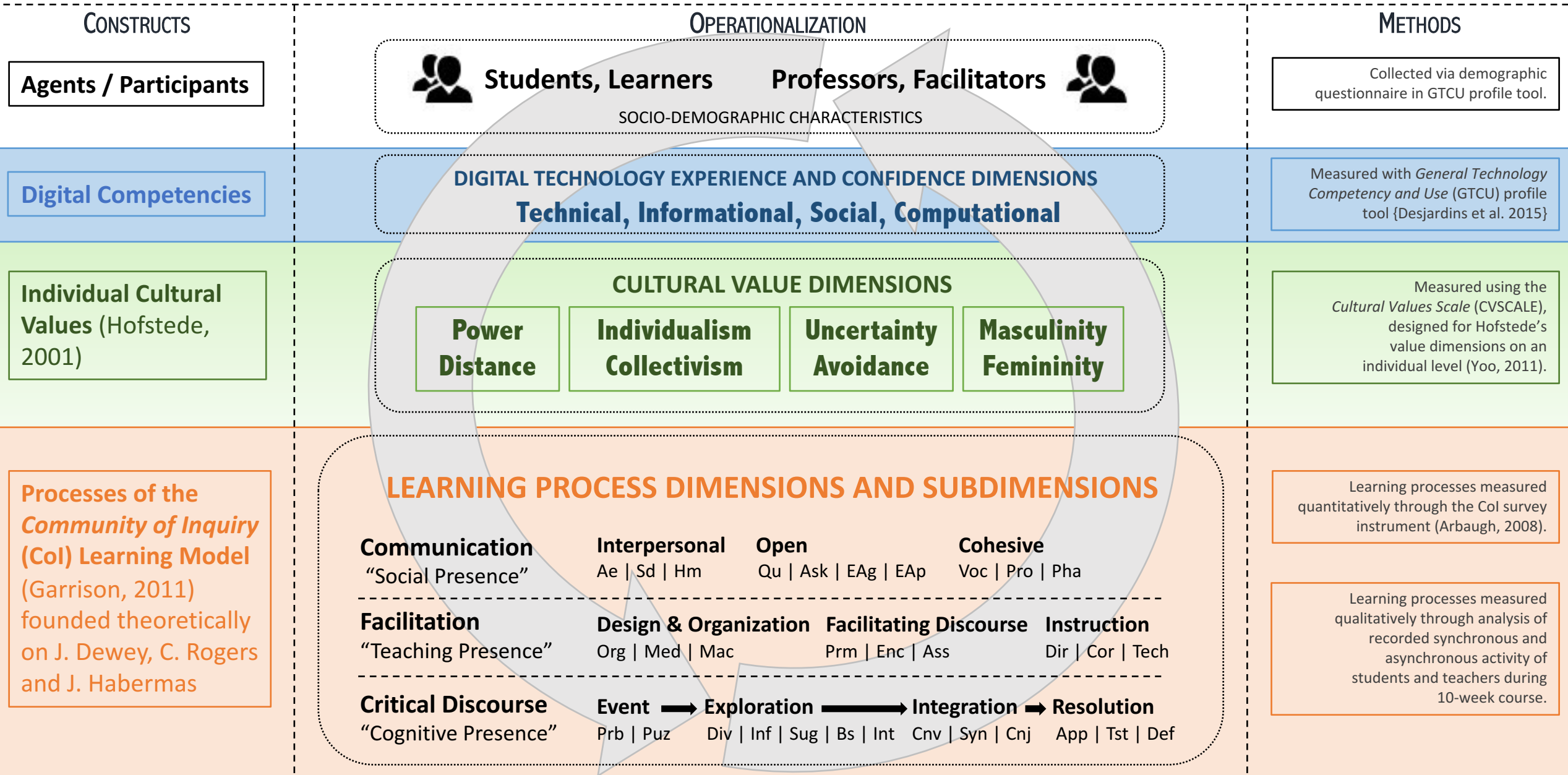


Exploring transformative online learning and dimensions of culture in Ukraine

A pilot case-study research design by Todd J.B. Blayone, EILAB, UOIT, Canada



Research Questions

Originating Question

Might social-constructivist online learning, like that implemented at the Faculty of Education, UOIT (vanOostveen, 2014), be aligned with Ukrainian culture and “Euromaidan values” (Sviatnenko, 2014) so as to offer a foundational model for transforming university learning in Ukraine?

Towards Operationalization

How do cultural values (measured before and after the course by the CVSCALE) and digital abilities (measured by the GTCU profile instrument) of Ukrainian students and professors participating in an online course relate to transformative learning interactions (measured by the CoI survey tool and triangulated through observation of recorded synchronous and asynchronous activity)?

Operationalized Research Questions

1. What CVSCALE profile segments emerge among Ukrainian students and teachers?
2. What patterns of learning interactions emerge from the CoI self-report data?
3. How do CVSCALE dimensions relate to self-reported CoI learning interactions?
4. How does an individual’s GTCU profile relate to self-reported CoI interactions?
5. Do individual CVSCALE profiles change after a 10-week social-constructivist learning experience?
6. How do observed interactions of a purposive sample (five students and one teacher) relate to their: CoI reports, GTCU profiles, and CVSCALE profiles?
7. What patterns of affective response, cognitive reflection and learning behaviour are observed as proximal antecedents and consequences of CoI processes?
8. How are these patterns related to cultural dimensions measured by the CVSCALE?

Conjectures: LEARNERS

1. The cultural dimension of Individualism will differ among online learners' frequency of CoI Social interactions.
2. HIGHER Individualism is expected to correlate with HIGHER affective and open communication scores of learners.
3. LOWER Individualism is expected to correlate with HIGHER cohesive communication scores.
4. The cultural dimension of Uncertainty Avoidance will differ among online learners' frequency of CoI Cognitive interactions.
5. HIGHER Uncertainty Avoidance is expected to correlate with LOWER frequency of COGNITIVE interactions and LOWER CYCLES of critical inquiry.
6. Individuals with LOW Digital Skills scores will show FEWER overall CoI interactions than individuals with HIGH Digital Skills scores.

Conjectures: TEACHER

1. A teacher with HIGH Power Distance and Uncertainty Avoidance scores will show a HIGHER frequency of CoI Direct Instruction interactions than Discourse Facilitation interactions.
2. A teacher with a LOW Masculinity score will show a HIGHER frequency of supportive interactions (FD-Enc) than corrective and assessing interactions (FD-Ass and DI-Cor).

