

## **Appendix B**

### **Action Research Planner for Network Information Management 2001**

#### **I experience a concern when some of my educational values are denied in practice.**

I have been using online learning technology since 1998 as a participant in online professional development programmes. Since 1999 I have been using online learning technology on the Masters programme. So far my use of online learning technology consists of uploading the course material to a bulletin board. In this enquiry, I want to use an online learning environment to promote more dialogic interaction rather than using it as only as a delivery mechanism for programme content.

#### **I imagine a solution**

I want to continue to use the online learning environment during the Network Information module (2001) and to encourage participants to document their own learning through use of online journal writing. The journals can be accessed by all participants on the programme. I hope that this will help participants to articulate their own concerns and to reflect on how ICT can help to improve practice. Through the use of shared online journal writing participants will have the opportunity to interact with each another.

### **I act in the direction of the solution**

Participants will document their own learning through use of an online learning environment. Introduce them to ‘living educational theory’ questions – what is my concern, why am I concerned, what am I going to do about it etc.

### **I evaluate the outcomes of my actions**

The online learning journals provide evidence of participant learning through the module. The online dialogues emerge in the course of practice

### **I modify my problems, ideas and actions in the light of my evaluations**

The purpose of the online learning journals was to provide participants with the opportunity to document their learning as they developed a web based artefact for use in their work context. The goal of the enquiry was to develop participants’ capacity to take charge of their learning. To achieve this goal, I engaged participants in a process that involved them in documenting their learning. They were asked to develop a multimedia/web based artefact and to evaluate its use in practice and to share their learning with one another. The enquiry focused on how one participant, Ann Marie engaged in this process. Evidence of how I have engaged her in this process is shown through online learning journals. Each teacher engaged with me rather than with each other. I am beginning to see the potential of the online learning environment to support participants as they articulate their own concerns in practice. I would like to develop my use of online learning environment further by exploring how we could make use of it in a more collaborative way.