Distance Education has changed dramatically in the past few years. Web based tools and strategies that are common place now, did not exist a few years ago. Instructors are left struggling to keep up with not only the latest technologies, but also trying to answer the question “Is this the correct way to teach this content”? Certainly the effective instructor will focus on the needs of the student, but not without considering the technologies available and the constraints or limits that they have to work under.

I used Gagne’s 9 Events of Instruction as the basis for my taxonomy. My intention was to use the events in Gagne’s and then compare or juxtapose them with Kratwohl’s Taxonomy of Affective Domain and Bloom’s Taxonomy of the Cognitive Domain. I think the “individualized” and “self directed” nature of the online distance learner particularly lends itself to the Affective Domain. If learning is internalized it will deepen the learner’s experience, and this is critical in a situation where the student possibly never meets their instructor. I also included the Cognitive Domain because it is the best known, and therefore the most “universal” in nature.

I broke Gagne’s 9 Stages down into 5: Introduction, Presentation, Assimilation, Creation, and Preservation. From there I added which of the Affective and Cognitive Domains were included in this portion, and finished with technologies and strategies that can be used at this stage. Some of the technologies are repeated several times, and that is not a mistake. Depending on what the objective is, many technologies can be used in different stages and have a different affect on the learner.

The goal of the taxonomy is to simply break the instruction down by the stage, and look at possible technologies that can be used in that goal and also see what domain(s) you are hoping to reach in the learners.

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| **Stage** | **Gagne’s 9 events of Instruction** | **Affective Domain** (Kratwohl’s) | **Cognitive Domain** (Blooms) | **Technologies** | **Strategies** |
| **Introduction** | Gain attention  and  Describe the goal | Receiving | Knowledge  Comprehension | E-mail | E-mail from instructor regarding assignments |
| Course Management System (CMS) | Post assignments, due dates, syllabus and rubrics on CMS. |
| Audio (podcast) | Give a brief audio introduction to the assignment and goals of the assignment. |
| Document(s) | Word processor, slide show, or other documents that can be used to pass information to students. |
| Website | List(s) of date(s) for assignments/tests. Syllabus and rubrics could also be posted on website. |
| Social Media | Instructors can notify students of impending due dates through twitter, facebook, or blogs. |
| **Presentation** | Stimulate prior knowledge  And  Present material | Responding  Receiving | Knowledge  Comprehension | Discussion Board | Students can discuss prior knowledge related to new concepts. |
| Chat | Students can discuss knowledge of subject in “real time”. |
| E-mail attachments | Slide shows, documents, and other publications that can be used to present information. |
| Hyperlinks or websites | Send learners to specific articles or websites on the internet. |
| Audio (podcast) | Students can take notes and listen to new information on the material. |
| Video (Camtasia) | Students can watch and listen to the instructor as they go through the material. |
| **Assimilation** | Provide Guidance for learning  And  Elicit performance “practice” | Receiving  Responding  Valuing | Comprehension  Application  Analysis | E-mail | Students and instructors can communicate back and forth in case of need of additional guidance. |
| CMS | Rubrics can be posted and shown to students before they begin their assessment. |
| Discussion Board | Students can discuss how they could possibly implement or use new knowledge. |
| Chat | Students and instructors can discuss the project. |
| Video Conferencing | Students and Instructors can go over the project with audio and video. |
| **Creation** | Provide informative feedback  And  Assess performance test | Receiving  Responding  Valuing  Organization | Analysis  Synthesis | Documents | Students can create a number of different documents that show their learning. |
| Video | Students can demonstrate their knowledge through the development of some type of video. (Camtasia, Movie Maker, Captivate, etc…) |
| Social Media | Students can use social media to convey the knowledge learned, perhaps through a blog. |
| Online Quiz | Students can take an objective “assessment” through one of many different quiz making programs. |
| Online Portfolio | Student creates and demonstrates knowledge of subject matter in an online portfolio. |
| Final Paper or Project | Students develop and show acquired knowledge through the completion of a final paper and/or project. |
| **Preservation** | Enhance retention and transfer | Valuing  Organization  Characterization by value set | Synthesis  Evaluation | Documents | Students can write a “reflection” of what they have learned. |
| Discussion Board | Students can “reflect” on what they have learned publicly. |
| Online Portfolio | Students can further process what they have learned by creating an online portfolio |
| CMS-  Hyperlinks | Links to real world examples and applications of what student has learned. |
| E-mail | Students who continue to work or study in the related field will continue to add and reinforce through their day to day correspondence. |