

Learning Theory (Effectiveness & Efficiency)

- Behaviorism is a learning theory that stems from the empirical view that knowledge develops from experience (Ertmer & Newby, 2013).
- Constructivism is a learning theory that stems from the rationalist view that knowledge is created when learners use reasoning and associate meaning with their experiences (Ertmer & Newby, 2013).
- Pottle's (2022) eLearning resource uses some questioning and invitation to contribute; however, the resource is self-admittedly an archive of ideas, activities, and questions we can use to improve our own teaching practice.
- The resource uses simple language, is easy to use, and invites collaboration.
- Revisions could include quizzes or activities that help readers pattern the new information, in-text citations to recognize collaborators and use more questions throughout.

Engagement

- Engagement in online learning (OL) may look different depending on context and personal opinion, but may present like curiosity, optimism, excitement, attention, belonging, and interaction.
- Disengagement is common not only in online learning, but in many professional contexts, and this issue has been exacerbated by the COVID-19 pandemic.
- Definitions of terms are important within this topic due to ambiguity, the global nature of technology, and the broad applicability to many contexts.
- A human-centered approach that integrates social learning theory in OL supports engagement for all participants.
- [Teaching online or hoarding frogs in a wheelbarrow](#) lacks social interaction and synchronicity, so engagement may be limited to highly motivated learners seeking independent professional development.

Misinformation (Ethics)

- Misinformation can show up in digital learning environments in the form of inaccurate, dated, biased, or poorly informed information.
- There are many strategies for mitigating the spread of misinformation online.
- Particularly useful in the context of organizational learning may be equipping learners with the tools needed to become savvy consumers of information and improve digital literacy skills. Mike Caulfield presents the [SIFT](#) framework and a YouTube tutorial series called Control-F that can provide these supports.
- Due to a lack of dates and references the online course [Teaching online or hoarding frogs in a wheelbarrow](#) proves difficult to fact-check. The course provides several links to a "for-profit" website which may be considered misleading or even unethical.

Intersectionality (Equity)

- If we are not mindful, the creation and use of OER could not only reflect inequities but reinforce them as well (Veletsianos, G, 2021).
- Using a prescriptive tone with checklists and instructions, references that do not resonate with diverse learner groups, making broad stroke assumptions, using crowdsourced resources funneled through an individual and having no citations for any of the resources raised questions around the inequalities and oppressive dynamics 'Teaching online or hoarding frogs in a wheelbarrow' can foster.
- Intersectionality, a concept defined by Kimberle Crenshaw (1989), describes the social, economic, and political ways in which identity-based systems of oppression connect, overlap, and influence one another.
- An intersectional lens takes various social, historical and political processes into consideration to understand how to support the wide range of experiences of diverse learners.
- Reviewing and revising the resource through an intersectional lens can improve participation, engagement and reach of the resource to a global audience.