Week 2 - Instructional Strategies & E-Learning Compatibility

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Instructional Strategy	What type of learning theory is associated with this instructional strategy?	Ways this strategy IS compatible with online learning	Ways this strategy is NOT compatible with online learning	Describe how you would incorporate this instructional strategy into an e-learning classroom.
Identify Similarities and differences (McRel, 2006).	Cognitive Psychology/ Constructivism (UNESCO, n.d.).	This strategy is compatible because it can easily be done online with interactive graphs and charts.	Talking though the intricacies of certain similarities and differences might be lacking online without guidance.	Students can read a passage and fill in a Venn diagram showing the similarities and differences of two things/characters in the passage. They can also extend the idea into a written review.
Summarizing and note-taking (McRel, 2006).	Cognitive Psychology/ Constructivism (UNESCO, n.d.).	Summarizing can be done with many different media formats, so this is a versatile strategy.	Note-taking might be difficult to get students to do online. It can be done, but would be hard to verify with an e-learning course.	Students can couple this idea with the last and write a summary of a video or written story along with their review comparing characters or two videos. Or they can compare a video and a written story and dig deeper into the differences with media itself.

Reinforcing effort and providing recognition (McRel, 2006).	Experiential Learning/ Situated Learning Theory and Community of Practice/ Behaviorism (UNESCO, n.d.).	This is feedback and should be a part of any course, online or otherwise. A well designed e-learning course might even be better at this than a face-to-face course because it can be more consistent and unbiased because it is computerized in many formats, though I wouldn't use only computerized feedback.	Even though e-learning can be a benefit to making sure feedback is consistent and unbiased, it might be less effective without a real human being there to help and support the student.	"Include tests that feature video and/or audio questions" (Pappas, 2014). I would like to set up mini-quizzes and checks for understanding in the coursework that would not be graded, but could be used by the student for self-assessment and generate data (perhaps anonymously) for the teacher to see what is working and what isn't working. Using Google Docs, or something like it, to correct and submit assignments would be quite useful for faster and more effective feedback, as well. "Effective feedback is concrete, specific, and useful" (Wiggins, 2012).

Homework and practice (McRel, 2006).	Cognitive Psychology/ Constructivism (UNESCO, n.d.).	Practice with the skills and content is where the assignments come in. All work is 'homework' online, but should still be done as part of the coursework. It would be where most of the feedback and/or grades come from in the course.	As stated, there is no 'homework' because all coursework in an e-learning course would be at home (unless it is a blended course). Having a break between classwork and homework to refresh the learning could possibly be lost because the students don't have two places to be and an automatic time gap. That means the course would have to have skills and/or content that is returned to for the same effect as homework in a class.	Practice would consist of the writing (or other forms of media) that is done using the content learned from the week or month, turned in via Google Docs, or something similar. This would be the base of work graded in the class. I would like to use other forms of media as coursework besides writing though, so maybe they practice by doing something outside and filming it and turning in a video instead. "It's essential that learners are given the opportunity to explore the eLearning course if you want it to be fully interactive" (Pappas, 2014). Offering choices would allow the exploration to translate into the work they are turning in as well.

Nonlinguistic representations (McRel, 2006).	Multiple Intelligences/ 21st Century Learning (UNESCO, n.d.).	Many forms of media from online are being implemented in traditional classrooms all over the world, this is where the biggest advantage of e-learning lies. My students don't have to listen to me on all subjects, they can watch videos, look at pictures, and read articles from experts all over the world. They can experience art in a way that can't be replicated in the classroom because of the variety of possibilities.	The variety is amazing for online imagery, but the touching and smelling aspect would be lost. Without making ventures to museums a part of the curriculum, certain actual senses might be hindered in learning about things that are nonlinguistic, like cooking, certain science experiments, and paintings' textures, for example.	"An eLearning course that includes a variety of different multimedia elements and is aesthetically appealing is going to be more interactive than one that relies upon solely text content" (Pappas, 2014). I would offer many different visuals in the course from many different backgrounds. To off-set the problem with smelling, touching, and tasting, I would make outings a normal part of the curriculum. They would have to be optional because of the nature of online learning (many people might not have the time or money), but it would be there to maximize the impact of the learning. Maybe they would have a video or a museum to experience and write about. That offers students choice as well.

Cooperative learning (McRel, 2006).	Situated Learning Theory and Community of Practice/Social Learning Theory/21st Century Learning (UNESCO, n.d.).	Group work can benefit with the nature of online learning by allowing conversations with people from all over the world. People can make observations from their city and compare it to the cities the other students live in. I live in Korea and have benefitted from hearing about American classrooms in this course.	People are not going to be next to each other and that hurts the social role learning plays. Being behind the digital screen must change our behavior a little bit on how we deal with people. If the internet chat-rooms and comment threads are any example, people can be disconnected even when talking to other people when they are typing instead of standing next to them.	Skype or other video conferencing software can be helpful in connecting the class together in a more personal way, especially for younger students. Children are still learning social cues and manners, so seeing faces and reactions would be a benefit for students instead of relying only on typing. This also helps children with motivation because the student will have to actually talk and can't be too passive helping create learning moments and connectivity. "Group collaboration enables you to include the human element in your eLearning courses, despite the fact that learners may not be meeting face-to-face" (Pappas, 2014).

Setting objectives and providing feedback (McRel, 2006).	Experiential Learning/ Situated Learning Theory and Community of Practice/ Behaviorism (UNESCO, n.d.).	At the beginning of the course, objectives for the course (and each subsequent lesson) should be posted and pointed out. I already touched on feedback, but having the feedback clearly align with the objectives stated clearly at the beginning of each section will help the feedback be more effective.	Sometimes talking through objectives in a dialogue can be helpful and having a person next to you can feel more motivating. This is similar to the feedback problems stated previously.	Students can create their own objectives at the beginning of class giving them more autonomy. This can be done in a traditional class or an E-learning class. Those objectives can be discussed and aligned with the outcomes of the course. The feedback the students receive should be inline with those objectives. “Effective feedback requires that a person has a goal, takes action to achieve the goal, and receives goal-related information about his or her actions” (Wiggins, 2012).

Generating and testing hypotheses (McRel, 2006).	Socio-Constructivism/ Experiential Learning/ Constructivism (UNESCO, n.d.).	E-learning can be more student-centered if designed properly and this benefits generating and testing hypotheses. This strategy in a traditional classroom can be dominated by a teacher and leave the students passively acquiring the information. However, online this is more likely to not be the case because the work is generally done by the students without too much interference by the teacher.	However, without proper guidance this can be unsuccessful. Leaving the students to test hypotheses in certain circumstances, like science experiments, without the proper guidance can mean they are not able to do them, or they can be dangerous.	Students can work on building their ideas from coursework and then have an authentic experience testing a hypothesis. I would create more opportunities for students to be hands-on and the learning would be more student-centered. “Integrating real life examples and problems into your eLearning course will give you the chance to draw in the learners and show them, first hand, how knowledge acquired can be applied outside of the learning environment” (Pappas, 2014).

Cues, questions, and advance organizers (McRel, 2006).	Cognitive Psychology/ Constructivism/ 21st Century Learning (UNESCO, n.d.).	Advance organizers are perfect for the E-learning environment. Interactive organizers can be more useful than verbal explanations from the teacher and more student-centered.	Cues and questions will be harder to adjust for each student in an online class. There can still be essential questions, but reading the students' faces is impossible without Skype or other similar technology. Online classes would have to be more about written cues and questions and might be lacking in the social learning of picking up other peoples' intentions.	Using feedback software can allow the students to offer feedback on how they are understanding and ask questions quickly. Using Skype, or other similar technology, can overcome the problem of reading social cues and facial cues in a social setting. Graphic organizers online can be interactive and turned in, corrected/ commented on, and rewritten easier than before offering students the ability to utilize their feedback quickly allowing them to better cement the ideas.

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