



Work in Progress

Yvonne Leahy

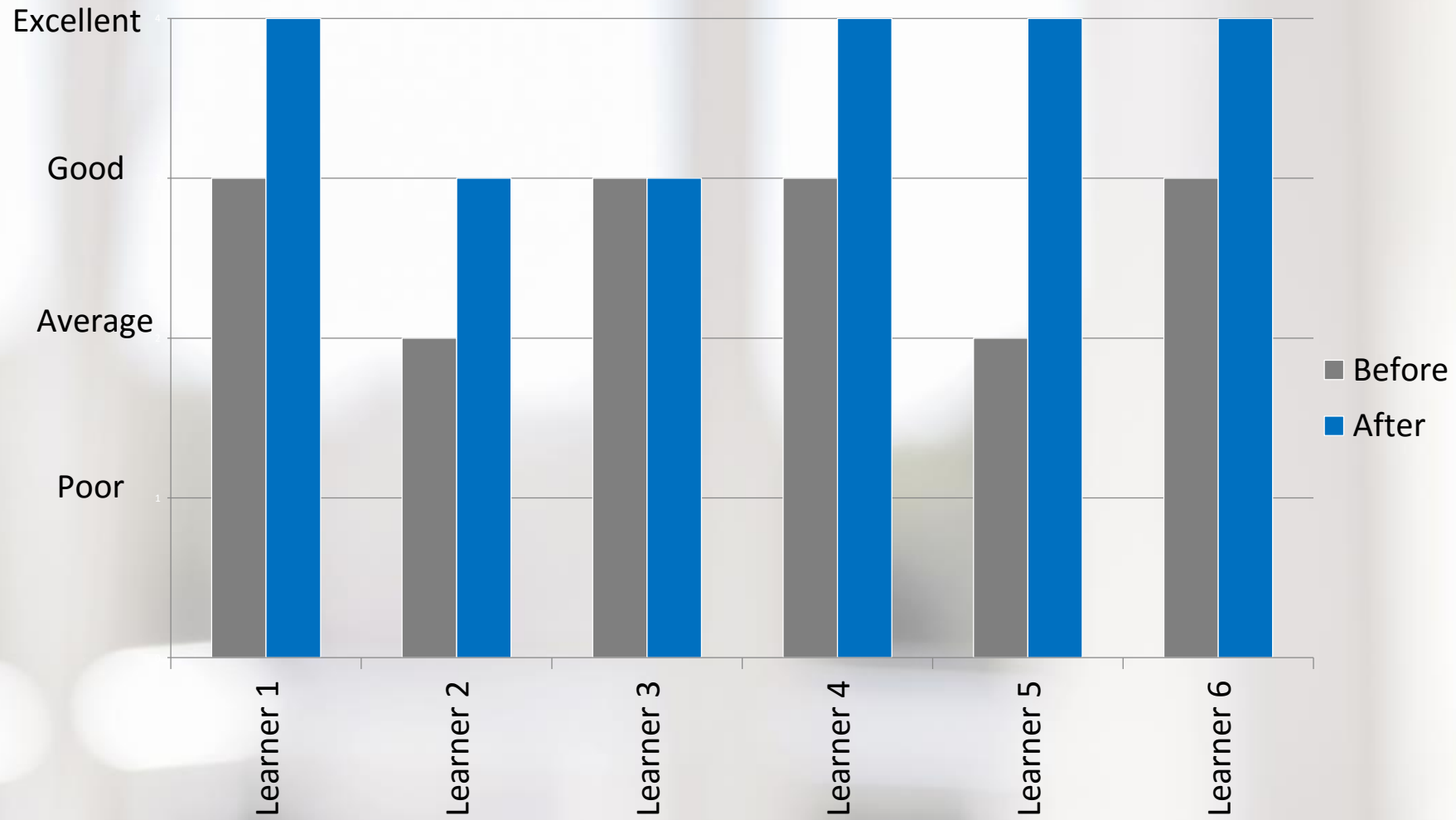
[Artefact](#)

[ePortfolio](#)

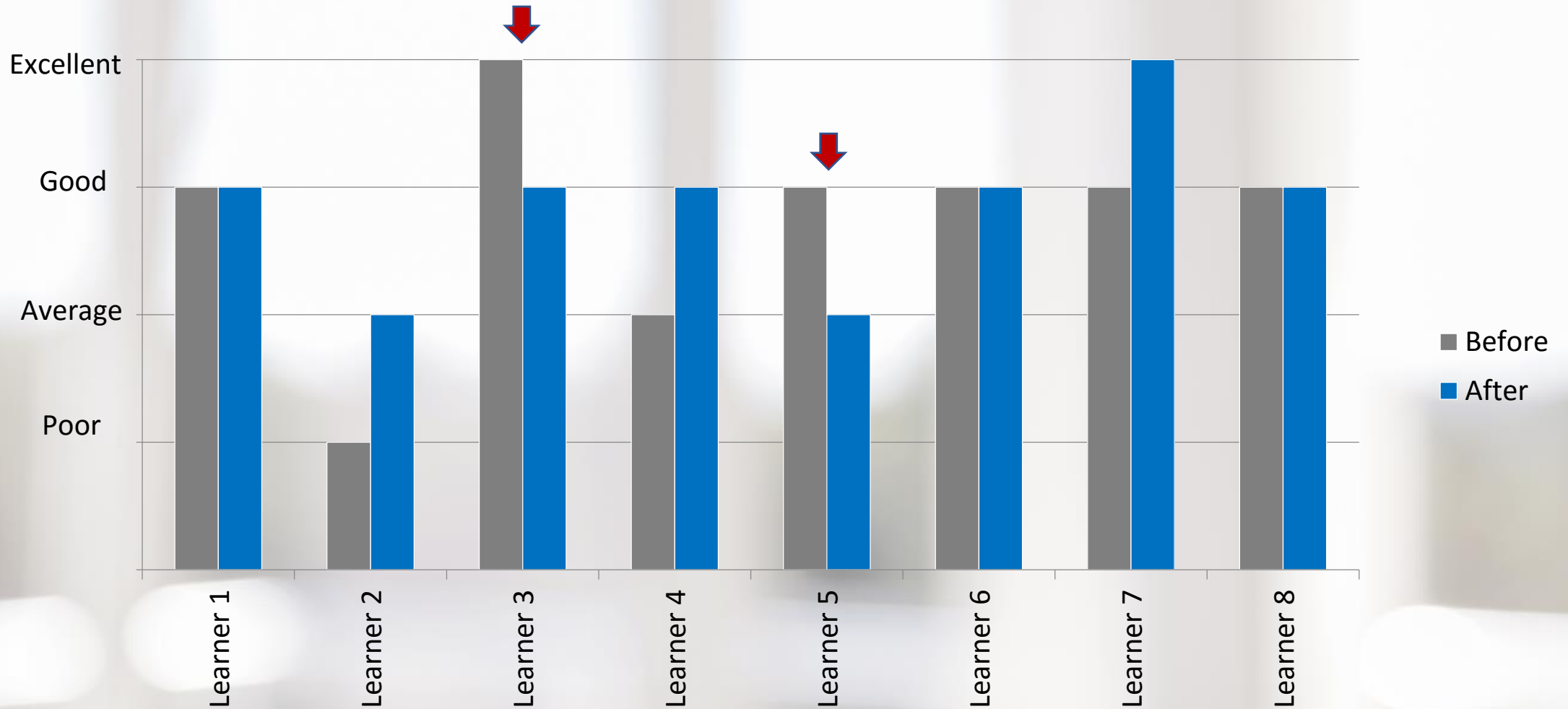
Research Question

- How does adult learner participation in redesigning a module from f2f to online impact their perceptions of online learning?
- In particular, does it alter their views of online learning and their self-directedness?

Self-Directedness - Phase 1



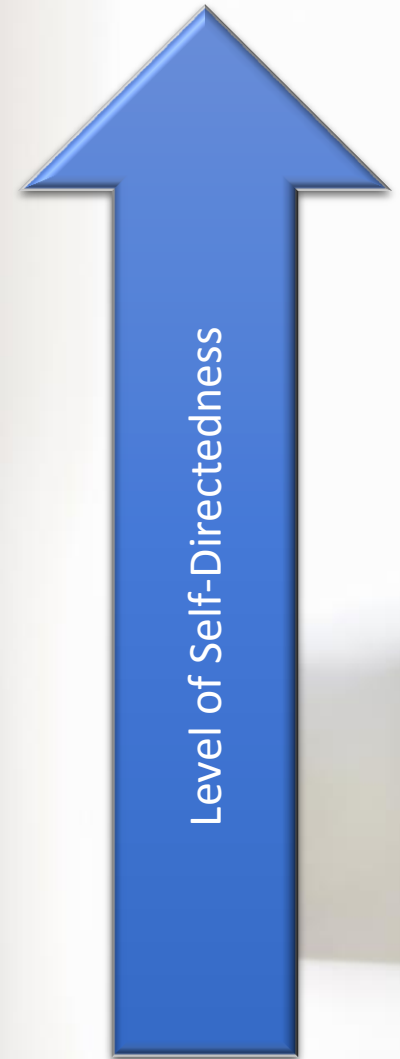
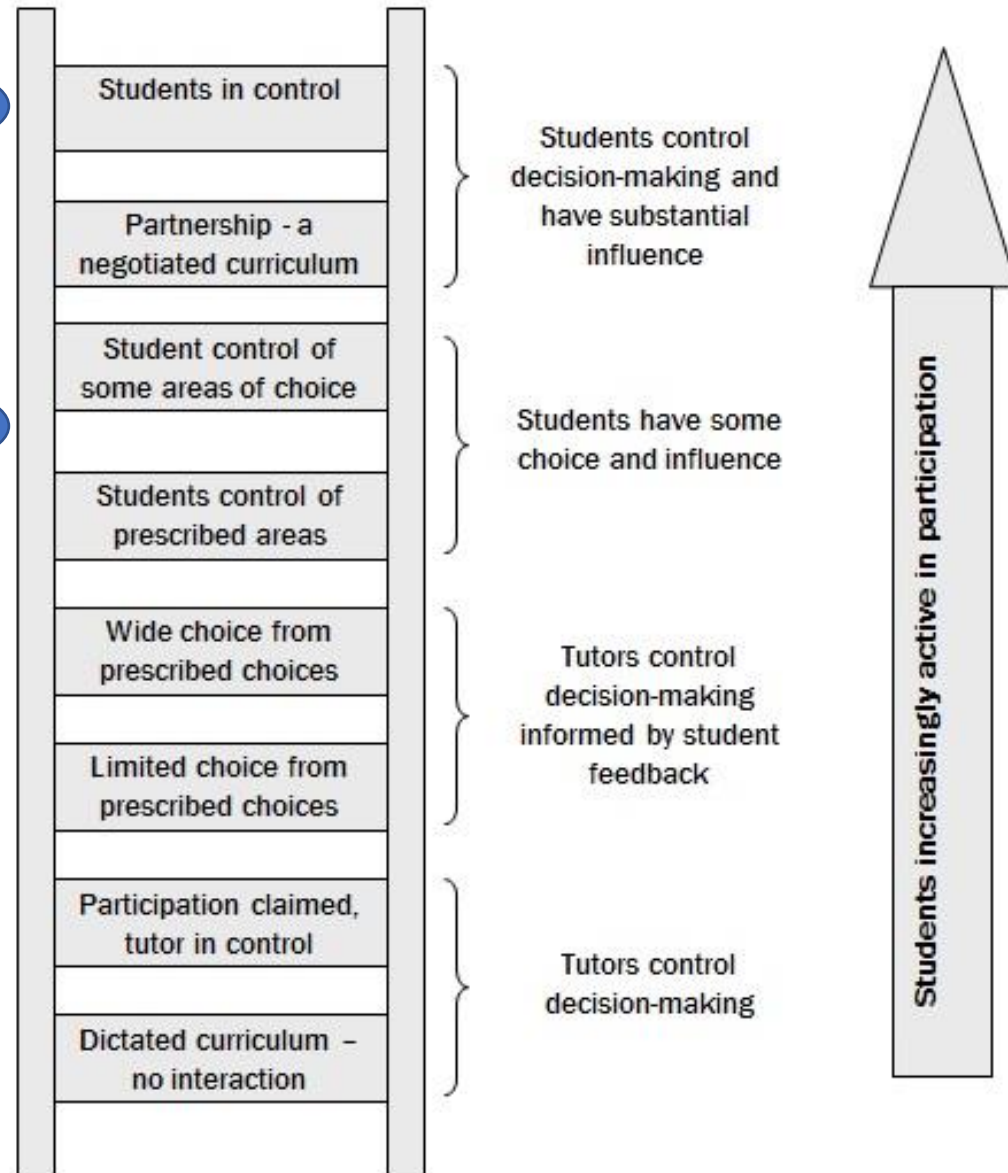
Self-Directedness - Phase 2



Learner 3 and 5 were asked if they would change anything about the redesigned course and they had similar replies “No, it’s perfect, I wouldn’t change anything”

Phase 1

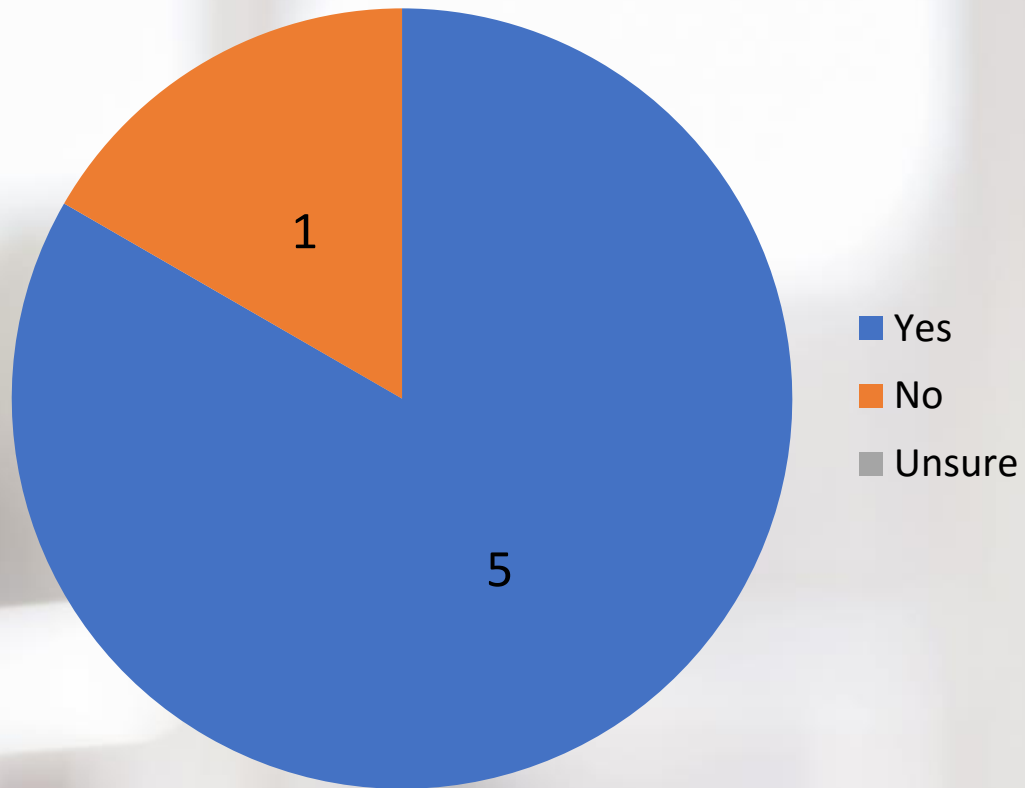
Phase 2



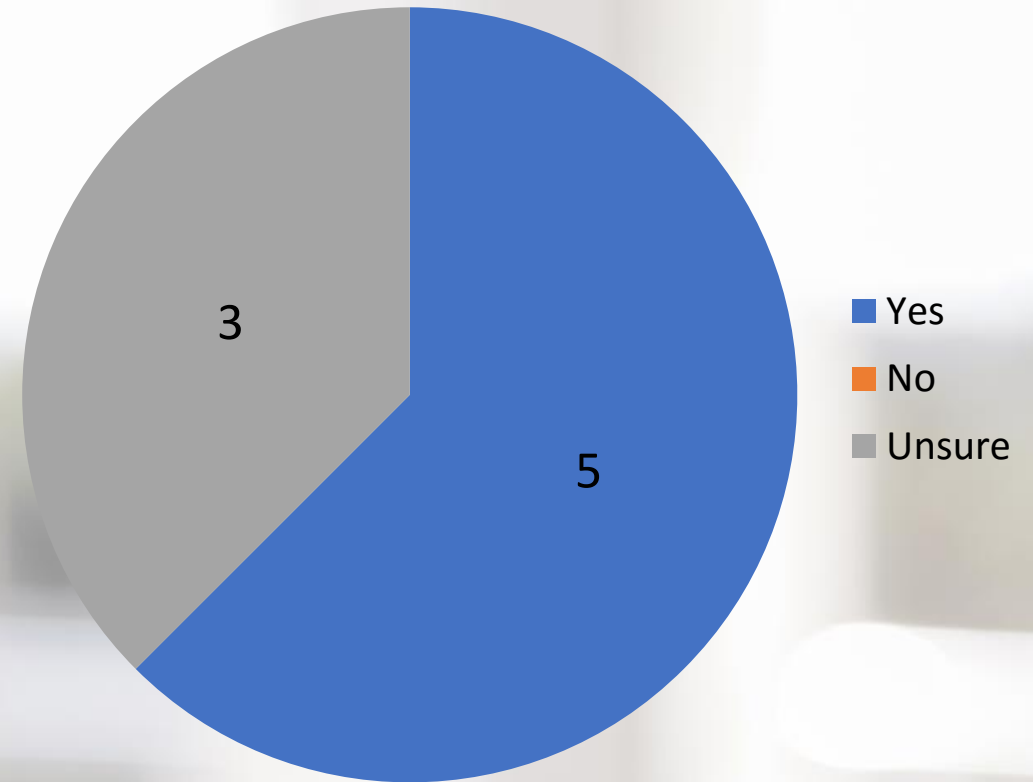
Ladder of Student Participation in Curriculum Design
(Bovill et al, 2011, p.181)

Does your involvement in the design process change your views of online learning?

Phase 1

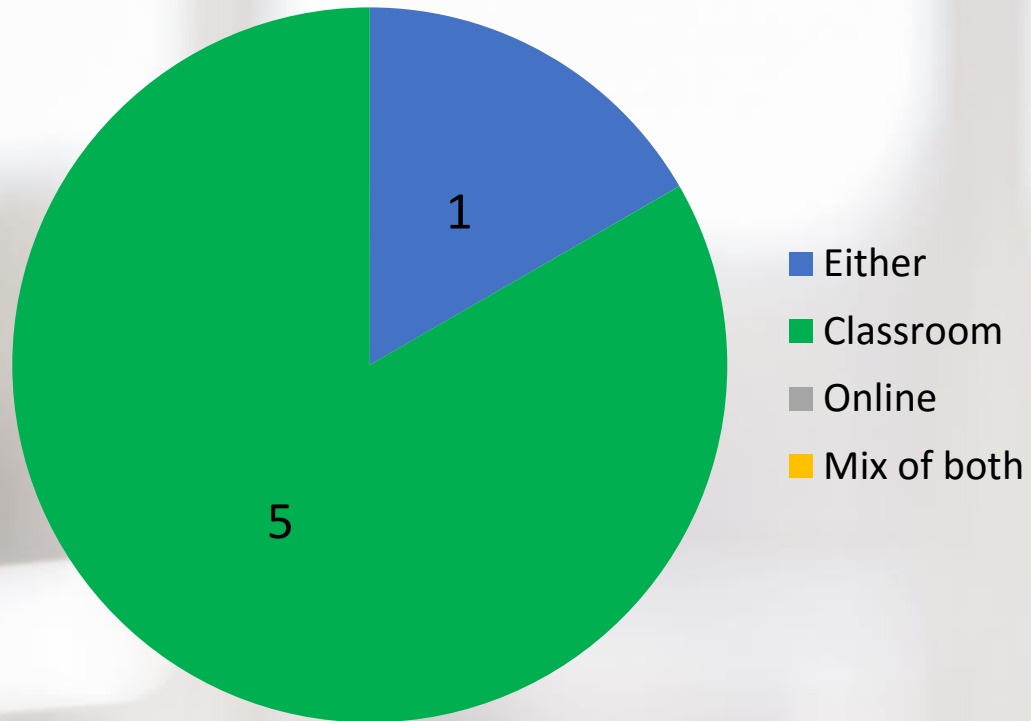


Phase 2

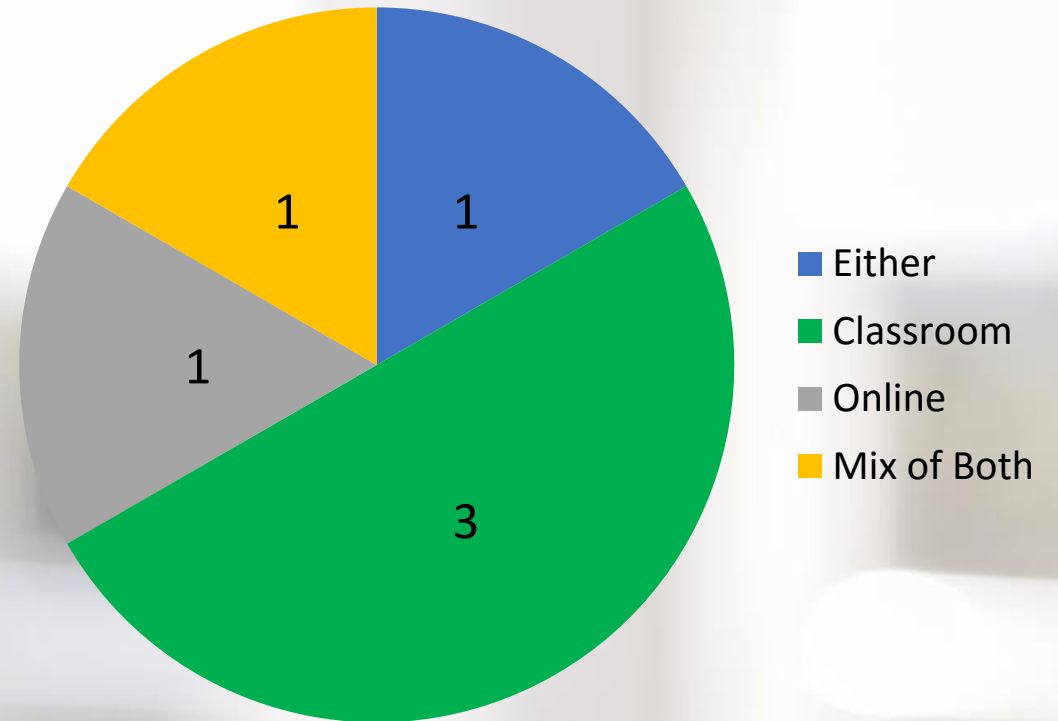


Online or Classroom – Phase 1

Before



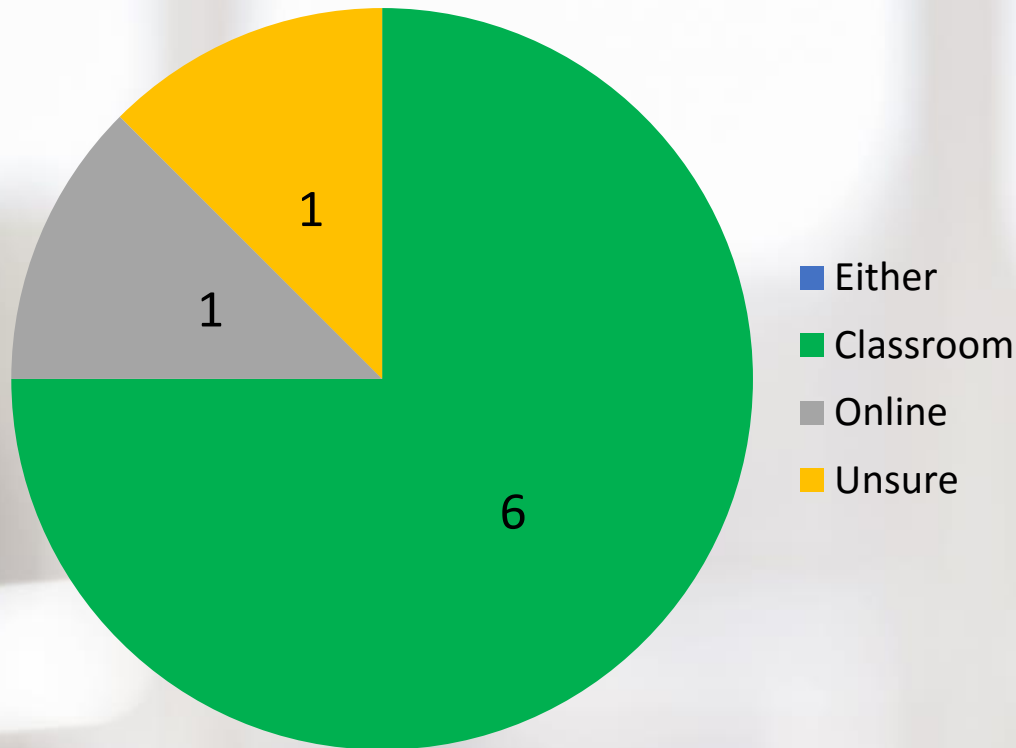
After



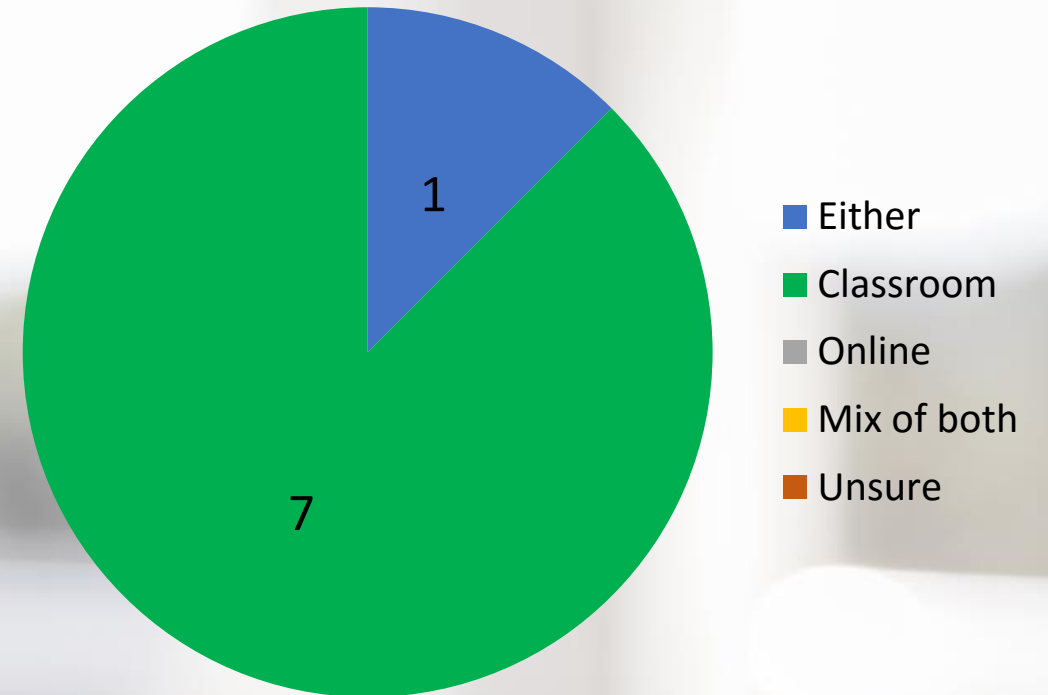
- Distractions main disadvantage

Online or Classroom – Phase 2

Before



After

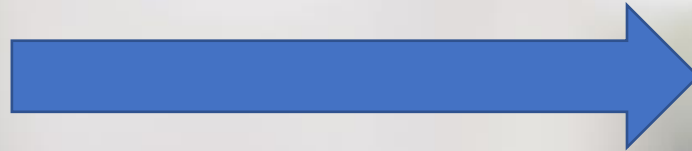


- Lack of social interaction and tutor support main disadvantage
- Group felt they lacked confidence in themselves

Phase 2

“I would still choose a classroom because I like the interaction and need the support of the tutor. I am beginning to believe that down the line I may be able to do an on line course which I wouldn't have believed myself capable of before ” L2 Phase 2

Andragogy



Heutagogy

Transformational Learning

Should Learners be Involved in the Design?

Yes

Why?

“Yes because the more involved we are the more invested and clued in we are plus everyone has a different way of learning so this is a great way of exploring new ways of teaching ”

“Yes I do. The more involved we are the more we learn”

“Yes, because you get the perspective of student and that helps with structuring courses”

References:

- Bovill, C., Cook-Sather, A., & Felten, P. (2011). Students as co-creators of teaching approaches, course design, and curricula: implications for academic developers. *International Journal for Academic Development*, 16(2), 133-145.
- Hase, S., & Kenyon, C. (2001). Moving from andragogy to heutagogy: implications for VET. *Graduate College of Management Papers*, 142.
- Knowles, M. (1990). *The adult learner: a neglected species* (4th ed.). Houston: Gulf Pub. Co.