

The Art of Scaffolding an EFL Writing Class in a Hybrid Environment: A Practical Experience

Agus Santoso

English Department
Faculty of Education
Universitas Pelita Harapan
Indonesia

E-mail: agus-santoso@uph.edu/agus@agus-santoso.com

Abstract

Many universities are adopting e-Learning in their programs. Accordingly, there is an urgency to reconsider the pedagogical perspectives, which need to be refined in order to meet the demands of learning conducted in these technology-rich environments.

The theory of scaffolding, which aligns with the constructivist theory, is revisited to teach an EFL writing class and expanded in order to provide our future learners in a hybrid environment (both online and face-to-face) with better pedagogical strategies. As a result, learning writing within these scaffolded environments occurs in a carefully-monitored manner but outside the scaffolds used, it is intended that learning may then occur in a natural and disorganized way without the students being conscious of having to achieve assessment objectives. This 'natural and disorganized way' is referred to as chaotic creativity.

An action research design has been utilized throughout this study to achieve a paradigm shift as well as to inform practice in these technology-rich environments so that teachers continually strive to improve and rethink their existing pedagogical perspectives while using a hybrid learning environment.

The results have indicated that the students take the advantages of using the

scaffolds implemented in a hybrid learning environment to enrich their rich and meaningful learning journeys. The online activities, mostly conducted after the F2F mode, have given them greater opportunities to both reinforce and expand the knowledge they have acquired in the F2F mode.

Keywords: Scaffolding, FL Writing Class, Hybrid Environment

Introduction

These days technology has influenced many areas. Education is one of them. Many experts have seen the need to use technology in the classroom to enhance the teaching-learning activities (Chang & Fisher, 2003; Coates, 2006; Corich, Kinshuk, & Jeffrey, 2007; Demiray, 2007; Herron & Wright, 2006; Hill, Raven, & Han, 2007; Lock, 2007; Palloff & Pratt, 2007a; Shank & Sitze, 2004).

However, technology is not yet harnessed to its maximum potential as a vehicle to provide effective education. What really happens is somewhat like putting in new wine in old bottles. (Koontz, Li, & Compura, 2006; Palloff & Pratt, 2007a)

As a result, this paper discusses a specific teaching/learning technique of scaffolding which has been chosen to improve student engagement to construct their knowledge. However, the literature on scaffolding provides broad ideas because

scaffolding means different things to different people. For that reason, there is a need to make it more specific so that it can be addressed and explored comprehensively.

Literature review on scaffolding

Since the term of scaffolding was coined in 1976 (Wood, Bruner & Ross, 1976), there have been a lot of efforts in shaping what the concept of scaffolding actually means. However, the more people talk about it, the more confusing it is to define the real meaning of the original concept. As a result, Borthick, Jones, and Wakai (2003) maintain that since scaffolding is not yet defined in a refined way, there is still a need to reconceptualize it.

The following is a brief summary of some other scaffolding theories which can be found in the literature:

- Conceptual scaffolding, metacognitive/reflective scaffolding, procedural scaffolding, and strategic/intrinsic scaffolding (Bell & Davis, 1996)
- Soft scaffolding and hard scaffolding (Brush & Saye, 2002)
- Expert scaffolding, reciprocal scaffolding and self scaffolding (Holton & Clarke, 2006)

Most of the scaffolding processes in the literature provide broad concepts and have been done to children. In this study, the scaffolding will be given to adult students (first-year students) and limited to Holton and Clarke's theory with more specific techniques in applying the sequence.

Literature review on a hybrid learning community

The hybrid, or blended, learning community is a combination of two modes; namely: the face-to-face and online modes (Buzetto-More & Sweat-Guy, 2006; Mossavar-Rahmani & Larson-Daugherty, 2007; Palloff & Pratt, 2007a) and hybrid

modes seem to be favoured by many teachers due to its success stories because they provide flexibility and ability to move course components to either the online or F2F mode as necessary.

Proponents of hybrid learning proclaim it to be an effective and efficient way of expanding course content that supports in-depth delivery and analysis of knowledge (Young, 2002) and increases students' satisfaction (Campos & Harasim, 1999; Dziuban & Moskal, 2001; Rivera, McAlister, & Rice, 2002; Wu & Hiltz, 2004). In the years to come, hybrid learning is poised to cause a paradigm shift in higher education (Allen & Seaman, 2003; Lorenzetti, 2005; Young, 2002).

Research questions

The literature review on scaffolding and hybrid concepts brings forward the following research questions:

1. How can Holton and Clarke's theory of scaffolding be implemented to enhance student engagement in an effective hybrid learning environment to teach an EFL writing class?
2. How can Holton and Clarke's theory of scaffolding be extended?
3. Which type of scaffolding suits best for a hybrid learning environment?

Conceptual framework

In order to answer the research questions, a type of conceptual framework has been developed. This conceptual framework is used as a means to provide steps in the theory building from the theoretical to the practical aspects, giving guidance to the formulation of a new theory developed in this study and has been formed as a possible mixture of other relevant theories to provide a step-by-step concrete tool in reaching the learning objectives set beforehand.

This conceptual framework is divided into two broad categories, which complement each other, namely: constructivism and instructional design. Constructivism, which is situated on the bottom of the overall framework, both functions as a solid foundation and represents the underlying theory on which the instructional design is built based on practical issues applicable to be conducted in the classroom. In the next step, the constructivist theory embraces a vibrant learning community in a hybrid mode. A vibrant learning community is the one made up of active social interaction among its active members. Within this active social interaction, carefully-scaffolded activities are maintained and thrive. The three elements (a vibrant learning community, active social interaction and the scaffolding processes) affect each other in that orderly sequence.

Upon reaching this stage, the role of the instructional design comes into play. The types of scaffolding involved in the scaffolding processes reflect a strategic and practical planning in the instructional design to reach the learning outcomes as anticipated beforehand. As a result of the carefully-scaffolded activities, which consist of: self scaffolding (pre-instructional), expert scaffolding (in class), reciprocal scaffolding (in class), self scaffolding (post-instructional), and transcendental scaffolding (post-instructional), life-long learning may eventually take place as the ultimate goal of the whole teaching-learning processes.

The following framework (Figure 1) depicts how the two broad categories (constructivism and instructional design), together with their respective ingredients of which they are made up, are interrelated. However, due to the time constraint, the focus of the discussion at this time is restricted to how the scaffolding processes can be applied to enhance a vibrant learning community.

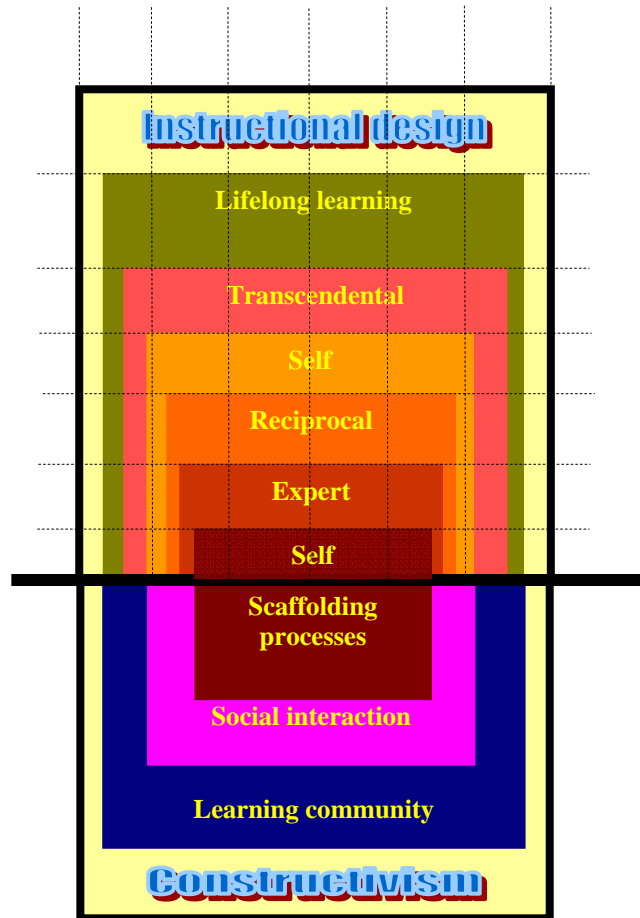


Figure 1. Conceptual framework

The scaffolding concepts adopted in this study

The scaffolding concepts offered by Holton and Clarke (2006) have inspired the author to apply a certain kind of scaffolding in a hybrid learning atmosphere to teach an EFL writing class, following a particular sequence for F2F and online modes.

According to Holton and Clarke (2006), scaffolding is defined as : “an act of teaching that (i) supports the immediate construction of knowledge by the learner; and (ii) provides the basis for the future independent learning of individual.” (p. 131).

In terms of agency, Holton and Clarke (2006) point out further that there are three kinds of scaffolding: ‘expert’, ‘reciprocal’, and ‘self’ scaffolding. Nevertheless, there seems to be another kind of scaffolding,

which might be temporarily termed as 'transcendental', existing after particular students have passed the three types of scaffolding applied in a certain sequence in their learning processes.

The rationale of using Holton and Clarke's theory was that the agency (actor/doer/giver of the scaffolding) is emphasized. In most theories of scaffolding, the focus was on the learners (receivers of the scaffolding) who were given the scaffolding, focusing on passive scaffolding given from an expert to a student. Holton and Clarke's theory touches on the opportunities for the students/learners to scaffold themselves in the self scaffolding (internalization). "Self-scaffolding may show exactly what children have to do to make internalization happen" (Miller, 2005, p. 210). Bickhard (2007) argues "that the development of self-scaffolding skills - e.g. learning to break problems down into subproblems, moving to simpler and ideal cases, making use of resources currently available that may not in general be available, and so on - constitutes a major field of development in its own right." (pp. 84-85) He further states that "the scaffolding of the development of self scaffolding skills should be at the heart of educational design and practice" (p. 85). If these students can scaffold themselves (internally), why can they not try to scaffold other friends/students or the teacher (externally) as well? That might function as the foundation of the transcendental scaffolding. As the name itself suggests, it refers to a process of 'beyond' scaffolding, to be literally specific, beyond 'self' scaffolding, which implies an active scaffolding process done by the actor/doer/giver of the scaffolding. When the scaffolding is removed later on, hopefully, these students can become independent learners because they have passed the expert->reciprocal->self->transcendental sequence. They will be

mature enough to stand on their own feet to search for the next knowledge to acquire.

Holton and Clarke's expert scaffolding

The teacher or the scaffolder, as an expert in a certain area, provides scaffolding to the students or the scaffoldees. In this phase, the students receive the scaffolding from the teacher. Modeling is an effective technique. Providing real examples will be good. The students will then imitate what the teacher has done. With online learning, the role of the teacher has shifted. The teacher functions as a facilitator. Some awareness to a certain topic can be created. It is like giving a small piece of the whole picture. Then, the students will be trying to find the missing parts in their knowledge construction.

Holton and Clarke's reciprocal scaffolding

Within this process, the students are working together with their peers. They exchange information in their search for knowledge. This is a trial and error phase for them in their efforts to construct knowledge. Disequilibrium may occur quite often. In the process, quasi-transcendental scaffolding is identified along the way. At this stage, the students seem not to have mastered the materials/knowledge yet.

Holton and Clarke's self scaffolding

In this type of scaffolding, the students are scaffolding themselves in their search for knowledge by finding other resources on their own and adjusting the knowledge they have acquired. Self scaffolding is effective when they are highly motivated. Thus, without being asked, they keep on constructing their knowledge.

Meanwhile, more literature on self scaffolding (Britsch & Meier, 1999; Granott, Fischer, & Parziale, 2002; Miller, 2005; Rimor & Kozminsky, 2000; Turner &

Berkowitz, 2005; Wohlwend, 2007) has also inspired the author to expand Holton and Clarke's (2006) scaffolding concepts. Granott, Fischer, & Parziale (2002) have used the term 'bridging' to describe self scaffolding. They define 'bridging' as a self-scaffolding mechanism that bootstraps one's own knowledge.

Proposed sequences of Holton and Clarke's (2006) scaffolding:

The three figures below summarize and describe the imaginary sequences of the scaffolding administered in this study. Although each stage seems to be discrete from each other, in reality, it is a recursive process in its very nature.

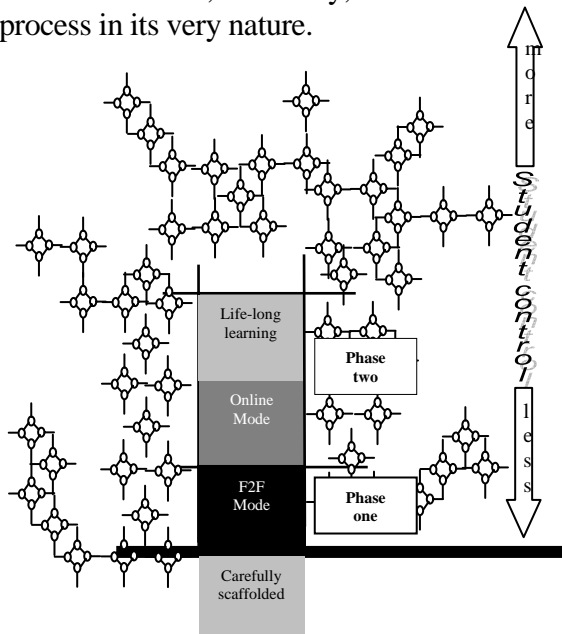


Figure 2. Overall scaffolding

Figure 2 is the overall scaffolding used in the research. This overall scaffolding is divided into two phases. The first phase consists of the F2F mode and the second phase comprises the online mode, together with the life-long learning which follows and is basically the ultimate goal of learning. In the earlier stages of the

scaffolding processes, the students' activities are more guided and controlled by the teacher. However, as they are moving upward. More freedom to express their ideas are given.

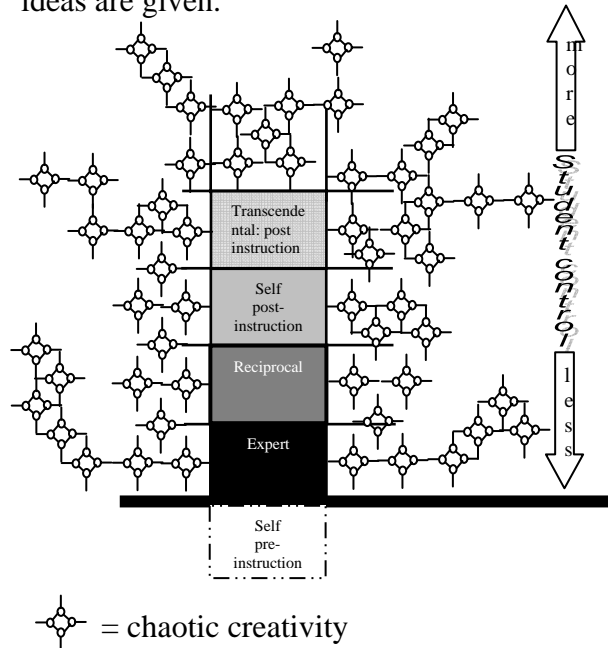


Figure 3. Face-to-face scaffolding

The F2F is conducted first. It represents what is happening in the conventional classroom where the teaching-learning activities are taking place.

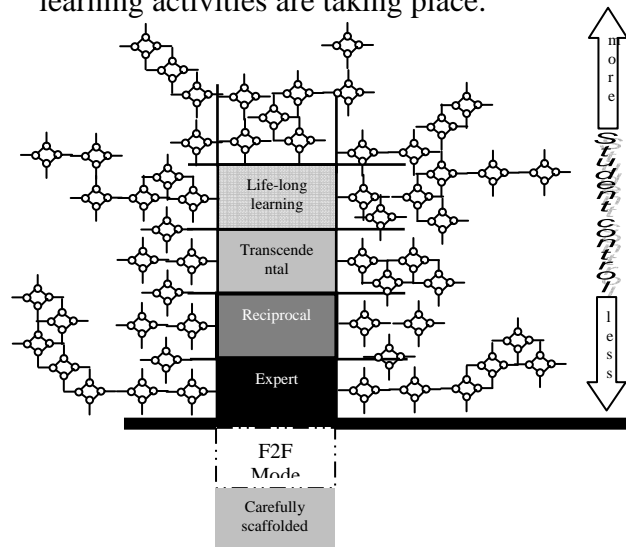


Figure 4. Online scaffolding

The second phase or the online mode is conducted after the F2F mode. There are two online activities involved, namely: the discussion forums and the chat sessions.

Research methodology

Action research design has been chosen to address the issue. There are three main reasons for selecting this particular methodology. First, in this study, the emphasis is on the ‘research’ itself so that the relevant theories can be expanded and, then, based on what is found later, ‘action’ can be implemented to change the current online teaching-learning atmospheres at UPH. Second, the findings found in action research can be put into practice straight away and there seems to be no delay between the study completion and the implementation of the solution (Streubert & Carpenter, 1999). Third, and most importantly, this type of research design is commonly used in educational settings to bring positive changes or enhance practice (Gall, Gall, & Borg, 2005; Johnson, 2005; Schmuck, 2006). Involving teachers/educators to study their classroom problems and issues has become an important direction for education renewal today (Creswell, 2005, 2008).

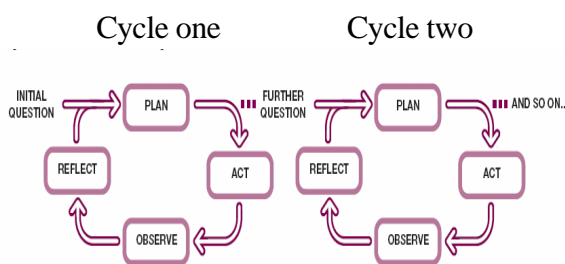


Figure 5. The recursive PAOR cycle of action research

Source: Adapted from Coats (2005, p. 5)

In cycle one, the planning was implemented and the teaching-learning processes were monitored and suggestions

to improve learning were noted. In cycle two, the suggestions were implemented.

In cycle one, the students learned together as a community, one helping another. In cycle two, however, they were put into smaller groups, with a student facilitator in each group.

Participants

The participants of the study were mainly the first year students enrolled in the ‘Effective Writing’ classes at the English Department, Faculty of Education, Universitas Pelita Harapan. Some of these students were repeaters.

There were two classes, Group A (consisting of less able and new students) and Group B (consisting of more able students), offered in that even semester with a total number of forty students.

Since it was thought that heterogeneous groups would represent a true picture of an ideal classroom, after the mid-term test, these groupings were restructured with the hope that more able students would facilitate the discussion and help the less able students to construct their knowledge together in this learning community. This restructuring of the groupings was done for both the F2F and online activities.

Instruments

The data that have been collected in the study are listed as follows:

1. Two questionnaires were distributed. The original one was done in cycle one and the other, the revised one, was done in cycle two.
2. Two in-depth interviews were carried out to collect detailed data from the participants. Nine students were chosen on

the basis of their active participations in the online activities for the first four weeks. The first one was done in cycle one and the second one, the revised one, was done in cycle two.

3. Online Records, consisting of the chat sessions (synchronous) and forum discussions (asynchronous), were archived for analysis to see if the students had used their meta-cognitive skills in building their knowledge, particularly in the applications of the four types of scaffolding. For the online records, an open-source LMS, called TappedIn (<http://tappedin.org/tappedin/>) was chosen.

Results / Findings

In the scaffolding processes, the four types of scaffolding can be identified. In this section, the evidence is particularly investigated and explored in order to extend Holton and Clarke’s concepts of scaffolding.

Discussion on the fourth type of scaffolding: transcendental

The three types of scaffolding have been identified and defined in the research literature. However, the researcher believes there is a need to identify and define a hitherto-not-defined area. This new type of scaffolding has been labeled in the interim *transcendental scaffolding*. As the name ‘transcendental’ suggests, in this type of scaffolding, the scaffoldees transcend to become scaffolders. In other words, they have become scaffolder scaffoldees and the self → expert → reciprocal → self → transcendental sequence seems to provide a conducive teaching learning atmospheres. These transformations are illustrated in Table 1., which take place in a bottom-up approach.

Table 1. Transformations from 'scaffoldee' to 'scaffolder'

Type	Productive [giving]	Receptive [receiving]
Transcendental	Scaffolder [in projection - metacognition] [Student]	Scaffoldee [in learning new things: expert scaffolding is taking place] [Student]
Self	Scaffoldee/Scaffolder [in reflection - metacognition] happening within oneself [Student]	
Reciprocal	Scaffolder [in providing peer feedback - metacognition] [Student]	Scaffoldee [in receiving peer feedback] [Student]
Expert	Scaffolder [Teacher]	Scaffoldee [Student]

It is expected that the students will experience transformations from scaffoldee to scaffolder in their learning journey. They will move up the ladder from scaffoldees to scaffolders. Their roles, being scaffoldees or scaffolders, may change along the way depending on the different tasks they encounter. These scaffoldees have experienced the process of learning a certain skill from the beginning to the end. It is important to know that once they can learn on their own, the scaffolding process is removed. Yet, the process of independent learning continues on and is inherent for the whole of one’s lifetime.

However, before moving on to this type of transcendental scaffolding, the students experience what is called ‘quasi-transcendental’, a phase where they are not ready yet to construct their knowledge. In this situation, the students may know the answers of a certain problem but they are still uncertain whether the information given is valid or not and they may ask for the teacher to confirm their answers. This is in line with that Celce-Murcia (2001) has termed as inert knowledge. This is a situation where students are not ready yet to

apply their newly-acquired knowledge in their real world.

Example:

I really don't think so, James. I have seen some books and all of them have thesis statement, either is clearly stated or unclearly stated. But they all have the thesis statement. So far we have already learned how to make the clear thesis statement on our introductory paragraph, but maybe next semester we'll learn about the thesis statement that just implied the main ideas in the essay (it's not clearly stated). Thanx. PS: Please ask Mr. Agus for further info.

Evidence of the scaffolding processes

Expert scaffolding

This kind of scaffolding is initially done by the teacher in the first few sessions. As they are more engaged with the next sessions, the students are given more freedom to construct knowledge individually or socially. On the part of the students, they can provide expert scaffolding once they have passed the transcendental scaffolding.

Example:

I think causes come first and then effects come later. I have this pattern to illustrate the HIROSHIMA movie: CAUSES (CD1) - > The ATOMIC BOMB was dropped <- EFFECTS (CD2) If that is the case, you can focus on either one. Combining both will be too difficult to handle. What do you think?

Reciprocal scaffolding

In this reciprocal scaffolding, a student may provide quasi-transcendental for the first time or even transcendental if that student can share his/her knowledge.

Example:

The Track changes was really helpful for me to identify my essay and check for mistakes that I have made, unfortunately the first time I used it, my essays turned out to be a disaster...hope I can make it better next time..thanks..

Self scaffolding

In self scaffolding, the students may experience quasi-scaffolding for the second time. This quasi-scaffolding is happening within themselves because they are in the process of constructing their knowledge.

Example:

Owh.. I've just remembered. It's kind of hard for me to compare two things because it shows some similarities. Maybe I should find some information about things that I want to compare. Am I right ?

Transcendental scaffolding

After undergoing the three types of scaffolding, the students are ready to scaffold their friends in its real sense. They have become scaffoldee-scaffolder. They have reached their peak in constructing their knowledge. It is in this stage that scaffolding is removed. Not only will they be able to scaffold their friends, they will also be able to scaffold themselves. In other words, they are experiencing the quasi-scaffolding for the third time. They have sufficiently saturated themselves in the subject matter for quite a while and they have become independent learners. In other words, their storage of the knowledge should be sufficient by now and they are able to use their knowledge to help themselves or other people. At this time, the previous experiences with the three types of scaffolding have made them aware that they need to extend their capability to a more

challenging task so that they are reinforcing their knowledge along the way.

Example:

A: Thx' Tasya for your support.... ^_^ But, I have a little bit confused about doing Cause & Effect Essay. Can you help me to give an explanation?

B: Cause and Effects Essay about Hiroshima, right? Well, cause: US bombed Hiroshima on 6th of August 1945. Effects: - people suffered -destroyed all things -black fluid rain -etc.... (Please elaborate the ideas...) As simple as that, Cindy. Good luck, af.

Students' reactions

Based on the interviews and questionnaires, the students still preferred the 'expert scaffolding' and thought that 'self scaffolding' was important to them. 'Reciprocal scaffolding' and 'transcendental scaffolding' seemed to pose problems to those who thought that they were not competent enough to provide knowledge to their peers. It is quite logical since most students might still be exposed to the teacher-centered learning styles in their senior high schools. However, with these new learning styles, the students can be guided to have more student-centered activities. Such scaffolding will equip these students to become independent learners in their future pursuits of knowledge.

In the smaller groupings, the students seemed to be able to actualize themselves better by applying the scaffolding processes more effectively.

Conclusion

The scaffolding processes, supported by the technology available, are crucial in determining the success of creating a vibrant learning community. Through carefully monitored scaffolding, the students can be

encouraged to construct their knowledge together as a learning community.

Table 2 below provides the whole summary of the scaffolding processes, broken down into four different classifications, namely: types of scaffolding, student's perspectives, scaffolding interactivity and factors of influence, with each level representing the different steps taken in a bottom-up approach.

Table 2. Whole summary of the scaffolding processes

Steps of scaffolding	Types of scaffolding	Student's perspectives	Scaffolding interactivity	Factors of influence
Step 4	Transcendental	Externalization		Influencing others
Step 3	Self	Internalization		Either influencing or being influenced by others
Step 2	Reciprocal	Transaction of knowledge		Either influencing or being influenced by others
Step 1	Expert	Awareness		Being influenced by others

References

- Allen, I. & Seaman, J. (2003). *Sizing the opportunity: The quality and extent of online education in the United States, 2002-2003*. Needham, MA: Sloan.
- Bell, P., & Davis, E. A. (1996). Designing an activity in the knowledge integration environment. Retrieved July 14, 2008 from http://www.kie.berkeley.edu/KIE/info/publications/AERA96/KIE_Instruction.html
- Bickhard, M. H. (2007). Learning is scaffolded construction. In D. W. Kritt, & Winegar, L. T. (Ed.), *Education and technology: critical perspectives, possible futures*
- Borthick, A., Jones, D., & Wakai, S. (2003). Designing learning experiences within learners 'Zones of Proximal Development (ZPDs): enabling collaborative learning on-site and online. *Journal of Information Systems*, 17(1), 107-134.

- Britsch, S. J., & Meier, D. R. (1999). Building a Literacy Community: The Role of Literacy and Social Practice in Early Childhood Programs. *Early Childhood Education Journal*, 26(4), 209-215
- Brush, T. A., & Saye, J. W. (2002). A summary of research exploring hard and soft scaffolding for teachers and students using a multimedia supported learning environment. *The Journal of Interactive Online Learning*, 1(2), 1-12.
- Buzzetto-More, N. A., & Sweat-Guy, R. (2006). Incorporating the hybrid learning model into minority education at a historically Black university. *Journal of Information Technology Education*, 5.
- Celce-Murcia, M. (2001). *Teaching English as a second or foreign language* (3rd ed.). Boston: Heinle & Heinle.
- Chang, V., & Fisher, D. (2003). The validation and application of a new learning environment instrument for online learning in higher education. In M. S. Khine & D. L. Fisher (Eds.), *Technology-rich learning environments : a future perspective* (pp. 1-20). Singapore: River Edge NJ: World Scientific.
- Coates, H. (2006). *Student engagement in campus-based and online education : university connections*. Abingdon, Oxon ; New York, NY: Routledge.
- Coats, M. (2005). *Action research: a guide for associate lecturers*. Retrieved September 8, 2006, from <http://www.open.ac.uk/cobe/docs/AR-Guide-final.pdf#search=%22coats%202005>
- %20cycle%20action%20research%20filetype%3Apdf%2
- Corich, S., Kinshuk, & Jeffrey, L. M. (2007). The use of discussion forums in learning communities. In R. Luppicini (Ed.), *Online learning communities* (pp. 87-108). Charlotte, N.C.: IAP.
- Creswell, J. W. (2005). *Educational research : planning, conducting, and evaluating quantitative and qualitative research* (2nd ed.). Upper Saddle River, N.J.: Merrill.
- Creswell, J. W. (2008). *Educational research : planning, conducting, and evaluating quantitative and qualitative research* (3rd ed.). Upper Saddle River, N.J.: Pearson/Merrill Prentice Hall.
- Demiray, U. (2007). Orchestrating ethics for distance education and online learning. In R. Luppicini (Ed.), *Online learning communities* (pp. 277-285). Charlotte, N.C.: IAP.
- Dziuban, C. & Moskal, P. (2001). Evaluating distributed learning at metropolitan universities. *Educause Quarterly*, 24(4), 60-61.
- Gall, J. P., Gall, M. D., & Borg, W. R. (2005). *Applying educational research : a practical guide* (5th ed.). Boston ; London: Pearson/Allyn & Bacon.
- Granott, N., Fischer, K. W., & Parziale, J. (2002). Bridging to the unknown: A transition mechanism in learning and development. *Microdevelopment: Transition processes in development and learning*, 131-156.

- Herron, J. F., & Wright, V. H. (2006). Assessment in online learning: are students really learning? In V. H. Wright, C. S. Sunal & E. K. Wilson (Eds.), *Research on enhancing the interactivity of online learning* (pp. 45-64). Greenwich, Conn.: Information Age Pub.
- Hill, J. R., Raven, A., & Han, S. (2007). Connections in web-based learning environments: a research-based model for community building. In R. Luppici (Ed.), *Online learning communities*. Charlotte, N.C.: IAP.
- Holton, D., & Clarke, D. (2006). Scaffolding and metacognition. *International Journal of Mathematical Education in Science and Technology*, 37(2), 127-143.
- Johnson, A. P. (2005). *A short guide to action research* (2nd. ed.). Boston: Pearson/Allyn and Bacon.
- Koontz, F. R., Li, H., & Compora, D. P. (2006). *Designing effective online instruction : a handbook for web-based courses*. Lanham, Md.: Rowman & Littlefield Education.
- Lock, J. V. (2007). Laying the groundwork for the development of learning communities within online courses. In R. Luppici (Ed.), *Online learning communities* (pp. 129-149). Charlotte, N.C.: IAP.
- Lorenzetti, J. (2005). Lessons learned about student issues in online learning. *Distance Education Report*, 9(6), 1-4.
- Miller, P. H. (2005). Commentary on: Scaffolding: Constructing and deconstructing development. *New Ideas in Psychology*, 23(3), 207-211.
- Mossavar-Rahmani, F., & Larson-Daugherty, C. (2007). Supporting the hybrid learning model: a new proposition. *MERLOT Journal of Online Learning and Teaching*, 3(1), 67-78.
- Palloff, R. M., & Pratt, K. (2007a). *Building online learning communities : effective strategies for the virtual classroom* (2nd ed.). San Francisco, CA: Jossey-Bass.
- Palloff, R. M., & Pratt, K. (2007b). Online learning communities in perspective. In R. Luppici (Ed.), *Online learning communities* (pp. 3-15). Charlotte, N.C.: IAP.
- Rimor, R., & Kozminsky, E. (2000). Learners' Reflections in Technological Learning Environments: Why to Promote and How to Evaluate. *Proceedings of SITE, 2000*
- Rivera, J., McAlister, K., & Rice, M. (2002). A comparison of student outcomes & satisfaction between traditional & web based course offerings. *Online Journal of Distance Learning Administration*, 5(3), 151-179.
- Schmuck, R. A. (2006). *Practical action research for change* (2nd ed.). Thousand Oaks, Calif.: Corwin Press.
- Shank, P., & Sitze, A. (2004). *Making sense of online learning : a guide for beginners and the truly skeptical*. San Francisco: Pfeiffer.
- Streubert, H. J., & Carpenter, D. R. (1999). *Qualitative research in nursing:*

advancing the humanistic imperative
(2nd ed.). Philadelphia: Lippincott.

- Turner, V. D., & Berkowitz, M. W. (2005). Scaffolding morality: Positioning a socio-cultural construct. *New Ideas in Psychology*, 23(3), 174-184.
- Wohlwend, K. (2007). More than a child's work: framing teacher discourse about play. *InterActions: UCLA Journal of Education and Information Studies*, 3(1), 1-25.
- Wood, D., Bruner, J., & Ross, G. (1976). The role of tutoring in problem solving. *Journal of Child Psychology and Psychiatry*, 17, 89-100.
- Wu, D. & Hiltz, R. (2004). Predicting learning from asynchronous online discussions. *Journal of Asynchronous Learning Networks*, 8(2), 139-152.
- Young, J. (2002). "Hybrid" teaching seeks to end the divide between traditional and online instruction. *Chronicle of Higher Education*, 48(28), A33.