


THE FOUR LEARNING MODELS

THE FOUR LEARNING MODELS

An exploration into different learning environments

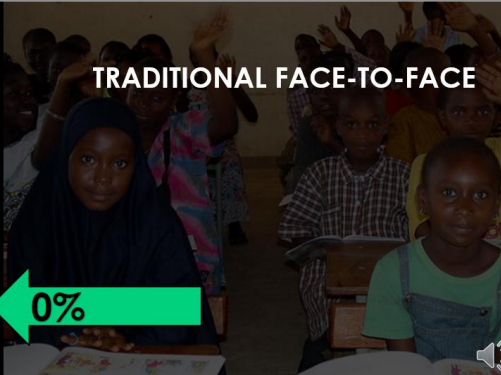
Syella Rhey-Fisher
EDU 630: Online Teaching and Learning
Prof. Wojcik, Post University





Traditional or Face to face classrooms are not delivered online. No technology is used in face-to-face classrooms using this model. Content is delivered orally or in writing. (Boettcher and Conrad, 2010)

It is tier 1 of the multi-access framework and synchronous only. (Irvine, 2013)

TRADITIONAL FACE-TO-FACE





Delivered online  ← **0%**




In a **web facilitated** environment, content is posted online for information such as announcements, a syllabus for learners to refer to during instruction or homework assignments. (Pearcy, 2014)

WEB FACILITATED



Delivered online  ← **1-29%**



The **blended learning** model has face-to-face meetings and a substantial amount of work done online such as online discussions. It is a blend between online and face-to-face learning. (Goralski and Falk, 2017)

BLENDED/HYBRID




Delivered online  ← **30-79%**





The **online** environment offers all or most of the content online with no face-to-face meetings.

Best strategies/practices...

ONLINE




Delivered online  ← **80%+**



MY REFLECTION

- The model I personally gravitate to the most is the **blended/hybrid model**. It combines strengths from both the traditional face-to-face environment and the online model. There are several benefits to this model. This includes the student's ability to have both physical human interaction as well as online discussions; and the utilization of technology to reaffirm and learn at their own pace. This is especially helpful when my elementary students are in centers.
- However, I believe that the **online model** works best for my personal pursuit as a cultural diversity instructor for educators. This is because it allows me to instruct learners from all over the world. It is also more conducive to adult learners who have an extremely busy schedule and cost efficient. The asynchronous meetings and ability to learn at your own pace are significant factors that drive the success of this model. It provides a safe learning environment and access to resources anywhere and anytime to review as much as needed.



THE FOUR LEARNING MODELS

An exploration into different learning environments

Syeita Rhey-Fisher

EDU 630: Online Teaching and Learning

Prof. Wojcik, Post University



**WHAT ARE
THE 4
LEARNING
MODELS?**

Traditional/face-to-face

Web facilitated

Blended/hybrid

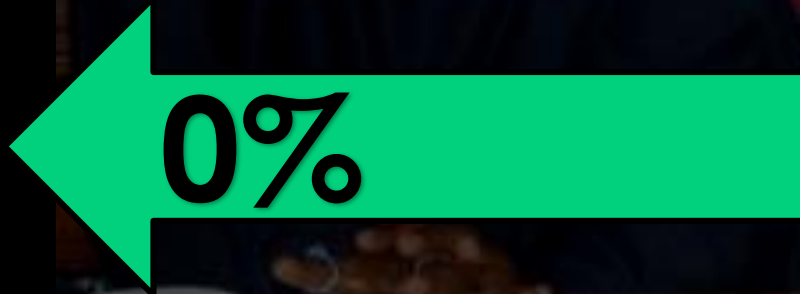
Online



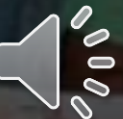
Traditional or **Face to face** classrooms are not delivered online. No technology is used in face-to-face classrooms using this model. Content is delivered orally or in writing. (Boettcher and Conrad, 2010)

It is tier 1 of the multi-access framework and synchronous only. (Irvine, 2013)

Delivered online



TRADITIONAL FACE-TO-FACE



TRADITIONAL FACE-TO-FACE

Benefits

1. Listen and takes notes
2. Immediate feedback
3. Character building
4. Synchronous learning
5. Can adjust instruction in real time
6. Social/emotional learning

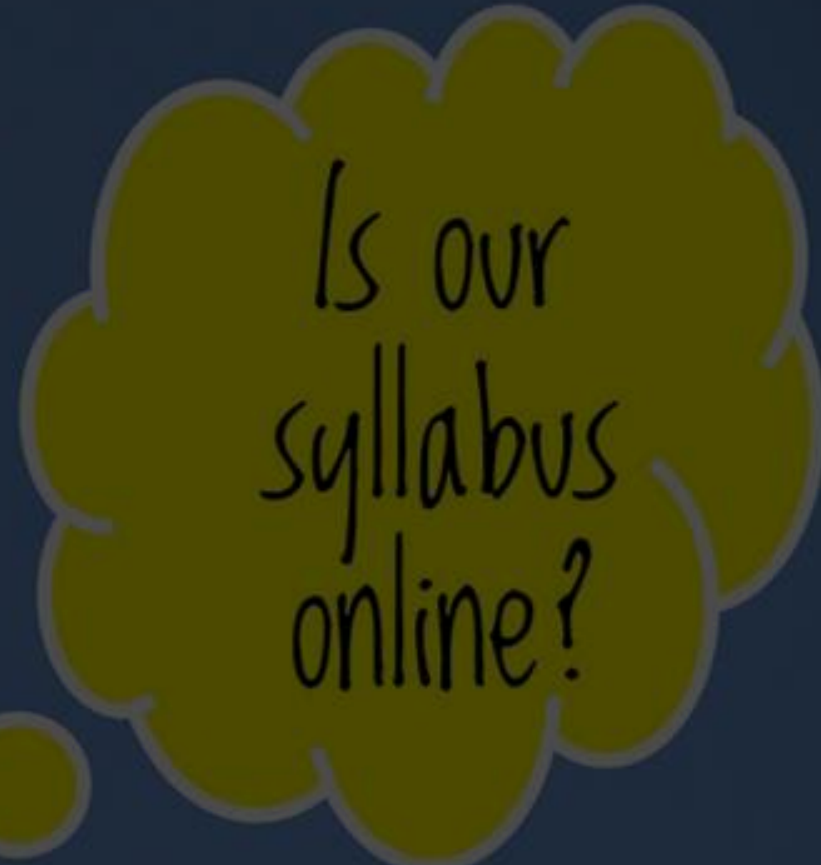
Drawbacks

1. Pencil/paper assessments
2. Listen and takes notes
3. Synchronous learning



In a **web facilitated** environment, content is posted online for information such as announcements, a syllabus for learners to refer to during instruction or homework assignments. (Pearcy, 2014)

WEB FACILITATED



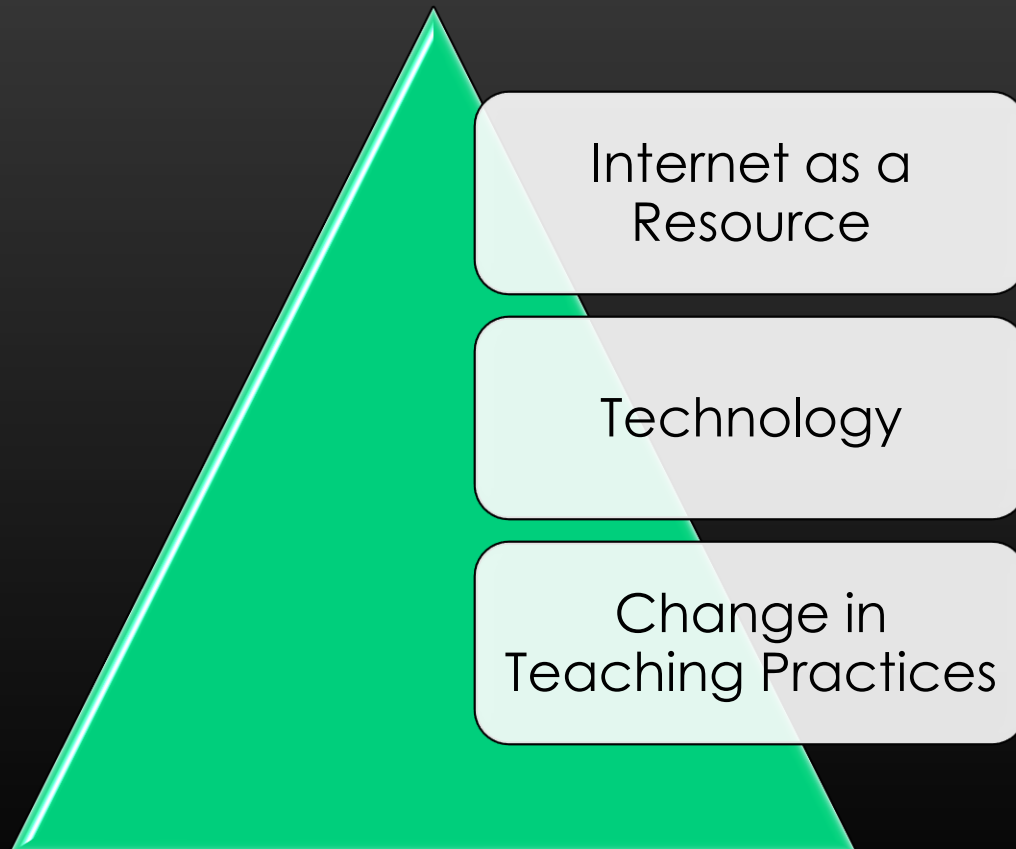
Delivered online



1-29%



WEB FACILITATED



**Benefit
or
Drawback?**



The **blended learning** model has face-to-face meetings and a substantial amount of work done online such as online discussions. It is a blend between online and face-to-face learning. (Goralski and Falk, 2017)

BLENDED/HYBRID

Delivered online



30-79%



BLENDED/HYBRID

■ Benefits

- Human interaction and online devices to reaffirm classroom learning
- Variety of blended learning models
- Access to resources 24/7

■ Drawbacks

- Learner needs basic tech skills
- Access to Wi-Fi
- Self-motivation



The **online** environment offers all or most of the content online with no face-to-face meetings.

Best strategies/practices...

ONLINE

80%+

Delivered online



ONLINE

Benefits

- From coaching to mentor
- Asynchronous meetings
- Space and resources more flexible
- Safe learning environment
- Access from anywhere anytime
- Eliminates travel costs
- Learn at your own pace
- More presence
- Interacts with others through technology
- Recorded content
- Online assessments
- Cost efficient

Drawbacks

- Human interaction with teachers
- Less social/emotional
- Less character building
- Tech dependent



MY REFLECTION

- The model I personally gravitate to the most is the **blended/hybrid model**. It combines strengths from both the traditional face-to-face environment and the online model. There are several benefits to this model. This includes the student's ability to have both physical human interaction as well as online discussions; and the utilization of technology to reaffirm and learn at their own pace. This is especially helpful when my elementary students are in centers.
- However, I believe that the **online model** works best for my personal pursuit as a cultural diversity instructor for educators. This is because it allows me to instruct learners from all over the world. It is also more conducive to adult learners who have an extremely busy schedule and cost efficient. The asynchronous meetings and ability to learn at your own pace are significant factors that drive the success of this model. It provides a safe learning environment and access to resources anywhere and anytime to review as much as needed.



REFERENCES

Boettcher, J. V., & Conrad, R. (2010). *The Online Teaching Survival Guide : Simple and Practical Pedagogical Tips*. San Francisco: Jossey-Bass.

Courtney, M. and Wilhoite-Mathews, S. (2015). From distance education to online learning: Practical approaches to information literacy instruction and collaborative learning in online environments. *Journal of Library Administration*. Routledge Taylor and Francis Group. 55: 261-277.

Irvine, V., Code, J. & Richards, L. (2013). [Realigning higher education for the 21st century learner through multi-access learning](#). *MERLOT Journal of Online Teaching and Learning*, 9(2), 172-186.

Pearcy, M. (2014). Student, teacher, professor: Three perspectives on online education. *The History Teacher*. 47(2), 169-185. Retrieved from https://post.blackboard.com/bbcswebdav/pid-4237986-dt-content-rid-31564237_1/courses/EDU630.301086045299/Documents/3%20perspectives.pdf

Todhunter, B. (2013). LOL--Limitation of online learning---are we selling the open and distance education message short? *Distance Education*, 34(2), 232-252 Retrieved from https://post.blackboard.com/bbcswebdav/pid-4237986-dt-content-rid-31564238_1/courses/EDU630.301086045299/Documents/distance%20education.pdf

IMAGES:

- Face-to-face: <https://goo.gl/images/RQb7Ch>
- Web facilitated: <https://goo.gl/images/MKthSW>
- Blended Learning: <https://goo.gl/images/TxduyH>
- Online: <https://goo.gl/images/5jmi5M>
- Thank You: <https://goo.gl/images/f4WiJa>

the
· INFLUENCE ·
→ of a good →
TEACHER
can NEVER be
erased

THANK
YOU!!

