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Helping students "think like a

professional in the field is at the heart of learner­ and learning-centered education at the college level.

The process of discov­ering what students are thinking, providing oppor­tunities for them to examine and correct possible misconceptions, and providing situations that in­vite students to expand their thinking and build new knowledge is enhanced by students' active participation in guided and authentic collaborative exercises (e.g., Johnson & Johnson, 1989; Stage. Mullen, Kinzie, & Simmons, 1998: Thompson, Jungst. Colletti, Licklider. & Benna, in press). In addition to enhancing student learning. these ap­proaches have also been shown to increase reten­tion (Gardiner, 1994: Slavin. 1992: Svinicki. 1992).

Social constructivism

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As critics and advocates alike

clamour for a justification of computer-rich classrooms, there is a need for educators to

critically investigate how instructional technologies can be used more effectively to improve

teaching and enhance learning. An essential part of that investigation involves examining

teachers’ and students’ pedagogical perspectives and roles in courses where technology is

extensively used. An examination of these experiences and perspectives may lead to a

deeper understanding of technology’s potential role as a catalyst for initiating changed

teaching and learning in the university classroom.

Knowledge elicitation is therefore the process of locating, collecting and refining the knowledge relevant to a particular domain (Ericsson & Simon, 1985; Garzy & Ibbs, 1990; Beynon-Davies, 1993; Wood & Ford, 1993).