

P600/R685 Topical Seminar (Ed Psych as well as IST)
"Online Learning Pedagogy and Evaluation" (3 Cr)
Fall 2003, Room 2275, Fridays 2:00-4:45 Section 6267 (P600); 6419 (R685)

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Course URL:
<http://php.indiana.edu/~cjbok/p600sy12.html>



Course Description and Rationale:

Myths abound in the online learning world about the difficulty of teaching online, the available technologies, the support and compensation needed for high quality instructors, and the needs of students.

Fortunately, there is a storm brewing that may soon wipe most of them away. Some have heard the thunder of numerous collaborative and learner-centered online technologies being developed over the past few years. Others have felt the brisk winds coming from another direction; winds brought about by innovative instructors experimenting with online pedagogy that better motivates online learners. Adding to this turbulence, bored online learners are pleading with the rest of us for more rich and engaging online experiences. As these three storms collide, they create the perfect storm linking pedagogy, technology, and learner needs. To navigate the upcoming monsoon of e-learning, this class will dispel some of the myths while highlighting technologies and instructional strategies currently emerging to meet diverse student needs.

Clearly, online learning is exploding in corporate, university, K-12, and military settings. However, few instructors or learners have been adequately trained for these environments. What can be done? There is a need for training in online pedagogy. In this course, we will demonstrate and discuss dozens of strategies (over 100) for teaching on the Web. There is also need for better understanding of the range of e-learning evaluation and assessment techniques. Near the end of the course, we will cover more than a dozen evaluation methods for online learning and also point to options in assessment strategies and creating electronic portfolios.

After the course, students should be able to (1) design pedagogical strategies for different types of online courses, (2) evaluate the effectiveness of e-learning courses, programs, and events; and (3) make recommendations regarding online learning initiatives.

Required Texts:

1. Moore, M. G., & Anderson, W. G. (eds.). (2003). *Handbook of Distance Education*. Mahwah, NJ: Erlbaum.
2. Various Online Articles (see attached pages).

Optional Texts (just a few that might interest students—no need to buy any):

1. Hanna, D. E., Glowacki-Dudka, & Conceicao-Runlee, S. (2000). *147 practical tips for teaching online groups: Essentials of Web-based education*. Madison, WI: Atwood Publishing.
2. Horton, W. (2001). *Evaluating e-learning*. Alexandria, VA: ASTD. (note that Horton also has books called “*Learning e-learning*” (2001) and “*Using e-learning*” (2002))
3. Jolliffe, A., Ritter, J., & Stevens, D. (2001). *The online learning handbook: Developing and using Web-based learning*. London: Kogan Page.
4. Maddux, C. D., & Johnson, D. L. (2001). *The Web in higher education: Assessment the impact and fulfilling the potential*. NY: Hayworth Press.
5. Palloff, R. M., & Pratt, K. (2001). *Lessons from the cyberspace classroom: The realities of online teaching*. San Francisco: Jossey-Bass.
6. Palloff, R. M., & Pratt, K. (2003). *The virtual student: A profile and guide to working with online learners*. San Francisco: Jossey-Bass.
7. Phillips, P. P. (2002). *The bottomline on ROI*. Atlanta: Center for Effective Performance.
8. Phillips, J. J., & Pope, C. (2001). *Implementing e-learning solutions: Twelve case studies from the real work of training*. Alexandria, VA: ASTD.
9. **Rudestasm, K. E. & Schoenholtz, J. (Eds.). (2002). *Handbook of online learning: Innovations in higher education and corporate training*. Thousand Oaks, CA: Sage.**
10. Salmon, G. (2000). *E-moderating: The key to teaching and learning online*. Kogan-Page or Stylus Publishing.
11. Steeples, C. & Jones, C. (2002). *Networked learning: Perspectives and issues*. Springer-Verlag.
12. Stephenson, J. (Ed.), (2001). *Teaching and Learning Online: Pedagogies for new technologies*. Kogan Page and Stylus Publishing.
13. Vandervert, L. R., Shavinina, L. V., & Cornell, R. A. (eds). (2001). *Cybereducation: The future of long-distance learning*. Larchmont, NY: Mary Ann Liebert.
14. Zucker, A., & Kozma, R. (2003). *The virtual high school: Teaching Generation V*. New York: Teachers College Press.
15. (Many other books)

Online Magazines, Journals, Newsletters, and Blogs (most are free!):

1. Collaborate Magazine: <http://www.collaborate-mag.com/collaboratemag/>
2. Digital Knowledge: Going Interactive:
http://www.knowledgedrivers.com/Resources/Res_Newsletter.html
3. Distance Education Report: <http://www.magnapubs.com/archive/der/>
4. Educause Quarterly: <http://www.educause.edu/pub/eq/>
5. Journal of Asynchronous Learning Networks: <http://www.aln.org/publications/jaln/index.asp>
6. Journal of Computer-Mediated Communication: <http://www.ascusc.org/jcmc/>
7. The International Review of Open and Distance Learning: <http://www.irrodl.org>
8. Learning and Training Innovations: <http://www.ltimagazine.com/ltimagazine/>
9. Online Learning Magazine
10. Performance Xpress: <http://www.performanceexpress.org/> (Int’l Society of Perf Improvement)
11. Pew Learning and Techn Program Newsletter: <http://www.center.rpi.edu/PewNews1.html>
(merged with the Learning MarketSpace: <http://www.center.rpi.edu/LForum/LdfLM.html>)
12. Stephen’s Web (Stephen Downes’ Blog): <http://www.downes.ca/>
13. Syllabus Magazine: <http://www.syllabus.com/>
14. T.H.E. (Technological Horizons in Education) <http://www.thejournal.com/>
15. The Technology Source (the Michigan Virtual University): <http://ts.mivu.org/>
16. Training Magazine: <http://www.trainingmag.com/training/index.jsp>
17. Transform Magazine: <http://www.transformmag.com/>

Tentative Tasks and Grading:

10 percent/20 pts	A. Weekly Attendance and Live Participation (WALaP) (Due: Each Week)
30 percent/60 pts	B. Online Learner Discussion, Blogging, or Mentoring (OLD-BlogM) (Dec. 12th)
30 percent/60 pts	C. E-Learning Interview and Visualization Experiment (E-LIVE) (Due: Nov 7th)
30 percent/60 pts	D. E-learning Status Paper and Presentation (ESP-P) (Due: Dec. 5th)

200 Total Points

We will use a point system for each project, evenly dividing points among aspects of each assignment. Total points will determine your final grade. I will use the following grading scale:

A+ = high score	B- = 160-166 points
A = 187-200 points	C+ = 154-159 points
A- = 180-186 points	C = 147-153 points
B+ = 174-179 points	C- = 140-146 points
B = 167-173 points	F/FN = no work rec'd or signif. inadequate/impaired

Projected Seminar Weekly Topics:

- Week 1. (Sept 5th) Introduction to E-Learning Pedagogy and Evaluation
- Week 2. (Sept. 12th) Explosion of Programs, Universities, Courses, and Initiatives
- Week 3 (Sept 19th) Explosion of Programs, Universities, Courses, and Initiatives continued
- Week 4. (Sept. 26th) Frameworks for Online Learning
- Week 5. (Oct 3rd) New Teacher Roles: Expectations, Issues, Dilemmas, and Resolutions
- Week 6. (Oct. 10th) New Student Roles: Expectations, Issues, Dilemmas, and Resolutions
- Week 7. (Oct. 17th) Mentoring and Moderating Online Discussion and Blogging
- Week 8. (Oct. 24th) E-Learning Environment: Motivation and Communities of Learning
- Week 9. (Oct. 31st) E-learning Pedagogical Strategies, Activities, and Web Resources
- Week 10. (Nov 7th) Online Learning Strategies for Thinking and Learning Styles
- Week 11. (Nov. 14th) Virtual Teams and Online Collaborative Activities
Guest Speaker: Dave Berque, DePauw University
- Week 12. (Nov. 21st) Evaluating E-Learning Programs and Courses
- Week 13. (Nov. 28th) More E-Learning Evaluation Techniques
- Week 14. (Dec 5th) E-Portfolios and Other Emerging Assessment Techniques
- Week 15. (Dec. 12th) Global Planning for E-Learning (and Student Presentations)

Class Tasks:

A. Weekly Attendance and Live Participation (WALaP). (10%--20 points = 10 pts for attendance; 10 pts for participation)

Besides reading 3 assigned articles each week, during the semester I want you to read 5 other articles from the Handbook of Distance Education and 5 more articles you find online. In terms of class attendance, it is your responsibility to come to class and experience the unique activities that will be incorporated into each class. A combination of readings, verbal and written reactions to ideas, observing demonstration tools or videos, and hands-on activities will be critical to your growth as a class. Keep in mind that I want to hear from you! *Participation is encouraged at all times.*

B. Online Learner Discussion, Blogging, or Mentoring (OLD-BlogM) (30%--60 pts)

In terms of article reflections, we will have a choice this semester.

Option 1: Online Discussion. We can have online discussions in either Sitescape Forum or Oncourse. If we choose this, you will either lead one of those discussions and act as mediator or lead a class discussion. You will get 15 pts for leading discussion for 1 week and then mediating it (minimum of 5 posts for that week) and posting at least 25 other times during the class within Sitescape Forum as a participant (15 points). A 2-4 page reflection paper is due December 12th with your Sitescape postings attached.

Option 2: Blogging. Instead of a large class discussion forum, we could have everyone create a Weblog (i.e., a blog) on his/her personal article reflections and ideas related to class. You might create a Blog using Pitas.com, Blogger.com, Free-Conversant, or some other blogging tool. A 2-4 page reflection paper on this activity is due December 12th with your blog postings attached.

Option 3: Online Mentoring. There is a third option to this assignment and that is to mentor one or more learners, instructors, designers, or evaluators online and write a reflection paper on it (also due Dec 12th). See me if you plan to do this option. A 2-4 page reflection paper on the online mentoring or moderation process is due December 12th with your online mentoring transcripts attached.

Sample Electronic Discussion Criteria (30%--60 Points; 10 points a piece):

1. Insightful/Relevancy: offering examples, relationships drawn, interlinkages, connecting weekly ideas.
2. Helpfulness/Responsive: prompt, encouraging, informative, numerous suggestions, advice, quick fdbk.
3. Completeness: thorough comments, detailed reflection, timely and consistent feedback.
4. Pushes Group: moves group to new heights, exploration is fostered, breadth & depth, fosters growth.
5. Diverse Feedback: many forms of learning assistance, response specific to activity and need.
6. Reflective: self-awareness and learning displayed in reflection, coherent and informative reflection.

C. E-Learning Interviews and Visualization Experiment (E-LIVE) (30%--60 points)

I want you to interview at least one instructor who is teaching or has taught online courses, workshops, or events. In addition, you are to interview one or more learners. Interviewees might come from corporate, K-12, military, government, or higher education settings. They must have completed at least one online course. Interviews can be live (face-to-face), via phone or videoconferencing, or conducted through email. You might also perform case studies, focus group sessions, or pilot observations of instructors or learners using online learning tools in a school, workplace, or informal learning setting. You are to document their life as an online learner or instructor (from one course or semester or over a longer period of time). In effect, I want you to gather their life histories as a learner or teacher and compare these to their online experiences. Then I want you to create a visual representation that compares or relates your stories from both the online instructors and students. The visual might be in the form of a timeline, model, figure, diagram, a comparative flowchart, a Venn Diagram, or a comparison and contrast table or matrix. We will share these with the class when done. Your written work will be a maximum of 15 double spaced pages. Please include your interview questions in an appendix. If possible, try to obtain human subjects approval on these in case you want to publish your results or if we decide to do this as a class. In your report, I want you to reflect on what you learned about e-learning from this assignment. How might you put some of their ideas to use in training programs or in your own teaching? Have these interviews opened your eyes? What might you have done differently? How might your initial work here be extended? *This is due Nov. 7th.* (Examples will be available.)

D. E-learning Status Paper and Presentation (ESP-P) (30%--60 points)

Like Task C, this is a task I have never tried before. I want you to find a strategic plan or initiative related to e-learning for a company, university, non-profit or government organization, school, state/province, country, or region. For instance, you might pick the state or country where you were born or perhaps where you plan to live after graduation. You might find the strategic plan online or request a hardcopy version. I want you to not simply read and critique the report but to also interview someone who created or is/was affected by that report. You might discuss and critique the online learning technologies highlighted, proposed pedagogical plans, intended training methods, targeted skills or competencies, or evaluation methods detailed. What might this organization do differently in planning for e-learning? What are its competitors doing, for instance? In addition, you might include an e-learning report addendum or modification to the plan that you found. (Note: I may have access to a couple reports from different countries that I can share as examples.)

You are encouraged to work in teams on this report. When done, you will present an overview of the report to the class on Week 15. Testimonials, graphs and trends indicated growth, comparisons, and other data or handouts are welcome.

My preference is for you to focus on how their plan might improve online pedagogy or evaluation or what they might include in follow-up reports. I am slightly vague here since I have not tried this assignment before. When done, I want you to present these strategic document and program reviews to the class in a 15-20 minute presentations during the final week of the course. You are also encouraged to directly contact the organization that developed the report or plan and receive additional product information (e.g., CDs, brochures, white papers, technical reports, product comparison sheets, videotapes, company annual report, customer testimonies, data sheets, Web site information, etc.). Your final paper will be no longer than 10 single spaced pages (excluding references, appendices, tables of contents, key personnel resumes, pictures of your grandmother, etc.). This project is to be completed by either December 5th.

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Sample Grading of Paper (40 Total Points or 10 pts each dimension):

1. Review of the Plan or Document (*clarity, related to class, organized, facts, data, relevant, style*)
2. Relevant Resources and Digging (*citations/refs, linkages to class concepts, completeness*)
3. Soundness of Critique (*clear, complete, practical, detailed, important, implications, coherence*)
4. Creativity and Richness of Ideas (*richness of information, elaboration, originality, unique*)

Presentation Points: (20 Points or 5 pts for each dimension)

1. Organization: good pace, flow, coherent, and transitions
2. Creative/Interesting: audience engaged, presenters showcase their creative ideas
3. Completeness: thorough presentation without going beyond time limits
4. Informative: Handout(s), relevance, practical, helps make connections

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E. Options to one of the above assignments:

In place of task C or D, you might volunteer to create a usable class product (e.g., an online glossary, a Web site for the class, a database of articles on different class themes, organize a class mini-conference or real conference symposium, review a key journal in the field for major themes or trends and share that research with the class, etc.) or you might demonstrate an e-learning tool to the class. Such a tool may have relevance in K-12, military, corporate, or higher education settings or perhaps in more informal settings such as a museum, zoo, or computer club. See the instructor about the possibilities of demonstrating a particularly interesting e-learning tool you have found. You might have other task option preferences.

Weekly Reading (we will read 3-4 articles per week—it is your choice)

Projected Seminar Weekly Topics:

Week 1. (Sept 5th) Introduction to E-Learning Pedagogy and Evaluation

1. HoDE Book (2003). Preface Michael Moore

Week 2. (Sept 12th) Explosion of Programs, Universities, Courses, and Initiatives

1. HoDE Book (2003). Diane Oblinger & Sean Rush, *The Involvement of Corporations in Distance Education*.
2. Web-based Education Commission (2000). *The power of the Internet for learning: Moving from promise to practice*. Washington, DC: U.S. Department of Education. Retrieved September 3, 2003, from: <http://interact.hpcnet.org/webcommission/index.htm>
3. National Governors Association (2001, June). *The state of the state of e-learning in the states*. Washington, DC: National Governors Association Center for Best Practices. Retrieved September 3, 2003, from: <http://www.nga.org/cda/files/060601ELEARNING.pdf>
4. Report of the Commission on Technology and Adult Learning (2001). *A vision of e-learning for America's workforce*. Washington, DC: American Society for Training and Development and National Governors Association, June 2001. Retrieved September 3, 2003, from: <http://www.nga.org/cda/files/ELEARNINGREPORT.pdf>
5. Vannevar Bush (1945, July). *As We May Think*. *The Atlantic Monthly*; Volume 176, No. 1; pages 101-108. <http://www.theatlantic.com/unbound/flashbks/computer/bushf.htm>

Week 3. (Sept 19th) Explosion of Programs, Universities, Courses, and Initiatives Continued

1. Gordon Freedman, Rob Darrow, & John Watson (2002). *The California Virtual School Report: A National Survey of Virtual Education Practice and Policy with Recommendations for the State of California*. (2002). <http://www.edpath.com/images/VHSReport.pdf>
2. White Paper from Jones International University. (2002, September). *E-learning: Going the Distance*. http://jiu-web-a.jonesinternational.edu/eprise/main/PressReleases/e-Learning_White_Paper.pdf
3. George Lorenzo & Janet Moore (2002, November). *The Sloan Consortium Report to the Nation – Five Pillars of Quality Online Education*, Report sponsored by the Alfred P. Sloan Foundation, <http://www.sloan-c.org/effective/pillarreport1.pdf>
4. Consuelo Waight., Pedro Willging, & Tim Wentling (2002). *Recurrent Themes in E-learning: A Meta-Analysis of Themes in Major E-Learning Reports*.

http://learning.ncsa.uiuc.edu/papers/AHRD2002_waight-willinging-wentling.pdf

Week 4. (Sept. 26th) Frameworks for Online Learning

1. HoDE Book (2003). Chapter 5 Donald Hanna, Organizational Models in Higher Education, Past and Future
2. HoDE Book (2003). Chapter 8 Randy Garrison, Terry Anderson, & Walter Archer, A Theory of Critical Inquiry in Online Distance Education
3. HoDE Book (2003). Chapter 9 Terry Andersen, Modes of Interaction in Distance Education: Recent Developments and Research Questions
4. Harvard Business School (December 16, 2002). Moving Beyond the Classroom With Executive Education: Distance Learning: What the Experts Think (view 2-3 of the videos) <http://hbswk.hbs.edu/pubitem.jhtml?id=3217&sid=0&pid=0&t=innovation>

Week 5 (Oct 3rd) New Teacher Roles: Expectations, Issues, Dilemmas, and Resolutions

1. HoDE Book (2003). Chapter 27 Morris Sammons, Exploring the New Conception of Teaching and Learning in Distance Education
2. HoDE Book (2003). Chapter 37 Linda Wolcott, Dynamics of Faculty Participation in Distance Education: Motivations, Incentives, and Rewards
3. Warren Wilson (2003). Faculty perceptions and use of instructional technology. *Educause Quarterly*, 2, pp. 60-62. <http://www.educause.edu/ir/library/pdf/eqm0329.pdf>
4. Virgil Varvel Jr., Michael Lindeman, & Iris Stovall (2003, July). The Illinois Online Network is Making the Virtual Classroom a Reality: Study of an Exemplary Faculty Development Program. *Journal of Asynchronous Learning Networks*, 7(2). http://www.aln.org/publications/jaln/v7n2/v7n2_varvel.asp (see also <http://www.mvcr.org/about/Evaluations/2001/default.asp>)
5. Carol Twigg (2000). *Who owns online courses and course materials? Intellectual property policies for a new learning environments*. The Pew Learning and Technology Program. Troy, NY: Center for Academic Transformation Rensselaer Polytechnic Institute. (<http://www.center.rpi.edu/PewSym/mono2.html>).

Week 6. (Oct 10th) New Student Roles: Expectations, Issues, Dilemmas, and Resolutions

1. HoDE Book (2003). Chapter 10 Chere Gibson, Learners and Learning: The Need for Theory
2. HoDE Book (2003). Chapter 11 Randy Garrison, Self-Directed Learning in Distance Education
3. HoDE Book (2003). Chapter 12 Daniel Granger & Maureen Bowman, Constructing Knowledge at a Distance: The Learner in Context
4. HoDE Book (2003). Chapter 13 Robert Curry, Academic Advising in Distance Education Degree Programs

Week 7. (Oct 17th) Mentoring and Moderating Online Discussion and Blogging

1. HoDE Book (2003). Chapter 14 Donald Winiiecki, Instructional Discussions in Online Education: Practical and Research-Oriented Perspectives
2. Martin Oliver & Graham Shaw (2003, February). *Asynchronous Discussion in Support of Medical Education*. *Journal of Asynchronous Learning Networks*, 7(1).
http://www.aln.org/publications/jaln/v7n1/v7n1_oliver.asp
3. Avigail Oren, David Mioduser, & Rafi Nachmias (2002, April). The Development of Social Climate in Virtual Learning Discussion Groups, *International Review of Research in Open and Distance Learning*.
<http://www.irrodl.org/content/v3.1/mioduser.html>
4. Jon Baggaley (2003, July/August). Blogging as a Course Management Tool, *The Technology Source*
<http://ts.mivu.org/default.asp?show=article&id=2011>
5. Stephen Downes (2003, July/August). Weblogs at Harvard Law. *The Technology Source*.
<http://ts.mivu.org/default.asp?show=article&id=2019>

Online Discussion and Blogging Web Resources:

- a. Stephen Downes (2003, May). More than Personal: The Impact of Weblogs (includes comprehensive listing of Blogging software, tools, and resources).
<http://www.downes.ca/cgi-bin/xml/papers.cgi?format=full&id=3>
- b. Blogger.com: <http://new.blogger.com/home.pyra>
- c. Pitas: <http://pitas.com/>
- d. Intro to Weblogs: <http://www.unisanet.unisa.edu.au/13183hotline/>
- e. EduBlog Resources: <http://webtools.cityu.edu.hk/news/newslett/edublogs.htm>
- f. Learnbydoing.net: <http://www.learningbydoing.net/>
- g. Moodle: <http://moodle.org/> (from martin Dougiamas)
- h. Thiago's Interactive Fiction Site:
http://www.learningpeaks.com/interactions_research/Thiagi3.php
- i. Mary Harrsh (2003, July/August), RSS: The Next Killer Application for Education, *The Technology Source*, <http://ts.mivu.org/default.asp?show=article&id=2010>

Week 8. (Oct. 24th) E-learning Environment: Motivation and Communities of Learning

1. HoDE Book (2003). Chapter 41 Kathy Perdue, Web-Based Continuing Professional Education: Uses, Motivations, and Deterrents to Participation
2. HoDE Book (2003). Chapter 51 Charlotte Gunawardena, Penne Wilson, & Ana Nolia, Culture and Online Education
3. Alfred Rovai (2002, April). Building Sense of Community at a Distance. *International Review of Research in Open and Distance Learning*
<http://www.irrodl.org/content/v3.1/rovai.html>
4. Sasha Barab, Michael Barnett, & Kurt Squire (2002). *Developing an Empirical Account of a*

Community of Practice: Characterizing the Essential Tensions.
<http://inkido.indiana.edu/research/onlinemanu/papers/cot.pdf>

5. Ruth Brown (2001). Process of Community-Building in Distance Learning Classes. *Journal of Asynchronous Learning Networks*, Volume 5, Issue 2.
http://www.aln.org/publications/jaln/v5n2/v5n2_brown.asp

Learning Community Web Resources

- a. Tapped-IN: <http://www.tappedin.org/>
- b. See also the work of Caroline Haythornthwaite, for example, A social network study of the growth of community among distance learners, *Information Research*, Vol. 4 No. 1, <http://informationr.net/ir/4-1/paper49.html>.

Week 9. (Oct. 31st) E-learning Pedagogical Strategies, Activities, and Web Resources

1. HoDE Book (2003). Chapter 23 Curt Bonk & Vanessa Dennen, Frameworks for Research, Design, Benchmarks, Training, and Pedagogy in Web-Based Distance Education
2. Brian DeLacey & Dorothy Leonard (2002). Case study on technology and distance in education at the Harvard Business School. *Educational Technology & Society* 5 (2).
http://ifets.ieee.org/periodical/vol_2_2002/delacey.html
3. Dorothy Leonard & Brian DeLacey (2002). Designing Hybrid Online/In-Class Learning Programs for Adults.
<http://www.hbs.edu/research/facpubs/workingpapers/papers2/0203/03-036.pdf>
4. Ron Oliver, Edith Cowan University, Australia, Homepage: Find and download one or more of his papers and presentations: <http://elrond.scam.ecu.edu.au/oliver/>

E-Learning Pedagogy Web Resources

- a. Explorers Web: <http://www.explorersweb.com/>
- b. Online Higher Education Notebook: <http://www.uis.edu/~schroede/sources.htm>
- c. ExploreCornell Beetle Science:
<http://explore.cornell.edu/scene.cfm?scene=Beetle%20Science>
- d. The Museum of Unworkable Devices:
<http://www.lhup.edu/~dsimanek/museum/unwork.htm>
- e. LibraryShare (digital libraries): <http://www.libraryshare.com/>

Week 10. (Nov 7th) Online Learning Strategies for Thinking and Learning Styles

1. HoDE Book (2003). Chapter 16 Connie Dillon & Barbara Greene, Learner Differences in Distance Learning: Finding Differences that Matter
2. HoDE Book (2003). Chapter 17 Michael Hannafin, Janette Hill, Kevin Oliver, Evan Glazer, & Priya Sharma, Cognitive and Learning Factors in Web-Based Distance Learning Environments
3. HoDE Book (2003). Chapter 20 Diane Davis, Developing Text for Web-Based Instruction
4. HoDE Book (2003). Chapter 24 Som Naidu, Designing Instruction for e-Learning

Environments.

5. Learning for the 21st Century (A Report and MILE Guide for 21st Century Skills)
http://www.21stcenturyskills.org/downloads/P21_Report.pdf. MILE (Milestones for Improving Learning) Guide for 21st Century Skills.
http://www.21stcenturyskills.org/downloads/P21_Mile_Guide_Printable.pdf

Web Resources for Learning Styles/Preferences

- a. IMHC CMapping tool: <http://www.coginst.uwf.edu/CmapV2/Download.html>
- b. Hot Potatoes (Half-Baked Software): <http://www.halfbakedsoftware.com/>
- c. Videopaper: <http://brp.terc.edu/VPB/vpb.html>
- d. Virtual Tour of Oxford: <http://www.chem.ox.ac.uk/oxfordtour/>
- e. CyberFashion Show: <http://www.sfu.ca/sfufit/>

Week 11. (Nov 14th) Virtual Teams and Online Collaborative Activities

1. HoDE Book (2003). Chapter 15 Kayleigh Carabajal, Deborah LaPointe, & Charlotte Gunawardena, Group Development in Online Learning Communities.
2. Charles Graham (2002). Understanding and Facilitating Computer Mediated Teamwork: A Study of How Norms Develop in Online Learning Teams. Doctoral Dissertation. Indiana University at Bloomington, Bloomington, IN.
http://www.byu.edu/ipt/faculty/documents/charles_graham_dissertation.doc
3. Stacie Furst, Richard Blackburn, & Benson Rosen (1999, October). Virtual Team Effectiveness: A Proposed Research Agenda. *Information Systems Journal*, 9(4).
<http://www.blackwell-synergy.com/links/doi/10.1046/j.1365-2575.1999.00064.x/abs/>
4. Chris Kimble, Feng Li, & Alexis Barlow (2000). Effective Virtual Teams Through Communities of Practice. *Management Science: Theory, Method, and Practice*.
<ftp://www.managementscience.org/mansci/papers/wp0009.pdf>
5. Jessica Lipnack & Jeffrey Stamps (2000). Virtual Teams (2nd Edition).
http://www.virtualteams.com/library/Publications/download_vt2.htm

Virtual Teams Web Resources:

- a. Free-Conversant: <http://www.free-conversant.com/>
- b. Groove: <http://www.groove.net/>
- c. Interactive Whiteboard: <http://www.dyknow.com/products/>
- d. StartWright (virtual teams): <http://www.startwright.com/virtual.htm>
- e. Virtual Edge for Teams: <http://www.virtualteams.com/>
- f. Coach Universe: <http://www.coachuniverse.com/virtualteams.htm>

Week 12. (Nov. 21st) Evaluating E-Learning Programs and Courses

1. Ronald Phipps & Jamie Merisotis (2000, April). *Quality on the Line – Benchmarks for Success in Internet-Based Distance Education*, Study released at the Blackboard Summit, Prepared by the Institute for Higher Education Policy.
<http://www.ihep.org/Pubs/PDF/Quality.pdf>

2. Carol Twigg (2003). Improving Learning and Reducing Costs: Lessons Learned from Round I of the Pew Grant Program in Course Redesign.
<http://center.rpi.edu/PewGrant/Rd1intro.html>
3. Tatana Olson & Robert Wisher (2002, October). The Effectiveness of Web-Based Instruction: An Initial Inquiry. *International Review of Research in Open and Distance Learning*.
<http://www.irrodl.org/content/v3.2/olsen.html>
4. Sue Achtemeier, Libby Morris, & Caroline Finnegan (2003, February). Considerations for Developing Evaluations of Online Courses, *Journal of Asynchronous Learning Networks*, 7(1). http://www.aln.org/publications/jaln/v7n1/pdf/v7n1_achtemeier.pdf
5. Keith Hmieleski & Matthew Champagne (2000). Plugging in to course evaluation. *Technology Source*. <http://horizon.unc.edu/TS/assessment/2000-09.asp>

Evaluation Web Resources:

- a. Thomas Russell (2002). No Significant Difference Phenomenon (355 research reports, summaries and papers from 1928-2002). (original book was published in 1999).
<http://teleeducation.nb.ca/nosignificantdifference/>
<http://teleeducation.nb.ca/significantdifference/>

Week 13. (Nov. 28th) More E-Learning Evaluation Techniques

1. HoDE Book (2003). Chapter 31 Annette Sherry, Quality and Its Measurement in Distance Education
2. HoDE Book (2003). Chapter 38 Melody Thompson & Modupe Irele, Evaluating Distance Education Programs
3. HoDE Book (2003). Chapter 48 Insung Jung, Cost-Effectiveness of Online Education
4. HoDE Book (2003). Chapter 49 Alistair Ingilis, A Comparison of Online Delivery Costs with Some Alternative Distance Delivery Methods
5. Michelle Sellinger (2002). The Cisco Networking Academy program: Evaluation in Europe, the Middle East and Africa. Cisco Systems.
http://www.cisco.com/edu/emea/docs/main_report.doc and
<http://www.cisco.com/edu/emea/questionnaire/>

Week 14. (Dec. 5th) E-Portfolios and Other Emerging Assessment Tools

1. David Gibson & Helen Barrett (2002, November). *Directions in Electronic Portfolio Development*. Posted on ITFORUM, ITFORUM PAPER #66 - on November 30, 2002. <http://it.coe.uga.edu/itforum/paper66/paper66.htm>
2. Paul Treuer & Jill Jenson. (2003, June). Electronic Portfolios Need Standards to Thrive, *Educause Quarterly*, Volume 26, Number 2.
<http://www.educause.edu/ir/library/pdf/eqm0324.pdf>

E-Portfolio Web Resources (from Educational Pathways, 2002, May, Lorenzo Associates)

- a. "Electronic Portfolios: Emerging Practices for Students, Faculty and Institutions," by Barbara Cambridge (table of contents and featured Web sites).
<http://aahe.ital.utexas.edu/electronicportfolios/TOC.html>
- b. College and University ePortfolio Web sites: Alverno College (<http://ddp.alverno.edu/>); IUPUI Institutional ePortfolio (www.iport.iupui.edu); University of Minnesota (<http://eportfolio.d.umn.edu>)
- c. Organizations & Associations: efolio Minnesota (www.efoliomn.com); ePortConsortium (<http://eportconsortium.org>); Helen Barrett, internationally known expert on ePortfolios (www.electronicportfolios.com)
- d. Vendors: Avenet Web Solutions (www.avenet.net); ePortaro (www.eportaro.com); McGraw-Hill's Folio Live (www.foliolive.com)

Week 15. (Dec 12th) Global Planning for E-Learning (and Student Presentations)

1. HoDE Book (2003). Chapter 32 Peter Dirr, Distance Education Policy Issues: Towards 2010
2. HoDE Book (2003). Chapter 34 Ryan Watkins & Roger Kaufman, Strategic Planning for *Distance Education*
3. HoDE Book (2003). Chapter 50 Robin Mason, Global Education: Out of the Ivory Tower
4. HoDE Book (2003). Chapter 54, John Daniel & Wayne Mackintosh, Leading ODL Futures in the Eternal Triangle: The Mega-University Response to the Greatest Moral Challenge of Our Age.
5. HoDE Book (2003). Chapter 55, Michael Foley, The Global Development Learning Network: A World Bank Initiative in Distance Learning for Development.

Other recommended chapters from the HoDE book you might read:

HoDE Book (2003).