عنوان مقاله:

The Effect of Autonomous Learning through Task-based Instruction in Fully Online Language Courses

محل انتشار:

کنفرانس ملی پژوهش های حرفه ای در روانشناسی و مشاوره با رویکرد دستاوردهای نوین در علوم تربیتی و رفتاری «از نگاه معلم» (سال: 1398)

تعداد صفحات اصل مقاله: 20

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خلاصه مقاله:

This study investigated the affordances for autonomous learning in a very fully online learning environment involving the implementation of task-based instruction in conjunction with Web 2.0 technologies. To it end, four-skill-integrated tasks and digital tools were incorporated into the coursework. Data were collected using midterm reflections, post surveys and final interviews from two online elementary language courses. The results indicate that the kinds of tasks and digital tools utilized fostered learner autonomy in numerous ways. Structured tasks enabled students to figure independently to make content, whereas open-ended tasks allowed them more freedom in exploring the understanding of a selected topic through social interaction. Significantly, teacher scaffolding through modeling and timely feedback affected student self-regulated efforts in online learning. The study concludes that non-public commitment to the coursework and cognitive engagement with the training material contributed to the degree of learning autonomy and also the level of social interaction in fully online learning.

کلمات کلیدی:

Learner Autonomy, Instructional Design, Task-based Instruction, Virtual Environments

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