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SFU SIMON FRASER UNIVERSITY
THINKING OF THE WORLD

FACULTY OF EDUCATION

ORAL EXAMINATION
JOHN MORRISON

FOR THE DEGREE OF

DOCTOR OF EDUCATION
EdD

Friday, August 13, 2010
SFU Vancouver, Room 2250 at 10:30 AM

EXAMINING COMMITTEE

Chair:	TBD
Senior Supervisor:	Dr. David Kaufman
Member:	Dr. Elizabeth Wallace
Member:	Dr. Geoff Madoc-Jones
Internal/External:	Dr. Steve DiPaola
External Examiner:	Dr. Patricia Lasserre
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Student Understandings of Learning at the End of an Undergraduate Program Using Networked Learning: A Case Study

ABSTRACT

Course-based online learning has grown significantly in the last decade, yet the understanding of students' experience of this form of learning is only just starting to emerge. Practitioners and researchers are already starting to explore post course-based networked learning scenarios, including networked lifelong learning. Now would seem to be an opportune time to investigate students' learning experiences in course-based networked environments, in order to inform the development of these post course-based learning environments.

The aim of this case study was to examine students' understandings of learning gained through course-based networked learning, with the aim of shedding some light on how students might engage with post course-based networked learning environments. Specifically, the study sought to understand what aspects of identity as learners and understandings of ways to learn were shown by students who had been through a program using course-based networked learning. Through interviews with six students who were close to completion of an undergraduate program making significant use of networked learning at a west coast Canadian University, this research explored the understandings about learning that these students had developed through their program. Results showed that students were faced with an onslaught of technologies and were challenged to pick up new ways to learn. This suggests that newer ways to learn will have to be explicitly taught if students are to be successful with networked lifelong learning.

The study concluded with implications for the development of post course-based networked learning environments, for educational programs using networked learning and for future research on students' experiences of networked learning.

Academic Record

1984 – B.Sc., University of London (LSE), UK
1990 – B.Ed., University of Regina, Canada
1990 – M.Ed., University of Regina, Canada

Professional Experience

2008 – Present	Pedagogical and technical consulting to e-learning start-ups and Public Knowledge Project, Vancouver, British Columbia
2006 – 2008	Director of Beyond User Communities, Blackboard Inc., Washington, DC, USA
2000 – 2006	Senior Director of Support, WebCT Inc., Vancouver, British Columbia
1996 – 2000	Coordinator of Educational Technology, Okanagan University College, Kelowna, British Columbia
1995 – 1996	Various Instructional and Instructional Support Roles, Malaspina University College, Nanaimo, British Columbia
1990 – 1994	Special Education Coordinating Teacher and Acting Principal, School District #57 (Prince George), Prince George, British Columbia
1988 – 1990	Graduate Data & Program Evaluation Assistant and Sessional Instructor, University of Regina, Regina, Saskatchewan