Respond

Literature, Russian Literature

Collaborative learning in an online environment affiliation Collaborative learning in an online environment Online s give the chance to form a highly social education environment, described by interactivity and participation for both instructors and students. Furthermore, online learning is as considerable a social action similar to an individual one. Nevertheless, the quantity and quality of interactivity can differ intensely from one course to another. Active learning, peer-to-peer interaction, and student-faculty interaction positively enhance the learning experience. However, social learning also plays a significant part in assisting students gain knowledge in teamwork and developing significant abilities in co-construction of knowledge, self-reflection, and critical thinking. Online students should not be underprivileged in terms of social learning since they are not able to attend campus. Their access must not just be access to content; instead it should imply access to a rich learning environment that offers a chance for connectedness and interaction (Daniel Palacios-Marqués, 2012). Additionally, numerous office workers are more familiar with different virtual communication tools accessible from instant messaging to e-mail to social networks. However, as training courses also move online, they incline to the loose majority of the cooperative constituents that has resulted in these new technologies to be operational in other fields. The biggest task as seen by the instructors is keeping members engaged. To make operational online participation, instructors should apply four approaches that address the proper use of technology to carry out online instructor-directed learning, participant engagement, enabling of fruitful brainstorming gatherings and team collaboration, and session design so as to achieve good results (Young,

2009).

Furthermore, Asynchronous learning is a learner-centered teaching technique that applies online learning means to enable information distribution outside the constrictions of place and time amongst a network of individuals. It highlights the significance of peer-to-peer interactions. Resources of online learning that back up asynchronous learning comprise of blogs, wikis, email, online discussion boards, among others. Additionally, course management systems have been formed to back up interaction online, allowing students to organize discussions, reply to and post messages, among others (Jane E. Brindley, 2009).

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