

A Peer-Produced Community of Learning: The Case of Second-Year Algerian Masters Students at a Distance

Authors : Nihad Alem

Abstract : Nowadays, distance learning (DL) is widely perceived as a reformed type of education that takes advantage of technology to give more appealing opportunities especially for learners whose life conditions impede their attendance to regular classrooms however, creating interactional environment for students to expand their learning community and alleviate the feeling of loneliness and isolation should receive more attention when designing a distance learning course. This research aims to explore whether the audio/video peer learning can offer pedagogical add-ons to the Algerian distance learners and what are the pros and cons of its application as an educational experience in a synchronous environment mediated by Skype. Data were collected using video recordings of six sessions, reflective logs, and in-depth semi-structured interviews and will be analyzed by qualitatively identifying and measuring the three constitutional elements of the educational experience of peer learning namely the social presence, the cognitive presence, and the facilitation presence using a modified community of inquiry coding template. The findings from this study will provide recommendations for effective peer learning educational experience using the facilitation presence concept.

Keywords : audio/visual peer learning, community of inquiry, distance learning, facilitation presence

Conference Title : ICDEIT 2019 : International Conference on Distance Education and Instructional Technology

Conference Location : Barcelona, Spain

Conference Dates : December 16-17, 2019