

Supplemental Module – Resources and Management

THIS MODULE: This module we'll discuss using online resources to obtain reading material and terminology, difficult students and difficult situations, and discuss how to track student online use

ASSIGNMENTS: Activity post and participation post

ANNOUNCEMENTS: Please continue to work on your syllabus - create a list of suggested readings, i.e.

COMMENTARY/LECTURE:

A. Scholarly vs. Non-scholarly - What is the difference? <http://www.stchas.edu/library/scholar.shtml>

B. Accessing online databases and libraries for full-text, online journals and periodicals -

To access your local library or your educational establishment's database, you will need a login ID and password. Login if you have an ID and password, or call the help desk or local library to obtain one. You will need a library card to access a local library database. Every site is a little different; ask for help, they will lead you through a step by step process.

Once logged on, access an educational database and search for online learning (choose databases that provide full-text articles, not only an abstract).

Experiment with different databases and locate an article on online distance learning. Save the URL for the assignment this module.

C. Dissecting an URL Unlike database journals and articles, material obtained through the Internet should be examined to determine authenticity and credibility. One method of determination is to become familiar with the different parts of an URL.

- What is an URL? Similar to your home address that postal workers use to locate where your mail should be delivered, the web uses web addresses, or an URL (uniform resource locators), to locate where on the web the page resides <http://www.santarosa.edu/library/IT/url.html>
- Dissecting an URL <http://www.library.jhu.edu/researchhelp/general/evaluating/url.html>
- Examination of an URL <http://library.bush.edu/InformationEthics/readingwebaddresses.htm>
- Examining authorship, publishing body, and bias in this article from 1996 – notice the same issues? <http://www.library.jhu.edu/researchhelp/general/evaluating/#b>
- This article provides a good example of erroneous information on the Internet – people actually drove to Minnesota after reading about whales in the river – the actual site was created by a professor to demonstrate to his students that information on the web is not always accurate <http://www.city-mankato.us/NYT/nyt34.html>

D. More bogus web sites created to show credibility - visit the sites that show how anyone can publish anything on the web:

- <http://publish.uwo.ca/%7Efloyd/false/false.htm> My travels
- <http://www.sudftw.com/jackcon.htm> Jackalope
- <http://www.fulkerson.org/ancestors/buyanancestor.html> buy an ancestor online

E. Authentic sources to use for reading lists – alternative to databases:

Locating reading content to complement lecture material is time consuming, but becomes easier with a list of web resources. Create a list of your own in a Word document, or locate sources on the web and bookmark the sites. If you have access to a database, there will be no problem locating scholarly articles, journals, and periodicals, but a database is not the only method. The following web sites offer educational articles – follow links presented in articles to locate additional resources.

- <http://highwire.stanford.edu/lists/freart.dtl> From Stanford
- <http://www.edutopia.org> Edutopia (from the George Lucas Educational Foundation)
- <http://www.edweek.org> Education Week (K-12)

F. Online dictionary and encyclopedia

When you have completely finished writing a weekly course document, go back and look for any terminology that might be new to students. Look up each word or phrase and provide a definition for each then situate the list at the beginning of the document.

- Merriam-Webster <http://www.m-w.com/>
- Online sources including encyclopedias <http://www.encyclopedia.com/>

G. FYI: where do commercial search engines go to search? Click on the following link to see where specific search engines go to search – this relationship chart is interactive, click on each engine (scroll down for Yahoo!), and as you click, the search engines light up <http://www.bruceclay.com/serc.htm>

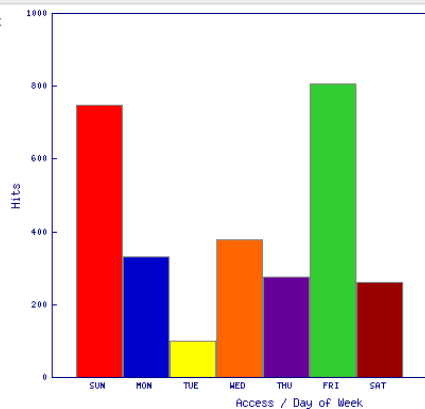
H. Tracking student use in an LMS

Every LMS should have a tracking system for instructors. In Blackboard, once you have your course set up, and when logged on as an instructor, go to **control panel**, and under **assessment** choose **course statistics** - choose the student(s) that you wish to track, set the beginning and start dates, and receive stats and graphs. I've included two of my own course stats as examples.

As you can see, Sunday and Friday have been my busiest days.

Access / Day of Week

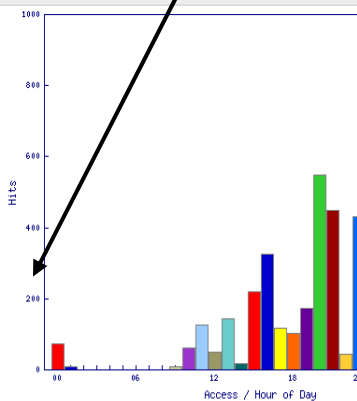
Day of Week	Hits	Percent
SUN	747	25.75%
MON	332	11.44%
TUE	99	3.41%
WED	377	13%
THU	277	9.55%
FRI	807	27.82%
SAT	261	9%
Total	2900	100%



And most of the time I am on the course page after noon.

Access / Hour of Day

Hour of Day	Hits	Percent
00	74	2.55%
01	8	0.27%
02	0	0%
03	0	0%
04	0	0%
05	0	0%
06	0	0%
07	0	0%
08	0	0%
09	9	0.31%
10	62	2.13%
11	125	4.31%
12	50	1.72%
13	144	4.96%
14	17	0.58%
15	221	7.62%
16	325	11.20%
17	118	4.06%
18	104	3.58%
19	172	5.93%
20	549	18.93%
21	448	15.44%
22	43	1.48%
23	431	14.86%
Total	2900	100%



Access / Day of Week

I. Difficult students, difficult situations...

Missing work, students not responding, deadlines not met, pick your battles and make exceptions. Do not be too rigid. As online instructors, we are privy only to what information students want to reveal - we are unable to read body language.

Personal experiences: A graduate student stopped participating and did not respond to emails. The student's husband was sent to Iraq and the student was having a very difficult time adjusting. A classmate volunteered the information to the instructor.

In another case, missing assignments should have resulted in an incomplete for a course. However I knew the student from a previous face-to-face class and she told me in confidence that her cancer had returned and this time she decided to not do chemo. I adjusted assignments and cut her workload in half. She graduated with a 4.0. Two months later her obituary read that she met her goal and graduated with a 4.0.

On this note, a suggestion would be to obtain alternate contact information for each student – home or cell phone number, personal email – some way for the instructor to contact the student other than through the course email.

Recognize special needs, special situations, and be flexible, you never know what goes on behind closed doors.

ASSIGNMENTS:

- **In the Module 4 Assignment post:** search for an online full-text article (any topic) using a database then search for one on the Internet – post both web addresses and a short explanation of each
- **In the Module 4 participation post,** choose one of your classmate's posts and try to access both web sites – give a report – what happens when you try to access the data base article, what happens when you try to access the Internet article – what might this mean for students when posting online full text articles – offer a solution or alternative.

This concludes the Supplemental Module. Thank you, and if you have any questions, please do not hesitate to call or email.