

Online Learning: Concepts, Strategies, And Application

by Nada Dabbagh; Brenda Bannan-Ritland

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Active learning strategies can transform the classroom atmosphere. But how do they work? Here are 8 easy strategies, plus a downloadable list. In short, the exercise helps students reflect on the lesson and identify concepts needing further examination or study. Example of a "muddiest point" handout to issue to students. Image source: TeachersPayTeachers. Ultimately, these active learning strategies will help build understanding rather than memorization of facts, giving students the confidence to apply learning to different problems and contexts and achieve greater autonomy over their learning. And, after all, that's exactly what makes active learning "active": putting students at the center of the learning process as they take the initiative to learn. * Learning strategies are the ways in which students learn, remember information and study for tests. They refer to the actions and behaviors students use to learn but learning styles refer to the general approaches that students use in acquiring a new language or in learning any other subject. * The strategies a student uses to learn depend greatly on his/her own learning style. Learning styles: Each student has his/her own style of learning. Online Learning book. Read reviews from world's largest community for readers. For graduate-level courses in Distance Education/Distance Learning/Web-bas... Start by marking "Online Learning: Concepts, Strategies, and Application" as Want to Read: Want to Read saving... Currently Reading. Read. Other editions. Enlarge cover.

Additional examples of online learning applications that support dialogical pedagogical models are MUDs and MOOs (Dabbagh & Bannan-Ritland, 2005). MUDs and MOOs are knowledge networks that emphasize social interaction and negotiation through role-playing. A MUD (Multiple User Dungeon or Multiple User Dimension) is "a complete virtual world in which you become the body of a character you adopt to navigate that world" (Hall, 2001, p. 55). *Online Learning: Concepts, strategies, and application*. Upper Saddle River, NJ: Prentice Hall. Dille, B., & Mezack, M. (1991).

Out of print. Online Learning: Concepts, Strategies, and Application. Nada Dabbagh, George Mason University. Brenda Bannan-Ritland, George Mason University. "This project is the most definitive one I've seen regarding online learning, its history, application, and management." — Ron McBride, Ph.D., Northwestern State University. Features. A strong foundation in current educational research—As seen through a hands-on, theory-to-practice perspective. Ensures prospective instructors are up-to-date on all relevant developments in the field of online learning—helps them better understand, and make use of, current technologies and future advances. The Integrative Learning Design Framework for Online Learning—Introduced in Chapter 4.