

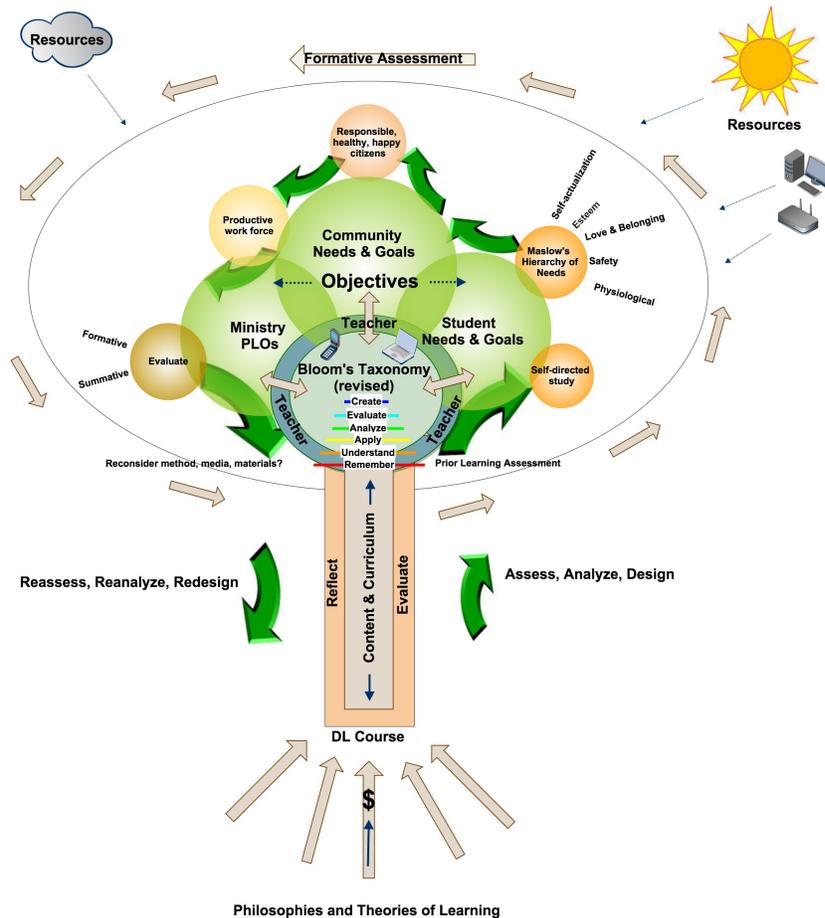
# OLTD 501: Introduction to Online Learning Reflection # 1

## OLTD Program Learning Outcomes:

- Become familiar with common terms, definitions and elements related to online environments
- Integrate current cognitive learning and brain-based learning theory

## Evidence to Support Outcomes:

### OLTD 501 Online Learning Design Model



## **Reflection to Support Evidence:**

My Online Learning Design Model was created for OLTD 501 Topic 3: DL Theories & Design Models: Intentional Design for Online Learning. This model illustrates where I see the learner/student, teacher/facilitator, objectives/needs, learning outcomes and processes of/for learning, including evaluation and assessment. Creation of this model encouraged me to think about the theorists and schools of learning I most relate to in my role as a DL teacher. I reflected on the theories, philosophies of teaching, and learning design models that I use in my lessons and course design.

A great deal of time was spent examining a number of prominent theorists' learning design models. This examination required the understanding of terms, definitions and elements of online environments. After all, the derivation of many terms and elements seem to arise from the theorists and schools of learning. Furthermore, the study of learning theories and design models integrates current cognitive learning and brain-based learning theory. For this reason, I feel my Online Learning Design Model reflects the OLTD Learning Outcomes noted above.

The design of my Online Learning Design Model Schema has helped me to recognize that a number of theoretical models (or parts thereof) weave their way through my course design and online teaching practice. For example, my DL courses, which have evolved significantly over the past few years, have included aspects of Otto Peters' Industrialization theory, Borje Holmberg's guided didactic conversation, BF Skinner's behaviourist theory (for the 'what' questions – I teach science courses), Piaget's cognitive constructivism (for the 'how' and 'why' questions), Charles Wedemeyer's Independent Study theory (I teach many adults who often work in remote locations), and

Garrison and Shale's Transactional Learning theory (for the two-way communication via technology). At present, I am trying to explore ways to integrate George Seimens' and Stephen Downes' connectivist approaches to learning (there are many possibilities with social media these days).

When constructing online learning environments, I feel it is important to always consider cognitive learning and brain-based learning theory. We want students to use higher order thinking skills to create and innovate. I also believe that an understanding of terms, definitions and elements related to online learning are necessary to make informed, thoughtful, reasoned decisions when designing materials for online teaching. Therefore, the chosen OLTLD learning outcomes represented by My Online Learning Design Model are meaningful to my teaching practice. Without the fundamental understandings brought about by these learning outcomes, the "why" cannot be properly addressed ... Why do we teach/facilitate/design the way we do?