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Thread: What Surprised You? Reply   ⬇ ⬒ ☐
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☐	⊟⋯ **What Surprised You?**	Dr. T. SMYTH	5/30/10 10:17 PM
☐	⊟⋯ Zahra Haji-Response to Introduction	ZAHRA HAJIAGHAMOHSENI	5/31/10 12:36 PM
☐	⊟⋯ **RE: Zahra Haji-Response to Introduction**	**Shelley MALINSKI**	**6/2/10 11:49 PM**
☐	⊟⋯ **RE: Zahra Haji-Response to**	**ZAHRA HAJIAGHAMOHSENI**	**6/4/10 4:31 PM**

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Subject: Karen Price- response to chapter one   Reply   Quote   Modify   Set Flag

Author: Karen PRICE   ‹ Previous Post | Next Post ›
Posted date: Tuesday, June 1, 2010 8:29:26 PM
EDT
Last modified date: Tuesday, June 1, 2010 8:35:15
PM EDT
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> **Author:** Dr. T. SMYTH
> **Date:** Sunday, May 30, 2010 10:17:27 PM EDT
> **Subject:** What Surprised You?
>
> **Foundations of Educational Theory for Online Learning**
>
> As
> you read Chapter One of *Theory and Practice of Online Learning*,
> identify a point or two in the chapter that surprised you, amazed you,
> shocked you, or disappointed you (or some other response!)
> Enter your reply here (minimum 400 words).
> You should click **Reply**, enter the Subject as **Your Name - Response to Chapter One** and enter your response.
> *Also, you should reply meaningfully to at least two other responses in not less than 200 words each.*
> Be sure to click "Subscribe" above.
>
> (5 points)
>
> **Due Date: June 2**; begin May 31.
> ----------------------
> Here are some
> guidelines for your entries:
> **Focused
> on topic**
>   Clear indication that the response is motivated
> by the particular reading and that the writer has taken a particular
> slant on that reading and developed it.
> **Organization of ideas/thoughts**
>   There is a sense in
> the response that ideas lead to each other and that there are
> connections being made.

**Critical
thinking evident in responses**
    The response is just not a
summary but an attempt by the writer to push toward a particular
personal meaning.
**Correlations of
contributions to assigned readings**
    The response refers
consistently to the reading and to particular ideas and situations
within the reading that have made an impression.
Use of other resources/citations

The response makes connections to information, writers, and other texts
the writer has read or seen.
**Thoughtfulness
in interactions**
    Evidence of mature thinking that relates
the writer's life to the social environment in which it was written.
Listening/Responding to others

The response illustrates that the writer has been paying attention to
those who have interesting and provocative things to say.
Grammar/mechanics
    Few grammar
or sentence mechanics errors—none that interfere with the meaning the
writer wants to convey.

I think the biggest "Aha!" moment that I had in reading Chapter One was in the conclusion. Ok, call me slow to "get it". One of the key take away ideas for me was the idea that simply placing information on the web and utilizing digital technologies is NOT online instruction, but rather it is simply a delivery method and is the platform for the instruction. Instead, online instruction occurs when learners "USE the Web to go through the a sequence of instruction, to complete the learning activities, and to achieve learning outcomes and objectives "(Ally, 2002; Ritchie & Hoffman, 1997). The goal of all types of instruction involves engaging the learner and promoting learning through effective pedagogical methods and practice. The use of online technologies simply promotes access and flexibility. It is NOT a substitute for solid pedagogy and instructional design principles. In fact, I believe that in developing an online instructional course or training module, the instructor must , if anything, have a stronger grasp on issues related to identifying learning objectives, utilizing quality assessment and measurement, providing adequate resources, engaging the learner and being accessible.

 One issue that I have found in taking my own online classes is the concern for information overload. Due to the fact that the delivery system allows for such quick and easy access to different materials in different formats, I have often found the sheer volume of readings, assignments, web links, etc to be simply daunting to sort through. I agreed with the text that information should be chunked to prevent an overload during processing in working memory. Often, in my previous courses, there has been too much information presented at once (for more than the five to nine items recommended in the text) and often the progression of material and information feels jumbled and disconnected. I liked the idea of presenting an information map to the learner as a way to process the information.

Despite some of the drawbacks I have experienced in online learning environments, I might not have been able to participate in as many courses had they not had the online delivery because I travel to Columbia from Charlotte for my traditional courses and the commute is prohibitive more than once a week. Additionally, I have greatly benefited from the ability to apply the knowledge directly to my work. This situated learning has allowed me to complete the educational technology courses and apply the skills, technologies and applications directly to my current position. This contextualization of learning has allowed me to truly construct meaning from the material, a true constructivist approach.

I also see that in my current work, I have been experiencing what the text refers to as connectivism (Siemens, 2004). Both education and technology present changing environments. Similarly, the clients'/students' needs are also changing. In that sense, my College has had to take steps to unlearn the traditional approach to

educating undergraduates and learn new ways to present and evaluate programs and services. The innovations and vast amounts of technologies available today have helped create this demand for connectivist and constructivist approaches and a shift away from a more behaviorist approach to learning. Our learners and their future employers demand that students can do more than listen to a lecture and recite facts, but rather they can apply information to real-life contexts.

That being said, I have found that asynchronous online learning formats often provide less opportunity for the collaboration and interaction that is recommended to facilitate learning from others and often limits the amount of feedback received from an instructor. There is more of a learner-self and learner-information interface than learner-learner. I agree with the constructivist approach to instruction that says that the learner has the responsibility to create meaning for themselves from the material; however, I am not always sure that this approach is possible or appropriate for some students.

 An effective online learner is one with strong intrinsic motivation for learning, a preference for an active processing of information and well developed information literacy skills. It is increasingly important for a learner to be able not only to find information, but also be able to evaluate the source and quality of information and be able to integrate information obtained from multiple sources.

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