ISP 1600 for Fall 2005
Web.Edu: How Internet Courses Work

Sixth meeting
October 22, 2005
http://www.is.wayne.edu/drbowen/WebEduF05
Class names

• Initial the signin sheet
• Review of names
Moodle

• What is there:
  o Recent activity (everyone, since the last time)
  o Under Administration, Activity report (yours)
  o Grades

• Web Hub
Review #1

2. What is different about online courses?
   “Autonomy and Responsibility”
   a. Autonomy – you have more choice
   b. Responsibility – you have to be more active, rather than passive
   c. The online discussion is the star
   d. If you start to feel you are out there all alone, and you run into any trouble, then you will probably do badly or drop out
Review #2

• Online discussion
  o Must be critical mass of participants
  o Jump in, have opinions, express them, pay attention to others
  o No one person should dominate so much that others are discouraged – “board jacking”
  o Using HTML formatting – good in Moodle
Review #3

- Online discussion – what do people like?
  - More space to say what you have
  - Can express yourself carefully
  - Use back-and-forth to explore others’ opinions
  - Can help others, make a contribution
  - Informal, fun, part of a community
  - Shy people can shine
Review #4

- More control, autonomy
  - More opportunity to say your piece
  - Introduce new topics, explore others in depth
  - Influence pace, style, feel, assignments
Review #5

• Get to know others better
• Flexibility in schedule
• New, different
• Special circumstances:
  o New child
  o Injured or disabled
  o Traveling
  o Have the time, but schedule irregular
Negatives

• Responsibility to keep up (Web Hub?)
  o Work can pile up faster – no “seat time”
  o If Instructor confusing, no one else to ask questions
  o Large blocks of time more efficient, may be hard to find
    • Some students feel they will be able to “fit it in”
Negatives (cont’d)

- Responsibility to keep up (Web Hub?)
  - Not easier than face-to-face – more work to make up for seat time
  - In a crisis, the online course seems to be easiest to put off
Negatives (cont’d)

• Working more independently
  o Be able to read and follow directions, recognize when you are confused and get help
  o Can feel that you are out there all alone
  o Can be reluctant to ask for help
Negatives (cont’d)

- People who have problems:
  - Thought you had time, but really didn’t
  - Don’t “get into” online discussion
  - Late or slow start
Negatives (cont’d)

• How to contact Instructor – use a good method
  o Online course site
  o Email
  o Telephone
  o Face-to-face
Other Systems #1

• ‘Static content’
  o Unchanging, read-only
  o Examples: what would be handouts, e.g. Syllabus

• “Dynamic content”
  o User contributes
  o Examples: discussion, chant, IM

• Online course needs both
Other Systems #2

• Have been using Moodle
  o “Course Management System” - CMS
  o Can be set up with pre-existing accounts, same as Blackboard
  o Can also handle static contact (e.g. handouts)

• Blackboard
  o WSU Standard
  o Also a Course Management System – handles static and dynamic content
  o Just bought main competitor (WebCT)
Other Systems #3

• Regular public web site (e.g. course web site) for static content
  o No accounts, no login
  o Easier to preview a course

• Conferencing add-on for web site
  o Webboard

• Pipeline
  o “Portal” – No course content but links to it
Other Systems #4

• ListServ
  o Discussion using normal email
  o Cannot arrange topics, so can be confusing
  o Many feel using normal email is easier – course comes to you
Other Systems #5

• Comparison
  o CMS
    • Single place to go
    • Single login
  o “Roll your own” - combination
    • Can be confusing for users
    • Specialized tools often better
    • Less expensive
About the Internet

• **Four ways to get to a web page**
  - Type in the URL
  - Click on a text or graphical link
  - History list (only on that computer)
  - Make a favorite (IE) or bookmark (Netscape, Mozilla, Firefox) (only on that computer). Go to the page you want, then:
    - **IE**: Favorites / Add to Favorites (Organize Favorites)
    - **Others**: Bookmarks / Bookmark This Page (Organize Bookmarks)
Online life at WSU

• Check your WSU email ("xxnnnnn@wayne.edu")
• If you do not use it, forward it to an account you do use
  o Your Instructors expect to be able to reach you, especially for online courses
  o Check the forwarding – send an email to your WSU email address, see that you get it
Chapter 2: Types of Distance Ed

- Distance Ed: Learner does not have to be present on campus
  - Began 1728 with course by mail
- Today, many varieties – radio, TV, audiotape, videotape, newspaper, mail, Internet (growing popularity – versatile)
  - Hybrids - combination
- All levels, all topics
- Technology probably second to topic, quality
Chapter 3: How They Work

• Broadcast TV, VCR, audiotape
  o One-way, no discussion (maybe telephone)
  o Often turn assignments in by mail
  o Can review on your own

• Videoconference
  o Two-way real-time discussion
  o Must go to site on schedule
  o Sometimes can view tape of session afterwards
Chapter 3 #2

- Internet
  - Now mostly text
  - Can have chat, moderated chat
  - Good for interchange
  - In the future, will use more audio, video, webcam
  - Log on regularly, catch up, respond
  - Can reach more people
Due this week…

• Email test. Send five different types of email as listed in Syllabus under “Moodle Registration and Email Test”
For next week

• Discussion switches to Blackboard
  o Topic for Final – compare systems
  o Eight Moodle postings
  o Average two postings per week

• Class session next week
• Read Chapter 5 (skipping 4)
• Web Hub?
Done!