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Presently, I work as a Visiting Professor in the College of Education at Kongju National University. My main areas of interest are the areas of either educational technology, or instructional design. My primary areas of university teaching experience relate to improving the students' abilities to take the Korean teachers entrance exam. I completed my Ph.D. in education from the Graduate School of Education at Kongju National University in February, 2015. My research has focused on understanding online learning in varied contexts and how instructional context impacts learning. Currently I am doing research into the ways cyber universities can best improve the structure of their curricula.

While my PhD focused on learner-to-learner dialogue and interaction in online contexts, I am actively working on expanding my research into the area of flipped and/or fully online cyber lecture design. To this end, I am currently involved in two main research projects, one of which looks at how variation in instructional factors affects students' levels of cognitive load, and the other is a study of how differing types of lesson structure affect students' understanding of contents in flipped learning situations. The cognitive load research has focused on instruction varied classes at the Open Cyber University of Korea, and the research into flipped learning has looked at scientific writing classes at KAIST. These areas of research have already attracted attention, as I have been invited to speak on these issues at conferences in Korea, and around Asia. Furthermore, I have published multiple articles related to these areas of research in a variety of journals including The Journal of Computer Assisted Learning and The International Review of Research in Open and Distributed Learning.

At my current workplace, our role is to help the students develop skills as part of their preparation for the Korean teachers' entrance exam for middle and high school teachers. Also, we help prepare them for their future jobs as teachers. I teach, develop lesson plans and curricula for students majoring in education. In this capacity I teach introductory freshmen classes related to curriculum design, instructional methods, and education technology. Furthermore I teach an advanced English for teaching purposes class, which deals with how students can apply English education theories to the practice all education students in Korea do in their junior year.

As a teacher of pre-service teachers, I introduce students to basic education theories and give them opportunities to engage meaningfully with those theories. For this reason, I strive to balance my courses between delivering content to students and trying to engage them in discovery learning. While

I expect students to master a specific body of knowledge, I am more in favor of students producing some type of learning artifact like a portfolio of their own lesson plans, than quizzes or exams. I believe that instruction should be flexible, and as I lecture in English, and my students do not speak English as a first language, calibration of contents is particularly important.

In addition to my research and work interests, I have also been active in the Korean community. Along these lines, I have conducted research in multicultural families in Korea, as well as working with public servants as part of their education programs. While I am not Korean, I have lived here for 10 years and hold Korean residency. I welcome contact on any of the topics discussed above.

THE EFFECTS OF SELF-GENERATED OFFLINE STUDY GROUPS AFFECT TEACHING AND LEARNING IN LARGE ONLINE CLASSES

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ABSTRACT

With the growth of the use of fully online classes by traditional brick-and-mortar universities, understanding how this change may affect student-to-student interaction is important. In many online environments students may feel some distance from, or challenge in dealing with the class over and above what they would feel in an offline class. This study investigates how students create and use self-generated semi-formal offline student groups to help with their otherwise totally online classes.

This research took cyber university students ($n = 2042$) in order to understand what role semi-formal learning groups play in increasing student learning. More specifically, it looked at the moderating effect semi-formal learning groups have on the relationship between motivation and germane cognitive load. The results showed that group work outside of class was a benefit to all students involved in the study; however, these benefits were even greater for the students with lower levels of motivation. In other words, students who were part of self-generated offline study groups learnt more than those who were not, but the benefits were even greater for students who might otherwise be struggling. The value of this research is that it emphasizes the importance of informal student-to-student interaction on learning in a relatively new educational environment, and it shows that institutions can improve their online classes by encouraging this type of informal group learning.
