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## **Julia's e-Learning Training Program Improves Teaching and Learning Skills**

### **Introduction**

As an intellectual consultant and director of Julia's Global Enterprise Inc., I have recognized that there are students with various learning styles. In this regard, I have designed Julia's e-Learning Training Program to provide educators with tools to design, implement, assess learning experiences and provide successful models for students, the community, and other stakeholders. This pedagogical approach will improve teaching and learning skills which will promote the behaviorist and cognitivist theories, Technological Pedagogical Content Knowledge model, as well as the International Society for Technology in Education standards. In this view, the educators will learn how to use appropriate e-Learning technology tools to enhance their teaching skills which will inspire students to their next level of learning (Kanuka, 2008).

### **PROGRAM OUTLINE**

The sessions of the program will begin with the welcome remarks and warm-up-exercises from the instructor. The instructor will discuss the significance of enhancing presentation delivery by demonstrating the warm-up-exercise of the day. The students will form a group that consist of five persons to repeat the warm-up-exercise three times among themselves.

The first program session will entail the following activities below:

1. Facilitate and inspire student learning and creativity
2. Design and develop digital age learning experiences
3. Model digital age work and learning

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4. Promote and model digital citizenship and responsibility
5. Successfully engage in professional growth and leadership

### **TECHNOLOGY**

Julia's e-Learning Training Program (JELTP) will use the International Society for Technology in Education (ISTE) standards, Technological Pedagogical Content Knowledge (TPACK) model to integrate embedded videos, DVD, and other e-Learning technologies to inspire student learning and make the content information more accessible to students by education technology and mobile learning. The JELTP will meet the needs of diverse learners by incorporating the behaviorist practice with the use of computer-assisted instruction (CAI) which is known as the drill-and-practice (Harasim, 2012, p.44). The JELTP will also use DVD and embedded videos which are tremendously used for training educators toward sustaining the cognitivist learning theory, which was emerged as an extension of and a reaction to behaviorist learning theory (Harasim, 2012, p.47).

The e-Learning technology tools will be used in the JELTP to inspire student learning, creativity and innovation in both face-to-face and virtual environments (International Society for Technology in Education, 2008). The learners will be able to perform their tasks repeatedly and reliable to support student learning (Harasim, 2012, p.41), which will also improve JELTP educators' technological, pedagogical, and content knowledge in the technology environments (International Society for Technology in Education, 2008). In this view, the e-Learning technologies will also be used to integrate digital tools (Google Drive, ipad apps, Smart boards) for educators to advance their pedagogical knowledge in instruction and to provide accessible content information to students. In this regard, the embedded videos and DVD will be designed

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and developed with digital age customized learning activities with assessments and resources for students with diverse learning styles.

### **THEORY**

The behaviorist and the cognitivist theories will have a direct correlation with JELTP. The ISTE standards and other e-Learning technologies will be integrated in JELTP to inspire student learning and make the content more accessible to students by education technology and mobile learning. In this view the behaviorist designer Skinner argues that the use of e-Learning technologies can be used as a catalyst to inspire and promote the next level of intellectual learning (Harasim, 2012). Learning experience occurs through education, which is a phenomenon that causes the behavioral change in the personal development and social upward mobility in the human brain of people. In this view, the behaviorist and the cognitivist theories will incorporate similar e-Learning technology resources to assess whether or not learning experience will occur among the educators in JELPT (Harasim, 2012).


The goal of JELTP will also be achieved because of its concerns about what behavior will occur and what will cause the behavior to occur in order for the learning experience to be accomplished among the educators in JELTP (Harasim, 2012). The JELTP will integrate the cognitivist theory in the program because successful learning will occur if the appropriate use of e-Learning technologies is available to learners. In this view, the behaviorist and the cognitivist theories will be successfully incorporated in JELTP toward enhancing pedagogical skills and promoting the next level of student learning in a proficient manner.

## CONCLUSION

In concluding, it is important to emphasize that with the use of the ISTE standards, TPACK model, behaviorist and cognitivist theories JELTP educators will be able to design, implement, assess learning experiences, and provide successful models for students, the community, and other stakeholders. The ISTE standards, TPACK model, as well as the behaviorist and cognitivist theories are inseparable with regards to the pedagogical approach toward improving teaching and learning skills. In addition, JELTP will use positive reinforcement of drill-and-practice activities in order to shape successful learning behavior, which supports the behaviorist theory. In this view, the learners will be rewarded with additional points on their projects whenever they use their e-Learning technologies to enhance their pedagogical skills and inspire students with various learning styles to their next level of learning, which will also support the cognitive theory. Please refer to the rubric in Table 1, which is based upon JELTP activities that promote the ISTE standards, TPACK model and behaviorist and cognitivist theories.

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**TABLE 1: RUBRIC**

	Grade %	Exemplary	Satisfactory	Unsatisfactory	Score %
Creativity and innovation	20	Educators can inspire student learning, creativity and innovation in both face-to-face and virtual environments.	Educators can inspire basic student learning, without creativity and innovation in both face-to-face and virtual environments.	Educators cannot inspire student learning, creativity and innovation in both face-to-face and virtual environments.	
Digital age learning and assessments	15	Educators can design and develop customized learning activities with digital resources and assessments for students with diverse learning styles.	Educators can design and developing without customized learning activities with digital resources and assessments for students with diverse learning styles.	Educators can partially design and develop customized learning activities with digital resources and assessments for students with diverse learning styles.	
Digital age work and learning	15	Educators can collaborate globally with students, peers, parents, and community members to show evidence of student learning in a digital society.	Educators can collaborate globally with students, peers, parents, and community members without the evidence of student learning in a digital society.	Educators cannot collaborate globally with students, peers, parents, and community members to show evidence of student learning in a digital society.	
Promote Digital citizenship	20	Educators can promote global awareness of digital etiquette and citizenship in an evolving digital culture.	Educators can promote global awareness without digital etiquette and citizenship in an evolving digital culture.	Educators cannot promote global awareness of digital etiquette and citizenship in an evolving digital culture.	
Professional growth and leadership	20	Educators can use appropriate resources with existing and emerging digital tools to support student learning.	Educators can use resources with existing and emerging digital tools without addressing the needs for all learners.	Educators cannot use appropriate resources with existing and emerging digital tools to support student learning.	
Total	100				

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