**Jane Jacek**

 **Design Model: Theories/ Theorists**

**Theories: Combination of behaviourist, cognitivist, constructivist**

**Behaviourist: Implications for Online Learning**

1. Learners should be told the explicit outcomes of the learning so

they can set expectations and judge for themselves whether or

not they have achieved the outcome.

2. Learners must be tested to determine whether or not they have

achieved the learning outcome. Online testing or other forms of

testing and assessment should be integrated into the learning

sequence to check individual learner’s achievement level and

provide appropriate feedback.

3. The learning materials must be sequenced appropriately to

promote learning. The sequencing could take the form of simple

to complex, known to unknown, and knowledge to application.

4. Learners must be provided with feedback so that they can monitor

how they are doing and take corrective action if required.

**Cognitivist: Implications for Online Learning**

1.Information critical for learning should be highlighted to

focus learners’ attention. For example, in an online lesson,

headings should be used to organize the details, and formatted

to allow learners to attend to and process the information

they contain.

2.The difficulty level of the material must match the cognitive

level of the learner, so that the learner can both attend to and

relate to the material. Links to both simpler and more complicated

materials can be used to accommodate learners at different

knowledge levels.

3.Use pre-instructional questions to set expectations and to activate

the learners’ existing knowledge structure. Questions presented

before the lesson facilitate the recall of existing knowledge,

help learners to learn the materials, and motivate them

to find additional resources to achieve the lesson outcome.

4.When learning online, learners should be given the opportunity to

reflect on what they are learning, and check their progress. Self-check questions

 and exercises with feedback throughout a lesson are good strategies to allow learners

to check how they are doing, so they can use their metacognitive

skills to adjust their learning approach if necessary.

5. Simulation of the real situation, using real-life cases, should

be part of the lesson. Also, learners should be given the opportunity

to complete assignments and projects that use real-life

applications and information. Transfer to real-life situations could

assist the learners to develop personal meaning and contextualize

the information.

**Constructivist: Implications for Online Learning**

1.Learners experience the information first-hand, which gives them the

opportunity to contextualize and personalize the information themselves.

2.Learners should be given control of the learning process. There

should be a form of guided discovery where learners are allowed

to made decisions about learning goals, with some guidance from

the instructor.

3. Learners should be given time and the opportunity to reflect. When

learning online, students need the time to reflect and internalize

the information.

Source:[The Theory and Practice of Online Learning, 2nd edition, Terry Anderson](http://www.aupress.ca/books/120146/ebook/99Z_Anderson_2008-Theory_and_Practice_of_Online_Learning.pdf%22%20%5Ct%20%22_blank)

**Theorists:**

**CharlesWedemeyer : Independence and Autonomy**

Emphasize on independent study or independent learning

Greater student responsibility

Adaptations to individual differences

Variety of stop, start and learn times

Freedom and choice for the learner

Learner centred, interactive with a tutor/teacher

**Borje Holmberg: Guided Didactic Conversation**

Simulated conversation in self-instructional materials

Role of teacher is largely simulated by written dialogue and comments

Empathy approach focusing on the importance of discourse both real and simulated

**Michael Moore: Transactional Distance**

Offers a continuum of transactions from less distant, where there is greater interaction and less structure, to more distance where there may be less interaction and more structure

Learner autonomy, learner’s capacity and desire to determine the course of his or her own learning, implies a corresponding decrease in the degree of instructor control over the process

**Otto Peters (2000): updated in relation to Industrial Model of Distance Education**

Independent self- study even within a networked learning environment

Source: [Distance Education, Chapter 14, Charlotte Gunawardena and Marina McIsaac](http://ocw.metu.edu.tr/file.php/118/Week10/Gunawardena-McIsaac-distance-ed.pdf)

**Grant Wiggins: Backward Design**

Apply what they have learned to real world, so take what they have learned and apply/use when the teacher is gone

Source: <http://www.youtube.com/watch?v=6Cagh0H7PPA>

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