Eman Almasruhi

Instructional Design

California State University, San Bernardino

Dr. Eun-on Baek

**Behavioral Learning Theory**

“Behaviorism focuses on the importance of the consequences of those performances and contends that responses that are followed by reinforcement are more likely to recur in the future. No attempt is made to determine the structure of a student’s knowledge nor to assess which mental processes it is necessary for them to use” (Winn, 1990).

Lesson 1: Definition of E-Learning.

**Lesson Objectives:**

Students will be able to understand the lesson and provide some definitions for e-learning from other resource.

**Materials used:**

* Book.
* PowerPoint.
* Smart board.

**Activities**

* The teacher will start the lesson by introducing a small introduction about definition of e-learning as a story.
* Then, he will explain the lesson by using PowerPoint to show different definitions from different authors to facilitate the information for students and encourage them to participate in class.
* After each part, students will answer at some questions to see if they understood well or no.
* Offering a reward (Bonus Point) for students who participated in class more than 5 times in each class. In addition, giving positive feedback for students who did good job in their homework like you are excellent students, keep up your great job.

**Homework and assessment:**

Write a paragraph about what you learned from the chapter.

**Cognitive Information Processing Theory**

“Cognitivism-based instructor interacts with learners to facilitate effective information processing. Examples of these activities are described in Gagné’s Nine Events,” (e.g., Driscoll, 2000).

Lesson2: Definition of E-Learning

**Lesson Objectives:**

Making students able to discuss and react with teacher in classroom.

**Materials used:**

* Online source.
* Book
* Board

**Activities:**

* Starting the lesson by showing to students some pictures of technology devices and integrating those pictures with definitions of e-learning for explaining to them how the definition has been developed.
* The teacher use the lesson with a video that shows the stages of definition developed for e-learning.
* During the class, teachers will put students as groups to make them organize digital image for definition of e-learning.
* Moreover, teacher will provide some information about Definition of E-learning in online. Then, he is going to put some questions to make students discuss what they learned and summarize the important points.

**Homework and assessment:**

* Ask students to make presentation as group about the stages of e-learning developed.
* Summarize the important points and discuss them with peer in online page for the class.

**Constructive Theory**

“Constructivist researches focused attention on high level, complex learning goals,” (Reiser and Dempsey, 2007, p41).

Lesson3: Definition of E-Learning

**Lesson Objectives:**

Students will able to express about their views and cooperate with each other to create new ideas.

**Materials used:**

* Student’s questions.
* Project

**Activities:**

* **In order to make the class more interactive, the teacher will use open-ended questions with his students e.g. do you know any thing about e-learning? Can you give me a brief definition about e-learning?**
* **During the class, students will negotiate with teacher about the concept of e-learning and give their views about the definitions.**
* **The teacher will answer and explain the inquires from students to encourage them learn effectively and help them to reach their goals when they seek about the information for definition of e-learning.**
* **Students as groups will cooperate and do their assessment, which is a project about the best definition of e-learning.**

**Homework and assessment:**

* Students as a team will make research project about the definition of e-learning form the past until future.
* Students will make a debate between to groups about the appropriate definition of e-learning.

References

Reiser, R.A., & Dempsey, J.V. (Eds.) (2007). Trends and Issues in Instructional Design

 and Technology (2nd ed.). Saddle River, NJ: Pearson Education.

Winn, W. (1991). The assumptions of constructivism and instructional design.

 Educational Technology, 31(9), 38–40.

Driscoll, M.P. (2000). Psychology of learning for instruction (2nd ED.). Boston: Allyn

 and Bacon.