

**Class Ten**  
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Part I: Definitions

**Read the article and answer the following questions:**

What is the overall purpose of this study?

The purpose of the study is to perform a cross-study comparison of three terminologies used for distance education. After using a mixed-method analysis of research articles and surveyed multiple people, the purpose was to figure out the differences in expectations and perceptions among distance learning, eLearning and online learning.

What are the literature definitions of the following words:

- A. Distance Learning-Providing access to education to those who are geographically distant from their peers and professor using media and associated experiences for learning opportunities through print and/or electronic.
- B. eLearning- Education provided via the internet audio/video tapes, or satellite broadcast; Therefore, through the use of technology tools that are web-based, web-distributed or web-capable provide a learning opportunity for individuals.
- C. Online Learning- The most recent version of distance learning, which provides flexibility and varied interaction, through the use of technology to access learning content.

What are the problems discussed in section 3?

Problems that were talked about in section three are the following:

- 1. Terms such as online, web-based and e-Learning are used interchangeably when describing the learning environment
- 2. Definitions and evaluation instruments discuss and use courses while others are based on learning objects.
- 3. The uncertainty of the learning environment because it can be identified as a LMS, CMS, VLE and/or KMS depending on different definitions.

Describe the methodology, the instrument, the data collection, and data analysis.

- A. Methodology: During an educational conference in 2009 the conversation began about terminology discrepancies. Through better access to conference attendees, forty three participants completed a survey
- B. The Instrument: The survey asked participants to identify the differences among distance learning, eLearning and online learning, along with respondents' roles within the learning environment. In addition, participants were asked to define the type of environment where

instruction occurs. Lastly, the last four questions consisted of scenario-based information, in which the participants to select the best label to describe each scenario.

C. The Data Collection: The data was collated, coded and analyzed using a mix of methods one the ten minute surveys were completed.

D. Data Analysis: To analyse the data, the information was entered into a MS Excel spreadsheet and collated. One questions was analysed using qualitative methods, while general statistics were revealed for other questions.

#### Describe each of the sections in findings from 5.1 to 5.5.

Section 5.1: The first question of the surveys were analysed and interesting responses were reviewed. A general idea of the different responses participants gave ranged from no difference to difference between distance learning, eLearning and online learning.. Including, differences in hierarchial organization or characteristics, continuing with, access type, and interaction or media type.

Section 5.2: Respondents from twelve different countries participated in the survey. In addition, each participant were asked to identify whether they have taken part in distance, online or E-Learning. Responses showed that in Europe, Asia and Australia have experienced distance learning. Interesting enough, those same people selected twice as many forms of learning environments compared to those in North America.

Section 5.3: The majority of participants in the learning environment were either a student or instructor. In fact, nine participants selected all of the roles which includes student, instructor, designer and evaluator.

Section 5.4: Participants were asked to share their experience of their learning environment. Respondents selected assignments, other student, modules, deadlines and instructor/facilitator in their learning environments. While, one person shared that they had all of the tools that were listed.

Section 5.5: The last questions of the survey were scenario based questions that participants had to select the most relevant term. The classification showed that the majority thought the following: question one was online learning, question two was bended environment, question three was e-Learning and question four was online.

### What were the author's findings?

The author found that there is some agreement that the characteristics of each learning environment resulted in differences among the terminology used. In addition, the author found that there was differences in usage among different continents. For example, in Asia people combined blended learning and eLearning to be the same. Also, the author found that from continent to continent terms were being spelled differently.

### What are the author's conclusions?

The author's concluded that the definitions for the terminology lack consistency; Therefore, it is hard for researchers to build upon their findings. For the future, it will be hard to evaluate learning experiences to deliver the best distance learning because of the insufficient detail in research.

### *Part II: Diigo Links*

**<https://www.diigo.com/user/klr79888/De?type=all&sort=updated>**

### *Part III: Blended Learning and Disrupting Education*

**Visit his blog and write a 5 to 10 sentence summary, including your opinions on the concept.**

I think it is important to recognize that the blog states that in the future students will attend schools. Although, the bog went on to say that they will be hybrids, I think it is still important to note that traditional brick-and-mortar schools will be around. For instance, before this course I have not heard of blended instruction. I have been in classrooms that are taking advantage of technology tools, however I was not aware of blended instruction. As a result, I feel that the growth of blended learning and disrupting education is a slow pace. Furthermore, I completely agree with the blog which states that elementary schools will see little change. I am glad it says there will not be any significant changes because I think it is important for younger students to have the day to day interaction with students and teachers. All in all, it will be interesting to see what the future holds, but important to recognize that individualization and universal access is the overall goal.

### *Part IV: Collaborative and Cooperative Learning in Online Courses*

**Answer the following questions:**

1. What are the differences between cooperative and collaborative learning?

Although the words are used interchangeably, cooperative learning is more structurally defined

than collaborative learning. In addition, in cooperative learning the instructor is the center of authority, while in collaborative learning small groups are the center.

2. What are some other terms associated with them?

Other terms associated with cooperative and collaborative learning are team learning; problem-based learning including guided design, case studies, simulations; peer-assisted instruction including supplemental instruction, writing fellows, mathematics workshops; discussion groups and seminars; learning communities; and lab work

3. List 5 techniques in online classes to encourage cooperative and/or collaborative learning.

- Make participating in groups mandatory and use peer evaluation to encourage equal participation.
- Ease the students in the course to the group project by start with an easy task to get used to the cooperative learning.
- Demonstrate and teach students how to collaborate
- Define Teamwork and what is expected
- Seek Feedback

#### *Part V: Building Community Online Courses*

**Visit the website and answer the following questions:**

1. Why build community?

It is important to build a community in your online class to keep students interested in the content, while motivating them to think critically and articulate. In addition, building a community provides a supportive environment for each student.

2. What are some tools for building community?

- Discussions
- Collaborative projects
- Wiki and blogs
- Synchronous sessions

3. Watch the video on the left side of the page and briefly summarize what you learned from watching it.

The video states that online interactions are best when using a purpose first, tools second approach when developing the course. I have learned that interactions that take place in a face-to-face classroom can take place in an online course. For example, when teachers have their purpose, such as presenting and sharing, they can select the proper tool, like a blog, for

interacting. Furthermore, if their purpose is to answer questions, I learned that a discussion board or wiki is a great tool for students online to ask for help. Lastly, it is important for the instructor to know the student's content knowledge; Therefore, using a test survey allows teachers to evaluate how much the students know and what they need help on.

**Visit the Website and answer the following question:**

4. Briefly summarize each of the 8 strategies: Building Community

Small Group Collaboration	Allows the learner to have a sense of belonging, set of recourses in the course and shared responsibility between themselves and their group members.
Public Journaling	Gives the student their own sense of identity, as well as, the responsibility for what they are posting.
Real-Time Online Meeting	Helps the student feel less lonely, in other words, overcome the feeling of “distance”
Discussion-Based Discussion Boards	A tool that allows students to discuss in a less-formal manner to promote lively discussions.
Student-Led Collaboration Presentations	Creates a course where knowledge is created through collaborative groups in research, debates and shared ideas.
Use of a Who's Who? Page	Allows student to build connections amongst their peers.
Interdependent Student Assignments	Allows the student to come together to work on an assignment
Free Discussion Areas	Allows students with different interests to come together, resulting in being able to successfully work together.

*Part VI: The Ten Best Practices for Teaching Online*

**Briefly summarize each of these practices and indicate whether you think they are useful or not.**

1) Be present at the course site: When an online instructor communicates through announcements, discussion board postings and forums, students will begin to get a sense of community and belonging. Furthermore, the student will feel that the instructor cares about who they are and their questions or concerns. I think this practice is extremely useful because a warm, inviting and caring environment will make online students motivated to do the coursework the instructor has assigned.

2.) Create a supportive online course community: Students can get a sense of community, or belonging, in the course with a few encouragements from the instructor. First, Starting the start of class with an introduction post where students introduce themselves is a great way to start the community. Following that, encouraging students to post and get help from each other while setting up small groups and discussion boards allows students to develop a sense of community throughout the entire course. I think this practice is useful to allow students to have a support system during the class; Thus, making it a more positive and welcoming experience.

3.) Share a set of very clear expectations for your students and for yourself as to (1) how you will communicate and (2) how much time students should be working on the course each week: This is one of the most important practices to establish for an online class. On the course website it is crucial to set expectations for how students will communicate and dialogue online, including the instructor. With that being said, it is important for the student and instructor to know when it is appropriate to communicate and how many hours students should be working on the course. I think this is a great practice because it allows the student and instructor to have clear instruction on when it is fine to communicate and how much effort needs to be put into the class. Therefore, instructors have certain hours when they will be expected to respond and students have respect for the instructors off time.

4.) Use a variety of large groups, small group, and individual work experiences: To make an online course more enjoyable and effective when students are brainstorming or working through an assignments, a variety provides a great community. However, it is important to take into consideration those that work well by themselves. I think this is a great practice for assignments that are complicated or tough; Therefore, there is a support system to guide and make enjoyable.

5.) Use both synchronous and asynchronous: Through the variety of activities that are offered through online make the environment effective with the use of synchronous and asynchronous instruction. Therefore, online courses can do almost everything that is available in a classroom. I think this practice is great for interaction purposes. It is great for a student to be in real-time interaction to discuss and brandstorm with their peers and instructor.

6.) Ask for feedback about three weeks into the course: Asking the online students for early

feedback during the course allows for modifications and corrections to be made. This is a great practice in my opinion because it allows students to feel a sense of care from the instruction.

7.) Prepare Discussion Posts that Invite Questions, Discussions, Reflections, and Response: If the instructor creates open-ended questions that learners can explore while model good socratic-type probing and following up questions, discussions can be equivalent to in class discussions. In addition, if the teacher provides guidelines and instructions on responding to other students and make sure there is a clear deadline, the discussions will be successful. I think this practice is important to facilitate conversations among student's peers and teacher. It is a great way to interact and get a sense of the student's opinions as well.

8.) Focus on content resources and applications and links to current events and examples that are easily accessed from learner's computers: Since content is available digitally, students prefer to access it through their smartphones, ipads, ipods and mp3 players. However, many courses do not have a digital textbook; Therefore, the majority that do are supplementary resource. In addition, to keep students engaged and motivated it is important to apply assignments and discussions to real world application. I think it is important to show students the relevance of the content they are learning. Therefore, this practice is great for those that need motivation and encouragement.

9.) Combine core concept learning with customized and personalized learning: With an online class blogging, journals and small group work are some strategies to engage learners in having a better understanding of their mental models or concepts to identify relating information. This practice is important because it is crucial that all students understand that a simple content can be related across a large case study and/or combined concepts. I am happy to see that through the help of blogs, journals and small groups, online courses do not lose concept learning.

10.) Plan a good closing and wrap activity for the course: It is important to finish up the course with style and panache. Therefore, an instructor should take the time to remind the students of what is next and when things are due. So, they do not panic as the end of the course can be stressful. Also, the instructor should plan the ending of the course experience. This provides an opportunities for reflection and integration of knowledge. This is a perfect practice because I have personally been stressed at the end of a course. It is great to enforce what is due and when to allow students to be aware of what is going on. Also, allowing the student to share what they have learned through a presentation or analyses is great feedback for instructors to use in the future.