Implementing Constructivism Experimental Web-Based Learning Model on <<Business Negotiation>> Class

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Abstract—The Constructivism Experimental Web-Based Learning model is an important constructive learning model that efficiently collaborate latest multi-media, on-line technology and also emphasis the importance of educator’s instruction. This theory views student as proactive learning constructor and teacher’s role is collecting, organizing external information, guiding student to explore, interact with designed environment and having student learn from it. This paper describes the implementation of constructivism Web-based leaning model on <<business negotiation>> class. Through special designed learning environment, student can learn the fundamental knowledge through playing different role in different business negotiation session, apply knowledge to real practice, develop proactive learning skills and enhance creativity and team collaboration.

Keywords—Constructivism; Experimental Web-based Learning Model; Business Negotiation.

I. INTRODUCTION

Constructivism is an important branch of Cognitivism. It is becoming more and more popular in most western counties. As multi-media and internet technology are very helpful in building Constructivism learning environment, with the advancement and broader usage of multi-media, internet and new on-line communication, Constructivism is applied to more and more area and being adopted worldwide.

II. THE CLASS LEARNING GOAL-SETTING

Business Negotiation class includes fundamental theory, Negotiation procedure, Communication Art, Business Etiquette and Manner, etc. Based on Constructivism Experimental Web-based learning model, many vivid education approaches can be applied. This model will help student to understand Business Negotiation theory and general practice, grasp business negotiation rules and procedure. Both students’ learning ability and creativity will be enhanced through this model. Since Constructivist focus on ‘learning’ instead of ‘teaching’, during class learning goal design, general goal will be determined first and then subset of goals. All goals will be presented with a relational chart. A main topic will be decided afterwards. For <<business Negotiation>> class specific, the general goal is ‘Know how, not know why’. The 3 subset goals are:

“How to plan it” - Negotiation planning and strategy.
“How to say it”- Negotiation language and negotiation simulation.
“How to do it” –Negotiation procedure and tips.

This type of goal-setting is very different from traditional teaching model. Traditional model focus more on teaching systematic knowledge. Teaching goal has highest priority and it is both starting and ending point. It determines the teaching contents, approaches used and course evaluation. On the other side, Constructivism based goal-setting focus more on helping student understand basic theory, improve learning ability, and train student to be more collaborative and proactive.

III. DESIGN OF CONSTRUCTIVISM EXPERIMENTAL WEB-BASED LEARNING ENVIRONMENT

A. Learning Environment Design.

The advanced Internet technology makes it possible to delivery large volume of multi-media information. Applying both Internet and multi-media technology to leaning process can enhance the usage of interactive method and can provide great help on 'learning' rather than 'teaching'. As <<Business Negotiation>> class is taking on online-based classroom, it fully implements interactive method, hence prevents teacher from dominating the computer usage, which always the case of traditional teaching. Just as paper, book, pen did in the past, from now on computer becomes student’s true learning tool, not only teacher’s teaching tool. Even the class is still taking in a ‘ROOM’, but it’s more of a virtual room and the internet is the true environment. That means student’s physical location doesn’t matter anymore. They can learn and discuss through the virtual environment. There is rich information out there and it will take at least a few days to absorb. In today’s information explosion environment, knowing how to learn is becoming more important than what you learnt. How to quickly find the right information, how to utilize the information is becoming one of the most important skills. That so-called distance learning system, life-long learning,
socialized learning and knowledge economy are approaching us fast.

B. Collaborative Learning Environment Design

Constructivist pays more attention on fostering student’s proactive leaning skill and collaboration. Constructivist theory believes: constructive learning is performed by student himself, not others (such as teacher, etc). Under proper learning environment, student should finish learning by proactively exploring and discovering. Student is stimulated to learn by internal desire and the environment is only one of external factors. As we all know, external factor only works when internal factor function first. In this model teacher’s responsibility is to set-up a complete simulation environment to stimulate student’s learning desire. The leaning process is performed through student’s own experience and interaction among students.

The biggest advantage of applying Constructivism on <<business negotiation>> class is allowing student ‘learning it by doing it’. It challenges traditional teaching theory and method. During traditional class, teacher first introduces basic theory and concept, then students practice and try to answer different kinds of questions. This is based on a assumption that teaching and learning are two totally different steps. Students have to learn first, then practice and solve real world problem. Constructivism is utilizing a total different method. Constructivism believes the construction of new knowledge is through the interaction of new knowledge, old knowledge and experiencing. Before class, students already have some basic negotiation knowledge and experience. Their current goal needs to focus on utilizing current environment to do additional research under teacher’s guidance, using existing knowledge and through interactive team work to learn new knowledge and new conclusion. Teacher can summarize founding to make it clearer and more systematic.

C. Teacher-Student Role Design

In Constructivism model, the traditional scenario that teacher dominates whole class session will be changed. This model emphasis student is the learning subject. A student should not be a reactor that only ‘taking’ information in, instead he should be a proactive learner and constructor. It also requires teacher to be a leaning helper, not just passing knowledge on. This role transition doesn’t mean teacher is not important anymore in the learning process. Instead, Teacher should make sure student’s research focusing on target not just clueless search. Discussion also should be target oriented, not aimless chatting. Otherwise the process would be only a waste of time and will definitely fail the learning goal. The key point to emphasizes is – in this student-centered web-based learning model, teacher should only be a director/instructor, not ‘actor’. Teacher will not directly feed knowledge to student anymore; instead teacher will provide guidance, preparation and organization. Keep in mind teacher still plays a key role in the learning process. A teacher should be ready for this role transaction and to become a good organizer/instructor. Sticking to traditional education method, refusing to lean and apply Constructivism on teaching and heisted to learn modern teaching technology will not be able to meet the future education needs.
include team leaders and other supporting staff. During the negotiation, the negotiator needs to feed back progress to the team leaders, who actually control the negotiation strategy, set the principles, provide timely directions, and make the final decisions. The off table supporting staff are the actual parties to the negotiation. They undertake dynamic analysis on the general situation and provide information to the negotiators in a timely manner, which in turn will help the negotiators reach the right decision, conduct efficient negotiations and achieve positive outcomes. In order to allow student fully participate and utilize creativity, and at the same time to evaluate student’s performance within a short period, it requires teacher to scientifically design the experimental negotiation session:

Teachers and students work together to build the framework of the negotiations Agent:Agent on behalf of the negotiations to be negotiated with the parties, One representative of the buyer, another representative of the seller, the negotiations Agent party move to the other side to negotiation. Table1 shows the relationship between the client and the people. To simplify the negotiation process introduction, Respectively, with the EA, UA, NSA representatives of A (the buyer) experts, users and the negotiation server. Similarly, with the EB, UB, and NSB representatives of B (the seller) of the question.

Proposal and Counter-proposal

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Table1 The framework of the negotiations Agent

Back-back speech: Testing student’s preparation, research and depth of understanding the case, as well as analysis and strategy skills.

Open session: Testing if students can create positive negotiation environment, detect, grasp and utilize information. At the same time encourage students to multi-media tools and technology.

Negotiation: Testing student’s negotiation tactics, professional knowledge, utilization of business manners and if student can quickly get to the key point and understand the status.

Closing Deal – Testing if student can use different tactics to close a deal. If couldn’t close the final deal at the end, after 1 minute break, extra time will be needed for additional session until deal made. As a punishment of failed closing deal on time, both parties will be taken some off points.

Evaluation: Taking each team’s planning and negotiation script as evaluation base; Giving final evaluation score based on each team member’s planning, performance and final report. Team member’s score is the same as team score.

V. CONCLUSION

If only using test-orientated education system to evaluate the effectiveness of this model, the result might not be as impressive by only looking at student’s grade. In other words, using modern technology is not an efficient way to quickly improve student’s test in a short period. But if we focus on long term effect, also taking into consideration of the fact that the test model will eventually need to change, and considering more of improving student’s learning interest, creativity and learning skills, Constructivism is no doubt a more powerful model and Constructivism Experimental Web-based learning environment is one of the best options.

REFERENCE