**Module ED. S824: Researching Technology Enhanced & Networked Learning Communities**

# Title: Introverted students’ engagement in online democratic dialogical based learning – a literature review

# Outline Research Proposal

The motivation for this study originates from challenges within my own practice setting, working as a software engineering lecturer in a teaching-intensive UK university. It is driven by my commitment to the ideas that learning most effectively occurs through participating in the collaborative practices of social communities (Lave & Wenger, 1991; Piaget, 1985; Vygotsky, 1980). Inspired by the work of Habermas (1984), I believe a powerful form of collaborative learning is supported through democratic dialogue leading to the intersubjective formation of ideas. However, despite my efforts, I have not managed to uphold such a commitment in the online learning space, finding the discussion to be minimal, or between myself and any given individual student. I believe this problem is further exacerbated by the fact many of my students are shy and introverted, common in scientific disciplines. The aim of this mini-project is to conduct a literature review, with the goal of supporting my wider efforts of conducting a design-based research project (DBR) exploring how best to support democratic dialogical online learning.

## A conceptual framework

I am potentially interested in theoretically framing this literature review through the lens of Garrison, Anderson, and Archer’s (1999) communities of inquiry model (CoI). At the time of writing, I have only engaged with Garrison’s theory at a surface level; however, it appears conceptually appealing. Firstly, it is a model specifically developed to explore online learning communities. Secondly, it provides the normative ideals of cognitive, social, and teaching presence that must presuppose successful online learning. Such ideas suggest the framework has diagnostic capabilities. Finally, it is widely used and seems to be gaining ever-increasing momentum.

## Research questions

The primary research question is:

What are difficulties and successes in sustaining online communities, focused on inter-subjective critical understanding between technology and science students, in a higher education setting?

This will be answered through the following secondary research questions: (these will perhaps be cut down)

* What is the effect does collaboratively engaging online educational communities have on attainment?
* What are learner and tutor attitudes towards using technology to collaboratively engage with theoretical ideas?
* What role does social, cognitive and teaching presence play in the collaborative learning process, and how do these ideas interconnect?

## Proposed methodology

A systematic styled literature review.

## Likely findings/contribution

I intend to critically engage with the CoI theoretical framework using explore studies focusing on online-learning communities in a higher education setting. I plan to set my literature review inclusion criteria to studies that use science and engineering students as samples. Such students, like my own, may well be introverted and therefore different strategies to support online learning communities may be required

## References

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Piaget, J. (1985). *La toma de conciencia*. Ediciones Morata.

Vygotsky, L. S. (1980). *Mind in society: The development of higher psychological processes*. Harvard university press.