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EDITORIAL

This editorial may seem like somewhat of a reiteration of the editorial of the previous issue in which it was stated that "it is not possible to ignore the growing relevance of technology in today's educational landscape. Thus two of the articles in this issue address the use of technology in ... teaching and learning contexts" (Edwards-Henry, 2014, p.1). The other articles in this issue respectively place the spotlight on students' perceptions of physics, graphic design and dance.

In the first article Kara Enightoola, Simon Fraser and Terrence Brunton, Department of Management Studies, The University of the West Indies, St. Augustine, Trinidad and Tobago explore students' attitudes towards e-learning using a Community of Inquiry model. The study specifically sought to determine students' attitudes toward e-learning as it is used at The University of the West Indies, St. Augustine, Trinidad and Tobago. A Community of Inquiry model developed by Garrison, Anderson and Archer (2000) was used to evaluate how students viewed teaching presence, cognitive presence and social presence as impacting on their satisfaction and learning outcomes. The research used a mixed-methods approach and included factor analysis, structured equation modelling and thematic content analysis. The findings indicate a statistically significant relationship between the dependent and independent variables in three hypotheses relating to satisfaction and two hypotheses relating to learning.

Student gains in a WebQuest development activity is the subject of the second article by Marcia Nathai-Balkissoon, Department of Management Studies, The University of the West Indies, St. Augustine, Trinidad and Tobago, and Sean Balkissoon, St. Benedict's College, La Romaine, Trinidad and Tobago. The authors report on the challenges and benefits experienced by undergraduate Production and Operations Management students who were required to develop their own WebQuests focused on one topic within the course. The research evaluates how student attitudes/perceptions, experiences and learning were affected as a result of their exposure to the development of a WebQuest. Student groups were asked to select a topic from the course syllabus and develop a WebQuest which they would share with the class. Students had high initial resistance to the project, but by the end of the course, many students reported satisfaction with the depth and breadth of exposure, entertainment and variety that supplemented in-class content coverage, materials to aid revision for final exams, improved time management and teamwork capabilities, enhanced information technology competencies, improved research skills and a newfound confidence and excitement about learning. It also appears that the project supported the development of several competencies of the distinctive graduate that is promoted as the major goal of the University. The authors recommend measures to further explore non-traditional e-learning modalities from which substantial benefit could be derived.

The third article in this issue focuses on one of the more challenging areas of the secondary curriculum, the teaching of science, and in particular, physics. The author Rawatee Maharaj-Sharma, School of Education, The University of the West

Indies, St. Augustine, Trinidad and Tobago, sought to gain understanding of some of the challenges in the teaching of physics through an exploration of students' perceptions and attitudes in relation to how and why they do or do not choose the subject when the option is put to them. The author used a semi-structured, focused interview to elicit from a purposively selected group of upper secondary school science students in Trinidad and Tobago the reasons why physics was not their preferred science subject. The sample was selected from students who all had some prior exposure to physics and while many admitted that certain physics topics could be interesting and/or helpful to them, they maintained that physics would still not be their first choice science subject. Students' explanations for not pursuing physics ranged from difficulty levels, specifically mathematical difficulties, to the abstract nature of physics topics, perceived irrelevance of the subject matter and poor teaching methods.

The final two articles of this issue emanate from disciplines in the Arts. The first of these recounts certain experiences of one lecturer and is recorded in this issue as a tale from the field, while the other is a position paper that seeks to shift the paradigm of value of the Fine and Performing Arts, in particular dance. In the first of these articles, Jade Achoy, Department of Creative and Festival Arts, The University of the West Indies, St Augustine, Trinidad and Tobago, presents a paper that focuses on project-led problem-based learning and addresses the best practices in graphic design education. Using a case study of a graphic design course at a Caribbean university, the paper addresses considerations in the planning and implementation process of the project-led problem-based approach. The paper outlines the theoretical underpinnings that support the method as a strategic pedagogical tool conducive to meaningful educational experiences. The paper recognises the links between project-led problem-based learning and the development of three domains of knowledge. The project-led problem-based approach bridges theory and practice and provides a useful vehicle to enhance and direct learning in theory and inquiry, as it involves practical skills in situations similar to their "real world" application. The paper proposes eight phases and organising principles as a framework for implementing the project-led problem-based method of teaching and learning in the classroom.

Jorge Luis Morejón, Department of Creative and Festival Arts, The University of the West Indies, St Augustine, Trinidad and Tobago, presents a position paper in support of a new higher education paradigm, one in which the Arts is the medium for crafting new multidisciplinary educational programmes. The author makes the case for implementing the Arts, particularly dance, across the curriculum as a way to improve communication between fields of study and professional environments. Thus, the paper suggests the creation of ateliers, dance studios and/or multipurpose activity centres to allow the academic community, lecturers and students alike, to create a space for art, the humanities, science and technology to merge through collaborative projects. The position outlined in the paper is based on a review of the art of dance as a theoretical basis to reflect upon the proposed changes in higher education paradigms in order to improve students' educational experience. The sources reviewed allow for the examination of the data available on scientific research in the arts in relation to the science of learning. Based on the results of the comparative analysis of brain activation patterns, the article suggests that a more effective network of cognitive processing

takes place in the brain of the artist than in the brain of a regular human being. The study concludes that the arts and dance in particular, enhance learning, since the arts improve thinking ability, development of self-esteem and confidence and higher order skills as well as cognitive, affective, and kinaesthetic domains of learning.

Anna-May Edwards-Henry
Executive Editor

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