

ISP 1600 for Fall 2005

Web.Edu: How Internet Courses Work

Sixth meeting

October 20, 2007

<http://www.is.wayne.edu/drbowen/WebEduF07>

Class names

- Initial the sign-in sheet
- Review of names

Moodle

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

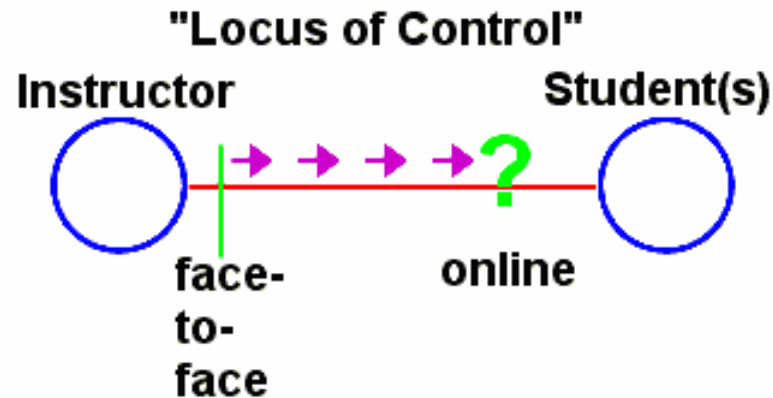
Review #2

- Online discussion
 - Must be critical mass of participants
 - Jump in, have opinions, express them, pay attention to others
 - No one person should dominate so much that others are discouraged – “board jacking”
 - 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:
 - New child
 - Injured or disabled
 - Traveling
 - Have the time, but schedule irregular

Negatives

- Responsibility to keep up (Web Hub?)
 - Work can pile up faster – no “seat time”
 - If Instructor confusing, no one else to ask questions
 - 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
 - Be able to read and follow directions, recognize when you are confused and get help
 - Can feel that you are out there all alone
 - 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
 - Online course site
 - Email
 - Telephone
 - Face-to-face

Other Systems #1

- “Static content”
 - Unchanging, read-only
 - Examples: what would be handouts, e.g. Syllabus
- “Dynamic content”
 - User contributes
 - Examples: discussion, chat, IM
- Online course needs both

Other Systems #2

- Have been using Moodle
 - “Course Management System” - CMS
 - Can be set up with pre-existing accounts, same as Blackboard
 - Can also handle static content (e.g. handouts)
- Blackboard
 - WSU Standard
 - Also a Course Management System – handles static and dynamic content
 - Just bought main competitor (WebCT)

Other Systems #3

- Regular public web site (e.g. course web site) for static content
 - No accounts, no login
 - Easier to preview a course
- Conferencing add-on for web site
 - Webboard
- Pipeline
 - “Portal” – No course content but links to it

Other Systems #4

- ListServ
 - Discussion using normal email
 - Cannot arrange topics, so can be confusing
 - Many feel using normal email is easier – course comes to you
 - Send a regular email to a different address
 - Read postings in your regular email

Other Systems #5

- Comparison
 - CMS
 - Single place to go
 - Single login
 - “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 (“xxnnnn@wayne.edu”)
- If you do not use it, forward it to an account you do use
 - Your Instructors expect to be able to reach you, especially for online courses
 - Check the forwarding – send an email to your WSU email address, see that you get it in the other account

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
 - One-way, no discussion (maybe telephone)
 - Often turn assignments in by mail
 - Can review on your own
- Videoconference
 - Two-way real-time discussion
 - Must go to site on schedule
 - 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
 - Topic for Final – compare systems
 - Eight Moodle postings
 - Average two postings per week
- Class session next week
- Read Chapter 5 (skipping 4)
- Web Hub?

BlackBoard Problems

- Recently, BlackBoard and Webmail have been VERY slow between about 9 and 11 PM
- **Problem is fixed!**
- Cause is being investigated but is unknown right now, no schedule for fixing it
- To check, use “WSU Monitor for Webmail, BlackBoard, etc.” on course website

Done!