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Assignment 3

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Dear Learning Journal,

The information below is based on my Julia's Learning Journal.

Julia's Learning Journal and URL:

<http://juliadasilvabeharry-e-portfolio.yolasite.com/home-omde-610.php>

I am very elated that the [Teaching and Learning in Online Distance Education](#) (OMDE 610) course created opportunities for me to explore the dynamic of online teaching and learning theoretical foundation and best practices. I was able to use my knowledge and skills to inquire how teaching and learning can occur without having physical instructors and students through real time in an online learning environment. In this view, I continued to explore for my knowledge in order to learn more about policies and expectations pertaining to the required materials. With this in mind, my learning experience with my existing knowledge allow me to read several articles that prepare me to analyze and process various topics that are directly correlated and inseparable with each other occurrences.

In addition, the modules' discussions from Pre Week 2 to Module 01 have allowed my instructor, as well as my fellow students and I to use a wide range of technology resources to collaborate and create threads on the classroom discussion board. The classroom assignments and discussions assisted me to understand my course modules. The guiding principles of OMDE

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610 course inspire me to my next level of learning toward my academic Journey and Journal

Reflection which is outlined below:

Pre Week

I choose to write about the Pre Week because it introduced my colleagues and I to the classroom, content, discussions, syllabus, course content, course resources, and other valuable learner support functions of the course. In addition, the Pre Week guided me to create my OMDE 610 Learning Journal in my e-portfolio and I read one of the articles that are called, Harasim and Ally, (2012). After I reviewed Module 01 in the Course Content, I engaged my colleagues in discussions that follow the posted guidelines for participation. This article was in the required reading for the first module which was attached for my classmates and I convenience. I appreciated the Pre week start-up session because, I had an opportunity to read the course content thoroughly, print and organize the course information one week prior to my classroom discussion for the first module. In this view, I am quite certain that the Pre Week had certainly guided my classmates and I to be more organized and prepared for the first module, especially when we are expected to perform other responsibilities concurrently with responsibilities that are not related to our classroom activities.

Module 01 Discussion 01: Julia's View on Harasim and Ally

My readings stated that the epistemology (theory of knowledge) plays a vital role in how I recognize and appreciate a particular framework of knowledge with regards to how I view and practice the knowledge of teaching and learning (Harasim, 2012, p. 7). For instance, as a researcher, I learn how to use theories to determine an analysis of a particular hypothesis toward

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verifying how and why findings should be contributed in other theoretical methodologies to obtain successful scientific models. In this view, I also learn that any researcher can develop a collection of models by using a context of an accessible theory (Harasim, 2012, p. 7).

In addition, I have discovered that instructional practices and technologies can be determined by the methods of approach that would support appropriate teaching, learning, and social practices. In this view, the DE instructors would have to use appropriate learning materials to design the course syllabus with the required technology tools that would be applicable to communicate information in a collaborative online learning environment.

However, I learned that the constructivist approach with its technology advancements is more appropriate for the DE learning environment. Hence, this method of approach consists of technology tools and practices that influence existing standards that assist me (DE professional and learner) to have a global perception and interaction toward performing efficiently in a diverse DE environment of knowledgeable peers (Harasim, 2012, p. 7). I will therefore emphasize that knowledge theories are built on existing framework with state-of-the-art technologies that facilities researchers with theoretical findings. In this view, researchers can also use the advance technologies to develop a collection of innovative theories for the course syllabus that would be applicable to communicate information in a collaborative online learning environment.

Reference

Harasim, L. (2012). *Learning theory and online technologies*. New York, NY: Routledge

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Module 1 Discussion 02: Saba and the chaos of online learning

I learned that equilibrium can be considered as an identical state of intellectual, academic, logical, rational or emotional balance toward a form of stability with online teaching and learning styles. The teaching and learning styles can be viewed by a wide range of approaches. For instance, some human brains have the ability to function in Visual Learning or Mathematical Logical Learning. In some cases visual and brilliant learners have an excellent memory to visualize pictures, images and other details that consist of Visual Learning.

Conversely, I discovered that the Mathematical Logical Learning students may have the ability to solve problems in their heads and are interested in learning with logical puzzles and games in order to rationalize their problem solving issues. However, I also learn that teaching and learning will achieve equilibrium if educators incorporate a wide range of teaching and learning styles techniques in a given syllabus to promote a successful learning environment. On the other hand, students should also be responsible to apply their prior knowledge and existing knowledge to explore for advance knowledge in order to achieve the equilibrium of teaching and learning in my virtual learning environment.

However, during my experience, I was able to achieve equilibrium in the distance education teaching and learning environment. I apply my prior knowledge and skills with my existing knowledge and skills to visualize and rationalize challenging issues. In this view, my Master's of Education in Instructional Technology and Master's of Distance Education and e-Learning (dual degree program) created opportunities for me to further utilize a wide range of my learning styles on a need by need basis. Thus, I accomplish my equilibrium through visual learning, read-write learning, and mathematical logical learning, among other teaching and learning styles in both individual and group intellectual environments. In addition, learners as entities differ from

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dissipative systems, whose behavior moves toward a point of equilibrium, inactivity, and stability (Saba, 2003, p. 8).

I have also learned that dis-equilibrium in constructive terms can be viewed in the sense that some instructors do not have the ability to apply a sense of balance of their knowledge and skills to achieve equilibrium within the teaching and learning objectives of their syllabus. Hence, the syllabus does not include an appropriate methodology with a diverse teaching and learning theory. Conversely, dis-equilibrium can also be viewed in the sense that if some learners do not have the ability to apply a sense of balance of their knowledge and skills to achieve equilibrium within the teaching and learning objectives of their syllabus.

Reference

Saba, F. (2003). Distance education theory, methodology, and epistemology: A pragmatic paradigm. *Handbook of Distance Education*. pp. 3-19.

Module 2 Discussion Forum: Quality Matters and Rubrics

Based on my readings, I have learned that the pros and cons for using rubrics promotes a peer review process to evaluate the performance of students' assignments with feedback from a team of well trained quality matters (QM) peer reviewers who are eligible to peer review students' assignments (Quality Matters, 2016). In addition, I have also learned that the QM rubrics are expected to conduct internal or informal reviews with QM to determine if the courses successfully meet the QM Rubric Standards in an official QM-Managed course review that is eligible for QM recognition from the learner and instructor perspectives.

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Additionally, I also learned that the rubric for a behaviorist learning experience will identify if the performance of the students successfully meet the expected QM Rubric Standards that is based on the performance of the students in the QM assignments (Mertler, 2001). Conversely, I have also gained knowledge on a cognitivist learning rubric. This rubric is developed from the pedagogical theory, which looks beyond the human behavior to explain the various approaches to determine whether or not there is an occurrence of learning that successfully meets the QM Rubric Standards.

References

- Mertler, Craig A. (2001). Designing scoring rubrics for your classroom. Retrieved from http://www.learner.org/workshops/tfl/resources/s7_rubrics.pdf
- Quality Matters. (2016). Higher Ed Program Rubric Retrieved from <https://www.qualitymatters.org/reviews>

Module 2 Discussion Forum: Learning theory, instructional design models, and technology

After reviewing Module 02 discussion in Course Content, I learned that e-Learning technologies facilitate educators with tools that provide the knowledge and practice of Pedagogy toward promoting teaching and learning skills. In this view, I do believe that educators can use appropriate technology tools in the e-Learning program to enhance their teaching skills, and inspire student to their next level of learning (Kanuka, 2008)

Additionally, I also learn that according to Harasim (2012) the behaviorist designer argues that the use of e-Learning technologies can be used as a catalyst to inspire and promote the next level of intellectual learning. In this view, it is the learning experience that occurs through education, which is a phenomenon that causes the behavioral change in the personal

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development and social upward mobility in the human brain of people. Hence, the behaviorist and the cognitivist can incorporate similar e-Learning technology resources in their theories to assess whether or not learning experience occur.

I have also discovered that the behaviorist also concerns about what behavior occurs and what causes the behavior to occur in order for the learning experience to be accomplished (Harasim, 2012). Conversely, the cognitivist theorist concerns about conducting a test to determine the capability of the brainpower to accomplish the test with the use of e-learning technologies (Kanuka, Harasim). In this view, the behaviorist concerns about promoting the next level of learning in a proficient and successful mode. On the contrary, a cognitivist designer thinks that successful learning can occur if the appropriate use of e-Learning technologies is available to learners.

Reference

Harasim, L. (2012). Learning theory and online technologies (pp. 30-58). New York, NY: Routledge

Kanuka, H. (2008). "Understanding eLearning technologies in practice through philosophies-in-practice". The theory and practice of online learning (pp. 91-118). Retrieved from http://www.aupress.ca/books/120146/ebook/99Z_Anderson_2008Theory_and_Practice_of_Online_Learning.pdf

Module 03 Discussion Forum: COI, Constructivism, and OCL theory

After reviewing module 03, I have learned that the constructivism and online collaborative learning (OCL) theories have made a considerably transformation in the online

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teaching and learning environments. The OCL is bridging the gap of social interaction between students and teachers in virtual environments. In this view, I have gained additional knowledge on how the constructivist and the OCL theories have offered several interactive learning activities that created opportunities for learners to develop their learning and innovation skills. For example, OCL is a shared learning environment where learners can execute collaborative learning activities on Discussion Board, Twitter, LinkedIn, Google Drive and other collaborative learning environments or spaces. This can be done through online learning and social interaction activities, which involve creatively analyzing, documenting and presenting new ideas to a specific group in real-time. In this instance, I have learned that collaborative and supportive learning encourages students to use their critical thinking skills to solve complex occurrences (Koohang et al., 2009).

I can also relate to these theories in my current OMDE 610 Teaching and Learning virtual classroom. These theories have influenced the community of inquiry (COI) model and best practices by creating opportunities for my classmates and I to benefit from learner-centered courses that are guided by instructors who provide a syllabus and rubrics for the courses. In addition, my fellow students and I are inspired to be engaged in classroom discussions and give feedbacks on classroom learning experiences. This is an ideal example of the constructivist practice which supports teaching and learning innovation skills, which is inseparable from the COI. Subsequently, students will be able to build trustworthy relationships during their learning experiences and have a sense of awareness that determines they are in the right place.

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Reference

Koohang, A., Riley, L., & Smith, T. (2009). E-learning and constructivism: From theory to application. *Interdisciplinary Journal of E-Learning and Learning Objects*, 5, p. 91-109.

Module 3 Discussion Forum: Incorporating Web 2.0 into a constructivist or OCL activity

or

lesson

I have learned that Yola and Google Drive are excellent tools for the use of online collaborative learning, because they have built in features for the teaching and learning environment that supports constructivist practices. In this regard, I will recommend Yola and Google Drive as knowledge building tools. These tools can create Discussion in the Yola Webpage and Google Drive for students to use their imagination to create, analyze, and document learning and innovation information.

Module 4 Discussion Forum: MOOCs and Connectivism

I have learned that connectivism is an academic framework that is designed for assessing the occurrences of learning (Kop & Hill, 2008). This process occurs when shared knowledge is processed through various interactions with a variety of occurrences (Siemens, 2004 & 2012; Kop & Hill, 2008). In addition, I have learned that a connection of diverse knowledge has a direct correlation with interaction (Downes, 2005). In this regard, MOOCs , is popular and well-established in connectivism, especially Coursera/EDx and other types of MOOCs (Siemens, 2012).

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I have also gained knowledge about massively open online courses (MOOCs). I will sign up for a few of these courses because they are similar to WebTyco and LEO. These courses consist of content, course content, syllabus, discussions, discussion groups, assignments, my tools, resources, roster, help, and an instructor-led feature to guide the learners throughout the entire process of the courses.

References

- Downes, S. (2005). *An Introduction to Connective Knowledge*. Retrieved from <http://www.downes.ca/post/33034>
- Kop, R. & Hill, A. (2008). Connectivism: Learning theory of the future or vestige of the past? *International Review of Research in Open and Distance Learning*, 9 (3). Retrieved from <http://www.irrodl.org/index.php/irrodl/article/view/523/1137>
- Siemens, G. (2004). Connectivism: A learning theory for the digital age. *Elearnspace*. Retrieved from <http://www.elearnspace.org/Articles/connectivism.htm>.
- Siemens, G. (2012). What is the theory that underpins our moocs? *Elearnspace*. Retrieved from: <http://www.elearnspace.org/blog/2012/06/03/what-is-the-theory-that-underpins-our-moocs/>

Module 4 Discussion Forum: Meaning of Community

According to Siemens (2004) the word community means learn continuously in every occurrences of our life. For example, I have learned that we continue to learn through virtual environments with computers, Internet users, processed data, workplaces, and other social

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networking environments. In addition, community is a group of people from a neighborhood with similar interest and common goals (Harasim, 2012).

Additionally, I have learned that a Website such as "Trip Advisor" and "Yelp" is a group of individuals in a community who share common interest, goals, and create new ideas from a human point of view (Downes, 2005). In this view, I have also learned that the Trip Advisor and Yelp provide travelers with valuable information relating to the purpose of their trip. This includes reviews and feedbacks of the finest places to visit with reasonable price.

References

- Downes, S. (2005, December 22) *An Introduction to Connective Knowledge* in Hug, Theo (ed.) (2007): *Media, Knowledge & Education-Exploring new Spaces, Relations and Dynamics in Digital Media Ecologies*. Retrieved from <http://www.downes.ca/post/33034>
- Harasim, L. (2012). *Learning theory and online technologies*. New York, NY: Routledge.
- Siemens, G. (2004). *Connectivism: A learning theory for the digital age*. *Elearnspace*. Retrieved from <http://www.elearnpace.org/Articles/connectivism.htm>.

Module 5 Discussion Forum: Theory to Practice

After reviewing module 05, I have learned that theory can inform policy in a DE organization by incorporating various methodologies of the constructivist practices. In this view, I discovered that learners are able to organize and present their knowledge in classroom forums for peer viewing. In addition, my classmates and I benefit from online student support, discussion board participation, among other educational features where we (students) feel valued (Hughes & Moisey, 2008). In addition, the constructivist theory is integrated in my current e-

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Learning OMDE 610 course, and I do experience a sense of value, among my fellow classmates and my professors. Additionally, I have also learned that two stakeholders within the organization whose "theories" may be in conflict and propose ways to reconcile their competing interests include:

Stakeholder A: The course designer is responsible for incorporating and developing appropriate assessment course materials to determine the level of the students' intelligent quotient. In addition the assessment approach, which is considered as 20% of the course grade, will also reveal whether the students have a working knowledge of the course work.

Stakeholder B: The instructor is expected to create the course for the students to conduct research in the e-Library and internet sources. In this regard, students will be encouraged to use their current and existing knowledge to create and present information and facts on relevant issues, relating to the learning course objectives. Additionally, the instructor is expected to inspire student-to-student and instructor-to-student online discussions. This method of approach can be used in the constructivist practices to evaluate 80% of the students' course grade (Harasim, 2012).

References

- Harasim, L. (2012). *Learning Theory and Online Technologies*. New York and London: Routledge.
- Hughes, J. & Moisey, S. (2008). Theory and practice of online learning. *Supporting the online learner*, 420. Retrieved from https://www.academia.edu/1043948/Supporting_the_online_learner

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Module 5 Discussion Forum: Best practices for learners and instructors

After reviewing module 05, I have learned about Best Practices and constructivist learning theory for e-Learning Elementary to High Schools. Based on these practices and theory, the instructor offers facilities for students to access counseling and administrative services, which includes registration and other student support services. Additionally, evaluations are conducted to meet the individual needs of part time and full time students. Professional development programs are offered for instructors on an ongoing basis, in order for educators to adopt new technologies and emerging updated educational practices. Conversely, the students are expected to register for classes on a timely basis. Additionally, students are also expected to complete and submit their assignments on time, communicate consistently with their instructors, and make maximum use of their student services and resources.

Reference

Harasim, L.(2012). *Learning Theory and Online Technologies*. New York and London:Routledge.