

**1. Simonson discusses a number of "factors influencing learner success." Discuss how you have experienced one of them. For instance, have you taken a class that had an especially positive or negative classroom culture--or perhaps no discernable culture at all? Or, for instance, how has your attitude toward--and performance in--distance education changed as you've gained more experience with distance education?**

According to Simmons, Zvacek & Smaldino (2019, pg. 202), not only instructors but also participants are responsible for creating a classroom culture that promotes shared learning and teamwork. This is my first semester in distance education, and I could say that this class is an example of a positive classroom culture. Weekly class discussions and reflections about lesson create an environment where all participants share their experiences, recommend the use of specific technology in the classrooms, and ask questions regarding posts. Students communicate help each other by communicating via email. Collaborative learning is always present in this class, allowing students to expand their knowledge, skills, and ability to self-assess their own progress (Simmons, Zvacek & Smaldino, 2019).

My attitude towards distance education have changed. I had always thought that in distance learning the interaction between classmates will be minimized. But my experience so far has been totally different. Due to the positive class culture, I encourage myself to participate more on the discussion boards and to look for information beyond the course textbooks to become a better online learner.

**2. Simonson describes 7 learner responsibilities. Based on your experiences as a student in both traditional and distance environments, which responsibility differs most profoundly between the two environments? Which has been most challenging for you?**

I consider Differences in Setting, the responsibility that differs most profoundly between the two environments. Online learners need to understand that to succeed in this setting they must be familiar with the different types of resources available to them (Simmons, Zvacek & Smaldino, 2019, pg. 202). Knowing how to write a word document or create a power point is not enough, they also need to know how to upload documents how to share them with others using technology. Students also need to be familiar with the use of video and camera, these are the tools they use to communicate with their teacher and classmates. Learners in face-to face instruction do not need to have this preparation to succeed in a course.

Assuming responsibility for my own learning has been the most challenge responsibility I have faced in distance education. The understanding of the nuances of the amount of time and the means of submitting and retrieving materials has represented a challenge for the first few weeks of distance learning.

**3. As you read "Independent Learning," by Jon Dron, or "Mobile Learning and Distance Education," by Zane Berge, what did you find especially interesting? How might you be able to use that information in your professional practice or, more immediately, as a doctoral student learning at a distance?**

After reading "Independent Learning" by John Dron, I found Cooperative Freedoms very interesting. According to Moore and Diehl (2019), learners are independent actors who fundamentally rely upon those that they know in order to learn. Cooperative freedom uses a model that identifies six dimensions of freedom: technology, relationship, method, disclosure, and delegation. Freedom of technology is the freedom where the learner chooses which tools to use to learn with. In Freedom of relationship the learner decides who they work with to learn. Freedom of method is when the learner chooses the pedagogical method that he or she will use in the learning process. In freedom of disclosure, the learner chooses how much information about himself or herself is going to be shared. And freedom of delegation refers to who is in control of the learning process (Moore and Diehl, 2019).

As a distance learner, I must look for more freedom of technology. The more media and technology I use the easier the learning process will become. The freedom of pace or how fast or slow I learn is also important. Not all learners learn at the same pace for instance it is important to identify our own pace to be able to manage our time wisely. Being able to decide what learning method accommodates to my learning needs is also crucial to succeed in the distance learning process.

## **Reference**

1. Moore, M. & Diehl, W. (2019). *Handbook of Distance Education*. Routledge.
2. Simonson, M., Zvacek, S, & Samaldino, S. (2019). *Teaching and learning at a distance education*. IAP-Information Age Publishing