

Technological tools enhance the quality of the learning experience for the students because it allows the instructor various avenues to address the student's varied learning styles and provides a more user-interactive environment. However, such tools can be 'too much of a good thing' when an instructor saturates the classroom out of novel zeal.

Instructors can pay particular attention to the various identified learning styles to utilize technology to effectively harness the academic material for online classroom success. When the available technology is used, many instructors find that the effectiveness of online learning is on-par with face-to-face instruction (Liebowitz, 2003, p. 83).

Adult learners learn by the same varied styles that all students do, yet adult learners may have a 'technology deficiency' that the younger generation has picked up through growing up in a different technological age. A technological deficiency can quickly be dismissed through practice and has no bearing on the actual learning capacity of the student. I believe that adult learners with a technological deficiency will readily adapt to the provided technology with the same determination that they already possess- the determination to return to college, later in life, to obtain education and earn a degree.

There are various identified learning styles that must be given attention in order for the instructor to communicate effectively in any setting. The main identified learning styles are visual, auditory, kinesthetic/haptic, social/collaborative, concrete sequential, concrete random, abstract sequential, and abstract random (Ross & Shulz, 1999).

Many learners prefer processing information through sight and can become quickly frustrated with a professor who uses auditory lectures to deliver course material (Sarasin, 1998). Online courses have a decisive advantage of delivering course material because the student is required to adopt 'visual learning' to attend. Online course animations, hypertext, and clickable

diagrams can clarify concepts that a lecturing professor cannot (Ross & Shultz, 1999, p. 125). Learners who have problems or difficulty processing auditory lectures have the advantage of having written lecture notes to refer to (Ross & Schulz, 1999, p. 126).

In summation, technological tools can be used to address varied learning styles and to provide a more user-interactive virtual classroom. This can be 'too much of a good thing' when the instructor saturates the classroom with animations, audio lectures, video lectures, hypertext, clickable diagrams, and other similar tools.

#### References:

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