Consensus-building in Distance Education: Making Learning More Flexible

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matching of the teacher’s teaching strategy and learner’s learning styles

learners’ motivation level is increased
MIS-matching of the teacher’s teaching strategy and learner’s learning styles

CONFLICT

learners’ de-motivation level is increased
INTRODUCTION

CONSENSUS-BUILDING APPROACH

Mismatch

negotiations

Mismatch
CONSENSUS-BUILDING

conflict-resolution process used mainly to settle complex, multiparty disputes allows a diverse people to contribute into the decision-making processes

helps establish a common understanding and framework for developing a solution that works for everyone
OBJECTIVES

• To explore the process of consensus-building in an online course

• To identify consensus-building points
METHODOLOGY

ONLINE RESEARCH METHODS COURSE

FACULTY-IN-CHARGE SERVED AS THE RESEARCHER

CONTENT ANALYSIS: DISCUSSION FORUMS, EMAILS, INSTANT MESSAGES OF THE COURSE SITE
RESULTS

FIC presents the course design in a course guide

(e.g. content, learning materials, activities, assessments, schedule of activities)
RESULTS

Course Requirements

• Sit-down proctored examinations – to assess the conceptual understanding of the students

• Assignment (Proposal) – to assess the skills of the students in applying their learned concepts to concrete case

• Face-to-Face proposal presentation – to assess the presentation skills of the students
RESULTS

Negotiations started with some students

- email
- course site
- Class Discussion

CONSENSUS
RESULTS

Points for Consensus

• Mode of the learning materials

• Mode of assignment

Mode of proposal presentation
Results

Mode of the learning materials

Dear Dr Ric:

Good evening.

Attached is my EDSC Activity #1. I actually have the contents of this activity in my mind even before the first day of class.

My apology for not sending promptly this activity as my internet line at home was down for about a week. I was not able to catch the requirements of activity #1 but from the activity #2 you posted I could deduce what it was - it's basically the research problem and anything related to it.

I have been reading the book even before the first day of class: "How to Design and Evaluate Research in Education" by Jack R. Fraenkel and Normal E. Wallen, 6th Edition, 2007, McGraw-Hill, New York. Unless you have objections, I will continue to use this book. I actually have 15 books in research at home, but unfortunately not any one of them is in the list given by you. I was thinking that it will be a waste if I will not use any of them.

Thanks and good night.
Figure 3. Email request of student to change the mode of the mid-term examination

Request for a take home exam on EDSC 341 and EDSC350
2 messages

To: ricardo.bagarinao@upou.edu.ph

October 9, 2014

Dear Dr. Bagarinao,

I communicated with some of my classmates and we actually have something in mind; although I am not sure if they will also email the request that is, it is possible for us to have our midterm exams in EDSC 341 and EDSC 350 be a take home exam. Actually sir most of our exams on previous semesters are open notes, humbly requesting sir if possible take home or open notes exam for the said subjects.

Sincerely yours,

Ricardo Bagarinao <ricardo.bagarinao@upou.edu.ph>

Fri, Oct 10, 2014 at 7:29 AM

Dear Ric,

Can you post this in the course site, if you have not done this yet? We can discuss this better I mean with the other members of the class when posted in the site I think. Thanks a lot.

yours,

baggy-r

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"there is still time to think about your future...don’t waste it"
Sir I will appreciate it if it will be take home. Because of our Science month activities I have a limited time in doing my literature review. I have a hard time reading the topics last week also, although I am trying my best to at least do this things. I hope you will consider my predicament. Thank you.

Hi Sir,

It would be better if it would be a take home exam. It would be less expensive for our part.

Thanks..

Hello Sir. Do we have a take home exam as we requested? Travelling to Washington DC for an exam is too much for a commute and I cannot take leave as I am using all my days for my trip to the Philippines for my parents’ death anniversary. Thanks!

[Quoted text hidden]
RESULTS

Mode of proposal presentation

Face to Face vs. Online vs. Video Recorded
CONCLUSION

As indicated in students’ responses in the various points of negotiations, the location and other responsibilities of the students played a key role in the decision-making process of the students.

The students used their financial burden to justify their negotiations for the change of mode.

The class should be allowed to discuss the issues, and come up with the general decision to avoid marginalizing other students.
Thank you!

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