

## **P600/R685 Topical Seminar (Ed Psych as well as IST)**

### **"Online Learning Pedagogy and Evaluation" (3 Cr)**

Fall 2004, Room 2275, Fridays 2:00-4:45 Section 4676 (P600); 4737 (R685)

Syllabus: <http://php.indiana.edu/~cjbonk/p600syl2.html>

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### **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 Educ (HODE)*. Erlbaum.
2. Various Online Articles (see below).
3. Note: We may also explore my upcoming *Handbook of Blended Learning Environments (HOBLE)*.

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

1. Anderson, Terry & Fathi Elloumi (eds). (2004). Theory and practice of online learning (An edited collection of research and reflection on online learning by AU authors). Canada: Athabasca University. **(Free Online Book)**. [http://cde.athabascau.ca/online\\_book/](http://cde.athabascau.ca/online_book/)
2. Collison, G., Elrbaum, B., Haavind, S., & Tinker, R. (2000). Facilitating online learning: Effective strategies for moderators. Madison, WI: Atwood Publishing.
3. Dabbagh, N., & Bannon-Ritland (2005). Online learning: Concepts, strategies, and applications. Upper Saddle River, NJ: Pearson Merrill Prentice Hall.
4. Duffy, T., M., & Kirkley, J. (2004). Learner-centered theory and practice in distance education: Cases from higher education. Mahwah, NJ: Erlbaum.
5. 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.
6. 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))
7. Jolliffe, A., Ritter, J., & Stevens, D. (2001). *The online learning handbook: Developing and using Web-based learning*. London: Kogan Page.
8. Maddux, C. D., & Johnson, D. L. (2001). *The Web in higher education: Assessment the impact and fulfilling the potential*. NY: Hayworth Press.
9. Palloff, R. M., & Pratt, K. (2001). *Lessons from the cyberspace classroom: The realities of online teaching*. San Francisco: Jossey-Bass.
10. Palloff, R. M., & Pratt, K. (2003). *The virtual student: A profile and guide to working with online learners*. San Francisco: Jossey-Bass.
11. Phillips, P. P. (2002). *The bottomline on ROI*. Atlanta: Center for Effective Performance.
12. Phillips, J. J., & Pope, C. (2001). *Implementing e-learning solutions: Twelve case studies from the real work of training*. Alexandria, VA: ASTD.
13. Roberts, T. (2003). Online collaborative learning: Theory and practice. Hershey, PA: Idea Pub.
14. **Rudestam, K. E. & Schoenholtz, J. (Eds.). (2002). *Handbook of online learning: Innovations in higher education and corporate training*. Thousand Oaks, CA: Sage.**
15. Salmon, G. (2000). *E-moderating: The key to teaching and learning online*. Kogan-Page or Stylus Publishing.
16. Salmon, G. (2002). *E-tivities: The key to active online learning*. Sterling, VA: Stylus Publishing
17. Steeples, C. & Jones, C. (2002). *Networked learning: Perspectives and issues*. Springer-Verlag.
18. Stephenson, J. (Ed.), (2001). *Teaching and Learning Online: Pedagogies for new technologies*. Kogan Page and Stylus Publishing.
19. Vandervert, L. R., Shavinina, L. V., & Cornell, R. A. (eds). (2001). *Cybereducation: The future of long-distance learning*. Larchmont, NY: Mary Ann Liebert.
20. Zucker, A., & Kozma, R. (2003). *The virtual high school: Teaching Generation V*. New York: Teachers College Press.

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

1. Collaborate Magazine: <http://www.collaborate-mag.com/collaboratemag/>
2. Digital Knowledge: [http://www.knowledgedrivers.com/Resources/Res\\_Newsletter.html](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. Innovate (Journal of Online Education): <http://horizon.unc.edu/innovate/guidelines/>
6. Journal of Asynchronous Learning Networks: <http://www.aln.org/publications/jaln/index.asp>
7. Journal of Computer-Mediated Communication: <http://www.ascusc.org/jcmc/>
8. Journal of Interactive Media in Education: <http://www-jime.open.ac.uk/>
9. Journal of Interactive Online Learning: <http://www.ncolr.org/jiol/index3.html>
10. Instructional Journal of Instructional Technology & Distance Learning:

<http://www.itdl.org/index.htm>

11. The International Review of Open and Distance Learning: <http://www.irrodl.org>
  12. Learning and Training Innovations: <http://www.ltimagazine.com/ltimagazine/>
  13. Online Learning Magazine (no longer published)
  14. Performance Xpress: <http://www.performanceexpress.org/> (Int'l Society of Perf Improvement)
  15. 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>)
  16. Stephen's Web (Stephen Downes' Blog): <http://www.downes.ca/>
  17. Syllabus Magazine: <http://www.syllabus.com/>
  18. T.H.E. (Technological Horizons in Education) <http://www.thejournal.com/>
  19. The Technology Source (the Michigan Virtual University): <http://ts.mivu.org/>
  20. Training Magazine: <http://www.trainingmag.com/training/index.jsp>
- (Still more links (Bonk, 2004): <http://www.trainingshare.com/resources/links.htm>)

### **Tentative Tasks and Grading:**

|                   |   |
|-------------------|---|
| 10 percent/20 pts | <b>A. Weekly Attendance and Live Participation (WALaP)</b> (Due: Each Week)         |
| 30 percent/60 pts | <b>B. Online Learner Discussion, Blogging, or Mentoring (OLD-BlogM)</b> (Due: 10th) |
| 30 percent/60 pts | <b>C. E-Learning Interview and Visualization Experiment (E-LIVE)</b> (Due: Nov 5th) |
| 30 percent/60 pts | <b>D. E-learning Status Paper and Presentation (ESP-P)</b> (Due: Dec. 10th)         |
| <b>200</b>        | <b>Total Points</b>   |

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 |

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### **Projected Seminar Weekly Topics:**

- Week 0 Course Pre-session (Aug 27<sup>th</sup>) Introduction to Syllabus and Books
  - Week 1. (Sept 3rd) Explosion of Programs, Universities, Courses, and Initiatives
  - Week 2. (Sept. 10th) Explosion of Programs, Universities, Courses, and Initiatives (Continued)
  - Week 3 (Sept 17<sup>th</sup>) Frameworks for Online Learning
  - Week 4. (Sept. 24th) Online Teacher Roles, Expectations, and Supports
  - Week 5. (Oct 1st) Online Teacher Incentives and Issues
  - Week 6. (Oct. 8th) New Student Roles: Expectations, Issues, Dilemmas, and Resolutions
  - Week 7. (Oct. 15th) Mentoring and Moderating Online Discussion and Blogging
  - Week 8. (Oct. 22nd) E-Learning Environment: Motivation and Communities of Learning
  - Week 9. (Oct. 29th) E-learning Pedagogical Strategies, Activities, and Web Resources
  - Week 10. (Nov 5th) Online Learning Strategies for Thinking and Learning Styles
  - Week 11. (Nov. 12th) Virtual Teams and Online Collaborative Activities
  - Week 12. (Nov. 19th) Evaluating E-Learning Programs and Courses
  - Week 13. (Nov. 26th) More E-Learning Evaluation Techniques (Holiday—No class)
  - Week 14. (Dec 3rd) The Semantic Web, Learning Objects, and a Look to the Future
  - Week 15. (Dec. 10th) Global Planning for E-Learning (and Student Presentations)
  - Week 16. (Dec 17<sup>th</sup>) Optional Meeting
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## **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 Blogging or Mentoring (O-BlogM)** (30%--60 pts)

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

**Option 1: 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 10th with your blog postings attached.

**Option 2: Online Mentoring.** There is a second 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 10<sup>th</sup>). 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 10th 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. 5th.* (Examples will be available.)

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

Here, 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. You might visit the institution or organization or write someone an email. 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 3rd.

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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.

### **F. Option to all Assignments:**

You can trade all the above tasks or assignments for a major problem-based learning project related to this class with a company, organization, or institution. You make the contact and find out what needs to be resolved and then get it approved by the instructor. It might be an e-learning evaluation project. It might involve the design of e-learning tools and resources. It might entail the creation of a strategic plan, white paper, or vision statement. It might involve the creation of an e-learning conference or journal. Whatever the problem or task, it must be an authentic activity. You will present the final project at the end of the semester.

**Weekly Reading (we will read 3-4 articles per week—it is your choice. You can substitute any chapter from Bonk and Graham’s upcoming Handbook of Blended Learning: Global Perspectives, Local Designs for any article below.)**

### **Projected Seminar Weekly Topics:**

#### **Week 0 (August 27<sup>th</sup>) Introduction to Class Syllabus and Books**

1. HoDE Book (2003). Moore, M. G., & Anderson, W. G. (eds.). (2003). *Handbook of Distance Education*. Mahwah, NJ: Erlbaum. Preface Michael Moore
2. HOBLE Book (in press). Bonk, C. J., & Graham, C. R. (in press). *Handbook of blended learning environments: Global perspectives, local designs*. San Francisco, CA: Pfeiffer.
3. Various Free Online Articles

#### **Week 1. (Sept 3rd) Explosion of Programs, Universities, Courses, and Initiatives**

1. Bonk, C. J. (2004, June). *The perfect e-storm: Emerging technologies, enormous learner demand, enhanced pedagogy, and erased budgets*. London: UK: The Observatory on Borderless Higher Education. (Printed as a two-part report—See course Web site).
2. Sloan Report (2003). Sizing the opportunity: The quality and extent of online education in the United States in 2002 and 2003. Needham and Wellesley, MA: Alfred P. Sloan Foundation; see [http://www.sloan-c.org/resources/sizing\\_opportunity.pdf](http://www.sloan-c.org/resources/sizing_opportunity.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. Scott L. Howell, Peter B. Williams, & Nathan K. Lindsey (2003, Fall). Thirty-two trends

affecting distance education: An informed foundation for strategic planning. *Online Journal of Distance Learning Administration*, 6(3).

<http://www.westga.edu/%7Edistance/ojdl/fall63/howell63.html>

5. Peter Smith, (2004, May/June). Of Icebergs, Ships, and Arrogant Captains, *EDUCAUSE Review*, vol. 39, no. 3 (May/June 2004): 48–58. <http://www.educause.edu/pub/er/erm04/erm0433.asp>
6. 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>

Note: Remember you can substitute an article in the Handbook of Blended Learning Environments (HOBLE) book any week.

**With Special guests:** Vance Stevens: Lecturer, Petroleum Institute, Abu Dhabi (former CALL (computer-assisted language learning) coordinator at the Military Language Institute) and 20 years experience as EFL/ESL teacher. Vance's Bio <http://www.vancestevens.com/vance.htm>  
Webheads in Action: <http://www.vancestevens.com/papers/evonline2002/webheads.htm>  
And Paul Mace, Abu Dhabi Men's College

## **Week 2. (Sept 10<sup>th</sup>) Explosion of Programs, Universities, Courses, & Initiatives (Continued)**

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. 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>
4. 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>
5. 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-willging-wentling.pdf](http://learning.ncsa.uiuc.edu/papers/AHRD2002_waight-willging-wentling.pdf)

Note: Links to additional online reports are available at the course Web site in SSF.

## **Week 3. (Sept 17<sup>th</sup>) 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>
5. Cindy Xin (2004). Dynamics and Leadership of Online Discussion: A Model of Collaborative Discourse in Computer Conferencing. Paper presented at the Ed Media Conference, Lugano, Switzerland. (see course Web site in SSF for a copy).

#### **Week 4. (Sept. 24th) Online Teacher Roles, Expectations, and Supports**

1. HoDE Book (2003). Chapter 27 Morris Sammons, Exploring the New Conception of Teaching and Learning in Distance Education
2. Robin G. Wingard (2004). Classroom teaching changes in Web-enhanced courses: A multi-Institutional Study. *Educause Quarterly*, 27(1). <http://www.educause.edu/pub/eq/eqm04/eqm0414.asp>
3. Sue Bennett & Lori Lockyer (2004). Becoming an online teacher: Adopting to a changed environment for teaching and learning in higher education. *Educational Media International*, 213-244. (see the course web site in SSF for a copy)
4. Barbara Truman-Davis, Linda Futch, Kevin Thompson & Francisca Yonekura (2000). Support for online teaching and learning: The U. of Central Florida keeps faculty ahead of the curve with a creative development program. *Educause Quarterly*, 2, 44-51. <http://www.educause.edu/ir/library/pdf/EQM0023.pdf>
5. Karen Hyder (2002). Teach in Your Pajamas: Becoming a Synchronous E-Trainer. *The E-Learning Developer's Journal*. <http://www.elearningguild.com/pdf/2/112502MGT-H.pdf>

#### **Resources:**

- a. Chronicle of Higher Education (2002). The 24 hour professor: <http://chronicle.com/free/v48/i38/38a03101.htm>
- b. E-learning Center: The Roles and Skills of the Online Tutor: <http://www.e-learningcentre.co.uk/eclipse/Resources/teach.htm>
- c. Jennifer Hoffman, (2001, March). 24 hours in the day of a life of a synchronous trainer, *Learning Circuits*, ASTD, <http://www.learningcircuits.org/2001/mar2001/hofmann.html>

#### **Week 5 (Oct 1st) Online Teacher Incentives and Issues**

1. HoDE Book (2003). Chapter 37 Linda Wolcott, Dynamics of Faculty Participation in Distance Education: Motivations, Incentives, and Rewards



2. Angie Parker (2003, Fall). Motivation and Incentives for Distance Faculty. *Online Journal of Distance Learning Administration*, 6(3), <http://www.westga.edu/~distance/ojdla/fall63/parker63.htm>
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](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 8th) 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
5. Robert Ellis & R. A. Calvo (2004). Learning through discussions in blended environments. *Educational Media International*, 41(3), 263-274. (see the course Web site for a copy).

Guest Speaker: Jeff Relue, Senior Account Executive, WebCT.

#### Course Management Resources:

- a. Moodle: <http://moodle.org/> (from Martin Dougiamas)
- b. WebCT: <http://webct.com/>
- c. The Sakai Project: <http://sakaiproject.org/>
- d. Nicenet: <http://nicenet.org/>
- e. Blackboard: <http://blackboard.com/>
- f. Desire2Learn: <http://www.desire2learn.com/welcome.html>

#### **Week 7. (Oct 15th) Mentoring and Moderating Online Discussion and Blogging**

1. HoDE Book (2003). Chapter 14 Donald Winiecki, Instructional Discussions in Online Education: Practical and Research-Oriented Perspectives

2. Phillipa Sturgess & Mark Kennedy. (2003). Telementoring and WebCT: Supporting Students at a Distance. 16<sup>th</sup> ODLAA (Online Open and Distance Learning Association of Australia) Biennial Forum Conference Proceedings. (see course Web site in SSF for a copy).
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. The Technology Source Special Issue in 2003 on Blogging and RSS
  - a. Jon Baggaley (2003, July/August). Blogging as a Course Management Tool, *The Technology Source* <http://ts.mivu.org/default.asp?show=article&id=2011>
  - b. Mary Harrsch (2003, July/August). RSS: The Next Killer App For Education. See <http://ts.mivu.org/default.asp?show=article&id=2010>
  - c. Stephen Downes (2003, July/August). Weblogs at Harvard Law. *The Technology Source*. <http://ts.mivu.org/default.asp?show=article&id=2019>
5. 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](http://www.aln.org/publications/jaln/v7n1/v7n1_oliver.asp)

#### **Online Discussion and Blogging Web Resources:**

- g. 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>
- h. Perseus Corp on Blogging: <http://www.perseusdevelopment.com/blogsurvey/> and original White Paper is at <http://www.perseus.com/blogsurvey/thebloggingiceberg.html>
- i. Blogger.com: <http://new.blogger.com/home.pyra>
- j. Pitas: <http://pitas.com/>
- k. Intro to Weblogs: <http://www.unisanet.unisa.edu.au/13183hotline/>
- l. EduBlog Resources: <http://webtools.cityu.edu.hk/news/newslett/edublogs.htm>
- m. Thiago's Interactive Fiction Site: [http://www.learningpeaks.com/interactions\\_research/Thiagi3.php](http://www.learningpeaks.com/interactions_research/Thiagi3.php)
- n. 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>
- o. I\*EARN: <http://www.iearn.org/>
- p. George Lucas Education Foundation (GLEF): <http://www.glef.org/>

Guest Subude, IST Doctoral Candidate to show and discuss I\*EARN network (she coordinated in China)

#### **Week 8. (Oct. 22nd) 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](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. 29th) 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](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/>
5. Curt Bonk, Vanessa Dennen, et al. Homepage or CD : Find any article on his CD or homepage and read it. <http://mypage.iu.edu/~cjbbonk/>

#### **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 5th) 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 21<sup>st</sup> Century (A Report and MILE Guide for 21<sup>st</sup> Century Skills) [http://www.21stcenturyskills.org/downloads/P21\\_Report.pdf](http://www.21stcenturyskills.org/downloads/P21_Report.pdf). MILE (Milestones for Improving Learning) Guide for 21<sup>st</sup> Century Skills. [http://www.21stcenturyskills.org/downloads/P21\\_Mile\\_Guide\\_Printable.pdf](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 12th) 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](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 (2<sup>nd</sup> Edition). [http://www.virtualteams.com/library/Publications/download\\_vt2.htm](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. 19th) 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](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/>
- b. Testimony of Carol Twigg (2003, July 10<sup>th</sup>). Committee on Education and the Workforce: Subcommittee on 21<sup>st</sup> Century Competitiveness. See  
<http://edworkforce.house.gov/hearings/108th/21st/afford71003/twigg.htm>

## **Week 13. (Nov. 26th) 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. Ron Owston, (in press). Eval of blended learning: Models & methods. (See SSF for copy).

### **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](http://www.iport.iupui.edu)); University of Minnesota (<http://eportfolio.d.umn.edu>)
- c. Organizations & Associations: efolio Minnesota ([www.efoliomn.com](http://www.efoliomn.com)); ePortConsortium (<http://eportconsortium.org>); Helen Barrett, internationally known expert on ePortfolios ([www.electronicportfolios.com](http://www.electronicportfolios.com))
- d. Vendors: Avenet Web Solutions ([www.avenet.net](http://www.avenet.net)); ePortaro ([www.eportaro.com](http://www.eportaro.com)); McGraw-Hill's Folio Live ([www.foliolive.com](http://www.foliolive.com))
- e. 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>

### **Week 14. (Dec. 3rd) The Semantic Web, Learning Objects, and a Look at the Future**

1. Special Issue: The Educational Semantic Web (2004, May). *Journal of Interactive Media in Education (JIME)*. <http://www.jime.open.ac.uk/2004/1/> (Articles from Terry Anderson, Diane Oblinger, Stephen Downes, Betty Collis, etc; with comments from Robin Mason, David Wiley, Greg Kearsley, Tom Carey, etc.).
2. Special Issue: The Rise of Learning Objects; *International Journal of Instructional Technology and Distance Learning*, [http://www.itdl.org/Journal/Mar\\_04/index.htm](http://www.itdl.org/Journal/Mar_04/index.htm)
  - a. Rory McGreal (2004, March). EduSource: Canada's learning object repository network. (see [http://www.itdl.org/Journal/Mar\\_04/article01.htm](http://www.itdl.org/Journal/Mar_04/article01.htm))
  - b. Feasibility of Course Development Based on Learning Objects: Research Analysis of Three Case Studies Jo-An Christiansen and Terry Anderson
  - c. EduSource: Canada's Learning Object Repository Network. Rory McGreal, Terry Anderson, Gilbert Babin, Stephen Downes, Norm Friesen, Kevin Harrigan, Marek Hatala, Doug MacLeod, Mike Mattson, Gilbert Paquette, Griff Richards, Toni Roberts, Steve Schafer
3. Robert Mayben, Sharon Nichols, & Vivian Wright (2003, Fall). Distance Technologies in Collaborative Research: Analyzing the Successes and Barriers. *Journal of Interactive Online Learning*, 2(2), <http://www.ncolr.org/jiol/archives/2003/fall/02/>
4. Parker Rossman, The Future of Higher (Lifelong) Education: A Vision for a Century Ahead, Planning for All Worldwide, a Holistic View.  
<http://ecolecon.missouri.edu/globalresearch/index.html>
5. Curt Bonk, & Kyong-Jee Kim, (2004, August). *Future of E-Learning in Higher Education and Training Environments*. Proceedings of the 20<sup>th</sup> Annual Conference on Distance Teaching and Learning, Madison, WI. (see course Web site in SSF and also see PublicationShare.com).

**Guest Speaker: John Paolillo, SLIS, The Semantic Web**

Semantic Web and Learning Object Resources:

1. W3C: <http://www.w3.org/2001/sw/>
2. IU Course on Semantic Web (SLIS, L597 John Paolillo):  
<http://ella.slis.indiana.edu/~paolillo/courses/L597f04/>
3. RDF (Resource Description Framework): <http://www.w3.org/TR/rdf-primer/>
4. What is the Semantic Web: <http://infomesh.net/2001/swintro/> and  
<http://www.xml.com/pub/a/2000/11/01/semanticweb/> and  
<http://logicerror.com/semanticWeb-long> and <http://www.disobey.com/detergent/2002/sw123/>
5. Semantic Web Community Portal: <http://www.semanticweb.org/>
6. August 2009: How Google beat Amazon and Ebay to the Semantic Web (2002, June 26).  
[http://www.ftrain.com/google\\_takes\\_all.html](http://www.ftrain.com/google_takes_all.html)

**Week 15. (Dec 10th) 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).

HoDE Book (2003). Chapter 1, 4, 7, 21, 22, 33, 40, 47, 52, and 53.

**Week 16. Optional Meeting**