

Teaching and Learning Online:
Selected Reports, Curricula, Books, and Journals for UAS Faculty

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Reports available online

A virtual revolution: Trends in the expansion of distance education. 2001. Washington, DC: American Federation of Teachers Higher Education Program & Policy Council.

This report examines models for delivering distance education and contrasts traditional practices with those evolving at institutions, in corporate-university joint ventures, at fully virtual universities, and at corporate training institutions. Each of these models poses numerous questions with regard to the quality of education offered, and these questions are laid out with a discussion of the concerns they raise. The article refers to a related document, "Distance Education: Guidelines for Good Practice," as providing opportunities for faculty to embrace the potential for enhancing higher education and take charge of decision-making.

http://www.aft.org/higher_ed/downloadable/VirtualRevolution.pdf

Distance education: Guidelines for good practice. 2000. Washington, DC: American Federation of Teachers Higher Education Program & Policy Council.

The report provides background, required support, and standards for good practices resulting from a 1999 AFT survey of 200 members who are involved in distance education for credit-bearing degree programs in higher education. The fourteen guidelines for distance education address curricular design, assessment, support, class size, faculty compensation, course content and delivery, student expectations and advisement, and faculty control over curriculum development. The survey includes commentary on the survey questions as well as numerical results.

http://www.aft.org/higher_ed/downloadable/distance.pdf

Putting principles into practice: Promoting effective support services for students in distance learning programs. 1999. Dirr, P.

This report gives the results of a survey conducted by the Western Cooperative for Educational Telecommunications (WCET) in the Spring of 1997. It documents which student support services institutions offer to distance education students and how they are being delivered and valued. The results indicate that new approaches to developing suites of student services need to be put in place in order to offer students the same learning experience as on-campus learners. Course instruction using educational technologies often outstrips the support services that contribute to successful outcomes.

<http://www.wcet.info/projects/studentservices/Survey%20Report.pdf>

The MIT OpenCourseWare initiative: Reading the implications. 2002 Witherspoon, J.

This report synthesizes background papers on institutional and intellectual property issues and impacts on developing countries which were discussed at a forum in December 2001 sponsored by the Western Interstate Commission for Higher Education (WICHE), Western Cooperative for Educational Telecommunications (WCET), and the William and Flora Hewlett Foundation. To implement its OpenCourseWare program, MIT is making reading lists, lecture notes, assignments, demonstrations, experiments, and samples of student works available for over 2000 courses available to faculty, enrolled students, and independent learners to use and adapt free of charge. Users will only need to provide proper attribution for authorship. This report discusses the implications of making these learning materials available on the Web for worldwide usage. Selected materials are already available (see Shared Curricula page 3).

<http://www.wcet.info/resources/publications/ocw.pdf>

Shared curricula available on the Web

World lecture hall. Austin, TX: University of Texas at Austin, Center for Instructional Technologies.

World Lecture Hall is a free searchable database of university-level materials that are offered in conjunction with web-based courses at accredited post-secondary institutions around the world. It is possible to search for course materials in over 82 disciplines. In the majority of cases, syllabi, course notes, and web links are available, although some also include video and audio selections. The Center for Instructional Technologies developed and maintains WLH as a clearinghouse for access to materials; it serves no editorial role and therefore exercises no quality control over the content and design of sites to which it links.

<http://www.utexas.edu/world/lecture/>

GEM: The Gateway to Educational Materials. Syracuse, NY: ERIC Clearinghouse on Information & Technology GEM Consortium Administrative Group.

Sponsored by the US Department of Education and coordinated by the ERIC Clearinghouse on Information & Technology, the Gateway to Educational Materials (GEM) represents a consortium of agencies - federal, state, school, university, non-profit, and commercial - that provide free Web-based educational materials. There are links to over 23,700 resources, which can be selected by grade/educational level. A search engine makes it possible to search by keyword in title, description (subject), and abstract for each resource. In order to be posted in GEM, sites must meet certain standards agreed to by the Consortium of its members.

<http://www.thegateway.org>

MERLOT: Multimedia Educational Resource for Learning and Online Teaching.

MERLOT.org.

A repository of multimedia resources created by educators who teach university-level courses partially or wholly online, MERLOT has received support from the State Higher Education Executive Officers (SHEEO) and the National Learning Infrastructure Initiative (NLII) and now operates as a consortium of higher education institutions and individual members. The consortium sets standards for submission and promotes national networks of online communities in various disciplines to help coordinate the development and validation of quality teaching resources. Over 2,000 sites are available in MERLOT and many of them have already been subjected to a peer-review process that rates their usability and effectiveness. A variety of learning materials - simulations, animations, tutorials, exercises, assignments - are freely available for faculty to incorporate into their own syllabi, provided that attribution to the creator is given. In order to document their contribution to teaching and learning online, members may post their own materials, which will be peer-reviewed by disciplinary experts in online pedagogy. The site is searchable by a number of criteria, although browsing by subject and sub-categories is a quick way to explore the variety of resources offered in a particular discipline.

<http://www.merlot.org/Home.po>

MIT OpenCourseWare Boston: Massachusetts Institute of Technology.

Funded by the William and Flora Hewlett Foundation and Andrew Mellon Foundation, MIT's OpenCourseWare (OCW) Initiative is planning to build a huge repository of MIT course materials for educators and students to use regardless of their location or affiliation with MIT. By 2007, resources for almost all of MIT's 2000 or so courses will be available. A prototype has been released and includes reading lists, lecture notes, assignments, demonstrations, experiments, and/or samples of student works from a number of current MIT courses.

<http://ocw.mit.edu/index.html>

National Digital Science Library Washington, DC: National Science Foundation

An NSF project initiated in 2000, the National Science Digital Library (NSDL) includes collections, services, and targeted research in its digital library. The overall mission is to serve as a comprehensive source of Web-based learning resources for science, technology, engineering, and mathematics education. Under its umbrella, there are extensive collections of resources, most of which are free. Various NSDL Working Groups lead efforts to set standards for access to digital collections of this type.

<http://nsdl.org>

iLumina iLumina.org

iLumina provides digital resources in science, math, engineering and technology for use by university faculty and students in undergraduate course work. It is a collaborative effort of several mid-Atlantic universities and ultimately part of the National Digital Science Library (NSDL). The searchable collection includes exercises, lessons, assessment tools, demonstrations, image collections, simulations, etc. across the disciplines. Various services are being developed – peer review and rating/recommendation – to enhance their usefulness.

<http://turing.bear.uncw.edu/ilumina/homePage.xml>

European Treasury Browser

This site's sponsor, European Schoolnet, is a partnership of 23 European Ministries of Education that are developing this web directory for learning resources in all disciplines. Some listings link directly to learning materials and others are for web sites where additional searching may be necessary. As a tool for access to high quality learning resources in different European languages for learners of all ages, it's possible to use limiters in conjunction with search terms to find learning materials specifically developed for higher education. The site is evolving and promises to have improved search capabilities and frequent additions.

<http://braveheart.eun.org>

Books available at Egan Library

The online learning handbook: Developing and using web-based learning. 2001.
Jolliffe, A., J. Ritter and D. Stevens. London: Kogan Page

This is a practical handbook for designing, implementing, and evaluating web-based courses. There is discussion of theoretical models of learning, analysis of web-based learner support, steps for gathering, developing, producing, and evaluating materials, guidelines for designing templates and tutorials, hints for monitoring behaviors, and summaries of available technologies. An appendix provides URLs for web sites about web-based learning, instructional management systems, and subject-specific learning sites.

LB1044.87 J65 @ Egan Library. \$35 pbk @ Amazon.com on 09-20-01.

Online education: Learning and teaching in cyberspace. 2000. Kearsley,G. Belmont, CA: Wadsworth Thomson Learning

This is a comprehensive overview of online learning and teaching which touches on all of the important policy, support, design, organizational, and technological issues encountered in the transition from classroom to online delivery of courses. There is a discussion of future directions, pointers to sources of information, and numerous examples of web sites that illustrate best practices.

LB1028.5 K35 @ Egan Library. \$59 @ Amazon.com on 09-25-01.

Instructional design: A primer. 2000. Ledford,B. and P. Sleeman. Greenwich, CT: Information Age Publishing

This is a handbook for developing instructional materials with methods that are firmly based on theories of learning and human interactions with computers. Flow charts help the user make selections of media and activities that are appropriate for established goals and objectives. Worksheets encourage specification of details for learning activities and assessments, and storyboarding aids in media selection, design, production, and integration. The authors contend that employing instructional design means approaching instructional situations from a learner's rather than a teacher's perspective and that teaching/learning situations, particularly online courses, will be more successful when instructional design principles are applied.

LB1028.38167 @ Egan Library. \$30 @ Amazon.com on 09-24-01.

Web style guide: Basic design principles for creating web sites. 1999. Lynch, P. and S. Horton. New Haven, CT: Yale University Press

A guide to understanding the design principles that underlie effective Web sites. There is a discussion of the site design process, followed by clear explanations of good and poor practices. Chapters on site design, page design, and typography give an understanding of guiding principles. Discussions of Web graphics and various uses of multimedia are sufficient to comprehend why the recommended multimedia recipes should work well. Numerous illustrations provide clear examples.

005.72 @ Juneau Public Library. \$16 pbk @ Amazon.com on 08-17-01.

Perspectives in web course management. 2000. Mann,B.(ed). Toronto: Canadian Scholars' Press

The contributed papers in this volume come from practitioners of Web-based instruction who base their coursework and delivery on research in educational technologies. Theories and models of Web course management are accompanied by discussions of ownership issues, various course tools, and assessment. Several papers describe problems encountered and recommend solutions. There is comparative analysis from learners' and teachers' perspectives of a course offered in a face-to-face classroom situation and online. An appendix provides an annotated list of Web sites that deal with the theory, design, implementation, management, and evaluation of online coursework.

LB1044.87 P47 @ Egan Library. \$30 pbk @ Amazon.com on 09-24-01.

Lessons from the cyberspace classroom: The realities of online teaching. 2001. Palloff, R.M. and K. Pratt. San Francisco: Jossey Bass

Summarizes what online teaching requires in terms of behaviors, pedagogy, and technological support. Identifies administrative issues that need to be resolved as decisions are made to proceed with online teaching. Answers typical questions about transforming courses from face-to-face classroom situations to online. Discusses means for coping with unfamiliar classroom dynamics and considers ways to avoid frustration in developing and delivering online courses. An appendix contrasts syllabi from the same course delivered both face-to-face and online. Detailed index.

LB1044.87 P34 @ Egan Library. \$29 pbk @ Amazon.com on 09-19-02.

Teaching & learning online: Pedagogies for new technologies. 2001. Stephenson,J.(ed). London: Kogan Page

A collection of articles by international practitioners and researchers who examine a wide range of pedagogical issues from both the teacher's and learner's points of view. Discussions of the elements of quality design, delivery, and assessment. Provides details of effective instructional methods that promote critical thinking and improve teaching effectiveness. Several articles point to future technologies and societal changes which will affect online teaching and learning.

LB1044.87 T43 @ Egan Library.

Learning and teaching on the world wide web. 2000. Wolfe,C.(ed). New York: Academic Press

This is a volume in the Educational Psychology Series from Academic Press and as such, it focuses on the theoretical underpinnings of educational technologies and their use in Web-based coursework. The authors of these articles review the educational psychology literature with regard to human-computer interactions, individual learning styles, advanced literacy skill development, cooperative learning experiences, psychosocial issues, gender differences, and internet abuse. There are discussions of Web-based educational reserach and comparisons between psychological factors influencing classroom and online situations.

LB1044.87 W64 @ Egan Library. \$65 hardcover @ Amazon.com on 09-23-01.

Journals available at UAS

American Journal of Distance Education. New York: Lawrence Erlbaum Associates

Articles available from Academic Search Elite (EbscoHost) in full text for 2002.

<http://sled.alaska.edu/databases/home.html>

Distance Education. Melbourne: Open & Distance Learning Association of Australia

Articles available from Education Periodicals (ProQuest) in full text from 1996-present.

http://proquest.umi.com/pqdweb?RQT=317&SK=2&ScQ=000016413|*&StPt=1&FC=40&Branch=1&INT=0&SelLanguage=0&TS=1041883567

Journal of Computer Assisted Learning. New York: Blackwell

Articles available from Academic Search Elite (EbscoHost) in full text from 1998-present.

<http://sled.alaska.edu/databases/home.html>

Journal of Distance Education Ottawa : Canadian Association for Distance Education

Articles available in Egan Library from 5/1/1992 to 9/30/1998.

Quarterly Review of Distance Education. Information Age Publishing

Articles available from Academic Search Elite (EbscoHost) in full text from Summer 2002-present

<http://sled.alaska.edu/databases/home>