

ISP 1600 for Fall 2005

Web.Edu: How Internet Courses Work

Fourth meeting

October 1, 2005

<http://www.is.wayne.edu/drbowen/WebEduF05>

Class names

- Initial the sign-in sheet
- Review of names
- Pictures (not a requirement but you may not like the alternative, next week will be the last time)

Moodle

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

Course Overview

1. What is in an online course?
 - a. Almost always
 - b. Sometimes
2. What is different about online courses?
“Autonomy and Responsibility”
 - a. The online discussion is the star
 - b. 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

Overview (continued)

3. Technical issues for online students
 - a. This is what concerns most students (is my computer good enough, are my Internet skills good enough ?) but...
 - b. There are a lot of things that *might* go wrong. Each one is rare.
 - i. Example: Need help from a Geek? Learn Geekspeak

What can be in an online course?

- Fairly common
 - Textbook. Most of your reading is *not* online
 - Web site for course
 - Required class meeting(s), especially WSU
 - Hybrid courses
 - Online discussion forum
 - Synchronous (chat - rare) Vs asynchronous
 - Online way to turn work in & get it back
 - Can make you nervous, but actually more secure

What can be in an online course?

- Maybe yes, maybe no
 - Online web tests, reports, forms
 - In-person tests
 - Optional course meetings
 - Student web pages or blogs
 - Online reading
 - Online work groups
 - Online audio and video (multimedia)

What can be in an online course?

- Maybe yes, maybe no (continued)
 - Special software (rare in DIS)
 - Spreadsheet, database
 - Lotus Notes for Business
 - Graphics
 - Guests
 - Assigned outside links
 - PDA use (WSU Medical School)
 - Online evaluation (SET at WSU)

Online courses

- What scares most people, starting out?
 - Technical issues
 - Computer and Internet connection
 - Skills
- What actually gives the most trouble?
 - Managing yourself
 - Scheduling
 - Discipline
 - Motivation

Non-technical Issues

- Overview: active rather than passive



Passive	Active
Listen	Ask
Absorb	Explore
Store for later	Use now
Keep doubts to self	Make doubts public
Hide from faculty	Seek out faculty

Non-technical Issues

Passive	Active
“I’m having trouble”	“We’re having trouble”
“Teacher can’t teach”	“We’re having trouble”
Why did you grade me down?	What should I do better?
Teach me	Help me learn

Non-technical issues are much more important for online students than technical problems

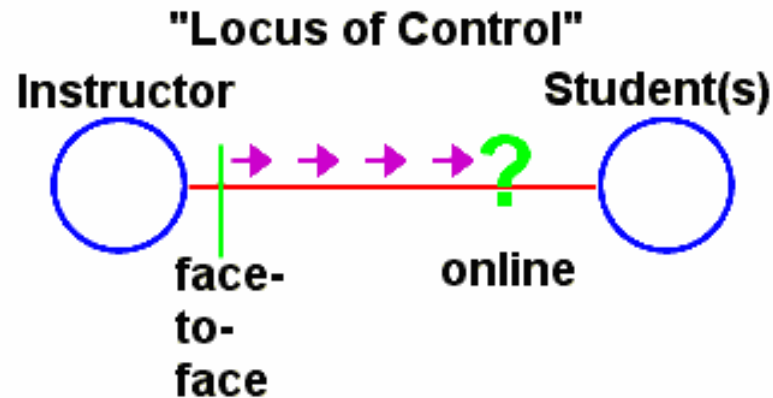
Positives

- Can preview a course, often start early
- 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

Positives (cont'd)

- 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

Positives (cont'd)



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

Positives (cont'd)

- 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

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

Chapter 15

Making That A

- Quick study: Preview, View, Review
 - All material is still there
- Share your knowledge, insights
 - “Teach to learn”
 - Active learning
- Recognize when you need help and get it
 - Confused?
 - Stuck?

Chapter 15 (cont'd)

Making That A

- Online SUCCESS (from Virginia Tech)
 - Start right away
 - Understand requirements and expectations
 - Communicate with you instructor
 - Check and follow course deadlines
 - Expect to succeed
 - Seek help if you have a question
 - Stop procrastinating

For next week

- Web Hub?
 - Download it to your desktop – it will remind you, and has all of the links you need.
- In textbook, read Chapter 1
- Be ready for photo if you put it off today
- One or two posts to “Course discussion”
- First skipped class meeting 10/15 (2 weeks)

Done!