

Individual Paper Session 16
CALL
Wednesday, July 5
4:45-5:15pm

Cyber-self-reflection

Karen Woodman
University of New England
karencwoodman@hotmail.com

The analysis of perceptions of online teaching and learning by in-service ESL teachers in an online MA Program can lead to interesting insights into the nature of teacher-student relationships in the language learning classroom, and how these relationships may be influenced by ICT (e.g., use of technology).

In this study, the perceptions of the participants are found to be related to students': a) own teaching styles and how they use ICT in their own classrooms as language teachers and b) their experiences as learners in the online MA program. These perceptions are correlated to three different pedagogies: traditional, collaborative/progressive or transformative. Within a traditional framework, teacher-student relationships are teacher-centered. Within a constructivist/progressive framework, stress is placed on small group cooperative learning.

The role of the teacher within the transformative pedagogical framework is to encourage the students to analyze broader social issues relevant to their lives and to discuss ways in which these social realities may be changed through social action and democratic participation (Cummins & Sayers, 1996).