



EJED

EUROPEAN JOURNAL OF EDUCATION

September December 2019

Volume 2, Issue 3

ISSN 2601-8616 (print)

ISSN 2601-8624 (online)

ISSN 2601-8616



9 772601 861007

REVISTIA
PUBLISHING AND RESEARCH

EUROPEAN JOURNAL OF EDUCATION

September December 2019

Volume 2, Issue 3

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E-Mail: office@revistia.org

Web: <https://ejed.revistia.org>

ISSN 2601-8616 (print)

ISSN 2601-8624 (online)

Indexed in Elsevier's Mendeley, WorldCat, RePEc & Ideas, Google Scholar, Crossref

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Literary Texts in Teaching German as a Foreign Language

Brunilda Vërçani

Enkela Bezati

Abstract

For years into the teaching of foreign languages, the main focus has been the communication in real situations with the aim of comprehension and using of language abilities. But the teaching of foreign language, in our case the German language, cannot be understood on only one function: the communication in real situations. Learning foreign languages means that the learner have to know the history, the culture and the spirit of a nation. A way to achieve that, is the literary text inclusion on the foreign language learning whose functions are more than mentioned. Literary texts can motivate the learners to arouse their curiosity and interest. This help them to understand the culture of the foreign country and to stimulate their abilities to make comparisons. The use of literary text, into the teaching of foreign languages is based on several steps, that are related to the phase before, during and after textanalysing. An important role play the criteria of the text selection, principles, learning objectives and working methods with literary text into the teaching of foreign languages.

Keywords: literary texts, German as a foreign language, text selection, textanalysing, learning objectives.

Introduction

In recent years, foreign language learning has been focused mainly on communication in everyday life situations, with a view to successfully understand and make excellent use of language skills. However, language learning cannot be limited to just one specific function, which is that of communication. Language learning plays an informative role by enabling us to learn about the country's history, culture, tradition and heritage. (Weller 1989: 254) These fundamental elements will keep us hooked on the learning process. Therefore, it becomes vitally important that in foreign language learning, in our case German language learning, we should rely not only in authentic texts which include everyday life situations but also literary texts from German writers.

Through these texts students will get acquainted with a wider world of feelings and thoughts. Encountering literary texts can awaken their desire to read, but proper precautions should be taken so as not to overcome the extent to which these literary texts should be included. Otherwise foreign language learning will become less attractive for students. We must bear in mind that in recent years there is a decline in the desire to read. It is teacher's responsibility to determine how much literature he can offer to his students to maintain and further develop their desire to read.

Each student has his own way of reading, understanding, interpreting or evaluating a text that is closely related to their social, cultural, and their personal values. (Bischof M./Kessling V./Krechel R., 1999 :20) On this basis, students discuss and converse, by making possible to express themselves (Scheibler 2007:183) in German language.

In addition to the interaction between the readers, an interaction between the reader and the text is created, where the reader brings to his attention preliminary knowledge, his expectations regarding the text and then he tries to read between the lines to understand the meaning of the text. (Bischof M./Kessling V./Krechel R., 1999 :20) All his thoughts, assumptions, judgments, and assessments on what he reads will bring him into conversation with other students. (Bauer 2003:284)

Literary texts represent reality from one's own point of view, therefore, the reader needs to discover these perspectives and make proper comparisons so as to distinguish social and cultural differences.

The cultural information that a literary text conveys to the reader helps him to know and understand the culture of German-speaking countries. Being rich in cultural themes and information, they provide a way to know and learn more about these

countries. Such opportunity is especially beneficial for those who have not had the opportunity to know and visit them closely.

Working with literary texts in German language learning, among other things, helps motivate students, raises interest, and encourages them to deal with meaning. This helps them develop the four language skills required while learning a foreign language. The student reads the text or listens to it while being read by the teacher or another student, or even on CD as it is possible for a part of German books, then they talk to one another about the text and finally they write about it.

Since literary texts often ask questions, they are not always explicit and address readers not only cognitively but also emotionally. This makes the reader to get involved in what he reads, become part of it, work on imagination, think critically, react, recognize, distinguish, evaluate and bring his experiences in this wide cultural dimension of literature. (Brusch 1985:362) This will promote and further develop intercultural learning and their speaking skills in foreign language.

However, including literary texts in German language learning cannot be reached so easily. There are difficulties and disadvantages on the other side of the coin. One of them which was also mentioned above was that the student may be bored (Koppensteiner 2001: 14) and not attracted by reading literary texts as he is not inclined towards reading. The language of these texts is difficult, requires a lot of work from the learner to understand and good language skills. In addition to these, interpretation skills as well as knowledge from other areas: social, cultural, historical etc. are needed. Again, teacher's work and assistance is needed so as to prevent the above mentioned from appearing as an obstacle to German language learning. The difficulties do not only appear for the student, but for the teacher as well. The teacher has to introduce a literary text which does not always allow him to do grammar exercises. As a result the teacher has to work harder in advance in designing these exercises. Also, it takes a great deal of work to create and customize vocabulary exercises, as well as discovering opportunities to exercise listening. On the other hand writing and speaking is easier to be organized.

To overcome the difficulties and problems and to reach the desirable objectives of learning German successfully it comes handy to us to carefully select the literary texts. Literature offers all of its genres so as to be integrated in the German language learning. However, different factors should be considered and properly weight while selecting them. (Bischof M./Kessling V./Krechel R., 1999 :23)

One of the factors to be considered is the age of the students. Selected texts have to be in line with their age. Different ages have different desires and interests. Based on this, the literary texts should fit with the students' interests. They should address topics that motivate them, with which they can also be identified. Teachers should carefully evaluate even the language of the text so as to adapt to it the age of the students.

But language is not only related to age, it needs to be tailored to the language level in which the student is (Koppensteiner 2001:42), so as not to become a barrier to learning German. Language should be used as a tool to expand and deepen language knowledge.

Another influential factor in the selection of literary textbooks is the cultural information they carry, so as to be an incentive to make cross-cultural comparisons.

A significant factor while selecting the literary text gives the reason why students are learning German. Whether it is just learning a foreign language among or whether they are learning to pursue studies in Germany, whether they are learning it for professional reasons or for a possible stay in Germany. Even the factor time should be considered while determining and selecting the literary text in the lesson.

How to work with literary texts in German language learning?

The work done with literary texts in German language learning is divided into several phases, which are related to preliminary work, the work done before reading the text, the work done while reading and writing, as well as the work performed after reading the text.

In the first step, before reading the text, students are given the opportunity to be presented with the subject of the text. This is accomplished through sociograms of key words separated from the text, through any question we can ask students about the phenomenon that is being discussed by the text. Another useful strategy is making the students read some extracted

passages and guessing what the text offers, by letting them listen to some verses or lines cut off from the literary text. Another way is to present different pictures related to the text and its theme.

After discussions and guesses are made by students we can go to the next step: reading the text. Initially, students get acquainted with the text, and then make comparisons with their previous assumptions and ideas. Afterwards, we work with the text in which we exercise all types of reading: global, selective, and detailed. Students perform different types of exercises prepared by the teacher beforehand. At this stage reading and speaking are widely practiced.

As a third step comes the text reading, where the learners can write on a certain topic related to the text, can create a dialogue, play role plays, or stage any part of the text. They can also make comparisons in social or cultural terms. They bring their perspectives, knowledge and experiences and compare them to what is presented in the text, reflecting their personal response to the world and reality.

Below you will find briefly an example of how a poem can be used in teaching a foreign language.

We chose a poem by Timo Brandt taken from the link below:

www.lyrikmond.de/gedichte-thema-14-140.php#1349

Abseitsgedicht

*Ich schrieb, wir könnten uns heute noch sehen,
du schreibst zurück, du hättest da noch was
zu erledigen, in der Stadt, hättest ziemlich viel zu tun.
Ich habe einen Witz gemacht und du schreibst "Haha",
ich habe dich gesehen, (du weißt es ja nicht)
wie du es ernst und gründlich eingetippt hast,
bevor du in die U-Bahn nach Hause stiegst.*

Love in the offside

*I wrote that we could still see each other today,
you wrote back, you still have something
to do there in the city, you have a lot to do.
I made a joke and you wrote "Haha",
I saw you, (but you do not know)
how you typed the letters seriously and thoroughly,
before you got into the subway home.*

As a first step during the lesson plan could be the appearance of a photo that has a smartphone in it. Pupils try to guess what it is all about, talk about the smartphone, discuss how present it is today in their lives, how dependent they are from it.

Another version could be writing the word smartphone on the board so as the pupils could collect word-related associations.

After that, students are provided only with the title of the poetry. Then, they try to make the link between the title and the photo and make different assumptions.

The next step is to work with the text. We provide the students with the opportunity to read the text. They compare their assumptions with what poetry expresses.

- Then we can discuss questions like:
- Were you surprised by anything specific during the reading?
- Who addresses to whom?
- What were you mostly impressed by?
- How would you interpret the title in relation to the poetry?
- What is your personal opinion upon this conversation?
- What connotation does the expression "You have a lot to do" have?

- What kind of feelings does the answer "haha" bring to you? How honest are we when we use it? How do we interpret it when we read it?
- Why has he said: "how you typed the letters seriously and thoroughly"?
- How honest are the interlocutors with each other in this poem?

As far as grammar is concerned, one idea could be to do Reported Speech exercises since the first verse provides us with an example of it. Nevertheless, not in every single lesson can we include grammar exercises.

After reading the text and discussing about it, we can pass on questions that are directly related to the pupils, for example, what is their relationship with the mobile phone. In this way, every student would have the opportunity to share their experiences and express themselves in foreign language.

Another topic of discussion could be: How much does the mobile phone help in love matters? Does it make people be near each other or does it separate? Here pupils exchange their thoughts, ideas and experiences.

In addition, students can come up with arguments about the topic "How honest are we when writing on the phone?"

In order to make students develop the skill of writing they will be assigned the task of writing a poem that would be a kind of answer to the poetry that they read during the lesson.

All we ever tried to achieve in here was to make a proposition of how we can work with such a poem in teaching German. Of course, it is every teacher's duty to adapt it accordingly.

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Internetlinks

- [1] www.lyrikmond.de/gedichte-thema-14-140.php#1349
- [2] <https://www.goethe.de/en/spr/mag/20492952.html>

Issues Regarding the Implementation of Translation in English Language Teaching

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Abstract

There are several attitudes towards utilizing translation in teaching a foreign language (in our case English language), but as recent studies have shown, a considerable amount of teachers, teacher trainees and teacher trainers rely on it during the teaching and learning processes. Taking into consideration the fact that the advantages of using translation as a teaching device outweigh the disadvantages, an attempt to formally implement it with students of Fan S. Noli University was made. This paper focuses on the results derived from making such practice part of syllabuses of two different study programs with the view of highlighting difficulties, benefits and misconceptions encountered during the process. The study programs were purposely chosen with no immediate relation between them in order to have results derived by two different groups of users. By means of analyzing the data collected via questionnaires distributed to the students, two main contradictory attitudes will be brought into attention. Moreover, reasons underlying the gap between the attitudes students showed regarding the beneficial aspect of using translation in teaching English as a foreign language will be discussed. Also, among others, the necessity to implement such practice into the curriculum of future English teachers will be emphasized, regarding it as the leading group from where further practice will be carried out in the lower levels of Education.

Keywords: EFL, translation practice, skills' developments, avoidance, cognitive aspects

Introduction

Many studies are carried out regarding the use of translation in EFL teaching and various advantages and disadvantages have been highlighted. On behalf of Communicative Language Approach, teachers of English language, teacher trainers and, consequently, teacher trainees have continuously struggled to stay far from its utilization during the teaching process. Strangely enough, though, the more they try to avoid this practice, the more they feel the necessity to use it. Anyways, being constantly under the pressure of the above mentioned approach, teachers very often either deny employing it or at the most, they refer to it as an 'unintentional mistake'. The same practice is followed in universities, especially due to students' general knowledge of English. However, we are aware of the fact that there are auditoriums with students possessing a mixed level of English language knowledge and as such, generalization is not appropriate while planning and teaching. What is more, despite the fact that students' knowledge of English (or any other foreign language) might restrict its use, practice has shown that there is always room for translation to be utilized while teaching in order to facilitate language acquisition. Yet, as Al-Nofaie (2010) highlights, students' knowledge and teachers' professional experience greatly affect the amount of L1 (own language) teachers use.

As it has already been mentioned, the paper focuses on two different study programs with the view of studying the advantages of utilizing translation with students who learn English language as future foreign language teachers and others who are going to employ it only for personal use and special purposes. When seen from this aspect, these two groups of students don't have much in common: the aim of their study, their knowledge level and the expected results are some of the differences to be mentioned. Anyway, they have a big common point: they are learning English as a foreign language.

The study is carried out by means of questionnaires distributed to the students of both study programs and the qualitative data analysis is used in order to identify students' reactions and give reasons to justify them combining, thus, content analysis with narrative and discourse one. The results are discussed further and in order to avoid listing the open-ended questions asked to the students and detailed explanation of each answer, we will focus on the yielded results.

Misconceptions, difficulties

Foreign language teachers have at least some times during their teaching experience made use of translation. This phenomenon might have been a result of various factors, each of them important in its way. Due to the notorious association of L1 with GTM (Grammar Translation Method), many of them feel bad, if not ashamed for doing it. In their view, implementing such practice not only makes you a 'weak teacher' and a 'bound to fail student', but as Newson (1998) notes, it also gives them the false belief that word-for-word equivalence between languages exists or that similar structural and lexical sentences in two languages mean the same. (Baker 1993) Other researchers are of the opinion that another reason keeping teachers far from utilizing translation in language teaching is the belief that it reduces the L2 use, limiting valuable practice. (Cook 2001; Turnbull 2001; Baker 1993; Kerr 2019). Being taught under the effects of Communicative Language Teaching Approach (CLTA) makes it impossible for the teachers to find reasons to justify their use of L1 during EFL classes. (Cook 2001; Turnbull 2001)

The main difficulty in implementing translation in syllabuses is going against CLTA which has been for long the most favourable teaching approach among educators. Anyways, it is worth mentioning the fact that even though Levine (2011) claims that utilizing students' own language in the classroom is 'marked' by many researchers, Lee and Macaro (2013) are of the opinion that this approach is in favour of intra-lingual practice as it counts for the major part of the communicative bilingual competence. (Cook 2010)

Being taught English by teachers with the above mentioned attitudes towards L1 use in English language classes, most of the students have hosted and are in favour of the same approach. This attitude became one of the difficulties encountered while implementing translation in their syllabuses. Constant pressure from the outer parties (lecturers who are against such practice, families, hosting schools, peer pressure) in favour of communicative language benefits make students show hesitation towards translation use. Anyways, talking and exchanging ideas and experiences from the past as well as combining the necessity for using translation with its practice (where necessary) made students of English Language Teaching Study Program change their attitudes and surpass their expectations.

Two study programs-two attitudes

According to Stibbard (1998), (and to many other researchers) English is a lingua franca employed while travelling, trading, making deals and a lot of other activities carried out in any international context. In this context, the students of Business Administration, Marketing and Management study programs were more interested in making use of their translation skills to achieve satisfactory results. As many teachers of ESP have for sure noticed, it is a useful device which facilitates learners' cognitive skills providing this user group with the meaning of different words/phrases as well as a handy means of reducing the feeling of what Cook (1991) refers to as 'indeterminacy' the inexperienced user might have. Likewise, referring to the answers on the questionnaires, it was observed that most of the students of the ESP classes were in favor of utilizing translation to learn English. They listed various reasons all of which are directly related to their classroom practice. One of the reasons mentioned was the fact that the time spent in trying to explain meanings of the words related to specific cultural phenomena, jargons, or specific functional words could be used for their further practice in linguistic activities. Almost all of them agreed that this practice was a means of ambiguity avoidance, concrete examples application during the classes, contrasting L1-L2 cases and of providing insightful explanations. They shared the opinion that analysis of very specific language is rare, while new cultural phenomena, as well as key functional concepts are better understood if L1 is used. Another advantage of translation use is the ability to give hints and warnings on various practices followed by native users which would be better if avoided.

Anyways, the pre-service teachers were mainly against the implementation of translation in their classes and argued that translating what they are explained by the lecturer during class not only is unnecessary but it also, as stated even by Mackdonald (1993), fades the process of learning as future teachers. What is more, they saw the implementation of L1 in the class as a form of neglecting the necessity for practicing L2. Strangely, though, students with a very good level of language knowledge were more open towards this practice and willing to cherish some moments of L1 use on topics not related to school. This leads us to Cook's (1991) statement that translation is beneficial even to 'expert users'. Likewise, most of them, though very careful and hesitating in their actions, agreed that utilizing translation in giving small hints on how to remember various phenomena and even on how to implement them in their future life (while teaching) was very helpful, especially in avoiding ambiguities and saving time.

It is worth mentioning the fact that the students of the English Study Program were more judgmental towards practicing translation during their classes (due to their proficiency in English language) but much more open-minded when utilizing it while teaching English to their future pupils/students was concerned. They brought into focus reasons mostly related to their past experiences as pupils/students going through their own educators' a low and high level of education.

The 'prosperity' of translation as a practice in EFL teaching/learning

As already mentioned in the introductory paragraphs, the formal implementation of translation in the syllabuses of the study programs in question and its actual employment during lectures and seminars has been a process where various attitudes and reactions have been noticed. It was our intention to reveal mostly this aspect of the process than to make a simple analysis and listing of the answers yielded by the questionnaires.

While its introduction was a 'breath of fresh air' to the learners of ESP what we actually found difficult was the ability to limit its use to the borders of necessity. In this aspect, it was noticed that these students simply refused to try making deductions or assumptions on various contexts relying only to the translation part as the handiest tool ready to rescue them. Moreover, it was noticed a wide tendency to finish the exercises found in the books (ESP books have very few exercises and limited explanations) and bring to the classes various documents and work on translating them. As much as successful this could be considered, referring to the tendency we nowadays have to inflict on students the desire to learn for life, it was found a useful means to train students in limiting their relying on translation when not necessary and further practicing English. Just the fact that they knew they could rely on translation whenever they 'really' could not find another way out made them more relaxed and confident in what they were expected to do.

Regarding the second group of students, it should be mentioned that the introduction of 'translation' as a practice during classes was not the easiest one. It is logical that the necessity to be employed was far lesser than with the former group, but it was still useful for many reasons. Students were shown a number of activities suggested by Davies (2004) which they could later utilize while teaching their own pupils/students. This, combined with limited but fruitful translation use during classes greatly changed their attitude towards the practice in question. Anyways, what meaningfully changed their general opinion was their own experience which will later on help them build their own teaching 'style'.

Elimination of frightening or boring English classes leading to embarrassing situations, avoidance of ambiguous words and phrases as well as of boring lessons and saving the precious time during classes for L2 practice were some of the reasons these students stated in favor of utilizing translation during the teaching/learning process. Moreover, they shared the opinion that very specific linguistic analysis, new rare cultural phenomena, as well as key functional concepts were better understood if L1 is used. Likewise, ¾ of the students claimed that hints and warnings on various practices are better acquired by learners when conveyed in their own language. The last of the reasons in favor of translation use in the classes was its ability to do what Cook (2010) refers to as 'bridging cultural differences' which were in some experienced even by them during our classes despite their proficiency in English.

On the other hand, there were students who preferred to stay within the limits of an intra-lingual teaching approach in order to avoid dull, uninteresting classes and 'copy-paste' situations. (The ones teachers usually use while explaining topics related to grammar from year to year due to their becoming engraved in their long-term memories.)

Translation is an eminently communicative activity which can bridge the linguistic and cultural barriers (Tudor 1987) and as such, its implementation is a means of bringing various user groups closer to native contexts and helping them overcome most if not every relevant difficulty in acquiring the right meaning of the text in L2. It is the 'fifth skill' (Newmark 1991; Stibbard 1998) very much necessary for a full understanding and successful communication process as well as for the general development of the main skills.

Conclusions

As can be seen from the above discussions, students had different ideas towards the implementation of translation in EFL teaching. Each of them justified by their earlier practice or actual point of view as well as by their expectations and purposes for learning it.

The specifications pointed out by the students of English study program were ones made by future teachers and their positioning themselves far from the ESP students was logical and well-justified.

It should be noted that the 'gap' between the two different groups of students is not, indeed, a real gap. It is merely the result of deductions made from different points of view belonging to two different EFL learners with specific, diverse expectancies and with miscellaneous future goals in life.

Translation is an important tool in the EFL teaching which has different advantages for different user groups. Anyway, its use should be well planned and justified in order not to overdue it. It should work in favour of CLIL and not reduce users' chances to develop their communicative competence.

Sometimes students' role as judges in assessing various teaching procedures is impressive as much as it is objective because it derives from their own experience.

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Freedom of Expression and The Civil Participation of the Youth

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Abstract

This study treats the importance of the education and the civil formation of the youth. The real possibilities that they have in expressing their free opinion and their active participation in civil actions. Relating to the experience of other countries and our country in this direction the results and possibilities for interventions need to be indicated. The goal of the study is to evaluate what is the level of the free expression of the opinion, what prevents the youth to express their opinion freely, how much support do they receive from other citizens in order to solve their problems, to assess how the university curricula help them in education and equipping them with active citizenship, if they believe that situation of the future will change and the areas and possibilities created for active participation in society. The study included 258 university students (Bachelor and Master Programs) of the Education Faculty in the university "Aleksander Moisiu" Durres. The students filled in a questionnaire with 21 closed questions. The study evaluated the problems that the students encountered, their possibilities to freely express their opinion and the factors that prevented them to do so. The study indicated that the free expression of the opinions and the active participation of the students is not in satisfactory levels. These levels are not enough for the actual requirements, and for this is required an open mind, collaboration, and funds to enhance the active citizenship. We need to accept the reality as it really is with the belief that it belongs to the present, and we should try to change the future in order to increase the youth trust in this direction.

Keywords: active citizenship, participation, freedom of expression, democratic citizenship.

Introduction

In the recommendations of the Committee of the Ministers of the European Council, among others is emphasized the fact that the democratic civil education includes a complex basic of concepts and values, which are the same for all modern democracies. The principles of democracy are universal, but their implementation is performed in accordance to the actual circumstances of each society, so the students are prepared to live as citizens of a democratic civilization. The member states should support the inclusion of the education for democratic society and for the human rights in the institutions of Higher Education, especially those that prepare future teachers, by respecting the principle of Academic freedom of these institutions (Recommendations CM/Rec (2010)7 of the Minister Committee of the European Council p. 7).

Active citizenship includes the strategy that needs to be followed if we want to continue to go toward the civilization direction. Education of the civil rights is actually the topic of the day in many countries, as it is given a special urgent consideration towards the preparation of the youth in order to confront the challenges and insecurities of furious changing life (Ichilov, 1998).

Sherry Arnstein in 1969, in relation to the participation of the citizens in the process of planning in USA developed the idea of "Levels of participation", in which are proposed eight "levels" of participations on the aspects of three extended categories: passive citizenship (manipulation, collective therapy); development of the image of active citizenship (information, consulting, symbolic participation) and active citizenship (collaboration, civil decision making, civil control). These levels have served as measuring indicators, in order to see the participations of the youth in the active democratic processes in many countries of the world.

Our youth should be prepared to undertake roles and responsibilities in life. "The key to be responsible in a modern society is to take responsibility of your own life, and this is a virtue of independence and autonomy. The independence of the

judgment is as necessary as the independence of the action. The individuals should be left to create their own opinions" (Civic Education in Europe, University of Boon, 2000). That mentioned, an important role plays the education system, as it prepares the youth for the future.

"Active citizenship in my opinion means taking responsibility for our own destiny. We cannot just let the government decide everything for us. It is important that when we develop certain skills that we also use them for the benefit of society" (Pedro Augusto Almeida, 2012, p.15).

"Active citizenship is very important. It's vital to be engaged in the things you think matter, to improve your life and the lives of others, and to make the world a better place to live in. It means understanding what rights you have and what role you can play; using those rights and being involved in activities" (Andrzej Adamczyk, 2012, p.16).

Another important request of active participation is the tendency of citizens to be active in the community problems. In a democratic society this tendency relates to the rights and responsibilities of the individual in this society, with the ideals of a political community and a civil society. It includes the tendency of the individual to be an active member of the society, to respect the values of individuals and human dignity, to take personal civil, political and economic responsibility, to respect the rules, to be included and well informed with maturity and efficiency in the civil issues, to enhance the function and consolidation of a healthy democratic system in Albania (Shakaj, V., 2012, p.89).

"We need our young people to be active citizens, because this is their world and they need to be involved in decision-making. If I can do it, so can the others," she declares. "To me, that's what active citizenship is. As Gandhi said, you must be the change you want to see. It's about giving people the tools to believe in themselves and make their voices heard" (Madi Sharma, 2012, pp. 52-53).

Education and civil formation can not be understood without the freedom of expression, without the active participation in the whole life of the country. "Education for a democratic citizenship is mainly focused on the democratic rights and responsibilities and on the active participation in the political, citizenship, economical, legal and cultural areas of society (Card of EDC, Recommendation CM/Rec (2010)7 of the Ministers Committee, 2010, p.7).

Each country that wants to be an important part of European Union tries to have a qualitative education. "Democratic Civil Education is an indicator of the development of the quality of a country's education, a strong supporting point for social development and adherence to the European Union" (Gora, C., Gore, V., & Skolstvo, Z., 2007, p. 14). Civil education equips people with knowledge, skills and contributions to actively and efficiently participate in the society, as critical citizens that know how to take responsibility seriously. The youth are the most important part of the society. In this context the students should play their active role, as the student who is not a citizen in his class today, cannot be a citizen of the country tomorrow. The study research shows that students that follow civil education/citizenship courses at school are more informed about the political life (formal and informal) and for this reason there are more chances for participation in the future (Hahn, 1998; Niemi and Junn, 1998).

Alma Powell, Alliance of the American Promise emphasizes that when the youth discover that they may be agents of change, wonderful things happen. They start serving on the neighborhood, teach others on public issues, develop new solutions for difficult political challenges and finally become voters, creators of community projects, and leaders of our communities and the nation. The center of this transformation, from a spectator to a citizen contains the meaning of who we are, our democratic values and the individual roles that we can play (Report, Guardian of Democracy, 2003, p.24).

Bole and Gordon, are critical that schools and public institutions in the US are not teaching people how to be active citizens, able and encouraged to criticize the status quo – all of which they perceive to be essential if the challenges of social cohesion, truly active representative democracy, and democratic cooperation are to be met successfully (Bole and Gordon, 2009, p.273).

In the curricula frame of the Pre-university Education of the Republic of Albania, among the key competencies of long life learning is the civil competency. The student is committed to the overall good. The student creates relations to the others, with the society and other cultures. He understands and respects the differences between people; accepts and respects the others; demonstrates responsibilities for the issues of general public interest; embraces and enhances beneficial changes for the personal life, for the society and the environment (IZHA, 2014, p.15). Even the students who are preparing to be teachers in the faculties of education in universities should know and implement the civil competency, as they will

work with lots of generations of students who are the future of our country, and will contribute in putting strong foundations of democracy.

Being that the youth are the future of a country, investing in them means contributing in progress and the future. One of the main objectives stated in the European Strategy for the Youth 2010 - 2018 is the promotion of the active citizenship, social participation and solidarity of all the young people. (May 7th 2012). Active participation of the students in all the activities is very important. This leads to improving the feeling of citizenship among them. The students are active in various activities that are organized, but it is important the fact that they take roles and responsibilities on their own in order to organize these activities, as they are more open, more sincere on what they do and say, and more cooperative with others.

Indeed, fostering the ability of members of the University community to engage in such debate and deliberation in an effective and responsible manner is an essential part of the University's educational mission. (The Committee on Freedom of Expression at the University of Chicago, "Final Report of the Committee on Freedom of Expression," 2015).

The European Council and the European Committee among others have stated that roles for adults in youth participation may include:

- caring: being available and showing genuine concern for young people;
- flexibility: being willing to listen and adapt;
- support: working with young people, rather than doing things for or to young people;
- commitment: valuing the rights of young people to have a voice in decisions affecting their lives, and creating opportunities for meaningful involvement;
- respect: demonstrating acceptance of young people's contributions, values and opinions. (The European Council and the European Committee, 2010, p. 111).

"There is no better site for political or democratic action than the school itself and the students' own community" (Filipovitch & Ozturk, 2012, p. 85).

Today's world absolutely requires collaborative critical thinkers, creative and courageous innovators, and true lifelong learners (Prensky, 2005; Tapscott, 1998; Robinson, 2009).

School directors should monitor the school politics so that all the members have the opportunity to learn and practice what it means to be an engaged member, to profit an understanding for the democracy and the role they play in it, and to learn how to be active members of the civil society (Homana, G., Barber, C., & Torney-Purta, J., 2006, p. 10).

A major work and endless analyses have been done in order to gather information and different facts which helped to get the results. The question is what practices can change this non functional culture that exists in our youth? It is needed to determine the behaviors that accompany the values of democratic citizenship, in supporting the contemporary standards and new techniques, and implementation of the new ways to work in collaboration, for an active contemporary citizenship.

Research methodology

This study treats a very delicate and very important issue nowadays. The goal of the study is to evaluate what prevents the youth to express their opinions freely, to assess how the university curricula help them in education and equipping them with active citizenship, and the areas and possibilities created for active participation in society.

The study included 258 university students (Bachelor and Master Programs) of the Education Faculty in the university "Aleksander Moisiu" Durres. The students filled in a questionnaire with 21 closed questions. The study evaluated the problems that the students encountered, their possibilities to freely express their opinion and the factors that prevent them from doing so.

Results and discussion

The students were asked where they felt better to express their opinion for the problems they had encountered. From the results we noticed that 80.23% stated that for the solution of their problems they rely on their families, and only 19.77% rely on the society. The expression of the opinion in government institutions, NGO, media, and political forums resulted in 0%. Students trusted more their families, and their support given in any case for the solution of the problems. Students were asked if they expressed their opinion freely. Around 23.26% did not express freely their opinion, 12.79% are neutral by not stating any response, and 63.95% stated that there were cases when they could freely express their opinion. They argue that "through civic engagement, individuals — as citizens of their communities, their nations, and the world — are empowered as agents of positive social change for a more democratic world" (Bole and Gordon, 2009, p. 276).

Related to the question on what prevented students from freely expressing their opinion in any matter they stated that 39.53% lacked the trust, 23.26% did not express themselves as they were insecure, 19.77% lacked the courage, 8.14% were indifferent, 5.81% were scared, 2.33% related their expression to the interest they had in certain circumstances and 1.16% stated they did not express their opinion as there were many bureaucratic actions which made them not to believe the problem would have a solution.

The question about the support that the students had from the institutions in solving the injustices, 53.49% state that this support does not exist, 24.42% are neutral by not stating anything 22.09% state that they have the support of the institutions. This huge percentage of the students that state not to have the support of the institutions and the ones that are neutral are points of attention for the future democracy of our country. This lack of responsibility for the support given in resolving the problems may lead to loss of trust from the youth.

When students were asked if they believed in the functioning of the state institutions, 63.95% stated they did not believe in institution functioning, 18.60% remain neutral by not answering the question and only 17.45% state to believe in the institution functioning. The loss of trust relates to the reality where the students live.

The students were asked if they themselves support others in problem solving and 4.65% stated not to support others in problem solving, 12.79% are neutral by not answering and 82.56% state to give help to others in need. They considered important that within the possibilities they would give help to the people in need.

About the question on their engagement on various political forums 81.39% state that they are not engaged in any political organization, 13.95% are neutral and 4.66% state that are participants of different youth political forums of the country. The students were indifferent and did not trust the Albanian political class. This lowers their desire to actively participate in all the democratic development of the country, and more over to be part of the political parties' forums. They accepted that they voted, as an impact from the family.

About the funds available for the enhancement of the active citizenship 56.98% of the students stated that they did not have any funds to support them in this direction, 29.07% are neutral and only 13.95% state that they have the right funds for an active citizenship.

An interesting question was the one on the collaboration of the various actors and institutions. Around 58.14% of the students think that there is no collaboration, 25.58% remain neutral and 16.28% state that there is a good collaboration between the actors and institutions. The high percentage of the students that notice the lack of collaboration shows that we are in an abnormal situation. This leads to problems not being solved, and the existence of bureaucratic actions.

According to the question that what is the impact of university programs in education and formation of the students in citizenship they answered as follows: 16.28% of the students think that these programs do not have an impact, 8.14% remain indifferent and 75.58% think that university program have an impact on citizenship.

While for the question on the impact of university programs in the improvement of the active participation, 18.61% think there is no impact, 17.44% are neutral and 63.95% think that university programs help education of the youth with the feeling of active citizenship.

When the students were asked on the active participation of the youth nowadays, 67.44% stated that participation is not on good levels, 16.28% are indifferent and 16.28% stated that this participation is sufficient. The high percentage of the

students that think that participation is not on the proper levels makes us think that we should think wisely about the future of our country. This is a reality which needs to change as soon as possible.

The students were asked if they believed that this situation would change in the future. 26.74% of them state that they are not optimistic that the situation will change, 18.61% are indifferent and 54.65% believe that things will change in the future and people will become more responsible for their roles and responsibilities as active citizens. They believe in the development of a democratic society, so it is necessary to work hard, in order to transform this trust of the youth into reality. "We need people who are models of active citizenship in order to have the kind of society we want to live in, and to encourage others" (Kathleen Walker Shaw, 2012, p.65).

What needs to be emphasized in this study is the considerable percentage of the students who are indifferent. They are not sure to express what is required as they do not trust the system, are scared, indifferent, experience lack of courage etc. Active citizenship helps to counter indifference. It is about taking responsibility on oneself and on the life of the surrounding community (Pavel Trantina, 2012, p.60).

Conclusions

This study is important as it tries to see the role of youth on freely expressing their opinion and their participation as active citizens of the society. The study evaluates the causes that prevent the youth to actively participate in society. It is important to assess the ways through which we can interfere to improve the situation in the future.

Considering the fact that family plays a major role regarding the support and confidence that they provide to the youngsters, family members should work harder to ensure maximum support towards their children.

It is very important to work on this issue, related to the increasing of confidence in youngsters, in order to avoid the fear and to defeat the indifference that is noted nowadays amongst youngsters. Strengthening the altruism, in order to support people in need in different situations. More work should be done regarding the sacrifice of our own good, for the good of the community.

It is important to include education and civil formation curricula in the university programs of the teaching faculties, and especially the qualitative improvement of the contribution these subject bring in the preparation of the youth with active citizenship. Regardless their academic formation, the student teachers of all the programs should have education and civil formation, to be prepared for active citizenship as this will make them overcome indifferentism, fear, and insecurity and also improve their self trust.

Taking into consideration the fact that there is a considerable number of students that evaluate as positive the impact of university programs, it should be considered a major work with students, in auditoriums for their education and civil development and in the organization of the practical actual actions to consolidate on them the feeling of active citizenship.

The study showed a clear reality that the students are not able to freely express their opinion. Also, there are no qualitative indicators in the direction of the active participation of the youth, as it is a very hard area which requires ongoing contributions and engagement from all the actors of society. This is noticed in the lack of participation in the civil actions, indifferentism, the lack of collaboration between the various actors of society, the lack of funds for these issues, lack of information, motivation and desire to participate, and finally the lack of interest that the students have.

Over 70% of youngsters think that University Curricula contribute in the students' education related to the feeling of active citizenship. Therefore, the responsibility that these institutions should take, is of major importance, in order to fulfil their mission, regarding the education and civil formation of the youth.

It needs to be seen the chance to study other factors that affect the improvement of active civil participation in the community, this for the fact that every person can create an individual way of understanding the phenomena, as people share opinions and have different points of view for the reality they live in.

Institutions play an important role on the resolving of the youth problems, in order to change the reality where they live, in order to gain trust of the youth for a better and more secure future of this country.

By taking into account that a considerable percentage of youngsters that participated in the study, expressed that they believe in the future, we need to work more with these students so that they would not feel dissapointed. This country needs people who have faith and who will give their support in order to improve the situation in the future.

The funds for an active citizenship need to be increased, through programs where the impact of civil education may find favorable environment. Creating chances of youth participation in projects related to civil education, being evaluated as new forms and very efficient to provide education and civil formation of the students. The development of new capacities of the students, fulfillment of the mission for education and civil formation is primary task for the Albanian integration in the European and world developments.

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Digital Transformation in the Classroom: Storytelling and Scriptwriting in Instructional Designing of MOOCs

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Abstract

Over the years, a body of studies on online learning has documented low completion rates in MOOCs among learners, an educational challenge that has created the phenomenon “funnel participation”. This educational challenge refers to that thousands of online learners register but only small groups complete MOOCs they signed up for. Normally, persons who complete online courses have a demographic background, ambitious males in their 30s with a master-degree working in IT or business and management. Such factors raise concern among researchers about the overall quality of MOOCs and how they are designed to foster engaging learning experiences. Recent research concludes that the instructional quality of MOOCs is low and that MOOC designers need to re-think how they create future online learning experiences. In light of this matter, this working paper forwards a conceptual approach on how online course designers can use storytelling and scriptwriting as pedagogical strategies to enhance the instructional quality of MOOCs. This subject matter is exemplified by outlining the course design of a MOOC aimed at preparing teachers to use digital technologies in a classroom setting. The learning material of the MOOC is research based and builds on a field study that explored how a teacher used digital technologies in foreign language training at a Norwegian high school.

Keywords: Storytelling, scriptwriting, course design, digital competence, MOOC.

Introduction

Since the inception of MOOCs in 2008, a growing research stream pays attention to record the social dynamics of learning communities materializing in large online courses. For example, it is now widely established knowledge that MOOCs have large dropout-rates at almost 90 per cent, and the completers are often proficient learners, in many cases, males in their 30s holding a master's degree and working in IT or business and management. This educational weakness creates a challenge for the MOOC community, a matter researchers for some time has called “the funnel participation” (Clow, 2013). Therefore, low completion rates in MOOCs spawn a series of new studies attempting to discover and predict the behavior of online learners on the verge of dropping out and what strategies can be used to retain them (Dalipi, et.al 2018; Henderikx et.al., 2017; Hong, 2019 et.al; Hong, 2017 et.al.; Li, 2018; Onah, et.al. 2014). Meta-studies conclude that the instructional design of MOOCs is of low quality (Margaryan, et.al. 2015), meaning that online course designers need to put more focus on how MOOCs are designed and develop effective pedagogical strategies for online learning. Recent studies, however, start to experiment with new pedagogical designs and strategies to enhance the learning experience in MOOCs. For example, work-in-progress studies show that course designers embed warm-up exercises into discussion forums (von Schmieden, et.al. 2019) or design enigmas into online exercises (Bruillard, et.al. 2019).

The above pushes the MOOC community to put focus on instructional design processes of online courses. The challenge is to find approaches to keep learners interested in learning and motivate them to complete courses. This can be solved by using *gamification* (Abu Bakar et.al., 2017; Chang et.al., 2016; Karsenti et.al., 2016), but other pedagogical strategies should be considered. For example, an approach can be to use *storytelling* and *scriptwriting* in instructional designing of MOOCs. Here, course designers can use story techniques as *plots*, *characters* and *narrative point of view*, and embed such elements into the overall course design of online courses as a way to create engaging learning environments. In this way, course designers would use storytelling techniques as applied in documentary films to tell a particular theme. Such approaches can help to create authentic learning experiences that online learners can identify and engage with, and perhaps boost the instructional quality of online learning.

Nevertheless, producing a MOOC by use of storytelling techniques would demand considerable planning and designing from MOOC course creators. But it would perhaps constitute a more engaging learning experience than only using video lectures and group exercises to disseminate knowledge about a particular topic. Therefore, the main goal of this working paper is to establish a *conceptual perspective* on how a MOOC might look like, by using storytelling and scriptwriting as pedagogical strategies in instructional design processes of online courses. This objective is completed by providing a brief outline of the course design of a MOOC and account for how storytelling and scriptwriting are planned used in it. These aspects are exemplified in the course design of a MOOC aimed at preparing teachers to use digital technologies in a classroom setting. The conceptual perspective is developed over the paper's various parts. In the first part, I discuss how storytelling and scriptwriting can be applied as pedagogical strategies in instructional design of MOOCs. In the second part, I exemplify how storytelling and scriptwriting can be used in the design of a MOOC, while the third part briefly discuss the paper's conceptual analysis before the paper is concluded.

Part I: A need for storytelling and scriptwriting in instructional design of MOOCs

In a highly provocative and normative study of the instructional quality of online courses, Margaryan, et.al. (2015) conclude that MOOCs score essentially low on instructional design principles. Based on sample of 76 randomly selected MOOCs, Margaryan, et.al. (2015) develop a quantitative approach for quality criteria for MOOCs, quality criteria based upon the First Principles of Instruction, a framework that builds on the work of Merrill (2002;2009; 2013) and Margaryan (2008) and Margaryan, et.al. (2005). For example, for a MOOC to be regarded as qualitatively decent, the learning activities should include ten principles essential to learning. First, online courses need to be *problem-centered*, in the sense that online learners work best when they learn about real world problems. Second, MOOCs should include elements of *activation*, meaning that learning takes place when online students activate a skill and knowledge to form a new skill. Third, learning activities in MOOCs must involve the ability for *demonstration*, meaning that learners can observe the skill they are going to learn. Fourth, online learners must have the possibility to apply what they have learned to solve a problem, entailing that *application* is quintessential for learning activities in MOOCs. Fifth, *integration* is the possibility where learners can discuss and defend a skill they have just learned. Sixth, MOOCs should contain the prospect for students to contribute to an online community's with *collective knowledge*. Seventh, online learners should have the possibility to work together with others by forms of *collaboration*. Eighth, a MOOC appears to be of quality when online learners possess the option to work across different settings with different learning resources, meaning access to *differentiation*. Ninth, online learners should have the possibility to have access to learning resources coming from a real-world setting, implying the principles of *authentic resources*. Tenth, for learning to take place in MOOCs, students need to have *feedback* from expert instructors and peers on the assignments they perform.

In the analysis to follow, we can read about how Margaryan, et.al. (2015) complete a rather systematic analysis and demonstrate that MOOCs score very low on the First Principles of Instruction, rendering an idea that MOOCs are seldom designed to facilitate learning in the best possible way, but is more aimed at branding and monetizing. Nonetheless, Margaryan et.al. (2015) can be right or erroneous, but their analysis raises a fundamental concern about how MOOC creators should design online courses and craft sustainable learning experiences that will motivate learners to complete MOOCs. And this work is very much completed in the designing of them. In this regard, Margaryan et.al. (2015) offer an important "checklist" on what type of elements should be included to safeguard for learning, but they give little clues to the how's and what's on how to apply the First Principles of Instruction in practice. For example, there seems difficult to find a template or standard explaining how a MOOC based on the First Principles of Instruction should look like. The challenge lies within finding a tangible structure and examples that MOOC creators can use. This would be helpful to many online educators. Nevertheless, there are many other challenges to overcome than just claiming that MOOCs miss the ten principles for learning. One challenge of many, however, lies in how to structure the principles for learning into a particular organizing for learning consisting of engaging learning activities and learning resources that would make up an online course. This is considerable harder work and demands a lot of teamwork and creativity. To achieve that goal, the MOOC community needs a comprehensive toolbox with suggestions to make MOOCs of high quality.

Therefore, an approach to solve instructional design flaws in MOOCs, one can begin with looking at how MOOC creators can use storytelling and scriptwriting as pedagogical strategies in instructional design processes of online courses. Here, one can for example connect storytelling and scriptwriting to the ten principles of learning and relate them to Bruner's (1991) theoretical framework of narratives. Although it is broad, Bruner (1991) argues that narratives can be a powerful mean not only to *represent* but to *constitute* reality. For example, narrating the story of a teacher who has tried out digital technologies

in the classroom – represented and told in a MOOC – can be a mean that will talk more directly to the reality of learners. If a novice teacher learns the practices, success and failures of a peer, it can be plausible to assume that this can create the basis for personal identification to engage with the story of the digital classroom teacher. Potentially, this can create engagement in online learning processes. Even more, when MOOC learners engage with such a powerful story, one touches upon two of the ten principles for learning, *problem-centered* and *authentic resources*. The challenge that remains to be solved is how to create learning activities related to the told story. For example, this can be achieved by using digital storytelling, which I see different from storytelling. Digital storytelling is praised as a pedagogical strategy that can empower learners to become creative and critical thinkers (Robin, 2008). Learners can select a random topic of interest and carry out research and present interesting stories by use of digital technologies. In this way, they are *content producers* and learn from co-creation and collaborative processes. With the advent of social media apps, this adds further affordance to this aspect. Now, learners can engage in network learning interactions on global platforms and be part of online learning communities and receive feedback from peers. Web 2.0 technologies facilitate for this, as they allow everyone to be content producers. In future MOOCs, for example, this means that course designers are challenged to conceive learning designs where learners work *continuously* with digital content throughout a learning process than working with learning material consisting of videos, texts, and tests. This gives another boost to summative and formative assessment.

Nonetheless, MOOC course designers cannot solemnly rely on storytelling but need to think through how they script instructional design processes of MOOCs. Therefore, I argue that scriptwriting needs to be devoted attention in instructional design processes of future online courses. By scriptwriting, I mean how motion pictures and documentary films use a variety of storytelling techniques to tell stories to engage an audience. For example, it is common with protagonists and antagonists, a good story, plot, themes, character development, plot points, a turning point, etc., characteristics that have transferable value to how MOOCs are designed. Elements from storytelling offers similar strategies used in scriptwriting (Robin, 2008). In the instructional design processes of MOOC, course designer can focus on: (1) *a point of view*, and ask what is the main point of the story; (2) *ask a dramatic question*, and explore a key question that keeps the learner's attention to the story; (3) *emotional content*, and direct attention to a serious topic as a mean to connect the story to the MOOC audience; (4) *use the gift of the voice*, which means to personalize stories in MOOC as a mean to better explain the learning objective; (5) *use the power of the soundtrack*, so that music or sound support the learning process; (6) *economy*, a measure to tell the relevant material to tell the story; and (7) *pacing*, a strategy that can be used to tell story either slowly and quickly to make a coherent and meaningful progression in a MOOC. Nonetheless, few studies attempt to explore storytelling and scriptwriting in MOOCs (Phan et al., 2016). In an interesting conceptual paper, for example, Roy (2017) explores the use of storytelling in a Canadian MOOC about business start-ups and entrepreneurship. Instead of providing an instruction based "recipe" to be implemented by learners, storytelling is used in context of creating authentic learning experience based on real-time examples. Here, the course designers invite persons who have started up their own businesses and they tell their stories on how they managed the various phases of becoming business entrepreneurs. By inviting them, one can play on authenticity and develop the educational strategy authentic learning techniques. This learning strategy is supported by focusing on real-world, complex problems, using role-play exercises, problem-based activities and participation in online communities.

Part II: An example of using storytelling and scriptwriting in instructional designing of a MOOC

As the previous part established that storytelling and scriptwriting as pedagogical strategies for creating engagement in instructional design processes seem not to be well-developed, considering an example of practical use in a MOOC pertains. The planned MOOC we will consider is called, "The Digital Transformation in the Classroom", and is based on a sociological fieldwork conducted in a classroom at a Norwegian high school. The fieldwork lasted nine months, starting in August 2011 and ending in March 2012, a period covering the start of the school calendar and almost the entire educational loop. At the high school, the author of this working paper investigated how a female teacher used digital technologies in foreign language training. This allowed the author to obtain insights on what happens and the challenges transpiring from using digital technologies in the organizing of learning. The MOOC is based on a PhD-dissertation, conference proceedings and journal articles (Haugsbakken, 2016; 2014a; 2014b; Haugsbakken & Langseth 2014). The motivation for creating the MOOC, is related to a goal to explore an alternative way of disseminating research knowledge, which would be through scientific papers. It is more likely that practitioners will engage with an online course than reading scientific papers.

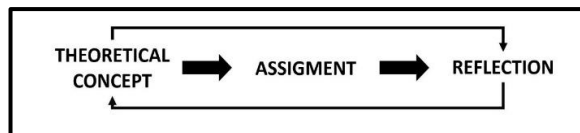
Therefore, the main objective with the MOOC is to pique the curiosity of teachers to become interested in using digital technologies in the organizing of learning in a classroom setting, and to equip them with an introductory understanding on

how such a classroom practice might look like. The planned MOOC wishes to defy the notion of a “traditional” classroom practice, which is assumed to be teacher-centered and use blackboard and textboard as main tools for organizing classroom practice. By taking the online course, one hopes that the participants might reconsider what happens to one’s classroom practice, if a teacher chooses to adopt digital technologies. Also, the MOOC intends to introduce learners to the meaning of digitalization and how this effects teaching practice in an educational setting, as a mean to enhance the digital competence of teachers. In that case, the MOOC’s theoretical inspiration does not build on established pedagogical perspectives on digital learning. Instead, it is motivated by organizational research and sociological perspectives on the relationships between technology and the organizing of work (Leonardi et.al, 2010), and the MOOC takes a social constructionist perspective on technology. In this research stream, a theoretical framework studies how ICTs are implemented in organizations and uses a practice perspective on technology (Orlikowski, 2000).

Then, in what ways are aspects from storytelling and scriptwriting used in the MOOC course design?

Recursive core theory-action-reflection model: The MOOC is planned to run on the international MOOC platform FutureLearn and uses FutureLearn’s template and approach to learning, which is rooted in a social constructionist approach to social learning. The online course lasts for three weeks. Each week has four to five subthemes which are called “activity” and each week consists of 15 to 20 “steps”. A step, according to the FutureLearn platform framework, means a web page containing an online learning activity, which can be a text, quiz, video or a question for discussion. In every step, FutureLearn has embedded a discussion feature, which is the main tool for facilitating social learning and building a community of practice. Overall, the MOOC contains about 50 learning activities. The main challenge in the instructional designing of the MOOC, nonetheless, is to convert research knowledge to a coherent online course consisting of many different unique building blocks that uses many different media modalities like text, video, pictures, sound, animation, etc. This work involves a *de-bundling* of academic texts to *re-bundling* an interactive and engaging learning setting. The greatest challenge is to “break-up” the linear written storyline and vernacular of an academic text and reassemble them in an empty MOOC framework designed for online social learning, where the latter part needs to be based on a set of principles for learning. The overall approach adopted to work with storytelling and scriptwriting used in the MOOC to create forms for online engagement, however, is to develop what I call a *recursive core theory-action-reflection model*. This is displayed Figure 1.

Figure 1. Recursive core theory-action-reflection model.



The basic idea behind the recursive core theory-action-reflection model, nonetheless, is that learners have an ongoing possibility to have quick access to perform a learning activity where they apply and reflect upon a theoretical concept they have just learned. The recursive core theory-action-reflection model follows a three-step logic. First, the learner completes a learning activity that involves being introduced for a *theoretical concept* related to the course material. Second, the learner *applies* the theoretical concept on a learning activity designed to be a *practical assignment*. Third, the learner performs a learning activity where he or she *reflect* and discuss the two learning activities they have just performed. This recursive core theory-action-reflection model is repeated and embedded into all three weeks making up the MOOC. The motive for designing the recursive core theory-action-reflection model, however, is related to that general engagement with digital technologies often involve an action of some sort. For example, technology users use social media apps to scroll, chat, touch, etc., meaning continuous engagement with the technology. Technology users seldom engage with digital technologies like *reading* a book, which is a different from of interaction with technology. It would not be ideal for an online course that learners have to read a lot of text before they complete an assignment. For such reasons, in instructional design processes, MOOC designers need to break down learning activities to smaller parts, which means to have learning activities consisting of short and accurate learning texts and videos lasting no longer than five to seven minutes. This core idea is scripted and integrated throughout each activity in the MOOC’s 3 weeks.

A story about authentic use of digital technologies: The way to use storytelling and scriptwriting in the MOOC is to connect them to a *story about a teacher who has used digital technologies in a classroom setting*. In the MOOC, the learners

get to know a female Norwegian high school teacher, Inger, who has tried out digital technologies in foreign language training, which the research is based upon. Inger teaches French, English and Spanish and has an interest for digital technologies. Inger has worked in the Norwegian high school system for three decades. Inger has no formal training in ICT but has for many years used digital technologies in her classroom. She is an “early adopter” of new technologies and has harvested her experiences by a trial-and-error approach of using digital technologies in her classes. Inger surfaces in the MOOC videos and is followed and explained by the course instructor, Halvdan, the researcher who was present in Inger’s classes. In this way, the learners are introduced to real-time challenges in using digital technologies in an educational setting. Then, the story asks; what is Inger’s experiences and how does she create learning activities in the classroom by use of digital technologies? What does Inger’s classroom practice look like and how does she organize her teaching practices? Learners are invited to learn and engage with the story of Inger’s digital classroom practice.

Table 1. Content for Week 1 in MOOC, understanding digitalization.

| Week 1 | Activity | Step | Name of step |
|--------------------------------------|-------------------------------|-------|--------------------------------|
| Understanding digital transformation | The 4th industrial revolution | 1.1. | Welcome |
| | | 1.2. | Who is Inger? |
| | | 1.3. | What to learn in week 1? |
| | | 1.4. | Behave with the mobile |
| | | 1.5. | From Steam to Data |
| | | 1.6. | The rise of the Platforms |
| | | 1.7. | What have you learned? |
| | Technologies and work | 1.8. | Technology determinism |
| | | 1.9. | Production technologies |
| | | 1.10. | ICT in the office |
| | The social network | 1.11. | What have you learned? |
| | | 1.12. | The network society |
| | | 1.13. | The fishing net article |
| | | 1.14. | Your social network discussion |
| | Adoption and implementation | 1.15. | What have you learned? |
| | | 1.16. | Disrupting workflow |
| | | 1.17. | The implementation |
| | | 1.18. | Emergent practices article |
| | | 1.19. | Recursive use |
| | | 1.20. | Recap of week |

Relating digitalization to teaching practice: The story about Inger’s digital classroom practice is divided into the three weeks which makes up the MOOC. In this sense, one can argue that the MOOC consists of three modules. In general, the story about Inger’s digital classroom practice has many overlapping challenges one finds in adopting and implementing new technologies in organizations. This means that the learners are mainly introduced to particular strategies they can use in planning and implementing digital technologies in classroom setting, which are modelled after Inger’s approach. As the MOOC is called “The Digital Transformation in the Classroom”, the course tries to deconstruct the ambiguous term “digitalization” and relate it to work practice. This aspect is reflected in the overall course structure. For example, the first week approaches the concept “digitalization”, while the story about Inger is devoted attention in week 2 and week 3.

Addressing the learning material in each week, the first week aims at *activating knowledge* and *raise awareness* of the digital era and relate this to the world of the learner by exploring sub-themes. The module gives the learner an analytical vocabulary on how to address the meaning of digital technologies. Learners are among other introduced to sociological perspectives on social networks, the network society, and organizational perspectives on implementing new technologies and the organizing of work. Week 2 introduces Inger to the learners and examines how she plans her classroom practice. Here, an important theme is *modelling*, and challenges teachers to think differently about how they plan and prepare for a digital classroom practice. The learners are introduced to four strategies to master the mentioned topic, which Inger used in her classroom practice. Week 3 sets emphasis on the challenges on implementing a digital classroom practice and introduces the learners to the theme of *enacting of technologies*. One wishes to raise awareness on that although Inger planned well ahead, when a plan is set into practice, the use of technologies can turn out differently than expected. Therefore, the module shows different strategies Inger used to tackle the mentioned challenge.

Table 2. Content for Week 1 in MOOC, planning for digital transformation.

| Week 2 | Activity | Step | Name of step |
|-------------------------------------|--|-------|--------------------------------|
| Planning for digital transformation | Designing a digital classroom practice | 2.1. | What to learn in week 2 |
| | | 2.2. | Modelling the classroom |
| | | 2.3. | Decouple and reconnect |
| | | 2.4. | What have you learned? |
| | Choosing the digtech kit | 2.5. | Selecting and creating article |
| | | 2.6. | Inger's digtech kit video |
| | Mapping social networks | 2.7. | Node-mapping |
| | | 2.8. | What learning goes on |
| | | 2.9. | Share your experience |
| | Forming knowledge | 2.10. | Create knowledge |
| | | 2.11. | Themes over chapters |
| | | 2.12. | Working with themes |
| | | 2.13. | Acts for engagement |
| | Meaningful learning activities | 2.14. | The news round |
| | | 2.15. | Share your experience |
| | | 2.16. | Blog and YouTube |
| | | 2.17. | Recap week 2 |

The use of videos: The MOOC has approximately 40 videos, 28 are self-made videos and the remaining are embedded YouTube videos. Each video has a learning objective and are related to the overall course. The videos are planned in the story's progression and fit into the overall course structure. The videos can be divided into three sub-genres, which gives better clue to what purpose they serve in the MOOC. First, the MOOC uses *talking head videos*. These are predominantly instruction-based and are used to explain theoretical concepts. The course leader start talking into the camera and explains a learning strategy Inger used, for example, and later the learner hears the course instructor talk by use of voice-over and see pictures, illustrations and edited video parts. For example, some videos explain the meaning of the strategy node-mapping while other focus on how to work with themes. These videos last between three to five minutes. Also, talking head videos are used to explain the learning objectives for each week and ask questions to the learners intended for the discussion forum. Second, the MOOC has several *interview videos*. The interview videos explore how Inger planned her digital classroom practice and the outcome of using them, focusing on benefits and challenges. The interview videos are edited according to a three-point approach, which means that they attempt to tell three essential experiences related to the learning activity in which the video is made to be a part of. For example, in an interview video Inger explains some of the learning activities she designed, like the newsround and how she uses reflection as a method to understand the consequences of using digital technologies. Third, the use of YouTube videos are embedded videos from the social media platform YouTube. Such videos can be recorded lectures, animation, and instructions videos.

Table 3. Content for Week 3 in MOOC, enacting digital transformation.

| Week 3 | Activity | Step | Name of step |
|---------------------------------|---|-------|---------------------------|
| Enacting digital transformation | Enacting the digital classroom practice | 3.1. | Welcome to week 3 |
| | | 3.2. | Enacting in the classroom |
| | | 3.3. | Growth in processes |
| | Trust management | 3.4. | Establishing trust |
| | | 3.5. | Success and flop of blog |
| | | 3.6. | Share your experience |
| | Reflection-on-technology-in-practice | 3.7. | Reflect on your actions |
| | | 3.8. | Situated changes |
| | | 3.9. | Reflect by debriefing |
| | | 3.10. | What did you learn? |
| | Emerging from enacting | 3.11. | Emergent practices |
| | | 3.12. | Enacting the newsround |
| | Supervision and self-organization | 3.13. | To be self-organized |
| | | 3.14. | Share your experience |
| | | 3.15. | Recap week 3 |

The instructional design of learning activities: Depending on use of definition, the MOOC has many learning activities, 53, that are essentially connected to the same number of steps. The instructional design of learning activities are intended

to engage and involve learners in the story about the teacher Inger and foster a learning community in how teacher can use digital technologies in their classroom. The learning activities break down the course's main story and introduces the learners to authenticity and real-complex-problems about using digital technologies in the organizing of learning. However, as the MOOC uses the FutureLearn platform, the course designer has limited possibilities in creating engaging learning activities. By simply using the features in the FutureLearn platform, for example, course designers have merely two options to create engaging learning activities, to ask questions and create quizzes or tests. The FutureLearn platform do not have peer-review features or means to submit work. To use such features, course instructors needs to use third-party solutions and embed them into the FutureLearn platform. In this sense, course instructors can only create online courses that favor social learning and use the discussion forum as a main venue for social interaction. In this regard, the instructional design of learning activities are interlinked and framed within in the activity section of the platform. In each activity section, two or more steps interlink learning activities intended to spark social learning. There are various ways the learning activities interlink. For example, in some activity sections, the learner first reads a text or watches a video, and then completes a quiz related to the learning activities she or he just performed. In this instructional design, the quizzes work as formative assessment, allowing the learner to validate theoretical concepts. This instructional designing of learning activities is used in week 1 of the MOOC. The instructional designing of learning in week 2 and 3, however, seldom uses quizzes but ask many different questions to learners. The questions serve the goal of involving and engaging the learner into the story about the teacher. Also here, the learner either start an activity section to read a text or watches talking head or interview videos and are then asked a question. The learner's answer is intended to be posted in the discussion forum and contribute to social learning and building a community of practice.

Part III: Discussion

Although the field of instructional design is well-established, the craft of instructional designing of MOOCs seems to be in the making. The MOOC field needs to boost and put more focus on the instructional design of MOOCs as a mean to increase quality, as indicated by Margaryan et.al (2015). A place to start, can be to work with storytelling and scriptwriting, as suggested in this working paper. However, efforts need to be redirected elsewhere and across different fronts. One site can for example be on the pedagogical management of online courses. And there is a reason for stating this argument. Today, many MOOCs are based on self-directed learning, meaning that online learners sign up for MOOCs without any having real course leaders present while the course runs. If they are present, they are designed into the course, as a digital illusion. This aspect means limited expert feedback but also that MOOCs seldom have real educators to supervise and organize learning when the course takes place, implying failure to satisfy aspects of First Principles of Instruction. Also, the challenge with MOOCs is that they become what they are, massive, which causes other conundrums like *information-overload problems* in the managing and organizing of discussion forums. Such factors increase the odds that creating an effective online community based on social learning can fail drastically. In contrast, the MOOC field therefore needs to develop instructional design strategies not for only for how MOOCs are created but have the same for the organizing of pedagogical online processes, for both synchronous and synchronous MOOCs. In other words, the MOOC community can put future focus on developing effective pedagogical strategies for effective online learning. This means foremost that educators should create a professional teacher identity of being *digitally present* and acquire concrete strategies for organizing social learning. In this regard, case studies have showed that when educators are authentically present while online courses run, completion rates are higher (Haugsbakken & Langseth, 2019; Engeness & Nohr, 2019). This means that the craft of instructional design of MOOCs should develop across to fronts. On the one hand, how they are designed, while the other, how they organized and managed with educators digitally present.

Conclusion

The goal of this working paper is to mark the start of a research project by suggesting a conceptual framework on how a MOOC can look like by using storytelling and scriptwriting as pedagogical strategies to boost *the* quality in MOOCs in the instructional design of online courses. This can be one of several design strategies that MOOC creators can use to motivate learners to stay in the learning loop than dropping out.

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The Blockchain Challenge for Higher Education Institutions

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Abstract

Blockchain technology is argued to be the next “big” digital technology trend that will challenge a number of organizations, including higher education institutions. In contrast, higher education institutions have a history of being slow to adopt new digital technologies in the organizational apparatus. The question that remains discussing is whether universities will approach blockchain technologies in ways that are different from traditional research and education. This paper intends to discuss three particular ways in which blockchain may challenge higher education institution. The paper questions whether blockchain technologies can democratize and automate learning process, reduce costly bureaucracy and be adopted in higher education institutions. In sum, the intent is to invite to a discussion on blockchain and address whether or in what ways higher education institutions should adopt blockchain technologies as a digital technology.

Keywords: blockchain, universities, digital technologies, governance

Introduction

In 2008, the pseudonymous person Satoshi Nakamoto (2008) introduced the outline of a new protocol where he envisioned a new peer-to-peer digital currency system, using a cryptocurrency we now call bitcoin. Although a complex technology, the basic idea is to exchange currency between persons and organizations by omitting a *trusted third party*. Now, anyone can use a distributed network consisting of a series of blocks where data is recorded indefinitely and is unchangeable by using impregnable cryptography code. As Tapscott and Tapscott write: “Blockchain enable us to send money directly and safely from me to you, without going through a bank, a credit card company, or Pay Pal” (2016:6). Other understandings are one record. For example, a blockchain can be described as digital record keeping of ownership (in history and real time) and a method of value transfer that people can fully trust when they carry out a transaction over the Internet. This is possible because the trust is baked into the technology. The blockchain technology expands the current practice of sharing information over the Internet, as in sending a copy of a file to several recipients and keeping the original, and allows for the sharing of assets, intellectual property, music, art, things of value that cannot be copied, but must be handed over, in presumably safe and trusted ways from peer-to-peer online, without a middle man or third party. The latter is described as a solution to the “double spend problem” that trusted institutions like banks, universities, credit card companies carry out today.

Blockchain technology is argued to be the new disruptive technology (Christensen, 1997) that will challenge a number of organizations and institutions in society at large, bringing widescale social, cultural, economic and political permutations rendering the once powerful nation-state somewhat powerless. The proponents of blockchain technology describe various affordances, like that the technology can democratize the distribution of wealth and bring prosperity to all social strata of society across countries in the world, and that transactions will be much faster and cheaper. Today, the challenge is that the powerful elites monopolize resources in societies and countries, and that organizations size and accumulate wealth by unfair mechanisms of redistribution. Instead, by using “smart contracts”, one has the possibility to redistribute resources and revenues to the benefit of all members in the global village. Moreover, blockchain is hypothesized to be the new underlying technology framework for how anything of value is exchanged among persons and organizations over the Internet and is the new protocol peer-to-peer system claimed to solve for example the so-called double-spending-money

problem in currency transactions. Complex code and transparency of records of all transactions eliminate the possibility of a transaction being copied, keeping all information absolutely safe and un-hackable.

Indeed, these arguments are very powerful, as they address major issues of interest to many stakeholders. First, the idea that blockchains are transparent and unbreakable due to complex and encrypted code, addresses the complex human *issue of trust in technology*. Second, the notion that transactions can be performed over the Internet on *a new technology platform without the use of a trusted third party* – which in many cases means social institutions or organization – is argued to seriously undermine the activities and operations of several organizations enjoying great trust and legitimacy in our daily lives. Third, the idea that the blockchain architecture is fundamental *to reducing friction*, creating trustworthy records of any asset transfer and entailing personal ownership of data, speedy transactions and reduced transfer cost.

Universities or higher education institutions (HEI) are enjoying great trust among people and civic society. With blockchain technology, HEI are forced to question changes in society to the benefit of research and education. Grech and Camilleri (2017) suggest several uses of blockchain-based technology in the domain of digital accreditation and management of intellectual property. Sharples and Domingue (2016) go as far as to propose a permanent distributed record of intellectual effort and associated reputational reward, based on a blockchain that instantiates and democratizes educational reputation beyond the academic community. Likewise, Turkanović, Hölbl, Košič, Heričko, and Kamišalić (2018) suggest a global blockchain-based higher education credit platform that will process, manage and control credits (c.f. European Credit Transfer and Accumulation System (ECTS) that students gain from completed courses, and that will be used by students, HEIs and other stakeholders. Kandaswamy and Furlonger (2018) identified four types of blockchain initiatives: (1) Blockchain disruptor – to be used as an education and academic publishing platform, (2) Digital asset market – to be used for student payment and funding and rewards, (3) Efficiency play – to be used as lifelong learning passports, and (4) Record keeper – to be used for intellectual property management and automatic recognition of credits.

Kamišalić, M., Mrdović, and Heričko (2019) identified two basic types of approaches to blockchain-based solutions within the HE environment: 1) A student-centric approach, where the responsibility and control over received credentials is placed on students, thus eliminating the need for a verification process by an intermediary. Student can then stream evidence of achievement to stakeholders. 2) An institution-centric approach, where the primary goal is to facilitate and streamline activities of educational institutions, like for example, payment, accreditation processes, international collaboration and joint degrees, licenses and certificate accreditation of learning goals. The authors stress that both approaches are faced with different challenges, e.g. organizational, legal, administrative, etc., and that special attention should be placed on the data privacy challenge. In their review of 25 exiting research on blockchain implementation, they found that the trend is to use blockchain additionally in order to support organizational processes within the institutions.

One may argue that blockchain technology constitutes a potential threat to the universities' monopoly of formal accreditation (in courses and study programs). Therefore, we outline three challenges for HEI to consider in their approach to blockchain technologies. The first addresses how HEI blockchains democratize and automate various forms of available university data. The second concerns the various ways in which blockchains can be a way to minimize costly and expanding university bureaucracies and supportive systems. The third relates to what we call technology gaps in the adoption of blockchain technologies.

Three challenges

Challenge 1: Democratizing and automating HEIs

We argue that blockchain might have the potential to democratize and automate administrative routines and work processes that are an integral part of research and educational processes at universities. Blockchain may serve to make these processes more available and transparent to learners, educators, researchers and other important stakeholders. It is not uncommon for administrative systems, showing an overview of learning education and research processes, to be protected from free and open access. In other words, HEI may disapprove of giving external actors access. That said, we observe that supra-national bodies of government like the EU, acknowledge the affordance of blockchain. For example, Grech and Camilleri (2017) argue that blockchain will disrupt any field of activity that is founded on time-stamped record-keeping of titles of ownership. They highlight several possible benefits of blockchain technology, like award of qualifications, licensing and accreditation, management of student records, intellectual property management and payments. Grech and Camilleri

predict that “the main beneficiaries of the adoption of blockchain- based technologies in education are likely to be networks of educational organizations and learners” (2017:10).

Immediately, there are a number of areas of applications in which blockchain technology can be used in HEI. Much of this concerns making records from administrative systems that are under central control, transferable to blockchain design on platforms. We mention a few examples. First, universities have large records of costly, manually processed *student grade transcripts*. They can be encrypted and assigned to a ledger, easily accessible and visible to everyone. Second, learners' actual competence can be made more detailed, accurate and truer than with grades only. Based on the assumption that students engage in and use *badges* as certificates of knowledge, these badges can be deposited in a large decentralized network in an open badge passport. Third, we believe blockchain technology may have the potential to master the *digital identity* of learners. Today's widespread use of various learning apps and services, as well as fake university degrees and students cheating on exams and term papers, are related to identity management. Such challenges can be removed as blockchain technology makes the identity of the students absolutely true. Fourth, MOOC learners interact and learn across various online course platforms, which are either national or international. To avoid that certain online platforms obtain a global oligopoly position, students can use blockchain to rideshare between the platforms and design their own degrees more freely.

An important argument to consider concerning blockchain technology is how the global forces of digitalization challenge and push HEI to consider data management in greater detail. This relates foremost to data as “the new oil of the digital era”. Universities might be (or are) in the same position as companies that process and store vast amount of personal user data. Alphabet, Apple, Amazon, Facebook and Microsoft, are the most valuable firms in the world, due to their access to sellable data, provided for free by their users in exchange for using their services. Universities are also handling huge amounts of data that are produced by students and staff for free in LMS and technological infrastructure made available in the institutions. In HE, data is widely used to inform research, but there is so far few system in place for researchers to share and compare datasets across silos and institutions. Data is also used to assess students and provide automated feedback, but metadata can also be used by educators, to improve teaching and formative assessment, which we think is not that common. Finally, data/metadata can be used by the institutions to attract students to the university, to inform policy and their business strategy for life-long learning. In this sense, HEI need to develop clear strategies for data mining.

The last point that we wish to raise, is how smart contracts can be used to distribute, acknowledge and secure intellectual property in HEI. Universities are creators and distributors of intellectual properties. To fairly secure academic intellectual property rights, like course content, textbooks and research, they can be made assessable on blockchains by the use of smart contracts. The practice allows for constructive collaboration, transparency, sharing and educational empowerment in HE. Smart contracts are, however, only as good as the people who program them, and the code will always be susceptible to human error or avarice (Botsman, 2017). We believe that universities have the sufficient amount of trust to make academics make the trust leap that is required to share various kinds of intellectual properties with other stakeholders.

Challenge 2: Reducing costly university bureaucracy

The second challenge is within the field of governance of universities as organizations, where we argue that blockchain technologies can be used to redirect the focus towards research and education. Over the years, universities have grown to become large bureaucracies. It can be argued that the growth is in the number of administrative rather than academic staff and can be attributed to New Public Management (NPM) practice (Hood, 1991). In short, an NPM management approach implies that universities are managed according a “businesslike” management strategy. HEIs are experimenting with decentralized organizational structures with increased focus on financial control, efficiency and ongoing monitoring and auditing of researchers and educators. Focusing on learners, such measures aim to make HEIs more effective. In practice, there are other experiences. The hierarchical organization of higher education, where policy makers regulate institutions, institutions regulate departments and departments regulate staff is bureaucratic and slow. This also applies to the way staff document their research activities, accreditation and course evaluation, as well as the way they apply for funding and reimbursement through the hierarchy. Likewise, for students, documenting their formal and non-formal learning when applying for a job or further studies may also be a bureaucratic obstacle to succeed and prosper. Bureaucracy steals precious time and attention from core activities in HE. In some Nordic countries, about half the budget is spent on administrative and supportive positions in some HEIs (NSD, 2018). This is money that could have been spent on students' learning and research. In effect, HEIs have become ineffective top-down and hierarchical organizations that have implemented new power structures that undermine academic freedom and autonomy and predetermine learning paths for

students. In HEIs, time and attention are limited cognitive resources that should mainly be used to conduct research and cater for students' formal and non-formal learning to the benefit of society and people's well-being.

Digital technologies can be used to make HEIs much more effective than they are today. For example, we observe the emerging use of artificial intelligence in chatbots and robots to carry out routine jobs in HR and to communicate with citizens. Such technologies can easily be adopted. Moreover, Tapscott and Tapscott (2016) argue that blockchain technologies can be used within the field of government and to promote democracy. They present some interesting ideas, claiming that many of the digital solutions used in the field of e-governance, where for example citizens can vote over the Internet, access their tax records, and have a single secure digital identity, are examples of what blockchain technologies can be in a prospective future, where organizations are managed as virtual organizations on blockchain platforms. Increasingly, one should meet their digital optimism with skepticism. A networked blockchain-based technology may, however, contribute to eliminating bureaucracy in HE. One example is to use blockchain in platform-based formal and non-formal learning to issue credentials. Another example is to use blockchain in libraries to administer books. And surely there are other undiscovered possibilities.

Challenge 3: Lagging behind in technology adoption

The third challenge relates to the adoption of blockchain technologies in HEIs. This raises the interesting question whether universities will transform their internal organization and change their priorities to adjust to a changing external environment, which is an ongoing trend in other larger organizations. Blockchain is currently a disruptive innovation that is closely monitored by organizations like banks, corporations and Internet-based companies, meaning that innovative uses of blockchain grows resilient as the "fail fast, fail forward" approach develops. The clearest example is how large financial institutions address the potential and get involved in the actual development of the technology. For example, Tapscott and Tapscott (2016) argue that powerful players like the Commonwealth Bank of Australia, Société Générale, Nordea and Wells Fargo are investing or forming consortiums where they address issues related to future technology development and needs. The emerging pattern from these initiatives is that hierarchical and centralized organizations focus on technology trends and ideas that, to a large extent, are driven by grassroot enthusiasts. There are many examples of blockchain start-up companies being bought by large organizations and of developers from such companies joining powerful organizations.

Therefore, there is a need to address the question of the role and positioning of HEIs in the blockchain technology landscape. Not surprisingly, HEIs approach blockchain technologies as they often approach new issues; they study the phenomenon through *research* and disseminate the result through research informed *education*. Only recently, some large and prestigious American elite universities have taken a different approach; Harvard, Stanford, MIT are silently investing in crypto funds (Coin Telegraph, 2018). HEIs are notoriously slow on the uptake and integration of new technologies in their organizational apparatus and we can only assume that it will take some time before we will see the advent of blockchain, or new technologies for that sake, either on or off campus or in international collaborative initiatives. For example, European universities seem to struggle to develop adequate technological infrastructure and digital agency (Passey et al. 2018) at all levels in the institutions. Also, they are facing growing competition from tech-savvy actors in, for example, the course and online education market (c.f. Future Learn, EdX, Coursera). Case studies might cast a light on this matter. In a study of universities in a Nordic country, Fosslund (2014) found that the drivers of digital change are not placed on top of the hierarchical structure, but rather in sub-groups, among enthusiasts, in the organization. This contests the idea of centralization. At a European level, R. Pinheiro and Stensaker (2014) argue that both internally (through management) and externally (through policy pressures), the university is becoming more tightly coupled so as to embody the role of a strategic actor that rationally creates and follows strategic, linear plans, often with unintended consequences. This convergent approach is in contrast to the more divergent innovative approach described by Fosslund (2014) and raises the question how universities can adopt blockchain technology as resistant organizations, unwilling to make room for trial and error in technology adoption.

A contemporary model to describe successful universities can be found in Seville's (2016) work and concept; *resilient organizations*. R. Pinheiro and Young (2017) expand the term by bringing a more nuanced perspective, framing successful universities as *adaptive resilient organizations*. In doing so, they propose an alternative understanding of how universities can evolve and adapt to external demands and circumstances in the long run. Pinheiro and Young build on complex systems theory, which takes as a starting point that the system is more than the sum of the individual parts and involves self-organization, non-linearity and co-evolution. Consequently, they turn away from a physics-model of understanding (strategic management) to a biology-based one (complex organization). Pinheiro and Young, who expand on Morçöl (2013), understand complex systems as non-linear, dynamic and characterized by many sub-entities and multiple connections or

linkages between them, and argue that European universities are capable of digital change, as long as these features are intact. The assumption is based on the existence of *internal complexity*; the existence of multiple semi-autonomous sub-entities or -groups that interact with other outside actors and form loose couplings, and *external complexity*; the competitive landscape created by policy initiatives and social, technological and economic forces, which force universities to position and re-position themselves. According to Pinheiro and Young's (2017) approach, universities that function as complex, adaptive and resilient organizations are more likely to overcome or absorb major disturbances and still retain their basic function and structure.

In this context, universities may evolve to become adaptive resilient organizations with the capability to address disruptive technologies such as blockchain technology, while maintaining a certain level of resistance (strategic institutions), which in this case is understood as traditions and ways of education and research that constitutes the core activities in universities. Based on the assumption that major change will emerge from blockchain technology, the adaptive resilient organizational approach has certain implications for governance in HEIs. For example, the emergence of innovative uses of blockchains in HE must be rooted in innovative research and development over time, involving drivers of change, with complementary competences and digital agency from across silos, loose connections to other agents and strong support from management and national authorities.

Concluding remarks

In this article we have discussed the possible value of blockchain technology in higher education and suggested some areas where the technology can enhance speed, efficiency and transparency. It remains to emphasize that there are many issues related to the implementation of blockchain technology. General aspects that will have to be considered are for example: the environmental cost - the amount of electricity that is needed to run complex code across many computers, the time aspect – as blockchains grow, they might be slow and cumbersome, the trust aspect – it will take time for end users to make the trust leap and trust the technology, and the legal aspect – the slow regulation of the value-based transfer of value over the Internet by the use of blockchain networks invites fraud. The proponents of blockchain technology portray the technology as powerless, unharmed and with benefits for all. This might be true, but there are also many unanswered questions associated with the use of blockchains in this respect. In fact, we rest assured that it is not enough to simply trust a blockchain, because it is double-safe and encrypted. Relying on such assumptions is to believe in false realities, as we can be sure that, one day, the vital encryption code will fail. For most universities, there are also other issues. Universities may also have a vested interest in the failing of blockchains to protect themselves from being exposed to competition. Trust in certification and accreditation has for example so far been vested in universities. We believe, however, that there is an ongoing trend where stakeholders make use of a variety of datapoints in addition to ECTS issued by universities to determine employment. Another difficulty lies in the considerable amount of organizational autonomy that HEIs will have to render, or, to be more precise, surrender, to a self-organized and autonomous algorithm or a digital decentralized technology that we do not fully understand the extent of.

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Citizenship Education and Teacher Training. Research and Practice in Italy

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Abstract

Since 2008-2009, the discipline "Citizenship and Constitution" was introduced by the Law 169/2008, in all Italian schools. From pre-primary to upper secondary school, the intention has been to promote the formation of social awareness and critical consciousness to educate good citizens. The culture of Citizenship and Constitution has assumed then a permanent, structural character in schools. The concept of citizenship has gone through various definitions, it is prevailing the idea of uniting citizenship with the content of the Constitution, thereby reinvigorating the map of common values. More recent is the concept of active citizenship, interpreted in terms of participation and social and civil action in the local, national and European community. The university curriculum of teacher education contemplates the discipline 'Intercultural Pedagogy and Citizenship Education' in order to prepare students to become responsible teachers towards social critical themes such as the question of human rights. This article presents results on the cultural relevance of learning Citizenship values as part of curricula both in school and at University and gives the essential reasons to prepare students to become teachers for a school able to orienting children towards democratic citizenship.

Keywords: citizenship education, italian constitution, teacher education, human rights, university curriculum

Introduction

The research entitled 'Practice/Research in Citizenship Education in Teacher Education' is carried out within the European project known as 'CiCe, Children's Identity and Citizenship in Europe, the Erasmus Academic Network/Jean Monnet Working Group 7 Research and Practice: The links for Citizenship Education' (Cunningham, 2018). The research arise out of joint action of five European Universities that deal with teacher training and Citizenship Education. The five Universities are Università degli Studi Roma Tre, Italy; the University of West of Scotland, United Kingdom; Riga Teacher Training and Education Management Academy, Riga, Latvia; Malmö University, Sweden; and the University of the Peloponnese, Greece.

The purpose of the research is to produce a *Guide for teachers* involved in facing problems and challenges being experienced in society, in which migration and terrorism require new strategies and educational practices (European Union Education Ministers, 2015).

In Italy (Batini, 2012; Corradini, 2014) the introduction of citizenship education (CE from now on) in school and university curriculum is one of the most relevant urgency. It is a common idea that the future of democracy of modern school systems depends on the education of young generations to responsibility, justice, and human rights (Jonas, 1984; Frazer, 2009, Gifford, 2016; Jagland, 2016). To this regards, scientific research gives results on the development of the political identity of young people in changing societies and focus on what States are promoting in the school system to educate for CE (Ross, 2015).

To this end, it is deemed necessary to know: a) the status and evaluation of Citizenship Education in preparatory teaching programmes at University; b) the current status and evaluation of the teaching of CE, and related topics, in primary schools; and c) prospects for improving the training offered on CE at University and school levels.

As recommended by the United Nations Educational, Scientific and Cultural Organization, the Council of Europe, the Office for Democratic Institutions and Human Rights of the Organization for Security and Co-operation in Europe, and the Organization of American States, the "education for democratic citizenship and human rights education are vital for the

achievement of peaceful, sustainable and inclusive societies based on respect for the human rights of every person (Tibbitts, 2015, p. 7). It is also in accordance with this idea that the survey is promoted.

Survey method and tools

The training of primary school teachers at the *Università degli Studi Roma Tre*, Italy, entails a five-year study period and provides for the compulsory teaching of Intercultural Pedagogy and CE in the third year of the course.

The survey includes a quantitative section, using a questionnaire consisting of 10 closed questions, and a qualitative section, prepared with a focus group of 7 questions. The intention is to detect the research and practice of CE by asking students directly to reply to the questions selected.

The students report on their university preparation, school internship experience and professional expectations as pertains to CE. The questionnaire comprises three exploratory areas: 1) trust in the institutions, both universities and schools, that teach CE; 2) goals of CE and competences of teachers; 3) the relevance of human rights education within the teaching of CE.

The focus group resumes the three exploratory areas of the questionnaire, at this moment dwelling on the meaning of CE and the identity of a good citizen. The focus group was carried out via Skype and was made up of students, all female, with the following characteristics: they are attending the fourth or fifth year of the university study course; they completed the course and passed the examination on Intercultural Pedagogy and CE; they are currently writing their graduate's thesis on CE and intercultural education; they have teaching experience in pre-primary and primary schools as student-teacher internship or they have teaching experience in pre-primary and primary schools as in-service teachers; they are currently in Erasmus mobility and are replying from abroad.

Sample groups

The sample that replied to the questionnaire is made up of students from the first, third and fourth study years. The number of students enrolled in the Initial Teacher Training course in academic year 2015/2016 is 317 first-year; 249 third-year; 203 fourth-year.

Respondents to the online questionnaire posted in the platform of the university were: 178 first-year students; 183 third-year students; and 211 fourth-year students of the study course. In percentages, the three sample groups represented as follows the study course.

For the first year, 56% of the entire student population enrolled; for the third year, 74% of the entire population enrolled; and for the fourth year, 104% of the entire population enrolled. The greater presence of fourth-year respondents concerned the addition of some students who were recovering credits.

Quantitative results from the questionnaire

Trust in the institutions

Q. 1: *According to your own university experience of learning CE at your University, how would you judge the pedagogical and didactics support you receive?*

Most of the students give a positive evaluation of what the University supplies. Support is usually useful (45%) and always useful (17%) towards developing a project when students begin employment as a teacher in school. The rest of the students tend to be critical (28%) and negative (10%). The average ($A=3.95$) affirms an assessment of usually useful.

Q. 2: *What suggestions would you give a primary school teacher to improve the teaching and learning of CE?*

52% of the students suggest to pay special attention to raising awareness of human rights in theory and practice; 22% choose to introduce a variety of topics related to peace education and 11% opt for discussing justice in modern-day societies. Social and political issues and studying the Constitution are not of great interest (15%).

Prevailing among the other options is the statement that it is important to develop practical projects in the classroom so that children can learn how to become part of the community and interact within it positively and functionally.

An additional suggestion is to be interested in the world events that surround the children and sensitize them to discussion, criticism and in-depth thought.

Q. 3: *In what way is your university working to prepare you to be an active citizen in society?*

Approx. half of those replying, 51%, agrees about providing professionally qualified teachers for good preparation in theory and practice; 27% find it important to organise a University curriculum related to the primary school curriculum of CE; 22% is talking about opportunities of action research while they are studying at University, and they consider important to have the chance of changing common discriminatory points of view about tolerance, cultural diversity and human rights.

Goals of CE and teachers' competences

Q. 4: *According to your own university experience in the practice of teaching in primary school, what is the general frequency of teachers' competences in CE?*

The five competences considered in the survey are:

- teachers know well the subject-matter they are teaching;
- teachers respect the responsibilities they undertake;
- teachers allow students to express their own opinion, they do not impose their opinion in discussions;
- teachers provide clear explanations of the lesson;
- teachers announce the evaluation criteria before examination and test.

Although part of all of the five competences has been amply assessed, the average (A) allows for listing them by rank:

2. teachers observe the responsibilities they undertake (A=3.79);
4. teachers provide clear explanations of the lesson (A=3.70);
3. teachers allow students to express their own opinions; they do not impose their opinion on discussions (A=3.67);
1. teachers are quite knowledgeable about the subject matter they are teaching (A=3.66);
5. teachers announce the evaluation criteria before every examination/test (A=3.53).

According to the students' judgment, responsibility and the ability of teachers to provide a clear explanation of the lesson are very important. Less attention concerns the procedure of the evaluation in which criteria are not introduced before the test.

Q. 5: *How often do teachers in service adopt actions regarding concepts, contents, the meaning of CE?*

The list of 13 options are formulated concerning emotional, cultural, social, pedagogical life of the school context seen from the perspective of what teachers are doing:

1. teachers link school activities with cultural activities outside of school;
2. teachers try to put themselves in children's shoes;
3. teachers adapt the lesson's content to each classroom and children needs;
4. teachers offer children the opportunity to improve themselves beyond the classroom;
5. teachers motivate children to study;
6. teachers encourage interaction and cooperation within the classroom;
7. teachers link the various subjects they teach;
8. teachers make children feel comfortable, by creating a climate of calmness and understanding;
9. teachers use the proper teaching material and not just the written text;

10. teachers apply different teaching methods;
11. teachers help children to process their method of learning;
12. teachers are willing to be in touch with children's families;
13. teachers in school collaborate for issues of instruction.

Most of the actions adopted by primary school teachers regarding CE are placed on a level between usually and sometimes, as the average shows, according to the ranking below:

4. teachers offer children the opportunity to improve themselves beyond the classroom (A=3.72);
6. teachers encourage interaction and cooperation within the classroom (A=3.71);
8. teachers make children feel comfortable, by creating a climate of calmness and understanding (A=3.70);
5. teachers motivate children to study (A=3.65);
12. teachers are willing to be in touch with children's families (A=3.60);
13. teachers in school collaborate on issues of instruction (A=3.60);
3. teachers adapt the lesson's content to each classroom and the children's needs (A=3.55);
11. teachers help children process their method of learning (A=3.47);
7. teachers interconnect the various subjects they teach (A=3.46);
9. teachers use suitable teaching material and not just the written text (A=3.42);
10. teachers apply different teaching methods (A=3.37);
2. teachers try to put themselves in the children's shoes (A=3.32);
1. teachers link school activities with cultural activities outside of school (A=3.22).

As we can see in the structured list of the questionnaire the first item "teachers link school activities with cultural activities outside of school" received from students less relevance. It probably means that teachers like to consider a variety of activities for children in school, see item 4 "teachers offer children the opportunity to improve themselves beyond the classroom", but not necessarily outside the classroom. Teachers are not fond of creating a formal link between school and territory.

Teachers present themselves as experts in offering the best opportunities for the development of children.

There are still some difficulties in understanding the expectations of children who desire to explore new learning opportunities. Teachers find obstacles in attributing a value to the connection of school context with the cultural activities developed outside of school and in the form of outdoor learning.

Q. 6: *The Recommendation of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning mentions a three-fold meaning of civic competence. Read the section concerned. Carefully evaluate to what extent the primary school context in your country is putting into practice civic competence, skills for civic competence and full respect for human rights as a priority in the official system of education.*

Rank and average classify the assessments regarding *The Recommendation of the European Parliament and the Council* (European Parliament and Council of the European Union, 2006). The assessments regarding the Recommendation change the rank of the three-fold meaning of civic competence, according to the average. Indeed, the number is written before the sentence, 1. 2. and 3., follows the mention in the original document, and the position does not correspond to the one collected with the questionnaire.

The item number 1 mentioned in the first place in the original document goes in the second position according to the results of the survey. Item number 2 goes in the third position. Item number 3 goes in the first position. Last sentence, or item, becomes the first in the evaluation of the respondents.

3. Full respect for human rights including equality as a basis for democracy, appreciation, and understanding of differences among value systems of different religious or ethnic groups lay the foundations for a positive attitude. This means displaying both a sense of belonging to one's community, country, the EU and Europe, in general, and to the world, and a willingness to participate in democratic decision-making at all levels. It also includes demonstrating a sense of responsibility. As well as showing understanding of and respect for the shared values. They are necessary to ensure community cohesion, such as respect for democratic principles. Constructive participation also involves civic activities, support for social diversity and cohesion and sustainable development, and a readiness to respect the values and privacy of others (A=3.80).

1. Civic competence is based on knowledge of the concepts of democracy, justice, equality, citizenship, and civil rights. Including how they are expressed in the Charter of Fundamental Rights of the European Union and international declarations and how various institutions apply them at local, regional, national, European and international levels. It includes knowledge of contemporary events, as well as the main events and trends in national, European and world history. Besides, an awareness of the aims, values, and policies of social and political movements should be developed. Knowledge of European integration and the EU's structures, main objectives and values is also essential, as well as an awareness of diversity and cultural identities in Europe (A=3.66).

2. Skills for civic competence relate to the ability to engage effectively with others in the public domain and display solidarity and interest in solving problems affecting the local and broader community. This involves critical and creative reflection and constructive participation in community or neighbourhood activities as well as decision-making at all levels, i.e. local, national and European, specifically through voting (A=3.59).

Results show how the content of competence which mentions the "Full respect for human rights" received the most relevant assessment in the survey.

The "Knowledge of the concepts of democracy" and "Ability to engage effectively with others in the public domain" are comparatively less important. Even though in the original document they are written before the quotation of respect for human rights.

Human rights education

Q. 7: How is CE placed in the curriculum of teacher education at your University?

80% reply that at the University, CE is a compulsory subject for all students; 14% state that CE is not a compulsory subject for all students, some can choose it as an optional subject and credits are given for the course that is useful for an academic career; 6% say that at the University, CE is not a compulsory discipline and it cannot be chosen as optional subject and no credits are given that are useful for an academic career.

The real situation is only the first one, and evidently, one out of five of the students do not even know the official curriculum.

Q. 8: According to the university experience how were teachers aware of the relevance of teaching children CE?

According to university experience matured during the classroom training in school, 70% of the students replied that teachers are aware of the fact that by law CE is a compulsory subject for all children; 20% of students say CE is not considered a compulsory subject for all children and it is possible to verify an optional presence of CE in the classrooms; 10% of the respondents say that CE is not considered a compulsory subject for all children and in the classroom, there is no sign of the discipline.

The Italian Law 30 October 2008, no.169 Article 1 states that from the beginning of the 2008/2009 school year, staff training actions are activated aimed at acquiring the knowledge and skills related to "Citizenship and Constitution" in the first and second cycle of education, within the historical-geographical and historical-social areas.

Similar initiatives are also present in pre-primary school. The survey demonstrates how it is still difficult to find awareness of teachers to the relevance of CE in primary schools. Only when teachers are sensitive to the teaching of CE it is possible to find related classroom activities.

The relationship between awareness, curriculum and CE activity is positive. The conscious teacher builds the CE curriculum and promotes educational activities concerning the values of citizenship and Constitution.

Q. 9: *According to university experience how often do teachers in service propose activities related to CE in their classrooms?*

The question was subjected to a temporal assessment scale of 1 to 7: Almost every day 7%; Once a week 23%; Once a month 33%; Once every three months 12%; Once per semester 12%; Once per year 7%; Never 6%.

The average (4.53) shows that teachers propose activities regarding CE; the larger part (33%) propose CE activities at least once a month and about one-fourth (23%) propose these activities at least once a week.

Q. 10: *Approximately how many children are in the primary school classroom where you are doing your practical training?*

Reported are the frequencies of the presence, in the school, of disabled children, immigrants, children belonging to racial, ethnic or linguistic minorities, or belonging to more than one typological category.

The most substantial quantitative experience concerns the presence of 1 to 3 children, above all, the disabled (no. 122) and from ethnic minorities (no. 99).

Philosophy and Pedagogy of CE

At the end of the structured questions, space has been left free to allow for observations on the questionnaire as a means to explore the state of CE in school and university contexts. Some of the comments are reported here below according to the students' reflection.

Phrases are codified in two sections and six categories. The first section comprehends the sentences related to CE as philosophy and conception of the world, characterised by words such as vision, values, life. The following three categories belong to the first section: 1. the sense of the world citizenship for each human being; 2. the awareness of the value content in CE and the poverty of the institutional offer; 3. the conception of sustainability expressed in the meaning of increasing the level of quality of life.

First section: CE as philosophy and conception of the world

| |
|---|
| 1. the sense of the world citizenship for each human being |
| 2. the awareness of the value content in CE and the poverty of the institutional offer |
| 3. the conception of sustainability expressed in the meaning of increasing the level of quality of life |

The second section comprehends the sentences related to CE as pedagogy and education characterised by words such as curriculum, inclusion, teaching. The following three categories belong to the second section: 1. compulsory presence of CE in school and university curricula; 2. areas and themes which specifies the CE education such as disability, inclusion, multicultural education; 3. teaching and learning CE from the perspective of teacher's tasks.

Second section: CE as pedagogy and education

| |
|---|
| 1. compulsory presence of CE in school and university curricula |
| 2. areas and themes which specifies the CE education such as disability, inclusion, multicultural education |
| 3. teaching and learning CE from the perspective of teacher's tasks |

Examples from the *First section: CE as philosophy and conception of the world* considered as 1. *the sense of the world citizenship for each human being* are the following sentences:

- It is very important to teach CE because there must be a reason for living for the future people of the world.

- Teachers should teach more about real world situations and focus less on ancient theories, ancient cultures. History is very important towards understanding how the course of society and the world went, but more important is to learn of the present situation. Children need teaching about the reality that surrounds them and the rights they have as citizens.

- Nowadays, as globalisation changes the world, CE becomes a tool against both discrimination and psychological terrorism and should be implemented in schools and life.

Examples from the *First section: CE as philosophy and conception of the world considered as 2. the awareness of the value content in CE and the poverty of the institutional offer* are the following sentences:

- The content of the questionnaire is interesting because it supplies the possibility of reflecting on the value of CE.

- The teaching of CE in primary school helps to educate the child to certain principles and rules useful for being part of its living environs. Good university education is required, to become good teachers able to pass on these values to children.

- The questionnaire is presented as a useful means for investigating the trend and the intensity with which schools face CE.

- The questionnaire is useful for getting an overview of CE and linking school to the University.

- The questionnaire is useful for detecting the degree of interest of teachers today in CE. As students, we need more actions than words to spread interest in this topic.

Examples from the *First section: CE as philosophy and conception of the world considered as 3. the conception of sustainability expressed in the meaning of increasing the level of quality of life* are the following sentences:

- During the practice of teaching in primary school, students visited two different schools, one located in a little town close to Rome, and another one located in the suburb of Rome. The two schools have projects about CE in their educational offer. Although, both schools state a great interest in the importance of educating children to become active citizens, in practice the variety of topics related to CE is quite poor. Students would like the schools to organize meetings with families to involve them in the CE of their children and explain to them the importance of knowledge of human rights.

- The questionnaire helps to understand the importance of CE. It is necessary to improve CE in teacher education because teachers need to update the perspective of lifelong learning as well as to learn some practice to become an active citizen. To act as a good citizen, students and children need to learn the right actions, not just the right words.

- The issue of CE is still poorly treated in many schools.

- Instead of asking questions about research in this field, there should be more attention paid to *how to teach in practice* in schools. It would be simple if the university would teach students to be able to do this in their way of working with children.

- This questionnaire allows to reason and reflects on aspects of daily life that affect a child's education. These aspects are important in shaping active citizens, able to help each other in times of need and work together.

Examples from the *Second section: CE as pedagogy and education considered as 1. compulsory presence of CE in school and university curricula* are the following sentences:

- The questionnaire can be useful for examining the initial training of teachers and improving knowledge of the curricula related to citizenship and the responsibilities of the teachers to impart this knowledge.

- We can have a real image of the CE in schools only through information and knowledge provided by questionnaires and direct observation in the classroom.

- It is important to submit this questionnaire to the teachers to make them sensitive to this topic.

- We need more teaching of CE in our university curriculum, mostly on matters of human rights and immigrant children.

- The questionnaire is a valid tool to investigate on CE as a key discipline for school and the future of the students.

Examples from the *Second section: CE as pedagogy and education considered as 2. areas and themes which specifies the CE education such as disability, diversity, inclusion, multicultural education, migrant children* are the following sentences:

- The course aims at developing knowledge and skills to prepare a future teacher in intercultural and citizenship education. Through the questionnaire, the main points of teaching are highlighted with a focus on the preparation of students' criticism.

- CE in Teacher Education is becoming more efficient. The problem is to assimilate well the cultural and social diversity of every gender at school and beyond. It is necessary to make stronger the teaching of CE in all disciplines. It is essential to try to change the teachers' mindset, the way of viewing things and considering human relationships. Because our awareness is never enough. Only this can be a way to face the increasingly dynamic world, in which we all live.

- The questionnaire is a training experience to reflect on the importance of CE and mostly in teacher education. Today in the classroom we have children who come from different countries and teachers need to have the skills and knowledge to foster encounters with others.

- CE is very important, especially in modern and multi-ethnic societies. Teachers must have good preparation and must communicate this knowledge to children at all times.

Examples from the *Second section: CE as pedagogy and education considered as 3. teaching and learning CE from the perspective of teacher's tasks* are the following sentences:

- It is very useful to share ideas and opinions about CE to improve teacher education.

- Hopefully, this research will increase the study of civic education, particularly in schools.

- It is necessary to encourage the use of teaching strategies to accommodate the disabled or foreign students. The previous generation was not adequately trained in this regard.

- It is vastly important for teachers to be trained in CE during their academic careers.

The contents of the sentences reveal a high sense of criticism. The students have knowledge of the problems in teaching and learning CE and matured a dialectic position towards the institutions still too weak in providing for qualified teachers and adequate resources. The hope for a change arises as a real possibility parallel to the process of globalisation and for the increasing mobility of peoples.

Qualitative remarks made by the focus group

For the conversation in the focus groups (FG from now on), the following 7 questions were asked:

1. What do you know about CE?
2. Where did you find info about CE?
3. What do you understand by the term CE?
4. What was your learning experience of CE in school?
5. How was it personally significant to you?
6. What is your attitude towards your country, EU countries, and other countries?
7. What do you understand by "good citizenship"?

Concerning the first question: *What do you know about CE?* The students believe that knowledge of CE coincides with the meaning of CE. What they learned at school represents the actual meaning of CE.

CE is explained as the ability to manage to live in a group and respect the rights of each person in it. Some add that it means the sense of belonging to the country, not just recognizing the laws and observing them, but also knowing how to live and coexist with others.

It is brought to light the importance of the curricular aspects. CE is not just a step of the study cycle, it is a cross-curricular subject. It is to be taught at all school levels, in all subjects. It must educate children and adolescents to take an active part of a globalised world and understand their duties and rights in a new global context. There is a strong awareness of how sharing the thoughts and respect the thoughts of others leads to mutual knowledge and then to the world coexistence.

There is a strong sense of the teaching profession, in those who say that CE means helping children understand the society in which they are raised. But also accepting others, by learning about different cultures in the classroom. It is up to the teacher to facilitate this relationship among persons of different cultures, who have different ways of thinking.

In one of the FG, what emerges most of all is the relationship with the formation of a Democracy. CE is when an individual interacts with others and the environment. The person wishes to actively participate in building a democratic society. Fundamental are the values of civil coexistence, democracy and human rights of equality, freedom and social justice.

Concerning the second question: *Where did you find info about CE?* The sources mentioned are:

- the Italian Constitution jointly with the Declaration of Human Right and other Conventions;
- elementary school on matters of Civic Education, in which there were concepts about how to live in civil society;
- after school, in the university course;
- as a daily experience, indeed we should realise that citizenship does not mean so much the way of living in our country it has to take into consideration what is happening, throughout the world;
- in addition to the Constitution of one's own country, it is necessary to look at all of the Conventions worldwide, that is, of the UNO and the rights of children and adults, in general;
- the first concepts of CE were introduced in history classes in primary and middle schools, but, above all, by the narration of family member, often the grandfathers, then at university in the course on Intercultural Pedagogy and for personal information;
- introduced in history classes in primary and middle schools, but, above all, by a family member, often the grandfathers, then at university in the course on Intercultural Pedagogy and for personal information;
- in forums and university books.

Concerning the third question: *How do you can explain what do you understand by the term CE?* Explaining and understanding CE concerns educating, helping to assure that children can learn proper behaviours and lifestyles. These things allow them to live democratically within a group and a community. By knowing the rights they have and the duties by which they are to abide.

There is also a reference to concepts and the specificity of lessons. Concepts are given not only by the teacher but also by community relationships. The environment in which one lives is perceived by the pupil useful to live in society. Children become responsible and open to other world cultures. They mature full rights and duties, but they are also able to accept other cultures that build part of the environment in which we live.

The task of the teacher is to make the children understand that CE is not a school subject, like history and geography, but an education that will serve them for life. Apart from school, the family, parents, other people, associations and circles the children are also responsible. As for the teacher, the fundamental idea that must be communicated to the child is to respect other people. They should go beyond differences in thought and culture, and also respect conflicting aspects in both micro and macro contexts.

Critical elements concern experience that cannot be only given in the classroom. When teacher draws out the educational plan becomes must ensure that the child understands what respect means, and to what extent every person is different from him and also similar to him, thus the child learns to establish an open, mutual relationship with the others. Diversity and cooperation become the threshold concepts in the curriculum, indispensable to build the profile of active citizen.

In another FG a girl speaks of creating a favourable environment for developing these civic, social, and intercultural skills. Preparing the environment and context is important to develop these principles. It happens also through activities that can promote comparison, as well as by studying topics related to the rights and duties of citizens.

Concerning the fourth question: *What was your learning experience of CE in school?* School more than university supplies consistent examples of CE. The students' experience at school was boring but quite meaningful in education to become active citizens. Instead in the recent teacher training experience, students complained about the scarce involvement in

positive actions on CE. At the university, the most relevant change emerges when students try to be active in what they study and orient the final thesis in themes where the good of the community is the main argument.

Scholastic teaching tends to be treated on the legislative level and the approach to the Constitution is only marginal. Students usually complain they did not receive true teaching in CE, meaning useful and interesting teaching, in any of the levels at school. The first approach considered true was the one had during the university course. At the university, they learned theories, but there was no practice at all. Thus school teaching of CE is judged insufficient and the university teaching of CE is still abstract, far away from life.

In the Erasmus mobility, students learned the practical aspect. In a group of foreigners, it is easy to experiment with a sense of active citizenship. Erasmus students developed a curious attitude towards other cultures and ways of living. This is at the basis of every subject-matter in some of the European countries and it is an issue that is part of the system of education.

It is necessary to go beyond solely learning the articles of the Constitution by rote and look at practical life. Students remember the simple reading of the constitutional articles in the classroom in elementary school, and one aspect, more practical, consisting of small projects about the environment. They never did anything practical as concerns citizenship. It has always remained something abstract and students think this is the greatest shortcoming in the Italian school system, where citizenship remains theory, just a series of articles and not something that is applied to everyday life. Also, the child learns that articles are not applied in everyday life of the person. Students received a more in-depth viewpoint at the university. There they read and closely examined the thoughts of some authors concerning the rights and duties of man, not only respect for himself but, above all, in relations with others in society and the world.

There is frequently a connection of CE to projects about environmental education and the presence of this teaching at all levels and ages. Children understand the importance of this subject. Even the youngest can understand the main concepts of freedom and citizenship and the importance of sharing.

Concerning the fifth question: *Is it personally significant to you?* The university experience is among the most significant. Teacher training is helping students, also involving the children in the values of citizenship together with Erasmus that was the greatest lesson in this respect; Erasmus is an experience that changes the students' life.

Students remember that the lessons at school was boring and only now they become aware of the importance of knowing what is stated in the Italian Constitution. But students admit that they understand much more when they are in a foreign country. Abroad there is an enormous reciprocal exchange every day. In this way, young people learn in practice the meaning of being with others and understand a way of living other than their own, so it is a completely different experience from that of school.

CE is the basis of education to value; it allows for gaining responsibilities and supports solidarity and participation in the local community.

Concerning the sixth question: *What is your attitude towards your country, EU countries, and other countries?* Faced with the many problems crossing Europe, there are surely things to be changed. Picking out the positive aspects, students think that in Europe, one should choose the positive things, learning from another culture and vice versa for mutual enrichment.

What happens in Europe does not help Italy. Students realize that there are foreign policies that do not treat Italy well and they would prefer to live outside the European Union.

It is apparent that there is a true need for citizenship. Starting with children who are the future, and of being open to change things, relationship with European countries is of total openness and faith that something is changing.

The international comparison does not favour Italy. For instance, the students positively quote previous experiences in other countries, where the economic and civil level is higher. Despite this, Italian students love Italy, even though they realise that there are no opportunities. They complain about the lack of open attitude to new ideas and towards a hypothetical alternative development and understand that the question of rights could be in danger.

While living abroad students feel they are growing both socially and civically. This means knowing how to integrate what is positive in different countries. For example, in some countries, the lifestyle is different from Italy, as regards regulations and rights. Some countries appear much more organised as far as citizenship is concerned and this consideration becomes a

very positive social experience for young people who find Italy less organised. Of course, the knowledge of other cultures and about the EU countries, the experience of dialogue and appreciation of differences are real teachers' tools to avoid the discriminations which are sometimes present in schools. Thinking of the fact that the EU rose from 5 to 28 member States it is clear that the concept of citizenship is broadened. Thus, when one speaks of citizenship, it is necessary to think of being citizens of the world. Students feel they are part of a total unit and they are ready to give their contribution. This is not just from a Constitutional standpoint, but also as regards the rules derived from common sense and common action.

One good practice of CE is the introduction of other European languages, apart from English, into the second and third grades of the primary school, especially when it is organised in collaboration with the families.

Concerning the seventh question: *What do you understand by "good citizenship"?* The good citizen is who:

actively respect others for the common good;

comprehends the active participation of all persons in building a civil society, in the sense of taking care of what is shared;

is a critical person, in a positive sense, open to the world, and a citizen able to socialize and be responsible;

knows how to observe the laws and is a responsible citizen for the environment, waste, food, and health education knows how to manage all of the responsibilities in daily life.

Being a good citizen means knowing how to relate to others, in addition, to be active in one's own country and being active in the world. Students reveal that we should feel citizens of the world and we should learn how to contribute to the country where we choose to spend our life. In this way, all of us seriously participate in the world wellbeing.

Good citizenship is created in school through CE and by educating children to flexible, critical, creative thought. Citizenship and Constitution as a teaching subject cannot be relegated to only one hour per week. But is a transversal subject that comprises many aspects, many other subjects, so teachers should also have good training. Schools should use explicit strategies to boost commitment. Also by including the parents by openly inviting them to take part in school activities. There is an important factor of multi-dimensionality of the school. Interviews on these topics should be carried out with pupils and parents to learn together what cooperation means to us. It is necessary to have serious views so that this matter is perceived globally by everyone. It cannot be relegated to textbooks but has to be experienced in the first person in a real context.

Conclusion

The following general considerations can be drawn from the areas of the survey. It is possible to observe a substantially positive position towards the prospects of teaching CE. It is deemed that both school and university curricula should be boosted. Institutions are required to introduce more opportunities for active training linked to the experiences in the daily lives of the children, parents, families and the local community.

There are general complaints about a lack of connection between the theory and practice of CE. Teachers at school and at university are expected to work more on matters of human rights, social justice, political and social issues, tolerance and cultural diversity.

At school, there are high levels of responsibility concerning the importance of CE. Teachers are substantially careful when working with children, even beyond the usual school homework.

The trust in changing the institutions is felt considerably, particularly for the possibilities that may concern today's children, who are being educated to become tomorrow's good citizens.

Knowledge of the regulations is important, but not exclusive because the concept of observance of the rules alone is not enough to build the common good. Experience and exchanges are needed and an open, welcoming way of thinking is part of great expectations.

The practice of citizenship requires solid theoretical training and opening up to the world is united with an efficient organisation in the own country. It is not valid the idea to be a worldwide spirit and act irresponsibly in their own life context.

Teachers have vital tasks concerning education to be a good citizen and encouragement to do something for others. The expectations of the positive effects of CE are high as concerns the possibilities of improving society and the criticism concerns the structural inefficiencies in both Italy and Europe.

To conclude, the discipline of CE can be part of the University curriculum aims to form students at the primary school teacher's profession. In schools, the teaching of CE is often disregarded and the prospects for improving the training depends on a single teacher who is fond of values-oriented education.

The survey refers to a situation in which CE is compulsory discipline at the University of Rome Tre, Italy, and students must seat the exam in their third year of course.

Even though the CE is compulsory, not all students are aware of the relevance of this training to become a good teacher prepared to educate children for active citizenship and the knowledge of the Constitution. In schools, the teaching of CE should reinforce learning CE and human rights. The survey reveals how these themes are disregarded due also to lack of in-service teacher training which needs to receive a stronger institutional impact.

The Italian University and the primary school are working hard to reach the goals of global citizenship preparing the new generations for peaceful societies based on knowledge and respect for the human rights of every person.

Recommendations

The school politics should promote a stronger impulse to the CE curriculum introducing the proper evaluation of learning civic competences of children and teenagers. Teachers need to have the possibility to count on the best reward of their work in favour of the development of a democratic society. In this way, they will feel the certainty of their commitment to the education of the new generations. Teachers deserve a better offer which allows them following postgraduate courses acquiring the coherent title of higher specialisation. It is necessary that they are recognized as an expert in CE.

It is quite urgent to start the CE from pre-primary school with an educative well-measured offer to the level of children. Schools are part of the educative community and their main mission is to prepare children to feel community encouraging them to active participation in social life. The experience of living together peacefully teaches to respect the other person who is part of our common world. This is the best way to educate against the violence and the aggressiveness.

The salvation of the world depends on our investment in educating for inclusion and sustainability. The space of CE is vast and extremely important to prefigure a future in which human rights are the priority in the scholastic system of all countries. Governments and The Ministries of Education should orient towards a relaunch of the CE with the introduction of civic and political education as a compulsory subject in all schools.

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Instructional Design in Online Education: a Systemic Approach

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Abstract

Online education is becoming more and more valid, but as a different modality from the face-to-face teaching-learning process, it has special characteristics that must be considered. Online education is much more than uploading material to a repository and using it in a linear manner. Electronic online education platforms, seen as an integral system, offer a large number of technological resources that must be used according to the educational model that is being applied. To achieve good performance, an online education model must be based on a harmonious architecture of the educational, administrative, legal and infrastructure aspects of ICT, that is, an integral model. The educational models created based on the prevailing pedagogical models - behavioral, constructivist, cognitive and connectivist - must be implemented through an instructional design, aligned with the pedagogical objectives and learning strategies, based on the proper use of the technological resources of The electronic platform. Instructional design models, such as ADDIE, ASSURE, Dick and Carey, and others, applied to online education, should take advantage of the resources of the technology platforms and the characteristics of each. These models, as a guide to instructional design processes, can also be enriched with other methodological processes, such as DevOps, which through continuous deliveries enrich and keep the educational content updated. This article proposes strategies for applying the technological resources of online learning platforms, aligned with the instructional design corresponding to the different pedagogical models.

Keywords: Online. education, models, virtual learning environments, electronic platforms, instructional design models, instructional design processes.

1. Introduction.

The creation of knowledge and education are the most important activities of the human being. Without being new, because they have always existed, although empirically in their principles, they have now become scientific and highly technical. Many theories, models, processes and technologies have been generated with the same purpose, to improve student learning, which is now not only expected to have the appropriate response to the stimulus, but also to be able to create their own solutions to real world problems.

With technological development, new possibilities have been opened for the teaching-learning process, which is no longer limited to face-to-face learning, but can also be online (e-learning), or combined (b-learning), but these technological resources have to be used in congruence with the instructional design that is being applied, in order to achieve the learning objectives set.

In this work, a structured and systemic route is used as a methodology, from a general model for e-learning to an instructional model for e-learning and the use of electronic platform resources in line with it, visiting the most important elements between both extremes through bibliographic review and own contributions resulting from the experience and other works of the authors.

2. A systemic approach to online education.

Whether a student takes a lesson or an activity and does an online evaluation are the final actions of the online teaching-learning process, but in turn they are the result of multiple previous and simultaneous processes put into operation.

The virtual learning environment (AVA in spanish), the environment in which online education is carried out, is a system composed of educational, technological, human, legal and administrative subsystems, which must be adequate and harmonized with the institution's expectations regarding the use, scope and amount of student population that you want to attend.

Thus, we must think about online education with a systemic approach that considers all the elements at stake, the function and capacity of each of them, their interrelations, and the expected performance of each and the system in general.

Integral model.

Online education is more than the repository where instructional material is stored and accessed, it requires an integral model in which educational, human, technological, legal and administrative resources are considered. The basis on which all these elements are supported is intellectual capital, the capital of knowledge, in a clear case that knowledge is required to create and give access to knowledge.

A comprehensive online learning model based on intellectual capital is proposed by Quiroz and Muñoz (2018a), which in turn follows the intellectual capital model proposed by Hubert Saint-Onge (1996), which considers intellectual capital as integration of human capital, intellectual capital and client capital. The Hubert-Saint Onge model, although it is a business model, conforms to the educational environment under the consideration that the client receives the services of the online learning system.

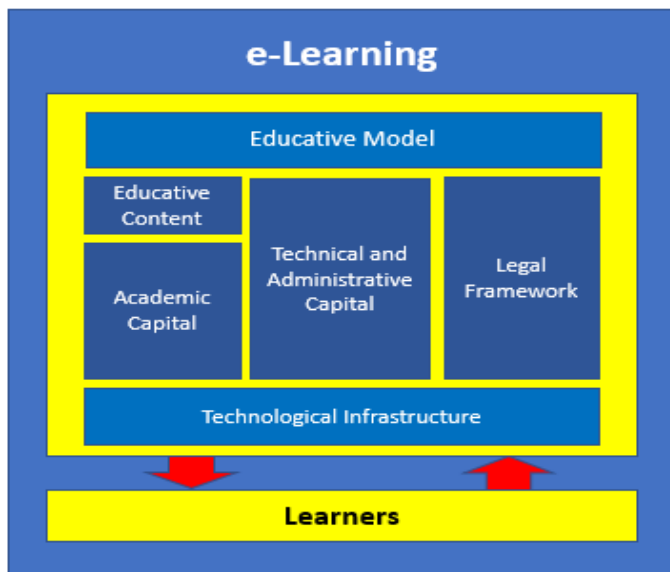


Figure 1. Integral model for e-learning.

Source: Quiroz & Muñoz (2018a).

In this model, human capital is made up of academic, technical and administrative capital, that is, the people who execute the teaching-learning processes, operate and support the information and communications technology infrastructure, and the personnel that carry out administrative processes. The structural capital is integrated by the educational model, the educational contents and the legal framework, the latter being the regulatory body, laws and regulations, which governs the operation of the distance education modality. Finally, the client's capital is the students and who finances the operation, be it a public entity, family members or the student himself.

The technological infrastructure, part of the structural capital, is the platform in which the teaching-learning processes are carried out, they are the information and communications technologies used for the interaction between teachers and students and for the creation, storage and access to educational content.

Integrated platform.

In many papers - papers, articles and books - there is talk of incorporating multimedia resources into educational processes, but this is very general and incomplete, the current online education (e-learning) and mixed education (b-learning) models require of complete ICT platforms, that is, they provide both information and communications technologies, but in the form of an integrated platform.

An integrated platform is in which computer products and communications services are complemented for the achievement of learning objectives, and although an LMS (Learning Management System) or an LCMS (Learning Content Management System) is the central application of the platform, modern online education systems require other products and services for the full development of the teaching-learning process.

Quiroz and Muñoz (2018b) propose an integrated platform model of information and communication technologies for online learning, which considers the educational application products as the core of the model, but also includes those necessary to ensure operational continuity, such as Cybersecurity and backup and recovery systems, as in any ICT platform that requires high availability and security. All this in a framework of governance and risk management that gives certainty and credibility, which, as will be seen, is one of the challenges of online education models.



Figure 2. Integrated ICT platform model for online education.

Source: Quiroz & Muñoz (2018b).

The platform model for online education is integrated because the subsystems and products must communicate with each other, that is, none must operate isolated from the rest because it would no longer be part of the system, but it is also integral because it considers all the necessary elements to operate in an environment of operational certainty and fulfillment of the resource requirements of the instructional design derived from the applied educational model.

3. Educational contents.

Online learning is a system that brings together many elements for the fulfillment of the final objective, effective student learning. It requires a comprehensive system for its development and operation, and within it a platform with which the teaching-learning process is carried out, but also and more importantly, of the educational content, instructional materials, that the student You must assimilate to increase your knowledge and skills.

The delivery of instructional materials as the teaching part of the teaching-learning process begins with the determination of the learning theory or the mixture of them that the institution will use, and through various stages (see Figure 3) in which the entrance of one is the exit of the previous one, the instructional material aligned to the educational strategy and objectives established in the preceding stages is reached.



Figure 3. Process from learning theory to teaching.

Source: Self made.

The alignment between all the stages of this process is decisive in its result, as well as the omission or lack of rigor in the execution of any of them, so that from its correct and complete execution its maximum performance and correct products will be obtained and effective.

Learning theories.

Learning theories are those that try to explain the learning in the human being and consequently serve as a guide for it. Four are the dominant theories, each with different strategies, but with the same common purpose, student learning. Table 2 shows a synthesis of each theory in order of creation.

Table 1. The four dominant learning theories.

| Behaviorism | Cognitivism | Constructivism | Connectivism |
|---|--|---|---|
| Learning is achieved by achieving the desired response to the given stimulus. | It is based on the acquisition of knowledge and the creation of mental structures for its organization and recovery. | It is based on providing the student with the necessary tools to develop their procedures for solving problems. | It is the integration of cognitivism with constructivism. |

Current instruments of these theories are, for example, competency-based education and the flipped classroom pedagogical model that are constructivist and the MOOC (Massive Open Online Course) which and smart books that are connectivist, being the latter a true virtual learning environment of a particular subject.

The change from behaviorism to constructivism as a theory of applied knowledge as the basis for new pedagogical models seeks not only a behavioral change, but the person, in this case the student builds a new meaningful knowledge generating their own solutions to real-world problems to be presented in your area of knowledge.

Educational model

Carlos Tünnermann (2008) says that “an educational model is the creation, in pedagogical terms, of the educational paradigms that an institution professes and that serves as a reference for all the functions it fulfills (teaching, research, extension, linking and services), in order to realize his educational project.”

An educational model is constructed by choosing an educational theory or a mixture of them, and establishing the pedagogical approaches necessary to guide the development of study plans and programs and the formulation of strategies and dynamics of the teaching-learning process.

In online learning, educational models developed specifically for this modality will have to face three main challenges according to Bhavik K. Pathak (2016): improve learning effectiveness, offer personalized learning experiences and establish credibility. All this can be achieved with the appropriate use of the available technological resources so that the contents are adapted to the personal style and abilities of the students, and as long as their use is aligned with the educational model developed and the educational strategies constructed.

Instructional design

Instructional design is a systematic, planned and strategic process to achieve the effectiveness of learning, through relevant technologies and means, which is particularly applicable to online education, due to the use of electronic platforms and the resources with which they are integrated for the creation, storage and delivery of educational content.

The various models of instructional design applied to online education should consider electronic resources in their design stages and their particularities in determining strategies for delivering educational content.

Curriculum design.

Karen Schweitzer (2019) points out that the design of the curriculum is the instructional plan of the teachers, it is the way they structure the instructional blocks with the purpose of improving student learning, for which, in addition, this plan must be aligned and be complementary with the following instructional blocks. In turn, the curriculum design must be aligned with the instructional design that gave rise to it.

There are four modalities of curriculum design, the summary of what Schweitzer mentioned in his article is shown in Table 2.

Table 2. Types of curriculum design.

| Type of curriculum design | Pros | Cons |
|---------------------------|--|---|
| Focused on the topic. | This type of curriculum focuses more on the subject than on the student. The advantage would be the depth and extent with which the subject is treated. | That is not student centered. It is designed without taking into account the student's learning style. |
| Student-centered. | Take into account the goals, needs and interests of the students. The instructional plan is differentiated, giving you the opportunity to select subjects, learning experiences or activities. | It is labor intensive for the teacher or for those who prepare the instructional material, since they must prepare appropriate material for each type of student. |
| Focused on the problem. | It focuses on the student to identify a problem and propose ways of solution. The advantage is that it exposes the student with real problems and that helps him develop skills that he can put into practice in the real world. | It does not always take into account the student's learning style. |

Instructional material

Instructional material, educational material, are the lessons, activities and tests developed as a result of instructional design and curriculum design. It is the content that will be delivered to students enrolled in the programs, or to those who participate without being enrolled, and therefore without the possibility of receiving records, in the MOOCs.

In online education this material must be in electronic format for loading and access on the platform, but the resource that best suits the type, structure and dynamics of the material should be used.

Instruction

The development of the learning session, either face-to-face or online, requires the deployment of the planned strategy for the delivery of educational material to students. The effective development of the class requires that the planned conditions be met, either for the lesson or the planned activity. A simple example, in a case of online education, the prerequisites are that the class is prepared and set up in the repository and that the system is accessed from the date and time announced.

The learning sessions must have clearly defined their purpose and objectives, scope, development and closing activities. In this regard, there are also models that support the effective development of the sessions, one of them is proposed by Gagné, Briggs and Wager (1992), which provide an instructional model for the development of learning sessions that in turn they require procedures to achieve the objectives of each stage and the general objective, which is student learning.

The Gagné, Briggs and Wager model consists of nine instructional events: obtaining the attention of students, informing students of the objectives, stimulating a reminder of previous learning, presenting content, providing guidance in learning, achieving performance through practices, provide feedback, evaluate performance and improve retention and transfer. This instructional model offers a dynamic that aims to achieve student interest, while bridging the sessions and using the various levels of learning in the Dale pyramid.

There are other models of instruction, or the teacher himself creates his own dynamics, but in any case the important thing is to propose a strategy of effectiveness of the instruction, apply it, evaluate it and adjust it until obtaining the best performance in a dynamic of continuous improvement.

Instructional design.

Instructional design is key in the teaching-learning process to achieve pedagogical and performance objectives. The history and evolution of instructional design is long, even before it was called by this name, but with pedagogical and technological advances it has to be kept updated for the full use of them.

Instructional Design Concepts.

There are many concepts of instructional design, among the most important are the following:

For Smith and Reagan (2005), instructional design is "the systematic and reflective process of translating principles of learning and instruction into plans for instructional materials, activities, information resources and evaluation."

Reiser & Dempsey (2007) say that "instructional design is a systematic procedure in which educational and training programs are developed and constructed with the intention of achieving a substantial improvement in learning."

Branch & Kopcha (2014) say "instructional design is intended to be an iterative process of planning outcomes, selecting effective strategies for teaching and learning, choosing relevant technologies, identifying educational media and measuring performance."

It is to be considered that all concepts agree that instructional design is a process, and as such concepts and methodologies such as process architecture, process engineering and process optimization are applicable, all of which result in its effectiveness.

Models of instructional design.

A model in instructional development is a guide for its planning, execution and evaluation. Serhat Kurt (2015) said: "An instructional design model provides guidelines to organizing appropriate pedagogical scenarios to achieve educational goals. Instructional design can be defined as the practice of creating instructional experiences to help facilitate learning most effectively."

There are many models of instructional development, but ADDIE, ASSURE and Dick and Carey stand out.

ADDIE is the most widely used model and from which others are derived. The name of this model is composed of the initial letters of the name of each stage. ADDIE is the acronym for Analyze, Design, Develop, Implement and Evaluate. Robert Maribe (2009) describes this model as a product development concept, in this case instructional material. The terms correspond to the stages of the process of generating effective instructional material. It is a reflective, planned, strategic, operational and evaluated process to ensure the effectiveness of the development of instructional material. ADDIE is an

iterative model, which means that from one stage you can return to any other, and the result will be the input of the next stage.

Table 3. Stages of the ADDIE model.

| Stage | Description |
|----------------|---|
| A (Analyze). | It consists primarily of identifying the target student, determining instructional goals, determining human and technological requirements, and creating the project management plan. |
| D (To design). | Based on the elements obtained in the design stage, the strategies for the other stages are determined, instructional objectives, performance objectives, test instruments and performance metrics are generated. |
| D (Develop). | Generate learning resources and validate their performance. |
| I (Implement). | Prepare teachers, students, and in the case of electronic learning prepare electronic platforms to ensure their continuity and performance. |
| E (Evaluate). | Rate the quality and performance of instructional products based on the criteria and metrics that have been established in the design stage. |

In ADDIE each stage is developed through specific procedures, how many and which depends on the complexity of the environment and the resources that the organization can put into practice. The model is also applicable to online learning, but it requires that in each of its stages the resources and strategies be considered to achieve the proper use of electronic platforms in the creation and delivery of instructional resources.

Heinich, Molenda, Rusell and Smaldino (1999) proposed the ASSURE model, similar to ADDIE but with the fundamental purpose it ensures the effective use of the means in the instruction. The ASSURE model is based on the constructivism and part of the characteristics of the student, whose identification is made in the first stage of the process.

Table 4. Stages of the ASSURE model.

| Stage | Description |
|---|---|
| A (Analyze student characteristics). | It is the identification of the characteristics of the students to guide the development of instructional material according to those characteristics. |
| S (Set standards and objectives). | It is the specification of what students should be able to do as a result of instruction. |
| S (Select strategies, technology, media and materials). | It is the ideal selection of these elements to achieve the learning objectives. |
| U (Use technology, media and materials). | It is the planning and use of resources to engage the student with the material that is being delivered. |
| R (Require student response). | It consists of planning how to achieve student and group participation in the learning process, given all the previous stages. |
| E (Evaluation and Review). | The impact of teaching on students is assessed, determining whether the learning objectives were achieved. The results are used to review all the elements involved, strategies, technology, media and materials. |

The model of Dick, Carey and Carey (2015) opens the process to ten stages. The essence of this model is the relationship that is built between the stimulus and the response, the stimulus being the didactic materials and the response the learning of these materials by the student, and the stages create the conditions for that relationship to be established.

Table 5. Dick, Carey and Carey model.

| Stage | Description |
|--|---|
| Instructional goals. | Determination of instructional goals, what the student is expected to learn. |
| Instructional analysis. | It is the identification of the skills and abilities that the student must have to learn what they want to teach. |
| Initial behaviors and student characteristics. | It is the determination of which of the skills that were determined as necessary really possesses. |
| Performance objectives. | The goals and objectives of the lesson become explicit through statements of what the student should achieve. |
| Elements of evidence crossed against criteria. | It is the construction of tests according to the performance objectives that the students reach. |

| | |
|---|--|
| Instructional strategy. | It is the determination of the strategy of the development of the materialized class through a plan to achieve the performance objectives. |
| Instructional materials. | Development and selection of instructional materials. |
| Design and development of the formative evaluation. | It is the evaluation of the development of the lesson and if the objectives of the lesson were achieved. |
| Design and development of summative evaluation. | It is the overall evaluation of the execution of the model, determining what worked, what did not and what can be improved. |
| Review of the instruction. | At this stage the data of the formative evaluation are used to reexamine the validity of the instructional analysis and the assumptions about the initial skills and characteristics of the students. These results are used to make revisions to the process. |

Thus, although all models of instructional design are processes that have the same purpose, they differ in the emphasis they make on some of the stages and in the theory they use as a basis. The instructional designer must select the most appropriate model according to the selected educational theory and the educational model built on it.

4. Instructional design in online learning.

Eliana Patricia Londoño (2019) makes a bibliographic review of the instructional design in virtual education, in which she points out that according to Luzardo (2004), cognitivism and constructivism are the learning theories that best accommodate the educational models of online education, to from this and given that connectivism makes use of the two, it can be affirmed that both cognitivism, as well as constructivism and connectivism are ideally applicable in electronic learning.

Instructional design as a process should not only consider the use of electronic platforms, but the use of the resources of those platforms that are appropriate for the educational model in accordance with its principles of operation and functionality. Thus, for example, the use of the hypertext feature of web pages makes web education a suitable medium for models based on constructivist theory, while blogs and wikis are suitable for collaborative learning, also used in constructivist models. In the connectivist models all technological resources are adequate, guiding the development of the material with an instructional design that takes advantage of those resources.

As already mentioned, MOOCs and smart books, but especially the latter, make use of the flexibility and interactivity of resources. There are other resources that do not have flexibility or interactivity, such as videos, but the lessons, demonstrations and tutorials that can be developed with them can have a high impact on learning. Otherwise they are the simulators, that just what they offer is the interactivity, so that the student simulates actions that in the real world can be expensive, dilated, insecure or that cannot be returned to initial conditions again and again to test the model With different strategies and scenarios.

Thus, each resource of the platforms of the virtual learning environments has characteristics that must be known to take full advantage of the teaching-learning processes.

It should also be considered that new technologies such as artificial intelligence are already present in several educational products, for example, in some LMS, and in others that may be part of the integrated platforms, such as business intelligence applications that allow voice consultations, that is, the recognition of natural language, which is one of the branches of artificial intelligence. The knowledge and use of new incoming technologies, will allow things such as personalization of content according to the diagnoses made by the system about student performance and the type of difficulties encountered.

The potential that new technologies open in education only has as a limit the vision and knowledge that they have of them for their use in current pedagogical models and those that are explicitly constructed for them. Instructional design will also have to quickly and effectively incorporate these technologies into their process, because they will surely have a high impact on students' educational performance.

5. Final thoughts and recommendations.

Instructional design should not be considered as an isolated entity, as the last link in the chain or just as a resource for planning classes, it is part of a teaching-learning system that must be comprehensive, integrated and harmonized. Integral because it must have subsystems for all aspects involved, integrated because all subsystems must be articulated and

harmonized because each subsystem must have the necessary scope, capacity and performance to provide the appropriate resources that the other subsystems require in order to operate at full capacity and achieve maximum performance.

The instructional design for online education currently employs models developed for face-to-face education, but they are applicable to it as long as electronic resources and their characteristics are taken into account at all stages of the model. However, specific instructional models for online education are being developed based on the characteristics of electronic resources, that is, their flexibility, impact on different levels of learning and their access to vast available information and knowledge resources on the internet, such as electronic libraries, databases and databases in the form of open data and online simulators. These new models of instructional design will make more effective use of electronic resources and therefore achieve the optimum performance of their use in the teaching-learning processes.

The use of technological resources with full knowledge of their characteristics and capabilities, allows their adaptation to the educational models derived from the different learning theories. The architecture of the academic content must be aligned with the strategy of its delivery to the student, an example could be to structure the material in a linear, tree-like or network way, possible modalities with the combination of the characteristics of the repositories and the websites.

Technological platforms incorporate recent technologies, some that have not yet been extended, such as virtual reality and augmented reality, and despite this there are already products that use others, even more modern, for example, some LMS already incorporate artificial intelligence and machine learning, and soon we will see deep learning based on neural networks as a support tool for both the teacher and the student.

Online education systems due to their systemic characteristics can incorporate not only technologies, but also methodologies for system development in general, agile methodologies such as Scrum are already in practice to respond quickly to the new requirements for the creation of careers and courses in line, DevOps is also applicable, the methodology of continuous deliveries, to enrich and update the academic content continuously, without causing interruptions, taking advantage of the characteristics of electronic platforms.

The future is in the personalization of the content according to the interests, abilities, capacities and learning style of the student. This imposes an important challenge for instructional designers as well as for instructional material developers, but it opens a very encouraging perspective for the future of online education given the levels of effectiveness that can be achieved.

Due to its dual, pedagogical and technological nature, the development of instructional material for online education is multidisciplinary, so educators and computer and design professionals must work in a coordinated manner to generate quality products, which will be the end result of the collaborative, reflective and aligned work of this variety of specialists.

Being information systems, and information and communication technologies, a very dynamic world, it is necessary to keep up to date to quickly and effectively incorporate new resources into online education systems. The instructional design must take full advantage of the technological resources and methodologies of available and upcoming systems, which requires that they be known, used and used properly to achieve the central objective of education, student learning.

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Teaching 1st Year Students by Using Inquiry Method (Case Study, Memorial International School of Tirana)

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Abstract

This study reveals the impact of Inquiry-based learning method with the 1st year students at MIST (Memorial International School of Tirana) and shows how this method of teaching can improve their learning. The aim of the study is to show the importance of Inquiry and present the main activities of teaching. To have a wider understanding about the topic, a survey was conducted about three months in one of the 1st classes of this school. The study was completed using primary data which were the questionnaires, book analysis, observations, and the secondary data which were books, articles and different websites. The study is focused on 1st year students and shows the impact of Inquiry based-learning on teaching English language. This study provides important information about teaching English. This method makes students more active, positive and independent in their learning.

Keywords: Impact of Inquiry based-learning, Teaching, Learning process.

1. Introduction

This thesis analyzes the importance that Inquiry based learning has to the primary students. The survey was conducted to the 1st year children who study on "Memorial International School of Tirana".

Many books, online articles and websites are taken in consideration. The information obtained from them is mostly focused on the effectiveness of this method of teaching, how children learn better through inquiry based, how children can improve their communication skills, how can make them more confident in their ideas and stronger to share the creativity in the classroom. In the end of this study there will be included results obtained from questionnaires, observation and book analysis which are a very helpful resource. Inquiry based learning can motivate students to learn and advance their problem solving and critical thinking skills.

1.2. Purpose statement

The purpose of this study is to help students understand better and create a problem solving to reach a conclusion. Inquiry based learning can help students to involve in the construction of knowledge through being active.

1.3. Significance of the study

This study aims to show real life teaching that teachers use in the classroom which are discovered by reading the questionnaire answers and by the observation held during 3 months in the 1st year class.

1.4. Hypothesis

Inquiry based learning can motivate students to learn and advance their problem solving and critical thinking skills.

1.5. Research questions

The study is focused on three research questions:

- Why is Inquiry method of learning effective?
- Do children learn better by Inquiry based?
- How inquiry- based activities can motivate students to learn?

1.6. Abbreviations

MIST- Memorial International School of Tirana

I.B.L- Inquiry-based learning

2. LITERATURE REVIEW

2.1. Inquiry based-learning

There are a lot of articles and books in which you can read about the inquiry based learning. Different authors have conducted their studies related to this teaching approach. Let's take a look of what they state about it.

On Education Development Center, it is stated: "Inquiry-based learning is one of many terms used to describe educational approaches that are driven more by a learner's questions than by a teacher's lessons." (Education Development Center, 2016). So we understand that the focus of this approach are students, they are allowed to ask questions more than the teacher does. If it can be said differently, students are in the center, inquiry approach is mainly students centered. When using this approach "learning involves ongoing, active processes of inquiry, engagement and participation in the world around us." (John D. Bransford, 2000). So, by asking questions they can engage better into the lesson and feel free to express their feelings, thoughts and ideas related to a certain topic. As (Carol C. Kuhlthau, 2007) stress, the aim of inquiry learning is to not simply find facts but to interpret and synthesis them in order to construct new ideas and deep understanding, thus preparing students for lifelong learning. This proves what is written above.

In her study, Betty- Lou Ayers, cites from Kuhne's that researchers suggest using inquiry-based learning can help students be "more creative, positive and independent" (Ayers, 2010). This is true, because at the moment that students are given the permission to answer questions and speak, they can be creative while thinking and answering. This shows even independence. This can be a way on how to organize the approach in the classroom environment: "the teacher provides the initial question and learners decide how to approach it. Having designed their own method of inquiry, with the guidance of the teacher, students will collect, analyze and present their results." (Meehan, 2018). On her research Betty uses another source from GLEF which writes that "inquiry-based learning improves student achievement". (Ayers, 2010). Moreover "having skills is not the same as using skills or doing something with skills. There is more to learning than *what* they learn; there are the *why* and the *how* of learning." (Virginia L. Wallace, 2011). This means that learning is not superficial, it is deeper, and when students learn something they need to know the reason why and how something happens.

2.2. Inquiry-based learning domains

There are some domains or characteristics that students gain or should have while teacher uses this kind of activity. The first one according to Sharon Friesen:

2.2.1. Engaged Thinker:

The student should be an engaged thinker which means one "who thinks critically and makes discoveries; who uses technology to learn, innovate, communicate, and discover; who works with multiple perspectives and disciplines to identify problems and find the best solutions; who communicates these ideas to others; and who, as a life-long learner, adapts to change with an attitude of optimism and hope for the future." (Sharon Friesen, 2015). These are all the characteristics that an engaged thinker should have, it must be said that innovation, communication and optimism are some very important features, which can even prepare students for their future life.

2.2.2. Critical thinking

Foundation for Critical Thinking has posted a study from Edward M. Glaser related to critical thinking, according to his study, critical thinking:

"requires ability to recognize problems, to find workable means for meeting those problems, to gather and marshal pertinent information, to recognize unstated assumptions and values, to comprehend and use language with accuracy, clarity, and

discrimination, to interpret data, to appraise evidence and evaluate arguments, to recognize the existence (or non-existence) of logical relationships between propositions, to draw warranted conclusions and generalizations, to put to test the conclusions and generalizations at which one arrives, to reconstruct one's patterns of beliefs on the basis of wider experience, and to render accurate judgments about specific things and qualities in everyday life." (Foundation for Critical Thinking, 2019)

So as we can read, students have a lot of benefits from critical thinking. Several authors write about it. This research is based even on some other author's thoughts and studies, for example Cottrell states that "critical thinking helps you identify the obvious and the hidden messages more accurately, and understand the process by which an argument is constructed (Cottrell, 2005, p. 2). Despite of critical thinking he is also focused on critical reasoning, for which he says that it "usually involves considering other people's reasoning." (Cottrell, 2005, p. 3). This means that every time students develop a critical thinking about a certain topic they should even find a reason about it, they should give an answer not only to the question how something happens, but even why that thing happens. "Critical thinking is the art of analyzing and evaluating thinking with a view to improving it." (Dr. Richard Paul, 2006, p. 4). "It allows you to form your own opinions and engage with material beyond a superficial level. This is essential to crafting a great essay and having an intelligent discussion with your professors or classmates." (Patterson, 2017).

2.2.3. Flexibility

"Flexibility is the thinking skill that focuses on a child's ability to adapt to new situations, improvise, and shift strategies to meet different types of challenges." (Learning works for kids, 2019). This information was written in an online article from Learning works for kids, they also write that "a student who struggles with flexibility may have a hard time adjusting to these changes, which can often impact classroom performance." (Learning works for kids, 2019). We can agree with the fact that not all students are the same learners, sometimes some of them cannot feel comfortable or do not have the same skills like the other students, but it is important that they develop a certain skill during the year. And adapting to new situations as mentioned above, it will also serve them a lot for any real life situations too.

2.2.4. Independence

"Ask most teachers today what they believe to be a key goal of their work and they will often reply that it is to help students become effective, independent learners." (Kath Murdoch, 2006, p. 43). That is definitely true, being independent learners students can learn better, can share ideas with each other and can ask questions. "Being able to think and act independently remains one of the most important skills that a student can learn." (Gershon, 2014, p. 4). Teachers play an important role in making students become independent learners. According to Mullings "encouraging students to be independent learners, not only has huge benefits for them, but it's also a proven high impact, low cost way to improve progress. Making discoveries from a task the teacher sets that they are genuinely interested in and find challenging, and the feeling they gain from self-direction, is wonderfully rewarding for learners as well as an incredible life tool." Bill Meyer agrees on that, he claims that "successful independent learning depends on a number of external and internal factors. External factors involve the creation of a strong relationship between teachers and students and the establishment of an 'enabling environment'." (Bill Meyer, 2008)

How can teachers encourage students, what kind of methods they can use? An article on The Highly Effective Teacher website gives some great suggestions and tips on this. He claims that "in much the same way, teachers provide an environment conducive to independent learning by setting up the routines that encourage independence and self-reliance." (The Highly Effective Teacher, 2019).

The teacher should:

1. Provide visual prompts for learning tasks so students can easily be reminded of work processes. For example, 'Steps for how to write a procedure.'
2. Establish clear processes to access teacher or peer assistance.
3. Devise a system for students to get help when they need it and what to do when they are waiting.
4. Devise procedures for submitting work.

5. Fast finishers activities. What can students do when they have completed their work?
6. Develop autonomy by giving students choice in where, how and with whom they work.
7. Teach students simple cooperative learning strategies that you can use in a variety of settings and across curriculum.
8. Develop effective ways to mark students work like peer marking, teacher/student conferencing and self-assessment. (The Highly Effective Teacher, 2019)

2.2.5. Problem-solving

Problem solving is an important skill too, Jennifer Pearson writes that "problem-solving skills empower children to think about themselves and others, and encourage them to develop an understanding of self in the bigger picture of society." (Jennifer Pearson, 2008, p. 32), and "for a child this is an important life skill they will need to develop if they are to go on to have a bright future, where they are able to make healthy decisions for themselves." (Kumon, 2019). So problem solving not only serves them for the part of the activities in the classroom, but even for their future or real life situations.

2.2.6. Creative thinking

What does creative thinking mean? "Creative thinking means looking at something in a new way. It is the very definition of thinking outside the box." (Doyle, 2019). "This creative process allows you to explore connections, meet new challenges and seek solutions that are unusual, original and fresh." (Zorana, 2016). Furthermore we should admit the fact that "creativity is important in every area – science, maths, language, business, social enterprise – wherever your child's interests lie, being confident creators will help them succeed" (Cassie, 2017). As we can read, creativity is essential in every field. In addition, "creative power increases a young child's desire to learn and supports intellectual development. When we encourage divergent thinking, we help to maintain children's motivation and passion for in-depth learning. Encouraging children to keep on generating new ideas fosters their creative-thinking abilities." (Alice Sterling Honig, 2019). Even in this case, the teachers or parents' encouragement plays an important role.

2.3. The Role of the Teacher in IBL (Inquiry based learning)

As it is related to the questions that teachers can do to students, an article on Wnet Education writes that "when the teacher poses questions in an inquiry classroom, the questions are more reflective in nature. Appropriate questioning techniques are important in an inquiry classroom - especially in the lower grades where guided inquiry serves as a base for later, self-initiated questioning." (Wnet Education, 2004). It is on the teachers hand to "Create conditions and means for collaboration; identify areas for revision, reflect back on entire process (i.e., "how we get to this point")" (Heick, 2019). Teacher should make students think and reflect.

2.3.1 Facilitation

Teacher's most important role on inquiry based approach is being a facilitator. "Teaching is an activity which is helping the student in learning. Instead of to help the students in learning or facilitate the students in learning is a quite fascinating and gentle concept. If a teacher thinks that every student should be sound in his/her subject is his duty than teaching-learning process become innovative, active and interesting. Teachers should become mentors and they should make students learn. Teaching means teacher is doing the act of teaching. Learning means students are doing the act of learning." (Prakash Jagtap, 2016).

It is important to keep in mind that "when we say the teacher has to play the role of a facilitator in the classroom, this means that the teacher should not be the king who controls the activities of the learners. He /she should grant the learners some space to let the spirits of creativity and innovation." (British Council). Again creativity is an important feature or domain of inquiry approach. Two article writers give their opinions on teacher's role as a facilitator. The first one says that "the teacher's main role is as a facilitator – there to offer support and advice when needed, and to provide the necessary scaffolding and teaching of skills when necessary." (Tout, 2016). On the other hand it is written that "the teacher must create a learning environment that facilitates learning activities that in turn make the students achieve the desired learning outcomes." (Bye, 2017). So all in all, based on articles and different writers' thoughts, teacher's role in the class is being a facilitator.

2.4. Why Inquiry based learning?

There are several reasons why inquiry based learning is effective and teachers can use it. First of all “it increases their motivation and engagement. By being engaged in their learning, children are more likely to be more motivated to continue learning new information and skills. It fortifies the importance of asking questions. Good questions can open their minds and help develop children into creative thinkers. When children are encouraged to ask questions, it opens them up to a deeper understanding of their interests and the confidence to continue researching them.” (Bartram academy, 2018). Second one “enhances team work skills. With this teaching style, students are taught to engage with one another, work in groups, and tackle problems together. This leads to greater teamwork skills something that proves useful in most areas of life.” (Stanford, 2018). Third, “focuses on investigating an open question or problem. They must use evidence-based reasoning and creative problem-solving to reach a conclusion, which they must defend or present.” (Guido, 2017). Fourth, “encourages your preschooler to use their voice when problem solving. They feel as if their mind is respected and their choices are valid.” (Ruben, 2017). Finally “When students are able to exercise autonomy over their learning process, they become more engaged, which helps develop a passion for exploration and learning on a higher level.” (Wabisabi Learning, 2019). These are the reasons why inquiry based learning can be effective are based on different studies from different authors.

3. METHODOLOGY

To conduct the study there are used both methods of research, qualitative and quantitative one. The methodology will be mostly focused on observations and questionnaires. The case study of this study is the 1st year students of Memorial International School, it was chosen only one class with 15 students and it was observed for 3 months. Since the focus of the study was one method of teaching, then the observation will give information and it will show examples of real life situations during the class, how the teacher deals with this kind of method, what activities he uses to teach it in a way that it can be understood by everyone. After the observation, there was included even questionnaires which was sent to the primary teachers of Memorial International School via email, so they had to submit their answers.

To conclude with, the English book, Oxford International English “Student Anthology” was analyzed. The teacher uses this book to teach to 1st year children, for the international classroom. In this book, students can read stories and poetry, which are accompanied by pictures and exercises. New vocabulary is illustrated in the form of a cloud in the end of each story or poetry. The book gives students opportunity to practice reading comprehension skills, speaking and writing through the exercises which require a written answer that make learning easier for the students.

3.1 Observation as a way of data collection

Observation is one type of research method that it is used to collect information related to the topic. The type of observation used is participant observation, which “involves the observer being a member of the setting in which they are collecting data” (Bryant). Observation is a very helpful tool to touch the reality, because being part of the classroom gives you the opportunity to write down everything that happens and so it is a great contribution to the study. Specifically in this case, the author was the observer and the class observed is Year 1 of primary, on Memorial International School. The observation lasted 3 months, during all these 3 months there was taken notes about everything, how the teacher and students deal with the Inquiry-based learning, what kind of activities he uses in the classroom to teach them and how often.

3.2. Questionnaire as a tool of data collection

Questionnaires are a helpful tool to have a deeper view of the case. Beside the observation where the author could see everything, the questionnaires are focused on teachers’ opinions and suggestions. They reflect their views about the topic. The questionnaires are handled to some primary teachers at MIST. They are free to share their opinions and suggestions. In total there are 5 questions, there are 4 open ended questions and there is only one closed ended question.

The 1st question teachers are asked to write the difference between Inquiry lesson and the traditional approach. Then in the 2nd question they are asked to write for the role of the teacher in the classroom. The 3rd question is about the kind of thinking that is involved in Inquiry-based learning. The 4th question is about advantages and disadvantages of Inquiry-based learning. The 5th question is a closed question which requires teacher’s opinion if they do recommend Inquiry-based learning to other teachers, yes or no.

3.3. Book analysis

The book analyzed is Oxford International English "Student Anthology" compiled by Sarah Snashall. Teacher uses this book to teach to 1st year students, for the international classroom. In this book, students can read stories and poetry, which are accompanied by pictures and exercises. New vocabulary is illustrated in the form of a cloud in the end of each story or poetry. The book gives students opportunity to practice reading comprehension skills, speaking and writing, through the exercises which require a written answer.

4. PRESENTATION OF DATA ANALYSIS

4.1. The results obtained from observation.

The observation was very helpful to get informed of ways how the teacher handles with Inquiry based learning, how he uses this method of teaching, and what kind of activities he uses to the students. As explained before, the observation was held at Memorial International School of Tirana, the class observed is the 1st year of primary school. There were 15 students. Observation lasted for a considerable period of time, 3 months, which means one school semester and during all these 3 months children have developed their learning a lot. The teacher comes from America, and Inquiry based learning usually is used by native teachers. So, since the beginning students were learning without using translation. At this class, there were Turkish and Albanian students, and the rule is not use Albanian or Turkish at all. They should only speak English. The teacher that was observed during three months followed four cornerstones: procedures, student ownership, positive reinforcement, and growth mindset.

4.1.1. Procedures

The students have to be in charge of their learning but the responsibility falls to the teacher. Students do better when they know what to expect and especially when the environment is calm, relaxed, and welcoming. The teacher spent the first week of school with the main priority: teaching procedures. On the first day of the school, when students arrived, the first thing he did is meet them in the hallway, greet them, and politely ask them to stop talking. Then he taught them that scholars have to stop talking in the corridors because it interferes with the learning of others. As we mentioned before, the children arrived calmly and quietly, unpacked school bag of items they would need during the day, they form a line, and wait to be welcomed into class by the teacher and then silently begin bell work. The class then carried on to practice the procedure the teacher had just explained. If they got it wrong, that's fine. They can stop and do it again. They will do it as many times as it takes to get it right.

4.1.2. Student ownership

After the environment in the classroom is calm, warm, and welcoming, it's time to help the students begin to understand that. While the teacher has high expectations, he also respects the fact that this is their learning, not his learning, and they are in charge of it. It's up to the students to fill that container in whatever way is going to help them grow as scholars. On the first day, after they overcome their arrival procedure and they move on from bell work, they will have a meeting where students discuss what kind of expectations they have of teacher and of each other. As a class they will write a list of agreements. This gives them a sense of control, ownership, authority and power from the beginning. It also sets the expectations from the very beginning that the classroom is one of combination; nobody is going to be sitting back and letting others do the thinking for them. They will then begin, as a class, to discuss and decide democratically on a number of issues such as: morning song, where to post various learning tools/posters, what the class name will be. This spirit of student ownership should be allowed to be present in as many decisions as possible throughout the school year. Groups should be allowed to organize themselves democratically for group based tasks, students should be consulted on what works gets displayed and where it goes, and difficult situations should be brought to the class to be processed and a plan of action reached as much as is appropriate and possible. When students feel that this is their class, they are naturally invested in its success.

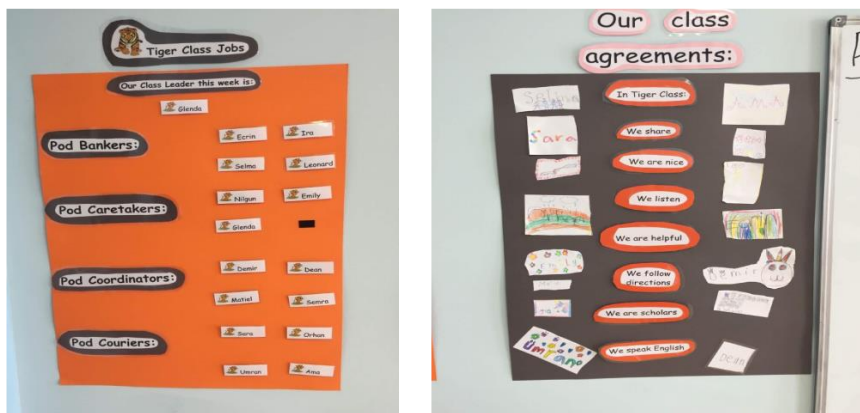
4.1.3. Positive Reinforcement

There is some times when students choose not to follow the agreements they've made. It is important for the teacher to choose a method of dealing with that. The best method teachers find to keep positive focus is The Nurtured Heart Approach. This is a relationship- focused on helping children build their Inner Wealth and is proven in every child who is challenged behaviorally, socially and academically. This is only one method, and there are many, but the point is that the focus be on

learners support their behavior with the positive agreements they themselves have made. The teacher thinks the focus is on what they should be doing, not what they shouldn't. In the class there are arguments for and against classroom economies, but teachers find it to be most useful in involving and investing students in the running of the class. In most classroom economies, students all have classroom jobs and receive pay in some form for completing those jobs. In the class that I was observing, students do earn "Feedback Funs" (pay) to buy privileges, but only a small amount of this is through their job. Most Feedback Funds are given by their peers. Twice a day, students do quick feedback where each student gives positive feedback to others accompanied by a Feedback Fund point. Students know that they should be paying attention to each other during the day. While they are doing feedback they use words like: "see, feel, think" statements to positively engage with their peers around the agreements. For example, if Leo notices Ira helping a peer with a difficult task, during feedback time he might say to Ira, "I saw you helping Amaris with that maths problem. I think you did a nice job. It is through this kind of peer feedback that most Feedback Funds are earned. This invests learners, in being successful themselves and in encouraging good choices in each other.

4.1.4. Growth Mindset

The teacher starts to use Growth Mindset activities in the first week. When a student says something like, "I can't do this" peers are likely to remind them, "...yet. You can't do it yet". Students begin to learn that making mistakes are absolutely essential if one is to grow as a scholar. So, the teacher is likely to find himself with much more time and energy to plan and deliver lessons and to give accurate, specific feedback on students' efforts. Procedures allow creating a proper environment for thinking, collaborating and growing. Student ownership invests all the students in its success. Positive reinforcement keeps the focus on what matters, and grow mindset gives students practical tools to better deal with the challenges.



4.2. The results obtained from questionnaires.

Participants of this questionnaire are some primary teachers of Memorial International School. The purpose of the questionnaire is to get information on how frequently is Inquiry based- learning used nowadays to teach primary students, how much do teachers rely on it. According to the survey in the 1st question the major part of the teachers answered that students are engaged in directing their learning, asking questions and making observations. It is about presenting problems and teaching strategies to solve those problems. They mentioned that Inquiry-based learning encourages creative thinking, problem solving and active learning. Traditional method of teaching doesn't really. The 2nd question requires about the role of the teacher in Inquiry-based learning. Most of them said that the teacher plays the role as facilitator, guide and instructor, but not telling. The teacher role is to help them, find answers by themselves. The 3rd question is about the kind of thinking that was involved in Inquiry- based learning. The responses were: critical thinking, creative thinking and deductive thinking. How and why instead of just what. Students should be actively engaged. The 4th question presents some advantages and disadvantages of Inquiry-based learning.

Advantages

Student engagement/interest
Ownership of learning
Encourages experimenting
Creative/ analytical thinking

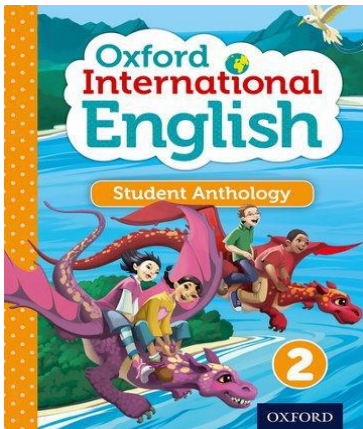
Disadvantages

More time consuming
It takes practice
Teacher must know material
Teacher must be well planned

The 5th and last question gives some recommendations from the teachers if they would recommend Inquiry to other teachers. They are expressed in this way:

All the teachers will recommend this method because it is modern research- based and very appropriate in a school for all subjects. These were all the answers of teachers, and majority of them use Inquiry method which is very helpful for students to learn better.

4.3. Book analysis



The book is "Oxford International English", Student Anthology, written by Sarah Snashall and illustrated by Michael Morpurgo, Valerie Bloom, Roger McGough and Bashabi Fraser. This is the second book that 1st year students get to learn a world full of stories and poems. Through the book students can learn reading comprehension, writing and speaking and listening skills. There are 6 books like this but in this study. It will be analyzed only the second book. The topics of this book allow students to bring their own experiences into their enjoyment of reading. In the cover page of the book there is an illustration too that help students understand better what is the story about. Let's pass to a story, "How Bear Lost His Tail, "a tale from North America retold by Sarah Snashall. (Snashall, 2009, p. 36) The story is about a bear's beautiful tail which had frozen in the water and broken off when he tried to pull it out. Groaning, bear yelled at fox. Bear was angry because he lost his tail through fox's trick. ... To this day, bear continues to have a short tail, and still does not like fox.

But, how the teacher deals with Inquiry in English lesson class is to be their guide and the students are the ones who do the asking. One lesson can last from three to five days. First of all they read the targets on the smart board that the teacher had prepare for them.

The targets are: (students read the targets with loud voices)

1. I can compare world stories.
2. I can tell you why I know a story is from a different time and place.
3. I can identify evidence for a different time and place.
4. I can make a description interesting using adjectives.

On the first day, the objective in this story is to identify and describe story settings and characters, and recognizing that they may be from different times and places. The teacher reads the story and the main teaching is to identify the literary elements, which are: title, author, illustrator, characters and settings.

After that, the teacher guides them to compare this story with the last one that they had, (especially illustrations looking at cultural differences). Their task is to make some predictions and then to compare in groups and listen to their peers predictions. They have to discuss and share with each other. Next day the teacher assigns each pod group a page of the story and they should become experts at re-telling and acting out their page. Students' first group read their portion of the story, than plan a retelling skit of their part of the story. After that, students act out their parts in order. In the end they discuss on how the pieces of the story fit together. After that day, their task is to re-examine the story to find specific words/sentences/details that indicate a different time and place. The teacher gives 10 minutes to discuss in groups and later they have to share findings with the group and board.

The objective for next day might be to write in clear sentences using capital letters, full stops and question marks. The teacher informs students that they have another story in that unit called "Yoshi and the Stonecutter" and asks them to find out what it is and where it's from, while he displays world map in the smart board. He instructs students to make predictions about the story and also he instructs them to listen for evidence that this story is from a different time and place than the other story. Teacher reads, students listen and think. They think about and share their ideas on the questions presented. Then, they write their evidence in their notebooks and share. After that, they discuss looking for evidence, what strategies do they use to find it (key words, illustrations, memory...). Next day the objective is to build and use collections of interesting and significant words. They have to choose interesting words and phrases, e.g. in describing people. The teacher board the sentence: There was a girl. The students have to think in pairs and to share on how to make this sentence more interesting. The main teaching is to teach that most sentences have nouns (person, place, thing), and he has to teach that we can make sentences more interesting by telling more details about the nouns.

Students' task is to identify nouns in the room and use the sentence as a starting point: "there was a" The groups then discuss and choose the best adjective to make it more interesting. Then students find interesting sentences in Yoshi story and identify noun (red) and adjective (green) by underlining. In the end they share their findings. So, this is the way how the teacher deals with Inquiry method in this book. He keeps guiding principles in mind, demonstrates to students how to participate, doesn't wait for the perfect question but allows students to be actively involved in their own learning.

5. DISCUSSION

This study is focused in one hypothesis and three research questions: Inquiry based learning can motivate students to learn and advance their problem solving and critical thinking skills. This hypothesis is important because students learn what they want to learn in a way that resonates for them. Instead of just waiting from the teacher, they prefer to learn by asking questions through experiences and explorations. Based on the first research question, inquiry is effective method of learning because it can help students construct their own knowledge, but is important to mention that depends on the guidance provided from the teacher. Despite the students' ability to learn new things, a thing that the literatures review deals too, is the importance of inquiry. Different authors have given their opinions about this and they arrive to a conclusion that inquiry is very important. When using this approach "learning involves ongoing, active processes of inquiry, engagement and participation in the world around us."(John D.Bransford.)

The second research question was if children learn better by inquiry, and I can say yes, they can learn better by inquiry because this method engages students directly to the topic. Students get more information when they are active on doing something. They can take control of their learning and they can learn in a way that works for them. Students are engaged in directing their learning- asking questions, making observations. It encourages creative thinking, problem- solving and active learning.

The third research question was about how inquiry activities motivate students to learn. In fact there is always an evidence for students to learn and advance their critical thinking and problem solving. Problem solving is an important skill too, Jennifer Pearson writes that "problem-solving skills empower children to think about themselves and others, and encourage them to develop an understanding of self in the bigger picture of society." (Jennifer Pearson) and "for a child this is an important life skill they will need to develop if they are to go on to have a bright future, where they are able to make healthy decisions for themselves." (Kumon, 2019). So problem solving not only serves them for the part of the activities in the

classroom, but even for their future or real life situations. The teacher wants students to own their learning, to remain curiosity, to be the best students. So they need to have something like inquiry. So they learn how to ask great questions, find the answers and share their results. "Critical thinking is the art of analyzing and evaluating thinking with a view to improving it." (Richard Paul).

Based on all the literature review studies, it arrives to a conclusion that students can learn better through inquiry based learning, they have the ability to learn so many things and this method really give results, challenge and motivate students to learn better and of course, they are entertaining.

Through the observation on year 1 of "Memorial International School", it is arrived to the conclusion that, when the teacher used inquiry based learning, they resulted to be successful. And in this way, it is proved the study hypothesis that students learn better through this method of learning. Whereas the book is one tool that teachers use to teach vocabulary, and according to the analysis of it, it results that books contain a lot of pictures, actions and fun activities which make learning and teaching easy and entertaining too. Whereas, the questionnaire that was handled to the teachers, asks their opinion about the topic. When the teachers were asked if the students learn better by using inquiry, the majority of the teachers said yes. As a conclusion, if a comparison between literature review and methodology part of the study is made, they are coherent with each other, they claim the same things and they arrive to the same conclusions, proving in this way the hypotheses

CONCLUSION

As a conclusion, Inquiry based learning can be a great method for teaching students on early years. And this is proven from the questionnaire answers and observations done. Their results are a proof that, yes, children can learn better through this method and even the majority part of teachers admit this fact.

According to the literature review which is based on different studies, books and online articles, when it comes to teach early year students, inquiry based learning is very effective method, because students can own their learning, remain curiosity, learn how to make great questions, find answers and share their results with their peers.

The data collected by observations shows the Inquiry method that teacher on that classroom uses for teaching students. The directions of the teacher take the content, so the teacher's resource comes with the opportunity to explore things students are interested in, with that kind of Inquiry. The teacher allows students do the research and make the connection. Inquiry based learning make them think. Despite this, they really had fun while learning because they want to talk about their learning. Students do things that really matter to them and they are so excited and passionate. They are inspired and reflective the struggle. That is a true education and this is great for the teacher too; it is a pleasure when students enjoy learning.

According to the majority of teachers, they prefer Inquiry based learning more than traditional approach because IBL is focused on process rather than product. It is about presenting problems and teaching strategies to solve those problems. Students develop critical thinking and deductive researching skills. They gain content knowledge on the way, but the overall goals are broader than that. They all would recommend this method to other teachers.

Through the book analysis it is seen how students can learn stories and poems and how the teacher deals with Inquiry method. The teacher keeps guiding principles in mind, demonstrates to students how to participate, doesn't wait for the perfect question but allows students to be actively involved in their own learning.

So, as a conclusion it must be said that IBL is really effective method of teaching nowadays, especially to early year students.

Recommendations

Teachers should definitely use Inquiry based learning if they teach on primary school.

Teachers should make learning enjoyable and fun for the students.

Teachers should let students be critical thinkers and problem solvers.

Teachers should create a supportive learning environment.

Teachers should be creative and use their imagination.

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