Where Time Goes: The Role of Online Technology During Leisure Time Learning

Aytekın İsmən, Sakarya University, Turkey
Zehra A. Gazi, Near East University, Turkey
Fahriye A. Aksal, Near East University, Turkey

ABSTRACT

The aim of this research study is to explore the role of technology in managing leisure time in a productive and socialized way for a professional growth of the graduates who have studied for a master’s degree in the field of education. In this respect, pre-service teachers reflected, through self-reports, on how they used their leisure time learning with the help of the technology. 38 volunteer pre-service teachers became part of the qualitative research in order to gain insights about leisure time management in a productive way. Case study was employed as research approach and self-report provided valuable qualitative data for the research focus. This research study revealed that pre-service teachers have the ability to manage leisure time with various social activities. Significantly, the online technology also enriches personal and professional growth.

Keywords: Learning, Leisure, Online Technology, Professional Development, Time Management

INTRODUCTION

The term of “leisure” is seen by Aristotle, leisure is become a cost of living. Education for leisure in today’s context requires doing things, serving a useful function. Education for leisure is an appropriate tool to draw attention to life outside work for personal and professional developments (Harris, 1966).

Leisure education becomes an important concept of the any education system which has a contemporary education approaches in its core. The growing importance of leisure life and social activities highlights the need to examine leisure education and its approaches (Payne, 1991; Sú, 2010). Leisure education is a significant part of informal learning which feeds personal and professional development within a productive manner.

Experiential learning activities, collaborative learning, educational technology that is rooted through constructivism makes the base of leisure education (Conceição & Skibbam, 2008).

The root of learning relies on constructivist learning theory, where collaboration and interaction between peers promote deep learning (Brett & Nagra, 2005). Within computer supported
learning environments, the different perspectives and opportunities for negotiation reinforce learning and mediate interactions within groups within a technological environment (Capponi, Nussbaum, Marshall, Ester, & Lagos, 2010). In this respect, learning from life experiences and learning from others through online technology within the social constructivism paradigm, foster the learning and increase the personal and professional growth of the adults exposed to work and education at the same time. In addition, social interaction and technology raise the question of where time goes, managing time in a productive way has vital competence in leisure time learning.

As learning is taken place not only in schools, but also through informally activities, it became increasingly important to manage leisure time. For adult education, leisure is part of a lifelong learning process, it is therefore crucial to manage time between leisure and education commitments (Jones & Symon, 2001). Lifelong learning is a process that provides an insight for the concept of leisure, and having the leisure provides an insight for considering time management in leisure (Thompson, Grant, & Dharmalingam, 2002). In this respect, the role of self-interested actors in the construction of knowledge as lifelong learners plays a great role to manage time and contribute time in an efficient way (Pitchford & Bacon, 2005; Tennant & Yates, 2005).

Within leisure life, self directed learning is enhanced through managing time in a productive way (Roberson, 2005). As self-directed learning refers to leisure time in a reflective and meaningful way, planning the learning activities, managing time encompass learners learning to learn within a self-regulated manner (O’Sullivan, 1997; Li & Stodolska, 2007).

The impact of the information technology and communication foster the lifelong learning process of learners within their leisure time and request the ability of time management to establish social interaction and communication for personal and professional development. In this respect, the use of technology in managing time and using its merits in leisure time becomes important (Green & Adam, 1998). Learning as a collaborative enterprise in the workplace and in the social life requires the merits of technology. Managing time and using time efficiently for personal development and to enhance professional skills and areas of competence is essential (Tanggaard, 2005).

The study of Gorard and Selwyn (2005) put emphasis on the benefits of online technology for learning and adult learners in lifelong learning process. Further to this, Albrechtsen (2001) paid attention to the impact of technology for leisure education as fundamental strategy. The study of London and Hall (2011) underlined the interactive online technologies to help professionals and adults for their learning process.

Although leisure life is essential for the self-realization and satisfaction of people, there is a lack of leisure skills and capabilities and insufficient understanding of the meaning of leisure and using time. In this respect, the quality and level of learners’ leisure life becomes unsatisfactory (Su, 2010). This research study aims to examine the interpretations of pre-service teachers about the leisure education, time management and experiences of online communication for personal and professional growth.

In this respect, the following research questions are set to examine the role of online technology to contribute leisure time learning for personal and professional development.

Q1. How do pre-service teachers perceive leisure time learning process?
Q2. How do they manage time for their learning during the leisure time?
Q3. To what extend do pre-service teachers engage online technology in their leisure time?
Q4. How do online technology foster or limit personal and professional growth in leisure time regarding the experiences of pre-service teachers?
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