***Abridged version of design based research proposal***

**Introduction**

* A new learning environment exits due to technological advancement and proliferation of knowledge on the Internet.
* Educators have a responsibility to provide learners with the opportunity to acquire the necessary skills to search, navigate, identify and critically select sources from a network of locations – offline and online.
* New pedagogy - **Networked Global Learning (NGL**) supported by emerging theories (**Connectivism and Public Click Pedagogy (PCP**)).
* NGL is characterised by **Personal Learning Environments (PLEs**)- developed to assist learners take control of their learning (Downes, 2007; Siemens, 2007)
* Instructors need to design learning experiences that demonstrate and model the relevant skills, so that learners can achieve learning autonomy.
* **Email communication** remains one of the most effective means of communication between learners and their instructors (Chang, Hurst & McLean, 2015), but is limited because the communication is one-to-one or one-to-many, rather than many-to-many.
* However, email can be useful as a tool to model NGL skills, by using a personalised approach that can direct learners to varied sources in a structured way that reveals the process of **navigating a “messy” network** to discover the answers (Bigum & Rowan, 2013).
* This approach can improve student agency and the sustainability of support services, such as the one that is the subject of this proposal.

**Statement of problem**

* **ALC Quick queries (email**) characterised by one-way communication, with some students over-using the service, and becoming dependent on the passive acceptance of information to satisfy their knowledge needs
* Educators need to relinquish their position as “the knowers” because it is impractical and impossible to remain totally informed of all new or existing knowledge on any given area (Siemens, 2008).
* **Educator- constructed responses need to do two things:**
1. **integrate the appropriate skills based on NGL principles**
2. **scaffold this learning to build confidence in the learner, so they will ultimately demonstrate self-efficacy during the inquiry process.**
* This service is a learning support service; and the planned intervention should be informed by this aspect.

**Intervention**

* Research reveals learners thrive on being given more control over their learning, but don’t have the necessary skills to learn (Dexler, 2010).
* Support services in institutions that operate in the NGL environment, have a responsibility to provide the opportunities for skill acquisition, along with actual knowledge acquisition.
* **Scaffolded inquiry-based learning** should be used to model NGL skills (based on Connectivism and PCP).
	+ **Task organization level:** Students will submit an inquiry or question. A reply will be sent using a framework that demonstrates how to find the answer rather than simply providing a direct answer.
	+ **Tool level:** The host tool will be **emailed** initially; however, the resources offered to the learner will include a variety of **informal and formal sources** that are media rich and globally accessible. Web 2.0 tools will include to **text-based sources (formal and informal), web-based multimedia tools (podcasting, vodcasting, Skype, Flickr, YouTube, Vimeo), social media (Facebook, PinInterest**)
	+ **Process Level.** With scaffolding built into the answer, the learner is enabled because the process guides them through linked resources to discover part of the answer independently. This **learner-centred approach** allows the reader to **follow, absorb, repeat and practice** until they are proficient in that skill and can apply it competently and move to the next rung on the **learning ladder** (Bigum & Rowan, 2013).
* **A secondary intervention** would involve a **Q & A system** that would retrieve similar data (previous answers) at the initial point of inquiry. The learner would be provided with these responses, and asked if any of the previous answers are compatible with the learner’s query. The learner would then be given the option of selecting one of the retrieved answers or submitting the inquiry for an individual response from a member of staff.

**Conclusion**

* The learning landscape has changed forever.
* Now it is **messy, vast, complex and interconnected**.
* The educator’s role is to assist students to acquire the **means to “know”,** rather than acquire knowledge itself.
* Support services can achieve this best by **demonstrating pathways within a scaffolded framework.**
* **Learner-centred approach** can help promote self-efficacy and independent student learning.