



Projects r+i+i: Research

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Project Name

Supporting learning in text-based asynchronous learning networks: teacher presence and teacher functions in knowledge building processes

Project data

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Abstract

Text-based asynchronous learning environments are often claimed to be as ideal settings for self-directed learning and for the development of instructional processes that rely on students' autonomy. Nevertheless, some recent studies have furnished empirical evidence and drawn attention to the fact that the aid of teacher and peers is prominent for the progression of student's learning in this kind of settings. According to this, a new and promising research topic dealing with the teacher presence has arisen. Teacher presence refers to the set of performances directed to foster and promote the participants communicative and cognitive processes.

Within this framework, the major concern of this project is to study teacher presence in four different kinds of frequent activities in text-based asynchronous environments: conversation forums, debate forums, collaborative group activities and individual activities. For this purpose, our design takes into account the register of participants contributions during 12 learning activities –three conversation forums, three debate forums, three collaborative activities and three individual activities– developed in three different electronic environments –Knowledge Forum, Moodle and the Virtual Campus of the UOC–.

These empirical data will be analyzed in order to achieve three main goals: first, to identify and describe teacher presence and to analyze its impact on the development and results of learning and shared knowledge construction processes; second, to analyze the relationships amongst the teacher presence, the cognitive level of participants contributions –usually considered as cognitive presence– and the level and dynamics of the participation –social presence–; third, to identify the semiotic resources and discursive and conversational strategies associated to teacher presence, and to analyze their features and impact on the development of learning and knowledge construction processes.

(end of abstract)

