



Effective learning environment in social work distance delivery programs: Theoretical framework.



Oleksandr Kondrashov, PhD cand. MSW, MEd, Dalhousie University, Halifax, NS, Canada



Definition

An effective learning environment in social work distance education can be created by focusing on the three corresponding components of outcome, process, and positive experience, which occur when students successfully master learning objectives within a quality-designed learning environment where both the instructor and the students are satisfied with the process and outcomes of learning. **Sasha Kondrashov, PhD Proposal**

Philosophical Presence

Philosophical presence, includes an underlying theory for the design and delivery of social work courses using distance education delivery methods (constructivist theory) while using the key principles and values from social work and distance education literature for creating effective teaching and learning. This component will ensure that social work educators continue to make a genuine inquiry about the nature of effective teaching online through the use of constructivist theory and the constant examination of the key principles and values which constitute an effective learning environment to achieve the proper learning outcomes.

Environmental Presence

Environmental presence, includes the key stakeholders (instructor, student and university supports) and their particular characteristics in order to promote an effective learning environment in social work distance education. Inclusion of the key stakeholders provides an answer to the question of what individuals have roles in an effective learning environment and what type of support is required from each stakeholder to ensure an effective learning environment where students can achieve their learning outcomes. This component focuses on why the process is also important in the creation of an effective learning environment

Philosophical Presence
Effectiveness= success(outcome)
Why :Principles and Values

Environmental Presence
Effectiveness = process (quality)
Who: Stakeholders
Instructor characteristics
Student characteristics
University supports

Experiential Presence
Effectiveness = satisfaction (positive learning experience)
When, Where and How:
Community of Inquiry
Teaching, Cognitive, Social presence

Experimental Presence

Experiential presence, combines all of the principles, values, and key success factors to create an effective learning experience. This component is based on the community of inquiry model where instructors can foster a positive learning experience which can only occur within an effective learning environment, through selecting appropriate content and setting a healthy and trusting environment for knowledge acquisition (Garrison, Anderson, & Archer, 2000). This component addresses the key question of when, where and how effective learning environment can be created.

Selected References

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