

OLTD 501
Reflection on Evidence 2

Program Learning Outcome:

- Integrate current learning theories, models and pedagogies relative to online learning.

Evidence: Learning Design Model for eLearning

I have chosen the Learning Design Model for eLearning that I developed in week six of this course as evidence of my ability to integrate current learning theories, models and pedagogies relative to online learning. This model, which represents what I consider to be the essential elements of learning design, was created using Canva, a user-friendly online graphic design tool that can be used to visually present concepts and ideas in a multitude of ways.

For me, this project shows a culmination of many aspects of my learning throughout the OLTD 501 course. In order to develop my learning design model I investigated multiple instructional design models and guiding principles for design using the recommended course readings and online searches; I reviewed several concepts that we had learned about and discussed earlier on in the course, including popular learning theories such as behaviourism, cognitivism, constructivism, and connectivism; and I also revisited the continuum of technology-based learning (Bates, 2015). Throughout this process, I also reflected on my own background knowledge of teaching across several different areas, including strategies to promote student engagement, teaching and learning in a competency-based curricular framework and assessment for and of learning. Creating this model helped me to make sense in my own mind of how each of these elements connect to one another and work together in the bigger picture of teaching and learning. Reviewing and considering my own personal philosophy of learning as I worked to decide on which elements would be at the centre of my model, and which key categories would need to be included as steps within the design process, helped me to formulate a learning design model that I think provides theoretical support for some methods that I already apply in my current teaching practice, while also pushes me to consider where some of the gaps in my current methodology may be and how to begin filling these gaps.

Learning theories, models and pedagogies deeply influence each teacher's daily practice, whether they are explicitly considered or not. There are considerable overlaps across the common theories of behaviourism, cognitivism, constructivism and connectivism, and there are also specific theories that fit more easily with particular sets of learning outcomes. Understanding the strengths and potential drawback of various learning theories can help educators to ensure that the methods that they are employing are best suited to supporting students in achieving the targeted learning outcomes. In my own practice as a blended learning teacher, I now feel that I will have a more intentional design process. I will be able to better review and enhance the online components of my program by considering the learning theories that are being most heavily relied upon and adjusting the program as needed to better reflect a balanced approach that considers that various elements presented in each stage of my learning design model.

Reference:

Bates, A.W. (2015) *[Teaching in a Digital Age: Guidelines for Designing Teaching and Learning](#)* Vancouver BC: Tony Bates Associates Ltd. ISBN: 978-0-9952692-0-0.