



Sharing power and responsibility with students: A Case Study of an Education Course

Abdelmalak, M

Abstract:

The purpose of this case study was to shed light on the pedagogical practices of an instructor who shared power and responsibility with graduate students and analyze how the students responded to such sharing power and responsibility. Four Master level students participated in this case study. Data were gathered from observations in a graduate educational technology course, students' interview, analyzing students' course work and course syllabus. The findings revealed that the students shared the decision-making power in four areas: course textbook decisions, course content decisions, students' talk, and assignment decision-making. The results suggest that sharing power with students had positive effects on students' learning, and how the participating students developed awareness necessary to function as active responsible learners. Implications for the scholarship of teaching and learning are discussed.

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