Promoting Self-Motivated Learning through Project Based Online Learning

Abstract

The main purpose of this paper is to discuss self-motivated learning through Project-Based Online Learning (PBOL). Besides, this paper aims to explore the dimensions and dynamics of self-motivated learning in a digital society. The strategies and principles of PBOL based on new communication technologies of evidence and truth through critical pedagogy is discussed to generate a theoretical framework that provides authentic examples and experiences for probing online learner engagements. The author hopes that this theoretical framework helps online communication workers adapt diverse resources, multicultural experiences, and egalitarian opportunities. Furthermore, discussing the main dimensions and dynamics of self-motivated learning through Project-Based Online Learning (PBOL) can construct a very powerful paradigm shift to establish public interests encompassing the reflections of every aspect of egalitarian milieus with the enthusiasms, ideologies and persuasions as well as judgments.

Introduction

Project-Based Online Learning (PBOL) is a unique approach to promote self-motivated learning that provides participants with the opportunity to gain experience in sifting and sorting data, working collaboratively, and using critical-thinking skills, all to solve authentic dilemmas and problems. PBOL is a convenient, yet challenging way to further democratic educational goals. Online learners can become an independent scholar and problem solver as they take on the responsibility of learning on an individual basis. In this case, self-directed learning is a core theoretical construct distinguishing PBOL, which helps make learning relevant and useful to learners by establishing connections to life outside the classroom, addressing larger concerns, and developing usable skills. The learners must define a problem or topic by using a given set of parameters and areas that they must address in their research. Through PBOL, learners pick up many skills that employers seek, including working well with others, making thoughtful decisions, taking initiative, and solving complex problems. Online communication workers, professionals who work for a living at the tasks of developing and utilizing new communication technologies for digital curriculum, such as online administrators, learning environment designers, tutors, mentors, stakeholders, parents, etc., can also encourage learners to use the latest technologies to conduct their research and present their findings.

Not only do learners but also online communication workers find several profits to involvement in PBOL, which can generate global curriculum standards through research and data collection and interpretation as well as shared writing. As mentioned by Clerehan, Turnbull, Moore, Brown and Tuovinen (2003), Kurubacak (2005) and Martinez (2001), furthermore, PBOL provides online participants with improving valuable communication abilities and understanding cultural awareness. In this context, PBOL can address the aspects of self-motivation, which the cumulative effect is important and the key to a paradigm shift and cognitive and emotional transforms among online communication workers. In an attempt to expand the scope of self-motivated learning, this paper presents a comprehensive theoretical model for PBOL. This proposed model, which combines *dimensions* (self-management, self-monitoring and self-intimacy) and *dynamics* (learning strategies, thinking skills,

metacognitive skills, roles and responsibilities, management strategies and communication standards), underlines a meaningful and worthwhile approach to self-motivated learning.

The Dimensions of Self-Motivated Learning through PBOL

PBOL is the critical role that helps self-motivated learning play in democracy work. Drawing on online communication workers' own wide experience as mentors and coaches, they have to focus on a renewed dedication to the democratic ideals. These communication workers must discuss the relationship that often exists between self-motivated learning and PBOL. As noted by Gump and Wijekumar (2004) and Thomas and MacGregor (2005), these discussions help online learners redefine their learning goals of democratic understanding to decline of the individual and the intellectual as moving forces in their education life. Furthermore, this relationship illuminates an important facet of the dimensions, which provide invaluable insights and constructive solutions to the problems that face online learners in the crucial years head. The dimensions of self-motivated learning through PBOL show the new and stimulating analyses with a critical examination of the real center of learning power in the online world today. Tracing the history of the theory and practice of PBOL, self-motivated learning reveals its potentialities for best and worst and shows how it changes and is changed by the other three basic ideas that change the online world. These three are *Self-Management*, *Self-Monitoring* and *Self-Intimacy*, which are here considered in their impact on learning and on communication as well as on democratic challenges. Furthermore, these dimensions require the standards of a policy that online communication workers must pursue in search a livable world for us and all mankind.

Self-Management help online learners improve their communication skills to help themselves manage their own conditions and promote the provision of information about long-term learning outcomes as well as enhance the flexibility of their learning activities to fit in with their future commitments. Besides, as mentioned by O'Keefe and Berger (2000), self-management can increase online learners' motivation, save time and end procrastination, improve their grades, strengthen their relationships, communicate more effectively, raise their self-confidence, increase positive feelings, attitudes, and thoughts toward PBOL. Not only does the self-management dimension of self-motivated learning help online learners develop the skills they need now and for their future; but also it is all about taking control of their learning life and being active in their own educational activity. Therefore, a decision to self-manage can be a key factor contributing to a person's recovery. In online world, many virtual learners cannot manage and organize their tasks already. Their manager or project manager assigned specific tasks with specific deadlines for them to meet. Many people works effectively in this environment - they produce their work on time with high quality. However this environment may make them to rely on someone to manage the time and tasks for them, which may lead to their failure on other parts in their life. The following article may ease this difficulty. Online learners must specify a clear cut goal they want to accomplish. Self-management is the form of social organization in which everybody has the right to make the decisions that affect their everyday life, whether individually or collectively in self-management assemblies. It has appeared in the history of the workers movement each time that the people themselves have tried to make and implement their own decisions without giving up their power to leaders and

without allowing themselves to be tied to any ideology. It has been crushed by the combined effect of its own internal weaknesses, hesitancies and confusions, by its isolation, and by the leaders it has made the mistake of creating for itself or of tolerating, leaders who have led it to defeat while pretending to organize and strengthen it.

Self-Monitoring is the conscious awareness of the progress of the text, marked by rereading and reflection on features of the text needed to communicate effectively to an audience. Learning involves the ability of individuals to monitor their own learning, to understand how knowledge is acquired, to develop strategies for learning based on discerning their capacities and limitations, and to be aware of their own ways of knowing in approaching new bodies of knowledge and disciplinary frameworks. Self-monitoring strategies are plans used to increase independence in academic, behavioral, self-help, and social areas. The ability to self-monitor meaning enables students to select and use strategies to improve comprehension. Readers who self-monitor know when their reading makes sense and when it does not. If comprehension is blocked, they know what strategies to use to repair it. Self-monitoring is a significant component of comprehension. Self-monitoring is a strategy that actively involves the child in the *instruction*, *management, evaluation*, and *reinforcement* of a newly taught appropriate behavior. It promotes the child's self-direction and independence by shifting behavioral control away from adults (mom and dad) to the child. Three basic elements of self-monitoring were outlined by Bandura (1999) which included: 1) *self observation* or *real-time tracking* or scanning of beliefs and behavior output, 2) *symbolization* and *judgment* or comparing cognitive structures and behavior output to a desired target, and 3) *self-reaction* or applying self-reinforcement or another consequence. Self-efficacy, or the belief in the ability to perform a task successfully, may influence the operation of the elements of self-monitoring. The self-monitoring procedure can also become a quick assignment completed by the child and classroom teacher as well as with important communication partners in the home and other environments. These thought-provoking interactions can also offer multi-way solutions to simple one to most pressing dilemmas. This helps online communication workers best prepare themselves for diverse PBOL-based situations of communicational, political, economical, social and cultural dialogical leaderships in the online world at large.

Self-Intimacy, connection to self, refers to the ability to regulate affect with relying on themselves and addressing an ongoing appreciation of what their learning skills and motives are to look openly at that without judgment. Because today's world is complex and knowledge is developing fast, learning must go on throughout life. As noted by Campos (2004), promoting self-intimacy can help online learners know how to deal with change that requires reformist actions in the quality of online education in all its aspects to accomplish excellence in learning. The main purpose of promoting self-motivated learning, therefore, is to identify and discuss the future research issues and challenges, categories, priorities and needs of online learners. As mentioned by Becket and Brookes (2005) and O'Sullivan, Morrell and Sherry (2000), promoting self-intimacy can assist with a range of issues in PBOL such as academic mobility, international exchanges of excellence, knowledge production, curriculum innovation, leadership roles for especially women educators, content development, and the defense of quality in higher education qualifications. These activities can provide well-built proposals for knowledge exchanges on self-motivated learning.

The Dynamics of Self-Motivated Learning through PBOL

There are efforts around the globe to reform online education, progressively considered as a critical action for curriculum change to improve equity of access and opportunity, and strengthen learning milieus. Knowledge obtained in setting can have suggestions for policy and practice in higher education, and researchers and policymakers increasingly recognize the importance of comparative perspectives on promoting self-motivated through PBOL. As strongly mentioned by Vrasidas and McIsaac (1999), there is an urgent need to plan and conduct self-motivated learning developments in a systematic approach that includes identifying needs, selecting the best strategies from among known options, monitoring changes as they occur, and measuring the influence of these changes. Assessing the quality of PBOL, therefore, can provide online communication workers with a democratic agenda as a radical evaluation process to answer various problems, dilemmas and obstacles about a wide variety of evaluation objects. Furthermore, this involves online communication workers in activist curriculum change actions, which focus on authentic experiences in critical dialogues. In this case, the dynamics of promoting self-motivated learning through PBOL help online learners understand how to manage their role tasks by giving careful attentions to diverse online community, and understanding their important roles to integrate new digital technologies in online education. These dynamics are *Learning Strategies*, *Thinking Skills*, *Metacognitive Skills*, *Roles and Responsibilities*, *Management Strategies* and *Communication Standards*.

Learning Strategies refer to methods that online learners use to learn which ranges from several techniques for improved cognitive intimacy to better critical thinking skills. These activities can help online learners understand and improve their own learning styles to best approach new learning. On the other hand, there are not strong proofs for learning styles. Therefore, there are relatively continuing distinctions in the way individuals prefer to learn whereas there are realistically solid evidences for the idea of different learning strategies. As mentioned by Alexander, Polyakova-Norwood, Johnston, Christensen and Loquist (2003), online learners should learn how to use new media for their professional developments, just as they need to learn how to utilize it in their own communications. It is clear that many learners are not comfortable with cutting-edge technologies, and will require extra time and support to become comfortable. Therefore, online communications can perplex the issue of identity for online learners.

Online communication workers must help online learners enhance awareness of the obstacles to *Thinking Skills* and the clearness of language in thinking and expressing thoughts. As highlighted by Burniske and Monke (2001), online learners must collaborate with others, understanding "*who they are and what their words mean at a time in their lives when they themselves are trying to discover a personal voice and identity*". Furthermore, the purpose of empowering thinking skills is to explore how a digital community of people committed to social justice generates, negotiate and make sense of their social experiences in online contexts, and also represent a range of experience in their community work and critical praxis, as theorists, educators, theater workers, artists and others committed to transformative pedagogy and social equity. In this context, PBOL is not only activist processes but also complex decision making progressions in culturally diverse digital milieus to deepen their awareness of innate cultural biases, stereotypes, prejudices and challenges the social inequalities.

Metacognitive Skills refers to online learners' automatic awareness of their own knowledge and their ability to understand, control, and manipulate their own cognitive process. As mentioned by Duchastel and Carr-Chellman (2000), producing explicit definitions for metacognitive skills and understanding their changing responsibilities is the main concern to build strong online knowledge networks. Moreover, in this case, promoting self-motivated learning is a critical point that they must restructure their collaboration styles to contribute high-quality communication skills and strategies. Online learners must work together and learn from and with each other to develop a common vision of educational and social justice for lifelong learning, and be engaged as part of their online societies working toward that vision. As highlighted by Bruckman, Edwards, Elliott and Jensen (2000) and Martinez and Bunderson (2000), metacognitive skills can help online learners build online knowledge networks. Also, empowering the higher-order skills though PBOL is very important for online learners to assess their understanding founded on culturally shared online communications. There must be efforts around the globe to reform self-motivated learning, progressively considered as a critical action for curriculum change to improve equity of access and opportunity, and strengthen learning milieus. As strongly mentioned by Ewing and Miller (2002) and Torres (1998), there is an urgent need to plan and conduct online education developments in a systematic approach that includes identifying needs, selecting the best strategies from among known options, monitoring changes as they occur, and measuring the influence of these changes.

Roles and Responsibilities engage online communication workers in concerning a structured way to improve online learner communication styles and abilities to look at practices and learn from evidences with reducing reliance on trial and error. PBOL can help online individuals rethink traditional communications and be aware of their communicational strengths and limitations in a constructivist milieu. As pointed out by Borges and Baranauskas (2003), Harris (2002), Moallem (2001), O'Reilly (2000), and Sompel, Payette, Erickson, Lagoze and Warner (2004), discussing the roles and responsibilities of online learners can generate a framework about how online communication workers can build flexible online societies by combining the communication philosophy, concepts and resources for lifelong learning. Promoting self-motivated learning through PBOL is a new paradigm to implement and assess new innovative technologies to generate online communication milieus based on individual learner differences. Therefore, the main key point of their roles and responsibilities is to provide online communication workers with extreme opportunities to collaborate and support with each others to explore, exchange and share knowledge. Besides, PBOL can provide online learners with a useful framework to turn the challenges with cultural, educational, and legal changes to enable lifelong learners, who have different communicational needs, skills, and interests, and to achieve the goals and objectives of effective communicational styles and abilities. Therefore, this helps online communication workers acquire diverse learning roles and responsibilities for online learners. To design, deliver, implement and evaluate self-motivated learning provide useful assessment methods and techniques for online communication workers to improve their understandings about the cutting-edge technologies. Moreover, this conceptual framework can help online participants plan and manage their communication activities to reflect on their personal learning experiences and to share knowledge from the globe that these activist actions must focus on authentic experiences in critical dialogues.

Management Strategies require communicational reforms that have great significance to emerge in sharing knowledge online, and having profound effects on self-motivated learning (Martinez, 2002). Unlike knowledge sharing in traditional milieus, online knowledge sharing to build powerful networks is relatively flexible, open and egalitarian that has instituted fundamentals changes in collective communication actions (Jung, Choi, Lim, & Leem, 2002). These reform movements progressively support online learners, workers and society partnerships based on the sound principles of communication theories. These improvements, therefore, must be concerned with the development of the whole collaborative interactions within digital multicultural knowledge-based societies. Management strategies, therefore, have radical potentials to deliver global knowledge by promoting the democratic principles of social justice around the world. These location independent communication opportunities become a consequence of the philosophy of dynamic and democratic lifelong learning. Therefore, PBOL has powerful potentials to generate logical online possibilities and flexible contents. In order to build appropriate flexible lifelong contents for promoting self-motivated learning, online communication workers must focus on methods, techniques and principles as well as barriers to share and exchange knowledge in online communication.

Communication Standards can be capable of designing and maintaining effective PBOL-based activities to provide online learners with flexible collaboration contents. Besides, these standards help these learners become engaged citizens, informed individuals and dynamic members in their online society. As noted by Miller and Lu (2003), improving their communication styles and abilities with each other can assist lifelong learning with real-life experiences via PBOL. Therefore, promoting self-motivated learning brings a new ground by addressing key questions about online learners' communication styles and abilities, PBOL and real-life experiences. Based on the established communication standards, online communication workers must focus on answering these questions:
1. What extents do online learners' metacognitive skills continue to improve their communication styles and abilities?
2. What kind of online learning experiences are associated with developing communication styles and abilities?
3. What are online learners' patterns of participation in communication styles and abilities?
4. What are the impacts of communication styles and abilities on their lifelong learning outcomes?

Besides, online communication workers must build a framework based on the ideas of promoting self-motivated learning through PBOL to improve the learners' communication styles and abilities related with real-world problems. In this case, online communications must be an active process to obtain, evaluate and produce knowledge. As discussed by Pan and Sullivan (2005), therefore, individuals can become active participants in their knowledge constructions rather than passive receptacles. These learners can work on complex lifelong learning projects and build their own understandings with their communication styles and abilities. Besides, these projects must be followed from a theory of communication to become meaningful and understandable. Lifelong learning environments with high levels of communication can be valuable tools to enhance interactive and collaborative learning through PBOL around the world.

PROJECT-BASED ONLINE LEARNING (PBOL)				
MOTIVATIONAL		DIMENSIONS		
		SELF-MANAGEMENT	SELF-MONITORING	SELF- INTIMACY
DYNAMICS — LEARNING STRATEGIES	Learning to Learn	Learning Contracts	Self-Directed Learning	Lecture
	Lifelong Learning	Mentorship	Discussion	Case Studies
	Active Learning	Small Group Work	Forum	Ideas, Theories, Principles of Gaining Knowledge
	Collaborative Learning	Collective Decision Making	Knowledge Sharing	
	Authentic Inquiry			
THINKING SKILLS	Reasoning	Deductive Powers	Knowledge from Multidisciplinary Perspectives	National/Ethnic Attitudes
	Elaboration	Inferential Reasoning		Bias and Stereotypes
	Critical Thinking	Testing Assumptions	Knowledgeable Leaders	Cognitive Maturity
	Problem Solving	Decision Making		Response- Relevance
	Augmenting		Facilitator	
METACOGNITIVE SKILLS	Planning	Higher-Order Questions	Metacomprehension	Automatic Awareness
	Monitoring	Regulation Of Cognition	Self-Evaluation	Awareness of Different Learning Strategies
	Regulating	Reflective Activities	Concept Maps	Self-Regulation
	Outlining	Modeling Interaction	Reflective Thinking	High Self-Esteem
	Scaffolding			
ROLES AND RESPONSIBILITIES	Learners as Coaches	Strategic Questioning	Learning Designers	Responsible Learners
	Teachers as Coaches/Mentors	Reflective Leaderships	Collective Actions	Quality Management
	Forming Learning Communities	Critical Advocates	Learner Supporters	Strategic Planners
	Parent and Community Involvement	Ethical Decision Makers	Team Effort	Learning Coordinators
	Share Responsibility			
MANAGEMENT STRATEGIES	Effort Management	Global Teamwork	Change Management Plans	Risk Transfer
	Peer Learning	Change Management Plans	Policy and Implementation	Proposed Roles
	Time Management	Coalition Leaders	Organizational Structures	Comprehensive Learning Strategies
	Planning Change	Organizational Learning		Critical Jurisdictions
	Help-Seeking			
COMMUNICATION STANDARDS	Personalization	Hierarchical Relationships	Equal Access to Knowledge	Honesty of Relationship and Identity
	Individualization	Designing the Interaction Interfaces	Informative Knowledge Sharing	Feelings of Knowing the Other
	Organization	Power Sharing	Technology Adoption	Intimate Relationships
	Information Quality			
	Netiquette			

Table 1. Project-Based Online Learning (PBOL) through Self-Motivated Learning

Conclusions

Project-Based Online Learning (PBOL) has a potential to promote justice, equity and human rights and enhance global values and ethics as well as building interactive communication milieus. The capabilities of PBOL in transformative praxis develop new opportunities to reconstruct equal and diverse participations among digital learners. PBOL, therefore, can address authentic communication experiences about promoting self-motivated learning by providing woman, minorities and other disadvantages individuals with better access to global knowledge to make their knowledge construction process more personal. Promoting self-motivated learning through PBOL can break digital walls around the world and adhere to digital gaps among people, communities and sources powerfully. Exploring powerful democratic communicational practices provides digital learners with specific ideas to promote dialogues, and augments critical thinking skills to generate motivations for multi-generational partnerships. New communication technologies impact on delivering knowledge with expensive and complex equipment, which has always been driven by economical and political arguments. On the other hand, PBOL with new communication technologies has the enormous potential to reduce diverse implications of belittling based on racisms by concentrating on the partnerships among online participants. Furthermore, promoting self-motivated learning through PBOL forge effective global partnerships between adult and youth and community and university to explore their engagements with community activism engaging in building their communities. In this case, PBOL is vital for them to be engaged citizens, informed individuals and dynamic members of their society. Introducing a theoretical approach for learning in digital societies can help online communication designers understand effective practices that self-motivated learning is an academically rigorous educational method that incorporates meaningful community service into the curriculum. Focusing on critical, reflective thinking and civic responsibility, PBOL involves online learners in organized learning activities and experiences that address their needs and demands. PBOL can help online learners how to develop their academic skills, respect for others, and commitment to the public good. Promoting self-motivated learning through PBOL, moreover, employ at integrating higher level self-controlling and accepting responsibility coping strategies in dealing with authentic problems and dilemmas. Online learners, also, can adopt problem-solving strategies and empower their decision making skills.

To fortify online learner performances, there must be careful efforts to not only reform learning system but also support online learners with ready access to information that provide them with improving equal access opportunity to the system. As mentioned by Bennett, Harper and Hedberg (2002), Liu (2003) and Zhu (2004), promoting self-motivated learning through PBOL is a multidimensional concept, which should encompass all the functions and activities of research about scholarship, academic programs, staffing, learners, buildings, facilities, equipment, services to the society and the academic milieus. PBOL can accomplish in multifaceted efforts to improve online education policy and practice that support critical discussions of the criteria for evaluating the rigor and effectiveness of self-motivated learning that reflect the broadened perspective on practice. The critical issues of self-motivated learning, the identification of qualifications and develop international policies for globalization can merge the interests of global public goods, the traditional public higher education sectors, the needs of online learners and the worldwide public interests.

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