 'word' (Vella, 2002). The Greek word *dialogos* means the 'word between us'. Thus, dialogue assumes a relationship between a person and another. Vella (2004) defines dialogue education as a form of constructivism that can be a means for transformative learning. Vella (2002) asserts that adult learning is best achieved in dialogue. According to Vella (2004), by using dialogue, the teachers or facilitators will learn how to listen, how to understand, and how to learn to teach students, especially adult learners. The use of dialogue in education will not only be limited to face-to-face pedagogy but also will be employed in many educational settings, such as in distance education (Vella, 2004).

In applying dialogue education, Vella (2002, pp. 4-27) proposes 12 principles to begin, maintain, and nurture the dialogue in adult education.

1. **Needs Assessment**: The First Step in Dialogue. Discover what the group really needs to learn, what they already know, what aspects of the course that we have designed really fit their situations.

2. **Safety: Creating a Safe Environment for Learning**. Create an inviting setting for learners. Begin with simple, clear, and easy tasks before advancing to more complex or difficult ones. The environment is non-judgemental. Affirmation of every offering.

3. **Sound Relationships: The Power of Friendship and Respect**. Foster an open communication process involving respect, safety, and listening. Balance between advocacy and inquiry. Relationships must transcend personal likes and dislikes.

4. **Sequence and Reinforcement: Knowing Where and How to Begin**. Program knowledge, skills, and attitudes in an order that goes from simple to complex and from group-supported to solo efforts.

5. **Praxis: Action with Reflection**. Doing with built-in reflection. Doing-reflecting-deciding-changing-new doing.

6. **Learners as Subjects of Their Own Learning**: Recognizing learners as decision makers. The dialogue of learning is between subjects, not objects.

7. **Learning with Ideas, Feelings, and Actions**: Mind-Emotions-Muscles.

8. **Immediacy: Teaching What is Really Useful**. Experience the immediate usefulness of new learning, what makes a difference now.

9. **Assuming New Roles for Dialogue: The Death of the "Professor"**. Disagreement. Questioning. Challenging. Dialogue.

10. **Teamwork: How People Learn Together**. Teams provide a quality of safety that is effective and helpful.

11. **Engagement: Learning as an Active Process**. Invite learners to put themselves into the learning task ... into the delight of learning!

12. **Accountability: Success Is in the Eyes of the Learner**. How do learners know they know?

Vella's model of dialogue has 12 factors to be implemented in an adult education program. There are some elements that I think cannot be applied in distance education setting for online. In my work here and in my educational setting of UT, I only apply some elements that can be applied online, and I even modify the elements to fit with my distance education setting. Therefore, I provide only eight criteria rather than the 12 elements from Vella's such as the element number 1, 2, 3, 5, 6, 7, 9, and 11. I did not apply the element number 4, 8, 10 and 12. Numbers 4 and 8 apply to the sequence and reinforcement, and immediacy of program content; these are difficult to include in my dialogue criteria because UT has many students, and the sequencing principles Vella outlines do not apply. In addition, Vella's criteria number 10 refers to teamwork: how people learn together. This element is difficult to be apply since students are separated

and have few opportunities to work in groups as they would in face-to-face settings, and they have to be informed to learn in a group online. And criteria number 12, accountability, is beyond the scope of this present study. Although accountability is obviously important, it will be a factor I consider only in future research.

2.10.4. Buber's Model of Dialogue

The role of dialogue for developing relationships also was proposed by Martin Buber (as cited in Scott, 2011). Martin Buber (as cited in Scott, 2011) emphasizes the importance of dialogue for people in the world since dialogue is the important factor for creating relationships. For Buber (as cited in Scott, 2011) dialogue is a "meeting," between: I and the others. If "I" respect and care for others, the "I" will see the others as "thou", which means I will relate to the others with awareness, openness, questions, assertions, respect, and presence. But, if the "I" does not care and does not respect the others, I will see the others as "it". For Buber (as cited in Scott, 2011), the others are very important, therefore, the "I" should be aware and care for the others. In the teaching and learning process, the "I" represents the teachers or instructors who should be aware of the 'thou' who is the student, or if students take the position of the "I", they have to be aware of their teacher and their friends. Being aware of the students allows the teachers to always try to find ways that can help the students to learn. To be aware of others can also make the teachers and also the students feel connected to their worlds.

In UT, as instructors we usually have a lot of students who are separated from us by distance. Therefore, it is a challenge for us to be aware of and to care for our students, especially if the students have problems. It requires a lot of time and commitment to care and to be aware of the students. This commitment as a teacher, I think should be required for all of us if we want to be teachers.

Following Buber's idea of dialogue is the most challenging experience since it means that we have to see others as subjects, as important as we are ourselves. It also means that we as teachers have to respect and care for our students because our students are not the objects but they are subjects of our teaching. It is necessary for teachers, especially ECE teachers, to provide dialogue for their young students. The relevance for

the Early Childhood Education tutorials is that the students will develop, through their engaging in dialogue with their tutors and fellow students, deeper appreciation of the children with whom they will work and how to engage with them.

2.10.5. Scott's Perspectives on Dialogue

The need for dialogue is very much emphasized by Scott (2011); he reviews the needs for dialogue at the individual, interpersonal, organizational, and societal levels. Charles Scott in his dissertation about dialogue explains why dialogue based on Buber's theory is needed in the field of education as well as in the teaching and learning process. For Scott, dialogue becomes established in the heart as a way of being. Scott, following Buber, argues that dialogue is a matter of reasonable faith and dialogue may emerge out of a longing, the longing for a relationship, not only of the body, but of the heart. Its manifestations through interaction are also made possible by the actions of the mind.

Scott also discusses that longing itself is important and fundamental as it said by Buber that this longing is present in and fundamental to the relationship. By dialoging, Scott believes we can build the relationship to meet and to connect people with their surroundings. Teachers and educators need dialogue since dialogue is a matter of the head and heart established in and through conscious, intentional action.

According to Scott, dialogue is also a form of the care that we can give to ourselves and to others. In his dissertation, Scott mentions that "Nel Noddings "Ethic of Care" is fundamentally based on Buber's work; she has acknowledged repeatedly that her notion of confirmation, one of the four components of a praxis of caring relations (modeling, dialogue, confirmation, practice), is based entirely on Buber's concept of dialogical confirmation" (p. 11). Thus, for Scott, dialogue can help the educators, the teachers, and the instructors to make sense of their educational efforts, since dialogue can serve the individual's existential needs, and interpersonal and organizational needs (p. 9).

2.10.6. Burbules' Model of Dialogue

In line with Freire, Vella, and Buber, Burbules (1993) points out that dialogue is necessary for building relationships in pedagogy. Therefore, Burbules (1993) defines

dialogue as a pedagogical, communicative, and relational method. Dialogue as a pedagogical method is "an activity directed toward discovery and new understanding, which stands to improve the knowledge, insight, or sensitivity of its participant." Burbules then also writes that "dialogue represents a continuous, developmental communicative interchange through which we stand to gain a fuller apprehension of the world, ourselves and one another" (p. 8). Furthermore, Burbules (pp. 7-8) says that "dialogue involves two or more interlocutors" and they will build "an open participation by any of its partners, who put forth a series of alternating statements of variable duration (including questions, responses, redirections, and building statements)." Burbules also writes that "dialogue is guided by a spirit of discovery", and "it involves a commitment to the process of communicative interchange itself, a willingness to "see things through" to some meaningful understandings or agreements among the participants" (p. 8).

The value of Burbules' work on dialogue for distance education at Universitas Terbuka is to help instructors realize the potential and importance of discussion and engagement with the students. They have a responsibility to create "open participation" through the back-and-forth of dialogue in the tutorials, whether they are online or face-to-face. A "spirit of discovery" can help tutors take a social constructivist approach to knowledge development, where knowledge is socially and collaboratively constructed. Burbules also mentions that Noddings and Freire will associate dialogue with a caring sentiment and with love (p. 12).

As stated by Burbules, dialogue as communication will include the ways in which we communicate through our language, our reasoning, our morality, and our social organization. Furthermore, Burbules (pp. 10-14) explains that in dialogue,

> we use language as the means to dialogue and to hear the echoes of others. In dialogue we use our reason as our capacity for thought, especially our ability to solve problems, to think sensibly toward a conclusion, to weigh competing considerations, and to choose reasonable courses of action. In dialogue, we use our morality as our self-conception and within this conception dialogue is frequently invested with an ethical imperative of its own. The concept of dialogue then connotes … an open-mindedness about considering other points of view that are fundamentally admirable. (pp. 10-11)

This focus on meaning making is applicable to distance education at UT because interactions and learning there are very much about working together to build understanding; this is very true for students involved in Early Childhood Education, who need to learn the skills and dispositions of effective engagement if they are to be successful in relating to the young children they will work with later in their careers.

Furthermore, Burbules (pp. 14-15) emphasizes dialogue as a relational method. The etymology of the term dialogue comes from the Greek "dia," which means between, across, or through and the key idea is spanning or connecting. "Logos" is a term used not only for words or speech but also for thought, reason, and judgment. Further, the conception of "logos" "situates meaning and truth not in transcendent criteria, but in the practical attainment of understanding and agreement between persons that can also fail" (p. 14). Burbules adds that "What sustains a dialogue over time is not only lively interchange about the topic at hand, but a certain commitment to one's partner; a commitment that might not precede the dialogue, but arises only gradually in the spirit of the engagement" (p. 15). Understanding the significance of commitment is important for students in the Early Childhood Education program. Not only do they need to learn to commit to their program of study and to the others in their learning community, they also need to learn to commit to the young children they will work with, through "the spirit of engagement."

Burbules (p. 25) then explains that in the context of difference (cultural, racial, gender, or class), dialogue does not assume upfront that people are the same, speak the same way, or are interested in the same issues. It only assumes that people are committed to a process of communication directed toward interpersonal understanding and that they hold or are willing to develop, some degree of concern for, interest in, and respect toward one another. Within this relation, there is a great deal that people, however different they might be, can do to pursue ways of speaking with and understanding one another. These points are relevant to the Early Childhood Education students' education since they and the children they will later work with will represent several cultural backgrounds.

In his discussion of dialogue, Burbules also mentions emotions and qualities that are connected to it. For example, he mentions concern, trust, respect, appreciation,

affection, and hope. In my interpretation, concern for other means I endeavor to be fully engaged with my participants, engage them with me as their teacher, for example. I also have to trust others, a belief that I can rely on someone or something. I have to believe that I can depend on others' goodwill. Furthermore, I have to respect others, since respect for others can sustain the relation even in the face of sharp differences in knowledge, values, or beliefs. In appreciating others, I have to value qualities that others bring to a dialogical encounter and feel esteem for them. Appreciation is an important factor in the context of difference, culturally or otherwise.

Another emotion that I should use for dialogue is an empathic affection, a feeling of being with and for my participants. As the educator, I have to commit to offering every student a common level of effort, regardless of our personal feelings. The emotions that I will use in doing dialogue will create a connectedness that underlies certain conversational encounters, especially where participants make a special effort to listen sympathetically to what their other participants have to say. The last emotion that I should consider is hope, as a general goodwill toward one another, that can make me and my participants give the interaction time to succeed (Burbules, pp. 36-41). Developing these emotions and qualities can be a part of the interactions students have with their tutors; of course, these emotions and qualities are also valuable for the students in becoming early childhood educators.

Burbules' model of dialogue is perhaps the one that could most easily be applied in the contexts of UT. However, Burbules does not focus on a spirit of caring and viewing students as subjects, as autonomous learners who engage with the instructors to "name the world"; that is, to address their conditions, needs, hopes, and longings.

In the field of Distance Education, dialogue also plays an important value. Below are some ideas from some distance education theorists about dialogue.

2.10.7. Caspi and Gorsky's model of dialogue in distance education

Dialogue as a model for the distance education teaching and learning process is also emphasized by Caspi and Gorsky (2006), and Gorsky et al. (2004). As a learning model, dialogue in distance education is the center of learning. Dialogue can come into some

form as intra and interpersonal dialogue. Moreover, Gorsky et al. (2004), and also Caspi and Gorsky (2006) urged that when students learn they used intrapersonal and interpersonal dialogue.

Intrapersonal dialogue is dialogue when students use their mental process to engage in their learning, such as when students read the self-learning books or module, view educational video, or when solving problems to do the assignments. The learning materials (books or module, and video), and the assignments are structural resources which enable intrapersonal dialogue (Gorsky et al., 2004). Intrapersonal dialogue is essentially reflective practice, and in our Early Childhood Education program we can create opportunities, through the curriculum materials and through the pedagogy of the tutorials, for students to deepen their reflective practice. Such practice, as Freire (2000) would suggest, involves learning more about oneself *and* one's situated contexts—the institutional and social dynamics. Students need to be aware that they are influenced by their surroundings and their reflections need to focus on this and not just be self-centered. The challenge for the tutors is to help students understand the importance of a deep and ongoing reflective practice.

Of course, intrapersonal dialogue is also influenced by (and influences) the interpersonal dialogue between students and teachers. Interpersonal dialogue serves as a form of socialization and for learning the subject-matter content by "hypothesizing, questioning, interpreting, explaining, evaluating, and rethinking issues or problems at hand" (Gorsky & Caspi, 2005).These dialogues, which Caspi and Gorsky also refer to as instructional dialogue, can serve as an extension of collaborative reflective practice. As with the previous models of dialogue, the opportunity to question, debate, and re-think are essential to the process of dialogue.

These practices represent opportunities where students and tutors can work on transforming themselves and their ways of understanding themselves, others, and their worlds—the contexts in which they currently work and live in and will work and live in in the future. Curriculum planners and tutors (and those who train them) will need to understand the importance of Caspi and Gorsky's model of intra- and interpersonal

dialogue so they can build opportunities for these into both the learning materials and pedagogical interactions.

2.10.8.   Moore's Model of dialogue in distance education

Furthermore, the importance of dialogue is also highlighted by Moore (2007) in his transactional distance theory. In transactional distance, Moore says that dialogue is a particular kind of interpersonal interaction. Moore also stresses that "interaction is not always constructive, but dialogue by definition is. Dialogue has a synergistic character, as each party in the exchange builds upon comments of the other. In dialogue, "each party…is a respectful and active listener; each is a contributor and builds on the contributions of the other party or parties" (Moore, 2007, p. 92).

According to Moore (2007), with a high degree of structure and little or no dialogue, the transactional distance is high; students and instructors are separated and will perceive that. In typical web-based programs there is considerable dialogue and relatively low or simple forms of structure, so the extent of transactional distance is relatively low. Moore (2007) also asserts that the extent of dialogue and the degree of structure can vary from course to course since it depends on the teaching philosophy of the instructor, the capacity of the learners to engage in dialogue and the nature of the subject. This point shows that it is necessary for program planners to understand the nature of dialogue in distance education and how it might be possible to create opportunities for dialogue. It also means they need to help instructors understand what dialogue is and what it represents. Finally, both program planners and tutors (and those who train them) need to understand the concept of transactional distance so that they can design and implement programs that will reduce it and make the learning collaborative and meaningful to all participants.

2.10.9.   Holmberg's Model of Dialogue in Distance Education

The need for dialogue in distance education was also mentioned by Holmberg (1995, pp. 46-47), but in this case he names the approach as guided didactic conversation; the instructor plays a role in facilitating the learning among participants. The conversations in the learning settings are intended to overcome the one-way information dissemination.

Similar to Freire (2000), Holmberg argues that students cannot be seen as passive recipients of wisdom conveyed by the medium of the distance-teaching course. Students should be treated as "partners whose knowledge, experience, and capacity are relied on to contribute to a real and/or simulated communication that promotes learning and the development of new insights. In this approach, Holmberg describes interaction as two-way traffic, and empathy should be included in this approach, which I think can be included in the dialogue approach for the distance education students and their instructors.

Again, both program planners and instructors will need to understand the importance of dialogical, collaborative learning in which students are active participants in their learning. There needs to be an appreciation that students can be seen as being capable partners in knowledge development.

2.11. My Perspectives on Dialogue-Based on the Theories of Dialogue

My dialogue approach then can be viewed in terms of intra and interpersonal dialogue as outlined by Caspi and Gorsky (2006). I see the value of both forms of dialogue in a learning community. My approach to dialogue that I want to use will attempt to close the gap in Moore's transactional distance so that both instructors and students feel they are part of a dedicated learning community. I propose that the dialogue approach will build good relationships between students-teachers and among students, thus closing the gap in Moore's theory of transactional distance.

But given these various perspectives on dialogue above, in this paper I fundamentally situate myself in the concept of dialogue proposed by Freire (2000) as a conceptual framework for my future discussions here on dialogue for the reasons that I outline below.

First, Freire's definition of dialogue emphasizes building and developing a good relationship with students and with the world. In this important point, Freire's dialogue works toward deepening understanding and allowing all participants to become "more fully

human" and engage with each other in acts of liberation. Thus, dialogical engagement intends to make positive changes both in the participants as well as in their world.

Second, Freire's dialogue does not differ from, and it even supports, Buber's dialogue (as cited in Scott, 2010), Burbules' dialogue (1993), and Vella's dialogue education (2002, 2004), all of whom contend that dialogue can be used as a key factor to promote collaborative learning that humanizes all participants, creating the possibility of transforming their worlds for the better.

Third, Freire's dialogue also gives empowerment or liberation to students by allowing them to think critically about themselves and their world in praxis (reflection and action) to name the world. Praxis is important to Freire's model of dialogue because it not only involves participants engaging collaboratively in reflection but also in the social and institutional transformations that can come from these reflections. Freire's goal is to transform the world and improve the lives of the participants, not just to have them engage in conversation. The dialogue approach which has Freire's spirit will be honoured in my following some practical concepts from Vella's idea of dialogue education.

I am using Freire's idea of dialogue in the Early Childhood Education program at UT because of the ways Freire wants to give more opportunities to his students to say something, to think, to ask, to give their opinions in the learning situation—and then to improve their world, which would include the welfare of the young children the students will eventually work with. It is a naming the world situation in Freire's idea of dialogue; in that naming the world process, students and instructors take the first step in transforming it. Related to this idea, Freire says about problem-posing education, "When people develop their power to perceive critically the way they exist in the world with which and in which they find themselves, they come to see the world not as a static reality, but as a reality in process, in transformation" (p. 83). UT students and instructors can come to see that their learning work includes opportunities to make significant changes in their lives and the lives of others, humanizing and liberating themselves and others. They can realize that the work of dialogue can and should include these transformations. Ultimately, this will improve the lives of the young children the students will work with. The students will

understand their role is to help the children develop by working with them and their environments.

I also find that in Freire's idea of dialogue, there is a new concept that a teacher has to know, and that is the situation of exchanging roles. This is what Freire (2000) refers to in chapter 2 of his text as the "student" contradiction. Here, students will not become a group of passive students who only receive and memorize and agree with the teacher's statements. Here, a teacher can learn from his/her students, so that students become teachers and teachers become student. As Freire says, "both are simultaneously teachers *and* students" (p. 72). Furthermore, Freire says that "the teacher is no longer merely the-one-who-teaches, but, one who is himself taught in dialogue with the students, who in turn while being taught also teach" (p. 80). Both can realize that their work together involves both collaborative learning and also joint efforts to improve their own and the lives of others, especially the children at the heart of the Early Childhood Education work. Both students and teachers can come to realize they are situated in a larger context where their learning and transformation impacts the lives of the children who are the recipients of the Early Childhood Education efforts.

Also there are some certain feelings, such as having love, faith, trust, hope, humility, and critical thinking that must be developed in every person involved in the teaching and learning process. Freire says that "founding itself upon love, humility, and faith, dialogue becomes a horizontal relationship of which mutual trust between the dialoguers is the logical consequences" (p. 91). This whole teaching and learning process hopefully can lead to an engagement in learning in both the students and the teachers themselves.

One of the possible limitations of all these theories of dialogue and distance education concerns culture; these models have been developed by Westerners in western contexts. These models Can they be applied in the contexts of Indonesia and UT?

I now turn to a discussion of the specific dialogue criteria I have developed for this dissertation and research, which emerge primarily out of the work of Freire and Vella.

2.12. Dialogue Criteria for this Dissertation

The perspective I have outlined above represents my summarizing of the models of dialogue of these various scholars; these are the concepts and practices of dialogue that mean the most to me. The perspective above can be regarded as my approach to and model of dialogue. To distill these concepts and practices into a brief statement, I would state that for me dialogue is a way for me to understand, to relate, to connect, and to build relationships with my students and the world around me. It is a process through which I can name my world. It means that I: understand my world give meaning to my world; fel connected to my world so that I meet it and its inhabitants; speak about my needs, my ideas, my feelings, my experiences, my expertise, my goals, my philosophy of life, my philosophy of teaching, others' needs, ideas, feelings, experience, and so on. For me, dialogue can be a way for me and my students to speak out and in doing so we are freed from oppression. Our acts of naming the world in these ways liberate us from oppression.

These acts of dialogue are the ways that we can rise above the banking concepts of education where the teacher is the only expert. In my understanding of dialogue, the teachers and the students can interchange their roles and have respect for one another, try to understand one another, and engage actively in their *own* learning. In these activities, teaching becomes a means of learning and learning together is also teaching. As Freire (2000) says, the boundaries of student and teacher become less distinct since the roles are interchangeable; to put it another way, the transactional distance between the student and teacher is reduced in a profound fashion. Students, particularly, have more autonomy, and this brings them closer to the level of the teachers.

Of course, there are other approaches to learning that may or may not involved some forms of dialogue. While I recognize this reality, my focus is on dialogical approaches and in particular an approach to dialogue based on the work of Freire and Vella.

Even though there were some ideas of dialogue that I accept in conceptualizing my definition of dialogue, however, in this study I will only apply some of the principles that I think can be used in online learning; these consist of eight criteria that emerged primarily

from the work of Freire (2000) and Vella (2002). However, the criteria below should be seen as embodying and including the concepts and practices outlined in the works of the scholars above. The way I understand and use the principles of Freire and Vella will be arranged in my listing of the dialogue criteria that follows.

Even though I have outline eight criteria for dialogue, it does not necessarily mean that all eight criteria must be present in an interaction in order for us to characterize it as being dialogical or containing dialogue. There are varying degrees of dialogue and so an interaction that only includes a few of the eight criteria could still be considered as manifesting some degree of dialogue.

2.12.1. Showing respect

Respect is a genuine admiration of the roles each person plays. This can be achieved through: Introductions, greeting others, acknowledging other students' ideas, using polite language and/or other student's names, expressing appreciation for and trusting in the other person, expressing appreciation and/or agreement with ideas; if there is disagreement, we can still acknowledge differing ideas and perspectives. It is important to honour others as unique human beings worthy of our consideration; doing so increases the possibility of learning from each other, as well.

Even if there is disagreement, there can still be respect for the other and an appreciation of the other as being different and unique. Both students and instructors can play the role of what Baskerville and Goldblatt (2009) call a "critical friend"—one who is critical but supportive in the midst of open, "unguarded" conversations. Showing respect does not mean that critical discourse cannot occur, and such critical discourse is central to Freire. Respect for others can include a respect for differences, even if those differences are significant and emotionally charged.

Introducing themselves and greeting others are a few ways of showing respect to others (Vella, 2002, p. 230). Furthermore, Vella says that in greeting others we can use polite language and as an example, she offers: "'Good evening, Miss Lao'. A relationship of mutual respect is beginning" (p. 230). Vella also gives an example for showing respect, that is when the teachers' can acknowledge the other students' ideas as when people

"invite others to tell their stories, share their hopes and fears, and simply express their expectations of an educational event" (p. 23). About expressing appreciation for and trusting in the other person, Freire (2000) says that as a teacher, I have to respect my students' curiosity and not show any disrespect in my words and my attitude or behavior towards my students (p. 65).

Showing respect is also showing our trust of the other person. Shields and Edwards (2005) argue for the need of trust in developing dialogue. It is important that people have the trust while they collaborate with others (Simoneau & Bailey, 2011).

In his idea of dialogue, Freire (2000) feels that trust is one of the most significant elements of dialogue. Freire talks about how dialogue requires an intense faith in humankind (p. 90), so the teachers in Freire's idea of dialogue believe that the students can create, can improve, and can change themselves and their worlds, meaning their situations, or their contexts. Finally, he says that "their vocation to be more fully human" (p. 90), is something he feels is the birthright of all people. The vocation means that the people themselves are working to become better persons. Here, it means the people can become fully human since the people have love, faith, hope, and humility towards others. And, we become more fully human through our work with other people.

Vella (2002) with her dialogue education approach also requires teachers to respect the learners as decision makers, as this principle is needed to create safety in the students' emotions. Vella further explains that teachers "have to honor the learner first as an adult with years of experience and informal as well as formal learning." Respect to others can be learnt since it also means that we accept our students' abilities to participate in their world (Miller & Becker, 2013). To show the teachers' respect for the students as decision makers of their own learning, teachers have to provide a safe environment (Vella, 2002, p. 8). Online participants show respect as they acknowledge and value the contributions made by others (Simoneau & Bailey, 2011, p. 33). In a safe learning experience the teachers must apply and build trust (Vella, 2002, pp. 9-10). If there is trust, the teachers can create a safe environment in order to build a relationship. In Buber's (1958) theory of dialogue, Buber emphasizes the Thou, and that we have to see the other

as a Thou, to see a human as being full human, who is complete, unique, and sacred. That is the ultimate form of respect in Buber's theory.

Shields and Edwards (2005) say a lack of respect leads to the other person feeling dehumanized and devalued (p. 46). Meanwhile, Freire (2000) says that there is lack of appreciation if the teachers or the students have "self-depreciation" (p. 63), that means "they have a characteristic of the oppressed, which derives from the internalization of the opinion that the oppressors hold of them. So often do they hear that they are good for nothing, know nothing, and are incapable of learning anything—that they are sick, lazy, and unproductive—that in the end they become convinced of their own unfitness" (p. 63). In this case, the students "will call themselves ignorant and say the "professor" is the one who has knowledge and to whom they should listen" (p. 63). Almost never do the students realize that they, too, "know things" they have learned in their relations with the world" (p. 63) and with others. Here, the students show their distrust for themselves (p. 63). Moreover, Eveleth and Baker-Eveleth (2003) write that respect is one of the signs of a dialogue.

Showing respect in online learning

In online learning the participants have to feel connected to the facilitator, to the other participants, therefore, the facilitator (the online tutor) can start with the introductory activities with the intent of creating a safe environment where the participants feel welcome to share openly, even though the participants might not meet face-to-face (Simoneau & Bailey, 2011, p. 35). In online learning, one way to demonstrate respect is also to "sincerely and actively listen to another with the intent to understand" (Simoneau & Bailey, 2011, p. 33). Moreover, Simoneau and Bailey (2011, p. 33) argue that "online participants show respect as they acknowledge and value the contributions made by others." This statement supports the aspect of expressing appreciation and/or agreement with ideas; if there is disagreement, we can still acknowledge the differing ideas and perspectives.

2.12.2. Creating and maintaining a safe environment for self and students.

To create and to maintain a safe learning environment, the teachers and the students need to develop respect. Safety emerges when we work with respect for the learners and their learning, therefore, safety in learning "is a principle linked to respect for learners as decision makers of their own learning" (Vella, 2002, p. 8). Freire (2000) writes that "dialogue becomes a horizontal relationship of which mutual trust between the dialoguers is the logical consequence" (p. 91). People will not engage in dialogue to have a relationship without having trust since the word "dialogue" means "the word or relationship between us" (Vella, 2002, p. 22).

Teachers need to create safety in their learning environments, and it starts while they are planning and in the process of teaching, since trust is developed in the context of the entire local learning environment; therefore, the teachers need to consider all aspects of the teaching and learning environment when they are thinking about creating and maintaining safety. If students feel safe, they will not be afraid to comment and speak in their own voices, naming their worlds, their realities. And this situation also builds good relationships between the teachers and the students and among the learners/students. This situation of safety should be developed during the teaching-learning process. Some examples of creating safety in the learning process are providing encouraging comments to one another, creating and maintaining guidelines for dialogue, and validating other students' comments and/or providing supportive, critical responses. These are some of the signs of safety in a learning situation, as stated by Vella (2002): "A flow of questions from the learners, the teacher's invitation for comments on the process" (p. 229). Vella adds that "… the realization that the environment is nonjudgmental ensures safety" (p. 71). In this case, safety can enable the teachers to provide an inviting learning environment for the adult learners since the students will be ready and eager to learn when they feel safe in the learning environment (Vella, 2002, pp. 8-9). Vella adds more explanation in suggesting that safety can be seen as a form of activity, such as allowing small groups to find their voices (p. 71).

The criteria can be shown as Freire (2000) offers an example, as follows: "One of the group members may say, for example: 'I'd like to talk about nationalism.' 'Very well',

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says the educator, noting down the suggestion, and adds: 'What does nationalism mean? Why is a discussion about nationalism of any interest to us?'" (p. 124). Freire is trying to ensure that the learning is meaningful to the lives of the participants and not just 'academic' or impersonal. These meaningful engagements can and should be critical encounters where participants freely, openly, and honestly share their concerns, perspectives, ideas, and opinions. Critical engagement should include the uncovering of assumptions and the obligation to open ideas to collaborative review, even if that is a difficult process. A climate of safety can make this process more likely to occur but neither safety nor respect should prevent these critical forms of engagement. As Freire (2000) argues, participants "… must confront reality critically, simultaneously objectifying and acting upon that reality. A mere perception of reality not followed by this critical intervention will not lead to a transformation of objective reality—precisely because it is not a true perception" (p. 58).

But in order to confront reality, the teacher needs to create an environment where participants feel they can contribute and not be mocked or dismissed and where they will be respected; there needs to be a safe learning environment where different perspective can be raised without fear of ridicule. Then all participants can engage as 'radicals' who can change their world. As Freire (2000) writes:

> On the contrary, the more radical the person is, the more fully he or she
> enters into reality so that, knowing it better, he or she can better transform
> it. This individual is not afraid to confront, to listen, to see the world
> unveiled. This person is not afraid to meet the people or to enter into
> dialogue with them. (p. 39)

Creating and maintaining a safe environment for self and students in online learning

Because instructors and students are physically separated and are thus prevented from learning about each other through sight and non-verbal forms of communication, instructors need to consider carefully the need for creating a safe environment, developing guidelines that will allow everyone to participate openly and critically while still maintaining

respect. Creating a safe environment initially will allow participants to advance in the kind of critical engagement Freire outlines above.

2.12.3.   Assessing needs and context

"Learning is a very human activity. The more people feel they are being treated as human beings—that their human needs are being taken into account—the more they are likely to learn and learn to learn" (Simoneau & Bailey, 2011, p. 85). In my dialogue criteria, therefore, expressing the students' needs in the contexts and acknowledging those of others is important criteria. According to Vella (2002), dialogue begins from listening to what our students' want and need (p. 5). This illuminates what is needed to be learned. In this case, teachers have to listen to their students' needs since adults will learn better if what they learn is useful for them (pp. 6-7). People are naturally excited to learn anything that helps them to understand their own lives (Vella, 2002, p. 6). This listening effort is a practice and a principle of adult learning (Vella, 2002, p. 6).

Moreover, Vella (2002) argues that as teachers we must pay attention to the many varied needs of our students. To understand the students' needs, Vella argues that we must listen carefully—not just with our ears but in a broader sense to pay close attention to our students as human beings. We must listen to and assess their needs and longings on all levels. Freire (2000) points out that it is important for teachers to learn to listen carefully to their students and they have to teach this skill by example. To do so, we have to develop deeper listening skills. As Vella says, we need to listen "with more finely attuned ears" (p. 35). That skill includes listening to what Vella and Freire call 'themes' that may not be obvious or expressed verbally. That skill includes being open and receptive to ideas that might be very different from our own or foreign to us. Vella gives the example of having students listen carefully to a musical composition (she uses Puccini's "Madame Butterfly" as an example) to learn to discover the themes and how the musical composition brings them to life. Vella quotes Margaret Wheatley, who writes: "However you do it, discovering what is meaningful to a person, group or organization is your first essential task" (Wheatley,1999, p.149).

Vella (2002) explains more about the needs and the context because it is very important to be realized and to be understood by the teachers and also by the students themselves. Exploring what the students' needs are will help the instructors or teachers to learn more about their students and their feelings and also their contexts.

Assessing needs and context in online learning

"Membership in online learning communities creates an opportunity for professional exchanges and discourse that can result in a deepened understanding of shared leadership and an enhanced perspective of students' instructional needs." (Simoneau & Bailey, 2011, pp. 88-89).

2.12.4. Exercising praxis

This criteria is shown as discussing cases and situations that occur in the classroom and referring to related educational theory to help explain these situations. It also means exploring the cases and situations to develop understandings about them— going from practice to theory through a reflective process. According to Freire, (1970) and Vella (2002), praxis is a Greek word that means "action with reflection" (p. 14). Praxis can be used in the teaching and learning process, including within the online tutorial since the students have done their teaching work and they reflect in the form of giving questions and comments based on what they did, and then they can name the world, or they will learn new knowledge to change their world. In this situation, the students are in the form of praxis (i.e., action with reflection or learning by doing). This praxis will lead students to learn actively. Freire (1970/2010, p. 128) says that "action and reflection occur simultaneously." He further explores that "those who through reflection perceive the lack of feasibility or inappropriateness of one or another form of action (which should accordingly be postponed or substituted) cannot thereby be accused of inaction. Critical reflection is also action" (p. 128).

Exercising praxis: action with reflection in online learning

Simoneau and Bailey (2011) urge that in an online environment "knowledge…is inseparable from practice, and practice is inseparable from the communities in which it occurs" (p. 86). Moreover, Freire (1970, p. 109) says that "reflection upon situationality is

reflection about the very condition of existence: critical thinking by means of which people discover each other to be "in a situation." Instructors need to create conditions in an online learning situation where learners can engage in reflective dialogue about their practices and also explore how the theories they are learning can be translated into actions that lead to the humanization of themselves and others. The students need to consider deeply how their actions will have an influence on the lives of the students they will work with, and instructors need to create learning situations where such reflections can occur, whether this is through face-to-face or online tutorials.

2.12.5. Collaborating with peers.

Collaboration should be demonstrated to explore or develop ideas. According to Vella (2002), learning to collaborate is important as teachers have to motivate the students to learn collaboratively in a group and, these instructors hopefully can help the students to develop their collaborative abilities. Freire (2000) expresses the importance of learning collaboratively by reconsidering through the consideration of others, their own previous consideration (p. 112). In this third chapter of *Pedagogy of the Oppressed*, he outlines how investigators (the equivalent of the instructor) works with community members (students) to engage in thematic analysis. At the heart of this process is what he calls a "critical perception of the world" (p. 111). The entire process is a collaborative one in which all participants have to bring their critical perceptions to the group so a "totality" can emerge. He stresses that the investigators/instructors "must challenge them, posing as problems both the codified existential situation and their own answers" (p. 118). Of course, the "teacher-student" contradiction is still at play, so it is a collaborative learning community where such differences are not so clear. Thus, the important thing, from the point of view of libertarian education, is for the people to come to feel like masters of their thinking by discussing the thinking and views of the world explicitly or implicitly that manifest in their own suggestions and those of their comrades. Because this view of education starts with the conviction that it cannot present its own program but must search for this program dialogically with the people, it serves to introduce the pedagogy of the oppressed, in the elaboration of which the oppressed must participate" (p. 124). In learning collaboratively, members of learning communities weave collaboration with practice "to

provide meaningful and sustained assistance to one another to improve teaching and student learning" (Sparks, 2002, p. 6-2).

There is one more important feature of Freire's (2000) notion of collaboration which is distinct to critical pedagogy. It is one he received from Buber's concept of the I-Thou relationship. From a dialogical perspective, the individual *I* is made possible through its relationship with the other who is held in respect, a *Thou*. The essence of Buberian-Freirean dialogue is that both self and other, through the collaborative process of genuine dialogue, are called into presence as *I* and *Thou*.

> The dialogical *I*, however, knows that it is precisely the *thou* ("not-*I*") which has called forth his or her own existence. He also knows that the *thou* which calls forth his own existence in turn constitutes an *I* which has in his *I* its *thou*. The *I* and the *thou* thus become, in the dialectic of these relationships, two *thou*s which become two *I*s. (p. 167)

Moreover, the process of transformation is only possible through this collaboration where *I-Thou* relationships are manifest. "In the dialogical theory of action, Subjects meet in cooperation in order to transform the world. … [In dialogue] there are Subjects who meet to name the world in order to transform it" (p. 167). That naming of the world takes place through a collaborative process of critical thinking.

Collaborating with peers in online learning

Of course, such collaborative learning can be fostered online. Meyers (2008) points out that the same approaches that are used in face-to-face settings can be used online: critical examinations of case studies, the narratives of students, examples from the media. Synchronous or asynchronous discussion boards can host dialogues and debates, for example. The Freirean approach to critical pedagogy can be applied to any online learning, where, as Meyers indicates, students and instructors can play various roles in critical analysis. According to Simoneau and Bailey (2011), the relationships have begun in the online environment when the learners start to share their personal interests, feelings, and concerns. As participants feel welcomed, appreciated, and valued, they soon feel safe enough to openly express personal hopes, goals, and opinions. Participants' enthusiasm, motivation, and trust emerge in the process of developing collegiality and there's the feeling of "we're in this together" (p. 85). Moreover, Simoneau and Bailey

(2011) urge that "When individuals form a collaborative community for the purpose of improving instructional practices, student learning increases" (p. 85). Teachers who feel supported by their peers are more willing to explore, experiment, and reflect on their current practices. As a result, teachers change their personal pattern of behaviour, and student performance and achievement improves (Simoneau & Bailey, 2011, p. 86). Eveleth and Baker-Eveleth (2003) urge that online collaboration can also create relationships among the participants, build a community of learning, and minimize the feeling of isolation among participants.

2.12.6.   Demonstrating empathy

Express understanding of and appreciation toward other's ideas, perspectives, or situations.

Empathy is important in schools (Shields & Edward, 2005, p. 102). The meaning of empathy is the ability to intellectually and emotionally sense the emotions, feelings, and reactions that another person is experiencing and to effectively communicate that understanding to the individual (Stedman's online medical dictionary in Shields & Edward, 2005, p. 102). Here, empathy is important to understand the students (Vella, 2002) since Shields and Edward (2005, p. 103) state that in being empathic, we also demonstrate caring. Being caring teachers or students will help us to understand others (Shields & Edward, 2005). Freire discusses how the investigators can act as sympathetic observers with an attitude of understanding towards what they see (p. 110-111). He adds that we cannot impose our views and values on others but must remain open. Furthermore, Jovchelovitch (2007, p. 50, as cited in Cooper, Chak, Cornish, & Gillespie, 2013, p. 78) writes "the basis for dialogue between knowledge systems involves de-centration of perspective and mutual recognition, where interlocutors are capable and prepared to mutually recognize each other's mode of knowing as different, but legitimate. In this case, recognition means that each party recognizes the other's knowledge (and their own) as legitimate and worth listening to.

Demonstrating empathy in online learning

We can demonstrate and practice empathy even in online learning. Because instructors and students are separated by space and time, the need to develop sympathetic understanding is perhaps even more important and more challenging than it might be in the classroom. The process of "naming the world" or being receptive others' lived experiences requires us to be empathic. The critical engagement requires empathetic understanding of others. Early childhood educators need to develop empathy in order to work effectively with children. Therefore, instructors need to model empathic interactions for the students, whether the interactions are by written text or online conversations. As Freire (2000) wrote:

> In dialogical theory, at no stage can revolutionary action forgo communion with the people. Communion in turn elicits cooperation, which brings leaders and people to the fusion described by Guevara. This fusion can exist only if revolutionary action is really human, empathetic, loving, communicative, and humble, in order to be liberating, (p. 171)

Each participant can listen – truly listen to people. We can listen with our ears, eyes and our hearts to look for their tone of voice, to what is written, to the hidden emotions behind what they are saying or writing to you, and to the context. We may just be "listening" to written text from another individual, but the same practices are in place. The empathy arises from listening deeply and being attentive to others. The students and instructors can take time to understand others feelings and perspectives when they communicate their feelings and attitudes. We can also put ourselves in their shoes. Then, encourage people, particularly the quiet ones. A simple thing like attentive words can boost people's confidence. Finally, give genuine recognition and praise. Pay attention to what people are saying. When you give praise, spend a little effort to make your genuine words memorable such as: "This was pure genius"; "I would have missed this if you hadn't picked it up." So, take a personal interest in people. Show people that you care, and have genuine curiosity about their lives.

2.12.7. Exchanging teacher-student roles

Freire (2010, p. 107) urges that people should be treated as the subjects of their own investigation. "This investigation should be served as a basis for developing an education program in which teacher-student and student combine their cognition of the same object" (p. 107). The "investigation itself must likewise be based on reciprocity of action" (p. 107). Engaging in dialogue also involves what Freire (2000) refers to as the "student contradiction" since teachers can learn from their students and students can teach their teachers (p. 83). This situation can happen if there is dialogue in the teaching and learning process.

According to Vella (2002), the adult students need reinforcement of the human equity between the teacher and students and among students; it is also takes time for adults to see themselves and the teachers in new roles (p. 20). Here, the teachers should inform and build their adult students' roles clearly in the learning environment since the students' roles are important and are the center of the learning environment. Teachers can learn from their students and students can learn from each other and also from their teachers.

Exchanging teacher-student roles in online learning

Simoneau and Bailey (2011, p. 117) explore how learning is a social process as well as an intellectual process. "Team learning is vital, because teams, not individuals are the fundamental learning unit in modern organizations. Technology has a distinctive capacity to provide unique social climates for teaming and structures for learning" (Dede, 1996, as cited in Simoneau & Bailey, 2011, p. 118). Moreover, "in this process, the participants are considered academic partners who learn through personally relevant, self-initiated, meaningful projects in a collaborative environment" (Milheim, 1995, p. 118). But even though an online environment may foster such partnerships, instructors may still need to inform students that all participants—students and instructors—are joint investigators in learning. In an online situation, the instructor is not physically situated in a position of power, as might be the case in a classroom. So there are enhanced possibilities for students to see the instructor as another co-investigator. By being able to exchange

roles, students (and instructors) are more likely to see themselves as a joint partnership of investigators.

2.12.8. Actively engage in the learning process

A goal for the adult learners is to grow in critical thinking and problem-resolving prowess in learning how to learn (Simoneau & Bailey, 2011, p. 74). So, in this criteria, the learners can demonstrate critical thinking about the content, ask questions for consideration by others, summarize, synthesize and/or offer conclusions at the end of discussions, demonstrate openness to new ideas and new ways of thinking (Freire, p. 41), and to being changed as Freire says to name the world, to speak to your reality and the realities of others (p. 88). While people are learning, they have to think, they have to think for themselves because others cannot think for them (Freire, p. 109). In learning collaboratively, the participants are producing and acting upon their own ideas and not consuming those of others (Freire, 2000, p. 109). Miller and Becker (2013) contend that dialogue and relationships can also promote critical discourse. Critical discourse stems from the establishment of reciprocal relationships. Freire (2000) insists that "true dialogue cannot exist unless the dialoguers engage in critical thinking … thinking which perceives reality as process, as transformation, rather than as a static entity…" (p. 92).

According to Vella (2002), the teachers should encourage the students' to engage in their learning by collaboratively discussing their ideas, feelings, and actions, related with developing the cognitive, affective, and psychomotor aspects of their students' learning. Freire (2000) also emphasizes critical thinking as a requirement for having students engaged in their learning. But critical thinking is also developed in the engagements themselves, as students learn to express their realities, bring different perspectives into the conversations, and engage in this ongoing process of seeking to transform themselves and their worlds Engagement in online learning will help the students, and also the instructor can learn actively as Eveleth and Baker-Eveleth (2003) emphasize that "when dialogue is being performed, there will be the following behaviors:

- Questioning to gather information or clarify to previous statements

- Checking comprehension through paraphrasing or restating

- Contributing insight or information to the conversation

- Expressing statements of respect, honouring, personal connection

- Stating that shared understanding or agreement is emerging (pp. 228-233).

Shared understanding does not need to mean agreement. Participants can respectfully agree to disagree.

Actively engaged in the online learning process

Rovai, Ponton, and Baker (2008, p. 95) expressed concern about the engagement in online learning since "online discourse tends to be fractured, isolated, haphazard in topic development, and lacking in evidence of higher-order thinking" (p. 95). Moreover, Rovai, Ponton, and Baker (2008) demonstrated that compared to face-to-face, maintaining interaction is more challenging in online learning environments since there is time and space separation allowed by the technology. Hence, the online instructors should consider having a good plan for productive interaction such as:

- learning objectives
- the appropriate interaction required to accomplish learning objectives
- tasks that promote the required interaction
- the degree of structure required to promote interaction
- optimal group size
- the best usage of computer-based technologies to facilitate interaction and associated learning (Rovai, Ponton, & Baker, 2008, p. 95).

As well, I mentioned earlier that there are perceived advantages and disadvantages to synchronous and asynchronous forms of online learning. Asynchronous forms allow greater flexibility, especially when participants have different schedules. The UT registrar's office confirmed with me that providing more opportunities for asynchronous learning appeared to increase completion rates (Personal Communication, 2013). On the other hand, asynchronous participation at first feels odd and out of place for some students; they are more likely to feel disconnected. Instructors need to be aware of these factors. But discussion boards, for example, can be both synchronous and asynchronous, and instructors can provide opportunities for both forms of participation in their courses. One can participate actively both through synchronous or asynchronous engagement.

Rovai, Ponton, and Baker (2008, p. 96) moreover suggested that online instructors must also motivate online learners to think, and to reflect. Active participation is characterized by engagement in this reflective practice of linking theory to practice and reflecting on both—praxis. At the heart of active participation is praxis, so that active participation becomes defined by engagement in praxis. It is hoped as well that dialogue, in this case of online learning, can help the learning participants to learn together even though they are not in the same physical room (Eveleth & Baker-Eveleth, 2003, p. 229).

2.13. Dialogue criteria table

The dialogue criteria show in the table below is my framework for dialogue adapted from the learning principles of Freire and Vella and used to develop a meaningful online learning experience in a UT online tutorial. I will use these criteria to develop a manual for training the tutors to serve in a dialogical manner in their teaching in the tutorials. My hope is that these criteria will be applied and will shape the nature of the interactions between students and tutors.

Table 2.1.   Dialogue Criteria

Criteria	Manifestation by students	Manifestation by tutors	code
Show respect	Introduce themselves	Introduce themselves	1a
	Greet others	Greet students and create opportunities for students to greet each other	1b
	Use polite language and/or other student's names	Use polite language and/or student's names	1c
	Acknowledge other students' ideas	Acknowledge students' ideas	1d
	Express appreciation for and trust in the other person	Express appreciation for and trust in the other person	1e
	Express appreciation and/or agreement with ideas; if there is disagreement, acknowledge differing ideas and perspectives	Express appreciation and/or agreement; if there is disagreement, show respect for differing ideas and perspectives	1f
Create and maintain a safe environment for self and students	Provide encouraging comments to one another	Provide encouraging comments to students	2a

Criteria	Manifestation by students	Manifestation by tutors	code
	Create and maintain guidelines for dialogue	Create and maintain guidelines for dialogue	2b
	Validate other students' comments and/or provide a supportive critical response	Validate students' comments and/or provide a supportive critical response	2c
Assess needs and context	Express their needs and contexts and acknowledge those of others	Determine and acknowledge students' holistic needs and contexts	3
Exercise praxis: action with reflection	Discuss cases and situations that occur in the classroom and refer to related educational theory and ideas	Discuss cases and situations that occur in the classroom and refer to related educational theory and ideas	4
Collaborate with peers	Demonstrate collaboration to explore or develop ideas	Encourage students to demonstrate collaboration to explore or develop ideas	5
Demonstrate empathy	Express understanding of and appreciation toward other's ideas, perspectives, or situations	Express understanding of and appreciation toward other's ideas, perspectives, or situations	6
Exchange teacher-student roles	Teach their peers and tutor	Acknowledge learning from the students	7
Engage in the learning process	Demonstrate critically thinking about the content	Provide an open discussion topic for students and encourage and model critical thinking about the content	8a
	Ask questions for consideration by others	Allow other students to respond to a student's question or redirect the question to others	8b
	Summarize, synthesize, and/or offer conclusions at the end of discussions	Let students summarize, synthesize, and/or offer conclusions at the end of discussions	8c
	Openness to new ideas and new ways of thinking (Freire, p. 41) and to being changed	Allow an exploration of new ideas or approaches	8d

I will now examine why dialogue is valuable for education at UT, and specifically for distance education for the Early Childhood Education program at UT.

2.14. Why dialogue is important in learning

Freire's (2000) emphasis on dialogue for teaching practice is that every pedagogy or teaching and learning process should incorporate dialogue to engage the participants with the content being learnt and with the other participants, and should be a part of the learning design. The participants' experiences and prior work and experiences, which they can articulate ("naming the world") are important contributions to a dialogic approach and will contribute to improving conditions as the result of the collaborative, dialogical engagement. The focus of these dialogues is the lived experiences and contexts of all the participants in the immediate and local present, as well as curriculum content *and* the connections between this curriculum content (readings, videos, and so on) and the lived experiences of all participants. Ehiobuche, Tu, & Justus (2012) emphasize that "Freire wants people through use of dialogue to continue to educate themselves and not remain without new knowledge" (p. 303). Also, Freire wants teachers to treat learners as co-creators of knowledge. His view of pedagogy is inspirational because "he inspires others to build upon the knowledge students already have to make them better learners" (p. 303).

In Freire's definition of dialogue as a collaborative naming of the world, the meeting between people is very important. According to Freire (2000), the meeting will require the persons involved to have love (respect by listening to others), empathy (the ability to assess needs wisely and fairly), humility (respect others, their knowledge, and their experience), faith and trust (safety, the possibility of sound relationships, of others' knowledge, of the possibility of genuine engagement and learning), hope (collaborate with peers; the possibility of sharing knowledge and experience, the possibility of improvement and liberation for all), and critical thinking (engaging in the learning process with attention, systematic analysis, and empathy).

As discussed earlier, the use of a dialogical approach also helps avoid the serious problems associated with what Freire (2000) referred to as "banking education." Here, the students are perceived as an empty account in the bank which the teachers can deposit information to the students, and the students can only receive everything from their teachers without having been given any chance to speak or to ask. So, teachers are persons who teach and students are persons who learn (pp. 72-73). Engaging in dialogue

also involves what Freire (2000) refers to as the "student contradiction" since the teachers can learn from their students and the students can teach their teachers (p. 83). This situation can happen if there is dialogue in the teaching and learning process.

Here, the dialogue approach is also used as a way of learning and of expressing our opinions, in collaboration with others. Using a dialogue approach is meant as well to provide the participants with a chance to meet, to listen, to respond, to learn from each other by teaching or sharing what they know and what they do not know about the other participants' lives and work experiences. This notion is also supported by Vella (2002), who explains that dialogue in education is important for adults as they have enough life experiences to be in dialogues with their peers or their teachers about their worlds. Besides, adults want to learn new things from other adults to fulfill their life experiences.

The engagement in dialogue is a form of reflective action in which the ideas that emerge out of theory and personal experiences are shared with others in dialogue. In the process of dialogue, students and the tutor collaboratively engage with each other in this reflective process. Students can then put these ideas into practice and thus further inform and develop theory. This ongoing, reflective, dynamic and dialectical process is what both Freire and Vella refer to as praxis. What is important to recognize is that the dialogically reflective process is itself a form of action that is aimed at transforming the students (and tutor), and eventually the lives of the children with whom the students will eventually work.

For me, I am personally interested in this topic because, based on my experience as a learner, I found if my teacher wanted to listen to our perceptions and our problems, and allowed us to have more dialogue together, I was motivated to learn. Dialogue in learning, from my own experience helps me to feel trusted, cared for, saved, respected, and engaged me in learning the topic. This dialogical approach had allowed me to reflect and to act. The dialogue approach that was used by my teacher, then, helped me to gain my confidence since I can express my opinions, as well as my questions. Therefore, I believe through dialogical engagement, students and the teacher can learn more about things that matter to them. In addition, based on my own experiences, I hope the incorporation of a dialogue approach in the Early Childhood Education online learning tutorial will help the tutor and the students—and also help me!—to learn and to understand

ourselves. This is supported by Freire (2000) who says that teaching and learning is a process for both the students and the teachers to learn and to understand themselves, the contents that they learn and teach, about their own voices, feelings, and perceptions about the program content, about the meaning of what they learn for themselves and to their own communities or their work, and about the meaning of themselves to their surroundings.

2.15. Why dialogue is needed at UT

To begin with, I will consider the benefits of engaging in dialogue in a general sense and in distance education as stated by Freire and Moore. Freire (2000) writes that "without dialogue there is no communication, and without communication there can be no true education" (pp. 92-93). In addition, Moore (2006) has written his opinion on the importance of dialogue as a key for understanding distance education, a key to analyzing the pedagogy in distance education to improve its quality (p. 126).

This research is using a dialogue approach to help UT's Early Childhood Education students to know and to learn via an online tutorial and to help them to participate in that online tutorial. I believe the dialogue approach used in the online tutorial will help my Early Childhood Education students have a meaningful learning experience while they are studying at UT, since this approach is an effort to minimize their experience of banking education. Thus, if the Early Childhood Education students are aware that they have to participate actively in the learning process, they can try to be involved and engaged by participating in the online tutorial, as well as participating in their face-to-face tutorials.

As well, as future early childhood educators, they will need to engage in dialogical relationships with the young students with whom they will work. Thus, providing them with opportunities now to learn about dialogue and how to engage in it will help them in their future teaching work.

In addition, I also use this dialogue approach to try to get the students' feedback regarding the online tutorials. The reason the Early Childhood Education students do not enroll in the online tutorials is because they do not know that UT has provided these online

tutorials for the students, and for the few students who do know about the online tutorial, they cannot enroll in it since there is an activation problem. Therefore, I use the dialogue approach for the Early Childhood Education students who are in the UT's regional centre in Jakarta by informing and guiding them about the online tutorials while at the same time trying to be receptive and responsive to their concerns and needs. In this case, I use the dialogue approach as a way to learn and to understand our Early Childhood Education students, and to help them to learn from new experiences that will be useful for them as Early Childhood Education educators.

2.16. Summary of the Chapter

This chapter began with a description of UT and the online tutorial process. The Early Childhood Education program at UT was then described. Following this, the concept of dialogue was discussed and a set of criteria was established to use later in the research. An overview of distance education was provided and I explained how dialogue could be incorporated into the distance education process. Finally, I explained why dialogue is needed at UT and how it could be applied in the online tutorials.

Chapter 3.

Research Methodology

3.1. Introduction

This chapter describes the research methodology related to my research questions. I also describe the research approach that is related to my research methodology of choice. I provide a literature review of the approach, describe my research methods in detail, including why I chose this research approach, how I chose my respondents, the research context, my subjectivity as the researcher, the participants, the instruments, the procedures followed, and the data analyses conducted. Finally, I finish my chapter with a summary.

In this research, I studied the dialogue approach in online learning tutorials at UT. Concerning the important role of dialogue in education, especially in distance education, I was interested in learning whether the dialogue approach, as philosophically and practically proposed by Freire (2000) and Vella (2002), can be incorporated into the online learning tutorials at Universitas Terbuka (UT) within the Early Childhood Education (Early Childhood Education) program. To address this topic, I conducted the study employing a qualitative case study approach in order to find the answers to my research questions.

3.2. Background

As a distance education university, UT uses the reading of printed learning materials as its main teaching and learning process, even though UT also provides other teaching and learning methods such as the face-to-face and online tutorials. Due to the progressive development of the internet, as well as the need to provide wider academic support for its students, UT gives more attention to its online tutorial. Considering the benefit of the provision of online learning in a distance education institution, participating in an online tutorial is considered to be an important experience for UT students. In fact, the experience of participating in online learning can differentiate UT students from other

university students who study at conventional universities. However, at UT, the existence of the UT online tutorial is still not familiar to all UT students, especially to the Elementary School (ES) and to Early Childhood Education (Early Childhood Education) teachers.

At UT, there are two groups of students in the Faculty of Education - Basic Education Department students and Non-Basic Education Department students. UT's students who are Elementary School (ES) and Early Childhood Education (Early Childhood Education) teachers are grouped in the Basic Education Department. UT's students who are not ES teachers or Early Childhood Education teachers are grouped in the Non-Basic Education Department. Therefore, even though UT's students in the Faculty of Education (FOE) are all teachers, only ES and Early Childhood Education students are included in the Basic Education Department and are the participants in this study.

UT's policy of managing its Basic Education Department is somewhat different from its policy for the other group of UT students. This difference primarily comes from the number of UT's students. UT has a much bigger number of students from the Basic Education Department.

UT's policy of managing the two groups of students affects the way UT develops its curriculum. The Basic Education Department curriculum for both of the ES and the Early Childhood Education students provides more face-to-face tutorials than online tutorials, while the Non-Basic Education Department provides online tutorials as its main academic support.

Online learning nowadays is one of the trademarks of a distance education institution, as mentioned by Watts (2010) in her dissertation, and also as defined by Schlosser and Simonson (2005, p. 1) as follows, Distance Education is "institution-based, formal education where the learning group is separated, and where interactive telecommunications systems are used to connect learners, resources, and instructors" (Schlosser & Simonson, 2006, p. 1).

3.3. Research Context

This study was situated in the Early Childhood Education (Early Childhood Education) study program in the Faculty of Teacher Training and Education at Universitas Terbuka (UT), Indonesia. I chose to study the Early Childhood Education online learning tutorials for the Early Childhood Education students at UT for several reasons: First, I work in the Early Childhood Education study program and I believe that being an Early Childhood Education educator is an important profession since this role is very important in helping young children to grow and to better develop as human beings. Therefore, I wanted to provide the best possible training for the students. Second, there were only a few Early Childhood Education students at UT who participated in the online learning tutorials compared to the Early Childhood Education students in the face-to-face tutorials. These situations were due to many reasons such as a lack of computer literacy, the need to spend extra money to come to the internet kiosks, and infrastructure barriers. In undertaking my research, I was aware of this situation. The fact that not many Early Childhood Education students were joining the online tutorial made me more interested in choosing them as my research participants. I believed that UT's Early Childhood Education student teachers needed to be introduced to this on line learning experience which would also help them in the future.

Third, I had some indication through conversations with many Early Childhood Education students at UT that the students held the belief that participating in online learning was not interesting and was not useful to them. I wanted to show them that an online tutorial could be an interesting and a useful learning experience, and could provide support for students in remote areas who could not attend face-to-face tutorials. Finally, the role of dialogue that was more than chat, conversation, or basic interaction in the UT online learning tutorials had never been studied in UT settings. Therefore, my focus was to learn how dialogue based on Freire's idea (1970/2010) could support and provide a meaningful learning experience to both the students and the tutor in the online tutorial.

3.4. Universitas Terbuka's Online Tutorial

UT classifies its tutorial services into face-to-face (face-to-face) tutorials and electronic tutorials. Face-to-face tutorials occur when the students and the tutor meet directly in a place and in a certain time, while the electronic tutorial uses technology to support the meeting of the participants. Online tutorials are one of the types of electronic tutorials. Online tutorials are internet-based with the aim of optimizing the process of distance learning. This service is provided to UT students who live in areas difficult to reach and who cannot meet face-to-face.

According to Noviyanti and Wahyuni (n.d.), UT's tutors are selected and assigned by study program and department. An online tutor is required to prepare and send eight initiation e-mails with the materials to the students and also send three assignments to the students, and then trigger the students to have a discussion with the tutor on a discussion forum by sending one or more discussion topics to the students. Noviyanti and Wahyuni (n.d.) also recommend that in the online tutorials, tutors should ask students to explore and elaborate on what they learn by using the available learning resources. Tutors may give students assignments that require them to search for the learning materials via the internet. Through exploring the available learning resources via the internet, students will achieve new and meaningful understandings and knowledge. In order to make use of the available learning materials, students have to manage their time, effort, and learning strategies. These activities make students more independent.

The content of the eight initiation e-mails sent by the tutor can be a summary of the topics presented in the printed materials, a review of the current literature, an overview of the important points of the topics, additional exercises, simulations or quizzes. The initiation materials are expected to increase the students' motivation to learn and enhance the learners' self regulation.

In the online tutorial, we can recognize both engaged and disengaged students. Students are assumed to be engaged participants if they ask questions, comment on the issues raised by the tutor, or respond to the questions addressed in the tutorial. Disengaged students only read initiation materials, questions, and comments from other

students but do not give any feedback to the tutor (Noviyanti & Wahyuni, n.d.). The tutors have full responsibility for grading the tutorial and follow the framework in the tutorial guide.

3.4.1.   Course Descriptions

There are two courses that I chose to study. They are PAUD4500 or Tugas Akhir Program (TAP) or it can be called Capstone course, and PAUD4406 or Bimbingan dan Konseling untuk anak usia dini or it can be called the Guidance and Counselling for Early Childhood Education course. The Capstone course (PAUD4500) is taken by the Early Childhood Education students who are in semester 9 (the last semester) of the program, while the Guidance and Counselling for Early Childhood Education course (PAUD4406) is provided for Early Childhood Education students who are in semester 8.

The Capstone course is the course provided for UT's Early Childhood Education students who are going to take their final examination in the program. By taking the course, hopefully the students can be helped with the final examination. Commonly, UT will use multiple choice questions as the method to assess their students, but, if UT students reach their final semester of their program, UT will assess them by using an essay test. The essay test will give some case studies to be analyzed by the students. This Capstone course prepares the students to perform well on an essay test. For the Early Childhood Education program, the Early Childhood Education students will be given some case studies that come from actual classroom situations. So, the students should provide solutions regarding the case problems presented that were learned in the classroom.

The Guidance and Counselling course is a course intended to help the Early Childhood Education students to deal with problems related to Early Childhood Education that the they have to teach. In this case, the students need to be aware of their roles as Early Childhood Education teachers who also can act as counsellors.

3.5. Qualitative Research Approach

I chose qualitative approaches because dialogue represents an interactive process of education that can be best addressed through a methodology that allows

analysis of open-ended discussion and responses. Within my overall case study approach, I have incorporated analysis of interviews and online tutorial transcripts.

As we have seen from the literature review on dialogue, it has several unique and subtle features. A quantitative approach—for example, a survey—would not be capable of capturing the kinds of detailed data I wanted. And while a questionnaire could conceivably capture some of these details, I wanted to be able to direct and guide the flow of conversation (Stake, 2010), so the interview approach as a part of my overall qualitative approach, seemed to be the most suitable. As well, the dialogue of the interview mirrors the dialogical approach I am recommending for pedagogy in Early Childhood Education.

This research is about my wonderings regarding how dialogue could be incorporated in the UT teaching and learning process in order to help students experience meaningful learning and reduce the banking concept of education. Therefore, to help me find answers, I decided to use a qualitative research approach. As a qualitative researcher I seek understandings about the real world and I gather data from people and their activities to accomplish this (Rossman & Rallis, 2011, p. 4). Therefore, this research represents the inquiry process that came from my curiosity to understand the dialogue process in the online tutorials. I expected to become transformed by doing this study (Rossman & Rallis, 2011, p. 5). Qualitative research sees the researcher as a constructor rather than a receiver of knowledge. Further, as a qualitative researcher I transformed the data, through analysis and interpretation, into information in the hope that the information would lead to my new understanding and knowledge (Rossman & Rallis, 2011, p. 5).

These ideas from Rossman and Rallis were also supported by Stake (2010, p. 11) who stated that qualitative research "…means that it relies primarily on human perception and understanding." Many people who do qualitative research want to improve how things work (Stake, 2010, p. 14). A qualitative researcher usually prefers the close-up view (Stake, 2010, p. 19). To understand a situation, the researcher takes a single case to study, a case unique in some respects, and emphasizes the nature of that particular case (Stake, 2010, p. 19). According to Glesne and Peshkin (1992), qualitative researchers wish to make sense of personal stories and how they intersect. Another reason why I used

a qualitative case study approach to do my research is provided by Denzin and Lincoln's (2011) statement:

> Qualitative research is a situated activity that locates the observer in the world. Qualitative research consists of a set of interpretive, material practices that make the world visible. These practices transform the world. They turn the world into a series of representations, including field notes, interviews, conversations, photographs, recordings, and memos to the self" (p. 3).

3.6. Case Study Research

In applying the qualitative approach, I decided to use the case study research method because my research was conducted in a certain time, in a certain program, and with a certain group of people. According to Lichtman (2010), a case study approach is an in-depth examination of a particular case or several cases, and case study research is another approach to qualitative research (p. 81). Rossman and Rallis (2011) state that case studies are in-depth and detailed explorations of single examples (an event, process, organization, group, or individual) that are "an instance drawn from a class" of similar phenomena (Adelman, Jenkins, & Kemmis, 1976). Moreover, Rossman and Rallis (2011) explain that in doing case studies, the researchers try to understand the larger phenomenon through close examination of a specific case and therefore focus on the particular case.

A case study approach (of all the possible methodologies) is best at giving the researcher an opportunity to deeply examine the intervening factors, such as unique culture and geography and a lack of previous experience in dialogic methods, by engaging in a detailed examination of the important factors. As I was not looking to create a theory, and had already developed a set of research and interview questions, a phenomenological approach was not appropriate. Similarly, narrative inquiry was not useful as I was not looking for the stories of the students school or online tutorial experiences, but was focussed specifically on the dialogue approach used in the online tutorial. While the

personal experiences of the participants were interesting and important, this was secondary to the experience of the group within the program at this university in Indonesia.

Watts (2010) also conducted a qualitative study on dialogue in distance education. In her study, Watts defined dialogue as being similar to interaction. She wanted to learn more about dialogue as a kind of interaction to support the students' learning in online distance education. Her study revealed that dialogue in online learning helped distance education students learn more deeply.

3.7. Research Approach for this Study

I employed a case study qualitative methodology bounded by four online tutorials, and groups of students, and tutors in two courses during April and May 2013: PAUD 4500 which is the Capstone course (final course requiring an assignment) and PAUD 4406 which is the Guidance and Counselling for Early Childhood Education course. The unit of analysis in this study consisted of the students who are participating in four on-line tutorials over the span of these two courses in April and May 2013 within the UT Distance Education program.

All of the participants are UT's Early Childhood Education students and their tutors in these two courses. I used a case study research approach in order to understand the issue of dialogue using the case as a specific illustration. As explained earlier, I chose to use case study methodology since case study research is a qualitative approach in which the investigator explores a bounded system (a case) over time, through detailed, in-depth data collection involving multiple sources of information (e.g., observations, interviews, audiovisual material, and documents and reports), and describes a case and case-based themes (Creswell, 2007, p. 73).

Finally, it is clear from my research questions (listed in section 1.7 of Chapter 1), that a case study approach is an appropriate (and likely the best) approach to employ in order to answer these questions. The research questions are repeated below for the reader:

1. Is a dialogue approach being used in the online tutorials at UT?

2. Is the banking concept of learning for the Early Childhood Education students being applied in UT's online learning tutorials?

3. What do the students and the tutors learn from participating in this dialogical form of online learning?

4. Do the students feel that online learning based on dialogue helped to prepare them to become better kindergarten teachers?

5. How could the dialogue approach be improved in the future for UT's online tutorials for the Early Childhood Education program?

6. Would the dialogue approach I am proposing for UT be useful for both the students and the tutors in helping them experience a meaningful learning process?

3.7.1.   Participants

For my research I used two groups of Early Childhood Education students who live in Jakarta. The first group was comprised of the tutor and the students enrolled in the face-to-face tutorial for the Tugas Akhir Program (TAP) course (PAUD4500), or "the Final Examination/Capstone program" course. The second group included the students and the tutor who enrolled in the online tutorial for the Guidance and Counseling for Early Childhood Education course. The students in the Capstone course face-to-face tutorial were instructed by the tutor to also enroll in the online tutorial for the same course even though they had completed their face-to-face tutorial. These two groups of students were my research participants. The tutors agreed as well to help me by being participants in my research. Table 3-1 on the next page presents a brief description of my participants.

Table 3.1.   Description of participants

No	Name	Role: Student/tutor
1.	S1 GROUP GC OF 2	Student BK (Guidance & Counselling) Rs has been a kindergarten teacher for 6 years. She is busy managing her time as teacher, a wife, a mother and a student. She is in her late 20s. She is learning how to use a computer and how to learn online.
2.	S2 GROUP GC OF 2	Student BK (Guidance & Counselling) Rt has been a kindergarten teacher for five years. She is about 25 years old and single. She knows how to use a computer and how to learn online. She has participated in a few online tutorials.
3.	S1 GROUP GC OF 4	Student BK (Guidance & Counselling) Sw is 40 years old and has been a kindergarten teacher for 11 years. She is busy managing her time as teacher, a wife, a mother and a student. She knows how to use a computer and is a beginner in learning online.
4.	S2 GROUP GC OF 4	Student BK (Guidance & Counselling) Su has been a kindergarten teacher for 8 years. She is busy managing her time as teacher, a wife, a mother and a student. She is in around 40 years old. She is learning how to use computer and how to learn online.
5.	S3 GROUP GC OF 4	Student BK (Guidance & Counselling) S has been a kindergarten teacher for 15 years. She is married and has kids. She is around 43 years old. She is busy managing her time as teacher, a wife, a mother and a student. She is learning how to use computer and how to learn online.
6.	S4 GROUP GC OF 4	Student BK (Guidance & Counselling) SB has been a kindergarten teacher for 14 years. She is busy managing her time as teacher, a wife, a mother and a student. She is in her late 30s. She is learning how to use computer and how to learn online.
7.	S INDIVIDUAL1 GC	Student BK (Guidance & Counselling) DP is 31 years old and she has been a kindergarten and also a playgroup teacher for 9 years. She is busy managing her time as teacher, a wife, a mother and a student. She is learning how to use computer and how to learn online.

No	Name	Role: Student/tutor
8.	S INDIVIDUAL2 GC	Student BK (Guidance & Counselling) SK has been a kindergarten teacher for 11 years. She is married and has a two-year old baby. She is busy managing her time as teacher, head of a kindergarten, a wife, a mother and a student. She is in her late 20s. She is learning how to use computer and how to learn online.
9.	T GCC	Tutor BK (Guidance & Counselling) She is 57 years old. She has a bachelors and a Master degree in Guidance and Counselling. She is not a kindergarten teacher but she has been an academic staff at the UT regional office in Surabaya, East Java since 1994. She is married and has kids and is also grandmother. She is busy managing her time as an academic staff member who serves as an instructor/tutor as well as an administrator with many kinds of jobs. She is still learning how to use a computer and how to teach online. She has been an online tutor in the GC course for three semesters and is also a face-to-face tutor at UT. Even though she was given training for being a UT online tutor, she is still learning by herself about the online tutorial application.

3.7.2.   Reason for choosing my participants

These courses were selected because both courses provide a face-to-face tutorial in order to provide a place for students to discuss some authentic case studies they may encounter in their classrooms. However, since many students are too far away to attend face-to-face tutorials, I wanted to see if online tutorials could substitute and whether these would allow for dialogue about the cases. The participants were the two tutors and Early Childhood Education students who enrolled in the online tutorials for both courses and who were willing to participate in the study. The students were chosen from Jakarta to allow the researcher to have convenient access to the participants for interviews and focus groups. The participants were given the consent letter that asked for their agreement to participate in my research by being observed, interviewed, and by allowing me to document their collaborative learning with the other students and the tutor in an online learning tutorial.

3.7.3.   Instruments

The instruments that I used are an open-ended interview and a set of dialogue criteria that I developed based on the literature to analyze the online tutorial transcripts. . After the students finished their tutorial, I conducted interviews and focus groups with students. The interview guides for tutors and students are given in Appendix F. I also analyzed the dialogue process in the online discussion forum using the dialogue approach criteria developed and given in Chapter 1.

3.7.4.   Procedures for doing my research

These were the procedures that I employed to do this research. First, before doing the study, I learned about the details related to the face-to-face and online tutorials at UT. In this case I wanted to know what and how UT conducted the tutorial. Since my participants will be from the Early Childhood Education program, I then learned about the face-to-face and online tutorials in UT's Early Childhood Education study program by having a dialogue with the head of the program and with some of UT's Early Childhood Education students whom I had met. I also spoke with some colleagues about finding a course that could be used for my research. To give more understanding about the tutorial in the Early Childhood Education program, I did some observation of the Early Childhood Education face-to-face and online tutorials during October-November 2012. After learning from my experiences, I decided which courses would be used for my research study. After that, I developed my interview questions driven by my research questions to learn about dialogue in the online tutorial and about the students' and tutor's perceptions about participating in the online tutorial.

I used a dialogue approach myself when I discussed with my colleagues in my program and the head of the study program about dialogue in the teaching-learning process at UT. Then, we discussed how to provide dialogue in an online learning tutorial. The online tutors and I worked together to learn and to revise the dialogue approach that would be used in the online tutorial for my research. Due to the accessibility and the limitation of time for my research, I decided to select my participants from the Jakarta Regional Office or Centre. In my plan for the online tutorial that I would observe, the tutors would provide a discussion topic that could encourage the students' comments. Besides

this, the online tutor would be proactive in encouraging the students to participate actively in the online tutorial.

Potential respondents (i.e., students enrolled in the courses) were given a letter of request for participation including interviews and analysis of their contributions to the online tutorials. Once a respondent had agreed to the interview, an appointment was scheduled. Identified participants were interviewed using the prepared semi-structured interview guides to obtain information, but the researcher maintained the flexibility to probe more deeply with further questions relevant to the purpose of the research.

The respondents that were interviewed included:

- Two tutors who teach in the online tutorials for the Capstone course and for the Guidance and Counselling for Early Childhood Children course.
- Four students enrolled in a face-to-face tutorial and who participated in the online tutorial for the Guidance and Counselling course.
- Two students enrolled in a face-to-face tutorial and who participated in the online tutorial course for the Capstone course.

As mentioned before, I had two online tutors and two groups of Early Childhood Education students who joined the online tutorials. The Capstone course students participated in one online tutorial while the Guidance and Counselling course students participated in three online tutorials. The online tutor provided one case study or related topic for discussion in each tutorial, and the students discussed the case. The tutor served as a facilitator to encourage the use of a dialogue approach during the tutorial.

For this research, I only analyzed the first week of the Capstone online tutorial and the first three weeks of the Guidance and Counselling online tutorial. I asked the online tutors to choose a discussion topic related to the course content and the teaching experiences of the students in the early childhood education program. Then, the tutors asked the students to read, to comment, and to raise questions on the discussion forum. Students could also give their reflective comments about their feelings in regards to learning through an online tutorial, since for most of them this was their first learning experience online. Students also were encouraged to learn collaboratively with other students by reading and listening to their peers' responses and/or their tutors' responses. So, the interactions involved reciprocal dialogical interactions among the tutors and the students, and included engagement with the materials; thus, the interactions were among

the tutors, the students, and the learning materials. Finally, I asked the students and tutors about their experiences, and to provide feedback about the experiences. I interviewed the students and the tutor about their experiences and feelings in regards to the online tutorials, whether they felt the dialogue approach in the online tutorials helped them to learn or confused them. I also addressed how and why these online dialogues may be either beneficial or detrimental to the students and tutors.

To choose the tutors, I approached them personally and explained my research. Once they agreed to be my participants, I gave them some guidelines both face-to-face and by phone about the dialogue approach in the online tutorials and about my research. The online tutors were asked to do their best to use a dialogue approach in their online courses.

Since I recruited research participants from UT's Regional Centre I was able to come to the face-to-face tutorial room to meet with the Early Childhood Education students who were in semester 8 and were willing to enroll in the online tutorial for the Guidance and Counseling for Early Childhood Education course. I also went to see the Early Childhood Education students who were in semester 9 and were taking the face-to-face tutorial for the capstone or last examination course. I explained my research and I asked for their participation in my study. I also gave the students the consent forms and I obtained 5-10 students' approval (permission) to participate in my research. The tutor and the students were asked to be active in the discussion part of the online tutorial. Due to time constraints, the Capstone course students received a brief explanation about the dialogue approach and were asked to try it. The Guidance and Counselling course students received much more extensive instructions in how to use a dialogue approach.

Then the students all agreed in writing to follow the instructions in the online tutorial. The students were encouraged at the start of the tutorial by the tutor to read and to comment on their friends' comments. Then, the tutor wrote her feedback/comments based on her students' comments. After that, I interviewed my respondents three weeks after having had the online tutorial. Focus group and interview participation was voluntary, with participants receiving a modest gift for their participation.

The interview and focus group results from the students and the tutor were used to suggest improvements to the online tutorial since I, as the researcher, discussed the results with one tutor who is the head of the study program. Table 3-2 outlines the data collection sources.

Table 3.2.   Data Collection Sources

Research Question	Data Collected
Is a dialogue approach being used in the online tutorials at UT?	Transcripts of online discussion
Is the banking concept of learning for the Early Childhood Education students being applied in UT's online learning tutorials?	Interview/focus group transcipts
What do the students and tutors learn from participating in this dialogical form of online learning?	Transcripts of online discussion & interviews/focus groups
Do the students feel the online learning based on dialogue helped prepare them to become better kindergarten teachers?	Transcripts of online didiscussion & interviews/focus groups
How could the dialogue approach be improved in the future for UT's online tutorials for the Early Childhood Education program?	Interview/focus groups transcripts
Would the dialogue approach I am proposing for UT be useful and meaningful for both the students and the tutors in helping them experience a meaningful learning process?	Interview/focus groups transcripts

3.8. Interview and Focus Group Procedures

The interviews and focus groups ranged from 60 to 90 minutes. Respondents were Early Childhood Education students who live in or near Jakarta, Indonesia. Depending on the participants' preferences and schedules, interviews were conducted by this researcher at the participants' closest location or within each participant's domicile. The interview was conducted in its entirely in person in Jakarta, using the Indonesian language. Therefore, there were no barriers for the participants to give informed consent as the prospective and identified participants by the universities understand the Indonesian Language. As the researcher is also Indonesian and able to speak the Indonesian language, there was no need for a translator when conducting the field work. The informed consent form was provided in an Indonesian version.

Focus groups as well as individual interviews were recorded with the participants' consent to be able to perform accurate analysis of the transcripts at a later time. Interviews and focus groups were conducted by the researcher in the Indonesian language at the Regional office, were later transcribed verbatim and then translated into English.

Participants were assured of confidentiality, meaning that their identities would not be revealed to anyone outside the study nor in any published research results. Participants were informed that they had every right to refuse to answer any questions and could stop the interview for any reason. During the interviews, field notes were taken and all interviews were recorded for transcription. After consent was obtained, the participants had the right to ask for the audio recording to be turned off at any time during the interview to ensure that there was no discomfort or risk to the participants. After analysis was complete, in 2013, the data were transferred to an external hard drive and stored in a locked cabinet until 2017.

3.9. Data Analysis

I had two kinds of data in this study. The first kind was the online tutorial transcripts of the online tutorials for the capstone course and the Guidance and Counselling course, and the second kind were my interview results. I interviewed two groups of Capstone course students who had participated in the capstone online tutorial. I also interviewed eight Early Childhood Education students who participated in the Guidance and Counselling online tutorial.

The steps that I used in doing the analysis of my data were as follows:

1. Transcribed the interviews done with the tutors and Guidance and Counselling students, and downloaded the transcript of the online tutorial discussion.
2. Translated the transcripts and the interviews.
3. Coded the online learning tutorial transcripts for the Capstone and Guidance and Counselling courses using the criteria for dialogue criteria that I had developed in advance from the literature.
4. Coded and determined the themes from the interview results.

Written students' interactions were analyzed using the dialogue criteria that I had developed in advance. This was done to determine whether or not a dialogue approach had actually been employed in the online tutorial. The number of occurrences of each of the criteria was recorded. The coding process used for the interview data was based on an inductive process described by Gall, Bord, & Gall (1996) as "the process of inferring themes and patterns from an examination of the data" (p. 753). To minimize the researcher's subjectivity, which is an inherent risk of inductive research, the researcher's senior supervisor did independent coding of various sections of the interview data.

3.10. Procedures for Determining the Themes from the Interviews

Below are the procedures that I followed in determining the important themes. I followed the coding procedures described by Saldana (2013), and used a hierarchical coding structure.

First, I created codes for all of the students' responses separately under each question.

Second, I created categories for the codes generated for all students separately under each question.

Third, I counted the number of codes appearing under each of the categories separately under each question.

Fourth, I combined similar categories across all questions in the whole interview to create the themes.

Fifth, I counted the total number of codes and subthemes under each individual theme to give a grand total for that theme.

Finally, I created a list of key themes based on those that had the most codes and categories associated with them.

I have attached details of my interview results in the Appendices.

3.11. Internet-based Research and Ethics

Procedures for Obtaining Data of the Participants

Since my research involves participants, I followed SFU's regulation regarding the ethics of research. In getting approval for my research from SFU, I asked for a legal letter from my university which is UT. I had to get permission from all of my participants. The permission was obtained from the UT and Simon Fraser University and university prior to the study being conducted.

There were two legal letters that I obtained; first the Research and Community Services Department of the Open University of Indonesia as the Research Ethics Boards (REB) issued a permit letter to conduct the research at *Universitas Terbuka* (UT), Indonesia. Then, I submitted the permission letter to conduct the research and to access data for Simon Fraser University.

First, at UT, I asked in the letter to do my research. I sent the letter to the Director of *Lembaga Penelitian dan Pengabdian kepada Masyarakat* / LPPM [Institute of Research and Community Service] requesting the legal permit letter to do the research around UT. LPPM is the institute that coordinates the research activities and community service at Universitas Terbuka. According to UT's rules of research, I had to sign a Statement Letter (in the Indonesian language) regarding the requirements of using the data that I asked for. The Statement Letter stipulates that:

1. the data to be used is a group's data, not an individual's data

2. the data cannot be used outside of research interests;

3. the data collected are confidential and solely for completing the research;

4. the research results will be shared at Universitas Terbuka; and

5. the research results can be published, only with approval and ratification from Universitas Terbuka.

The last paragraph of the letter stated, "If there are any violations of the statement, the researcher can be prosecuted."

Second, the Director of *Lembaga Penelitian dan Pengabdian kepada Masyarakat* / LPPM or Research and Community Services Department sent a letter to the Head of the Computer Center Unit. Based on the letter from the Director of *Lembaga Penelitian dan Pengabdian kepada Masyarakat* / LPPM, I asked the Head of the Computer Center Unit, especially the expert of online learning who also is the coordinator of UT's online learning to include me in the online tutorial to observe and to learn the dialogue in the online tutorial. The letter from LPPM allowed me to get the e-mail addresses of the students who have taken PAUD4406 and PAUD4500 online courses in 2013. So, the letter from LPPM also permitted me to get the data that I needed for my research.

To contact the respondents who were in Jakarta, I went to the face-to-face tutorial office where I received approval from the Head of the Jakarta Regional Office. I visited three classes of the Early Childhood Education students in their face-to-face computer skills tutorial for the Early Childhood Education educators' course. The Early Childhood Education students who were participating in the computer course were Early Childhood Education students who were in their eighth semester. I had already contacted and received approval from the tutor of the course. I then approached the students face-to-face and asked for their willingness and their permission to be participants in the research. The prospective participants in my research were given informed consent forms in which they agreed to participate in the research. The participants were assured of confidentiality, meaning that their identities would not be revealed to anyone outside of the study nor in any published research results. The participants were informed that they had every right to refuse to answer any questions and can stop the interview for any reason. If they agreed, a sample text of the research recruitment letter was given to them (appears in a separate document), with the same details as the consent form. They signed the consent forms and I kept copies of these documents with their consent to participate in the study.

3.12. Trustworthiness

All research aims to produce findings that are "worth paying attention to, worth taking account of" (Lincoln & Guba, 1985, p. 290). These findings should be trustworthy (Rossman & Rallis, 2012, p. 59). This section is about how I applied the trustworthiness and credibility of my study. There were two primary data sources that I used in my research, that being the online tutorial transcripts and the interview transcripts. For both of these data sources, I interpreted them iteratively and I determined my categories and themes carefully, asking my supervisor to check my interpretation. When discrepancies occurred, we discussed these and arrived at a common agreement.

3.13. Subjectivity of the Researcher

When conducting this qualitative case study, my research was affected by my closeness with the Early Childhood Education study program's academic staff and the tutor of the online learning tutorials. My background as an academic staff member in the Early Childhood Education study program in UT's Faculty of Education also influenced the decision that I made related to my case study. My work experiences in the study program ranged from developing the Early Childhood Education curriculum, being a face-to-face tutor, developing the Early Childhood Education learning materials, and developing tests. The reason I chose this research topic was also influenced by my background as a member of the Early Childhood Education study program as I have a commitment to help the Early Childhood Education students to become more interested in participating in online learning. I am interested in developing online learning dialogues since I believe dialogue will help the students to think more about their work as Early Childhood Education educators, to express their own voices, and to engage their own students in learning. I hoped that involvement in the online learning tutorials that used a dialogue approach would help the students to learn actively by addressing their reflections and actions toward the problems that they face. Moreover, it was my hope as well that my study would help the students and also the tutor to relate what they learn to their own classrooms.

3.14. Summary of Methods Used

I employed a case study qualitative methodology bounded by two online tutorial courses in 2013, using two groups of students and two tutors who participated in the Capstone course, the Guidance and Counselling for Early Childhood Children course. With regard to the research ethics for research involving human participants specifically, no information was withheld from the participants. I interviewed some UT online tutorial instructors and students within Universitas Terbuka, Indonesia regarding their perspectives on participating in an online tutorial using a dialogue approach. I analyzed the transcripts of the discussion forums for the online tutorials. The prospective respondents of my research were invited, and given informed consent forms in which they agreed to participate in the research. The participants were assured of confidentiality, meaning that their identities would not be revealed to anyone outside of the study nor in any published research results. The participants were informed that they have every right to refuse to answer any questions and can stop the interview for any reason. All interviews were digitally recorded and transcribed, and the transcriptions were on the hard drive of my password-protected computer for the purposes of analysis. The data have now been transferred to an external hard drive and stored in a locked cabinet until 2017.

Chapter 4.

Results

4.1. Introduction

This chapter will present the results of my research. These results were generated from my coding of the online tutorial transcripts and from my interviews with the respondents. The dialogue criteria and the themes generated from the interviews are used to answer the research questions. The discussions of my findings will convey my understanding of the dialogue that occurred in the online tutorials from the two courses in the Early Childhood Education program.

4.2. Research Results

I analyzed - the online tutorial transcripts of two courses (i.e., the capstone course and the Guidance and Counseling for Early Childhood Education course). The tables below show the results of the coding of the online tutorial transcripts, interviews and focus groups. I used two kinds coding to understand what occurred in the online tutorials- closed coding using a predetermined set of criteria and open coding using a hierarchical coding method (Saldana, 2012).

For the Capstone tutorial, I only collected data from the transcripts relating to the first week of the tutorial. I chose this first week because the subsequent weeks had only a few students who were actively involved in the online tutorial and therefore the results would not have been meaningful.

For the Guidance and Counseling course, I collected and analyzed the data from the first three of eight weeks for this tutorial. Again, as in the case with the capstone tutorial, student involvement and participation decreased significantly after the third week because, as the students reported in their interviews, they became increasingly busy doing assignments for the other tutorials and being involved in their professional teaching

practice; the same was true for the tutors as will be discussed below, the results of coding the tutorial transcripts showed that dialogue did not occur in the online tutorial for the Capstone course, and did occur for the Guidance and Counselling course. Therefore, only the Guidance and Counselling students' and tutors' interviews and focus groups were analyzed and reported in this thesis. This decision was made because I did not believe that the Capstone students and tutor could offer insights about a process they had not experienced. The dialogue criteria table is again shown below for quick reference.

Table 4.1.   Dialogue criteria table

Criteria	Manifestation by students	Manifestation by tutors	Code
Show respect	Introduce themselves	Introduce themselves	1a
	Greet others	Greet students and create opportunities for students to greet each other	1b
	Use polite language and/or other student's names	Use polite language and/or student's names	1c
	Acknowledge other students' ideas	Acknowledge students' ideas	1d
	Express appreciation for and trust in the other person	Express appreciation for and trust in the other person	1e
	Express appreciation and/or agreement with ideas; if there is disagreement, acknowledge differing ideas and perspectives	Express appreciation and/or agreement; if there is disagreement, show respect for differing ideas and perspectives	1f
Create and maintain a safe environment for self and students	Provide encouraging comments to one another	Provide encouraging comments to students	2a
	Create and maintain guidelines for dialogue	Create and maintain guidelines for dialogue	2b
	Validate other students' comments and/or provide a supportive critical response	Validate students' comments and/or provide a supportive critical response	2c
Assess needs and context	Express their needs and contexts and acknowledge those of others	Determine and acknowledge students' holistic needs and contexts	3
Exercise praxis: action with reflection	Discuss cases and situations that occur in the classroom and refer to related educational theory and ideas	Discuss cases and situations that occur in the classroom and refer to the related educational theory and ideas	4

Criteria	Manifestation by students	Manifestation by tutors	Code
Collaborate with peers	Demonstrate collaboration to explore or develop ideas	Encourage students to demonstrate collaboration to explore or develop ideas	5
Demonstrate empathy	Express understanding of and appreciation toward other's ideas, perspectives, or situations	Express understanding of and appreciation toward other's ideas, perspectives, or situations	6
Exchange teacher-student roles	Teach their peers and tutor	Acknowledge learning from the students	7
Engage in the learning process	Demonstrate critically thinking about the content	Provide an open discussion topic for students and encourage and model critical thinking about the content	8a
	Ask questions for consideration by others	Allow other students to respond to a student's question or redirect the question to others	8b
	Summarize, synthesize, and/or offer conclusions at the end of discussions	Let students summarize, synthesize, and/or offer conclusions at the end of discussions	8c
	Openness to new ideas and new ways of thinking (Freire, p. 41) and to being changed	Allow an exploration of new ideas or approaches	8d

I will now use the results from the analyses of the online tutorial transcripts and interviews analyses to respond to my research questions.

4.2.1. Research Question 1. Is a dialogue approach being applied in the online tutorials at UT?

In the literature review in Chapter 2, I explained that in order to conclude that there is dialogue occurring in the online tutorial, each of the criteria in the dialogue criteria table has to be met. The tables below show whether the criteria were met.

I will first discuss the results of the Capstone course. Table 4-2 below presents the results of the analysis of the online tutorial for the Capstone course.

Table 4.2.   **Results of Transcript Analysis - Capstone Course**

Code	Criteria	No. of times		% of total		% combined
		Students	**tutor**	**students**	**tutor**	
1	Show respect	3	4	21.4	18.2	19.4
2	Create and maintain a safe environment for self and students	0	9	0	40.9	25.0
3	Assess needs and context	0	0	0	0	0
4	Exercise praxis: action with reflection	0	0	0	0	0
5	Collaborate with peers	1	1	7.1	4.5	5.6
6	Demonstrate empathy	0	0	0	0	0
7	Exchange teacher-student roles	0	0	0	0	0
8	Engage in the learning process	10	8	71.5	36.4	50.0
Total		14	22	100	100	100

The results in Table 4-2 show clearly that a dialogue approach did not occur during the modest number of interactions that occurred amongst the students and tutor. With regard to the students' comments, it can be seen that five of the eight criteria were not met, namely create a safe environment for self and students, assess needs and context, exercise praxis, demonstrate empathy, and exchange teacher-student roles. For the tutor, four of the same criteria were not met; only 'create and maintain a safe environment for self and students' was met numerous times (n=9) by the tutor. However, almost three quarters (71.5%) of students comments were coded as 'engaged in the learning process'. These results indicate that a student-centred discussion did occur in a seminar style discussion; however, this was not a dialogue as it did not even come close to meeting the criteria. This result is not surprising as this was the first online tutorial session for these students and tutor. Almost half (40.1%) of the tutor's comments fell into the category 'create and maintain a safe environment for self and students' which was an effective strategy for a new group. Also, despite the tutor's best efforts, the students had not

received enough instruction in how to use dialogue and reverted to a style of discussion to which they were accustomed.

However, the results are different for the other group. Table 4-3 below shows the results of the transcript analysis for Week 1 of the Guidance and Counseling course online tutorial.

Table 4.3.   Results of the Transcript Analysis for Week 1 of the Guidance and Counseling Online Tutorial

Code	Criteria	No. of times		% of total		% combined
		Students	**tutor**	**students**	**tutor**	
1	Show respect	8	13	9.3	27.1	15.7
2	Create and maintain a safe environment for self and students	4	11	4.7	24.9	11.2
3	Assess needs and context	15	1	17.4	4.1	11.9
4	Exercise praxis: action with reflection	10	1	11.6	4.1	8.2
5	Collaborate with peers	10	7	11.6	14.6	14.7
6	Demonstrate empathy	0	0	0	0	0
7	Exchange teacher-student roles	11	2	14.8	4.2	9.7
8	Engage in the learning process	28	13	34.6	27.0	30.6
Total		86	48	100	100	100

It can be seen that the results from the first online tutorial are clearly different for this group. In fact, seven of the eight dialogue criteria have been met, despite this being the first online tutorial for this group. The table shows that there were 86 codes for the students and 48 for the tutor in this more active session. All criteria except 'demonstrates empathy' were met by both the students and the tutor.

Table 4-4 below shows the results of the analysis of the tutorial in week 2.

Table 4.4.   **Results of the Transcript Analysis for Week 2 of the Guidance and Counseling tutorial**

Code	Criteria	No. of times		% of total		% combined
		Students	tutor	students	tutor	
1	Show respect	11	2	7.5	25	8.4
2	Create and maintain a safe environment for self and students	1	0	0.7	0	0.6
3	Assess needs and context	4	0	4.7	0	4.6
4	Exercise praxis: action with reflection	15	0	10.2	0	9.7
5	Collaborate with peers	51	3	34.7	37.5	34.8
6	Demonstrate empathy	6	0	4.1	0	3.9
7	Exchange teacher-student roles	5	0	3.4	0	3.2
8	Engage in the learning process	54	3	36.7	37.5	36.8
Total		147	8	100	100	100

In this second online tutorial, the results are clearly different for this group. In fact, all eight of dialogue criteria were met by the students, despite this being only the second session for this group. The table shows that there were 147 codes assigned to comments made by the students, yet only 8 were assigned to the tutor. These results show that the students were very actively engaged in a dialogue and that the tutor withdrew, saying very little and allowing the students to control the session.

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Table 4-5 shows the results of the transcript analysis for Week 3 of the Guidance and Counseling course tutorial.

Table 4.5.   **Results of the Transcript Analysis for Week 3 of the Guidance and Counseling Online Tutorial**

Code	Criteria	No. of times		% of total		% combined
		students	tutor	students	tutor	
1	Show respect	6	12	8.2	26.0	15.1
2	Create and maintain a safe environment for self and students	6	8	8.2	17.4	11.7
3	Assess needs and context	4	0	5.5	0	3.4
4	Exercise praxis: action with reflection	10	2	13.7	4.4	10.1
5	Collaborate with peers	22	17	30.1	36.9	34.8
6	Demonstrate empathy	2	1	4.7	4.2	4.5
7	Exchange teacher-student roles	5	1	6.9	4.2	5.1
8	Engage in the learning process	18	5	24.7	10.9	19.3
Total		73	46	100	100	100

The results of week 3 show that a less active session occurred than in week 2, but that all criteria for Dialogue were again met by the students. More than half (54.5%) of codes for students' comments were coded as one or both of the two criteria, 'collaborate with peers' and 'engage in the learning process'. It is interesting to note that the tutor's comments in this tutorial satisfied seven of the eight dialogue criteria, except for 'assess needs and context', and that the tutor played a much more active role in this session.

Table 4-6 shows the combined results for the three weeks of online tutorials.

Table 4.6. **Results of the Transcript Analysis for Three Weeks Combined for the Guidance and Counseling for Early Childhood Education Children Course Tutorial**

Code	Criteria	No. of times		% of total		% combined
		students	tutor	students	tutor	
1	Show respect	25	27	8.2	26.5	14.7
2	Create and maintain a safe environment for self and students	11	19	3.6	18.6	7.4
3	Assess needs and context	23	1	7.5	1.0	5.9
4	Exercise praxis: action with reflection	35	3	11.4	4.9	9.3
5	Collaborate with peers	83	27	27.1	26.5	26.9
6	Demonstrate empathy	8	1	4.6	1.0	4.2
7	Exchange teacher-student roles	21	3	6.9	4.9	5.9
8	Engage in the learning process	100	21	34.7	20.6	29.7
Total		306	102	100	100	100

The combined results in Table 4-6 show clearly that dialogue occurred over the three weeks. Several possible explanations can be given for the discrepancy between the results of the two courses. First, the Guidance and Counselling course students received a more extensive preparation in advance than the Capstone course students on how to engage in dialogue. This was evident in the first session for this group which came close to meeting all of the dialogue criteria. Second, these students were engaged in a Guidance and Counselling course in which many of the criteria for effective guidance and counselling are similar to the dialogue criteria, For example, criteria 1,2,3,6 and 7 are considered as important counselling skills.

Finally, the tutor appeared to have excellent experience and skill as a tutor, and a strong belief in the benefits of using dialogue for learning. The tutor showed her positive attitude

by being a caring and supportive facilitator to her students. The tutor's interview transcript is shown in Appendix 1. Here are two illustrative quotes from the tutor to support this assertion:

> I will try to be a good listener and respond to the problems faced by the students, as well as opening a dialogue on an ongoing basis regarding the content of the online tutorial to broaden the horizon of the students in the online tutorial. All that is done as a basis for advancing the implementation of the next online tutorial.

> I often give my appreciation and reinforcement to each student who gives a response on the discussion topic in the online tutorial for the Guidance and Counselling course for the Early Childhood Education. By doing this, I hope they feel that they are cared for and they can have positive thinking of the online tutorial, and then, they are motivated to participate in other online tutorials.

The above results demonstrate that with a small but effective amount of advance training for students and a positive tutor, students are able to engage in dialogue in online tutorials at UT.

4.2.2. Research Question 2. Is the banking concept of learning for the Early Childhood Education students being applied in UT online learning tutorials?

Freire (1970/2010) explained how dialogue avoids the teacher and the students engaging in a banking concept of education. The banking concept of education is a teaching and learning process where the teacher dominates the teaching and learning process. The teacher is the only one who teaches and who can give information, and the students are the passive receivers of the information provided. In the banking concept of education, the students are not given any chance to share their experiences and their knowledge and their needs. From the result in the above tables, and particularly Table Table 4.5, it is clear that the students were actively engaged in the learning in the learning process. The students also were given a chance to ask and answer questions, to share knowledge, and to learn from each other. Therefore, I would conclude that participating in a dialogue-based online tutorial apparently helped the students to engage and be active in their learning, thereby avoiding the use of the banking concept of education.

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4.2.3. Research Question 3. What do students and tutors learn from participating in this dialogical form of online learning?

As mentioned earlier, the students and the tutor perceived that they were learning many useful and meaningful things, for example, dialogue helped them to learn how to solve problems related to young children, to practice computer skills, to write better, to discuss a learning topic with their peers and to learn how to learn online (see Table 4.7). The results correlate with the statement from Caspy and Gorsky (2006) that dialogue is a key for learning. In this case, the students have learned through intra and interpersonal dialogue. These findings also support Freire's (2000) idea of dialogue to help students to be active in their learning and only passive recipients of information.

The findings also shows that participating in an online tutorial can enhance students' involvement in their learning by stating their needs to others, sharing their experiences, and giving suggestions to improve UT's online tutorial for the future.

Moreover, the Guidance and Counselling tutor demonstrated that she learned several things in participating as a tutor in a dialogue-based online tutorial. An example is provided as follow.

> With the direct dialogue between the tutors and learners, all the problems related to the learning materials can be overcome by the agreement between the tutor and the students.

> In my opinion, the nature of online tutorials can support the notion of the dialogue itself. For the threads there is a need to ask what can be drawn from by applying dialogue in the face-to-face tutorials and in online dialogue.

The interview results support Freire's (2000) concept of dialogue; by a dialogical approach, teachers and students can develop a relationship based on mutuality that can empower them both. This relationship will help the students to connect with their peers and the material learned, to name their problem, and to reflect about what they now do and will do about the problem presented in the case. Dialogue will enable people to change themselves and their world for the better.

4.2.4. Research question 4: Do the students feel the online learning based on dialogue helped prepare them to become better kindergarten teachers?

Many students reported that the dialogue approach helped them to become better kindergarten teachers. These students' comments below illustrate how the learning experience in the dialogue-based online tutorial helped them.

> The questions on the discussions helped me to understand some of the problems in handling the Early Childhood Education.

> I want to use a dialogue approach when I teach the students because everything we do always uses dialogue, from the start, when we open the interaction like during question-answer sessions and closing up the lesson we always use dialogue with the students.

The following comments illustrate some students' opinion about how dialogue can lead to deeper learning:

> If we just read it briefly and we didn't pay attention we would miss something, whereas the online tutorial is focused. We talk about the purpose of guidance and counseling, the aim, the programs, the system.

> The online tutorial for counseling did make me think critically, since we had to answer questions. If we didn't think critically, we couldn't answer them.

> Yes, learning from the online tutorial helped me to understand more about the content of the printed module. In the dialogue-based online tutorial, we were given encouragement to think, to discuss, to ask. So, it helped (us) to learn.

The next student's comment illustrates how much they appreciated the benefits of a dialogue approach:

> We learned to discuss (things) with many people, learned to get to know each other and learned from each other. And learned to understand each other.

> From the dialogue-based online tutorial, I also learned to be tolerant and respectful but also there was information and rules that we're not permitted to use racism in any content of materials or in any comments. And when we had discussions we're not supposed to intimidate each other, there's no one who's dominant, we felt that we are equal.

> In my opinion, the online tutor has encouraged the students to interact (with each other). We didn't feel like being lectured, we also had to do our own research; the tutor has already given us encouragement. The tutor didn't dominate. We felt comfortable in the online tutorial, because we didn't do it face-to-face. The initiation was easy to digest, and it was given by using the "student's language" appropriately.

The comments below illustrate how much the students appreciated the facilitation role of the tutor:

> Usually, if there were no opinions from the other students about the question, the tutor would say, "Please continue this with the other students", but if the other students didn't want to leave comments on our answers, I didn't know whether my answers were correct or wrong, if there were still no comments then I asked my tutor.

This next comment illustrates the problem faced by some distance students at UT and how the online tutorial can help:

> The online tutorial is simple so I understand it. Because I'm a housewife, when I get home I have a lot of chores to do. It's helpful having the summary from the initiation materials, so we don't need to spend a lot of time reading modules, because our modules are quite thick, ma'am.

The tutor also felt that her experience helped her to learn as shown below:

> I will always give priority to applying dialogue between colleagues, students, or with the environment, as my effort is to improve my performance, both as a teacher/tutor, as well as a researcher, because applying the dialogue hopefully can solve all of my problems.

> Many students were actively participating and giving their responses. They had a discussion among their friends about the problems or the topic discussion. They also did the online tutorial tasks, and they can do mutual sharing among friends about the topic discussion from their own experiences. As well, they asked the tutor to consult the material that they did not understand. Thus, by following the dialogue-based online tutorial, the students can share ideas and build knowledge together.

One noteworthy comment from a student is related to the online tutorial, rather than to the dialogue approach that was used. However, it shows a possible benefit of doing the dialogue process online:

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Technology, ma'am, because of new experiences. Before semester 8 like now, things like the computer, I just asked my kids or my husband (to do it), before that I couldn't do it, now I can, to be honest now I can and I'm very happy, I can post pictures for my kindergarten students. The skills I learned here are useful. I can print out the tasks for my kindergarten students, oh, I can just move the pictures around on the computer.

Research Question 4. Do the students feel the online learning based on dialogue helped prepare them to become better kindergarten teachers?

In the interviews with UT's Early Childhood Education students, many participants felt that having a dialogue online contributed to their learning experiences in terms of how they could gain new ideas for solving problems related to dealing with the children in their own classrooms. The comments below will illustrate their opinions:.

Learning in the online tutorial gives me more knowledge because experiences from other people are different. Each child is unique and their characters are different. …If someone asked, "Did we experience this problem before?", then others would answer, "Oh, in my class there was a kid like that..." Then we'd describe the experiences. So then there were sessions of sharing experiences in the online discussion.

Then also there was a task where we had to write about the problems we have in the classroom. I wrote about the problem I experienced that time which was… there must be students who have just started their first day at kindergarten and cried, as they didn't want to be separated from their parents. So I brought up this problem (in the online class) and I asked how to handle this problem step-by-step, and I got answers from the other students. I can then used the answers from them, and I applied them In fact it's solved the problem successfully.

My experience in handling the school problems are like this: everything I have done, I just added from the other students' feedback.

Yes, the questions on discussions helped me to understand some problems in handling the Early Childhood Education. In the online tutorial, there was a problem and (we discussed) how to solve it. These discussions were about the day-to-day experiences about the problems of the kids at school.

4.2.5. Research Question 5. How could the dialogue approach be improved in the future for UT's online tutorials for the Early Childhood Education program?

From the interviews with UT's Early Childhood Education students and their tutor who participated in this dialogue-based online tutorial, some valuable suggestions were offered to improve UT's Early Childhood Education online tutorial in the future.

The following comments represent their opinions:

> I think at the beginning when the Early Childhood Education students enter UT, they should be introduced to the online tutorial right away. If it's difficult for them, the students should be assisted straight away to activate their online tutorial, and maybe UT students should be assisted directly. I mean once they are a student at UT, they are activated (online) automatically and they can join the online tutorial.

> Yes, of course there is, (I suggest) during the discussions that there should be question-answer sessions with the students, question-answer if there is an issue about what we learned on that day.

The tutor suggested the following improvement to the dialogue-based online tutorial at UT. She said:

> The implementation of the online tutorial should always be evaluated; the online tutor also needs to be appreciated, to be trained on an ongoing basis, in order to improve her/his performance.

The students offered four important suggestions to improve the online tutorial and to improve the dialogue approach in the future.

Need more contact with online tutor 12

> If we can contact (her) directly so we can get feedback from her, we can ask about the dialogue.

Solution or feedback should be given 8

> Although there were some answers from my lecturer, suppose my answer was wrong, but there were no solutions, like that… So I had to do my own research. It would be better if he/she would give me the solutions.

The student gave suggestions to improve the online tutorial in the Early Childhood Education program as follow.

> UT should give the info about the online tutorial to the students at the beginning of the program and should also help the students to join the online tutorial

These students' comments below illustrate how the dialogue approach could be improved in the future for UT's online tutorials for the Early Childhood Education program.

> To improve the dialogue-based online tutorial in the future, UT should inform the students more about the online tutorial, more aggresively. If needed, UT students should receive guidance for learning online and also should on writing essays.

The tutor also gave her opinion to improve the dialogue approach in the online tutorial.

> I would like to learn more about teaching online such as how to use or send a video to provide deeper knowledge about a topic. I want to provide better learning materials to the students who participate in the online tutorials at UT.

> I will always give priority to applying dialogue between colleagues, students or with the environment, as my effort is to improve my performance, both as a teacher/tutor, as well as a researcher, because applying the dialogue hopefully can solve my problems.

4.2.6. Research Question 6. Would the dialogue approach I am proposing for UT be useful for both the students and the tutors in helping them experience a meaningful learning process?

From my interviews with UT's Early Childhood Education students and their tutor who participated in this dialogue-based online tutorial, I found that most participants in my research felt that they had meaningful learning experiences. Here are a number of comments from my participants that show this:

Yes... There was learning from the start when didn't know how to activate the online tutorial. Now we know how and we can, we got more experience after we read the discussions from the other students as well.

In the Early Childhood Education online tutorial, we discussed things we've experienced in the Early Childhood Education field. We built the knowledge together and that's what we called dialogue. There's no judgment, we learned together.

We learned from the other students' answers, so now we think, "Oh, this is the one we didn't know before."

I can understand the modules because we can evaluate our knowledge of the modules by evaluating it online. I also learned by (answering) questions in the online tutorial.

These quotes show that the dialogue experience was overwhelmingly positive for students who felt that they had experienced a meaningful learning process.

The tutor also revealed her feelings about her experience as follows:

In the dialogue-based online tutorial, I learned how to create learning material that can encourage the students' discussion. I learned to understand the problems faced by the students in the field and to help them, as I have a lot of experience with various problems in the field.

4.3. Summary

A dialogue did not occur in the tutorial with the Capstone students as few of the criteria were met. However, the dialogue criteria were satisfied for the Guidance and Counselling students. This is probably due to the lack of advance preparation with the Capstone course students and the more extensive advance preparation done with the Guidance and Counselling course students. Therefore the last four questions were answered only by the Guidance and Counselling course students and tutor as they were the only ones to experience a true dialogue process.

The banking approach to learning for the Early Childhood Education students was not used by the Guidance and Counselling students since the students and their tutor used a dialogue approach in the UT online learning tutorials. It was also not used by the Capstone group, as seen by the relatively high level of engagement by both the students and the tutor.

The Guidance and Counselling course students and tutor gained new knowledge, skills, and positive attitudes toward the dialogue approach from participating in this dialogical form of online learning.

The students also felt that the online learning tutorial based on the dialogue approach helped them to become better kindergarten teachers by sharing experiences and solving classroom-based problems together.

There were some suggestions made by the students and the tutor for improving the future application of a dialogue approach in the UT online tutorials for the Early Childhood Education program. For example, they felt that UT should give better information and provide a training session for the tutors and the Early Childhood Education students.

Finally, according to the students and the tutor, they felt that the dialogue approach was useful for them both in helping them to experience a meaningful learning process.

Chapter 5.

Discussion and Conclusion

5.1. Introduction

UT is a traditional distance education institution, since reading the printed learning materials is used as the main pedagogical process. However, UT has some courses offering optional tutorials, either face-to-face or online. There are four faculties at UT, but most of the UT students are practicing teachers. Therefore, the Faculty of Education offers the highest number of face-to-face tutorials. Despite the efforts of UT, the completion rates need to be improved as well as the quality of the teaching and learning process.

Indonesia is developing its technology infrastructure rapidly and internet access is becoming more widespread. Therefore, in preparation for the tutorial, UT needs to develop more online tutorials to improve the completion rates and make better use of the online tutorial since a tutor can manage many more students online than face-to-face. However, traditional teacher-directed online teaching has not been motivating for the students and not highly effective for learning. The pedagogy process is more teacher-centered and this pedagogical process usually appears in the face-to-face tutorials, since in Indonesia the students and teachers are more comfortable in that situation. This kind of teaching and learning process can lead the students and teachers experiencing a banking education situation, where not much dialogue takes place. Moreover, in this banking education model, students are more passive, while the teachers are usually the only people who give lectures and who deliver the information to the students. To reduce that kind of pedagogy, in my study I offered a dialogue approach. The dialogue concept that I used is inspired by Freire (2000) as well as Vella (2002), and also supported by Burbules (1993), and Buber (1958). To help me in understanding dialogue in distance education, I also included the views of dialogue from Caspi and Gorsky (2006) and Holmberg (1995). Inspired by those dialogue writers, I then developed a set of dialogue criteria. Using the dialogue criteria in this study, I investigated whether dialogue was occurring in the online tutorial for the Early Childhood Education program at UT.

This qualitative case study aimed to enhance my understanding of the use of dialogue in UT's online tutorial. All the data that I collected were from the UT's Early Childhood Education (Early Childhood Education) program. Two sources of data were used to answer the six research questions (i.e., transcripts of four actual online tutorials including three transcripts from the Guidance and Counselling for Early Childhood Education course and one from the Capstone course (Final Assignment of the Early Childhood Education Program course). Also, four interviews were conducted with the Early Childhood Education students in the Guidance and Counselling course and one interview was done with the Guidance and Counselling course online tutor.

In this final chapter, I discuss the results of my research on the application of dialogue in the online tutorials for UT's Early Childhood Education students. I then discuss some of the implications for implementing such an approach, including some of the challenges to be faced, and the further research needed. Finally, I outline the limitations of my study and then provide some conclusions.

5.2. Discussion of Results

The results showed that dialogue could help students to be engaged and connected with their tutor and their peers. The structure of online tutorial and the discussion topic given by the tutor seemed encourage the students to have dialogue among themselves. This is consistent with Moore's (1997) theory of transactional distance since this study showed a clear structure can also enhance dialogue among the students and their tutor.

In learning about dialogue in the online tutorial at UT, I was also studying the learning process because as a distance education instructor, I wanted to understand what is occurring in our learning and teaching situation. In the first place, I wondered whether the banking concept of education is still being applied at UT. I believe that an interactive educational process in UT's online tutorial can help the students in their learning, since the tutor can involve the students in learning online. Also, as Orr (1991) stated, "the way learning occurs is as important as the content of particular courses" (p. 56). Relating to his

idea, I assumed that without experiencing a good learning process, students would be passive learners and would not obtain the core of a valuable education.

The particular kind of engagement in learning that I focussed on in my paper is called 'dialogue' and it includes the communication among students, the learning, assignment materials, and the teachers. This style of learning is based on Caspi and Gorsky's (2006) work. They write that "all learning activities engaged in by students could be categorized as dialogues enabled by some structural or human resource" (p. 736).

In understanding the distance education implications of pedagogy in online learning, Bento et al. (2005) pointed out that one of the main challenges in web-based education is to encourage and then grade student participation. He explains that many online instructors profess to value and attempt to grade online participation. However, there is no accepted process or standard on how to measure or grade participation.

The results of my case study of the online tutorials in UT's Early Childhood Education program are presented below. The data gathered for this case study came from the transcripts of the Early Childhood Education online tutorials and interviews with the Early Childhood Education students' and tutor from the Capstone course. The interview data of these students were coded to determine the key themes. The responses to my six research questions are now discussed below.

5.2.1. Research question 1: Is a dialogue approach being used in the online tutorials at UT?

This question can be answered from the analysis of the transcripts from the online tutorial for the Guidance and Counselling and Capstone courses. For the Capstone course, there was little training provided to the students. The results from the analysis of the single tutorial transcript clearly showed that the dialogue approach was not demonstrated. The results showed that a student-centered discussion did occur in which interaction took place among the students and the tutor. However, this discussion cannot be regarded as dialogue as most of the criteria were not met.

For the Guidance and Counselling course, some training was provided to the students in the form of a small workshop. The results from the analysis of the three tutorial

transcripts from the online tutorial for the Guidance and Counselling course showed clearly that the dialogue approach was implemented in all sessions. The results showed that a dialogue did occur in which much interaction took place among the students and the tutor according to the criteria. It is effective teaching that can make the students engaged in their learning (Battle and Shannon, 1968). This clearly occurred in these online tutorials. These results indicate that a dialogue approach can be learned relatively easily by mature students. This has been consistently demonstrated by Vella as she and her colleagues in their company (www.globallearningpartners.com) have been teaching the dialogue approach through workshops to learners at many levels across the world. Finally, I propose that the dialogue approach can build good relationships among students and their teachers, and the result is closing the gap in Moore's (2007) theory of transactional distance.

5.2.2. Research question 2: Is the banking concept of learning for the Early Childhood Education students being applied in UT's online learning tutorials?

In order to establish that the banking concept was applied, the transcripts would need to show that most of the discussions were led by the tutor and that most of the tutorial was devoted to the tutor giving information to the students. The transcripts clearly showed that the banking concept did not occur. For both courses there was considerable interaction occurring among the participants in the tutorials. As stated above, the capstone tutorial consisted of a student-centered discussion and the Guidance and Counselling tutorials used a dialogue approach. In both courses, the students were engaged and actively collaborated in the online tutorial. As explained earlier, this can be partly explained by the training provided to both of the tutors by this researcher at the beginning of the study.

The results of my research confirmed what Orr (1991) believes, that without experiencing an active learning process, students will not be engaged and their learning will be limited. The results of analyzing the transcripts showed that the students were active and engaged. Students were not only receiving the content, but also they were contributing to their learning process. Therefore, due to the effective learning and teaching process, the banking concept of education did not occur in the online tutorial.

The results of my study also showed that it was not one-way model of transmission that appeared in the online tutorial, both in the Guidance and Counselling and the Capstone group of students. Therefore, in the online tutorial, the engagement of the students in their learning appeared in a form of reflective action in which the ideas that emerged out of theory and personal experiences were shared with others in dialogue. In the process of dialogue in the online tutorial, students and the tutor collaboratively engaged with each other in this reflective process. The results of my research has shown that the dialogical process among students and the tutor can change the transmission of knowledge into a process of transformative knowledge. Thus, the use of a dialogical approach also helps avoid the serious problems associated with what Freire (2000) referred to as "banking education."

Personally, these results help me to understand that being a teacher is not only about giving information. As an effective teacher, I need to learn to be a good facilitator to help my students to respect others, to be engaged in the learning process, and to collaborate in learning by sharing ideas, exercising praxis, articulating their needs, and also by helping to creating a safe environment for learning.

5.2.3.   Research Question 3. What do students and tutors learn from participating in this dialogical form of online learning?

The research results show that all participants have learned some useful and meaningful things. The themes and categories in Table 4.7 showed that the students indicated that dialogue helped them, for example, to find solutions for some of the early childhood education problems, to learn how to share their opinions and their needs, to learn to discuss a topic with their peers, to develop computer skills, and to learn to be an online distant learner. This is consistent with Caspy and Gorsky (2006) who said the dialogue can enable either intrapersonal or interpersonal dialogue as well as learning.

The tutor for the Guidance and Counselling online tutorial mentioned that she had also learned several things and was quite positive about her experience in participating as a tutor in an online tutorial based on a dialogue approach.

The research results also demonstrated that the online tutorial could accommodate the student's interaction with the teaching materials, the student's interaction with the tutor,

and the students' interactions with their peers as mentioned by Budiwati (2007). The results showed that if students can enroll and participate in the online tutorial, they can gain benefits in learning such as acquiring knowledge or information from fellow students and tutors, and asking tutors about teaching materials that are not understood. Besides, students can access the online tutorial anytime, anywhere. Therefore, the online tutorial is suitable for working students who have limited time to attend the face-to-face tutorials (Luschei, Dimyati and Padmo, 2008).

Moreover, the dialogue form of online tutorial has supported Freire's (2000) concept of the dialogic encounter between individuals. Relationships can be developed based on mutuality that can empower students and the tutor. The relationships will help students to learn about the content, to connect with other students, and to reflect on what they currently do and will do in the future about the problem presented in the case. The positive statements by the participants support Freire's (2010) idea of dialogue as enabling people to know that they exist, to be connected with their environment, and to believe they can change themselves and their world for the better.

5.2.4. Research question 4: Do the students feel the online learning based on dialogue helped prepare them to become better kindergarten teachers?

Many students reported that the dialogue approach helped them to become better kindergarten teachers. These students' comments below illustrate how the learning experience in the dialogue-based online tutorial helped them.

> The questions on the discussions helped me to understand some of the problems in handling the Early Childhood Education.

> I want to use a dialogue approach when I teach the students because everything we do always uses dialogue, from the start, when we open the interaction like during question-answer sessions and closing up the lesson we always use dialogue with the students.

The following comments illustrate some students' opinion about how dialogue can lead to deeper learning:

If we just read it briefly and we didn't pay attention we would miss something, whereas the online tutorial is focused. We talk about the purpose of guidance and counseling, the aim, the programs, the system.

The online tutorial for counseling did make me think critically, since we had to answer questions. If we didn't think critically, we couldn't answer them.

Yes, learning from the online tutorial helped me to understand more about the content of the printed module. In the dialogue-based online tutorial, we were given encouragement to think, to discuss, to ask. So, it helped (us) to learn.

The next student's comment illustrates how much they appreciated the benefits of a dialogue approach:

We learned to discuss (things) with many people, learned to get to know each other and learned from each other. And learned to understand each other.

From the dialogue-based online tutorial, I also learned to be tolerant and respectful but also there was information and rules that we're not permitted to use racism in any content of materials or in any comments. And when we had discussions we're not supposed to intimidate each other, there's no one who's dominant, we felt that we are equal.

In my opinion, the online tutor has encouraged the students to interact (with each other). We didn't feel like being lectured, we also had to do our own research; the tutor has already given us encouragement. The tutor didn't dominate. We felt comfortable in the online tutorial, because we didn't do it face-to-face. The initiation was easy to digest, and it was given by using the "student's language" appropriately.

The comments below illustrate how much the students appreciated the facilitation role of the tutor:

Usually, if there were no opinions from the other students about the question, the tutor would say, "Please continue this with the other students", but if the other students didn't want to leave comments on our answers, I didn't know whether my answers were correct or wrong, if there were still no comments then I asked my tutor.

This next comment illustrates the problem faced by some distance students at UT and how the online tutorial can help:

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> The online tutorial is simple so I understand it. Because I'm a housewife, when I get home I have a lot of chores to do. It's helpful having the summary from the initiation materials, so we don't need to spend a lot of time reading modules, because our modules are quite thick, ma'am.

The tutor also felt that her experience helped her to learn as shown below:

> I will always give priority to applying dialogue between colleagues, students, or with the environment, as my effort is to improve my performance, both as a teacher/tutor, as well as a researcher, because applying the dialogue hopefully can solve all of my problems.
>
> Many students were actively participating and giving their responses. They had a discussion among their friends about the problems or the topic discussion. They also did the online tutorial tasks, and they can do mutual sharing among friends about the topic discussion from their own experiences. As well, they asked the tutor to consult the material that they did not understand. Thus, by following the dialogue-based online tutorial, the students can share ideas and build knowledge together.

One noteworthy comment from a student is related to the online tutorial, rather than to the dialogue approach that was used. However, it shows a possible benefit of doing the dialogue process online and how a student as a kindergarden teacher appreciated her computer literacy:

> Technology, ma'am, because of new experiences. Before semester 8 like now, things like the computer, I just asked my kids or my husband (to do it), before that I couldn't do it, now I can, to be honest now I can and I'm very happy, I can post pictures for my kindergarten students. The skills I learned here are useful. I can print out the tasks for my kindergarten students, oh, I can just move the pictures around on the computer.

5.2.5. Research question 5: How could the dialogue approach be improved in the future for UT's online tutorials for the Early Childhood Education program?

In the Basic Education Department, the online tutorial is still not considered as the students' preferred type of tutorial. Many of the students are more likely to participate in the face-to-face tutorial. However, in this research I found that most of the students did not realize or did not know about the provision of UT's online tutorial. Besides, even though few of the students knew already about the online tutorial, they found some problems in

activating and during the learning process. The problems then made them hesitate to continue their participation in online tutorial.

From my research I also found that even though most of the Early Childhood Education students in this online tutorial can be considered as beginners, they were participating actively in their online tutorials. Most importantly, by participating in the online tutorial, they can give me some suggestions to improve the online tutorial with the dialogue approach.

The qualitative analysis of all of the students' responses during the four interviews led to the following important themes. The first theme was named 'suggestions for improvement' and the second was named 'online tutorial'.   Many suggestions for promoting and improving the online tutorial at UT were provided.

5.2.6.   Research question 6: Would the dialogue approach I am proposing for UT be useful and meaningful for both the students and the tutors in helping them experience a meaningful learning process?

The qualitative analysis of all of the students' responses during the four interviews/focus groups led to the following important theme. The theme was named 'views of dialogue'. Only the categories that appeared six times or more were discussed. These results show that the students had positive views of dialogue and that the dialogue approach I am proposing for UT can be useful and meaningful students and the tutors in helping them experience a meaningful learning process. This means as well that learning at UT through online tutorial can help the students to experience a useful and meaningful learning process.

These findings also support the idea of Freire (2000) that dialogue can lead to the meeting between people directed toward them knowing that they exist and are connected with their environment. So, dialogue can help students to believe that they can change themselves and their world for the better. So, dialogue helped the students and the tutor to name their world. In sum, dialogue is a way of relating to others and to the world; it allows us to learn from others and the world by engaging responsively with each other.

5.3. How Dialogue Can Be Applied in Early Childhood Education at UT

The dialogue approach that Freire advocates will appear if the tutors and the students demonstrate love or caring for others, humility, trust, faith, and hope in helping each other and in fulfilling the possibilities of change for themselves and others (Freire, 2000). All of the qualities are very important for teachers or instructors or educators, especially, for persons who want to educate young children since they will be a good model for the young children. Lee Smith and Skarbek (2013, p. 8) explained that there are certain dispositions to be owned by being teachers, such as "the disposition of appreciation, respect, trust, and diversity." The authors also described important dispositions for being a teacher such as caring, empathy and love (Lee Smith & Skarbek, 2013, p. 13).

The dialogue approach involves the building of connected, caring, respectful, trusting, loving (caring) relationships between or among all participants in a learning situation, in order to meet, learn, know, understand, share, and express our opinions. The purpose is to inform, guide, collaborate, respect, and improve ourselves as teachers or as students. Participating in dialogue will allow the students to become more engaged in their learning, and provide them with a place to share their own voices, their experiences, and their worlds as Early Childhood Education students. By participating in this online tutorial I hope the students and the instructors will have a meaningful learning situation.

Since the face-to-face tutorials are preferred by students for the reasons I have mentioned previously, it makes sense to begin by engaging all of the academic staff or lecturers in a dialogue situation. In this stage, we as the curriculum developers, curriculum implementers and or as the tutors can have some idea to incorporate dialogue to our program. It can be started by developing a learning material for the tutors.. Then, I and my colleagues can develop a training manual in how to use dialogue in tutorials to be provided to all tutors. In the training manual, we can inform that the participants will know that dialogue and collaboration are welcome. The manual will also offer guidelines to participants for engaging in dialogue, such as listening carefully, being respectful and considering other perspectives respectfully, working together collaboratively to develop understanding, demonstrating praxis by encouraging and modeling a deep reflective

practice, modeling empathy and helping students understand empathy, and being willing to exchange student-teacher roles by modeling a willingness to learn from others. They can create a safe environment by modeling the dialogue criteria I have outlined.

5.4. Summary of the results

This study showed that the dialogue approach I am proposing for UT can be useful and meaningful for both the students and the tutors in helping them to experience a meaningful learning process. There are several perspectives that I gained from studying and interpreting the online tutorial transcript for the Guidance and Counselling online tutorial and the interview results.

Learning from the online tutorial transcript for the Guidance and Counselling online tutorial, I am becoming more understanding that participating in the online tutorial helps the students to learn. The results from the analysis of the three tutorial transcripts from the online tutorial for Guidance and Counselling clearly showed that the dialogue approach was implemented in all of the sessions. The results showed that a dialogue did occur since all of the dialogue criteria that I applied were met. The transcripts also clearly showed this banking concept did not occur. For both courses there was considerable interaction occurring among the participants in the tutorials. As stated above, the capstone tutorial consisted of a student-centered discussion and the Guidance and Counselling tutorials used a dialogue approach. In both courses, the students were engaged and active in the online tutorial. This can be partly explained by the training provided to both of the tutors by this researcher at the beginning of the study.

The results show that the students strongly believed that dialogue helped in learning and that they also learned computer skills. The transcripts of the online tutorials showed that the students were actively engaged and involved in their learning. The interview results from the students and the tutor also demonstrated that they learned actively from participating in the dialogue-based online tutorial. There were 77 comments about how dialogue helps learning that came from the students which supports this finding.

The interview results also mentioned that many students reported that the dialogue approach helped them to become better kindergarten teachers.

The qualitative analysis of all of the students' responses during the four interviews led to the following important themes. The first theme was named 'suggestions for improvement', which came from the students saying that they needed more contact with the online tutor. While the second theme was named 'online tutorial'. In this second theme the students suggested that UT should give the info about the online tutorial to the students at the beginning of the program and should also help the students to join the online tutorial.

The qualitative analysis of all of the students' responses during the four interviews led to the following important theme. The theme was named 'views of dialogue'. The results show that the students had positive views of dialogue. Therefore, the students felt that they had meaningful learning experiences in participating in the dialogue-based online tutorial. The students' opinions were also supported by the tutor. We can see that both students and tutors are interested in learning more about dialogue and in using it in their tutorials.

However, the existence of the online tutorial is still not widely known or is still considered as a strange and different mode of teaching as found in this study. It means that the common paradigm that many UT students feel about the strange feeling in learning asynchronously, or only meeting with the tutor and the other fellow students through online, also happened with the Early Childhood Education students. This paradigm still exists in the students view. Therefore, what Darmayanti, Dewiki, Widuri Asih, and Nurhayati (2004) mentioned in their research still existed in 2012. Even though learning by reading printed learning material has already been accepted by many UT students, in fact they are still not used to teaching and learning online due to some barriers such as the computer, and a lack of internet knowledge and infrastructure. In addition, from my research results I found that some UT students were not used to study online, therefore they seemed reluctant to participate in online tutorials.

So while using dialogue in face-to-face tutorials seems possible for the near future, it will take more work in helping both tutors and students understand and apply dialogue in the online tutorials. This is because of the infrastructure challenges and also because of the challenges in helping both students and tutors understand the pedagogy of dialogue in online situations, whether these are synchronous or asynchronous.

5.5. The implications of implementing the dialogue approach

From this study, there are some implications that should be considered.

1. For students: Students should be taught how to do dialogue by their face-to-face (face-to-face) tutor, and students should be taught how to do dialogue through an online training or an online tutorial manual, and an online video demonstration prepared by the study program. Tutors will need to understand dialogue sufficiently so that they are able to model dialogue in their interactions with the students and create safe learning environments where reflective collaboration is possible. Program planners will need to build in time in the Early Childhood Education programs for tutors to explain the dialogue process to students.

2. For UT tutors and the tutors' trainers: More tutors should be oriented to using the dialogue approach. Tutors will not only need to understand the principles but will have to be assessed in their ability to model dialogue for their students; the modeling of dialogue will likely play a major role in helping students understand the dialogue process.

3. For the administrators: Based on the research results, therefore it is suggested that the students and the tutors should be trained in how to use the technology and how to facilitate dialogue in the online tutorial. This will require training by experts who understand how to use dialogical approaches in online settings. Creating opportunities for training and providing the necessary funding will both be necessary.

5.6. Lessons learned

1. Freire (2010), Vella (2002), Burbules (1993), Caspi and Gorsky (2006), Moore (2007), and Holmberg (2007) clearly showed the benefit of the dialogue approach for the students' engagement and learning. From all my review of the theoretical and research literature, I was persuaded that dialogic approaches could be

beneficial in enhancing the learning of Early Childhood Education students and I felt it would be possible to implement these approaches in the Early Childhood Education program at UT.

2. The research supports this approach since in this research I found that the students learnt new knowledge, skills, and attitudes.

3. Dialogue has been successful for important changes both in education (Freire 2000; Vella, 2002) and society. By applying a Freirean approach to dialogue, Early Childhood Education students can become more reflective practitioners who engage critically with fellow students and consider the many factors involved in providing Early Childhood Education that humanizes children and those who work with them.

4. In this study it was shown that the students can learn to use a dialogue approach with a relatively small amount of training and that the tutor involved is enthusiastic. The results from Table 4.3.1.5 showed that after been given brief information and some reminding, they can use dialogue in learning online. These results are encouraging and they demonstrate both a willingness on the part of students and tutors to learn about and engage in dialogic approaches and that even relatively small amounts of training can make a difference. A comprehensive training for tutors and for students could result in significant improvements in learning outcomes.

5. It is also shown that students learned many other things in using the dialogue approach, such as using a computer and communication skills. As well, students learned skills in managing problems related to Early Childhood Education. Therefore, there could be additional benefits to applying the dialogue approach.

6. Therefore, I suggest that UT seriously consider the use of the dialogue approach in Early Childhood Education as well as in other programs. There could be a significant, beneficial impact on learning outcomes, and any implementation could be monitored by research to assess the effectiveness of such a program.

7. I also realized from interviewing the students that there are several interview questions that perhaps need to be introduced to the UT students such as, what have you learned from having these learning experiences, and is your learning experiences meaningful to you, and what is your wonderings from participating in this online tutorial. It seems to me that these kinds of questions are somewhat new for the students or even for myself as an Indonesian. This kind of question needs to be elaborated since this can lead to the praxis, reflective and action. It will be important for students to learn about the nature of reflective practice as a part of dialogue, and obviously it will be necessary to use a dialogic approach to teach students about the significance of reflective practice, both for their learning and for their professional practice as early childhood educators. Because reflective practice may be new to many students and tutors, it will be necessary to allot time and funding for such education. It will require patient efforts to help students and tutors develop their understanding of and skills in a critical, reflective practice.

I hope my findings from this study will help me to understand how dialogue is applied in distance education, especially in the online tutorial for the Early Childhood Education students, and what influences dialogue usage in the online tutorial for the Early Childhood Education students. I also hope that my colleagues and my students will learn more about how the Early Childhood Education students feel about the learning experience in the online tutorial and how their experiences in the dialogue approach in the online tutorial can help the Early Childhood Education students to apply the dialogue approach in their own classrooms. So, I hope the lessons that I have learned from this study will change my and my Early Childhood Education students' views on the role of Early Childhood Education educators, and the view of distance students. It is my hope as well that my study program can use the dialogue approach for our curriculum to be better understood by our students.

5.7. The challenges to be faced

There are some challenges to incorporate the dialogue approach for the UT online tutorials such as the number of UT students. UT has a large number of students that is 433,763 students (Prakoso & Suciati, 2015, p. 189). This condition makes it rather difficult

to give the training to all of the students. UT students live spread out all over Indonesia including the many islands of the country. This geographical situation sometimes creates a difficulty in giving trainings for the students and their tutors since there are some areas in Indonesia which have limited access to be visited. It is clear that change will take time and repeated, patient efforts. Administrators will need to understand that because of these infrastructure challenges, change will not come quickly. A long-term commitment will likely be necessary.

Another challenge that should be considered in encouraging UT students to participate in the dialogue-based online tutorial is the quality and prevalence of internet connections. In Indonesia, the internet connection is still not well developed and this can be a big problem. This condition is also supported by the students' lack of computer skills and the availability of computers, even in schools. Also, the cost of having a computer including the internet sometimes is not affordable for some UT students, even for the students who live in big cities such as Jakarta.

It is for these reasons that students prefer the face-to-face tutorials. Administrators will need to monitor the availability of affordable internet services and the skill levels of students. It may be necessary to provide internet training for students in all programs so they develop their internet skills.

From the research results, there are some challenges to be faced such as the importance of dialogue in the teaching and learning process. It seems that the Early Childhood Education students in this online tutorial course did not know the advantages they would have in using the dialogue approach. They did not understand that dialogue is not only talking to each other, so some of them only try to answer the question given by the tutor and do not comment on their colleagues' answers. In fact, the students seemed not to know that they can consult with their instructor if they have problems in learning online.

These findings demonstrate that it will take time and a comprehensive effort to educate both tutors and students about the nature of dialogue and how it can be applied in the Early Childhood Education program in both face-to-face and online tutorials. Because both the students and tutors may be used to rote learning, it may require

considerable time and effort in helping them understand be able to apply dialogic approaches. But as I have mentioned previously, these efforts would be worthwhile since it is important for early childhood educators to engage dialogically with the children they will work with.

It is a fact as well that almost all of the Early Childhood Education students are female. Usually they are kindergarten teachers. Mostly, they are also have their own children. Therefore, they have a lack of time to participate in the online learning that requires some extra time. This presents an additional challenge with no simple or ready solution. Learning via online also requires some extra money to buy internet access. The internet access is still slow, so, even though they bought the internet card, sometimes, they still could not get access to the internet due to infrastructure problems.

The most important factor that might be the most influential reason was those Early Childhood Education students were not used to the learning system. The Early Childhood Education students were not really familiar with learning in online learning. Therefore, the Capstone students found difficulty in trying to learn online. As well, even though the tutor had already asked them to interact actively in the online tutorial, apparently, only a few of the students wanted to participate due to a lack of time, not having a computer and/or internet skills.

The Early Childhood Education students are commonly participating in the face-to-face tutorial since there are many of them who do not know about the UT online tutorial. UT has never provided training to the Early Childhood Education students to learn about using the dialogue approach.

Besides, the Early Childhood Education students were in their last semester of the program. So, they were so busy with their other courses' assignments which also required them to submit some written reports of their action research in their classroom and also they had to submit other written reports for their other courses.

In the Capstone course, the students were only given one training session on how to login to the online tutorial in order to enroll and to participate in the UT online tutorial for the course. There was no information about doing the dialogue approach while they were

learning via online. The other challenge that I found from this research was writing skills. As an Indonesian, I admit that writing is not our habit as we are an oral culture. Therefore, one difficulty with learning and teaching online is writing our ideas or opinions. Thus, writing is not easy for my participants, especially for those Early Childhood Education students who have limited time and skill and knowledge in writing and in having dialogue in learning.

For these reasons, it may make sense to focus on the face-to-face tutorials and applying dialogic approaches there, especially in the initial efforts to promote the use of dialogue.

5.8. Limitations of the study

This study has some limitations, as do all research projects. Some of the limitations are as follows.

The work is informed by specific theoretical models: primarily the works of Freire and Vella. Other theoretical models might provide different analyses, suggested practices, and recommendations. As well, I am offering *my* perspectives and understandings of these theoretical models; others might have different perspectives and understandings that in turn would lead to different implications and, as well, different practical recommendations.

Time is the significant limitation. The research was conducted in 2013 and I only had very limited time to collect the data. The concepts included in the research reflect the current understandings, and the research data were collected during this time period and reflect the participants' knowledge and practices of that time.

My respondents were two specific groups of students who were registered in the semester of January to June 2013. These respondents were students at Universitas Terbuka enrolled in an Early Childhood Education program. The respondents participated in two online tutorials which were provided in the semester for two courses that are the Capstone course and the Guidance and Counselling for Early Childhood Education

(PAUD4406) course. Thus, my research findings may not be generalizable beyond these conditions.

In addition, the respondents were Early Childhood Education students who live around the UT - Jakarta regional office. Thus, the data reflects them as students and as those who live and work in this geographical and cultural location. The location is significant because I discovered that these students are less motivated to use the online tutorials than those students who live in remote areas far from the urban center as this is their only means of meeting the instructor. Again, generalizability of data is limited.

This study is only focused on the particular program and students that were mentioned above, and, in addition, I am examining the possible use of dialogue for Early Childhood Education with such students in an online setting. The findings, implications, and recommendations are therefore limited to such participants and conditions and may not be generalizable to, say, the use of dialogical approaches in other conditions or with other groups.

The limitations of my research also came from having a small sample size, besides, all of my participants were female and of course this limits the generalizability of the findings to the female perspective and experience.

Some important factors that also were considered as limitations were the slowness and the weaknesses of the internet connection that sometimes made it difficult for students to post their comments in order to participate in the dialogue online.

5.9. Suggestions for improvement

For improvement, there are some suggestions as follows.

UT and the ECE program might introduce the provision of online tutorials to their students since the beginning of their program or since the first time they register as UT students. Therefore, the information about online tutorial should be emphasized in UT's Katalogue as well as in the students' orientation event at UT's regional centres.

UT's ECE program might also provide some assistances for ECE students who need help in participating in online tutorial. However, UT might also put more attention to help the Early Childhood Education students learn to participate in the face-to-face tutorial by giving more training sessions to the students and to the tutors.

As well, the students and the online tutors might be given some trainings about being distance learners and being distance tutors and in using dialogic approaches in the online tutorials. However, as I mentioned previously, given the major challenges in implementing online tutorials, I would suggest focusing initially on the face-to-face tutorials while also carefully monitoring the availability of internet facilities for students and the penetration of internet services in Indonesian society.

To answer the students' need to meet their tutor and their fellow students while learning online, perhaps UT can introduce webinars as a form of synchronous online tutorial. This will allow the students to meet their tutor directly, so it will lead to a connection between students and their tutors, and they will not feel isolated.

UT and the program can use the online tutorial forum to get connected in order to maintain good relationships with each other, therefore, the dialogue approach can be introduced to the UT students when they start their program at UT.

The dialogue approach may also be used among UT's staff in order to be better distance education instructors and administrators.

5.10. Further research needed

This research is only a beginning for other studies. For my further research, I need to study the full set of online tutorials in a complete course to understand how the dialogue skills of the tutors and the students could be further developed. Also, research should be conducted on the methods of training the tutors and students to engage in an effective and engaging dialogue process. So if and when training efforts are made available, these should be researched to determine their effectiveness. Finally, and most importantly, research is needed to better understand if and how the dialogue process can lead to better

engagement, learning, and attitudes. Any efforts to implement these approaches to the Early Childhood Education program at UT should be accompanied by an ongoing research program.

Moreover, for further research I plan to repeat this study with students from the non-basic education faculty. I will provide those students with more information about the dialogue approach in the teaching and learning process.

Since I plan to develop a manual, as well as a video, about the dialogue approach for the online tutorial, for my further research I want to test the manual and the video, in order to improve the manual and the video. I also need to conduct further research to determine whether using the dialogue approach for online learning leads to better learning and better teaching.

5.11. Conclusions

UT is a traditional distance education institution. It is largely print-based with some courses having optional face-to-face tutorials.

Most UT students are teachers, therefore the Faculty of Education offers the highest number of face-to-face tutorials. However, despite these efforts by UT, the completion rates need to be improved and some learners still are settling for the face-to-face tutorials.

Indonesia is developing its technology infrastructure rapidly and internet access is being more widespread. Therefore, in preparation for the future, UT needs to develop more online tutorials to improve the completion rates and make better use of the tutorials, since a tutor has to manage many more students in an online tutorial than in a face-to-face tutorial. However, traditional teacher-directed online teaching has been shown to be demotivating to students and not highly effective for learning.

Dialogue has a particular approach to interaction in a group. It is different from debate or simple discussion. It has particular criteria to define it. So, I determined a criteria

table that was developed following the dialogue ideas from Freire, Vella, Burbules, Buber, Scott, with the dialogue idea from Caspi and Gorsky's and Holmbeg's distance education view.

Dialogue uses the social constructivist theory, which has been shown to be effective and motivational for learners. Therefore, it would offer that combining the capabilities of online learning with dialogue would be a good combination.

This thesis investigates whether the dialogue approach can be applied in an online tutorial and represents the opinion of the students' and tutors who experienced the process. Two groups of students were involved in this study. One group from the Capstone course participated in an online tutorial with very minimal instruction about dialogue. A second group of students from the Guidance and Counseling course participated in an online tutorial after being instructed by the researcher. In this case, the researcher informed the students about the meaning of dialogue and how the students could participate in the dialogue in the online tutorial, while both of the tutors were instructed to facilitate a dialogue in their own online tutorials.

The transcripts were analyzed to determine whether the criteria for dialogue were satisfied. The results showed that the capstone group participated in an interactive and student-centred discussion, but, the criteria for dialogue were not satisfied.

The Guidance and Counseling group also participated in an interactive and student-centred discussion, and the criteria for dialogue were all satisfied. This demonstrated that the use of the dialogue approach can be taught to students relatively quickly and easily.

The interview results showed that the Guidance and Counseling students and the tutor greatly appreciated the dialogue approach.

The results also showed that according to the students, dialogue helps their learning. As well, the students mentioned that participating in the online tutorial made them learn how to use the computer; therefore, the students felt that being active in the online tutorial helped them to know more about computer skills. Moreover, the students said that

in order to improve the provision of the online tutorial for UT students, especially UT students within the Basic Education Department, UT or the study program and the department should give more information about the online tutorial and how the students can learn online. Furthermore, once the students have participated in the online tutorial, the students prefer to have more contact with the online tutors. The online tutors also could give prompt feedback or solutions regarding the discussions in the online tutorial.

The students also suggested learning more about the dialogue approach to help them make good relationships with their young children.

There are some meaningful experiences that the students and the tutors felt after having participated in this research and by having participated in the online tutorial such as, they experienced learning through the internet, they learned about how to write their ideas, and now they can have more friends who live on different islands.

The conclusion relates to Schrum's (1996) statement that "Creating lessons and courses for distance learning is not a trivial activity, and it is not merely a matter of applying distance learning technologies to a successful traditional classroom lesson" (p. 31).

Finally, I conclude that for myself, as the researcher, being a graduate student at SFU is a great journey in helping me to be open, wider, and deeper in my mind and my heart, and also made me be reflective about myself. This is a true journey to know and to learn from some great educators about how to help a student to be persistent in his/her learning. This experience has enriched my mind to learn how to be me as an Indonesian person.

> In my life; I've lived, I've loved, I've lost, I've missed, I've hurt, I've trusted, I've made mistakes, but most of all, I've learned." (unknown, www.daveswordsofwisdom.com).

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Appendix A.

Tutor Interview Transcript

No	Questions	Answers from tutor
1	What is your understanding or definition or description of dialogue?	Dialogue is a conversation or communication between two or more people face-to-face, similar with when teachers teach the material to the students. Communication can be verbal using a sign/code, displaying the movement of the body and the expression of the face, and the like.
2	In what ways did this dialogue-based online tutorial help you learn?	With the direct dialogue between the tutors and learners, all of the problems related to the learning materials can be overcome by the agreement between the tutor and the students.
3	How did your experience in teaching the dialogue-based online tutorial compare with your prior teaching experience?	In my experience as an online tutor, I have already applied dialogue even though only in verbal language, if we view this from a psychological angle, the success of our instruction was also determined by the learners' behavior. Related to this, I also provided a video of a learning material of some real examples that can happen in a classroom, so students can have a clear picture to relate a theory and its practice.
4	To the best of your knowledge, what online management issues were involved in using the dialogue-based online tutorials and how were they resolved?	Students who come from many areas in Indonesia are still unfamiliar with the computer, internet, or other digital media. They do not know how to use it. Thus, not all students are skillful in operating the computer, especially using the internet. Many students are not used to digital technology or they are computer illiterate. Therefore, it is necessary to have continuous training about the online tutorial.
5	What was done to foster dialogue-based interaction in the online tutorials among the participants?	I often give my appreciation and reinforcement to each student who gives a response on the discussion topic in the online tutorial for the Guidance and Counselling course for the Early Childhood Education. By doing this, I hope they felt that they are cared for and they can have positive thinking of the online tutorial, and then, they are motivated to participate in other online tutorials.
6	How was the dialogue-based online tutorial discussion used in teaching and learning for sharing ideas and constructing knowledge?	Many students were actively participating and giving their responses. They had a discussion among their friends about the problems or the topic discussion. They also did the online tutorial tasks, and they can do mutual sharing among friends about the topic discussion from their own experiences. As well, they asked the tutor to consult the material that they did not understand. Thus, by following the dialogue-based online tutorial, the students can share ideas and build knowledge together.

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No	Questions	Answers from tutor
7	What influenced the students' contributions to, and participation in, the online learning activities?	Students are influenced by: the 30% contribution value to their final grades by participating in the online tutorial, as a place to ask questions about issues/topic that are not well understood, theoretically and practically, as a forum for sharing ideas with peers, to get more friends.
8	In your opinion, what problems and issues will confront the learner, the instructor, the learning material developers, and the study program using the dialogue approach in the tutorial?	Tutorial dialogue-based approach generally applies to general learning, but based on the development of technology in the digital age, dialogue can be applied to the online-based learning. Next, we as tutors are not the learning material developers; we must learn the content first before we teach in a tutorial. In the early childhood education programs, dialogue is necessary, but it would be even better if it is direct, if it is face-to-face dialogue between the tutor and students. Since dialogue in the online tutorial seems only verbal, it is not fully reaching the students' affective and psychomotor domains.
9	What have you learned about your Early Childhood Education students in the dialogue-based online tutorial?	Based on input that I got from the problems faced by the students, I can know of and have valuable experiences in handling online tutorial problems. The experiences that I have had can be a good basis to follow-up my next online tutorial.
10	How meaningful was the dialogue-based learning tutorials online experience to you? Explain.	With the dialogue-based online tutorial , I learned how to make the learning material that can reduce the verbalism of students, and I learned to understand the problems faced by the students in the field, so I have a lot of experience helping students of various problems in the field.
11	What have you learned about the larger context of UT's teaching-learning process (tutorials) and UT's online tutorial?	I strongly agree and support the dialogue-based tutorials, either in the face-to-face tutorials, because in general, the dialogue in student learning can open imbroglio caused by the lack of understanding of the material and how to generalize the matter with field experience.
12	How could UT improve the use of a dialogue approach in the future for the tutorials online?	Implementation tutor always should be evaluated , tutor also needs to be appreciated, to be trained on an ongoing basis, in order to improve performance.
13	What are the implications of what you have learned from the dialogue-based online tutorials for your own teaching?	I will try to be a good listener and respond to the problems faced by the students, as well as opening a dialogue on an ongoing basis regarding the content of the online tutorial. So as to broaden the horizon of the students in the online tutorial. All that as a basis for advancing the implementation of the next online tutorial.

No	Questions	Answers from tutor
14	What changes might you make in your practice as a UT instructor as a result of participating in the dialogue-based online tutorials?	Because I am not only an online tutor, I also act as a face-to- face tutor, so I will always open a dialogue with students intensively so that all the problems related to the material can be resolved completely.
15	What have you learned about yourself as a teacher/tutor/researcher as a result of participating in the dialogue-based online tutorials?	I will always give priority to applying dialogue between colleagues, students or with the environment, as my effort is to improve my performance, both as a teacher/tutor, as well as a researcher, because applying the dialogue hopefully can solve all of my problems.
16	What new wonderings do you have as a result of participating in the dialogue-based online tutorials?	I would like to learn more about teaching online such as how to use or send a video to provide deeper knowledge about a topic. I want to provide better learning materials to the students who participate in the online tutorial at UT.
17	Please give your comments about the dialogue-based online tutorial.	Just feedback: If, my understanding of the dialogue is it is usually used face-to-face between teachers and students, if then in the era of globalization, this approach will also be applied to the online tutorials, in my opinion, the nature of the online tutorials can support the notion of the dialogue itself. For threads there is a need to ask what can be drawn from applying dialogue in the face-to-face tutorials and in online dialogue.

Appendix B.

Interview Coding for the Online Early Childhood Education Students

No	Questions	Answers from student respondent	Codes	Categories
1	What is your understanding or definition or description of dialogue?	Answer: In my opinion, dialogue is a communication between the students and the lecturer, for example it's like having dialogue during the module discussions, we can learn more when we read the modules because sometimes when we get home we don't bother to open the modules anymore, maybe dialogue is like discussing the modules, so we're having dialogue while reading, I guess. Answer: It's a communication between the lecturer and the students, for instance during the module discussions. Well excuse me, ma'am, it's not like the last time there was a lecturer in my class who discussed the modules, he/she only talked about his/her experiences traveling in different cities and abroad, so he/she didn't discuss the modules. So, when we got home we just left our modules like that (didn't read it again). When we discuss the modules it is like having a dialogue, so the inadequacy in our semester 5 was that the lecturer didn't talk about the modules, he/she only talked about his/her experiences (traveling). <u>Similar to that</u>, actually there are many experiences, (but) dialogue is more detailed, so when I didn't know something I just said, "I don't know this." Like last time I didn't know the computer at all, so I just typed in (whatever I knew about) and submitted it.	Dialogue is a communication between students and the lectured dialogue can happen in a discussion about the content dialogue is a communication between the lecturer and the students like in the module discussion If the lecturer didn't discuss the modules' content it means there is no dialogue	Dialogue is communication 8 Dialogue can be a conversation with many media: face-to-face, phone, cellphone, SMS 6

No	Questions	Answers from student respondent	Codes	Categories
		Answer: Communication between 2 people or more to discuss simple things such as our situation today, our daily life, like what happened to us, "Hey I have just had this..etc." that's dialogue, dialogue can lead to anything, any knowledge we share can be negative or positive, but we don't take the negative ones, from having dialogue I know that, "Oh, I don't know this person yet, oh, this person is from this city, oh, my friends just had this and this.." From there I met new people just like what happened to me, there was a student who took AtPEM* and she has just finished her PKP**, I had conversation with (that student named) Siwi and got information about what PKP was, so now I know because of having dialogue, if I'd just stayed silent then I wouldn't know anything.	Dialogue is a communication between 2 or more people about our daily life. Dialogue can lead to anything we share. From dialogue we can know more about somebody. We can have a new friend.	
		Answer: Dialogue is a conversation, even a daily conversation is also a dialogue in my opinion, dialogue can be via face-to-face, by phone that's dialogue as well. Answer: Like Ms Sw, two-way conversation is a kind of communication, we talk about any information, about day-to-day information, so we receive any kind of information whether it is positive or negative, so that's what conversation is.	Dialogue is a conversation and that can be by face-to-face, by phone. Dialogue is also a kind of communication to receive any information.	
		Answer: That's dialogue as well, the dialogue is via air but that's not like that kind of dialogue (?), whereas the dialogue in the online tutorial is (more) focused, it's focused on the materials, common dialogue is just a loose conversation - just saying hello, how are you, that dialogue just uses common (topics) but the dialogue in the online tutorial is focused on the materials we are going to discuss.	online tutorial dialogue is more focused on the learning materials.	

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No	Questions	Answers from student respondent	Codes	Categories
		Answer: What I know about dialogue is talking with 2 people or more, ma'am, well that's my opinion. Answer: Learning can be a discussion, right?! Dialogue can be face-to-face, can be via telephone, can be via mobile phone, also via SMS. But, just reading the module, I think you can't have dialogue, ma'am. Answer: Well, how to say… Maybe there is no interaction if we are just reading the module (printed learning material), you were saying that dialogue should have interaction, right?! Well, yes it gives information (by reading) but this interaction is not like reading the modules.	Dialogue is talking with 2 people or more. Reading the module is not a dialogue. Dialogue as interaction is not there if we are only reading the module. Dialogue in the online tutorial is focused with the learning material. Dialogue is talking with two people or more. Learning can be a discussion. Dialogue can be face-to-face, can be via telephone, can be via mobile phone, also via SMS. Reading the module, is not dialogue.	
2	Did this dialogue-based online tutorial help you learn?	Answer: Yes it's helpful.	Dialogue in the online tutorial is helpful. It helps but there were only a few feedbacks.	Dialogue-based online tutorial is helpful 3

No	Questions	Answers from student respondent	Codes	Categories
		Answer: Yes, it helps but there were only a few feedbacks, sometimes no feedback for us, the rest of the feedback came just from the tutor. In fact there were only a few students who joined Early Childhood Education, when I opened it for the first time, the second and third day there were only 2 or 3 people who opened the discussions, so when we wanted to join the discussion then we thought, "The feedback is only from 1 person..," well I think the online tutorial in the Early Childhood Education program is less fulfilling. Answer: In the face-to-face tutorial maybe we could get more feedbacks from the other students. Whereas, well what's the point in taking the online tutorial? Because of the modem. It's difficult to use the modem, or maybe that modem hasn't topped up yet or I don't know.	Most feedback is only from the tutor. The online tutorial in Early Childhood Education is less fulfilling. In the face-to-face tutorial maybe we could get more feedbacks from the other students	
3	In what ways did this dialogue-based online tutorial help you learn?	By learning via online for the Counseling course, the modules we got became simpler. They summarize the materials with mapping concepts; they made us understand the content of the materials straight away. So, what we call guidance if there is a mapping concept like in the modules, there was an illustration first then discussion, it has direct aims, (because of that) the materials we discuss this week become simpler so we can study the subjects more practically. Learning via the online tutorial can be from the initiation materials, because it's simpler and more practical so it's easier to understand because I read it (online). When I cross checked it with the modules I've gotten, the contents were the same but it's much simpler and more direct in the online tutorial.	By learning online the modules became simpler. More practical and more direct, so it is easier to understand. The mapping concept made us understand the content straight away. The direct aims make the learning material simpler.	Modules became simpler. More practical, more direct, and easy to understand 4 Helped students to learn. 9

No	Questions	Answers from student respondent	Codes	Categories
		It's helpful to learn when we're reading the initiation materials online, I think the online materials were suitable and related to the modules.

Answer: Yes, we read one by one about everything, if we just read it briefly and we didn't pay attention we'd miss something, whereas the online tutorial is focused, we talk about the purpose of Guidance and Counseling, the aim, the programs, the system.

Answer: So we have comparisons, it's got the summary and the elaboration, we got some help when we studied so that was the positive side for us, straight to the point and it's not complicated. If I read the modules I feel dizzy, ma'am. The online tutorial is simple so I understand it. Because I'm a housewife, when I get home I have a lot of chores to do, It's helpful having the summary from the initiation materials, so we don't need to spend a lot of time reading the modules, because our modules are quite thick, ma'am. In the online tutorial, although it's already week 3 if we need to read the materials from week 1, I can still open it again, it's better that way.

Answer: We learned to discuss (things) with many people, learned to get to know each other and learned from each other. And learned to understand each other. | The online tutorial helped us learn because it was focused

The dialogue-based online tutorial helps us learn.
The online tutorial is simpler, and it is like a summary.
Don't need a lot of time to read the initiation.
Students can open and read the materials anytime. | |

No	Questions	Answers from student respondent	Codes	Categories
		Answer: I learned from having dialogues with the tutor. For example, there was a comment from Ms. Titi, it was from the 2nd discussion forum yesterday, if not mistaken, somewhat it was about the moral character subject, I forgot, ma'am, she commented, "If religious education is also moral character so please give examples, prove it." Because the tutor commented like that, then I answered, "Well, there are kids that do not want to pray and (they) like to walk (play) around (in the class room). Those kids also can't sit still during pray time before the lesson starts."		
		Answer: Feedback from the tutors helped us to learn. Usually if there were no opinions from the other students about the initiation, Ms. Titi would say, "Please continue this with the other students", but the other students didn't want to leave comments on our answers, because there were no comments so I didn't know whether my answers were correct or wrong, if there were still no comments then I asked Ms. Titi. The tutor of this subject gave the messages on Saturdays. Apart from that, from the initiation material given by the tutor, I (also) learned from the module. I learned to answer the questions from the online tutorial which were related to the hard-copy module. I learned by reading the book (module). Actually, the online initiation material is similar to the hard-copy one. This helped me, because I didn't bother to read the book, so I only read the materials from the online tutorial.		
		Answer : Yes, learning from the online tutorial helped me to understand more about the content of the printed module.		

No	Questions	Answers from student respondent	Codes	Categories
		In the dialogue-based online tutorial, we were given encouragement to think, to discuss, to ask. So, it helped (us) to learn. In my opinion, the online tutor has encouraged the students to interact (with each other). We didn't feel like being lectured, we also had to do our own research, the tutor has already given us encouragement. The tutor didn't dominate. We felt comfortable in the online tutorial, because we didn't do it face-to-face. The initiation was easy to digest, and it was given by using the "student's language" appropriately. Answer: Yes, ma'am, the provision of the tutorial helps us to learn. For example like now there is the module, but no face-to-face tutorial. It is just like that, then I think it doesn't motivate (us) enough to learn. Because if you learn on your own there is no one to evaluate you, but if there is a tutor it means there is someone to evaluate your grades and your learning outcome. Besides, we can ask the tutor if we don't understand, if we only read from the module then we can only get the information from it. Question: Do you think dialogue makes the students think more critically? And did the online tutorial for Counseling make you think critically about learning in the classroom, about your teaching experience, about the contents of the modules? The online tutorial for Counseling did make me think critically, since we had to answer questions. If we didn't think critical, we couldn't answer them.		

No	Questions	Answers from student respondent	Codes	Categories
		In the dialogue-based online tutorial, we were given encouragement to think, to discuss, to ask. So, it helped (us) to learn. In my opinion, the online tutor has encouraged the students to interact (with each other). We didn't feel like being lectured, we also had to do our own research, the tutor has already given us encouragement. The tutor didn't dominate.		
4	Did you learn new skills as a result of participating in the dialogue-based online tutorials? Explain what kind of new skills you learned.	Answer: We've got more skills, ma'am, skills on using the computer. Answer: Skills on using the computer and the internet make the Early Childhood Education teachers become cooler, would be good if there was a subject of Introduction to the Computer and the internet in semester 2, then we could revise on (learning) the computer again in semester 8. Answer: So we don't get left behind. Answer: Bachelor Degree students must know how to use the computer. Answer: Confident on using the computer and don't feel awkward anymore, furthermore, we have got friends from the online dialogue. That's the knowledge we wanted to get by using the internet, we can search anything on the internet, just 'click' then it's all there, whether you want to search pictures or anything it's all there, you can search any songs as well.	New skills on using computer. Using the computer and the internet make the Early Childhood Education teachers cooler. It is better if there is a computer and internet intro in semester 2 and semester 8. Learning online makes us not feel left behind. Confident on using the computer. Got new friends from the online dialogue. Can search anything on the internet.	Using a computer 9

No	Questions	Answers from student respondent	Codes	Categories
		Answer: Computer and internet skills are necessary, rich people (who use the internet) don't need to go to school to meet the teachers and other students, but that's the positive side. The negative side is - with the computer and the internet, people just think about themselves, they don't care about their environment, it's true that we socialize with friends, but it's limited only socialising with people from their virtual world, we don't know the people around us, since I know how to use the internet, I use it until 1 am. I have become addicted to using the internet, I always want to use it at night, well, yes, I use it at night. Answer: From the skills aspect, now we know how to use the computer, before, I didn't know how to use it. Yes, I have used it, but now I use the computer more often, we usually just use the computer if we've got tasks to do. For example, if there were school tasks, if there was a form that needed to be filled in, had to make new ones. Now, I have to open this tutorial every day, since it has the answers from the discussion, therefore, I had to check it from the computer.	Computer and internet skills are necessary. There are positive and negative aspects of learning via the computer. With the computer there is a limitation in socializing with people.	
5	Did you learn new knowledge as a result of participating in the dialogue-based online tutorials? Explain what kind of new knowledge you learned.	Answer: Yes, it's helpful to meet new friends who (also) participate in the online tutorial, so we get to know them via online.	Meeting new friends via online. New experiences. Can answer odd question. Seems other universities don't have the online tutorial. Know that learning at UT is better.	Learning new computer skills 7

No	Questions	Answers from student respondent	Codes	Categories
		Answer: Yes, new friends, new experiences, experience in using the online tutorial, any odd questions we can answer, we (can) ask, "Is this correct, ma'am?" I think learning media like this is only at Open University? Seems like other universities don't have the online tutorial. So that experience made us to know UT better, now we know that learning t UT is not only learning every Sunday, it is not only reading the module, in fact, UT's teaching and learning system is more sophisticated than the other universities. Answer: Yes, I got new knowledge. Knowledge about this tutorial. Also, we could discuss with other students from other schools, from other places, then also got a little information about lectures that they have learnt, that's all.	Teaching and learning at UT is more sophisticated than the other universities.	

No	Questions	Answers from student respondent	Codes	Categories
6	Did you learn new attitudes as a result of participating in the dialogue-based online tutorials? Explain what kind of new attitudes you learned.	We used to think we're scared of using the computer, like, "Oh, I'm scared of making mistakes, oh, how is it going to be…" Now after having taken the dialogue-based online tutorial I feel confident, ma'am. So now I can use the computer, before that it felt strange using the computer, now I use the internet often like searching for materials for lectures on Google. Before that I didn't care, if there were any tasks I just didn't care and I asked the father of my children (husband) to use the internet and help me out to look for materials. But with the dialogue-based online tutorial, I felt brave to do it on my own and I looked for some pictures. So there are changes in my attitude from being ignorant, I was just asking my husband to do it all before, now I am trying to search everything on my own and I am confident now to take my laptop everywhere I go and now I'm not technology illiterate ha..ha..ha..ha… Like when I went to the zoo on Sunday I took my laptop with me. I can use the laptop to put pictures on as (teaching) props. I feel the changes from my attitude, appearance, and courage.

I also feel the same thing, ma'am, since I took the online tutorial, I know more about the computer, (Open University) should introduces us to the computer and the online tutorial from the start of semester 2 and 3 so that we are used to it later on and we can then try more difficult programs.

Answer: Changes in attitude. Yes, I am more interested in using the internet. We need to use the internet so we can gain more knowledge, new attitudes. I think I got it all, from knowledge, attitude, and skills. | Before she was scared, now she feels confident. She can use Google. She changed her attitude toward the computer and the internet. Students felt they are not computer illiterate now.

She knows more on using the computer. UT should introduce us to the online tutorial when we start our semester 2 and 3 of the program, and more computer skills later. | Changes in my attitudes 5

Know more on using the computer. 22 |

No	Questions	Answers from student respondent	Codes	Categories
7	How was the dialogue-based online tutorial discussion used in teaching and learning for sharing ideas and constructing knowledge?	Answer: I got the answer from the online tutor who was Ms. TS from Surabaya, I got the answer from her, ma'am... When I asked questions, "How far can a teacher help students who face problems?" First I got the answers from the other students who joined in the discussion forum, then next one I got was the answer from Ms. TS... "Ms. SB with Student ID Number this…and this… Do you agree with the answers from your friends? If not, please discuss it again with them and let me know the result." So I replied to them and gave my opinion, I also tried to discuss things with the other students. If there were questions I could answer, then I gave my opinions. So far they agreed when I gave my opinions. Answer: In the feedback, say - there was a question, a comment, or it was a statement, everyone has different opinions, those can be used as new knowledge, ma'am, naturally we felt curious, "Who's asking?" it felt like we wanted to comment to him/her. So we could learn from reading the questions and reading the comments from others. Question and answer sessions also built knowledge, so those who didn't know became knowledgeable, like, "Oh, this is how it should be.." Because when there were comments from others, we then said to ourselves, "Oh, we can do it that way too…" Answer: My learning experience is I can share my experiences.	She got the answer from the online tutor and from other friends. Learning from sharing opinions in a discussion.	Got answer from the online tutor and from other friends. 3 Learn by sharing opinions in a discussion. 3

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No	Questions	Answers from student respondent	Codes	Categories
		Answer: It can be through the discussion, there were topics that we discussed, so from reading the comments, we got new ideas, we constructed the ideas together as well. For instance, we discussed the kids' problems then everyone gave comments then from those comments we found the similarities, so from there we constructed (our ideas). Answer: Yes, of course. Question: Can we summarize the answer together? Answer: Yes exactly, we can summarize it together. Answer: Of course, ma'am. Answer: Because on the discussion forum there was a lot of knowledge, because the topic that we talked about was about early childhood education. We could share ideas, for example when we discussed Aria's problem. One teacher had an opinion, another teacher had a different opinion how to manage Aria, so there were a lot of opinions because each person was different (different opinions). Yes it's useful, ma'am, so we learned how to manage a child who had the same problem. Answer: Our field is Early Childhood Education, right?! We deal with kids every day. The discussion in the online tutorial was also about kids, when we learned through the dialogue-based approach we also talked about kids, so we could engage in this dialogue. Answer: It can be because through discussion that we discussed, so from reading the comments, we got new ideas, we constructed the ideas together as well.		

No	Questions	Answers from student respondent	Codes	Categories
8	Do you believe the learning experience in the dialogue-based online tutorial is valuable in preparing you as a better kindergarten teacher? Please explain why or why not.	Answer: Experience in learning in the online tutorial, it gives me more knowledge because experiences from other people are different. Each child is unique, their characters are different. We only know the main characteristics (of the children), the experiences to manage every child are different and not the same, if someone asks, "Did we experience this problem before?" Then others answered, "Oh in my class there was a kid like that..." Then we'd tell the experiences, so then there are sessions of sharing experiences in the online discussion. Answer: Then also there was a task where we had to write about the problems we have in the classroom, I wrote about the problem I experienced that time which was.. Oh, when the students just started their first day at school, usually there must be students who have just started their first day at kindergarten and cried, didn't want to be separated from their parents, so I brought up this problem (in the online class) and I asked how step-by-step to handle this problem, and I got answers from the other students, I can then use the answers from them, and I applied them, in fact it solved the problem successfully. Answer: My learning experience is I can share my experiences. Answer: My experience in handling the school problems is like this: everything I have done I just added to it, plus added from the other students' feedbacks.	Sharing different experiences about the Early Childhood Education. Sharing the experiences in managing the Early Childhood Education in the online discussion. From the online discussion about Early Childhood Education we got answers from the other students. I can then use the answers from them, and I applied them. It solved the problem successfully. Can share my experiences.	Yes, by sharing different experiences 4 Valuable in helping to solve the Early Childhood Education problems successfully. 10

No	Questions	Answers from student respondent	Codes	Categories
		Answer: From the dialogue-based online tutorial, I also learned to be tolerant and respectful but also there was information and rules that we're not permitted to use racism in any content of the materials or in any comments. And when we discussed we're not supposed to intimidate each other, there's no one who's dominant, we felt that we are equal. Answer: Yes, the questions in the discussions helped me to understand some problems in handling the Early Childhood Education. In the online tutorial, there was a problem and (we discussed) how to solve it. These discussions were about the day-to-day experiences about the problems of the kids at school, that's good as well.	Can use the other students' feedback to handle the school problems with the Early Childhood Education. From the dialogue-based online tutorial I also learned to be tolerant and respectful. We're not permitted to use racism in any comments. We discussed that we're not supposed to intimidate each other. There's no one who's dominant. We felt that we are equal.	
9	What was your best experience in participating in this OL dialogical tutorial? Why?	The pleasant experience was that when I sent my opinions successfully, or when I could do this program, last time Mrs. TS asked, "Have you sent it?" Well if it didn't get through, it's not good, right?!	Successfully sending opinions.	Successfully sending my opinion.2 It is not good if we cannot send the opinion.
10	What was your worse experience in participating in the OL tutorial? Why?	Answer: The unpleasant experience when I couldn't do the modules, then I ran out my balance especially If there's no reception all day and night... The modem didn't work, I ran out the balance [in my modem account].	Ran out of my balance in my modem account if the modem didn't work.	Ran out of money in my modem account. 4

No	Questions	Answers from student respondent	Codes	Categories
		<u>For me if the pictures were just gone suddenly</u>, or I have bought the balance but it just didn't go through (successfully on my modem) though I have topped it up, then my husband wasn't there for me to ask, so I didn't know whether it had sent through or not?		
11	Do you think dialogue-based online tutorials are useful? Why?	Answer: Yes it's useful, we can learn, when I read the initiation I could learn, the dialogue also took place when we're studying in the discussion. Answer: Yes... That's learning too, from didn't know how to activate the online tutorial, now we know and we can, we got more experiences after we read the discussions from the other students as well. Answer: I feel that I'm involved in learning so I got useful information for myself. In the Early Childhood Education online tutorial, we discussed things we've experienced before, in the Early Childhood Education field we built the knowledge together that's what we called dialogue, there's no judgment, we learned together. Answer: We're having dialogue when we read the initiation, we learned together. Answer: The involvement when we're studying, we learned from the other students' answers so now we know, "Oh, this is the one we didn't know before." Answer: I can understand the modules because we can evaluate our knowledge of the modules by evaluating it online. I also learned by (answering) questions in the online tutorial.	It's useful. We can learn when we read the initiation. Dialogue took place in the discussion. That's learning too, from didn't know, now we know and we can. We got more experiences after we read the discussions from the other students. I feel that I'm involved in learning so I got useful information for myself. In the Early Childhood Education we discussed things we've experienced before.	Learned from discussions with other people 10

No	Questions	Answers from student respondent	Codes	Categories
		Answer: Yes dialoging about the day-to-day experiences about the problems of the kids at school, that's good as well.	In the Early Childhood Education field we built the knowledge together that's what we called dialogue. There's no judgment. We learned together. We're having dialogue when we read the initiation. We learned together. The involvement when we're studying. We learned from the other students' answers.	
12	Was this dialogue-based online tutorial useful or not *for you*? Explain.	Answer: Actually, dialogue happens because there's communication, so dialogue in the online tutorial was useful.	Dialogue happens because there's communication. Dialogue in the online tutorial was useful. Dialogue is when I can met people from outside Jakarta, without meeting (them) face-to-face.	Useful for sharing opinions.4

No	Questions	Answers from student respondent	Codes	Categories
		Answer: I joined the community forum, from there I met people from outside Jakarta, even from Central Java, for me that's dialogue even though without meeting (them) face-to-face but via online media instead, I think we're already communicating, I know who's from where for example with an Early Childhood Education student from Kendal - Central Java, I made dialogues with him/her, then he/she asked, "What semester are you?" I answered, "Semester 8," then he/she said, "Ohh, it's good you're in semester 8 already, please pray for me so that I can graduate soon."		
		Answer: Yes, it is very useful. I can understand the modules because we can evaluate our knowledge about the content of the module by evaluating it online. I also learned by (answering) questions in the online tutorial.		
13	How meaningful was the dialogue-based online learning tutorial experience to you? Explain.	Answer: It's very meaningful, ma'am. Question: In what ways? Answer: Technology, ma'am, because of new experiences. Before semester 8 like now, things like the computer I just asked my kids or my husband (to do it), before that I couldn't do it, now I can, to be honest now I can and I'm very happy, I can post pictures for my kindergarten students. The skills I learned from here are useful, then I can print out the tasks for my kindergarten students, oh, I can just move the pictures around (on the computer). Answer: Yes, very meaningful. Hmm… Maybe learning on the computer, it makes me understand more, be more active (in learning).	It's very meaningful. Dialogue and using technology are new experiences.	The dialogue-based online tutorial is very meaningful 7 it makes the students more active (in learning). 2 Can use a computer and the internet 2

No	Questions	Answers from student respondent	Codes	Categories
14	Can your tutor help you in dialoging with her/him and the other students? How?	Answer: Yes, the tutor helped and directed us to have dialogue with each other, maybe because we haven't done it, also we rarely have dialogue with the online tutor assistant because we didn't know about the assistant, things like that. Because we didn't know. We just got introduced to the online tutorial and just met the tutor and also we are new to this area. Maybe the tutor needs to direct us like (ask further questions) on why I answered it, and if she thinks it's wrong then she corrects us. Should have more guidance on what things we're allowed to ask, or we can ask things like, "Ma'am, why did you give me feedback like that?" Answer: Yes, I think the tutor often gave feedback. In my opinion if there was a feedback, means there was help from the tutor, right?! The online tutor helped us during the dialogue sessions with the other students, the tutor commented… Then we read the tutor's comments, but there were students who didn't get the feedback, means there were zero dialogues (for them), if they got the feedback means there was a dialogue, there was a communication. However, if there was a question from the other students during the discussion then no one answered, the tutor said to the students, "Please answer his/her question." Question: Then in your opinion, in this online tutorial was the tutor more dominant or not, is the tutor forcing (the students) or did he/she be more tolerant with the students in the Counseling online tutorial? Answer: In this online tutorial? Forcing? There wasn't, ma'am. Question: Had the tutor made the students share their opinions?	The tutor helped the students dialoging with her. Tutor helped the students to have dialogue with the other students because we didn't know. We just got introduced to the online tutorial. We just met the tutor. We are new to this area. The tutor needs to direct us. The tutor should ask further questions, such as why I answered it. The tutor can correct us if she thinks it's wrong. We should have more guidance on what things we're allowed to ask.	The tutor helped and directed us to have dialogue with the other students. 9

No	Questions	Answers from student respondent	Codes	Categories
		Answer: Yes, could be like that, ma'am. Answer: From the online tutorial we can share our opinions. Question: From learning via the online tutorial, can you learn to share your ideas? Did the online tutor encourage you to do that? Answer: Yes of course, I learned to share my opinions by giving any comments and by answering the questions from the other students or from the online tutor, that's for sure. We respected (each other) and we gave opinions. Question: What about writing your opinions, in the online tutorial we have to write, right? What do you think? Answer: Yes, indeed, we had to write it, we used more formal language in writing, it's less formal to speak like this. Question: Is it better to type, write, or speak? Answer: Hmm… Which one is better, yeah it's better to speak directly, ma'am, because it's more relaxed, whereas when we type we have to use more formal sentences.		
15	What should be done to better foster the interaction among the participants?	Answer: My opinion is, you know we're given questions to answer, my feedback is: it's better if the lecturer lets us know whether our answers are wrong or correct, so that we know.	It's better if the lecturer lets us know whether our answers are wrong or correct.	The tutor should be more active 4 Solution or feedback should be given 8

No	Questions	Answers from student respondent	Codes	Categories
		Answer: From the last time there were no details, I mean this discussion was not quite satisfying because there was no comment from the tutor whether it's correct or wrong, it made us question was this correct or not. Although there were some answers from my lecturer, suppose my answer was wrong, but there were no solutions, like that.. So I had to do my own research. It would be better if he/she would give me the solutions. Question: Because the tutor asked the other students to give feedback? Answer: No one knew that, Ms. Ani opened it and there was a comment from Ms. TS saying Ms. Ani's answer was wrong, so my answer was wrong, we all were wrong. And the answer from our tutor – Ms. TS was, "Please discuss this with the other students." Means we have to revise our answers, because I was told like that then I filled out my answers again, then I asked the other students, "Which one is the correct answer?" Should have the solutions for the cases like this. We also got answers from the other students, but (more) often there were no comments from others, although I got feedback and I gave feedback too. There's a student who often gave feedback to us, it was RJ. Answer: We also got e-mail from her, also from Metty Gandong and another one from Jessy or who I don't remember, their names are typical Maluku's names, I often got feedback from those 4 people.	This discussion was not quite satisfying because there was no comment from the tutor whether it's correct or wrong. No one knew that we should give feedback. Should have the solutions for the cases. We got answers from the other students, but it's often there were no comments from the others. I got feedback and I gave feedback too. The feedback often comes from certain students.	

180

No	Questions	Answers from student respondent	Codes	Categories
		Answer: No one challenged each other in the discussion 6 but there were 4 or 5 people who were active (participates), I didn't join in discussion 7, maybe the number of participants decreased because we got more tasks, ma'am, like when we studied Early Childhood Education we had to make reports, participate (in the class), and also a lot of tasks from the lecturers, so we have to complete our tasks first, actually it was only 5 people, very small number, wasn't it? So I didn't know the issues, then I don't know the answers in discussion 6.	No one challenged each other in the discussion. The number of participants who were active decreased because we got more tasks. It was only 5 people active.	
		Answer: Hmm, how is it, I think at the beginning when the Early Childhood Education students enter UT, they should be introduced to the online tutorial, if it's difficult, the students should be assisted straight away to activate their online tutorial, maybe.		
		UT students should be assisted directly, I mean once they are a student at UT (Open University), they are activated (online) automatically and they can join the online tutorial too, things like that. If they don't know how to activate (it) maybe because of an age issue, you know it's Open University and the students are not young anymore, they tend to not want to be bothered, that's my opinion. So, it's better to get activation automatically, so after activation perhaps they can try to open it from the beginning when they enter UT (Open University).		
		Well it would be better if UT just directed them (the students) like that, because from the start we didn't know (about the online tutorial). And we didn't know this online tutorial can support our final grades.		
		Answer: I rarely open the catalog.		

No	Questions	Answers from student respondent	Codes	Categories
		Answer: Well, how is it… I assume that other students opened (the online tutorial) once a week, joined the discussion once a week, actually we have done things like that, but I don't know… Maybe they didn't open the online tutorial because each student is busy with their own things. Answer: Yes, of course there is, (I suggest) during the discussions that there should be question-answer sessions with the students, question-answer sessions if there is an issue about what we learned on that day.		
16	What new wonderings do you have as a result of participating in the dialogue-based online tutorials?	Answer: (Ms. S) according to my opinions, because we are in Jakarta it's easy to get everything, but in areas such as Sumatera or elsewhere, maybe with the online tutorial it is better, also because it's distance education so if they use the online tutorial maybe it's easier for them, communication becomes easier, if we can join the tutorial like that and every Sunday we can study via the online tutorial, so it's better because we don't have to go out and spend money, waste time too. With the online tutorial, we just open our computer and sit down, we can communicate with the tutor and the other students.	The online tutorial is better in areas such as Sumatera or elsewhere (*where the transportation to go to other areas is not always availabl*e). It's distance education so it's easier for communication. The use of the online tutorial makes it easier for students. We don't have to go out and spend money. No wasted time with the online tutorial.	Several ideas were given 6: Online tutorial is better for: distance education students who live in the area *where the transportation to go to other areas is not always availabl*e. The online tutorial is important for distance education since it makes communication for the students easier. Can save time and money.

No	Questions	Answers from student respondent	Codes	Categories
				However, students need a direct dialogue in the online tutorial to help them to see the others and also know the tutor better.
17	What have you learned about yourself as a teacher as a result of participating in the dialogue-based online tutorials?	I have become more brave to share my opinions. Answer: Well, yeah, here I have a different media, in the face-to-face tutorial the area is limited, whereas via the online media like this one it has more areas that we can reach, until outside Jakarta even until remote areas, so we know more. Answer: In the face-to-face tutorial we can share our opinions, but in the face-to-face tutorial we have to consider the condition of our lecturer, ma'am, if he/she is a fun person we are brave (to share ideas) but if he/she is a bit strict well then we become afraid, we had an experience, there was a classmate being judged, so awful, yes believe me, (we're afraid) when that lecturer taught us, but (when he/she didn't come), thank God he/she didn't come (to our class).		More open to sharing their opinions 5

No	Questions	Answers from student respondent	Codes	Categories
		Answer: No, ma'am, when I studied the online tutorial and I haven't taken a shower nobody knew, I didn't see the tutor's expressions, that's the good thing about the online tutorial, whereas in the face-to-face tutorial it's face-to-face directly, there's nothing like, "Oh, this so and so is temperamental," in the online tutorial. When we studied in the face-to-face tutorial from the first, the second, and the third lesson we know, "Oh, the characteristics of so and so are like this…" so we have to think before we act (towards them) like we need to behave differently with this lecturer, and behave like this with a different lecturer.		
18	How satisfied are you with the experience that you had in the dialogue-based online learning tutorial? Very satisfied, satisfied, neutral, unsatisfied, very unsatisfied. Explain.	Answer: I think I don't feel satisfied, ma'am, I'm not quite satisfied, because I found out about the online tutorial just now, why not before, if from the beginning we knew (about it)… There should be a schedule and information about the online tutorial two times just like the Curriculum subject which is taught in 2 semesters. Answer: Not quite satisfied. Answer: Not quite satisfied especially since we only have 1 more semester left then we finish our study for this Early Childhood Education program. Answer: There is no indicator to answer, "I'm satisfied."	I think I don't feel satisfied, ma'am, I'm not quite satisfied, because I found out about the online tutorial just now, why not before, if from the beginning we knew (about it)… There should be a schedule and information about the online tutorial two times just like the Curriculum subject which is taught in 2 semesters. Answer: Not quite satisfied	Didn't feel satisfied 4

No	Questions	Answers from student respondent	Codes	Categories
			Answer: Not quite satisfied especially since we only have 1 more semester left then we finish our study for this Early Childhood Education program. Answer: There is no indicator to answer, "I'm satisfied."	
19	What differences do you notice in this dialogue-based tutorial compared to the other tutorials?	Answer: In the online tutorial we could think wider and think before we answered the questions, whereas in the face-to-face tutorial, the materials were there and only had limited time to think. In the online tutorial we learned when to use the proper words and not only use random words because we had to write them down. Answer: We learned to use the correct words so that our sentences could be read beautifully and be understandable to the readers. Answer: Yes, sometimes the answers were there in my head, but how to write good sentences was difficult, spoken language is usually easy, but then when we have to write them down it is difficult. Answer: To write (everything down) we have to connect word-to-word properly.	In the online tutorial we could think wider and think before we answered the questions, whereas in the face-to-face tutorial, the materials were there and only had limited time to think. In the online tutorial we learned when to use the proper words and not only use random words because we had to write them down.	Learned to write better 9 Prefer face-to-face than the online tutorial 7

No	Questions	Answers from student respondent	Codes	Categories
		Answer: Because via that media we got more information, there we can share experiences with those who are experienced and also with others, maybe the end experience is the same but every teacher has different solutions, so from there we can take which one is best and we can take (those solutions) to improve our performance at school. Question: In the online tutorial you get new experiences in writing your opinion. Could you compare that with the face-to-face tutorial, how was answering the tasks for the online tutorial? What do you think? Which one is easier? Answer: Face-to-face compared to the online tutorial? The tasks are just the same, ma'am, a lot of tasks, the tasks are mainly the same. Answer: In the face-to-face tutorial maybe we could get more feedbacks from the other students. Whereas, well what's the point in taking the online tutorial? Because of the modem. It's difficult to use the modem, or maybe that modem hasn't topped up yet or I don't know… I don't understand that either, why only a few people used the online tutorial.	Answer: We learned to use the correct words so that our sentences could be read beautifully and be understandable to the readers. Answer: Yes, sometimes the answers were there in my head, but how to write good sentences was difficult; spoken language is usually easy, but then when we have to write them down it is difficult. Answer: To write (everything down) we have to connect word-to-word properly.	

No	Questions	Answers from student respondent	Codes	Categories
			Via that media we got more information, there we can share experiences with those who are experienced and also with others, maybe the end experience is the same but every teacher has different solutions, so from there we can take which one is best and we can take (those solutions) to improve our performance at school.	
20	How could UT improve the use of a dialogue approach in the future online tutorials?	Answer: Like I said before, ma'am, in the future we should be given this Early Childhood Education program at the beginning of semester. Answer: I think we need to use dialogue in the online tutorial in the future because we should use this more and more, like making National ID Card is now sophisticated (using technology), especially (to get) information is good (to use technology), maybe in the future we could use the dialogue approach. Answer: We ourselves have to improve the dialogue.	Like I said before, ma'am, in the future we should be given this Early Childhood Education program at the beginning of semester.	Here are some suggestions to improve: Should be given the info 14, help, and the instruction of the computer 3 dialogue 3 and the online tutorial in this Early Childhood Education program at the beginning of the semester.11 Opportunity to give own opinion 3

No	Questions	Answers from student respondent	Codes	Categories
		Answer: Yes, maybe learn more about the computer, so they can understand more, they know more how to use a laptop, the functions of each keyboard button, they need to understand that, at the moment people who join Open University also use the computer, it's unfortunate to those who don't have a computer, such a pity, although there was a course (Computer subject) before. To improve the dialogue-based online tutorial in the future, UT should inform the students more about the online tutorial, more aggresively. If needed, UT students should receive the guidance for learning online and also should write essays. Students don't need to search (information) anywhere because the online tutorial offers a program to help the students become active. At the moment we know some of them and we think that maybe we don't know much about this online tutorial because we didn't dig up the information deeper because the information we received just a little, if the information about dialogue and this online tutorial were given from the start, suppose the students of Open University were told besides learning by reading the modules and the face-to-face tutorial, students can also learn via the online tutorial and how to do it. If we were told from the beginning, there must be more participation from other students, also add more tutors who give us feedbacks, you know it's only 1 tutor at the moment which is Titik Setyowati.

Answer: Exactly, now the online tutor is only 1 person, maybe add more tutors so it will be better in the future, like that, ma'am, if there's only 1 tutor who gives feedback well then we can only know from his/her perspective, who knows other tutors may have better information, more up-to-date, and newer information. | Answer: I think we need to use dialogue in the online tutorial in the future because we should use this more and more, like making National ID Card is now sophisticated (using technology), especially (to get) information is good (to use technology), maybe in the future we could use the dialogue approach.

Answer: We ourselves have to improve the dialogue.

Learn more about the computer. | Add more tutors 4 |

		Answer: At the moment it's only Ms. Titik, if Ms Titik was tired then she didn't give feedback to us. If the number of students is increasing and it's only 1 tutor, well then it's only a few of them who will receive the feedback, well let say only 4 students, the rest are ignored.	At the moment people who join Open University also use the computer, it's unfortunate to those who don't have a computer, such a pity, although there was a course (Computer subject) before. To improve the dialogue-based online tutorial in the future, UT should inform the students more about the online tutorial, more aggresively. If needed, UT students should receive guidance for learning online and also should on writing essays. Students don't need to search (information) anywhere because the online tutorial offers a program to help the students become active. At the moment we know some of them and we think that	

| | | | maybe we don't know much about this online tutorial because we didn't dig up the information deeper because the information we received just a little, if the information about dialogue and this online tutorial were given from the start, suppose the students of Open University were told beside learning by reading the modules and the face-to-face tutorial, students can also learn via the online tutorial and how to do it. If we were told from the beginning, there must be more participation from the other students, also add more tutors who give us feedbacks, you know it's only 1 tutor at the moment which is Titik Setyowati. | |

No	Questions	Answers from student respondent	Codes	Categories
			Answer: Exactly, now the online tutor is only 1 person, maybe add more tutors so it will be better in the future, like that, ma'am, if there's only 1 tutor who gives feedback well then we can only know from his/her perspectives, who knows other tutors may have better information, more up-to-date, and newer information. Answer: At the moment it's only Ms. Titik, if Ms. Titik was tired then she didn't give feedback to us. If the number of students is increasing and it's only 1 tutor, well then it's only a few of them who will receive the feedback, well let say only 4.	

No	Questions	Answers from student respondent	Codes	Categories
21	Did the dialogue-based online tutorials change your relationship with the tutor compared to the other tutorials? Explain.	Answer: I haven't contacted the tutor directly, ma'am. In the face-to-face tutorial we can contact the tutor directly but we can't have question and answer sessions directly with the tutor in the online tutorial. Answer: I think I haven't communicated (with the tutor), no direct communication yet, only saw the photo but haven't had the communication. Answer: I haven't contacted (her) yet but I now know her name is Titik Setyowati because I didn't know that before, but I want to have a closer relationship (with her) so I can ask anything. Answer: Yes, if we can contact (her) directly so we can get feedback from her, so we can ask on the dialogue, "Ms. Titik, please assist, I don't understand about something…" First I thought Ms. Titik, as the tutor, was only communicating in one way – just lecturer to the students.	I haven't contacted the tutor directly. In the face-to-face tutorial we can contact the tutor directly. In the online tutorial we can't have question and answer sessions directly with the tutor. I think I haven't communicated (with the tutor). No direct communication yet. Only saw the photo but haven't had the communication. I haven't contacted the tutor yet but I now know her name. I want to have a closer relationship (with her). I want to be able to ask anything to the online tutor.	Closer relationship was created with the face-to-face tutor 4 Need more contact with the online tutor 12 Online tutor was helpful or caring 4

No	Questions	Answers from student respondent	Codes	Categories
			If we can contact (her) directly, we can get feedback. We can ask the tutor in the dialogue. First I thought the tutor was only communicating in one way – just lecturer to the students.	
22	What changes might you make in your practice as an Early Childhood Education educator as a result of participating in the dialogue-based online tutorials?	Answer: I want to use the dialogue approach when I teach the students because everything we do always uses dialogue, from the start, when we open the interaction like during question-answer sessions and closing up the lesson we always use dialogue with the students. I take the example, there was a topic, "Who do you think is the funniest person?" I asked for different answers from every student because I wanted to create the environment that they didn't have to have the same opinion. It's all right to have a different opinion because every child has different and unique characteristics, I want my students to feel free to share their opinions, don't have to be the same, should be brave to say what they want because at the beginning of the class after prayer time there is a dialogue, and because it's typical of a child to always say something different, "In your opinion what's the flavor of *tempeh**?" then suppose one child says, "It's tasty, ma'am." Then my child would say it's not tasty because it's very oily.	I want to use the dialogue approach when I teach the students. During the lesson we always use dialogue with the students. I asked for different answers from every student because I wanted to create the environment that they didn't have to have the same opinion. It's all right to have a different opinion. Every child has different and unique characteristics,	Want to use the dialogue approach in their own classrooms 4

Allowed students to share their own opinions 4 |

No	Questions	Answers from student respondent	Codes	Categories
			I want my students to feel free to share their opinions, They have to be brave to say what they want.	
			In the beginning of the class after prayer time there is a dialogue.	
			it's typical of a child to always say something different.	

Big Themesin Details

(Numbers indicate the number of appearances.)

DIALOGUE HELPS LEARNING 77

Valuable in helping to solve the Early Childhood Education problems successfully. 10

Learned from discussions with other people 10

Helped the students to learn. 9

Learned to write better 9

The tutor helped and directed us to have dialogue with other students. 9

Changes in my attitude 5

More open to sharing their opinions 5

Modules became simpler. More practical, more direct, and easier to understand 4

By sharing different experiences 4

Useful for sharing opinions.4

Got answer from the online tutor and from other friends. 3

Learned by sharing opinions in a discussion. 3

It makes students more active (in learning). 2

COMPUTER SKILLS 41

Know more on using the computer. 22

Using a computer 9

Learning new computer skills 7

UT or the program can help the students to learn how to use the computer and the instruction of using a computer 3

SUGGESTIONS FOR IMPROVEMENT 31

Need more contact with the online tutor 12

Solution or feedback should be given 8

Allow students to share their own opinions 4

Tutors should be more active 4

UT can help students to know the dialogue approach 3.

ONLINE TUTORIAL 29

UT should give the info about the online tutorial to the students at the beginning of the program and should also help the students to join the online tutorial 14.

Prefer face-to-face than the online tutorial since in face-to-face they can meet the tutor and their fellow students and they get the feedback right away 7

Students didn't feel satisfied with the online tutorial because they just learned it now and they feel that they needed to learn it earlier 4

There is a need for the students to have more than one tutor 4

VIEWS OF DIALOGUE 24

Dialogue is communication 8

Dialogue-based online tutorial is very meaningful 7

Dialogue can be a conversation with many media: face-to-face, phone, cellphone, SMS 6

Dialogue-based online tutorial is helpful 3

Appendix C.

The Appearance of UT's Online Tutorial

Below is the appearance of how the online tutorial or at UT used to be called "tuton" conducted.

Diskusi 1 tuton paud4406 2013.1 (the 1st discussion of Guidance and Counselling for the Early Childhood Education Children (PAUD4406) in semester 2013.1

BIMB. KONSELING UNTUK ANAK USIA DINI | BAGAN MINGGUAN (*GC for Early Childhood Education) Weekly page*

> Assalamualaikum Wr.Wb. (a religious welcoming words)
> Selamat jumpa di forum tuton PAUD4406! (welcome to PAUD4406 online forum)
>
> Para mahasiswa PGPAUD semester 8, FKIP Universitas Terbuka, perkenalkan saya tutor pada mata kuliah Bimbingan Konseling untuk AUD (PAUD4406/3 sks). Nama saya TS, Dra., M.Pd, biasa dipanggil bu Ttk.
> Pada forum ini Anda bisa berbagi informasi dan pengalaman dengan sesama teman, serta bisa juga berkonsultasi jika ada kesulitan yang berkaitan dengan materi Bimbingan Konseling untuk AUD, maupun pengalaman di lapangan!
>
> *Dear Early Childhood Education semester 8th students, UT's Faculty of Education. May I introduce myself, I am your tutor for this Guidance and Counselling course for Early Childhood Education (PAUD4406/ 3 credits). My name is TS, BA, M.Ed, and I am used to being called Mrs. Ttk. In this forum you can share information and your experiences with your peers, also you can ask for a consultation with me if you find any difficulty concerning this course's content, as well as any difficulty in the classroom!*
> Selamat bergabung di forum tuton! (*Welcome to your participation in this online tutorial forum*)
> Wassalamualaikum Wr.Wb. (*religious wishes*)
>
> - ⊞ Forum Berita (news forum)
>
> - 📄 Forum berita!Word document (news forum)

- ![icon] RAT dan SAT BK untuk AUD (PAUD4406)Word document (*teaching plan for this online tutorial course*)

- ![icon] SAT BK untuk AUD (PAUD4406)Word document (*teaching plan for this online tutorial course*)

Chapter 6.   15 APRIL - 21 APRIL   ☐

- ![icon] Diskusi 1Forum (1st discussion)

- ![icon] Inisiasi 1Powerpoint presentation (*1st online course content in power point*)

Chapter 7.   22 APRIL - 28 APRIL   ☐

- ![icon] Diskusi 2Forum (2nd discussion)

- ![icon] Inisiasi 2Powerpoint presentation (*2nd online course content in power point*)

Chapter 8.   29 APRIL - 5 MEI   ☐

- ![icon] Diskusi 3Forum

- ![icon] Tugas 1

- ![icon] Inisiasi 3Powerpoint presentation

Silahkan diskusikan 6 (enam) permasalahan yang muncul dari mahasiswa yang sedang mengikuti tutorial BK untuk AUD, dan saya tunggu hasilnya! (lihat ilustrasi gambar pada materi inisiasi 1)

Materi diskusi 1 (*1st week of topic discussion*)

Top of Form

Bottom of Form

DISKUSI		DIMULAI OLEH	BALASAN	POS TERAKHIR
tanya dong		YA	4	Ttk Jumat, 31 Mei 2013, 17:33
Diskusi 1		AT	0	AT Jumat, 24 Mei 2013, 00:15
sejauh mana peran guru dalam membantu mengatasi masalah yang dihadapi anak ?		SB	7	MRS Jumat, 10 Mei 2013, 23:40
PERTANYAAN..		MD	4	MR
jawaban		R	1	Ttk Sel, 7 Mei 2013, 19:10
MEMJAWAB PERTANYAAN BK		AR	1	TtkSel, 7 Mei 2013, 19:07

DISKUSI	DIMULAI OLEH		BALASAN	POS TERAKHIR
SK		SK	1	TtkSel, 7 Mei 2013, 19:05

Appendix D.

Coding of the Online Tutorial Transcripts

Table D.1. **Summary of the results of week one of the Guidance and Counselling course**

No.	Comment from tutor and students PAUD4406	Code No.	Code label
1.	T: Welcome to the online tutorial for PAUD4406!	1b	Show respect
2.	T: Dear 8th semester students of the Early Childhood Education program, at UT (the Indonesian open university). I would like to introduce myself as your tutor, and also to introduce you to this online course that is guidance and counseling for Early Childhood Education (paud4406/3 credits).	1a 1b 1d	Show respect
3.	T: My name is T1 and I used to be called Mrs. T1. In this forum you can share some information and experiences with your peers, and you can also ask me if you find some difficulties related to the theory of guidance and counseling for the Early Childhood Education course material, as well as the practice that you experienced in the field!	1a 2b	Show respect Create and maintain a safe environment
4	T: Welcome and please actively participate in the discussion forum provided in this online course! NOW, Please discuss six (6) problems that arise from the students who enrolled to the BK/GC tutorial for Early Childhood Development, and I wait for the results! (see illustration on the matter of initiation 1) the extent of the teacher's role in helping to solve the problems children are facing ?	2b 8b	Create and maintain a safe environment Engage in the learning process
5	S1: To what extent do the teachers play their role in helping to resolve the problems faced by their students?	4 8b 8d	Exercise praxis: action with reflection Engage in the learning process
6	S2: Teachers give as much as guidance as possible in accordance to their skills as mentors and teachers and depends on the needs whether it is needed to discuss with the principals and consult with competent experts who are competent …and guidance should be given on an ongoing basis.	8a 5	Engage in the learning process Collaborate with peers
7	S3: I completely agree with you that a teacher must have the ability to understand the problems of each of their students.	1f	Show respect

No.	Comment from tutor and students PAUD4406	Code No.	Code label
8	S4:The teacher is the primary parent in the school. The teacher's role is very important both in optimizing the children's learning as well as in dealing with the students' problems. Students are the responsibility of their teachers; all behavior will be imitated by the students.	5 8a	Collaborate with peers Engage in the learning process
9	(TUTOR) S1: Are you satisfied with the answers from your friends? Teachers can deal with small problems, for example, an adjustment to the school environment, physical condition of the school and with playmates, or anything else, could you please find other examples? However, if you want to get the grade of the discussion participation, please give your response to discussion 1.	5 8b 2a	Collaborate with peers Engage in the learning process Create and maintain a safe environment
10	S1: Thanks for the feedback to the discussion; hopefully the input from my peers can improve my knowledge in giving my students guidance in school. Amen.	1e 5	Show respect Collaborate with peers
11	S5: The first thing to do is educating students to do it as early as possible so that students can grow and develop intellectually, emotionally, and spiritually. One of the services needed to be done to help the development of students is counselling. Guidance and counseling activities are given not only to the students with problems but also can be given to all students. However, it needs some effort as well so that the students are able to solve their problems, to help them to understand themselves, such as their abilities, characters, habits, and things that they like; to develop their potentials; to overcome their difficulties; and to prepare children mentally and socially to receive their further education.	5 7 8a	Collaborate with peers Exchange teacher–student roles Engage in the learning process
12	FROM MK - FRIDAY, 10 MAY 2013, 23:40 For example: at my play group where I teach, there was a student who was in the beginning of his/her studying, having difficulties in having interaction with other students, beating other students that stayed near her/him, and did not want to share games, always behaved roughly, and refused to get help from others. As a teacher, I almost felt helpless in dealing with this student. But I kept thinking, how can I solve it? At first, I tried many times to approach this student with care and give affection by giving words of encouragement. After some time, the students wanted to communicate with me and the student became interested in learning.	4 5 7	Exercise praxis Collaborate with peers Exchange teacher–student roles

No.	Comment from tutor and students PAUD4406	Code No.	Code label
	I communicated with both parents to ask what their children do when at home, the child was often locked in at home and the student is not allowed to play outside. This is my problem as an Early Childhood Education educator in giving advice and finding better ways to do parenting for the children like this, I will let the children play freely with her friends. I will also read them some stories that have good morals and virtues. Thanks to God that I have successfully guided this student and now, the student shows progress in all areas of development. Amin	8a	Engage in the learning process
13	Answer S6:FROM R - SUNDAY, APRIL 21, 2013, 11:47 It seems that the teachers can do the counseling after hours, so as not to interfere with learning and learning activities.	5	Collaborate with peers
14	Re : reply T: FROM Ttk- TUESDAY, 7 MAY 2013, 19:10 Bro. R, please response to all (6) issues of the first topic discussion. Please give me the whole answer not only part! Please discuss it with your friends! Have a great discussion! tutor	5	Collaborate with peers
15	S7: FROM SK - FRIDAY, APRIL 19, 2013, 21:32 It only applies to Guidance and Counselling kids - children or students with problems (!)	3 8b	Assess needs and context Engage in the learning process
16	T: SK, please invite your friends to discuss your problem further to the first topic of discussion! Have a great discussion! tutor Tuton	5 8b	Collaborate with peers Engage in the learning process
17	Answer discussion 1 S8: FROM S - MONDAY, APRIL 22, 2013, 11:53 Not being accustomed to using instructional media through the internet Not being accustomed to using computers. Internet networks often get disconnected. I just activated my account. I have little understanding on computer operations. Please give more clarification on the online tutorial guidance, thus, the number of computer trainings for students have to be increased from the beginning of the semester.	3	Assess needs and context
18	T: Re: 1 Answer discussion		

No.	Comment from tutor and students PAUD4406	Code No.	Code label
	S: my appreciation to you who have started to learn to respond in the online tutorial. Please continue to learn and continue to respond to the discussion materials and assignments that are prepared for all of you! Now please open the initiation of material 1, and the discussion materials, have a great discussion!	1E 8a	Show respect Engage in the learning process
19	S: Whether we should accept deaf learners while our institutions are not for children with special needs. FROM SK - FRIDAY, APRIL 19, 2013, 22:07	4 8b	Exercise praxis: action with reflection Engage in the learning process
20	S 9: FROM JR - FRIDAY, APRIL 19, 2013, 22:54 In my opinion, although your institution is not a place for children with special needs, you may accept the children as long as there is cooperation between your organization and the parents... e.g., your institutions can invite accompanying teachers which parents agree to bear financial responsibility or offering parents to bring accompanying teachers for their children.	2C 5	Create and maintain a safe environment Collaborate with peers
21	S: FROM TM - FRIDAY, APRIL 26, 2013, 12:59 Education and acquiring knowledge is the rights of all people. The children need our helping hand, why we are not sincerely reaching out for their hands, so that essentially accepts as long as it is in accordance to the rules, our intention is only to help and rescue.	2C 5	Create and maintain a safe environment Collaborate with peers
22	T: SK, would you agree with your friends' answers? If you want to get the value of the liveliness of the discussion, a discussion first response is needed, have a great discussion! tutor Tuton	8b	Engage in the learning process
23	S: FROM JR, we agree with your answers!	1f	Showing respect
24	T: Further discussion of the material first response 1, in order to get the value of the liveliness of the discussion 1. Have a great discussion! tutor Tuton	5	Collaborate with peers
25	S: What if experts from Guidance and Counseling are not available? FROM SK - FRIDAY, APRIL 19, 2013, 21:37 Please reply.	3	Assess needs and context
26	S: FROM TM - FRIDAY, APRIL 26, 2013, 13:04 When you have already spent so much effort but without results, what are the alternatives you can do as the counselor?	3	Assess needs and context
27	T: SK, Are you satisfied with the answer from M? This is where you need it - you learn Guidance and Counseling for early childhood. If the problem is not too complex, God willing, based on theory, discussions, and experiences gained in the field, surely you can handle giving Guidance and Counseling!	1E 2c	Showing respect Create and maintain a safe environment

No.	Comment from tutor and students PAUD4406	Code No.	Code label
	However, in order to get the value of supporting and making the discussion alive, could you please respond to the first topic of discussion 1. Have a great discussion! tutor Ttk 8b	8b	Engage in the learning process
28	S: Which ways are the appropriate ways to provide assistance to children with problems at an early age? 10. FROM S - TUESDAY, APRIL 16, 2013, 22:16	8b	Engage in the learning process
29	S 11: FROM R - WEDNESDAY, APRIL 17, 2013, 14:07 It depends on the problems.... the problems of children are many. It could be nutrition or behavior problems.... I think we have to: observe the problems, approach the child, try to get closer to the child and give a sense of security. consulting with parents and psychologists. give solutions naturally. Naturally providing assistance is to provide reasonable assistance, in accordance with the power of thought, emotion and the children's ability to perform the action.	4 7	Exercise praxis: action with reflection
30	S: FROM SB - FRIDAY, 19 APRIL 2013, 20:23 ok I agree with Ratna's opinion. But as teachers, we need to recognize the characteristics of the children's behavior first, because every child has different characteristics from one another, and most importantly the teacher should keep up with their learnings to update and look for ways to help the children with learning problems.	1F 4	Showing respect Exercise praxis: action with reflection
31	S: FROM TM - FRIDAY, APRIL 26, 2013, 13:08 The key is to individually approach the child, communicate calmly so the child is not afraid, and then involve both parents so know they about the problem. Sometimes the problem child lacks parental supervision.	5	Collaborate with peers
32	T: S, congratulations, the problem you submitted has been responded to by your peers, and are you satisfied with the answers? Next, we ask you and friends to respond to discussion 1! Agree! tutor Tuton	1F	Showing respect
33	Please advice and ideas S: FROM R - THURSDAY, APRIL 18, 2013, 13:46 At school, I have a young male student who is either active or hyperactive. His name is Febri. He has excessive emotions, raging like an adult. But he is disciplined and smart. Once I asked his parents, the parents gave a very good response. He said that Febri was born through vacuum birth, which explained his attitude. The doctor said if a child is born through vacuum birth, he would be very smart or very stupid. • Do you think vacuum birth causes effects to the child's behavior?	4	Exercise praxis: action with reflection

No.	Comment from tutor and students PAUD4406	Code No.	Code label
	• How to deal with children like Febri?		Engage in the learning process
		8b	
34	S: FROM TM - FRIDAY, APRIL 26, 2013, 13:34 Possible there is some truth in the doctor's diagnose that babies born through vacuum birth can be very smart or very stupid. In reality, that boy is a smart student. In relation to the emotions, it could be due to a lack of parental attention which made the student emotionally inept. Perhaps these are my answers. I'm sorry if the answers are not satisfying.	4 7	Exercise praxis: action with reflection Exchange teacher-students roles
35	T: TM, and Ratnaningsih, the vacuum birth process cannot be attributed to the level of intelligence of the child, or the child's subsequent behavior. Vacuum birth does not affect children's intelligence later in life. Intelligence of children is influenced by many things, including genetic factors, stimulation, nutrition, diseases, and environmental factors. Then, when asked if the vacuum birth determines the level intelligence later on? The answer is no. Febri's hyperactive attitude, as long as you are able to handle it in accordance with the theories of Guidance and Counseling studied at AUD, please use the theory to solve the problems. But if the problem is complex and you cannot deal with it, please refer it to more relevant professionals, such as psychologists, psychiatrists, counselors, or autism experts. tutor Tuton	1D 2C	Show respect Create and maintain a safe environment
36	S: FROM SB - SUNDAY, APRIL 21, 2013, 12:06 6 Answers Have not been accustomed to using the online tutorials When not connected/disconnected to the internet network/experience stalled the connection which makes it difficult to open an online tutorial. Just activated the account, so still experiencing problems/difficulties. Have not accustomed to learning by using Tuton. Have not been accustomed to using the internet as a learning medium. Need a clearer Tuton guidance.	3	Assess needs and context
37	S: FROM TM – FRIDAY, APRIL 26, 2013, 13:55 The six obstacles faced need one solution which is needed for the training and tutorial and to progress.	3	Assess needs and context
38	T: TM, you are right that dealing with those six obstacles faced by SB needs a solution which is to practice and use the tutorials on an ongoing basis as well as the patience in learning to progress. I totally agree! Have a great discussion! tutor Tuton	1F	Showing respects

No.	Comment from tutor and students PAUD4406	Code No.	Code label
39	S: How to cope with a hyperactive child? FROM S - SUNDAY, APRIL 21, 2013, 14:33	3	Assess needs and context
40	S 12. FROM SS - SUNDAY , APRIL 21 , 2013, 23:45 A hyperactive child is a child who is restless, so give a lot of activity/activities that are stimulating so that the child can calmly finish the job.	4 7 8d	Exercise praxis: action with reflection Exchange teacher-students roles
41	T: SS, I am impressed that you quickly responded to the question of S, and the answers are correct. That is what I expected. For further questions please respond to your peers' questions to improve your understanding on Guidance and Counseling and AUD. Tuton TUTOR	2c 8b	Create and maintain a safe environment Engage in the learning process
42	S 13: Problems related to Guidance and Counseling materials. FROM DSP - SUNDAY, APRIL 21, 2013, 23:27 Guidance and Counseling for early childhood children can be performed by solving problems directly with the parents. Is it possible for early childhood children with autism to use counseling to be applied directly to the child's problem-solving? How do I cope with early childhood children with autism by using Guidance and Counseling? Is career guidance needed to be held at an early childhood age? Which activities are used for playing while learning in Guidance and Counseling? What is the definition of Guidance and Counseling in Early Childhood Children?	3	Assess needs and context
43	T: Please response to the questions from DSP while we are waiting for the results of our discussions! Have a great discussion! Tutor	5	Collaborate with peers
44	S: FROM TM - THURSDAY, APRIL 25, 2013, 23:44 Guidance and Counseling functions can be performed through problem-solving directly with the parents which utilizes the function of understanding so that it produces understanding on the problems, especially problems which their children deal with within their families, schools, or society. Generally, children with autism have abnormalities in speech and in impaired intellectual ability and nerve function. Guidance should be done, because the guidance is an important part of education, and it is student-oriented as well as involves the parents for the benefits of the students and is conducted continuously.	3 7	Assess needs and context Exchange teacher–student roles

No.	Comment from tutor and students PAUD4406	Code No.	Code label
	Regularity in doing activities on the same place and time every day. Presenting objects as a means of communication that can be understood: certain objects as a marker of an undertaken activity. Communicating information about "where" and "when" in a way that they are able to understand in such a way that we make their lives more predictable (just a matter of courtesy simplification). Ensuring eye contact as often as possible and understanding habits and attitudes. Keeping concentration as long as possible on an ongoing basis. Teach simple words to express an intention repeatedly. To be firm and not easily affected by children's refusal to when they are asked to communicate. Encourage the expression and use of feelings and opinions. Cultivate the ability to think logically. Familiarize and socialize with people and the environment. Career counselling is very much needed because it is very helpful in planning the children's development and solving the career problems. Counselling while learning in school to help to develop basic skills and behavior shaping through activities while learning. Guidance and Counseling is an institution within the school which is commissioned to guide and serve and solve problems of the student(s).	7 7	Exchange teacher–student roles Exchange teacher–student roles
45	S FROM SB - TUESDAY, APRIL 16, 2013, 20:44 To what extent is the role of the teachers to address problems faced by their students?	3	Assess needs and context
46	S 14. FROM GS - WEDNESDAY, APRIL 17, 2013, 17:50 The extent to which teachers established themselves as the second parents who are loving, patient, friends trying to understand the students' character so that, us teachers, can overcome the students' problems, in which in the students themselves feel protected and needed.	4 7	Exercise praxis: action with reflection Exchange teacher–student roles
47	S: FROM RJ - WEDNESDAY, APRIL 17, 2013, 22:04 I agree with your reply. But the most important is the cooperation between the parents and teachers to give guidance to their children.	1F	Showing respect
48	T: GS, and JR, your responses to the question from SITI BARKAH, are very impressive and true. However, could you please give a response to the other questions from your other peers? Have a great discussion!	1d 1f 2c	Showing respect Create and maintain a safe environment
49			Assess needs and contexts

No.	Comment from tutor and students PAUD4406	Code No.	Code label
		3	
50	T: SS, and DSP we received complaints/confidances, it seems you've been able to handle the problem alone. It has shown that the online tutorial can be accessed, now please go back to the discussion of issues of material 1 (see the illustration of Figure 1)! Have a great discussion!	7 5	No criteria found, the tutor is directing students to participate in the discussion forum in order to get the grade??? or? Tutor acknowledge learning from the students Tutor encouraged students to demonstrate collaboration to explore or develop ideas
51	Answer discussion 1 FROM S - MONDAY, APRIL 22, 2013, 11:53 Due to not being accustomed to using learning media via the internet Due to not being accustomed to using computers. Internet networks often get disconnected. I just did activation. I have a little understanding of computer operations. Please make a clearer guidance for online tutorial and increase the numbers for computer learning from the beginning of the semester.	3	Assess needs and context
52	T: S, and SS, I received a complaint/confidences from you, and it turns out you have been able to solve it on your own, by accessing the online tutorial, now please go back to the topic of discussion material 1 (illustration student devotional image). Have a great discussion!	7 5	exchange teacher-student role (Tutor acknowledge learning from the students) Collaborate with peers (Tutor encouraged students to demonstrate collaboration to explore or develop ideas
53	S: Response to the discussion I Tuton Guidance and Counseling for Early Childhood Children		

No.	Comment from tutor and students PAUD4406	Code No.	Code label
	From SK - MONDAY, APRIL 22, 2013, 00:11 Six problems that arise from students who do the tutorial for Guidance and Counseling Early Childhood Children are: Many students who do not understand how to study in Tuton. Many students are not able to operate a computer and the internet. Many students are not familiar with the terms in the operation of computers and the internet. Many students have a misconception on the material of Discussion I, thus producing confusing answers and questions. The lack of knowledge about the Tuton. Tuton has limited facilities and infrastructure.	3	Assess needs and context
54	S15. FROM SU - MONDAY, APRIL 22, 2013, 20:08 Yes, I'm agree ...	1d	Show respect (acknowledge other students' ideas)
55	T: SK, SU, The problem needed for the students to discuss among their peers is on the illustrated image, not other problems. Thus, you will have a comprehensive understanding on Guidance and Counseling for Early Childhood Children.	1d 2c	Tutor acknowledges students' ideas and also validates students' comments and/or provides a supportive critical response
56	S: Results from the students' discussion who participated in Tuton Guidance and Counseling for Early Childhood Children FROM DSP - MONDAY, APRIL 22, 2013, 22:15 It turns out that there are still many students facing difficulties in studying in Tuton. This is because the online tutorial is a new thing for us, so there are still many difficulties to use it. Also, we do not understood properly how to use the computer. Therefore, we need guidance in using the online tutorial.	3	Assess needs and context
57	T: DSP, if we want to be good at it, we need to keep on learning. To do that, please learn continuously to engage in the online tutorial. You can open the Open University (UT) website, then click on the online tutorial, do the activation (register as an online student participant) using your e-mail address (usually Gmail). The instructions for students who want to participate in the online tutorial will appear on the website, then click and learn the rules. Good luck!	3	Assess needs and context
58	S: Answer discussion 1 FROM S - MONDAY, APRIL 22, 2013, 11:53 Because I am not accustomed to using instructional media through the internet Not yet accustomed to using computers. Internet networks often get disconnected.	3	Assess needs and context

No.	Comment from tutor and students PAUD4406	Code No.	Code label
	I just did activation. I have a little understanding on computer operations. Please made a clearer guidance for the online tutorial, and provide some instruction for computer learning at the beginning of the Early Childhood Education program.		
59	|S:6 Answers discussion FROM Su - SUNDAY, APRIL 21, 2013, 12:30 I just did activation. Internet networks often get disconnected. Many students are not familiar with the online tutorial as learning media. Lack of knowledge of the online tutorial. Please made a clearer guidance for the online tutorial, and provide some instruction for computer learning at the beginning of the Early Childhood Education program. Just learning about the Counselling and Guidance online tutorial.	3	Assess needs and context

Table D.2.   Summary of the results of week two of the Guidance and Counselling course

No.	Comment from tutor and students PAUD4406	Code No.	Code label	
	T: **Material Discussions 2** The problems facing the development of early childhood are associated with physical - motor development, cognitive development, language development, social and emotional development, arts development, and the development of moral values and religion. Give an example of a concrete reality in your class about the problems of each of these developments, and then discuss how to handle it! Have a great discussion	8A	Engage in the learning process (Tutor provide an open discussion topic for student and encouraged them to discuss but the tutor has not modeled critical thinking about the content)	
	S 16. Hindrance to Development FROM LM - SUNDAY, APRIL 28, 2013, 14:36 How do I overcome all the problems of children without hindering their development?	8b	Engage in the learning process (ask questions for consideration by others)	

No.	Comment from tutor and students PAUD4406	Code No.	Code label	
	S FROM MR 818446563 - SUNDAY, APRIL 28, 2013, 23:28 One way to deal with this type of problem is to find out in advance the causes then ask the student if he wishes the educators here to find a way for him to be able to learn well, without hindering his development is to give the child what the child needs while giving lessons, the student is surely to be happy to learn. Hopefully can help my peers.	4

7 | Exercise praxis: action with reflection

exchange teacher-student role | |
| | **S17. W** Find out in advance the causes first then ask what the student wishes from the teacher. From here will be able to find a way to be able to learn well without inhibiting their development by giving the student what they want while giving the child a lesson, certainly happy to learn. This is how to cope with children. | 4

7 | exchange teacher-student role

Exercise praxis: action with reflection | |
| | **One of my students is late in his language development, due to a lack of stimuli from the parents.** S FROM SK - FRIDAY, 24 MAY 2013, 01:22 Due to being busy parents, their children do not receive enough language stimuli for language development. | 8b

3 | Engage in the learning process (ask questions for consideration by others)

Assess needs and context | |
| | **S Gross motor skill problems** FROM DSP - SATURDAY, APRIL 27, 2013, 22:47 There are students who never join gymnastics and marching. The student only stood but was not willing to follow the movement done by the teacher. How to cope with the student so that he would move to line up and participate in gymnastics? | 8b

3 | Engage in the learning process (ask questions for consideration by others) Assess needs and context | |

No.	Comment from tutor and students PAUD4406	Code No.	Code label	
	S FROM MR 818446563 - SATURDAY, APRIL 27, 2013, 23:40 The teachers need to stand beside the student, and while holding their hands, move them to the rhythm of the gymnastics and line up the student to help familiarize them and build their confidence.	5	Collaborate with peers	
	S OF DSP 822650709 - SUNDAY, APRIL 28, 2013, 14:31 The student still would not move with the hand movements, even gets angry. How is this the solution?	8b	Engage in the learning process (ask questions for consideration by others)	
	S FROM RJ - MONDAY, APRIL 29, 2013, 16:54 This problem tends to be gross motor physical development, and the skills to manage such a problem are to move freely, cycling, walking. This will train the students' body balance.	5	Collaborate with peers	
	S 18. FROM WR 817017385 - THURSDAY, 2 MAY 2013, 10:35 Some inputs ... When a student refuses to follow the motion of gymnastics, it does not mean that the student has a problem in gross motor skills; perhaps the student is not interested in gymnastics activities. We as teachers try to give others activities which can stimulate the development of gross motor skills and try to communicate with the student… ask questions about why the student is not willing to follow the motion of gymnastics.	4 5 7	Exercise praxis: action with reflection Collaborate with peers exchange teacher-student role	
	T: Your response WR for discussion material 2, I give appreciation, okay! Just why the debate is only just on gross motor problems!	1e 5	Showing respect (tutor expresses appreciation for and encourages students to demonstrate	

No.	Comment from tutor and students PAUD4406	Code No.	Code label	
	I am waiting for discussion results! Online tutorial Tutor		collaboration to explore or develop ideas)	
	T: Re: gross motor problems Dear students, please discuss the following: Materials Discussion 2: The problems facing the development of young children that are related to the physical - motor development, cognitive development, language development, social and emotional development, artistic development, and the development of moral values and religion. Give a concrete example of the reality of the class you know about the problems of each of these developments, and discuss how to overcome! Have a great discussion! Problems of children in the social-emotional aspect.	1e	Showing respect (tutor expresses appreciation for and encourages students to demonstrate collaboration to explore or develop ideas)	
		5 8a	Collaborate with peers Tutor provides an open discussion topic for students and encourages and models critical thinking about the content	
	S 19. FROM BS - SUNDAY, April 28, 2013, 14:28 In my class, there is a student who always cries if he does not get what he wants, such as when playing, he is not able to take turns or share toys with friends. He wants to be the first in every activity. Every day each teacher only focuses on calming this student whenever he starts crying. Please give me your inputs.... thanks	8b	Engage in the learning process (ask questions for consideration by others)	
	T FROM Ttk - THURSDAY, 18 MAY 2013, 19:16	?		
	Discussion 2 FROM R - THURSDAY, APRIL 25, 2013, 20:55	?		
	S How to overcome a problem when a student is having a language development lateness in pre-school FROM TM - FRIDAY, APRIL 26, 2013, 14:18	2c	Create and maintain a safe environment for self and students (validate the other students'	

No.	Comment from tutor and students PAUD4406	Code No.	Code label	
	Is it in terms of writing or talking? If it is both, there must be guidance given on individual basis and training continuously.	5	comments and/or provide a supportive critical response) Collaborate with peers	
	S FROM MR - THURSDAY, 2 MAY 2013, 20:53 Teachers must be able to stimulate students to communicate through short conversations, for example asking for a name, mother's name, and telling what the students like.	5 7	Collaborate with peers exchange teacher-student role	
	T: MR , 822237715 TM On your response to the query submitted by your peers. Please respond to the query from your other peers. I am waiting for the result, Have a great discussion!	5	Collaborate with peers	
	S 20. Issues on study group FROM TL - THURSDAY , APRIL 25 , 2013, 17:22 1. How to teach fine motor skills in obese students, because the students' fingers are big, so big that it is difficult to move? 2. One of the students in her study group has a good development on her fine motor skills, but after the completion of activities she disturbs other students, when we tell her, she pretends as if she does not listen and keeps annoying the other students?	8b 3	Engage in the learning process (ask questions for consideration by others) Assess needs and context	
	S FROM DSP THURSDAY, APRIL 25, 2013, 23:44 1. I think children with obesity need to train their fine motor skills by using coloring books, playing with plasticine, or doing finger painting games. 2. Perhaps after that the student needs extra activities, such as	5	Collaborate with peers	

No.	Comment from tutor and students PAUD4406	Code No.	Code label	
	APE so that the student can focus on the extra activities, instead of bothering her classmates.			
	S FROM TM - FRIDAY, APRIL 26, 2013, 14:15 1. Get into the habit and routinely give Nanda plasticine toys to make the fingers more flexible, so that Nanda is capable of performing the tasks as desired. 2. It also happens to me. My student has a similar attitude as Nanda but I do not give up. I always approach him and give him more attention, but I am always strict, giving assignments and reprimanding him. This has a good result. Good luck.	5 1d 6	Collaborate with peers Showing respect Showing empathy	
	T: DSP, TM - response to developmental problems in Study Group, my appreciation! Furthermore, please respond to problems posted by your peers, so the discussion goes well. Have a great discussion!	1e 5	Showing respect Collaborate with peers	
	S 21. Characteristics of early childhood FROM Su - WEDNESDAY, APRIL 24, 2013, 22:13 **What do you think of the characteristics of early childhood?**	8b	Engage in the learning process	
	S 22. FROM DA – WEDNESDAY, APRIL 24, 2013, 22:22 Early childhood characteristics are different from one student to the other because each student is unique. Characteristics can be influenced by the habits of the student's surrounding.	5	Collaborate with peers	

No.	Comment from tutor and students PAUD4406	Code No.	Code label	
	S FROM TM - FRIDAY, APRIL 26, 2013, 14:55 Each child has a different character, as well as in guiding them must be done with a difference, too. But in general a child wants to be loved.	5	Collaborate with peers	
	S FROM SU - SATURDAY, APRIL 27, 2013, 21:35 There are many characteristics of early childhood, such as like to imitate, want to try, spontaneous, honest, cheerful, likes to play, high level of curiosity, physically active, egocentric, and unique	5	Collaborate with peers	
	T: Su, Are you satisfied with the answers given by your peers about the characteristics of early childhood? As has been stated by DA, TM, Su. Now continue the discussion, until all the problems are completed! Have a nice discussion.	8b 5	Tutor engages the students in the learning process (allowing other students to question or redirect the questions to others) Collaborate with peers	
	S Answer discussion 2 23. FROM VH - SATURDAY, 4 MAY 2013, 16:37 1. Physical Problems: Vidi did not want to take part in the agility activities, after I approached and asked why Vidi did not want to try it turns out. Vidi wanted to take part. His name was called out as, "Vidi win, win Vidi, Vidi win ... ". Finally when Vidi wanted to try, I said to the other students: "Come on, Vidi win, Vidi win ..." And the students began to follow, so Vidi took part in agility training. 2. Performance Problems: Devi did not want to sing, in class	5 Only give examples	Collaborate with peers	

No.	Comment from tutor and students PAUD4406	Code No.	Code label	
	she sat silently. According to her parents, at home, Devi liked to sing in front of her dolls while holding the tambourine. The next day I tried to give a small tambourine to Devi, at first she only held the tambourine. Later on she began to play the tambourine and Devi started singing. After that, Devi wanted to sing. 3. Social Problems: Vanya just wanted to sit and play with Yosafat alone. Eventually, Yosafat Jehoshaphat did not want to be approached by Vanya and did not want to sit with Vanya again. After being given the understanding that Vanya had many friends and all of them were the good friends. The next day I tried to sit Vanya next to Vanny. Initially, Vanny did not allow Vanya to sit near him, but I tried to persuade again, finally Vanya accepted Vanya.			
	S 24. Dealing with children's problems FROM MD - SATURDAY, APRIL 27, 2013, 18:19 How do I cope with a child who has a physical abnormality in the form of motor disability, overweight (obesity)...? Please comment ...	8b 3	Engaged students in the learning process (asking questions) Assess needs and context	
	S 25. FROM Ic 818441066 - SATURDAY, APRIL 27, 2013, 19:03	1d	Showing respect and Collaborate with peers	

No.	Comment from tutor and students PAUD4406	Code No.	Code label	
	We as educators should pay attention to the needs of the students and provide comfort so that the students feel noticed and protected. I hope my answer can help.	5	Collaborate with peers	
	S FROM MR- Saturday, April 27, 2013, 21:52 Dealing with a student with physical disadvantages… educators must take an active role in engaging students to be interested to learn basic skills such as throwing, catching balls, molding clay/plasticine, etc. So that students feel confident and get enough attention, which is similar to students with obesity that is dealt with through giving guidance and attention so that students can develop to their fullest potential ability.	8c 5	Engage in the learning process Collaborate with peers	
	S FROM DSP 822650709 - Saturday, April 27, 2013, 22:40 I think when there is a student with obesity in the class, we treat the student similar to the others; do not let the student feel the difference with their classmates. Until the student becomes more confident to do anything.	6	Demonstrate empathy	
	S FROM MD - THURSDAY 1 MAY 2013, 17:05 Thank you for commenting.	1d	Showing respect	
	S FROM WR 817017385 - THURSDAY, 2 MEI 2013, 10:29 In the educational world, all children and those who are with disabilities have the same rights in having opportunities. Giving opportunity and attention equally, as long as the child can follow the given activities. Giving too much attention, will make the child be dependent, give confidence and encouragement to them.	5	Collaborate with peers	

No.	Comment from tutor and students PAUD4406	Code No.	Code label	
	Therefore, the student will not become doubtful with the weakness they have.			
	S Physiognomies FROM SU - Wednesday, April 24, 2013 , 19:51 Asalamuallaikum ... friends.. I still do not understand with the definition and characteristic of the third phase of Early Childhood Children, which is the "physiognomies attitude". Please help.	8b	Engage in the learning process	
	S FROM SB - FRIDAY, April 26, 2013, 18:40 Children cannot distinguish between living and inanimate objects; children assume that all things (even if it's dead things) can speak, and can be played with and treated as they please.	5	Collaborate with peers	
	S FROM RJ - MONDAY, April 29, 2013, 18:00 I agree with SB. Once the child is still in the physiognomies phase it means the child is unable to distinguish between animate and inanimate objects.... This often happens when children play with toys and assumes that the toys or items are their friends.	1f	Showing respect	
	S: How to cope with a child who cannot distinguish between "d" with "b"? FROM RJ - MONDAY, APRIL 29, 2013, 17:11 According to you, is this common to children in early childhood between four to eight years old?	8b	Engage in the learning process	
	How to cope with a weepy whiny child S25. FROM A - SATURDAY, APRIL 27, 2013, 22:28 I want to ask about a problematic student that I currently have. Please give me more explanations about it. I have a student who often cries	8b	Engage in the learning process	

No.	Comment from tutor and students PAUD4406	Code No.	Code label	
	and becomes impatient when he wants something. We already taught him to be patient, but he is still being impatient and if he does not get what he wants, he will cry. Is this common? How to solve it?			
	S: FROM MR - SUNDAY APRIL 28, 2013, 00:00 I have experience with whiny students. In my experience, we embraced the student and persuaded her to stop crying because a smart student should not cry but be smart and study hard so that one day the student can be useful and have a future. Then, after the student stops crying, make her feel comfortable at school by giving enough attention as her parents give her. The student is no longer whiny. I hope this helps.	5	Collaborate with peers	
	S: FROM RJ I have experienced with such a case. There are several ways we can deal with crying and impatient students: 1. By persuading gently as we call her name and touching the student's right shoulder, "Cika, dearest, I understand you are feeling upset now but try not to cry when you want something? Tell me what you want and I am listening." 2. If the student throws tantrums usually tends cry longer and we must be firm and consistent here, for example we tell children to choose A or B. 3. Giving a quiet time by sitting on a calming bench, for example when the crying does	5 4	Collaborate with peers Exercise praxis: action with reflection	

No.	Comment from tutor and students PAUD4406	Code No.	Code label	
	not stop, we can tell her to sit on a calming bench until she stops crying and is ready to talk. When this habit disappears and the student has shown positive change, we give them a reward for the attitude. I hope this helps.			
	S: Discussion FROM MR - SUNDAY, APRIL 28, 2013, 23:12 Why early childhood children are more prominent in the development of art in comparison with other developments? Please more give explanations. Please help.	8b	Engage in the learning process	
	S26. Socio-emotional development FROM S - SUNDAY, APRIL 28, 2013, 14:52 Emotional and social development in early childhood can be seen when children play at school. Usually children at the beginning of school are still afraid to part with the parents, especially the children from a stay-at-home mother. Children do not want their mothers to leave because of fear, not having friends to play with or because they are shy. During playtime, we can observe how children socialize or connect with their peers. There are bossy children, for example keeping all the toys with him, there are children who only want to play alone and do not want any friends, even some children who actively interfere by grabbing other children's toys. There we can observe each child is different in their development. Children who are active at home are not necessarily active in school because the child may feel	4 5	Exercise praxis: action with reflection Collaborate with peers	

No.	Comment from tutor and students PAUD4406	Code No.	Code label	
	overwhelmed by when at school.			
	S27. Problems with a child's language development FROM YA - SUNDAY, APRIL 28, 2013, 14:37 please response.	8b	Engage in the learning process	
	S: FROM Ic - SATURDAY, APRIL 27 , 2013, 18:58 What are the problems that often appear in early childhood children; please response.	8b	Engage in the learning process	
	S: FROM MD - SATURDAY , APRIL 27 , 2013, 19:21 Problems that often arise are, for example when children feel like getting a little attention start to making troubles, such as disturbing friends, fighting, and others. Response may help.	5	Collaborate with peers	
	S28. FROM LM - SUNDAY, APRIL 28, 2013, 14:26 The problems that often appear in early childhood, namely: emotional and social problems adjusting to the environment, either at school, at home, or with a social environment that is sourced from within the child or children from outside the self.	5	Collaborate with peers	
	S: Answer Materials Discussion 2 FROM Su - FRIDAY , APRIL 26, 2013, 20:13 Aspect of Development Emotions: * Students come to school showing anger and are sullen. Aspects of Development Art: Experience the real moment, why children prefer to sing adult songs than children's songs. Aspects of Development and Moral Values Religion: * Why today's young children are already good with lying to get something he wants. It is encountered and experienced with my students.	5	Collaborate with peers	

No.	Comment from tutor and students PAUD4406	Code No.	Code label	
	S: Re: Answer Materials Discussion 2 FROM SB - SATURDAY, APRIL 27, 2013, 02:21 1. If a child comes to school and is sullen and has angry facial expressions, try to get him to talk and show our love for him. To believe in our children's children will certainly create a different expression, funny stories and fun. There are definitely things we tell kids who have made her angry/sullen. 2. Children in their golden age can easily memorize adult songs by habit. As teachers, we must tell them which songs children can sing and which shows that children can watch. We can tell them at any time so that our students can choose the best for themselves. Students believe more in the words of his teachers. 3. Again, give an example from stories which illustrates the consequences of lying and instill moral and religious values in children through storytelling.	5	Collaborate with peers	
	FROM Su - SUNDAY , APRIL 28, 2013, 08:54 S: Good morning, Siwi.... Thank you for your response. Hopefully we as teachers will be smarter and more vigilant in guiding our students to the aspects of the developmental aspects better, and certainly we as teachers will continue to	1e 5	Showing respect Collaborate with peers	

No.	Comment from tutor and students PAUD4406	Code No.	Code label	
	strive so that we can prepare our next generation...Agree Sivi?			
	S: How to teach reading in kindergarten B? FROM S - THURSDAY, APRIL 25, 2013, 15:53	8b	Engage in the learning process	
	FROM TM - FRIDAY, APRIL 26, 2013, 14:32 S: Students in kindergarten are not taught to read yet. We only introduce alphabets, both vocals and consonants. Sometimes the parent forces their children with additional tutoring to help with their children's learning to write. This sometimes confuses the teachers.	5	Collaborate with peers	
	29.FROM M - FRIDAY, APRIL 26, 2013, 21:28 S: It is not similar with teaching reading in the elementary school… Kindergarten students can be introduced to symbols that denote an image… using playing cards with pictures and alphabets that attract children's attention.	5	Collaborate with peers	
	FROM RJ - FRIDAY, APRIL 26, 2013, 23:05 S: I agree with Tri Meiningsih's response, I may just add a bit that we may teach reading to kindergarten students, for example we teach while playing when the child does not realize that he is learning to read, such as playing cards with names beginning with his own name. Thus my opinion...	1f 5	Showing respect Collaborate with peers	
	FROM MR- SATURDAY, APRIL 27, 2013, 22:32 S: Actually, in kindergarten we do not teach reading unless the students already are able to read. This is due to a difference in ability. There are differences of opinion between the educators and parents, because the parents want their	4 5	Exercise praxis: action with reflection Collaborate with peers	

No.	Comment from tutor and students PAUD4406	Code No.	Code label	
	children to be taught to read while in kindergarten. Teachers must tell parents that there was an effect when the children are forced to learn to read so it is not an instant process, it takes time. For example, a green papaya expected to ripe in the next day. This is impossible as well as the existing education its phases begin in early childhood until the higher level. One step to teach reading to students in kindergarten is to introduce alphabets in pictures of fruit or animals which draw the children's interest.			
	FROM A - SATURDAY, APRIL 27, 2013, 22:35 S: I think there are a lot of things to do when trying to teach reading to students. One of them is with letters and word card games. Tree letters and interesting story books with big letters so it is easy to read for children. Or it could be through a computer game more modern again, e.g., for applications to fill the blank letter with a picture, for example. It is easier for children to understand. Thank you.	5	Collaborate with peers	
	Answer 2 discussion material issues of child development counseling FROM A - SATURDAY, APRIL 27, 2013, 22:23 S: Each teacher must have different problems with child development in the class. I face the following problems related to the aspects of child development and how to overcome them. 1. Motoric physical development Yoyo is a hyperactive child. In the classroom, he almost never sits still and always runs and jumps during the learning process. I deal with it before the	4 7	Exercise praxis: action with reflection exchange teacher-student role	

No.	Comment from tutor and students PAUD4406	Code No.	Code label	
	students start their lessons, usually after marching. I assign Yoyo to run a race with his peers, doing foothold such as jumping, running in place, and so on with the aim of reducing energy and reduce his physical activity in class and to be more focused on learning. 2. cognitive development. Desti is somewhat difficult to recognize numbers from one to ten. She is unable to recognize numbers. The solution is to given her a song in the form of symbols so she can memorize it more easily. For example, number 1 as a pencil, number two like a duck, flying number like a bird, number four as a chair upside down on another chair, and so on… 3. language development Felix is a child who can be said to have a language but is less clear on vocabulary. So it is difficult to communicate with him. The solution is to frequently exhibit song videos and children stories to improve his vocabulary. 4. social emotional development Ziyya has difficulty in adapting and is unwilling to share her toys with others. We help her by teaching her a habit of sharing a little bit of her food with her friends, giving her an opportunity to play with her friends in a group. 5. development of art There is a student who only uses one color when coloring a picture. She only uses one color only without color mixing. We help her by showing her coloring using mixing colors with water, for example pouring ink into water, watching colored children stories and using bright			

No.	Comment from tutor and students PAUD4406	Code No.	Code label	
	colors to draw her interest in different colors. 6. development of morals and religion Levi is a child who often beats up his classmates and says unkind words when playing with his classmates. The solution is to direct and guide on a continuous basis on which words and actions are good or bad. Instilling a feeling of sympathy to his classmates, telling the story of prophets and showing good children behaviours.			
	For example, children in primary school age who are unable to count, write, despite being taught. S: FROM TM - FRIDAY, APRIL 26, 2013 , 14:07	8b	Engage in the learning process	
	FROM SB - SATURDAY, APRIL 27, 2013, 02:27 S: Each child is unique. Do not worry if the child who is in his/her primary school age is unable to count and write. The child's capabilities are still developing when she/he enters elementary school age. Even though some of his/her other friends can do something 2 or 3 steps ahead. There will be a time when the child will be ready to count and write. Unless the child is categorized as a child with special needs.	6 5	Demonstrate empathy Collaborate with peers	
	Problem with students with poor speaking manners. FROM DA - WEDNESDAY, APRIL 24, 2013, 22:16 S; How to deal with students who talk disrespectfully/rude to teachers?	8b	Engage in the learning process	
	FROM TM - FRIDAY, APRIL 26, 2013, 15:00 S: Calmly deal with the student individually and guide the student.	5	Collaborate with peers	

No.	Comment from tutor and students PAUD4406	Code No.	Code label	
	FROM SS - SATURDAY, APRIL 27, 2013, 02:07 S: Tell moral stories about people who like to talk rudely and the consequences of their actions. Sooner or later the child will change and encourage other children to talk directly at the time when he was not doing that well, good luck.	5	Collaborate with peers	
	Reality of the problems of children in the classroom S: FROM SB - TUESDAY, APRIL 23, 2013, 21:36 1. Physical Motoric: how to cope with children who are less interested in gymnastics activities in school, because whenever there is activity, children refuse to participate! 2. Cognitive: how to address the issue of children are still not familiar with the concept of numbers and symbols? 3. language: is there a way to keep children actively involved in communicating with friends in class? 4. art: how to cope with children who are more likely to love the art of dance other than the development of the arts? 5. social emotional: how to cope with a child who always feels himself to be the " first " and his assignment was less neat and not in accordance to the expectations?	8b 4	Engage in the learning process Exercise praxis	
	Problems with rude children FROM DA - WEDNESDAY, APRIL 24, 2013, 22:16	8b	Engage in the learning process	

No.	Comment from tutor and students PAUD4406	Code No.	Code label	
	S: How to deal with students who talk disrespectfully/rude to teachers?			
	FROM TM - FRIDAY, APRIL 26 , 2013, 15:00 Calmly deal with the student individually and guide the student.	5	Collaborate with peers	
	FROM SS - SATURDAY, APRIL 27, 2013, 02:07 S: Tell moral stories about people who like to talk rudely and the consequences of their actions. Sooner or later the child will change and encourage other children to talk directly at the time when he was not doing that well, good luck.	5	Collaborate with peers	
	PROBLEM ON CHILD LEARNING S: FROM SS - SATURDAY, APRIL 27, 2013, 02:02 In my class there is a student who often is being a snob and teaches his friends when he himself has not been able to do. Although he was taught already but he still doing it wrong. His mother is a single parent. The student hardly receives any help in his study at home by his mother. I already gave notice to the mother. What should I do anymore?	4 8b	Exercise praxis Engage in the learning process	
	Re: Developmental problem on moral values S: FROM RJ - WEDNESDAY, APRIL 24, 2013, 16:53 In my opinion, the problem of the development of moral values or manners in the attitude of the students comes from parental guidance, which is primarily because the child's primary role models are the parents. If such a thing happens, we can give an example of the role play, story-telling about positive attitudes of the Prophet.	5 6	Collaborate with peers Demonstrate empathy	

No.	Comment from tutor and students PAUD4406	Code No.	Code label	
	Re : Developmental issues and moral values S: FROM Sua - WEDNESDAY, APRIL 24, 2013, 21:26 1. teach children to give concrete examples of proper behavior, for example, and read stories that contains a moral message in it . 2. teach children with words. Children need to explain why, for example giving their classmates bad nicknames, it is not good because it will really hurt your friends. 3. encourage children to reflect on his actions, for example when a child is rude to his classmates, the teacher can tell him, " See the child is crying so, what would you think if somebody treated you like that." This will make the child think and reflect on his actions, and learn to feel.	5 8a 6	Collaborate with peers Engage in the learning process Demonstrate empathy	
	Re : Developmental issues and moral values FROM Su - WEDNESDAY, APRIL 24, 2013, 22:29 S: By approaching the student and providing guidance from the people closest to them. Because the aspects of this development requires a good model and the habit should be continuous from parents, teachers, and the environment.	4 5	Exercise praxis Collaborate with peers	
	Re : Developmental issues and moral values FROM TM - FRIDAY, APRIL 26, 2013, 14:51 S: Giving directions to students to say good things and showing the difference between good	4 5	Exercise praxis Collaborate with peers	

No.	Comment from tutor and students PAUD4406	Code No.	Code label	
	manners from bad manners and giving explanations to the consequences of being rude and giving understanding on respect to elderly.			
	Problems in class S: FROM DA Tuesday, April 23, 2013, 20:44 How to help a student with language development problems?	8b	Engage in the learning process	
	Re: Problem in class S: FROM Sua - Wednesday, April 24, 2013 , 20:52 1. Treat the child as a skilled speaker, although he/she is not yet able to speak. 2. Encourage the child to interact among the children, such as playing together, playing blocks, drama, etc. 3. Remind parents, caregivers, or teachers to speak clearly to the child.	5	Collaborate with peers	
	Re: Problem in class FROM MR - Wednesday, April 24, 2013, 23:12 S: One way to overcome is to invite educators to talk with children about things such as food or favorite beverage, a beautiful place that the student has visited, the situation at home, school, and have a lot of fun with this effort as in doing so the child can develop her language skills.	5	Collaborate with peers	
	Re: Problem in class FROM TM - FRIDAY, April 26, 2013, 14:48 Re: problem in class FROM TM - FRIDAY, April 26, 2013, 14:48 S: Children need to imitate words spoken by us and invite children to tell a story and after the children were telling the	5	Collaborate with peers	

No.	Comment from tutor and students PAUD4406	Code No.	Code label	
	story, we can give encouragement with hand clapping from friends to encourage and instill confidence.			
	FROM RJ - Wednesday, April 24, 2013, 16:41 **The development of children who have difficulty in socialization in the school environment or at home.** S: According to your experience how do you deal with this problem? Thank you.	4	Exercise praxis	
	Re: The development of children who have difficulty in socialization in the school environment or at home. FROM YA - WEDNESDAY, APRIL 24, 2013, 22:30 S: Children who are having difficulties in socializing are somewhat lacking in courage and self-reliance. We need to be open, more friendly with those children and we could also find a friend for the student so she feels comfortable and gradually build up the courage/independence.	5	Collaborate with peers	
	Re: The development of children who have difficulty in socialization in the school environment or at home. FROM - THURSDAY, 25 APRIL 2013, 07:43 S: I have a student who is difficult to socialize, and the student likes to play alone. According to psychologists who tested her, it is actually she lacks attention. In fact there are many things unexpressed, but sometimes parents just focus on the academic performance of their children so that the expressions accumulate in the brain, after a long period of time, it will disappear. According to psychologists who came to my school, the child	4	Exercise praxis	

No.	Comment from tutor and students PAUD4406	Code No.	Code label	
	must be stimulated to answered our questions, and when asking, not only with just with one question. Because essentially this child needs attention.			
	Re: The development of children who have difficulty in socialization in the school environment or at home. FROM TM - FRIDAY, APRIL 26, 2013, 14:41 S, It means Nanda is lacking socially-emotionally; create healthy communication between the teacher and student, invite Nanda to join in during play time, if possible prepare for consultation with the parents to better understand the cause.	5	Collaborate with peers	
	Student only likes one development aspect FROM <u>R</u> - THURSDAY, 25 APRIL 2013, 07:45 S, In my class, there is a student who only likes learning the cognitive aspects. Thus, other aspects of development are underdeveloped. How to give a lesson to that student? Do I have to focus her on the aspect she likes so she will be skillful on that particular aspect in the future? Or to develop the other aspects? thank you	4 8b	Exercise praxis Engage in the learning process	
	Student only likes one development aspect S30.FROM Y - THURSDAY, April 25, 2013, 13:46 Excuse me, have you done an evaluation? Why does the child prefer only cognitive development and dislike other aspects of development? Usually after evaluation, we will know the causes and solution? 1. From a teacher's perspective: as	1f 4 8b 5	Showing respect Exercise praxis Engage in the learning process Collaborate with peers	

No.	Comment from tutor and students PAUD4406	Code No.	Code label	
	teachers we have a need to evaluate the results of our work, perhaps the way we teach is monotonous, less challenging and less creative (uninteresting media), so that children are not interested in learning what we teach. 2. From the children's perspective: perhaps he is, or is there a problem in the family, problems with friends or maybe with our teacher. Every child is unique. Young children like new interesting things, especially in early childhood, every child development aspect is intertwined with each other, our job as teachers is to help young children learn so their developmental aspects will develop optimally.			
	Re: Student only likes one development aspect S: FROM TM - FRIDAY, April 26, 2013, 14:37 Excuse me, have you consulted the parents? As teachers it is better to always have good cooperation with the parents, especially with a child who has a learning problem. Do not give what the student wants, we as teachers must be strict and teachers have to explain that what we teach is important.	5 6	Collaborate with peers Demonstrate empathy	
	How to deal with children with gross motor skill S31. FROM II - Tuesday, April 23, 2013, 18:15 How to deal with early childhood children who do not want to do motoric physical activity, especially gross motor skill?	8b	Engage in the learning process	

No.	Comment from tutor and students PAUD4406	Code No.	Code label	
	Re: How to deal with children with gross motor skill S: FROM MR 818446563 - TUESDAY, APRIL 23, 2013, 18:57 Every child can be given any help or guidance at a time when the child needs it. It is because every child has different abilities.	5	Collaborate with peers	
	Re: How to deal with children with gross motor skill S: OF DSP - TUESDAY, APRIL 23, 2013, 20:52 I think what can be done to encourage the child is to do rhythmic gymnastics, as the music makes the child more willing to perform motion.	5	Collaborate with peers	
	Re: How to deal with children with gross motor skill S: FROM M - TUESDAY, APRIL 23, 2013, 21:44 In a way that is interesting for children to play so that children are interested in and encouraged to try and reward any child who wants to try.	5	Collaborate with peers	
	Re: How to deal with children with gross motor skill S: FROM RJ - WEDNESDAY, APRIL 24, 2013, 16:27 I think it is in accordance to the experts from, e.g., Maria Montessori stated that children aged 3-6 years old is in a sensitive period or sensitive time so young children at this period need to be stimulated, not inhibited. Often parents are too protective toward their children, often preventing their children to do things. This is the cause of their children do not dare to try something. So for the proper development of gross motor skills, parents should give freedom to children with paying attention to the child's safety while not visually compulsive or prohibitive ...	5	Collaborate with peers	

No.	Comment from tutor and students PAUD4406	Code No.	Code label	
	Re: How to deal with children with gross motor skill S: RY - THURSDAY, APRIL 25, 2013, 15:56 I agree, especially with the participation of the parents and the people around the child. Among others, by giving support, stimulation, guidance, methods, and means that engage the child's interests longer. The child will approach and try his chosen activity. If the child is happy and comfortable he/she would definitely do it again.	1f 5	Showing respect Collaborate with peers	
	Re: How to deal with children with gross motor skill S: FROM TM - FRIDAY, APRIL 26, 2013, 14:27 As the saying goes, "Do not claim on something when it is likely to bring negative results." So, avoid using the word "Don't" to children when they are about to take steps toward danger. Instead, talk to them carefully. It is not that we allow the children or not that stops them but we are instilling prudence not fear. For example when they are hanging upside down on a tree limb or running.	1d 5	Showing respect Collaborate with peers	

Table D.3.   Summary of the results of week three of the Guidance and Counselling course

No.	Comment from tutor and students PAUD4406	Code No.	Code label	
	WEEK 3			
	T: Discussion Tuton 3 Early Childhood Education 4406 semester 2013.1 Tasks Tutorial I Give an example of the problems faced by your students (see the beginning of symptoms), and then describe how to overcome the problems (in accordance with the steps to do counseling services to Early Childhood Children)! Good luck! Materials Discussion 3 In connection with the development of preventive approaches to Early Childhood Children, then we as counselors should do guidance which means to prevent an unwanted problem in our students. Give a concrete example on the efforts given to Early Childhood Children and which reflect preventive services!	8a 5 4 8a	Engage in the learning process Collaborate with peers Exercise praxis Engage in the learning process	
	31. Preventive development approach S: FROM R - FRIDAY, 3 MAY 2013, 22:32 Efforts guidance given in Early Childhood Children by familiarizing children to pray and give thanks to God before doing anything.	5		
	T: Re: Preventive development approach R, if children are used to prayer and give thanks to God before doing anything, as stated in the guidance given for Early Childhood Children, then what is the problem? I wait for your response! Tutor Tuton.	1d 5	Showing respect Collaborate with peers	
	Re: Preventive development approach FROM R - THURSDAY, 30 MAY 2013, 22:59 S: There are children who do not want to pray. Instead they run, but those young children will return when their classmates finished praying. concrete example	5	Collaborate with peers	

No.	Comment from tutor and students PAUD4406	Code No.	Code label	
	FROM SS - THURSDAY, 25 MAY 2013, 03:05 S: Some students are not able to write their own names. To prevent the children from feeling discouraged, due to his peers are already able to write their own names. Should teachers/counselors encourage the students to learn the alphabet and to spell their own name as well as asking their parents to help at home?	5 7	Collaborate with peers Exchange student-teacher roles	
	Please Respond S: FROM II 818441066 - SATURDAY, 4 MAY 2013, 15:09 Development approach is the latest approach. Explain what is meant by the cutting-edge and proactive approach and give examples...?	8b 3	Engage in the learning process Assess needs and context	
	32. Re: Please Respond S: JA - SATURDAY, 4 MAY 2013, 15:27 Hopefully, I can help in answering the question. The cutting-edge and proactive approach is the approach that moved from an understanding of the specific skills and experience they need to achieve success in his study and in life. This approach gives attention to child development, needs, and interests and helping children learn life skills.	5 7	Collaborate with peers Exchange student-teacher roles	
	FROM JA - SATURDAY, 4 MAY 2013, 23:25 S: Example: The role of teachers besides teaching also helps to provide support and respect a child's potentials in a simple way, like to sit and play along with the kids.	5	Collaborate with peers	
	Re: Please Respond S: FROM II - MONDAY, 6 MAY 2013, 09:06 Brilliant responses by ALBERT JELCE.	1d 1e 2c	Showing respect Create and maintain a safe environment for self and student	
	Re: Please Respond S: FROM MR - FRIDAY, 10 MAY 2013, 21:54 Okay I'll try to answer that in the proactive approach is the approach to understand a child's specific skills and experience needed to achieve	5	Collaborate with peers	

No.	Comment from tutor and students PAUD4406	Code No.	Code label	
	success on the other hand learning. This is the right approach in use in formal and informal educational settings because this approach gives attention to the development, needs, interests, and helps children learn life skills. Example: In the play activities, the teacher/educator should be as simple and proactive by sitting and playing together with the children to form cooperation network reach the children and allow them to develop skills, involving all children in the process of interaction.			
	T: Re: Please Respond II has been answered by JA, and MR May you also help your peers by answering their questions! Now please go back to the subject of discussion 3 as follows: Material Discussions 3 In relation to the development of preventive approaches in Early Childhood, then we as teachers do prevent problems occurring in our students. Give a concrete example of the efforts of the guidance given to young children that can reflect preventive services! Have a great discussion!	1d 5 1d 5	Showing respect Collaborate with peers	
	FROM II - FRIDAY, 24 MAY 2013, 17:29 S: Thank you so much for your response my Tutor, Mrs. T. Concrete examples are when there is a student, who cannot go to the toilet alone, urinates in the classrooms. With our love and understanding we motivate our young students that a good and a smart student will urinate in a toilet.	5	Collaborate with peers	
	S: FROM SK - FRIDAY, 24 MAY 2013, 01:31 Good and smart students urinate in the toilet, given understanding and motivation. Guidance efforts are through information and skills.	5	Collaborate with peers	
	S: FROM YA - TUESDAY, APRIL 30, 2013, 18:50	8b	Engage in the learning process	

No.	Comment from tutor and students PAUD4406	Code No.	Code label	
	What can we do to provide guidance through the information and skills in problem-solving in the Early Childhood?			
	T: Re: Seeking guidance through the information and skills Discuss your response with your peers. I am waiting for the result!	5	Collaborate with peers	
	S: Preventive counseling efforts FROM SB - TUESDAY, APRIL 30, 2013, 19:27 One example is by guiding the child to be familiarized with the disposal of waste in the school. This is done to instill the child's participation in keeping the environment clean, preserve natural beauty, and educating children to care for the environment, in order to avoid contamination of the surrounding environment.	4 5	Exercise praxis: action with reflection Collaborate with peers	
	S: Re: Guidance preventive efforts FROM MR - WEDNESDAY, 1 MAY 2013, 22:34 Encourage children to share with other young students, by letting others borrow her crayons, pencils, and books, as well as to say thank you when receiving gifts, and cultivate an attitude of mutual help when returning the toy to its place.	4		
	T: **Re: Guidance preventive efforts** Your answers are all correct, now work on task 1, task chapter!	2c 5	Create and maintain a safe environment for self and student Collaborate with peers	
	S: Preventive counseling efforts FROM TL - THURSDAY, 2 MAY 2013, 15:11 Teachers set an example by arriving early to school, giving good examples to come to school on time.	7	Exchange student-teacher roles	
	T: Re : Guidance preventive efforts Your answer is correct, now work on task one, the task chapter! I am waiting for your answer!	2c 5	Collaborate with peers	
	S3 Answers discussion FROM BS - THURSDAY, 2 MAY 2013, 20:10 By always observing the development of students and taking notes on the development book or anecdotes.	5	Collaborate with peers	

No.	Comment from tutor and students PAUD4406	Code No.	Code label	
	T: Re : Answer discussion 3 What is the purpose of continuing? I am waiting for your response!			
	S: Concrete examples of attempts at guidance given in Early Childhood Education FROM Su - THURSDAY, 2 MAY 2013, 22:02 In dining together, always give examples of healthy food, table manners, such as washing hands before and after eating, praying, do not talk during meals, cleaning and tidying after meals. The purpose is that children are able to eat healthy and clean and understand about manners when eating.	5	Collaborate with peers	
	T: Re : Examples of concrete efforts to give guidance in Early Childhood Your answer is correct, now work on task one, the task chapter! I am waiting for your answer!	2c 5	Create and maintain a safe environment for self and student Collaborate with peers	
	S: The concrete examples in the guidance given in Early Childhood FROM S - THURSDAY, 2 MAY 2013, 22:19 Tidying up toys after playing. The goal is to teach discipline and responsibility to children.	1d	Showing respect	
	S: Re: The concrete examples in the guidance given in Early Childhood FROM MR - THURSDAY, 2 MAY 2013, 22:35 This indeed is one of the areas of development in accordance with young children which the educators provide as habituation for children to be able to tidy up toys in place after playing.	1d 2c 5	Showing respect Create and maintain a safe environment for self and student Collaborate with peers	
	S: Re: The concrete examples in the guidance given in Early Childhood FROM A - THURSDAY, 2 MAY 2013, 22:40 Yes, indeed. This is one of the most difficult things for kindergarten teachers because every day we must educate children to tidy up since children customarily feel lazy to tidy up their toys before switching to a new game. This is the task of the teacher to	1f 4 6	Showing respect Exercise praxis: action with reflection Demonstrate empathy	

No.	Comment from tutor and students PAUD4406	Code No.	Code label	
	educate their children in discipline and responsibility.			
	T: **Re: The concrete examples in the guidance given in Early Childhood This is all right, now do task 1, chapter task! I am waiting for your answer!**	7 5	Exchange teacher-student roles Collaborate with peers	
	S: Re: 3 Guidance answers that reflect the discussion of preventive services FROM A - THURSDAY, 2 MAY 2013, 22:59 Preventive approach is an approach which focuses on the general anticipation and the problem of prevention. The teacher gives some information and skills to prevent problems. Examples of this approach are role-play and storytelling. When children begin to show a sense of being egocentric, meaning not sharing food with the group or does not want to play in the group, then the teacher can tell a story about the animal 'the deer who likes to help'. At the end of the story, conclude with morals about right and wrong which should be done by the children or do role-play when the children do not want to play and prefer to play alone. The teacher can invite the children to play in order to create good relations among the classmates.	4	Exercise praxis: action with reflection	
	T: Re: 3 Guidance answers that reflect the discussion of preventive services Okay... I agreed with your answer. Now continue working on the task assignment in chapter 1! I wait for the answer! tutor Tuton	1e 2c 5	Showing respect Create and maintain a safe environment for self and student Collaborate with peers	
	S3 Guidance answers that reflect the discussion of preventive services FROM Y - FRIDAY, 3 MAY 2013, 17:46 At our schools, there is a child, let's call him Nada. Every time he came home from school, he always wants to come home to his friend's house although his	4	Exercise praxis: action with reflection	

No.	Comment from tutor and students PAUD4406	Code No.	Code label	
	mother/guardians/grandfather already picked him up. But Nada does not want to come back to his house, but to his friends' house. Seeing this condition, the teacher took the initiative to visit his home, by first making an appointment with his parents. The mother allowed the teacher to visit. After talking about the conditions and habits that occurred in the house, we came to the conclusion, that the attitude is caused by Nada who does not have any friends to play with, because Nada lives in a house where nobody lives in the right and the left of his house. Those houses are not inhabited. Also, Nada's parents forbid him to go out of the house.			
	T: Re: Answer 3 discussion; concrete example guidance Early Childhood preventive efforts I appreciated your response: children always come home from school with friends and playing in his home, after investigation it turns out he did not have any friends to play with around the house. How do preventive counseling services help? I wait for the answer!	1e 1f	Showing respect	
	S: Discussion Answer FROM SU - FRIDAY, 3 MAY 2013, 21:58 Examples of real guidance we give to our students, for example by giving an explanation during meal time to wash hands before and after meals, and to wait patiently for their turn to wash hands without pushing the other students because it is dangerous and consequently could fall.	4 5	Exercise praxis: action with reflection Collaborate with peers	
	T: Re: **Discussion Answer** Your answer is correct! Now proceed to do the work first, look at the chapter's task !	2c	Create and maintain a safe environment	
	S 3 Discussion ... FROM MD - SATURDAY, 4 MAY 2013, 15:20 Each child has different developmental characteristics, how do you understand the problems	3 8b	Assessing needs and context Engage in the learning process	

No.	Comment from tutor and students PAUD4406	Code No.	Code label	
	experienced by children during the development... Explain!!			
	S: FROM JA - SATURDAY, 4 MAY 2013, 15:34 Hopefully the answers can help ... We as educators must understand the needs, especially of the students who have problems and how to approach the problem so that the child feels comfortable and willing to express what they want so that we understand the problem...	5	Collaborate with peers	
	S: FROM WR- SATURDAY, 4 MAY 2013, 16:35 Monitor children at all times, if necessary, make a note of the child's development.	5	Collaborate with peers	
	T: MD, what do you think of the response/answer from your friends below JA - WR, did they answer the problems you've missed? Hopefully after this you have enlightenment! Continue to respond to material in other discussions, I wait for the results!	1e 5	Showing respect Collaborate with peers	
	Re: 3 discussion .... MD, discussion material 3 as follows: Material Discussions 3 In relation to the development of preventive approaches in AUD, then we as guidance counselors did prevent it from appearing as a problem that we do not want in our students. Give a concrete example of the efforts the guidance given in AUD and reflecting preventive services! Please discuss with your friends! I am waiting for the result! Tutor Tuton.	8a 5	Engage in the learning process Collaborate with peers	
	S: Child preventive services for early childhood education FROM R - FRIDAY, 3 MAY 2013, 21:03 I have a student named Zaki. He is very fond of his grandmother, so he chose to stay with his grandmother rather than to live with his parents. After I visited the home, he has no friends of his age, while at her grandmother's house there are many friends his age. Actually his parents' house is in Jakarta, while his	4	Exercise praxis: action with reflection	

No.	Comment from tutor and students PAUD4406	Code No.	Code label	
	grandmother's is in Bekasi. It is quite far indeed. Because Zaki always wanted to stay with his grandmother, finally his grandmother took Zaki to live in Bekasi, and therefore Zaki is enrolled at our school. But Zaki's parents do not agree, because of the distance, Zaki also will be spoiled in the care of the grandmother. Eventually, the school advised that Zaki is happy with his friends, then let him go to school and play in Bekasi. In the afternoon, he will be he picked up by his parents to stay in Jakarta. Zaki is very happy to attend our kindergarten, although he has to leave in the early morning from Jakarta, because he was looking forward to playing with his friends in kindergarten.			
	S: Re: Child preventive services for early childhood education FROM R - FRIDAY, 3 MAY 2013, 22:39 Zaki's parents have done the right thing to ensure their child's happiness. But it would have been better if Zaki's parents were stricker, so Zaki studied in Jakarta and stayed with his parents, with his grandparents staying with Zaki in Jakarta for a period of time until Zaki was happy staying and had friends in Jakarta.	3 4	Assessing needs and context Exercise praxis: action with reflection	
	T: Re : Child preventive services Early childhood education R , exactly who is in trouble, is it Zaki's parents who wants to stay close to the child or the grandmother, or Zaki himself being happy with a more natural environment? Zaki seems to be happy living with his grandmother! If it is so, it is no longer preventive services prevention, but tends to be curative services! It seems to be there is a need to have a meeting of the three parties to do mutual introspection, all for the best	1f 4	Showing respect Exercise praxis: action with reflection	

No.	Comment from tutor and students PAUD4406	Code No.	Code label	
	interest of the child and there are no losing parties!			
	S: Concrete examples of preventive services FROM DSP - SATURDAY, 4 MAY 2013, 00:07 Concrete examples of the guidance efforts in **Early childhood education** and which reflect preventive services is by role-play, because this approach gives attention to the child's development, needs, and interests, and helps children learn life skills.	5	Collaborate with peers	
	T: Re: Concrete examples of preventive services I am okay with the response! Now continue to respond to the other discussion material, I am waiting for the results!	2c 5	Create and maintain a safe environment Collaborate with peers	
	S: guidance efforts through home visits FROM NS - WEDNESDAY, 1 MAY 2013 , 20:02 One way is conducting home visitation to discuss with their parents.	5	Collaborate with peers	
	S: Re: Seeking guidance through home visits FROM MR - WEDNESDAY, 1 MAY 2013, 22:20 Or by keeping record of all developments that occur in school into the connecting book which links between educators and parents to know the ability of early childhood education so that guidance can be done not only in school but also at home as well.	2c 5 7	Create and maintain a safe environment Collaborate with peers Exchange teacher-student role	
	S: Re: Seeking guidance through home visits FROM TM - SUNDAY, 5 MAY 2013, 11:14 am Yes, that is right. Doing an approach by conducting a home visit to find out and witness Nanda's activity first hand.	1d 2c	Showing respect Create and maintain a safe environment	
	T: Re: Seeking guidance through home visits I appreciate your comments (TM, NS, MK) on the guidance of early childhood efforts through home visits can help resolve the problem!	1e 2c	Showing respect Create and maintain a safe environment	

No.	Comment from tutor and students PAUD4406	Code No.	Code label	
	Continue to respond to material in the other discussions, I am waiting for the results!	5	Collaborate with peers	
	3 Answers discussion S 33. FROM YA - MONDAY, 6 MAY 2013, 07:35 Concrete examples of preventive services that we can give are called the clean activity. Clean is taking children to clean up the table after a meal, after finish eating, throwing garbage in the rubbish bin. Also, the teacher may also assign some children to take turns to sweep the floor under guidance. These activities are expected to cultivate happy children who lead a hygienic life and prevent them from being irresponsible, such as littering or being messy.	4 5	Exercise praxis: action with reflection Collaborate with peers	
	T: Re : Answer discussion 3 Preventive Services on hygiene issues, does everyone agree? Continue to respond to material in the other discussions, I am waiting for the results!	5	Collaborate with peers	
	T: Re : Examples of concrete guidance efforts and preventive services You mean all of them, okay! Continue to respond to the other discussions, I am waiting for the results!	2c 5	Create and maintain a safe environment for others Collaborate with peers	
	PREVENTIVE DEVELOPMENT APPROACH ON Early Childhood Education FROM II - MONDAY, 6 MAY 2013, 10:01 S: Preventive Development Approach On Early childhood education Concrete examples: • Educators (teachers) give attention to the students. • Parents and teachers work together in giving attention to the child. • Play an active role for students. • Give approach on students. • Provide information which is digested early by the students so that they can listen to the teachers.	5	Collaborate with peers	

No.	Comment from tutor and students PAUD4406	Code No.	Code label	
	• Provide guidance in accordance to the children's interest.			
	T: **Re: Preventive Development Approach On Young Children** All of you have great opinions, though there are some typos but it does not reduce the meanings. Continue to respond to the discussion, I am waiting for the results!	1e 1f 5	Showing respect Collaborate with peers	
	Early Childhood Counseling and Guidance FROM JA - SATURDAY, 4 MAY 2013, 15:16 S: In early childhood activities, children will show their interest and talents. How do you as an educator assess and characterize the gifted children?	3 8b	Assess needs and context Engage in the learning process	
	FROM II - MONDAY, 6 MAY 2013, 09:18 S: I will try to answer the question of Jelce Albert, I hope my answer can help... I usually assess them from what they like… Children who have a talent in dancing. Usually, we see how to capture the movements of children and the flexibility of the body in motion. ...	5	Collaborate with peers	
	Re: **Early childhood counseling and guidance** FROM MR - THURSDAY, 9 MAY 2013, 22:37 S: Recognizing the characteristics of gifted children can be done through: in the field of arts, children like coloring pictures diligently and to properly complete the picture. In the field of motor/physical, children are happy playing outdoor activities and enjoy participating in gymnastics, like playing in groups. In the field of language and cognitive ability, children seem to quickly understand and answer any questions given by teachers, the child's pace will be clearly visible in solving puzzles, which is visible in gifted children. Do not forget that teachers are the facilitator for all children. Teacher assessment of	2c 4 7	Create and maintain a safe environment Exercise praxis: action with reflection Exchange teacher-student roles	

No.	Comment from tutor and students PAUD4406	Code No.	Code label	
	children varies according to the children's development in their respective fields.			
	T: Re : Early childhood counseling and guidance My appreciation to RM 818446563, and II for your response to the problem of JA. Please continue to respond actively, yes!	1e 1f 6 5	Showing respect Demonstrate empathy Collaborate with peers	
	What if there is no impact to the child Ag - THURSDAY, 2 MAY 2013, 23:03 S: I want to ask if there are peers who can answer my question: What if our efforts in giving the preventive approach to children, for example storytelling (with moral impacts), but there is no effect on the child and the problem still appears? thank you	8b	Engage in the learning process	
	FROM SU - FRIDAY, 3 MAY 2013, 22:08 S: Possibly by providing guidance and direction to the child and by telling them one or two times, a child may not be interested and successful or achieve as we expect. But we may be able to with practice and repetition and of course we as educators do not easily get discouraged in finding a variety of ways, as well as techniques that we select for the progress and development of our students.	2c 5 6	Create and maintain a safe environment Collaborate with peers Demonstrate empathy	

Appendix E.

Consent Form

SFU

faculty of education

August 1, 2013

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RESEARCH CONSENT FORM FOR IN PERSON INTERVIEW AND DOCUMENT ANALYSIS

TITLE: Understanding dialogue in online learning: A case study of the Open University of Indonesia (UT)

PRINCIPAL INVESTIGATOR: TITI CHANDRAWATI

SENIOR SUPERVISOR: DR. DAVID KAUFMAN

INVITATION
You are being invited to take part in a research study. Before you decide, it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully. Ask questions if there is anything that is not clear or if you would like more information.

WHAT IS THE PURPOSE OF THE STUDY?
The current study will develop and evaluate an online tutorial at UT in the Early Childhood Education (ECE) study program using a dialogue approach that is primarily based on Paulo Freire's model of dialogue. Students will engage in dialogue around their opinions and perceptions, and write about what they could do to improve their teaching in their classes. Participating in the online tutorial hopefully will also give students a meaningful learning experience. Finally, the evaluation of this experience will help other online distance tutors and students at UT and elsewhere to use a dialogue approach to enhance student engagement and learning in online education.

WHY ARE YOU BEING INVITED TO PARTICIPATE?
You have been invited because you have been identified as a participant in an online tutorial in Universitas Terbuka. The permission to conduct this study has been obtained from the Ministry of Education and Culture of Indonesia, Universitas Terbuka. This research project has been reviewed and approved by the university to get access to all prospective participants in this study.

DO YOU HAVE TO TAKE PART?
It is up to you to decide whether or not to take part. If you do decide to take part you will be asked to sign this consent form. Even if you do decide to take part, you still have the right to withdraw at any time and without giving any reason. If you refuse to participate or decide to withdraw, this will have no adverse effects on your employment or evaluation at UT as well as in your course or classroom evaluation.

Page 1 of 3

WHAT WILL YOU NEED TO DO IF YOU TAKE PART?

You will need to participate in the online tutorial using a dialogue approach that will be explained to you. At the end of the course, the interview will last up to 60 minutes, but its duration could be extended if you volunteer additional information and have available time. The interview will take place in person. The interview will include questions focusing on a dialogue approach used in distance learning. The interview will be audio recorded. The interview transcript will be emailed to you for your comments and input. Should you wish to confirm how your story is being reported, you can do so at that time. This review process could take about 15-30 minutes.

In addition, your participation in online discussion will also be analysed to support this research. Your postings and engagement in online forum provide rich and factual information to describe the context and contribute to the subject under question. Your documentary postings in online discussion will be used to describe specific conditions and practices and to spot dialogical trends.

WHAT ARE THE POSSIBLE RISKS OF TAKING PART?

There are no foreseen risks associated with participating in the tutorial and interview process.

WHAT ARE THE BENEFITS OF TAKING PART?

Possible benefits to you for participating include the opportunity to reflect on your participation, motives, goals, interests and values, share your insights, perceptions and views on a dialogue approach used in online tutorial and contribute to the development of more effective online tutorials.

WILL MY TAKING PART IN THIS STUDY BE KEPT CONFIDENTIAL?

Confidentiality is assured. In writing the dissertation, I may quote you but will not identify you, only code will identify the quote.

In order to protect confidentiality, every attempt will be made to keep confidential records. Recordings of the interview, transcription, interview notes, and your postings in online discussion will be coded to a participant key, and personal identifiers will be removed. Only code numbers will identify copies of relevant data that identify all participants. Coded, transcribed data, and documentary analysis will be stored in electronic storage (external drive) separate from campus systems and computers, password protected and in a locked environment. Signed consent forms and other documents that allow the identification of individuals will be stored separately from the coded data. During the interviews, recordings and notes will be taken, which may be made available to the researcher's Senior Supervisor and Committee Members. However, you still have the right to ask for the audio recording to be turned off at any time during interview to ensure that there is no discomfort or risk to you.

CONTACT FOR FURTHER INFORMATION

If you have any questions or desire further information with respect to this study, you should contact Titi Chandrawati or Dr. David Kaufman, Professor and Senior Supervisor in the Faculty of Education at █████████████████████████.

If you have any questions about your rights as a research subject, you may contact Dr. Dina Shafey, Associate Director, Office of Research Ethics at ▮▮▮▮▮▮▮▮▮ or ▮▮▮▮▮▮▮▮▮. You may obtain copies of the results of this study, upon its completion, by contacting: Titi Chandrawati at ▮▮▮▮▮▮▮▮▮.

WHY ARE YOU SIGNING THIS CONSENT FORM?
By signing this consent form, you agree that:
- you have read and understood the information in the consent form dated [include date of Research Ethics Board (REB) approved ethics form] and have had the opportunity to ask questions.
- The Principal Investigator has answered your questions to your satisfaction.
- You understand your participation is voluntary and that you may refuse to participate or you are free to withdraw at any time.
- You agree to take part in this study.
- You will receive a copy of the signed consent form for your records.

SIGNATURES

_____ _____
Print name and signature of participant Date (yyyy/mm/dd)

_____ _____
Print name and signature of Investigator Date (yyyy/mm/dd)