

28th Annual Conference Asian Association of Open Universities



28–31 October 2014

The Open University of Hong Kong • Hong Kong SAR, China

Proceedings

Edited by

Danny Wong, K C Li and K S Yuen

Organizers:



Sponsors:



Wu Jieh Yee
Charitable Foundation
伍潔宜慈善基金



Editors:

Danny Wong, K C Li and K S Yuen
The Open University of Hong Kong, Hong Kong

The papers in the e-Proceedings are in the form in which they have been received from the authors. They have not been edited. Some titles may be slightly different from the edited titles of the abstracts.

Copyright © individual authors, 2014

All rights reserved. No part of this material may be reproduced in any form or by any means without permission in writing from the individual copyright holder.

ISBN 978-988-8238-06-4

Compiled and published by The Open University of Hong Kong,
Hong Kong SAR, China

Preface

We are pleased to publish the *Proceedings of the 28th Annual Conference of the Asian Association of Open Universities* (AAOU 2014).

The theme of the Conference, *Advancing Open and Distance Learning: Research and Practices*, highlights the common goal of the Asian Association of Open Universities (AAOU) and its member institutions, which is to facilitate and achieve advancements in open and distance education (ODE) on the solid basis of research findings and through sharing best practices. You will find that the papers of these proceedings serve this goal very well. They report research and share practices under at least one of the following sub-themes:

- Multi-mode education
- Student learning support
- Development of instructional materials
- Staff development
- Studies on OCW and MOOCs
- Institutional advancement and innovations
- Development and adoption of OER
- Blended learning
- Planning and management
- Collaboration between institutions
- Use of ICT in course delivery
- Quality assurance
- Assessment and evaluation
- Funding and infrastructure for research and development
- Nurturing an institutional research culture

From more than 300 submissions, the Conference accepted only 107 full papers through a stringent review process by the International Programme Committee. The papers are representative of the latest studies by administrators, academics and researchers in the field and provide a good overview of the most recent developments in ODE.

We would like to thank all authors for their contributions. We are also grateful to members of the AAOU 2014 Academic Programme Sub-committee and the Secretariat for their diligence in securing a

large number of paper submissions from a broad range of countries and completing the review of these many submissions within a tight schedule. We extend our thanks to staff of the Educational Technology and Publishing Unit of the Open University of Hong Kong (OUHK) for their design, administration and production support for these proceedings. We are also obliged to the dedicated staff of the OUHK University Research Centre for their untiring and efficient logistical support in handling the papers. Finally, we would like to express our sincere gratitude to the Commonwealth of Learning (COL) and the United Nations Educational, Scientific and Cultural Organization (UNESCO) for their sponsorship support to many delegates to attend the Conference.

Editors

Danny Wong, K C Li and K S Yuen

October 2014

Contents

Paper Presentations

Multi-mode education

Psychological health education based on mobile learning	1
Shaoling Ye, Jiangying Yu, Dean Litao Zhu and Peiran Chen	
Web-based cooperative learning in distance education	5
Dean Litao Zhu, Ruisong Wu and Shaoling Ye	
Open distance learning and knowledge management	10
Teoh Ping Chow	
Development and innovation in distance education approaches in rural China	21
Hui Chen	
The use of radio media in farmers' education and training	29
Tian Jing	
Revamping the learning management system to provide a successful learning experience	40
Hui Thian, Teo and Mansor, Fadzil	
Problems of digital libraries in the age of electronic publications	48
Hadi Sharif Moghaddam and Ghasem Ali Ehsanian	
Ubiquitous learning theory: A conceptual model of open English education	56
Ke Chen	
Combining virtual simulation experiments with remote control experiments in distance education	64
Xiaofang Ruan	
Reflections on blended learning: A case study at the Open University of Hong Kong	72
Wing Bo Tso	
The contribution of open and distance learning to the development of society in Vietnam: A case study from Hanoi Open University	82
Le Van Thanh and Hoang Tuyet Minh	
Evaluation of implementing virtual education as an adjunct to the in-service training courses of physical education teachers	90
Abolfazl Farahani	

Student learning support

Developing student learning support for graduate employability through entrepreneurial clinics	98
Ratna Marta Dhewi, Yoyoh K, Boedhi Oetoyo, Enang Rusyana and Dem Vi Sara	
An exit survey as baseline data for improving the quality of student learning support	106
Kristanti Ambar Puspitasari, Benny Agus Pribadi and Sudirah	

Enhancing the effectiveness of online tutorials for economics education's final assignment to improve student mastery	116
Suripto, Sri Sumiyati and Durri Andriani	
A study on non-completing students of the Certificate in Pre-school Education programme at the Open University of Sri Lanka	126
A Ariyaratne, D M W Munasinghe, P Seneviratne, P L N Randima Rajapaksha and D D I Dediwala	
The impact of vicarious failure as a pedagogical strategy in modelling the behaviour of adult learners in open and distance learning	135
Nantha Kumar Subramaniam and Maheswari Kandasamy	
An analysis of online learning behaviour from a tutor perspectives: Reflections on interactive teaching and learning in the big data era	146
Yanhui Han, Shunping Wei and Shaogang Zhang	
'Eeny, Meeny, Miny, Moe' — open educational resources selection for English language skills proficiency at the University of the South Pacific	160
Neelam Narayan and Alanieta Lesuma-Fatiaki	
Learning support service system construction in an agro-ecological engineering course at Jiangsu Open University, and its implications	169
Ting Cheng, Chenghui Han, Rong Tang and Zhaoqin Huang	
The influence of internal and external factors on student participation in online tutorials at Universitas Terbuka	177
Meilani, Any, Kuswanti, Eko and Pujiwati, Ami	
Factors affecting adult learners' persistence in e-learning programmes in Ho Chi Minh City, Vietnam — A mediation analysis of learners' motivation	184
Tu Tran Hoang Cam and Khuong Mai Ngoc	
Student participation in academic activities	196
Sri Kurniati, Durri Andriani and Moh. Muzammil	
Students' satisfaction and perceived attainment in the use of an online discussion forum: A follow-up study in the OUHK	203
Henry M F Choi and Eva Y M Tsang	
The perceived effectiveness of weekly announcements in the provision of learning support to sociology students	215
Sadia jabeen	
Virtual collaborative learning using Wiki for adult ODL learners: The case of Wawasan Open University	221
Ean-Teng Khor	
Mobile applications at a mega university: Anadolu University campus app	231
Ozgur Yilmazel and Erk Ekin	
Moodle quizzes in the learning environment	240
Prakash Arumugam	
Student satisfaction and persistence: Imperative features for retention in open and distance learning	250
Maximus Gorky Sembiring	

Factors affecting the drop-out rate on the Engineering degree programme at the Open University of Sri Lanka 259

Janaka Liyanagama

Student utilization of UT-Online 271

Sugilar Jiwapraja and Purwaningdyah Murti Wahyuni

Course instructors taking responsibility against the background of MOOCS: From the perspective of responsibilities to students 280

Dai Zhang

Development of instructional materials

Field trial analysis of printed agricultural extension administration learning materials 289

Endang Indrawati, Idha Farida, Diarsi Eka Yani and Nurhasanah

The design of microlectures based on a mobile learning environment in an electrical commerce course 300

Fang Liu and Xiaoyuan Xu

Online curriculum mapping as a learning analytic tool for collaborative distributed programme and curriculum development: Implications for open and distance learning 308

Roel Cantada

Online learning gamification for a course on lawyer affairs 324

Hui Lin and Zhishi Zhang

Development of a hybrid system to enhance borderless learning: Challenges and opportunities for the underserved 331

Kyaw Ahr Kar Nyunt, Khar Thoe Ng, Baharulnizam Baharum and Annamalai Chockalingam

Using Web 2.0 technologies with special needs students in distance education 345

Zahid Majeed

The development of an online course on leadership development and change management for nurse executives in ASEAN countries 354

Siritarungsri Boontip, Noimuenwai Premruetai, Cheevakasemsook Aree Kaewsarn and Puttapitukpol Somjai

A cognitive apprenticeship approach to teaching organic chemistry online: Challenges and opportunities 367

Charisse T Reyes, Rubielita F Gata and Evelyn B Rodriguez

Quiz model for a distance education textbook 373

Hasanuddin and Suhartono

Staff development

Teachers' team-building from the perspective of personalized education in China's open universities 382

Chen Ying and Chen Ke

The impact of the integration of OER in teacher education programmes at the Open University of Sri Lanka 389

Shironica Karunanayaka and Som Naidu

Training needs assessment for teaching staff in open universities and dual-mode higher education institutions in Asia	401
Ashok Gaba and Sanjaya Mishra	
Entrance level challenges of ODL faculty members	412
Rahila Hanif, Aisha Ismail and Sadaf Chouhdary	
Explaining the work of the ODL faculty through a job characteristic model (JCM)	420
Sadaf Chouhdary, Mehwish Farooqui, Aisha Ismail and Rahila Hanif	
An explicit overview on the professional development approach in Nepal's ODL policy	427
Bhandari Ghimire Sunita and Bhandari Prakash	

Studies on OCW and MOOCs

MOOCsification: Motivations and deterrents	440
Billy T M Wong, Kam Cheong Li, Sam Pang and Helen Lam	
MODEling: Reinventing MOOC through a learner-centred approach	451
Melinda dela Pena Bandalaria	
The Open University of Japan's MOOC platform: Features and outcomes	459
Tsuneo Yamada, Yoichi Okabe, Masumi Hori and Seishi Ono	
Research and analysis of a mobile phone library based on mobile learning	470
Yang Xiaohuan and Yang Lei	
Profiling the characteristics of MOOC platforms	476
Kam Cheong Li, Billy T M Wong, Esther W S Chok and Terry Lee	
Integration of the organizational communication mechanisms of MOOC and ODL institutions	486
Sicong You	
Embarking on MOOCs: The OUM experience	493
Mansor Fadzil, Tai Kwan Woo, Mazlan Zulkifly, Fathinirna Mohd Arshad and Nur Hisyam Mohd Said	

Institutional advancement and innovations

Use of a digital printing system for improving the quality of examinations at Universitas Terbuka	504
Irma Adnan, Teguh Prakoso, Amalia Sapriati and Aminudin Zuhairi	
A study on establishing effective vertical connections between secondary and higher vocational education based on a credit bank framework	511
Liu Fang and Liu Jing	
KNOU smart learning: Beyond the future KNOU learning environment	517
Kwang Sik Chung, Yeon Sin Kim, Chung Hun Lee and Sang Im Jung	
A managerial evaluation of face-to-face tutorials in a distance learning primary education programme	526
Lusi Rachmiazasi Masduki, Binti Muflikah and Purwaningdyah Murti Wahyuni	
Teaching accounting in the distance learning mode and on-campus mode: A comparative study at Wawasan Open University	536
Choo Hong Loo	

Innovative evaluation methodology at SCDL	545
Swati Mujumdar	
Converting traditional distance learning into fully online learning: A case study of practice at the Open University of Jiangsu	552
Xiangyang Zhang and Shu-chiu Hung	
Distance teacher education for a better school Curriculum 2013	560
Udin S Winataputra and Riza Alrahman	
The interplay between gender, learning approaches and academic performance in Chinese sub-degree and degree students	576
Chi Nam Andy Kan and Yiu Kong Chan	
Reconceptualizing analytics in education: A quest for a common ground	589
Kam Cheong Li, Beryl Y Y Wong and Esther W S Chok	
Instructional technology from the perspective of cultural historical activity theory: A case study of a video-conferencing system in an open and distance university	600
Park, Yangjoo and Yeon, Eun Kyung	
Prototyping a conceptual model for real-time online facilitation of mathematics	609
Mansor Fadzil and TickMeng Lim	

Development and adoption of OER

Development and validation of a scale to measure faculty attitudes towards open educational resources	618
Meenu Sharma, Sanjaya Mishra and Atul Thakur	
Blessing or curse? Open educational resources accessibility: The University of the South Pacific experience	625
Alanieta Lesuma-Fatiaki and Neelam Narayan	
The potential of mobile phones to transform teacher professional development	641
Christopher S Walsh, Clare Woodward, Mike Solly and Prithvi Shrestha	
Learner autonomy through the adoption of open educational resources(OER): Using social network services and multi-media e-textbooks	652
Masumi Hori, Seishi Ono, Shinzo Kobayashi, Kazutsuna Yamaji, Toshihiro Kita and Tsuneo Yamada	
Open educational resources in distance learning: Policies and initiatives in Indian universities	663
Sujata Santosh and Santosh Panda	

Blended learning

Transformation of conventional DL courses into BL courses: Use of multimedia and ID strategies	670
Eva Y M Tsang and Henry M F Choi	
Research on the implementation of the strategy of blended learning in open and distance learning	685
Zhang Ning	
The development of blended learning support for an introductory calculus course at a distance learning institution	690
Asmara Iriani Tarigan, Sitta Alief and Dina Mustafa	

The use of web-based communication tools for enhancing collaborative learning experience	701
Francis Yue	
The design of economical blended mobile learning with SMS	716
Kwang Sik Chung, Vincent Chung Sheng Hung and Teoh Ping Chow	
An empirical study of flipped classrooms in an open university: A case study on translation theory and practice	725
Xiaoyang Shu	
The rise and rise of blended learning	735
Robert Fox	
The integration of micro-lectures into the blended learning discourse in tertiary education	742
Jie Xu and Xiangyang Zhang	

Planning and management

Leading and managing change in education: Putting transformational leadership into practice	750
Linda Yin King Lee and Joseph Kok Long Lee	
Strategic development for advancing ODL institutions: A SWOT analysis from the Open University of China	759
Wei Li, Wenjian Yao and Na Chen	
The knowledge creation process in developing academic products and the service system in Universitas Terbuka	779
Purwanto, Agus Joko and Marisa	
Open education initiatives and KM readiness in an ODeL institution	789
Melinda F Lumanta and Alvie Simonette Q Alip	
A mobile course rescheduling system with WeChat in Jiangsu Open University	797
Shen Jun	
The development of a hybrid learning system model in an academic training programme on instructional materials research	805
Trini Prastati, Benny A Pribadi and Sandra Sukmaning Aji	
Survey of external stakeholders' image of STOU	813
Paiboon Kachentaraphan, Orasa Pankhao and Monwipa Wongrujira	

Use of ICT in course delivery

Expanding the frontiers of engineering education in open and distance learning by an online laboratory platform	825
W A Rasika Nandana, W R de Mel and H DNS Priyankara	
Analysis and application of social software in online interactive teaching	838
Xuan Zhang	
The impact of online tutorials on students' ability to compose journalistic writing	847
Irsanti Widuri Asih	
A social constructivist approach for an online civic education tutorial	862
Made Yudhi Setiani	

A survey on the MOOC English course at University Terbuka	871
Johanna B S Pantow	
Self-managed learning via Weblog: Design and implementation	882
Nantha Kumar Subramaniam	
Making it work: Teaching and learning speech communication at a distance	895
Ana Katrina T Marcial and Rhonna Marie R Verena	
Utilizing e-learning for integrative learning: A value innovation at St Paul University Philippines (SPUP)	906
Giged Tong-Battung	
Generative dialogue in the distance education programmes of the University of Mumbai, India: Use of ICT and digital technologies	918
Deshmukh Ashima and Chari Hemlata Ramaswamy	
WOU mLearning: Widening access to teaching and learning in an ODL environment	924
Sheng Hung Chung, Ean Teng Khor and Mohandas Balakrishna Menon	
Skill development in business intelligence for ICT graduate programmes in ODL: A case from Sukhothai Thammathirat Open University STOU	939
Vipa Jaroenpuntaruk	

Quality assurance

Quality and service determine the future of the Open University	946
Wenjing Xu	
The quality assurance standards system: Research and practice in the Open University of China	952
Wang Lina, Guo Qingchun and Huang Chuanhui	

Assessment and evaluation

Developing a teacher evaluation checklist for Payame Noor University	959
Mousavi, Malihe	
Determining distance education learners' cognitive processes and levels of reflection using Web blogs	964
Roja Rivera	
A survey of current opportunities for developing an automated assessment system for C/C++ programming assignments	977
Muhammad Salman Khan, Adnan Ahmad and Muhammad Humayoun	
Evaluation of online English listening and speaking skills courses	989
Alisa Vanijdee	
A study on the observation and practical teaching session in the Certificate in Pre-school Education Programme	1000
P L Niroshami Randima Rajapaksha	
The possible factors that influence students' English writing in a distance education context	1010
Yudi Efendi	

Assessment of an ODL class based on Thailand's qualification framework	1020
Monwipa Wongrujira	
The student evaluation process: A comparison of ODL and the traditional learning mode	1027
Aisha Ismail, Rahila Hanif and Sadaf Chouhdary	
Translation portfolio: From a task-based approach to a project-based approach	1035
Karnedi	

Funding and infrastructure for research and development

Correlation analysis on the input and output of scientific research in the Open University of China	1050
Xinxin Tao and Shunping Wei	

Nurturing an institutional research culture

Social network analysis of the research relationships among faculty members of the UP Open University	1062
Joyce Mae Manalo	
Enhancing research on public management through open and distance e-learning	1072
Juvy Lizette M Gervacio	
Fostering an institutional research culture: A case study from the OUM Business School	1080
Mohamad, W, Zakariah, Z, Afzhan Khan, M and Ruslan, R	

A social constructivist approach for an online civic education tutorial

Made Yudhi Setiani

Universitas Terbuka
Banten, Indonesia

ABSTRACT

This study addressed the reforming of an online civic education tutorial at the Indonesia Open University or Universitas Terbuka (UT). Several contemporary literatures were reviewed to determine best practices, including social constructivism and a democratic form of teaching. Constructed from the review of literature, the paper proposed a new model of pedagogical approach to the existing practice of the online civic education tutorial.

The proposed model for the online civic education tutorial in this study was based on the Community of Inquiry framework from Garrison, Anderson & Archer (2000) that promoted a social constructivist approach, and a democratic form of teaching. The learning of the tutorial in the model was theorized to occur within the community through the interaction of social presence, cognitive presence, and teaching presence. In social and cognitive presence, students would form an online community where they would have collaborative discussions among students and between students and tutors, as well as would be expected to practice critical thinking. Teaching presence would occur when tutors promoted a democratic environment in the class, where they would model civic dispositions throughout their teaching. Tutors would show their respect and tolerance to students while facilitating discussion activities and giving direct instructions. Students would also be expected to be tolerant and respectful when they have discussions with other students and tutors. Through this model, students would be expected to gain civic knowledge, civic skills and civic dispositions, as well as experience with a democratic interaction that mirrors the interactions in a democratic society.

Keywords: civic education, online tutorial, social constructivist approach, democratic form of teaching

Introduction

Civic education is a compulsory course from primary schools to post-secondary schools in Indonesia. However, it is a common experience in schools that civic education is a boring subject to be learned. One of the reasons might be that the teachers' approach in delivering the subject draws from a "transmission model" and only includes memorizing the content. This approach might only cover civic knowledge, which is not enough, because the purpose of civic education is also to create good citizens who have civic skills and civic dispositions, and are capable of participating actively in a democratic society.

The context of this study was civic education as an undergraduate level course subject in an online tutorial taught at Universitas Terbuka (UT). UT is a state university and the only higher education institution in Indonesia that teaches entirely using the distance education method. The online tutorial of the civic education course at UT still primarily emphasized civic knowledge. The pedagogical approach of the online civic

education tutorial had not yet supported the development of civic skills and civic dispositions. Therefore, the purpose of this study was to inform the design of an alternative pedagogical approach for the existing practice of the online civic education tutorial. The approach was drawing from a social constructivist approach to provide a model of a democratic form of teaching that would address and develop civic knowledge, skills, and dispositions.

Constructivism and Social Constructivist Approach

Educators derived specific teaching techniques based on an epistemological approach, a philosophical viewpoint, and a psychological construct of constructivism (Morales, 2010). Constructivism is based on the belief that knowledge is not a thing that can be simply given by the instructor to learners. Learners do not absorb information from the outside world by mere transference of knowledge from the teacher, but rather, they learn by actively organizing and making sense of information in their own ways (Prawat & Floden, 1994). Knowledge is constructed by learners through an active, mental process of development by linking the newly received information to their existing knowledge and experience (Blumentritt & Johnston, 1999).

Constructivism can be seen as a learning paradigm that shifts the pedagogical method from teacher-centered to learner-centered. Teacher-centered approaches are characterized by a view that the teacher is the primary source of knowledge for learners. Meanwhile in a learner-centered environment, the focus is on the preferences of the learners (Brown, 2006). One of the primary goals of constructivism is to provide a democratic and critical learning experience for learners. It serves to open boundaries through inquiry, not through unquestioned acceptance of prevailing knowledge (Hirtle, 1996).

Constructivism treats the individual as actively involved in the process of thinking and learning. The learners are the key players who participate in generating meaning or understanding. They do not just listen or read, but also debate, discuss, analyze, hypothesize, investigate, and take viewpoints (Perkins, 1999). Therefore, the learners cannot just passively accept information by repeating others' wordings or conclusions. They have to be creative, and also internalize, reshape or transform information. They also connect new learning with already-existing knowledge (Ornstein & Hunkins, 2009).

There are two strands of constructivist learning theory: cognitive constructivism from Jean Piaget (1972), and social constructivism from Lev Vygotsky (1978). Social constructivism proposed by Lev Vygotsky stressed that socio-cultural systems have a major impact on an individual's learning (Vygotsky, 1978; Ruey, 2010). Learning could not be separated from the social context in which it occurs, nor could accommodation and assimilation occur without active integration of the learner in some form of community of practice, even if that involved just one other person or merely a sociocultural milieu (Stavredes, 2011).

Vygotsky emphasized dialogue and interaction with peers and instructor in the learning process (Woo & Reeves, 2007). Dialogue and interaction allow a dynamic sharing of knowledge, understanding and experiences (Reed, Smith & Sherratt, 2008). According to social constructivist theory, knowledge is socially constructed and situated through reflection on one's own thoughts and experiences, as well as other learners' ideas: Vygotsky recognized both the social processes and interior processes of

assimilation in learning (Ruey, 2010). In the social constructivist learning environment, learners are encouraged to actively engage in learning, such as discussing, arguing, negotiating ideas, and collaboratively solving problems (Palincsar 1998; Ruey, 2010). Social interactions with the teacher and other students are a significant part of the learning process. Knowledge is not solely constructed within the mind of the individual; rather, interactions within a social context involve learners in sharing, constructing, and reconstructing their ideas and beliefs.

Social constructivism led to developments around active learning: the notion that learning is not a passive process, but rather requires active involvement and engagement with both materials and peers. The theory also supports learner ownership of learning which takes place in a meaningful, authentic context and becomes a social, collaborative activity, where peers play an important role in encouraging learning, and in developing critical thinking skills, problem-solving, and team skills (Neo, 2005).

Theory of Community of Inquiry

The proposed model for the online civic education tutorial at UT is based on the Community of Inquiry framework from Garrison, Anderson, and Archer (2000), and a democratic form of teaching. The Community of Inquiry framework promoted a social constructivist learning approach. In this framework, learning occurs within the community through the interaction of three elements: namely, social presence, cognitive presence, and teaching presence.

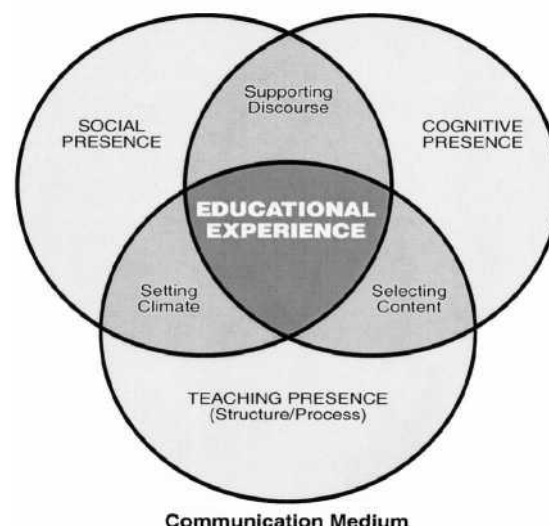


Figure 1. Community of Inquiry Framework (Garrison, Anderson & Archer, 2000)

Social presence is defined as “the ability of participants to identify with the group or course of study, communicate purposefully in trusting environment and develop personal and affective relationships progressively by way of projecting their individual personality” (Garrison, 2011, p. 34). Social presence creates the academic setting for open communication, sense of belonging to the group and its academic goals. It also produces an environment for learners to express themselves freely and openly. And these will contribute directly to group cohesion.

Cognitive presence is defined as “the extent to which learners are able to construct and confirm meaning through sustained reflection and discourse in a critical community of inquiry” (Garrison, Anderson, & Archer, 2001, p. 10-11). This model consists of four phases of critical inquiry, namely the (a) triggering event, (b) exploration, (c) integration, and (d) resolution. The triggering event is the initiation phase of critical inquiry. In this phase, an issue, dilemma, or problem that emerges from the experience is identified or recognized. The second phase is exploration. This phase is characterized by brainstorming, questioning and exchange information. The third phase is integration. This phase is characterized by construct meaning from the ideas generated in the exploratory phase. The fourth phase is a resolution of the dilemma or problem by means of direct action.

Meanwhile, teaching presence is defined as “the design, facilitation and direction of cognitive and social processes for the purpose of realizing personally meaningful and educationally worthwhile learning outcomes” (Garrison, Anderson, & Archer, 2001, p. 5). As a course designer, it is essential for teacher to make a planning for the process, evaluation, structure and interaction aspect of online course before the course becomes available to students. Facilitating discourse is defined as a critical element to “maintaining interest, motivation and engagement of students in effective learning” (Anderson, Rourke, Garrison, and Archer, 2001, p. 7). As a facilitator in online learning, the teacher encourages participation of students by modelling, commenting on posts, identifying areas of agreement and disagreement, keeping the discourse focused on learning objectives, and trying to draw in inactive students. Direct instruction, refers to teachers providing intellectual and scholarly leadership through in-depth understanding of their subject matter knowledge. This role is similar to that of a subject-matter expert. Using subject and pedagogical expertise, the instructor directs learners, provides feedback, and injects knowledge from several resources

Democratic Teaching

When we discuss civic education and democratic teaching, there are two common perceptions of democracy that are mutually interdependent: one is democracy as a form of government, and is democracy as a philosophy for and the basis of a way of living. Print, Ørnstrøm, & Nielsen (2002) asserted that democracy as a form of government is characterized by free and fair election, division and separation of powers, the rule of law, human rights, freedom of speech, and so on. Meanwhile, democracy as a way of living is concerned with willingness to compromise, tolerance, a willingness to listen to and be influenced by arguments, maintaining a civil society, acceptance of other attitudes and opinions, trust, and so forth. Essentially, this perspective is based upon those values that allow a democracy to function effectively and engage citizens.

Those two perceptions support each other; without a legal and institutional framework a democratic lifestyle cannot effectively exist, and vice versa. For an effective education for democratic citizenship, the two perceptions are considered necessary and important. Successful democracies are mostly based on the values of democratic lifestyle, and democratic teaching tries to develop those values while, in the process, modeling democratic ideals and ways of being (Print, Ørnstrøm, & Nielsen, 2002).

Democratic teaching is a forum for democratic efforts to make the school a center of learning about democracy through a democratic process. Democratic teaching

inspires a learning process that is based on democratic values, namely respect for the individual. In practice, the learners should be respected for their ability and given the opportunity to develop their potential. Therefore, democratic teaching requires an open atmosphere, trust and genuine mutual respect in its teaching and learning processes.

A democratic education also entails sharing power within the classroom (Mattern, 1997). Sharing power with students means offering them real choices about course content and process. According to Mattern (1997), democratic education is necessary because it better enables the development of democratic skills and dispositions. If students engage routinely in educational practices that teach passivity, they internalize these traits and accept them as normal. Alternatively, teaching critical intelligence, creative problem-solving skills and a critical stance toward social norms requires educational practices that develop these traits in the classroom. Democratic theory might more easily be learned and understood deeply by including some experience in the practice of democracy and using this experience as a basis for critical reflection and analysis.

The classroom can be used as a laboratory in which students learn democracy by practicing it. Soder (1996) asserted that implementing principles of democracy in classroom practice provides students with a context for understanding and developing the dispositions of citizenry in a democratic society. A study from Hahn (1998) concluded that a democratic classroom in a civic education program has a contribution to democratic preparation in community.

Online Tutorial at Universitas Terbuka

Universitas Terbuka (UT) is a distance teaching university where the students learn independently. Independent learning is not easy for some people. In order to facilitate students in their independent learning process and to enhance their learning achievement, it is important for the distance education institution to provide learning support with an affordable and accessible system for its students, since students vary in terms of their age, educational level, study skills, readiness and ability to study on their own (Adnan & Padmo, 2009; Universitas Terbuka, 2009).

Among the learning supports offered by UT is the tutorial. At UT, the tutorial can be taken either face-to-face or at a distance by means of various media. Online tutorial is the distance tutorial that is based on the Internet. Online tutorial at UT serves as a learning support for students to develop a better understanding of the materials in their courses. It uses Moodle as its Learning Management System (LMS). The tutorial's activities at UT run for eight weeks in a semester. Basically, the activities in the tutorial have several features such as initiations that are course overview and other resources, topics for discussion, and assignments. In the course overview, students can view the entire content of the course and the relations among the various sections. Resources include additional learning materials for students who have already studied in the modules. Discussion topics provide students with activities to master the course. Assignments are provided to evaluate students' mastery of the course that would be given in weeks three, five and seven. (Andriani, 2013).

A Proposed Model for an Online Civic Education Tutorial

The civic education course is a compulsory course for all undergraduate students at UT. Therefore, all students from all faculties have to take the course. The

consequence is that there are large numbers of students who take the course in every semester, which are about 3000 students. These students are also automatically registered in the online civic education tutorial. To manage those large numbers of students, UT has a policy to divide students into several classes if one class of the tutorial consists of more than 300 students.

Managing 300 students in one class is still a challenging task for tutors. Therefore, in the proposed model, the students in one class would be divided again into several groups. One group would be comprised with 10-15 students. So, in one class there would be 25-30 groups. Students in each group would be expected to form an online community. They also would be given a topic or case study to be discussed and they would be expected to have collaborative discussions among themselves. The topic or case study would be the same for each group. However, students from different groups cannot join the discussion in other groups. From this way, students would be able to have more intense collaborative discussions in a small group. Also, the discussions activities would be more manageable for tutors, because they do not need to respond the students one by one; they could provide feedback in groups.

The features of online civic education tutorial activities at UT are initiation, discussion, and assignment. In proposed model, the learning activities in the online civic education tutorial would occur within the community of inquiry through the interaction of social presence, cognitive presence, and teaching presence. The implementation of the model would be likely as follows. In the first week, tutors would give introduction about the tutorial, the syllabus for eight week activities; what kind of activities or interactions that are expected from students, and the goals of the tutorial. Tutors would be expected to introduce themselves, and open the conversation with students and ask students in every group to introduce themselves to each other. These activities would create social presence and formed online communities.

In the second to eight week, tutors would give initiations, discussions, and assignments. The initiation materials could be from modules, also an addition of more materials from other sources such as journal articles, books, newspaper, and internet. For discussion activities, tutors would provide current topics, or case studies to be discussed by students in each group. To make the discussions more interesting, the case studies need to be relevant with students' life. Students also could be given an opportunity to propose a discussion question or case study. This opportunity would give students more power in their learning. For assignments, tutors would provide tasks, such as portfolios, mini papers or regular questions.

Cognitive presences would occur when students form an online community where they would have collaborative discussions every week during the eight-week period of the online tutorial. In the collaborative discussions, students would be expected to construct knowledge together and practice critical thinking while reading and discussing current case studies of social and political issues. Through these activities, students would gain civic knowledge and civic skills.

Teaching presence would occur in this model when tutors promoted a democratic environment in the class. Tutors would give students more power in their learning by providing opportunities for students to propose discussion questions and become co-facilitators in the discussions. Tutors would model civic dispositions throughout their teaching in the tutorial. Tutors would show their respect and tolerance to students when they facilitated discussion activities and gave direct instructions.

Students were also expected to be tolerant and respectful when they have discussions with other students and tutors.

Through this model, it would be expected that students would experience a democratic interaction that mirrors the interactions in a democratic society: that they were being critical in thinking, tolerant, respectful, and were actively participating in the society.

Conclusion

Social constructivist approach to a democratic form of teaching would be effective in developing civic knowledge, skills and dispositions. They would allow tutors to model the civic knowledge, skills and dispositions. Students also would engage actively in the learning process in the online civic education tutorial through the proposed model.

It is important to make the online tutorial activities manageable especially because the curriculum and pedagogical approach for the online civic education tutorial in the proposed model might both be somewhat more complex than before. The management concerns would be addressed if students and tutors are happy and the curriculum and teaching situation are meeting their needs.

References

- Adnan, I., & Padmo, D. (2009). Tutorial as learning support. In A. Zuhairi & E. Nugraheni (Eds.), *Universitas Terbuka: A journey towards a leading open and distance education institution 1984-2008* (pp. 57–80). Jakarta: Penerbit Universitas Terbuka.
- Anderson, T., Rourke, L., Garrison, D.R., & Archer, W. (2001). Assessing teaching presence in a computer conferencing context. *Journal of Asynchronous Learning Networks*, 5(2), 1–17.
- Andriani, D. (2013). Online tutorial for ODL students: Sharing experience from philosophy of science course offered at Department of Education Universitas Terbuka. *Jurnal Pendidikan Terbuka dan Jarak Jauh*, 14(1), 13–23.
- Blumentritt, R., & Johnston, R. (1999). Towards a strategy for knowledge management. *Technology Analysis & Strategic Management*, 11(3), 287–300.
- Brown, T.H. (2006). Beyond constructivism: Navigationism in the knowledge era. *Horizon*, 14(3), 108–120.
- Garrison, D.R. (2011). *E-Learning in the 21st century: A framework for research and practice*. New York, NY: Routledge.
- Garrison, D.R., Anderson, T., & Archer, W. (2000). Critical inquiry in a text-based environment: Computer conferencing in higher education. *The Internet and Higher Education*, 2(2), 87–105.

- Garrison, D.R., Anderson, T., & Archer, W. (2001). Critical thinking, cognitive presence, and computer conferencing in distance education. *American Journal of Distance Education*, 15(1), 7–23.
- Hirtle, J. (1996). Coming to terms: Social constructivism. *The English Journal*, 85(1), 91–102.
- Mattern, M. (1997). Teaching democratic theory democratically. *Political Science and Politics*, 30(3), 510–515.
- Morales, C.R. (2010). Constructivist instructional design: A blueprint for online course design. In H. Song & T. Kidd (Eds.), *Human performance and instructional technology* (pp. 24–42). Hersey: Information Science Reference.
- Neo, M. (2005). Web-enhance learning: Engaging student in constructivist learning. *Campus-Wide Information Systems* 22(1), 4–14.
- Ornstein, A.C., & Hunkins, F.P. (2009). *Curriculum: Foundations, principles, and issues* (5th ed.). Boston: Pearson.
- Palincsar, A.S. (1998). Social constructivist perspectives on teaching and learning. *Annual Rev. Psychology*, 49, 345–375.
- Piaget, J. (1972). *The psychology of the child*. New York: Basic Books.
- Prawat, R. & Floden, R. (1994) Philosophical perspectives on constructivist views of learning. *Educational Psychology*, 29(1), 37-48.
- Print, M., Ørnstrøm, S. & Nielsen, H.S. (2002). Education for democratic processes in schools and classrooms. *European Journal of Education*, 37(2), 193–210.
- Putnam, R. (2000). *Bowling alone: The collapse and revival of American community*. New York: Simon & Schuster.
- Reed, P. Smith, B., & Sherratt, C. (2008). A new age of constructivism: ‘Mode Neutral’. *E-learning*, 5(3), 310–322.
- Ruey, S. (2010). A case study of constructivist instructional strategies for adult online learning. *British Journal of Educational Technology*, 41(5), 706–720.
- Soder, R. (1996). Teaching the teachers of the people. In R. Soder (Ed.), *Democracy, education and the schools* (pp. 244–274). San Francisco, CA: Jossey-Bass.
- Stavredes, T. (2011). *Effective online teaching: Foundations and strategies for student success*. San Francisco, CA: Jossey-Bass.
- Universitas Terbuka. (2009). *Universitas Terbuka: 25 years making higher education open for all Indonesians*. Jakarta: Penerbit Universitas Terbuka.

Vygotsky, L.S. (1978). *Mind in society*. Cambridge, MA: Harvard University Press.

Woo, Y., & Reeves, T.C. (2007). Meaningful interaction in web-based learning: A social constructivist interpretation. *The Internet and Higher Education*, *10*(1), 15–25.

28th Annual Conference
The Asian Association of Open Universities

The Open University of Hong Kong, Hong Kong SAR, China

Certificate of Attendance

This is to certify that

Made Yudhi Setiani

has attended and presented a paper
at the Conference held on 28–31 October 2014.



Professor Yuk-Shan Wong
President of AAOU

Organizers:

