Customized Learning Theory: An Annotated Bibliography

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Oakes compares synchronous and asynchronous use of e-learning. Even though the convenience of “time and place independence” is a very strong benefit, a perspective that supports discovery learning, the synchronous method, a perspective of more direct teaching, is more widely used. He proposes that synchronous is more popular because most people are more comfortable as it resembles the instructor-led method of teaching. The world of virtual technology has made real-time, instructor led teaching a possibility. In fact, many virtual classroom environments closely resemble a real classroom. So close that they offer the exact same learning environment. He continues that, in order to have effective virtual classrooms, it needs to support equivalents to the real thing. Things like audio/video, visuals, whiteboards, demonstrations, instructor control, live feedback, and breakout sessions. Oakes goes on to discuss benefits that e-learning offer that live classrooms don’t. Benefits such as, instant messaging (private discussions between peers), selective discussion (private discussions between student and teacher), lesson video recording, and the class size are open to more students. There were notes that discuss the downsides as compared to the asynchronous instructional method. Live, synchronous requires real-time simultaneous student and instructor participation. Even though he stresses how synchronous methodology will become the norm.

Allan, Barbara; Lewis, Dina (2006). Virtual learning communities as a vehicle for workforce development: a case study. *Journal of Workplace Learning, suppl. What a difference*
workplace learning makes 18.6, 367-383. Retrieved from

The authors describe how the “Virtual Learning Communities” (VLCs) are and have become an attractive learning environmental resource for various businesses. Part of this attractiveness is the convenience and flexibility it offers to people. This convenience allows students to realize full participation while engaged with the various schedules that they are committed to. Some studies have found that students have had positive attitudes in regards to the “temporal and geographic flexibility of networked learning” (page 370). However there were some draw backs described. This environment introduced some pressures of time associated with work and life balances.


This article discusses the virtual learning environment using feedback from the IT perspective. It also discusses how the virtual environment will change the way students learn. It presented examples of how technology is already being used in the classroom in the way of digital textbooks and tablets. A specific example was how tablets are connected to the teacher’s computer which facilitated a different learning experience (page 434). It was also explained how teachers and students will be required to prepared differently in order to accommodate this educational evolution. This reality prompted
additional questions regarding age group readiness for such a technology application, as well as, skills development outcomes. The author, in context with Piaget and Vygotsky and others, asked if the virtual learning environment would increase the child’s ability to think and assimilate new information (page 436). As mentioned earlier, the IT perspective was part of this research. Here a number of IT specialists were cited. The vast majority concurred that the use of technology is beneficial. It should be noted that because of their profession, their conclusions may be biased.


This abstract article discusses developing teaching and learning strategies using technically-mediated tools. A point that was deeply striking to me was instructional pedagogies have yet to emerge (page 8). Additionally, what is available to educators are ones who were developed by various professionals, but are not by teachers with direct experiences with students (page 9). Through various experimental methods which was the bulk of this abstract, outcome revealed how the use of technology, specifically videoconferencing tools, how the participating teachers developed an educational pedagogy using this technology. This process was a result of their professional interaction while applying the technology (Page 185). This supported their initial premise of; if educators are given the opportunity to learn the various technology available, and
their institutions are willing to allow this “change” to be incorporated, the outcome will be a functional pedagogy.


This article supposes that the use of virtual learning platforms is becoming more desirable in their business and educational objectives. It also suggests there is a component that is based on the constructivist learning theory, which includes the concept of discovery learning. The author described uncertainty in the overall quality of outcomes in using a virtual platform. Subsequently two studies were devised. Jestice explains that describes that the virtual world, having moved beyond gaming, are gaining more and more audience activity. This reality has a variety of companies motivated in using this technology. She goes on make a clear connection that the education and training application is growing. Benefits of the virtual world increases the customer base, reduction of associated travel costs and provides more robust customer diversity. All of this benefit is tempered with a caution that suggests that technology won’t guarantee a better educational experience. The delivery must be in collaboration with the educational content as well.

Kaosaiyaporn, Ophat; Atisabda, Wasant; Plodkaew, Jirawan; Promrak, Jatuporn. (2015). Factor of Virtual Classroom to Enhance Online Learning in Multicultural Society for Pre-Service Teachers Students. International Journal of Information and Education
This article discusses their research findings that showed 8 factors: 1. The virtual classroom system, 2. Element of virtual classroom, 3. Virtual classroom management, 4. Learning activities and knowledge management, 5. Learning experiences management, 6. Classroom management, 7. Supporting to self-directed learning system, and 8. Knowledge creation and reflection. The results of their study provided a general outline by which interested users could use in the development of their virtual application. It should also be noted that an outcome of their study showed how well the virtual environment allows for true cultural diversity participation.


This article applies cognitive psychology and discusses 5 main ideas of the acquisition of learning as it relates knowledge transfer. The author describes much about what “transfer of knowledge is and the application within the training to workplace environments, but does focus on transfer of knowledge in a virtual environment. It supposed that the types of transfer, behaviorism, cognitivism and constructivism can be classified in the Virtual Environment (page 153). The author provides some suggestions of the benefit of the virtual environment. A specific example is in drivers training. Real life road situations can’t effectively be tried; such as the unpredictable event of a child crossing the road.
Whereas, the virtual environment is able do this. The author also notes that; before virtual learning environments can be widely used transfer to the real world must be demonstrated (page 158). There were two generalized hypotheses that were termed High, which is concerned with the student’s point of view and Low, which is focused on the environmental point of view. In application of the two, the learning system should be able to individualize the learning process (page 160).


This article focused on using the internet as a platform for direct instruction with the concept of a virtual laboratory. The overall goal was to provide reality in the building of circuits thereby maximizing true understanding in electricity. Part of this was to have actual tools, electrical components and a connection board with a dedicated emphasis to the real thing. Another aspect that this article discusses is the importance of modifying the application so as to customize the lab to accommodate more variety in objectives. Although student feedback from successful students had very positive results, there were a few who felt that this method was a worse experience as compared to a real lab. This negative review may have been attributed to technical problems that interfered with learning. The author made mention of this being “self-training”, which supposes a “discovery” aspect of learning.