



ONLINE LEARNERS' EDUCATIONAL PARADIGM PREFERENCES: TWO FACTORS IMPACTING INTEGRATION OF EMERGENT TECHNOLOGY

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ABSTRACT

A doctoral dissertation employed a critical pragmatic research paradigm and a transformative mixed methods methodology to explore what educational paradigm most empowers learners to acquire higher levels of emergent technology integration for learning on demand. Participants included 12 graduate-level students from two Master of Education courses at one online North American institute during one four-month term. A Paradigm Shift Framework (Wark, 2018) was designed to generate quantitative questionnaires and qualitative interviews for capturing participants' paradigmatic preferences and perceived levels of integration mastery with 16 emergent educational technologies throughout the term. This paper identifies two possible factors for why, collectively, respondents in Course A moderately increased their preference for a behavioural paradigm, while Course B respondents significantly increased their preference for a perceptual paradigm by the end of the term. The first factor is respondents' conception of the term, emergent technology, and the second is the practice of mindfulness.

Keywords: Andragogy, educational paradigms, emergent technology, heutagogy, mindfulness, Paradigm Shift Framework, pedagogy