

Shared Resource Area - MHE 622 Fall 2014

Rather than providing you with assigned outside readings (such as web links and journal articles) throughout the course, I am asking each of you to find and select readings to share with your classmates. Because the field of online education changes so rapidly, content can become outdated quickly. By asking students to find resources, I am making an effort to ensure that the readings that each of you do are as current as possible. The text readings provide a solid foundation, but it's important to be aware of what is going on in the field today, as well. Details on what to contribute and when to contribute will be found in our Canvas classroom modules, beginning with Week 1!

Need help with the APA citations? Check out <http://www.easybib.com/>!

MHE622 Colleague...	...and their blog link
Rebecca Bragg	http://eliotrilke.blogspot.com
Anne Chapdelaine	http://highered-itorial.blogspot.com/
Val Chavis	http://mhe622.blogspot.com/
Carol Dykas	http://mhe622cmd.blogspot.com/
Tiffany Hardy	http://tiffanyhardy.blogspot.com/
Courtney Janisieski	http://mhe622crj.blogspot.com/
Alexis Medina	http://alexismed.blogspot.com/
Jill Motyka	http://mhe622motyka.blogspot.com
Daniel Nkemzi	http://dnkemzi.blogspot.com
Jessica Solimini	http://jsoliminimhe.blogspot.com/
Mary Wiseman	http://mwisemanmhe.com/blog

Professor Peter Testori	
Did I miss anyone?	

Week 1 Shared Resources:

EXAMPLE:

Topic: Academic Fraud

Stripling, J. (2014, October 23). Widespread Nature of Chapel Hill's Academic Fraud Is Laid Bare. Retrieved October 23, 2014, from <http://chronicle.com/article/Widespread-Nature-of-Chapel/149603/>

As everyone in this class will no doubt learn as they peruse articles about online learning, academic integrity in the online realm is a hot button issue. Issues of academic integrity in higher education, however, are not only limited to online classes. UNC Chapel Hill has been scrutinized for offering its athletes “paper classes” to help them remain eligible to play their sport. This article provides some information about the most recent, independent investigation into this issue. -Peter Testori

Topic: Distance learning

Cohen, S. (2012, October 1). Distance Learning and the Future of Education. Retrieved October 25, 2014, from http://www.huffingtonpost.com/steven-cohen/distance-learning-and-the_b_1928535.html

This piece by Steven Cohen is about the democratic possibilities of online learning. He points out that blended or “hybrid” classes, those that meet in-person but also use online learning in a major way, are gaining in popularity. He then discusses big picture limitations of the effectiveness of distance education – the primary one being that humans are social animals. We need to have some face-to-face interaction if we are to be truly educated. - Carol Dykas

Topic: Application of educational theories to online education

Bates, T. (2014, July 29). Learning theories and online learning. Retrieved October 26, 2014 from <http://www.tonybates.ca/2014/07/29/learning-theories-and-online-learning/>

This blog post, by Tony Bates, focuses specifically on learning theories that are used within online learning and describes why understanding these theories is important. Bates gives examples of a few popular theories adding in some pros and cons as to why these theories are relevant. He points out that understanding these theories is necessary so educators can move from the theoretical into the practical application of the learning concept and ultimately into developing teaching methods that implement these theories. - Mary Wiseman *P.S. Bates also includes some good references at the end of his post.*

- [Wiseman's Week Two: Blog Entry-Reflection on Week One's Entries](#)
 - [Wiseman's Week Four: Blog Entry-Reflections on Week Two's Entries](#)
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Topic: Online Retention

Tighlman, C. (2014, March 12). As CE Becomes More Central, Focus on Online Retention Will Intensify. Retrieved October 27, 2014 from

<http://www.insidetrack.com/wp-content/uploads/2014/10/as-ce-becomes-more-central-focus-on-online-retention-will-intensify-c....pdf>

This is an interview with Chris Tighlman, vice-president of program development at InsideTrack. He discusses where he sees the future trend of online learning. He specifically addresses the trend towards non-traditional students. I particularly agreed with his view on school adapting to online classes that can be done using mobile devices. - Jill Motyka

Topic: Accreditation

Keil, S., & Brown, A. (2014). Distance Education Policy Standards: A Review of Current Regional and National Accrediting Organizations in the United States. *Online Journal of Distance Learning Administration*, 17(3). Retrieved October 27, 2014, from https://www.westga.edu/~distance/ojdla/fall173/keil_brown173.html

This article examined six United States regional accrediting commissions and two national accrediting organizations. With the growth of distance education accrediting bodies needed to adapt their policies, best practices, and standards to these changes in higher education. -Tiffany Hardy

Topic: Cellphone use in classrooms

Howard, J. (2012, February 26). Technology Director Turns Cellphones Into Classrooms. Retrieved October 28, 2014, from <http://chronicle.com/article/Technology-Director-Turns/130937/>

This article stated how one university professor in Africa encouraged cellphone use in the classroom. Around 98% of these students had cellphones. However, receiving a college education was still a big challenge for them because of the cost of textbooks and laptops. Students have used their phones to take pictures of notes in the classroom, along with recording and sharing lectures. This university is working to make a tool to allow students to ask questions and record lectures within the university. -Courtney Janisieski

Topic: State authorization

Bauman, D. (2014, June 14). Online-Learning Groups Warn Against Federal Action on 'State Authorization' Retrieved October 28, 2014, from <http://chronicle.com/article/Online-Learning-Groups-Warn/147147/>

This article by Dan Bauman is one of the more recent in a series about a proposed federal action requiring universities to gain “state authorization” in every state where it enrolls students in an online course. The proposal ties awarding of student financial aid to this state authorization. Colleges argue that the rule would be overly burdensome on already strained accreditation resources. Further, opponents of the measure argue that enforcing state authorization would result only in “large-scale disruption, confusion, and higher costs for students” in the short term, with no long term benefits for the students to be seen. - Jessica Solimini

Field, K. (2014, May 16). State-Authorization Compliance for Distance Education Grows, Survey Finds. Retrieved October 27, 2014. <http://chronicle.com/article/State-Authorization-Compliance/146629/>

Topic: The effectiveness of distance education

State –Authorization Compliance For Distance Education Grows, Survey Finds

This article talks about colleges meeting the State-Authorization requirements. In 2010, the U.S. Department of Education ruled that colleges must get approval to operate in every state where students are enrolling in online learning. Western Interstate Commission for Higher Education (WCET), the University Professional & Continuing Education Association and the Midwestern State Authorization Reciprocity Agreement started conducting this survey in 2011. Out of 500 colleges that completed the survey, three quarters of them are out of compliance. The numbers of colleges that are in compliance have quintupled over the past three years and about two-thirds were still seeking state authorization after three years. Three-quarters of college that participated in the survey said they chose not to admit students in some states like Arkansas, Minnesota, Massachusetts, Alabama, and Maryland. Other colleges say they

have not seek approval in any state because the cost to apply for state-authorization is so high for the low number of students that the colleges plan to enroll in a state. - Val Chavis

Topic: Online learning & technology

Beckett, J. (2013, March 14). **ONLINE LEARNING: WILL TECHNOLOGY TRANSFORM HIGHER EDUCATION?** Retrieved October 31, 2014, from

<http://engineering.stanford.edu/news/online-learning-will-technology-transform-higher-education>

Topic: Will MOOC's help to transform higher education?

This article is a commentary on a panel discussion held during the National Academy of Engineering regional meeting at Stanford University. Expert panelists discussed Massive Open Online Courses otherwise known as MOOC's. Some of the key points were in the opportunity for MOOC'S to bring high quality higher education to those who might not otherwise have access. Faculty participation in MOOC's will lead to their improved online pedagogical skill set. In addition, institutions can use MOOC's as a testing ground for experimenting with new teaching techniques by collecting the data to analyze what works and what doesn't. The end of the article poses some great questions about the viability and sustainability of MOOC's - Anne Chapdelaine

Topic: The effectiveness of distance education

Carnevale, D. & Olsen, F. (2003, June 13). How to Succeed in Distance Education.

Retrieved Nov 2, 2014 from <http://chronicle.com/article/How-to-Succeed-in-Distance/12125/>

This Article describes 6 techniques for increasing online enrollment. The key in these techniques is going after the right audience in order for institutions to be successful. The audiences in which the article states institutions should be going after are working professionals. The 6 key techniques are: Strong Marketing, a way to attract these students and keep them; Selling Convenience, provide students with flexibility; Selling to Industries, sell programs to industries that need experts in certain fields; 'Keep It Simple', use simple online tools; Interactive Technology, allow students interact one-on-one with faculty members and fellow classmates; "With online education, everyone goes to the board.", online programs are still at risk. -Alexis Medina

Topic: The effectiveness of online education

Allen, I., Seaman, J. Grade change: Tracking online education in the United States, 2014. Online Learning Consortium. Retrieved November 2, 2014 from <http://www.onlinelearningsurvey.com/reports/gradechange.pdf>

This study provides a comprehensive review of the evolution of online education, i.e., "distance education," within the United States, illustrating its rise to prominence as a "game changer," since the Sloan Consortium originally began collecting data on the modality back in 2002. The study is a collection of responses from over 2,500 surveys returned to the foundation, highlighting the number of students currently taking online classes nationwide, the growth rate as compared to last year in this sector, the continued perception of faculty and administrators to the effectiveness of online education, and the like. This study, and prior annual studies from 2002, are excellent "go to" resources for understanding the evolution of online education in the U.S., providing excellent data on its effectiveness. - Rebecca Bragg

Topic: *The Effectiveness of Distance Education*

Angiello, R. (2010). Study Looks at Online Learning vs. Traditional Instruction. *Education Digest*, 76(2), 56-59

This article reports the results of an empirical study comparing the effectiveness of online learning to the traditional face-to-face format. According to this report, the study found online learning to be at least as effective as the traditional format; on several metrics online learners outperformed their offline counterparts. - Daniel Nkemzi

Week 3 Shared Resources

Topic: Web 2.0 tools in online education

Bass, Leslie. (2014. July 25). 4 Technology Trends Changing Higher Education. *Edudemic: Connecting Education & Technology*.

Retrieved from: <http://www.edudemic.com/four-technology-trends-changing-higher-education/>

This article is like getting 4 ideas for the read of 1. It takes a broad look at 4 different technology trends and explains how they are impacting higher education. In each of the 4 trends some reasons stated as to how these trends are impacting students ability to become 'creators and innovators' as opposed to being just 'consumers' of learning.

1. Learning Analytics- address students needs, provides feedback
2. 3D Printing – enriches a student's learning
3. Mobile Apps – allows flexibility and creativity
4. Game-Based Learning- helps with soft skills such as: critical thinking, collaboration, problem-solving and communication.

Read about these to further your understanding of how to integrate these trends to make learning more engaging and productive. -Mary Wiseman

Topic: Mobile technologies in education

Baiyun, C & deNoyelles, A. (2013. October 7). Exploring Students' Mobile Learning Practices in Higher Education. Why IT Matters to Higher Education EDUCAUSE review online.

Retrieved from:

<http://www.educause.edu/ero/article/exploring-students-mobile-learning-practices-higher-education>

This article delved into the issues of students having access to mobile devices- yet using them more for personal 'informal' learning rather than formal academic learning. The central point of this study is what Baiyun & deNoyelles describe as the 'lack of direct application of the technologies into the curriculum.' They point out their belief that, "Instructors must gain knowledge of these innovative technologies and integrate them into the curriculum with sound facilitation and assessment strategies, as well as be able to support the mobile practices of students."

Access to the technology does not always mean there is direct academic learning using those technologies. Academic learning has to be 'baked into' the design of the course work...and it certainly helps if the students know 'how-to' use the technologies. -Mary Wiseman

Topic: Mobile technologies in education

Stansbury, Meris. (2014. March,11). INFOGRAPHIC: The rise of mobile technology in higher education. *eCampus News: Technology for Today's Higher-Ed Leader*.

Retrieved from: <http://www.ecampusnews.com/top-news/infographic-mobile-technology-623/>

Two things caught my eye with this article: first the infographic, I'm a sucker for visuals and second, this article quoted my previous article's authors. This article further supports the need for 'mobile teaching and learning strategies and how these strategies are implemented to engage learning.' [The infographic](#) communicates what types of devices this audience preferred: laptops over tablets and tablets over smartphones. Maybe this is due to the readability and functionality each type of device offers?

-Mary Wiseman

Topic: Web 2.0 tools in online education & evaluating and selecting technology tools for an online course

Smith, D. Frank. (2014, May 21). The 2014 Dean's List: 50 Must-Read Higher Education Technology Blogs: Meet some of the best and brightest voices in education technology. EdTech: Focus On Higher Education.

Retrieved from:

<http://www.edtechmagazine.com/higher/article/2014/05/2014-deans-list-50-must-read-higher-education-technology-blogs>

All I can say is...just start reading the list and get ready to bookmark. -Mary Wiseman

Topic: Faculty training

Straumsheim, C., & Lederman, D. (2013, November 22). Teaching to Teach. *Inside Higher Ed*.

Retrieved from:

<https://www.insidehighered.com/news/2013/11/22/online-learning-conference-preparing-faculty-online-education-dominates-agenda>

This goes along with our conversation on preparing faculty for teaching online. I found the information to give an instructor point of view on some popular student frustrations (unread posts, group work, etc.). It sounds like faculty training is an issue for a lot of schools. - Jill Motyka

Topic: Faculty training

Infante, A. (2013, August 16). The Five Components of a Successful Online Faculty Development Program. *Faculty Focus*.

Retrieved from:

<http://www.facultyfocus.com/articles/distance-learning/the-five-components-of-a-successful-online-faculty-development-program/>

Again, this ties into the conversation about faculty preparedness. This author outlines five areas his institution uses for faculty development. The one piece I got from it was the tip on quality assurance. - Jill Motyka

Topic: Rights to course content

Basu, K. (2012, March 12). Loss of Control. *Inside Higher Ed*.

Retrieved from:

<https://www.insidehighered.com/news/2012/03/14/former-asu-professors-threatens-litigation-over-online-course-ownership>

Interesting article pertaining to the issue over owning online content. This discusses a lawsuit two professors made against a University using their content. - Jill Motyka

Topic: Mobile technologies in education

Wylie, J. Mobile Learning Technologies for 21st Century Classrooms. Scholastic. Retrieved from: <http://www.scholastic.com/browse/article.jsp?id=3754742>

This article discusses the “mobile revolution” and how more and more schools are moving toward mobile learning in the classroom. “Mobile learning technologies offer teachers-and students-a more flexible approach to learning”. This generation of students were born into a era of technology. Student seem to be more engaged in learning when using the latest technological gadgets, because it is what they are most used to interacting with. - Alexis Medina

Topic: Mobile technologies in education

West, D. (2013, September 13). Mobile Learning: Transforming Education, Engaging Students, and Improving Outcomes. Retrieved from: <http://www.brookings.edu/research/papers/2013/09/17-mobile-learning-education-engaging-students-west>

This article discusses how mobile learning represents a way to address a number of our educational problems and are essential tools to improve learning for students. Key Features of the paper include: Comparison with Other Nations, Challenges Facing U.S. Education, How Mobile Enables Innovation, Student and Teacher Engagement and Recommendations for Action. -Alexis Medina

Topic: Online Student Orientation

Haynie, D. (2014, May 13). Why Online Students Should Bother With Orientation. Retrieved from: <http://www.usnews.com/education/online-education/articles/2014/05/13/why-online-students-should-bother-with-orientation>

This article discusses how the completion of an online student orientation can be very beneficial to students and can even lead to higher grades. An online orientation can give students a sense of what online learning entails and prepare them prior to the start of their classes. It can help students get more comfortable with the idea of the virtual classroom. -Alexis Medina

Topic: Fair Use and the Digital Millenium Copyright Act**Professors Publish Guide to Copyright Issues of Multimedia Projects**

Chapman, P. (2010, November 17). Post navigation. Retrieved 13 November 2014, from <http://chronicle.com/blogs/wiredcampus/professors-publish-guide-to-copyright-issues-of-multimedia-projects/28254>

This article discussion the copyright laws when it comes to students multimedia projects. The article gives an example of how a student was served with a cease-and-desist letter after uploading a file to a public sharing system, the student had to pay a \$3,000 fine to avoid legal action. Under the Technology, Educations, and Copyright Harmonization Act of 2002, students only have permission to borrow copyright material on a password-protected program, which only the student and the instructor can see. Students can protect themselves by getting permission to use the material or by using websites that are covered by Creative Commons Licenses like Freesound Project, Open Source Movie, and some parts of Flickr....Val Chavis

Topic: Online Faculty Development

The Five Components of a Successful Online Faculty Development Program

<http://www.facultyfocus.com/articles/distance-learning/the-five-components-of-a-successful-online-faculty-development-program/>

This article talks about the importance of faculty development and why every institution should view faculty development as a necessity and not a luxury. This article also speaks about five components of a successful online faculty development program:

1. New Faculty Orientation - self-paced program that acclimate new faculty to teaching online. The faculty orientation is designed from the perspective of the student and offer ways to have a successful online course.
2. Teach-the-Teacher Training – introduce faculty to different teaching methodologies that have shown to be effective.
3. Quality Assurance/Online Classroom Observations – faculty are observed to see if they are doing correctly or incorrectly. If the faculty is not doing well in their online course, they are coached and mentored one-on-one and develop an action plan on how to improve.
4. Faculty Development Webinars – an incentive for faculty to earn credits toward their professional development requirements
5. Professional Development Administration – making sure that every full-time and adjunct faculty is completing these require professional development and CEUs.....Val Chavis

Topic: Web 2.0 tools in an online education

Reaching Out to Struggling Online Students with Web 2.0 Technology

<https://www.hetl.org/feature-articles/reaching-out-to-struggling-online-students-with-web-2-0-technology/>

This article examines how Web 2.0 tools can help online students feel a sense of belonging. This article also discusses how Web 2.0 technology can increase interaction in online course while reducing isolation and engaging struggling students.....Val Chavis

Topic: Mobile Technologies

Kessler, S. (2011, May 4). 4 Ways Mobile Tech Is Improving Education. Retrieved November 14, 2014, from <http://mashable.com/2011/05/04/mobile-education-initiatives/>

This article stated that about 98% of students have access to a mobile device, therefore changing education. This specific article discusses four ways that mobile technology can improve education. One of these four ways is inquiry based learning. The student newspaper has launched an interactive iPad version. Another way is flipping the classroom. Students have reported that they feel more engaged, and reportedly have done better than those in a controlled classroom. The third way is reinventing the textbook. Textbooks being on mobile devices have helped students to become more successful, because they are more likely to take the mobile device with them rather than the heavy textbook. The fourth and final way is teaching hard to

reach communities. For example, a community in Pakistan began creating quizzes through SMS Messaging, when students submitted the answer, it quickly went right back. -Courtney Janisieski

Topic: Mobile Technology

Karsenti, T., & Fievez, A. (2013, December 9). The iPad in Education: Uses, benefits and challenges. A survey of 6057 students and 302 teachers in Quebec, Canada. Retrieved November 14, 2014, from http://www.academia.edu/5364660/The_iPad_in_Education_uses_benefits_and_challenges._A_survey_of_6057_students_and_302_teachers_in_Quebec_Canada

While unfortunately I didn't have the time to read the whole article, this article discussed the use of iPads in a Canadian classroom. This article interested me because it is along the lines of what I would like to do for my final paper. The iPad accounts for over 90% of the education in Canada. This technology has allowed us to view the world through a digital lens. -Courtney Janisieski

Topic: Mobile Technology

Lewis, C. (2014, October 22). Wearable Technology: Will education look very different in the future? Retrieved November 14, 2014, from <http://www.trainingzone.co.uk/blogs-post/wearable-technology-will-education-look-very-different-future/187878>

This article discussed wearable mobile technology and its connection to education. This includes the new Apple Watch, Samsung Watch, Google glasses, etc. Some are still struggling with the concept of mobile technology, never mind the concept of wearable mobile technology. The cost has a major impact on whether or not it will be used in schools, however in higher education and in the workplace there is now the trend of BYOD (bring your own device). -Courtney Janisieski

Topic: Mobile Technology

Keengwe, J., & Bhargava, M. (2013). Mobile learning and integration of mobile technologies in education. *Education and Information Technologies*, 1-10.

This article discusses how mobile technologies are transforming education but it needs to be done in a way that is relevant to the social and cultural needs. Technology is different in different cultures and trying to use a "one size fits all" strategy will not work. - Tiffany Hardy

Topic: Online Student Orientation

Jones, K. (2013). Developing and implementing a mandatory online student orientation. *Journal of Asynchronous Learning Networks*, 17(1), 43-45.

This article is about a community college that was struggling with success rates in an online class setting so they implemented a mandatory online orientation for students. After completing the

initiative for making a mandatory orientation for online students they found that students were more confident taking online classes and that the retention rate of online students actually improved. - Tiffany Hardy

Topic: Web 2.0 Tools

Park, S. W. (2013). The potential of web 2.0 tools to promote reading engagement in a general education course. *TechTrends*, 57(2), 46-5

This article discussed the benefits of using web 2.0 tools to enhance reading comprehension in college. It was found that students often don't read or just skim the material so using tools such as GoogleDocs, Blogging, Twitter, and Facebook can help increase this reading engagement in colleges. - Tiffany Hardy

Topic: Web 2.0 Tools

Schneckenberg, D., Ehlers, U., & Adelsberger, H. (2011). Web 2.0 and competence-oriented design of learning-potentials and implications for higher education. *British Journal Of Educational Technology*, 42(5), 747-762. doi:10.1111/j.1467-8535.2010.01092.x Retrieved from <http://search.ebscohost.com/baypath.idm.oclc.org/login.aspx?direct=true&db=aph&AN=64866261&site=ehost-live>

The writers of this article examined the most popular Web 2.0 classroom tools that were available as of its writing in 2011. They focus on Google Apps and the possibility of its use in a collaborative learning environment, much like the way we are currently using a single Google Doc to share resources! The authors believe that online learning would lead away from a distributive model of learning to a more collaborative model, but concluded that universities must come up with strong strategies in order to make this shift happen successfully. - Jessica Solimini

Topic: Online Faculty Development

Fang, B. (2007). A performance-based development model for online faculty. *Performance Improvement*, 46(5), 17-24. Retrieved from <http://search.proquest.com/docview/237240543?accountid=6226>

The exceptionally well named author of this article, Berlin Fang, makes the point that online faculty training is something of a misnomer, and might instead be better referred to as faculty development. Fang notes that many veteran teachers are not familiar with Web 2.0 tools and lack the skills to translate courses they've used for years and make them accessible for the online format. Fang points out areas where universities are failing to provide proper support systems for their online faculty and recommends creating "communities of practice" in order for faculty to get comfortable with online teaching and the tools they need to be successful. - Jessica Solimini

Topic: Online Student Orientation

Cho, M. (2012). Online student orientation in higher education: a developmental study. *Educational Technology Research & Development*, 60(6), 1051-1069. doi:10.1007/s11423-012-9271-4. Retrieved from

<http://search.ebscohost.com.baypath.idm.oclc.org/login.aspx?direct=true&db=aph&AN=83635068&site=ehost-live>

Moon-Heum Cho has grounded her article in getting students used to a particular online system called Blackboard, but I believe her principles are transferable to any online program. Cho notes that, although orientation to online learning is seen as integral to the success of the student, there was a lack of documentation that existed on the best ways to create an online student orientation program, or OSO. Cho developed four key points for a successful OSO: 1) What is the nature of online learning? 2) How to learn on your online platform, whether Blackboard or Canvas, etc., 3) What are the technical requirements to take an online course? and 4) What learning skills and motivations are necessary for online learning? - Jessica Solimini

Topic: Faculty Orientation

McFarlane, J. P. (2014, September 22). Articulating Learning Outcomes for Faculty Development Workshops | Faculty Focus. Retrieved from

<http://www.facultyfocus.com/articles/faculty-development/articulating-learning-outcomes-faculty-development-workshops/>

This article discusses the idea of taking the concept of Student Learning Outcomes (SLO's) in faculty orientation and development. The author introduces a poignant argument when he asks "If the workshop was announced vaguely, presented poorly and without enthusiasm, and the skills you supposedly gained by attending were not important enough to be assessed later, then why hold the workshop in the first place?" - A. Chapdelaine

Topic: TEACH Act

Should TEACH Act language appear in the Higher Education Act? NCDAAE and WebAIM weigh in. (2014).

[Blog] *Enhancing the lives of people with disabilities by promoting web accessibility in education*. Available at: <http://ncdae.org/blog/teach-act/> [Accessed 17 Nov. 2014].

The National Center for Disability and Access to Education weigh in with their position on the TEACH Act.

They feel that it should be part of the HEAA. This Blog does a good job articulating the arguments of those against adding the TEACH act language touting five main areas for concern and providing information to rebut those concerns. It is a bit of a tough read but wrought with interesting information once you get past the governmental jargon. It reads like a senate resolution or tax code. A. Chapdelaine

Topic: Mobile Technologies in Education

Mayfield, C. H., Ohara, P. T., & O'Sullivan, P. S. (March 01, 2013). Perceptions of a mobile technology on learning strategies in the anatomy laboratory. *Anatomical Sciences Education*, 6, 2, 81-89.

http://baypath.worldcat.org/title/perceptions-of-a-mobile-technology-on-learning-strategies-in-the-anatomy-laboratory/oclc/5156370955&referer=brief_results

This is an interesting study about using I pads in dissection anatomy courses. The study asserts that there is a shift in the use of technology from being individually focused toward collaborative learning, which according to the authors is an effective method of teaching in medical education. The study concludes that

using this type of technology in the courses is beneficial and helps keep the learners engaged. – A. Chapdelaine

Topic: The TEACH Act

Hartle, T. W., & Cummings, J. S. (2014, September 16). Essay criticizing the TEACH act @insidehighered. Retrieved from <https://www.insidehighered.com/views/2014/09/16/essay-criticizing-teach-act>

This article “argues” against the TEACH Act. The piece amounts to a long conclusion, a summary, and we readers are left to guess at the reasoning. Put simply, the authors don’t want a federal agency to exert that much control over American colleges, for real reasons unstated. The lead author is an executive with the American Council of Education, which according to their website, represents the presidents of accredited colleges across the country, public and private. Tellingly, several people in the “comment” section raise the same concerns that I had. One blind student at Harvard Law School called it a “hit piece by the ACE.” - Carol Dykas

Topic: Mobile Technologies in Education

Guiliano, PhD, E. (2012, December 24). The College Students of Tomorrow and the Ongoing Paradigm Shift in Education | Edward Guiliano, Ph.D. Retrieved from http://www.huffingtonpost.com/edward-guiliano-phd/technology-higher-education_b_2008733.html

Written by Edward Guiliano, President of New York Institute of Technology, this article argues in favor of giving tech students and students in general maximum freedom to identify and solve problems. As the head of a major tech school, Guiliano has skin in the game. He refers to internet age students as “screeners” and speaks favorably of “flipping” classrooms, using face-to-face class time for group projects, while lecturing is done online. - Carol Dykas

Topic: Online Faculty Development

Bates, T. (2014, May 5). Online learning, faculty development and academic freedom. Retrieved from <http://www.tonybates.ca/2014/05/05/online-learning-faculty-development-and-academic-freedom/>

This article by Tony Bates comes from a meeting of the University Board of Governors. Mostly it is about trying to account for the failure in quality teaching, especially at research colleges. It is very frankly written, pointing out that for college professors there is “no requirement in teaching methods.” The dismally bad teaching track record at many schools continues to receive a secondary role to research. - Carol Dykas

Topic: The TEACH Act, Fair Use and the Digital Millennium Copyright Act

Copyright Basics: The Teach Act. Retrieved November 16, 2014 from <http://www.copyright.com/Services/copyrighoncampus/basics/teach.html>

This article provides a wonder “entry-point” for readers looking to learn about the basics of the TEACH Act. It provides bulleted lists for educators regarding what one might do and still fall within the parameters of the Act, as well as which practices what one should avoid. It also includes a brief quiz to test one’s knowledge of Copyright law, a useful tool for novices. - Rebecca Bragg

Topic: Online Faculty Development

Golightly, J. (2012, June 6). From on-ground to online: moving senior faculty to the distance learning classroom. Retrieved November 16, 2014 from <http://www.educause.edu/ero/article/ground-online-moving-senior-faculty-distance-learning-classroom>

Golightly approaches the topic of faculty development in online learning with “eyes wide open.” She traces the reality that senior faculty must embrace the online learning movement, as their institutions are inevitably moving in this direction. She provides “hooks” or “take-aways” for how schools might better equip faculty to use online platforms, as well as inducements (or bargains) for faculty to embrace the movement. - Rebecca Bragg

Topic: Mobile Technologies in Education

Norris, C., Soloway, E. (October 2009). Leadership + mobile technologies = educational benefits. Retrieved November 16, 2014 from <http://www.districtadministration.com/article/leadership-mobile-technologies-educational-benefits>

Authors Norris and Soloway explore the very, now controversial, and certainly disruptive, conclusion that cell phones will become a normal part of K-12 classroom instruction. The question is not if, but when. While personal computers are certainly less expensive than even 10 years ago, they do not rival the cell phone, which has been distributed in far greater quantities throughout the world, and as a technology, represents the way to democratize education for all. -Rebecca Bragg

Topic: Online Faculty Development

Hamlett, T., & Bold, M. (2013). Faculty Development for Online Institutions. *Assessment Update*, 25(5), 6-12

The article discusses the highlights of an online survey for the faculty of the American College of Education (ACE) regarding professional development opportunities. Respondents had an average of nine years total teaching experience, with 2.4 years in ACE. The survey showed the although majority had basic training, they are not aware of other specialized trainings offered. The survey also indicated a need for better mentoring and provision for financial incentives. (author’s abstract) - Daniel Nkemzi

Topic: Online Faculty Development

A Faculty Development Program for Nurse Educators Learning to Teach Online. (2010). *TechTrends: Linking Research & Practice to Improve Learning*, 54(6), 20-28. doi:10.1007/s11528-010-0450-z

This report describes the design, development, implementation, and evaluation of a faculty development program for the new nursing program at the University of Tennessee, Knoxville with the

goal of identifying best practices in the design of programs for learning to teach online. - Daniel Nkemzi

Topic: Online Student Orientation

Cho, M. m. (2012). Online student orientation in higher education: a developmental study. Educational Technology Research & Development, 60(6), 1051-1069.

This article describes the analysis, design, development, and evaluation phases of the OSO in higher education. The orientation consists of four modules titled as follows: (a) What is the nature of online learning? (b) How to learn in Blackboard (c) What are the technical requirements to take an online course? and (d) What learning skills and motivations are necessary for online learning? (author's abstract) - Daniel Nkemzi

Week 5: Shared Resources

Topic: Best practices in online course design

Boettcher, J.V. (May 2011). Ten Best Practices for Teaching Online. Retrieved November 24, 2014 from <http://www.designingforlearning.info/services/writing/ecoach/tenbest.html>.

The other breaks down the 10 best practices for online teaching. Many of these are items we have discussed in class such as setting clear expectations. There are some excellent suggestions for setting up online classes. - Jill Motyka

Topic: Best practices in online course design

DeCosta, M., Bergquist, E., Holbeck, R. (2014 March 20). Three Ways to Breathe New Life Into Your Online Courses. *Faculty Focus*. Retrieved November 24, 2014 from <http://www.facultyfocus.com/articles/online-education/three-ways-breathe-new-life-online-courses/>.

This article gives some quick tips on refreshing online courses. It recommends items like Web 2.0 activities, Classroom assessment techniques, and seeking out professional development to stay current. - Jill Motyka

Topic: Best practices in online course design

Pelletier, P. (2013 September 20). What Online Teachers Need to Know. *Faculty Focus*. Retrieved November 24, 2014 from <http://www.facultyfocus.com/articles/online-education/what-online-teachers-need-to-know/>.

This article goes into how online courses are different than on campus courses. The four key areas that she discusses is Presence, Communication, Discussion and Constructive Feedback. Like the previous article, it also discusses staying current with online learning through development such as webinars. - Jill Motyka

Topic: Selecting technology and media for an online course

Warman, G., & Morris, H. (2014, June 3). 7 Things You Should Know About Design Thinking. Retrieved November 25, 2014, from <https://net.educause.edu/ir/library/pdf/ELI7109.pdf>

This paper introduces the reader to the idea of Design Thinking, “a structured approach for human centered, creative problem solving” (p.1). It proposes a way in which students can work together, create prototypes of solutions to problems and work and rework their solutions until one becomes a viable option. The idea is that “The energy of several people from diverse backgrounds focused on defining questions and posing potential answers can give creative confidence to a committee, infusing participants and the process with greater vitality, more ideas, and stronger potential for a successful solution”(p.2). The paper illustrates how design thinking in some cases may be detrimental and the key to its success is in making sure there is a correct mix of people from idealists to leaders with some authority. In the end the authors assert that “students and faculty like may discover the classroom to be a more engaging and livelier place where rapid innovation is the norm and students are encouraged to try things, try them fast, and move on to new ideas”(p.2). – **A. Chapdelaine**

Topic: Faculty training and qualities of a good instructor

Best Practices for Teaching Online | Brown University. (n.d.). Retrieved from <http://www.brown.edu/academics/professional/faculty/online/best-practices.php>

I think it is a good practice for College and Universities to publish information for all of their stakeholders on their websites. Brown University is doing just that with this information regarding their six best practices for teaching online. This is a helpful starter reference for those faculty who are going to be teaching online. I would also like to note that in this piece Brown identifies utilizing Canvas for their LMS as well as providing a description of Instructional designers and what they do and how they can be used as a resource for the faculty. Great idea! - **A. Chapdelaine**

Topic: Technology and Media in an online course

Bell, M.A. (2013). Computers as Mindtools. *Internet@schools*, 20(5). 24-25.

This is a wonderful commentary on David H. Jonassen, the man who coined the term “mindtools”; described as “knowledge construction and facilitation tools that can be applied to a variety of subject-matter domains.”(p.1) What is fascinating about this article is that during the mid nineties when Jonassen first introduced us to the idea of mindtools and the PC was really picking up stride in classrooms, he was already considering the importance of not just using tools to use them but that they must have an impact on the learning. This thinking is relevant today when we are talking about technology for online classrooms. One example the author gives in her commentary is this “In order to use components as mindtools, though, they must be used to foster creative and critical thinking. Writing a paragraph about what I did last summer may not fit the bill, but using drawing tools to create a representation of my favorite summer memories would be another thing entirely”(Bell, 2013, p.2). - **A. Chapdelaine**

Topic: Best practices in online course design

Southern Oregon University. (September 2009). Best Practices in Online Course Design and Delivery. Retrieved: November 25, 2014 <http://www.sou.edu/distancelearning/SOU%20DEC%20Best%20Practices.pdf>

The following article provides the best practices in online design that will ensure students are receiving a high quality online educational experience. There are six important elements that should be a part of every online course: Detailed syllabus, Course content, Opportunities for Interaction, Opportunities for Feedback, Assessment, and Accessibility. -Alexis Medina

Topic: Online learning pedagogy

Pelz, B. (June 2004). (MY) THREE PRINCIPLES OF EFFECTIVE ONLINE PEDAGOGY. Retrieved: November 25, 2014 <https://www.ccri.edu/distancefaculty/pdfs/Online-Pedagogy-Pelz.pdf>

This article is about a psychology professor at Herkimer County Community College that has been asked to share some of his thoughts regarding effective online pedagogy. He goes on to discuss his three personal principles of effective online pedagogy which are: Let the students do (most of) the work, Interactivity is the heart and soul of effective asynchronous learning, and lastly Strive for presence. -Alexis Medina

Topic: Educational philosophies

Diehl, Dr. David E. (2006). "A Study of Faculty-Related Variables and Competence in Integrating Instructional Technologies into Pedagogical Practices." Retrieved: November 25, 2014

http://ctle.hccs.edu/facultyportal/tlp/seminars/tl1071SupportiveResources/comparison_edu_philo.pdf

This article consist of a chart that defines and compares educational philosophies such as Perennialism, Essentialism, Progressivism, and Reconstructionism. These educational philosophical approaches are currently used in classrooms all over the world and focus heavily on the curriculum in which we teach.

-Alexis Medina

Topic: Online Learning Pedagogy

Norman, M. (2014. November, 21). Letting Faculty Drive. *Inside Higher Ed*. Retrieved from:

<https://www.insidehighered.com/views/2014/11/21/faculty-members-must-own-online-learning-process-essay>

This article speaks to the results of a survey of faculty querying them on their perceptions of online learning. An interesting finding stated that, online faculty polled were 'skeptical about the efficacy of online education.' The results also reported that we can not leave faculty alone and we must provide faculty with support and control in developing their own online courses. –Mary Wiseman

Topic: Planning the design of an online course

Mintz, S. (2014. November 19). Next Generation Online Learning. *Inside Higher Ed*. Retrieved from:

<https://www.insidehighered.com/blogs/higher-ed-beta/next-generation-online-learning>

A look at five ways to achieve the next generation of online learning from: instructional courseware to instructional modules and just-in-time learning. I like how the articles states, "This involves making students co-architects of a class, who bear some shared responsibility for defining course objectives and rubrics, for instruction, and for creating learning resources." Please read and see if you agree that students might be seen as empowered learners? -Mary Wiseman

Topic: Selecting technology and media for an online course

Schiefelbein, J. (2012. April 10). Media Richness and Communication in Online Education. *Faculty Focus Higher Ed Teaching Strategies from Magna Publications*. Retrieved from:

<http://www.facultyfocus.com/articles/online-education/media-richness-and-communication-in-online-education/>

What I like about this brief article is that it brings home the idea that faculty should think through the need for any type of media to be used in an online course. The article summarizes, "Typically a message or task that is high in ambiguity or uncertainty needs a richer medium in order to be successfully communicated. The

opposite, then, is also true: a simple task or message, with little chance for confusion or misinterpretation, can be delivered via a less-rich medium.” Very good food for thought here. –Mary Wiseman

Grant, M. R., & Thornton, H. R. (2007). Best practices in undergraduate adultcentered online learning: mechanisms for course design and delivery. *Journal of online Learning and Teaching*, 3(4), 346-356. Chicago

This eleven page study was conducted to identify best practices by full and part time faculty in adult centered learning environments. The study discussed best practices for course design, instructional effectiveness and interactivity. ---Tiffany Hardy

Baghdadi, Z. D. (2011). Best Practices in Online Education: Online Instructors, Courses, and Administrators. *Turkish Online Journal of Distance Education*, 12(3), 109-117.

This article talks about the design of online courses and the key players in the design. The article said in order to be a well designed course that fits the curriculum, faculty, administration, designers and technical specialists all need to collaborate. It went into detail about best practices for the instructor. ---Tiffany Hardy

McKerlich, R., Riis, M., Anderson, T., & Eastman, B. (2011). Student perceptions of teaching presence, social presence, and cognitive presence in a virtual world. *Journal of Online Learning and Teaching*, 7(3). Chicago

This article talks about online learning environments and the transformation of education pedagogy over the years. The article shares valuable student perspectives on different approaches to online learning. ---Tiffany Hardy

Topic: Online Pedagogy

Tayebinik, M., & Puteh, M. (2013). Does greater participation in online courses lead to passing grade? An EFL learning context. *British Journal Of Educational Technology*, 44(6), E199-E202. doi:10.1111/bjet.12095

This article examined a case study that measured levels of student participation in an online course with their final course grade. The activities that were measured were Group Discussions, Student-Teacher Interactions, and Student-Student Interactions. In all cases, greater participation equaled higher final grades. This information is really useful for instructors looking to plan a course, because it demonstrates the importance of building in group discussions to the course. - Jessica Solimini

Topic: Online Course Design

Kelly, R. (2014, October 17). Instructional design based on cognitive theory. Retrieved from <http://www.facultyfocus.com/articles/instructional-design/instructional-design-based-cognitive-theory/>

This article by Rob Kelly examines the benefits of using Cognitive Theory in online course design in order to improve student learning. The main points are to use short, focused lessons, incorporate a good balance of text, images, and narration, avoid distractions by not using social media integration

in online courses,, and finally for instructors to think more like designers and less like subject matter experts in order to avoid any assumptions about what students know. - Jessica Solimini

Topic: Online Course Design

Kelly, R. (2013, September 6). Nine online course development tips. Retrieved from <http://www.facultyfocus.com/articles/instructional-design/nine-online-course-development-tips/>

Rob Kelly is back, offering 9 tips for online course design gleaned from online instructor Dionne Thorne. All of Thorne's tips seem appropriate and incredibly useful. She asks instructors to not turn down the chance to work with a course designer. This goes back to the idea of making the instructor into a student that I learned about in previous weeks. I think the best tip here is to revise your course every semester. I think too many instructors reuse their courses year after year with no changes, particularly if they have been successful and reliable in a face-to-face environment. - Jessica Solimini

Topic – Educational Philosophies

Haave, N. (2014, June 2). Six Questions That Will Bring Your Teaching Philosophy into Focus | Faculty Focus. Retrieved from <http://www.facultyfocus.com/articles/philosophy-of-teaching/six-questions-will-bring-teaching-philosophy-focus/>

Why do students still feel that classes should feature great lectures, when the evidence piles up in favor of student-centered learning? Neil Haave discusses six questions that teachers should consider before teaching a course. The third one is pivotal—what are you trying to achieve with your students? True to form, he asks teachers to discuss these questions with colleagues. - C. Dykas

Topic – Faculty Training and Qualities of a Good Instructor

Orlando, M. (2013, January 14). Nine Characteristics of a Great Teacher | Faculty Focus. Retrieved from <http://www.facultyfocus.com/articles/philosophy-of-teaching/nine-characteristics-of-a-great-teacher/>

A great teacher has (at least) nine characteristics, says Maria Orlando, in a thought-provoking article. She focusses on the attributes of teachers, rather than on what they do. Characteristic number five: “A great teacher has his own love of learning...” She also “respects students.” Orlando ends on a sobering note, reminding teachers to always be professionals, in and out of school. - C. Dykas

Topic – Online Learning Pedagogy

Morris, S. (2014, April 21). Instructional Design vs. Online Pedagogy | Keep Learning [Web log post]. Retrieved from <http://learning.instructure.com/2014/04/instructional-design-vs-online-pedagogy/>

Morris uses the word pedagogy as a replacement for the word 'philosophy,' in this article. "Pedagogy consists of the universal principles of learning that undergird any teaching practice." The piece begins with photos of a small faun and a large scaly monster, reminding me of David Mamet's book *Bambi vs. Godzilla*. Morris argues that instead of using the computer as a way to expand teaching, it is instead used to limit what can be learned. He worries that an AI teacher of MOOC's is a possibility for the near future, and he sees our present obsession with testing as an ominous sign of things to come. By narrowing what computer learning can do, it can become a Godzilla, to the detriment of students. - C. Dykas

Topic: Educational Philosophies

Student-Centered Philosophies of Education

Education.com (2013) *Student-Centered Philosophies of Education, Education.com*. Student-Centered Philosophies of Education. Available at: http://www.education.com/reference/article/Ref_Student_Centered/ (Accessed: 30 November 2014).

This article talks about a student centered philosophies Progressivism, Social Reconstructionism, and Existentialism . All three philosophies are student-centered philosophies that encourage collaboration between faculty and student. The writer gives you a break down the importance of each of the philosophies, the history behind the philosophy and the pros and cons of each throughout the years....Val Chavis

Topic: Selecting technology and media for an online course

Selecting Online Learning Technologies: An Interview with Tony Bates

Kelly, R. (2012) *Selecting Online Learning Technologies: An Interview with Tony Bates, Faculty Focus*. Selecting Online Learning Technologies: An Interview with Tony Bates. Available at: <http://www.facultyfocus.com/articles/online-education/selecting-online-learning-technologies-an-interview-with-tony-bates/> (Accessed: 30 November 2014).

In this interview with Tony Bates, an e-learning and distance education planning and management consultant, Tony talks about how to select technology for an online environment. Bates gives some suggestion on how instructors should select technology for their online course; how will the technology be used by students independently, what kind of support will students need, and what is the educational purpose of using technology.....Val Chavis

Topic: Online learning pedagogy

A New Pedagogy is Emerging...and Online Learning is a Key Contributing Factor

Education.com (2013) *Student-Centered Philosophies of Education, Education.com*. Student-Centered Philosophies of Education. Available at: http://www.education.com/reference/article/Ref_Student_Centered/ (Accessed: 30 November 2014).

This article talks about how online learning is changing the way instructors teach and how students learn. Online Learning and technology is given more people access to higher education. Society, students, and

college faculty drive the development of a new pedagogy. This article also talks about some key elements contributing to the development of a new pedagogy and how the new pedagogy is transforming teaching and learning.....Val Chavis

Topic: Faculty Training

Porter, C. (2014, November 25). Teacher-Training Proposal Sparks Debate. Retrieved November 30, 2014, from <http://online.wsj.com/articles/teacher-training-proposal-sparks-debate-1416973226>

New rules were proposed by the Obama administration, proposing that aid would go along with how well graduates performed in the job market and in the classroom. Programs would be required to track data with the graduates following graduation. This would help to have teachers who are teaching required material, but also help students following graduation. -Courtney Janisieski

Topic: Selecting technology for an online course

Steele, J., Larson, E., & Holbeck, R. (2014, April 28). Integrating Technology into the Online Classroom, Part I. Retrieved November 30, 2014, from <http://www.facultyfocus.com/articles/online-education/integrating-technology-online-classroom-part1/>

This article discussed ways to help students who are struggling and which ways would work best. The first step was to determine what types of assignments students are struggling with the most. Creating supplemental assignments can help to enhance student's learning. Even different types of reviews, such as Jeopardy games which are interactive can help student's learning. -Courtney Janisieski

Topic: Faculty trainings and qualities of a good instructor

Kelly, R. (2014, May 30). Five Things Online Students Want from Faculty. Retrieved November 30, 2014, from <http://www.facultyfocus.com/articles/online-education/online-students-want-from-faculty/>

In this article by Rob Kelly, he discusses five things that online students find as qualities of a good instructor. The first being quick responses. In a discussion with one professor, Kelly notes that she uses her smartphone to respond to students as quickly as she can, as it is part of her responsibility. The second is instructor presence. This helps students to remember that there is a person on the other end teaching and guiding them through this course. The third thing is reminders. When professors provide reminders, it helps to keep them on track along with their busy lives. The fourth is easy-to-access course design. When professors keep design simple, it helps students to navigate through their course. The final thing is fun, interesting discussion formats. It helps to keep students engaged and interested in the discussion.-Courtney Janisieski

Topic: Educational Philosophies & Online Learning Pedagogy

Thomson, E. (2014, November 17). A revolution in higher education. MIT News. Retrieved November 30, 2014 from <http://newsoffice.mit.edu/2014/revolution-higher-education-sanjay-sarma-1117>

This article cleverly weaves several key themes together, which we've explored the last several weeks in this course. The Professor Sarma opines that just as Michelangelo didn't learn to paint from attending a series of lectures, rather he learned in a study under the watchful eye of a mentor, so too education is moving away from the lecture to more participatory engagement - learning by *doing*. MIT and other institutions are achieving this through MOOCs, flipped courses, video game courses, and other creative online modalities. The key is instant feedback and assessment. The goal with these creative approaches is to make college more participatory. - Rebecca Bragg

Topic: Best practices in course design

Hubbard, G. (2014, November 18). Why the Internet won't kill B-School classrooms. Fortune.com. Retrieved November 30, 2014 from <http://fortune.com/2014/11/18/glenn-hubbard-why-the-internet-wont-kill-b-school-classrooms/>

After an introduction of nuances commenting on the pros and cons of online education, and whether it will amount to a truly disruptive force in the world of business education, Glenn Hubbard draws the reader's attention a unique opportunity: "... prompting a discussion about how we use classrooms, not whether we need classrooms." He goes on to comment that in the past the lecture was used to clarify course readings, but now out of course time can be spent listening to an uploaded lecture before class. Class time can now be spent "going deeper," which "forces" faculty "to engage in a deep examination of pedagogy." The same could also be spent for the amount of time and effort required to translate this same sense of deep pedagogy for fully online courses. - Rebecca Bragg

Topic: Online learning pedagogy

McIntire, M.E. (2014, November 13). More professors flip the classroom looking to better engage students. The GW Hatchet.com. Retrieved November 30, 2014 from <http://www.gwhatchet.com/2014/11/13/more-professors-flip-the-classroom-looking-to-better-engage-students/>

Following the trend of the prior two article included here, this article hones in on the "flipped classroom" praising its value for communicating key information to students via a lecture outside of class, creating more time within class for meaningful discussion, engagement, and hands-on learning. The professors surveyed indicated that their schools provided not only the technology to create flipped courses, but also trainings to know how to create the audio and video for outside of class. One professor pointed out that merely recording a 45-minute lecture for students to listen to outside of class would not accomplish the purpose of the flipped classroom. Instead, she recommends breaking the material into meaningful segments. Other professors share students would be given parallel assignments to complete before class so that they all arrived to the classroom with a solid baseline understanding of the material. - Rebecca Bragg

Topic: Planning the Design of an Online Course

Rapanta, C. c., & Cantoni, L. (2014). Being in the users' shoes: Anticipating experience while designing online courses. *British Journal of Educational Technology*, 45(5), 765-777.

The study suggests that course designers should move beyond merely creating user-centered designs and consider how users are actually represented/consulted in the discussions during the design of online courses. - Daniel Nkemzi

Topic: Best Practices in Online Course Design

Tobin, T. T. (2014). Increase Online Student Retention with Universal Design for Learning. *Quarterly Review of Distance Education*, 15(3), 13-24.

Adopting Universal Design for Learning (UDL) principles in order to create online course content allows higher education faculty members to reach out, not only to learners with disabilities, but also to learners who are increasingly using mobile devices to connect to campus and to each other. This article outlines 5 key strategies for creating and converting online course content to be more accessible to today's Web 2.0 learners. -Daniel Nkemzi

Topic: Best Practices in Online Course Design

Sue-Jen, C. (2014). Instructional Design Strategies for Intensive Online Courses: An Objectivist-Constructivist Blended Approach. *Journal Of Interactive Online Learning*, 13(1), 72-86.

This paper presents how a blended approach combining objectivist and constructivist instructional strategies was used in the design of an intensive summer online course in the context of a support-based online learning environment. The implementation results revealed that students had a positive learning experience in the course and were highly satisfied with their learning outcomes. - Daniel Nkemzi

Week 7: Shared Resources

Topic: assessment in online education

Shank, P. (2013, February, 14). eLearning Guild Research: Reconsidering Bloom's Taxonomy (Old AND New). *Learning Solutions Magazine*. Retrieved, December, 7, from:
<http://www.learningsolutionsmag.com/articles/1105/>

Patti Shank asks, "Can something from that era still be relevant with our new understandings about learning and in the age of mobile learning and augmented reality?" The Guild answers this question with an illustrated Bloom's Taxonomy using [innovative instructional strategies shown in this pdf](#).

Note how 'Evaluation' is proven by: case studies, simulations, appraisals and critiques....not the older verbs: evaluate, compare, assess. What I Learned from Teaching Adult Learners Online It is the addition of 'creating' that IS how the new taxonomy is different. If you read nothing else, in this article, do yourself a favor and scroll down to [Figure 3: Taxonomy for learning, teaching, and assessing: a revision of Bloom's Taxonomy of Educational Objectives shown in pdf form here](#). In this model, found on page 3 of the pdf, each of the colored blocks shows an example of a learning objective that generally corresponds with each of the various combinations of the cognitive process and knowledge dimensions. It is very visual and very exciting. I wonder if Benjamin Bloom would be delighted to see how his classification of the different objectives that educators set for students (i.e.learning objectives) has changed?
-Mary Wiseman

Topic: Assessment in Online Education

Warnock, S. (2013, April 18). Frequent, low-stakes grading: Assessment for communication, confidence. Retrieved from
<http://www.facultyfocus.com/articles/educational-assessment/frequent-low-stakes-grading-assessment-for-communication-confidence/>

I thought this article was very interesting because it brought up a point I had not considered before. When you talk about traditionally aged students, they have all grown up in an online world that enables them to give and receive feedback on nearly everything they do. They can review a restaurant on Yelp, they can "like" a friend's post on Facebook, they get small rewards playing online games. Getting frequent feedback in an online course feels natural for these students. Although some teachers may be reluctant to give many grades, students find it helpful and confidence-boosting. - Jessica Solimini

Topic: Adult Learners in Online Education

Blake, D. (2009, December). . *ELearn Magazine*. Retrieved December 8, 2014 from
<http://elearnmag.acm.org/featured.cfm?aid=1692866>.

This is a professor's take on the differences with online learning for adults. She gives a history on how she came to teach adult students online. She then goes on to provide some statistics about the adult student and how their online experience is different. She does focus on how the adult student has some experience to bring into the virtual classroom to help make it student-centered. - Jill Motyka

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Topic: Adult Learners in Online Education

Fain, P. (2012, September 12). Mature Market for Online Education. *Inside Higher Ed*. Retrieved December 8, 2014 from

<https://www.insidehighered.com/news/2012/09/19/adult-students-interest-online-education-flat-study-finds>

This was a very interesting article. I am not sure if I agree with it. The author cites a report that suggests the demand for online learning from the adult population is hitting a plateau. The article then goes into some statistics on degree completion rates for the adult student. He does go on to discuss how MOOCs are playing a role in these trends. - Jill Motyka

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Topic: Adult Learners in Online Education

Kelly, R. (2012, March 2). Six Ways to Support Adult Online Learners. *Faculty Focus*. Retrieved December 8, 2014 from

<http://www.facultyfocus.com/articles/online-education/six-ways-to-support-adult-online-learners/>

This brief article gives six quick tips for teaching online to an adult student. He mentions building on previous learning, require critical reflection, provide structured feedback, use check-in quizzes, monitor students' preparation and pick up the phone. It is was interesting to read this and see how many of these are similar to what we have discussed in class. - Jill Motyka

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Topic: Academic integrity issues in online education

Best Practice Strategies to Promote Academic Integrity in Online Education Version 2.0, June 2009. (2014) (1st ed., pp. 1-4). Retrieved from

<http://wcet.wiche.edu/wcet/docs/cigs/studentauthentication/BestPractices.pdf>

This paper is a combination of "institutional policies and practices and course design strategies to promote academic integrity in online education". It is a combined effort from WCET, ITC and UT Telecampus of the University of Texas system. - Anne Chapdelaine

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Topic: Academic integrity issues in online education

EISENBERG, A. (2014). *New Technologies Aim to Foil Online Course Cheating*. *Nytimes.com*. Retrieved 29 November 2014, from

http://www.nytimes.com/2013/03/03/technology/new-technologies-aim-to-foil-online-course-cheating.html?_r=2&

This article discusses MOOCs, their increased popularity as well as those seeking credit for completion. Academic integrity is becoming more important because of these issues and this article identifies the use of online proctoring as a solution. "Employees at [ProctorU](#), a company that offers remote proctoring, watch test-takers by using screen sharing and webcam feeds at offices in Alabama and California. ProctorU recently signed an agreement to proctor new credit-bearing MOOCs from Coursera, including one in

genetics and evolution offered at Duke and one in single-variable calculus at the University of Pennsylvania” (Eisenberg, 2014). - Anne Chapdelaine

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Topic: Academic integrity issues in online education

University of Maryland University College,. (2013). *Virtual Academic Integrity Laboratory. VAIL Tutorial*. Retrieved 20 November 2014, from <http://www-apps.umuc.edu/vailtutor/index.html>

This is a really cool tutorial to help students better understand issues surrounding academic integrity issues. It could possibly be incorporated into an orientation for new students and faculty. It consists of four modules, Understanding Academic Integrity, Plagiarism and Cheating; Understanding how to Avoid Plagiarism, Tips and Strategies; Documentation Styles, When and How to Use Them; Plagiarism Policies. A quiz is administered at the end of the tutorial that is graded and can be sent to an instructor or administrator. - A. Chapdelaine

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Topic: approaching different learning styles in online education

Smith, P. (2014, November 10). The Coming Era of Personalized Learning Paths (EDUCAUSE Review) | EDUCAUSE.edu. Retrieved from <http://www.educause.edu/ero/article/coming-era-personalized-learning-paths>

Peter Smith makes the case for “personalized learning paths” - in this case, learning by life experience. He points out that many professionals (police, nurses, etc.) already have a significant amount of knowledge, although they may have little formal college learning. “Reflection-based assessment is a form of pedagogy, through which active reflection and the development of evidence to support the claims of learning transform the learner's experience from passive to active engagement and understanding.” By reflecting upon and learning how to academically defend one's professional and other experiences with evidence, a student essentially *integrates* herself into the college world. In an online-college setting, this learner can be “in the driver's seat.” - Carol Dykas

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Topic: Online Learning in K-12 Education

Lynch, M. (2014, November 23). 6 Trends Improving K-12 Learning Experiences. Retrieved December 14, 2014, from http://www.huffingtonpost.com/matthew-lynch-edd/6-trends-improving-k-12-l_b_6207228.html

This article describes six trends that are improving education for students in k-12. Lynch says that it's important that teachers keep up with technology and that parents understand the use of technology as well.

One trend is BYOD (Bring Your Own Device). Some schools allow students to bring in their own devices and connect to the school's internet. However, they have to sign a form saying it will be used for academic purposes only. Another trend is customized learning experiences. This allows students to learn at their own pace. It incorporates online learning. The third is online learning. Online learning is nothing new to public schools, but it is now transforming education for these students. The others, which don't have a high emphasis on online learning are early education emphasis, outdoor/environmental learning, and strengthening STEM education.
-Courtney Janisieski

Topic: Synchronous v. Asynchronous Online Education

Haslam, J. (2014, June 29). Synchronous vs. Asynchronous Classes. eLearners.com. Retrieved December 14, 2014 from <http://www.elearners.com/online-education-resources/degrees-and-programs/synchronous-vs-asynchronous-classes/>

This article is an excellent introduction to the world of online learning. It provides a baseline understanding of the difference between synchronous and asynchronous online education. It shares the different elements of each delivery method, and highlights the benefits to students. As compared to other articles on the topic (many reviewed for my final presentation!), it's one of the most comprehensive regarding the elements of education available within each delivery method. - Rebecca Bragg

Novak, Richard & Monahan, Brent. (2012) Online Learning: A smart Choice for Adult learners. Retrieved December 14, 2014 from:
<http://cenewscenter.rutgers.edu/articles/2012/09/online-learning-smart-choice-adult-learners>

This article discusses the perception of adults learners on taking online courses. "The debate over the effectiveness of learning online has long been over," Novak said. "Several large-scale studies are reporting better learning outcomes for online learning than for some face-to-face courses." The three major concerns are: "I don't do technology well.", "How does my professor know if I'm there, or if I'm learning?", "I'll miss the human connection in the classroom." - Alexis Medina

Topic: Adult learners in online education

Characteristics of adult learners with implications for online learning design

This article discussed how online education is becoming even more popular by adult learners. It discussed how online courses should be designed based on the specific needs of adult learners. This article discusses different adult learning theories and how that relates to online learning. - Tiffany Hardy

Cercone, K. (2008). Characteristics of adult learners with implications for online learning design. AACE journal, 16(2), 137-159.

Topic: Adult Learners in Online Education

Mature Market for Online Education

Mature Market for Online Education. (2012, September 19). Retrieved 15 December 2014, from <https://www.insidehighered.com/news/2012/09/19/adult-students-interest-online-education-flat-study-finds>

This article examines a report from Eduventures that states online learning faces a risk of fading out and being little more than a backup alternative to on-campus education. The study was based on survey of 1,500 U.S. adults on their perspective about online education. This survey found that 38% of adults prefer to study fully or mostly online. This percentage has not changed since 2006. This study also found that 28% of adults made up a large part of online learning in 2011. In the survey 77% of adult were interested in attending college however, only 5% actually enrolled into a program. This means that a large number of students did not pursue higher education because of the price of tuition, and time constraints.....Val Chavis

Topic: Assessment in Online Education

Hoi K., S. (2014). Peer Assessment for Massive Open Online Courses (MOOCs). *International Review of Research in Open & Distance Learning*, 15(3), 313-327.

According to the authors of this very interesting paper, “Without formative assessment and feedback, MOOCs amount to information dump or broadcasting shows, not educational experiences.” They then go on to discuss various methods that can be deployed to improve on the accuracy of peer assessment results. - Daniel Nkemzi