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OMDE 608 Section 9040

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Assignment 1: Annotated Bibliography

Brindley, J.E. (1995). Learner services: Theory and practice. *In Distansutbildning I itveckling, Rapport nr. 11* (pp. 23-34). Umes, Sweden: University of Umea.

This chapter provides insight on the commitment to and caring for learners in open and distance learning (ODL). The author provides a brief overview of historical deficiencies in supporting learners in ODL and the challenges associated with lacking a theoretical framework for learner support. Building on this background, the author provided a seven step intervention model beginning with the institutional mission and culture. All aspects of the model are discussed and couched in terms spanning from the prospective student through to and beyond graduation. This chapter offers concrete considerations and solutions for providing ODL learner support that extend well beyond learner retention.

Lapadula, M. (2010). A Comprehensive Look at Online Student Support Services for Distance Learners. *American Journal of Distance Education, 17*(2), 119-128.
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This scholarly work is a two-part project that provides a review of the literature on student support in distance education and reports on a survey of online students at the New York Institute of Technology regarding their level of satisfaction with student support services. The literature search categorized results into three categories (“academic advising/career counseling, personal/mental health counseling, and services that promote a sense of community,” p. 121). Excellent use was made of exemplar institutions within these three categories. The second component of this research was reporting results of the survey of 92 online learners. The survey queried satisfaction with a variety of online student services, and level of interest in additional student services. The majority of respondents were satisfied to some degree with provided student services, and up to 50% of respondents identified interest in additional services in social services, academic/career advising, technical assistance and personal/mental health counseling. This research was very practical in terms of identifying best practices in the literature, and application to a distance education program.

Berge, Z. (2006, September 9). The role of the online instructor/facilitator. Retrieved September 23, 2015. Retrieved from [http://olc.gre.ac.uk/ET/ELD/KNTI/etutres.NSF/ba86bb22bb63c1f980256a520002e72e/875ef871eec01e10802575740077144b/\\$FILE/Role%20of%20the%20Online%20instructor%20facilitator.PDF](http://olc.gre.ac.uk/ET/ELD/KNTI/etutres.NSF/ba86bb22bb63c1f980256a520002e72e/875ef871eec01e10802575740077144b/$FILE/Role%20of%20the%20Online%20instructor%20facilitator.PDF)

In this highly practical review, Dr. Berge (date) introduces the definition of “computer conferencing” and describes the roles and functions of online instructor in this form of communication. He provides a framework of four areas for successful online tutoring including pedagogical, social, managerial and technical. This article is an exceptionally well-referenced, pointed discussion of the do’s and don’ts in each of these four areas, liberally peppered with concrete examples that resonate with the reader as examples of personal success as a learner. This is a highly useful read that will allow the reader to implement strategies designed to enhance online tutoring immediately.

Blaschke, L.M. (2004). Sustaining online collaboration: Seven lessons for application in the Volkswagen AutoUni. In U. Bernath & A. Szucs (Eds.), *Proceedings of the 3rd EDEN Research Workshop Oldenburg, March 4-6, 2004*. (p. 388-394). Oldenburg: Bibliotheks- und Informationssystem der Universitat Oldenburg.

This article presents a review of current research and best practices in distance education and online collaboration at the time of writing, and provides seven lessons for sustaining online collaboration. The seven lessons range from the importance of a culture of open and continuous learning, using models of excellence in online collaboration, fostering trust, use of strategies to maximize collaborative projects, importance of face-to-face meetings, maintenance of online collaborative infrastructure, and willingness to be flexible and adapt to change. The author concludes by illustrating these points in the case of AutoUni. The seven lessons introduced in this article are well-referenced and explained, and the application to AutoUni pulls it all together.

Naidu, S. (2004). Supporting learning with creative instructional designs. In J.E. Brindley, C. Walti, & O. Zawacki-Richter (Eds.), *Learner support in open, distance and online learning environments* (pp. 109-116). Oldenburg: Bibliotheks- und Informationssystem der Universitat Oldenburg.

In this chapter the author contends that the foundation of effective learner support is sound and creative instructional design. He is particularly interested in the use of a “learning scaffold,” which he defines as a technique to “guide student learning in desirable directions”. Specifically, the author illustrates the use of five different creative instructional design models that may be

used to assist learners develop these critical thinking skills. These include story-centred learning, problem-based learning, critical incident-based learning, design-based learning, and role play-based learning. Each example is carefully explained in detail, with examples and literature support provided. This chapter provides a succinct, easily-read description of five proactive learning techniques that are designed to be “meaningful, authentic and motivating learning activities” (p. 114).

Johnson, M. (2004). Enhancing study skills: Developing self-help materials for distance learners. In J. E. Brindley, C. Walti, & O. Zawacki-Richter (Eds.), *Learner support in open, distance and online learning environments* (pp. 117-124). Oldenburg: Bibliotheks- und Informationssystem der Universität Oldenburg.

It seems ironic that educators stress the importance of excellent study skills in students, yet seldom is an attempt made to convey what effective study skills look like to learners. The author of this chapter provides practice insight into study skills support for both traditional face-to-face, and open and distance learning. Specifically, strategies for preparation for study, on course skills and end of course skills are addressed. Numerous examples for each of these phases are provided, with suggestions for student support and improvement. The author provides a detailed description of “The Student Toolkit Project” developed by the UK Open University, applicable to both traditional and online education. Regardless of whether the learner is in a traditional or online learning environment, this chapter provides practical approaches to providing these support materials in a dual mode.

Simpson, O. (2004). Retention and course choice in distance learning. In U. Bernath & A. Szucs (Eds.), *Proceedings of the 3rd EDEN Research Workshop Oldenburg, March 4-6, 2004*, (pp. 381-387). Oldenburg: Bibliotheks- und Informationssystem der Universität Oldenburg.

The author of this chapter contends that student retention is often a reflection of poor guidance in terms of course selection (e.g., which course(s) to take which semester). Many students select courses based on the course title and description, and an analysis of pitfalls in naming and describing courses is provided. One of the most obvious solutions to optimal course selection is one-on-one counseling provided to students, but this may not be feasible given a large open and distance education program. This chapter provides an overview of providing evaluations and comments generated by students enrolled in courses in the past, including benefits and pitfalls to this approach. The “taster packs” approach is also discussed (basically the equivalent of test driving a potential new car to be purchased). The chapter ends with a robust discussion of diagnostic materials used to advise students about their course of study

choices. The reader is left with a deeper understanding of both generic and course-specific diagnostic tests that may be of some use in guiding students on course selection.

Walti, C. (2004). Implementing web-based portfolios and learning journals as learner support tools: An illustration. In J.E. Brindley, C. Walti, & O. Zawacki-Richter (Eds.), *Learner support in open, distance and online learning environments* (pp. 157-168). Oldenburg: Bibliotheks-und Informationssystem der Universitat Oldenburg.

The use of web-based portfolios and learning journals as a technique to support learners are discussed in this chapter. Portfolios are a collection of learner accomplishments that demonstrate the accumulation of knowledge over time. Journaling is one technique to facilitate reflection on learning activities, resulting in cognitive awareness and advanced critical thinking. The background on how and why a portfolio requirement is included in the Master of Distance Education program at University of Maryland University College is presented in this chapter, along with required elements of the portfolio, and lessons learned by the University. Similarly, the what and how of learning journals is also addressed, including rationale, advantages and pitfalls. The conclusion to this chapter was that learners require support in the development of their portfolios and learning journals to maximize the intended outcome. Instructors designing an online course will find this resource quite beneficial.

Brown, M. (2012). Learning analytics: Moving from concept to practice. *Educause Learning Initiative Brief*. Retrieved from <http://www.educause.edu/library/resources/learning-analytics-moving-concept-practice> (

In our data-driven society, education is no exception in the use of analytical data to improve outcomes. Specifically, this article defines learning analytics and defines how it is different from other analytics. A robust discussion is included on how to design a learning analytic application, and the importance of tracking variables shown to predict academic success. Importantly, the author discusses how reporting and visualizing learning analytic data demonstrates the utility of this data. Last, the author stresses the importance of closing the loop and acting on the data and conclusions drawn from this data. The author concludes by stating that learning analytics must be properly gathered and interpreted to cause positive “disruption” in our students’ paths.

George, L., & Frank, I. (2004). Beyond books – Library services to distance education students.

In J. E. Brindley, C. Walti, & O. Zawacki-Richter (Eds.), *Learner support in open, distance and online learning environments* (pp. 135-143). Oldenburg: Bibliotheks – und Informationssystem der Universität Oldenburg.

The field of library science has evolved considerably in recent years. Librarians are now at the forefront of spearheading the imperative of information literacy in the educational process. Strong information literacy skills are inherent in effective critical thinking. This article is a synopsis of how to teach information literacy to distance education students, specifically, the library of University of Maryland University College (UMUC). This article categorizes the web-based online information literacy materials available to learners at UMUC. Importantly, the authors point out that learners are unlikely to acquire these literacy skills unless required to do so, therefore it is critically important that faculty develop appropriate learning activities designed to foster these skills. This article will be especially useful for instructors designing distance education courses as information literacy is a critically important skills.