

# 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).

Written reminders for learning strategies and other classroom information can help students with the learning process. Some teachers purchase such items, but many teachers (and even students!) make them from inexpensive or recycled materials as well. For ideas, see the following.

• Independent, Strategic Learner: the student who uses cues and strategies within his / her learning schema, asks clarifying questions, listens, checks and monitors his / her work and behavior, and sets personal goals. A strategic learner knows the value of using particular strategies through experience, and is eager to learn others that might prove beneficial.

• Independent practice with the strategy.

• Application of the strategy to new tasks.

In the second framework, Oxford et al. \* 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

2. Metacognitive strategies which are used to manage the learning process overall, e.g. identifying preferences and the need for planning, monitoring mistakes, and evaluating task success.

3. Memory-related strategies which help learners link one item or concept with another but do not necessarily involve deep understanding, e.g. using acronyms, sound similarities, images, key words.

This collection entitled, "Online and Distance Learning: Concepts, Methodologies, Tools, and Applications" is organized in eight (8) distinct sections, providing the most wide-ranging coverage of topics such as: 1) Fundamental Concepts and Theories; 2) Development and Design Methodologies; 3) Tools and Technologies; 4) Utilization and Application; 5) Organizational and Social Implications; 6) Managerial Impact; 7) Critical Issues; and 8) Emerging Trends.

Section Four, Utilization and Application discusses a variety of applications and opportunities available that can be considered by practicing educators in developing viable and effective distance learning educational programs.