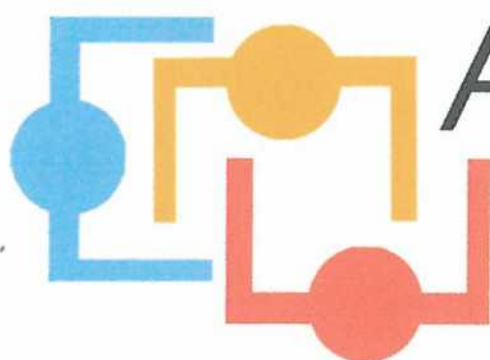


30th Annual Conference
Asian Association of Open Universities



AAOU 2016

Open Education in Asia:
Changing Perspectives

26-29 October 2016, Crowne Plaza Manila Galleria
Metro Manila, Philippines

(/2016)

30th Annual Conference of the Asian Association of Open Universities
"Open Education in Asia: Changing Perspectives"
Crowne Plaza Manila Galleria, Manila, Philippines
26-28 October 2016

26 October (Day 1)

8:00 AM - 2:00 PM

Registration

9:00 AM - 12:00 NN

Pre-Conference Seminars (concurrent)

Seminar 1: Learning Analytics

Resource Persons:

Professor Qiong Wang, Peking University

Dr. Bodong Chen, University of Minnesota

Seminar 2: Open Publishing for Academics (<https://drive.google.com/open?id=0B2ihmWIKgOJDdzZ4aXowNk53cFk>)

Resource Person:

Associate Professor Laura Czerniewicz, University of Cape Town

9:30 AM - 1:00 PM

31st Annual Meeting of the AAOU Executive Committee

(for AAOU Executive Members only)

12:00 NN - 1:00 PM

Lunch

1:00 - 1:45 PM

Press Conference

2:00 - 2:45 PM

Opening Reception

2:45 - 4:00 PM

Opening Ceremony

Welcome Message

The Honourable Alfredo E. Pascual

President, University of the Philippines System

Message

Professor Yuk-Shan Wong

President, Asian Association of the Open Universities

Ceremonial Opening of the Conference

Ceremonial Opening of the Conference

4:00 - 5:30 PM Parallel Paper Presentations 1 (/2016/index.php/en/42-aaou-proceedings/193-parallel1)

5:30 - 9:30 PM Welcome Dinner & 30th AAOU Anniversary Celebration

27 October 2016 (Day 2)

9:00 - 10:00 AM **Plenary Session 1**

Open Education in Asia: Changing Perspectives (<https://drive.google.com/open?id=0B2ihmWIKgOJDTS0yWVQzZm9FTUU>)
Professor Asha S. Kanwar
President & Chief Executive Officer
Commonwealth of Learning

10:00 - 10:30 AM Break & Viewing of Exhibits

10:30 AM - 12:00 NN Parallel Paper Presentations 2 (/2016/index.php/en/42-aaou-proceedings/194-parallel2)

12:00 NN - 1:40 PM Lunch

Networking & Viewing of Exhibits

1:40 - 3:00 PM **Plenary Session 2**

Include Them All!: Directions for Adoption of Learning Analytics in the Global South (<https://drive.google.com/open?id=0B2ihmWIKgOJDeDNQS0VMcXdtSTA>)

Dr. Dragan Gašević
Professor and Chair in Learning Analytics
University of Edinburgh & President of the Society for Learning Analytics Research

Using Data to Improve the Design of MOOCs (<https://drive.google.com/open?id=0B2ihmWIKgOJDdVNadzszRFICVVE>)
Dr. Qiong Wang
Professor of Educational Technology & Director, X-Learning Center,
Peking University

3:00 - 3:30 PM Break & Viewing of Exhibits

3:30 - 5:00 PM Parallel Paper Presentations 3 (/2016/index.php/en/42-aaou-proceedings/195-parallel3)

Annual Meeting of the General Body
(for AAOU member institutions)

6:00 - 8:30 PM Conference Dinner

28 October 2016 (Day 3)

8:40 - 10:00 AM **Plenary Session 3**

Trends in Digital Learning in Higher Education (<https://drive.google.com/open?id=0B2ihmWIKgOJD0FNySGpqX3d6TjA>)
Dr. Cher Ping Lim
Professor of Curriculum and Innovations
The Education University of Hong Kong

Challenging Open Education (<https://drive.google.com/open?id=0B2ihmWIKgOJDSXFBC3pJk0tQIU>)
Associate Professor Laura Czerniewicz
Director, Centre for Innovation in Learning and Teaching
University of Cape Town

10:00 - 10:30 AM Break & Viewing of Exhibits

10:30 AM - 12:00 NN Parallel Paper Presentations 4 (/2016/index.php/en/42-aaou-proceedings/196-parallel4)

12:00 NN - 1:00 PM Lunch

Networking & Viewing of Exhibits

1:00 - 2:30 PM Parallel Paper Presentations 5 (/2016/index.php/en/42-aaou-proceedings/197-parallel5)

2:30 - 3:30 PM **Plenary Session 4**

Panel Discussion on ODL in Asia in the 21st Century

Professor Melinda dP. Bandalaria (<https://drive.google.com/open?id=0B2ihmWIKgOJDc3lwZkh5YINTR0E>)
Chancellor, University of the Philippines Open University

Professor Yoichi Okabe
President, Open University of Japan

Professor Samuel Anbaban Ariadurai (<https://drive.google.com/open?id=0B2ihmWIKgOJDVWhLRmltc0hSQIU>)
Vice-Chancellor, Open University of Sri Lanka

3:30 - 4:00 PM

Break & Viewing of Exhibits

4:00 - 5:00 PM

Closing Ceremony

Presentation of Awards

- Best Paper Award
- Best Practice Award
- Young Innovator Award
- AAOU Meritorious Service Award

Turnover of AAOU Presidency

Introduction of AAOU2017

NEWSFLASH

Open University of Japan's President to give a talk at the 30th Annual Conference of the Asian Association of Open Universities (AAOU) (</2016/index.php/en/news-events/191-open-university-of-japan-s-president-to-give-a-talk-at-the-30th-annual-conference-of-the-asian-association-of-open-universities-aaou>)

Dr. Yoichi Okabe, President of the Open University of Japan, will give a Plenary talk at the 30th Annual Conference of the Asian Association of Open Universities (AAOU) on 28 October 2016 at Crowne Plaza Manila Galleria, Manila, Philippines.

[Read more ... \(/2016/index.php/en/news-events/191-open-university-of-japan-s-president-to-give-a-talk-at-the-30th-annual-conference-of-the-asian-association-of-open-universities-aaou\)](/2016/index.php/en/news-events/191-open-university-of-japan-s-president-to-give-a-talk-at-the-30th-annual-conference-of-the-asian-association-of-open-universities-aaou)

UPOU Chancellor to serve as Plenary Speaker at the 30th Annual Conference of AAOU (</2016/index.php/en/news-events/190-upou-chancellor-to-serve-as-plenary-speaker-at-the-30th-annual-conference-of-aaou>)

Professor Melinda dela Pena Bandalaria, Chancellor of UP Open University (UPOU), is one of the speakers in Plenary Session 4 of the 30th Annual Conference of the Asian Association of Open Universities (AAOU) on 28 October 2016 at Crowne Plaza Manila Galleria, Manila, Philippines.

[Read more ... \(/2016/index.php/en/news-events/190-upou-chancellor-to-serve-as-plenary-speaker-at-the-30th-annual-conference-of-aaou\)](/2016/index.php/en/news-events/190-upou-chancellor-to-serve-as-plenary-speaker-at-the-30th-annual-conference-of-aaou)

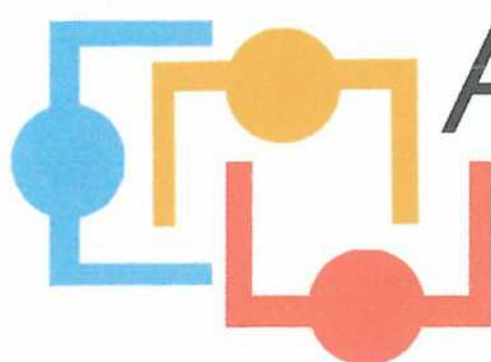
The Secretariat, AAOU Conference 2016

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Parallel Paper Presentations 3

Session 3 - 27 October, 3:30-5:00 PM

Session 3A - Ballroom A/B

Learning Analytics in Higher Education: Promising Practices and Lessons Learned (https://drive.google.com/open?id=0B2_8lgXCxrfPUzIDWkhiVENJYmM)
Bodong Chen (https://drive.google.com/open?id=0B2_8lgXCxrfPUzIDWkhiVENJYmM)

Applying Learning Analytics in an Open and Distance Learning Institution in the Philippines (https://drive.google.com/open?id=0B2_8lgXCxrfPR3hQRV93MI9ITjg)
Charisse T. Reyes (https://drive.google.com/open?id=0B2_8lgXCxrfPR3hQRV93MI9ITjg)

Session 3B - Ballroom C

Adopting Facebook as an Alternative Learning Management System (LMS) for Distance Learning Programmes (https://drive.google.com/open?id=0B2_8lgXCxrfPcDNyaFMwT3pCVGc)
Loo Choo Hong, Chuah Poh Lean, & Lim Peng Keat (https://drive.google.com/open?id=0B2_8lgXCxrfPcDNyaFMwT3pCVGc)

Augmenting Post Graduate Curricula in Literature Studies through ODeL: The Experience of Netaji Subhas Open University (https://drive.google.com/open?id=0B2_8lgXCxrfPRW5SZ3ZpUWd0ak0)
Manankumar Mandal & Srideep Mukherjee (https://drive.google.com/open?id=0B2_8lgXCxrfPRW5SZ3ZpUWd0ak0)

Giving Away Intellectual Property of Open Educational Resources (OER): Al Quds Open University Experience (https://drive.google.com/open?id=0B2_8lgXCxrfPSXRGdEZsRUxBSW8)
Fathalah Ghanem (https://drive.google.com/open?id=0B2_8lgXCxrfPSXRGdEZsRUxBSW8)

Analysis of the Use of Social Media Networking Site Facebook by Students at the Universitas Terbuka
Ace Sriati Rachman and Irsanti Widuri Asih

The Factors of Student Satisfaction in Online Learning (https://drive.google.com/open?id=0B2_8lgXCxrfPOVWVGH1LVJ0WkE)
Andi Sylvana & Meirani Harsasi (https://drive.google.com/open?id=0B2_8lgXCxrfPOVWVGH1LVJ0WkE)

Session 3C - Ballroom D

Improving the Efficiency and Quality of Feedback for Tutor-Marked Assignments (https://drive.google.com/open?id=0B2_8lgXCxrfPSHU1MDQ3dFNHTJA)

Chia-Yi Coi, Nagarajan Subramaniam & Pramela Krish (https://drive.google.com/open?id=0B2_8lgXCxrfPSHU1MDQ3dFNHTJA)

Interleaved Practice: Comparison of Administering Practice Exercises Online or through Pen and Paper Method (https://drive.google.com/open?id=0B2_8lgXCxrfPZEhEZ1dUajJXUEk)

Angela Carreon & Ma. Nympha Joaquin (https://drive.google.com/open?id=0B2_8lgXCxrfPZEhEZ1dUajJXUEk)

Peer Assessment in Online Learning: Perspectives of Teachers and Students of ASEAN Studies Graduate Program (https://drive.google.com/open?id=0B2_8lgXCxrfPbmtDUzhXVVI0aVU)

Jean Saludadez, Kunchon Jeotee & Dona Lyn Piamonte (https://drive.google.com/open?id=0B2_8lgXCxrfPbmtDUzhXVVI0aVU)

Reflecting on the Impact of Online Writing Support on Students' Written Assignments: Creating Autonomy or Dependence? (https://drive.google.com/open?id=0B2_8lgXCxrfPaXJNVEVhU0xDdIE)

Nimrod Delante (https://drive.google.com/open?id=0B2_8lgXCxrfPaXJNVEVhU0xDdIE)

Renovation in Assessment in Open and Distance e- Learning at Hanoi Open University: A Decisive Factor to Enhance Training Quality
Nguyen Thi Thuy Hong

(https://drive.google.com/open?id=0B2_8lgXCxrfPaXJNVEVhU0xDdIE)

(https://drive.google.com/open?id=0B2_8lgXCxrfPaXJNVEVhU0xDdIE)

(https://drive.google.com/open?id=0B2_8lgXCxrfPaXJNVEVhU0xDdIE)

Session 3D - Ballroom E

Learners' Reactions towards an Online Discussion Forum in a Web-based Learning Management System (https://drive.google.com/open?id=0B2_8lgXCxrfPbnFCQ09ZLXp1T1U)

Early Sol Gadong & Marierose Chavez (https://drive.google.com/open?id=0B2_8lgXCxrfPbnFCQ09ZLXp1T1U)

Democratic Form of Teaching in an Online Tutorial at Distance Learning (https://drive.google.com/open?id=0B2_8lgXCxrfPOVdWeE1IT1Xems)
Made Yudhi Setiani (https://drive.google.com/open?id=0B2_8lgXCxrfPOVdWeE1IT1Xems)

Representations in Examples: A Case Study of the United Nations Open Courses (https://drive.google.com/open?id=0B2_8lgXCxrfPbFBGVFIsMlpwcU0)
Sheila Mae T. Cabazares (https://drive.google.com/open?id=0B2_8lgXCxrfPbFBGVFIsMlpwcU0)

Instruction and Public Service Nexus: Developing a Case Study for Teaching Management of Distance Education Online from Public Service Experience
(https://drive.google.com/open?id=0B2_8lgXCxrfPbURKVTc0WmZMMFk)
Primo Garcia (https://drive.google.com/open?id=0B2_8lgXCxrfPbURKVTc0WmZMMFk)

Session 3E - Emerald A

The Landscape of Chinese Open University Research Based on the Visual Analysis of Keywords (https://drive.google.com/open?id=0B2_8lgXCxrfPT29LRFhPX3kxdkU)
Ling Xu (https://drive.google.com/open?id=0B2_8lgXCxrfPT29LRFhPX3kxdkU)

Characteristics of Bachelor's Degree Students in The Open University of China (https://drive.google.com/open?id=0B2_8lgXCxrfPTDMxQXBMMHdPU1U)
Zhijun Guo (https://drive.google.com/open?id=0B2_8lgXCxrfPTDMxQXBMMHdPU1U)

The Use of English as a Foreign Language at Ho Chi Minh City Open University
Hung Huynh Cong Minh

An Integrated Assessment Model for Assessing Teaching Abilities in Distance Teacher Education (https://drive.google.com/open?id=0B2_8lgXCxrfPU090dGRZOUZFOXc)
Siti Juliaha & Amalia Sapriati (https://drive.google.com/open?id=0B2_8lgXCxrfPU090dGRZOUZFOXc)

Session 3F - Emerald B

Attitude of ODL Mode B.Ed. Learners of IGNOU towards e-Learning and Audio-Video Programme Practices for Development of Professional Skills
(https://drive.google.com/open?id=0B2_8lgXCxrfPVnVjZE9QaWpDMEk)
Subhash Chandra & Namita Sahoo (https://drive.google.com/open?id=0B2_8lgXCxrfPVnVjZE9QaWpDMEk)

Usability of eBrahman as the Student Portal of University of Batangas (https://drive.google.com/open?id=0B2_8lgXCxrfPczBPUGFuUkF4YmM)
Aurora Tolentino (https://drive.google.com/open?id=0B2_8lgXCxrfPczBPUGFuUkF4YmM)

e-Learning in Moodle: A Case Study of its Applications and Impact on Higher Education in Taiwan (https://drive.google.com/open?id=0B2_8lgXCxrfPdFVxaExIOU14WWM)
Shu-Chiu Rita Hung, Xiangyang Zhang & Xiaojun Yu (https://drive.google.com/open?id=0B2_8lgXCxrfPdFVxaExIOU14WWM)

Delivering an Effective Online Course for Adult Learners by Combining RBL and TBL via LMS (https://drive.google.com/open?id=0B2_8lgXCxrfPeS1RX2swY0ZCWms)
Nantha Kumar Subramaniam & Mansor Fadzil (https://drive.google.com/open?id=0B2_8lgXCxrfPeS1RX2swY0ZCWms)

DEMOCRATIC FORM OF TEACHING IN AN ONLINE TUTORIAL AT DISTANCE LEARNING

Made Yudhi Setiani

Universitas Terbuka (INDONESIA)

ABSTRACT

This study explores how a democratic form of teaching would change the practice of online tutorial. It addresses a possibility of applying democratic form of teaching in an online tutorial at a distance education setting. Democratic form of 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 to uphold justice, thereby implementing equality of opportunity across the diversity of students enrolled in the course. In practice, the learners should be positioned as human beings; they should be respected for their ability and given the opportunity to develop their potential. The study concludes that democratic teaching required an open atmosphere, trust and genuine mutual respect in its teaching and learning processes. In order to do so, it needed to avoid a rigid learning environment full of tension loaded with commands and instructions that make students become passive, listless, bored and disengaged.

Keywords: democratic form of teaching, online tutorial, distance learning

1 INTRODUCTION

Civil society is a key element to sustain a democratic life, and education may have a role in it (Dahl, 1998; Putnam, 2000). Establishing democracy mostly depends on the understanding, skills and attitudes of people which would be the primary responsibility of education. Education is not the only source for establishing a democratic culture; family, media and other institutions contribute to this process as well. However, schools have the essential role in this process as they maintain structured and formal educational program (Subba, 2014).

Integrating democratic values and the educational process is not a new idea. Prominent scholars in education, such as John Dewey and Paulo Freire had some thoughts about that (Bennis, n.d.). Democracy can be maintained and learned through practice in school and the community (Dewey, 1916/1966). It includes learning to be active citizens in a democracy. According to Dewey, educator should center the educational practice of the principle of liberty by engaging students in self-directed learning. He believed that if schools create an environment for their students to think independently and implement his or her own ideas, as well as consider the needs of others, students could become citizens who make effective decisions for the good of a democracy (Pryor, 2004).

Theoretically, education in democracy is powered by precious ideal, that is: every human being is of infinite value. Each person has a unique intellectual, emotional, physical, spiritual, moral, and creative force. Also, each person is born free and equal in dignity and rights; each endowed with reason and conscience. Thus, each deserving a community, recognition, and respect (Ayers, 2009). Democratic education pervades the learning process with fundamental values of society. Democratic education sees learners not only as passive recipients of knowledge from instructors, but also as active co-creators of their learning. Therefore, the learners are seen as valued participants in community of learning (Bennis, n.d.).

One of the goals of democratic education is to develop real democracy through active participation by all those involved in classrooms and educational institutions. (learnpeace, n.d.) Democratic education could be in the form of democratic teaching. Democratic form of teaching is a forum for democratic efforts to make the school a center of learning through a democratic process.

Democratic form of teaching not only could be applied in face to face class, but it may be implemented in a distance learning setting, such as in an online learning. In an online learning, democratic form of teaching could be in the micro level of in-class democracy. The purpose of this paper is to explore the possibilities of democratic teaching to be applied in an online learning environment as an alternative pedagogical approach. For this purpose, I explore the possibilities of democratic teaching to be implemented in online tutorial at Universitas Terbuka (UT). Online tutorial at UT is a learning support for students to assist them in their learning. It is held in 8 (eight) weeks in one semester, with a tutor as a facilitator. The activities in the online tutorial are initiations, discussions, and assignments. In online tutorial, these activities could be delivered in a democratic form of teaching, especially in discussion activities.

2 LITERATURE REVIEW

The principles of democratic values, include freedom, equality, justice, autonomy, cooperation, shared decision-making, and a sense of community, equality, respect life, freedom, honesty, a search for goodness, cooperation, self-esteem, tolerance, sensibility, responsibility, an acceptance of difference, safety, peace, development, perfection, and effectiveness (Subba, 2014).

There are two common perceptions of democracy that are mutually interdependent when we deliberate democratic teaching. First, democracy as a form of government, and second, democracy as a philosophy for and the basis of a way of living (Print, Ørnstrøm, & Nielsen, 2002). 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 (Print, Ørnstrøm, & Nielsen, 2002).

Those two perceptions support each other; without a legal and institutional framework a democratic lifestyle cannot effectively exist, and vice versa (Print, Ørnstrøm, & Nielsen, 2002). 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 encourages students to "develop the capacity to name the world for themselves, to identify the obstacles to their full humanity, and to act courageously on whatever the known demands" (Ayers, 2009, p. 32). This is the central everyday effort of teaching in a democracy. This kind of education is always about opening doors and opening minds as students forge their own pathways into a wider, shared world (Ayers, 2009).

Democratic teaching is part of democratic education. Democratic education is an educational ideal in which democracy is both a goal and a method of instruction. It brings democratic values to education and can include self-determination within a community of equals, as well as such values as justice, respect and trust. Democratic education is often specifically emancipatory, with the students' voices being equal to the teacher's (Waghid, 2014).

Democratic education can take multiple forms, ranging from the micro level of within-class democracy to the more-ideal macro level of whole-school democracy, and within each level, a number of different democratic practices can be enacted (Morrison, 2008). For instance, at the micro level, a teacher can utilize discussion; allow students "protest rights" practice contract grading, or self-grading; and ask students to co-construct the course (have a voice in course content, grading, rubric creation, etc.) (Morrison, 2008).

The classroom can be used as a laboratory in which students learn democracy by practicing it. Soder (1996) argued 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. Students gain some benefits when they learn in democratic classrooms, especially in the content area such as social studies. For instance, when students have an opportunity to have the freedom to talk, they would develop abilities to hypothesize, explain, expand, question, and probe

(Schram and Rosean 1996). Other benefits of discourse and student participation in their own learning include: practice in reasoned inquiry; increased conceptual development; increased knowledge of a domain area; and improvement of task-related knowledge, such as memory (Pryor, 2004).

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. Additionally, many students learn through practical experience. 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.

There are challenges to forming democratic practices in classrooms for students and instructors (Morrison, 2008). For students, democratic education practices may be met, initially, by considerable student resistance. A democratic class may become a challenge for them, because most students may be not accustomed to have voice and choice in the classroom. Most students may be accustomed to being told what to do and to acting passively in the classroom; they are viewed, and may view themselves, as safe-deposit boxes waiting for deposits of knowledge to fill them (Freire, 2000). Students who come from conventional education into classrooms employing democratic practices will often feel uncomfortable with the learning process (Morrison, 2008). When students are asked to play a role in course content construction (e.g., explain what they are generally interested in a particular topic), they may be at a loss, for many have never even considered what their own interests might be (Morrison, 2008). In addition, students may see the instructor who asks for democratic input as weak or unprepared, and they may attempt to avoid, rather than make, their opportunities (e.g., push for lowered workloads, etc.) (Morrison, 2008).

For instructors, democratic teaching also may be seen as a challenge. Very few instructors have experienced democratic teaching themselves, so to introduce democratic practices in their classrooms represents a great leap into the unknown. Instructors may be fearful that involving students' voices and choices in running a course will produce chaos and an overall lack of learning. Many instructors believe that their role is to fill students with curricular information. They might argue that students cannot possibly exercise choice and freedom in curricular content to create real learning. In addition, if instructors attempt democratic practices, they might fear silence and an emptiness. They might fear that some students will take over discussions and silence others (Morrison, 2008). Instructors who challenge to implement democratic practices must cope with all these fears. They must be willing to adjust to the process of dialogue; they must learn to listen, and surrender their authoritarian supports (Morrison 2008).

Democratic teaching gets a positive reaction from students. In Mattern's (1997) study, most of the students felt satisfied with democratic teaching in his class on democratic theory. Eighty percent of the students from this study agreed or strongly agreed that democratizing the classroom helped them learn about democracy.

3 DEMOCRATIC TEACHING IN ONLINE TUTORIAL

In distance learning, democratic teaching may be applied in an online learning class, such as online tutorial. In an online tutorial, democratic teaching would be implemented in the micro level of in-class democracy. If democratic teaching would be applied in online tutorial at UT, it would be reflected in its discussion activities.

For discussion activities, a tutor in online tutorial could utilize online discussions to be a democratic discussions. In a democratic discussion, tutor could empower students by asking them to provide the issues and problems that they see or relate to from their experiences. Direct reference to personal experience is a crucial part of democratic education as empowerment (Herman, 1996). This phase has several positive outcomes in term of involving students, assessing the state of knowledge, and generating unintended but constructive ideas. Involving students in this activity means that

students are given opportunities to take active roles in the learning process. The students can share control with the tutors over the discussion topics. The students can own their learning and hopefully they would be more actively participating in the discussions (Setiani & MacKinnon, 2015).

Peer-moderating in an asynchronous online discussion also could be seen as an opportunity to empower students, as they can take some control in their learning, make them engaged in the discussion and become satisfied with the course. This scheme is used also to shift the focus of discussions from the tutor to the students.

A collaborative discussion also demonstrate a democratic education. Group discussions have been demonstrated to have a positive impact on learning by facilitating collaborative thinking and better understanding (Levin, 1995). An emphasis on collaboration can strengthen group processing skills, and subsequently enhancing citizenship in a diverse democracy (Cohen, 2001, Dewey, 1966). In addition, the tutors themselves should actively participate in the online discussions, alongside the students; they themselves will be members of the community who participate the same ways the students do, thus demonstrating through practice the ideals of democracy. Through this intentional equalizing of power, the tutors both immerse themselves in the community of practice and also demonstrate democracy in action (Setiani & MacKinnon, 2015).

In democratic society, citizens are expected to possessed civic dispositions that include respect for other individuals, willingness to listen, negotiate, and compromise, to develop tolerance, civility and critical mindedness (Branson, 1998). These dispositions can be realized in democratic education. Through modelling, tutors may guide students to develop civic virtues or dispositions in a democratic class.

In the online tutorial, the interaction in the discussion forums among students and between students and tutors should mirror social interaction in democratic society. In a democratic society, people treating other people equally and having an attitude of being tolerant and respectful when they interact with each other, and also being able to understand others' perspectives. Tolerance is an important virtue in a multicultural society (Comte-Sponville, 2001; Willems, Denessen, Hermans, & Vermeer, 2012). Tolerance, respect and willingness to learn from each other are the values on which democratic nations thrive. They are the values that schools must teach and practice (Gerzon, 1997).

Tolerance refers to an acceptance of and respect for people who have different values, beliefs and cultural backgrounds, and willing to allow others to keep and express their values (Moore and Walker, 2011). Meanwhile, respect refers to being patient with differences, appreciating differences, and appreciating being different (Raihani, 2011). Students are taught to listen to what others have to say, to accept personal differences, to be considerate and not to ignore others' needs (Sanderse, 2013).

Tolerance and respect are the foundation for the value of recognition: that is, a deep appreciation for and respect of differences based on the principle that all human beings have equal dignity and rights. Recognition is built upon a positive attitude towards a diverse reality, that all human beings who have different values, such as different religious and cultural practices, are equal (Raihani, 2011). Recognition will strengthen equalities and accommodate differences. With tolerance, respect, and recognition, active participation and mutual contribution can be expected from each member of society in the context of harmonious relationships (Raihani, 2011).

In the online tutorial, democratic teaching in the form of tolerance and respect would be expected to be applied by participants in the discussion forums. Developing a respectful sense of community within the online tutorial class is important. This requires tutors to be conscious that they are serving as models and that they should model good civic dispositions; as well, students become aware that, through practice, they are learning to model good civic dispositions with each other; they also learn that modeling is, to a large degree, what civic participation involves. Civic participation means that you demonstrate the participatory skills of democratic involvement.

The process of modelling tolerance in the online tutorial begins with tutors modelling tolerance and respect for students when they facilitate the discussion activities by greeting the students, expressing agreement, expressing appreciation, valuing students' ideas, and respecting students' opinions whether or not they agree with them; and, if they do disagree and want to challenge students on their ideas and practice, they do so in a respectful manner, being mindfully aware of their own

emotional reactions. Tutors who model respect will always appreciate each individual student. The tutors then would be expected to ask the students to do the same when the students collaboratively discuss the case studies or topics in the discussion forums. Respect is earned through treating others the way you would like to be treated. When tutors treat students with respect, they are more likely to receive respect in return.

In the online tutorial, students have different backgrounds; they have different social and economic status, and, as well, they come from different cultures and religions. Therefore, when they collaborate and engage in discussion, it is essential that the students would have tolerance for each other if they have diverse points of view or do not agree with other students regarding the topics that are being discussed. The students can show their respect of their fellow students by using polite language when responding other students' comments, referring to names when responding, acknowledging other students' ideas, expressing appreciations, as well as expressing agreements and expressing disagreements respectfully. The students may have different opinions, and they may be passionate about those opinions, but they have to find compromise and solutions without conflict. To produce that kind of environment the tutors and the students could have some kind of agreement before the tutorial begins, that they will contribute to creating a class environment that ensures everyone can express their voice openly and safely. Classrooms should be characterized by trust and openness so that students find it easy to participate. Such interaction is what is expected to be embedded in a democratic society (Setiani & MacKinnon, 2015).

Tutors also would be encouraged and trained to work with students in negotiating and mediating understandings that would develop the democratic climate in the tutorial, when there is strong disagreement and emotions are strongly held. Therefore, rather than trying to suppress these emotions and occurrences. Students with knowledge and the skills of engaging in democratic discussions will develop the attitudes that characterize civility through their collaborative, reflective, and respectful engagements (Setiani & MacKinnon, 2015).

4 CONCLUSIONS

In distance education, democratic teaching can be implemented in online learning, such as online tutorial. Applying democratic teaching in online tutorial means that tutor's role in online tutorial should be transformed to a facilitating role. In online tutorial, democratic teaching can be utilized in the online class discussions. In a democratic discussion, tutor could empower students by asking them to provide the issues and problems that they see or relate to from their experiences. Tutors also could empower students by asking them to be a peer-moderator in the discussion activities. A collaborative discussion also demonstrate a democratic education. An emphasis on collaboration can strengthen group processing skills, and subsequently enhancing students in a diverse democracy.

Democratic teaching in the form of tolerance and respect also would be expected to be applied by participants in the discussion forums in the online tutorial. Tutors would model how to be tolerant and respectful when they facilitate discussions, and students would be expected to do the same with other discussion participants in the discussion activities.

In democratic teaching, students are involved in the teaching and learning process. It means that students are given opportunities to take active roles, have a voice, and they could own their learning.

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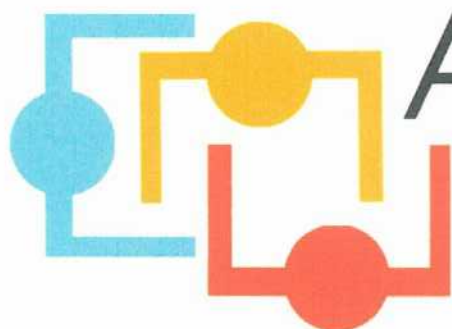
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