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Annotated Bibliographies

Annotated Bibliographies for all the required readings.

1.

LaPadula, M. (2003). A comprehensive look at online student support services. *American*

   Journal of Distance Education, 17(2), 119-128.

This journal article describes various services that are currently available to online learners and

suggestions to implement them. The article mainly focuses on the comparison between the

services offered to online students and to campus students. The author draws his conclusions by

studying the existing services offered to online learners at different institutions as well as by

taking student surveys. However, survey results from only one institution are considered which

makes some exclusive conclusions rather than general observations. The author stresses more on

counseling and social interaction of an online learner. This article gives a good summary of a

support system which can benefit an online learner.

2.

Brindley, J. E. (1995). Learner services: Theory and practice, *Distansutbildning i itveckling,*

   Rapport nr. 11 (pp. 23-34). Umea, Sweden: University of Umea.

This short paper describes building a theoretical framework for ODL (Open and Distance

education Learning) and also describes the strategies and issues involved in the intervention

model. The author discusses the theory of learner support systems with its possible modifications and the key factors which play an important role in intervention model. Finally, the author concludes that the online learners' services should be given more priority rather than having them as an optional preference. This article is useful for designing a good learner support based distance education course.

3.

Brindley, J.E., Walti, C., & Zawacki-Richter, O. (2004). The current context of learner support

in open, distance and online learning: An introduction. In J. E. Brindley, C. Walti, & O.

Zawacki-Richter (Eds.), *Learner support in open, distance and online learning*

environments (pp. 9-27). Oldenburg: Bibliotheks- und Informationssystem der

Universität Oldenburg.

This chapter is an introductory chapter of this book. To be consistent with international readers, the authors describe the basic terms used in the field of Distance Education, which increases the value of this chapter. The term distance education is very well defined and is supported by the definitions by experts in the field. The book is divided in four units and a brief description about each chapter gives the broad overview of this book. Learner support is discussed by experts from the distance education field. The DVD accompanies this book, which has keynote speeches from

the experts. The recorded speeches, which are intended towards the instructors and the designers, is a convenient way to study this chapter.

4.

Rekkedal, T. (2004). Internet based e-learning, pedagogy and support systems. In J. E.

 Brindley, C. Walti, & O. Zawacki-Richter (Eds.), *Learner support in open, distance*

 Oldenburg *and online learning environments* (pp. 71-93). Bibliotheks-

 und Informationssystem der Universität Oldenburg.

This chapter of the book describes the distance education as online form of education. A detail explanation of e-learning is supported by definitions by Keegan, Moore, Peters, Holmberg, Dichanz, Garrison, and McConnell. Pedagogical issues in distance education are discussed based on the theories proposed by Moore (transactional distance), Peters (Industrialization) and Holmberg (teaching-learning conversation), which helps develop the chapter in great detail. Further, the writer discusses student support for online learners. Various models for students drop out rate are discussed and explained and a detail analysis on possible solutions is mentioned by giving tutor support examples and the framework for the support system for online students from NKI University. This chapter gives a good and in depth analysis on online learning, pedagogical views and support systems.

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5.

Shea, P., & Armitage, S. (2003). Beyond the administrative core: Creating web-based

student services for online learners, Resources, Guidelines. WCET - the Western

Cooperative for Educational Telecommunications. Retrieved from

http://www.wcet.info/ services/studentservices/beyond/index.asp

This article is about a study at various institutions. A community college, various types of universities and a private institution are studied for their learners' support. The scope of this article is very wide.

6.

Berge, Z. L. (1995). *The role of the online instructor/facilitator.* E-Moderators.com.

Retrieved from http://www.emoderators.com/moderators/teach_online.html

This article is about the role of an instructor who uses computer conferencing for online learning. The author categorizes learning into four different types namely pedagogical, social, managerial and technical. Further, each category divides in different points, possible problems and their solutions which are valid and very useful to the instructor. Overall, the article is very clearly written and it gives the brief summary of the computer conferencing used for online learning.

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7.

Blaschke, L.M. (2004). Sustaining online collaboration: Seven lessons for application in the

Volkswagen AutoUni. In U. Bernath & A. Szücs (Eds.), *Proceedings of the 3rd*

EDEN Research Workshop Oldenburg, March 4-6, 2004, (pp. 388-394).

Oldenburg: Bibliotheks- und Informationssystem der Universität Oldenburg.

This is a conference presentation presented at the third EDEN Research Workshop, which

discusses the research and practices of online learning and addresses seven lessons to maintain

collaborative efforts, which are important for team building and learning in an organization.

These lessons are creating a learning culture, having learning champions, building trust in teams,

and making good communication by having a strong infrastructure, using proper form of

interactions, using proper infrastructure and technology, being flexible for new changes.

AutoUni (Volkswagen) practices all these lessons successfully, which can be used as a guideline

in distance learning for building a strong infrastructure and team building for the students.

8.

Naidu, S. (2004). Supporting learning with creative instructional designs. In J. E. Brindley, C.

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Walti, & O. Zawacki-Richter (Eds.), *Learner support in open, distance and online learning environments* (pp. 109-116). Oldenburg: Bibliotheks- und Informationssystem der Universität Oldenburg.

This chapter is about the learning strategies and instructional design and the ways by which a better distance educational environment is achieved. Important learning methods are discussed here: Story centered learning, Problem based learning, Critical-Incident based learning, Design-based learning, and Role- play based learning. These different learning methods can be used for different types of learners or based on the course contents. In the concluding remark, the author notes that these learning methods are means of transportation for the delivery of a successful distance education course. A good course design and delivery with the help of these methods is necessary without compromising the actual course content of distance education programs.

9.

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

This conference proceeding describes how the students make a wrong course choices, which affects the student dropout rate. It is particularly difficult to counsel distance learners due to

factors like time, money and manpower. The author gives an example from UKOU(United

Kingdom Open University), where past students are asked to write comments about the course,

which act as a guideline for prospective students. The author also discusses the "taster packs"

where students have an opportunity to preview the course and thus make a course selection based

on their interests and abilities. Self- assessment tests for a particular course are also a good

choice in determining the right course because it helps students to know about their aptitude. The

article illustrates some solutions to reduce the student dropout rate due to wrong course choices.

10.

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.

This chapter addresses the study skills needed for distance learners. Academic and non academic

study skills at various stages like study preparation, actual and post course study skills discussed

in detail. An example of UK's Open University for its Student Toolkit project is described in

detail. The institution offers support to the student, both papers -based and online, of which

paper- based has been more successful. In the concluding remarks, the author describes the need

for such support to help students develop study skills.

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11.

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 Universität Oldenburg.

This chapter is about the Portfolio. The author illustrates how building an online portfolio helps

distance learning students to enhance their thinking process, communication skills, self-

confidence, study skills, and motivation. Through the examples of programs run by UMUC and

University Oldenburg, the author gives advantages as well as issues in building a portfolio and a

learning journal. Finally, the author supports that learning is an ongoing process which can be

effectively maintained by keeping reflective journals and portfolios.

12.

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.

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This chapter focuses on the library services available for distance education participants, both the students and the instructors. An example of UMUC's library system is illustrated in detail. The author describes the services offered by UMUC library and how they are helpful to distance education students. Librarians are required to do more networking within faculty to help them build more productive assignments. The author concludes that even though online librarians may not be as effective as face to face consultation, it is the best way by which distance students can get an advantage of vast material available in the library database and on the internet.

13.

Tesch, P.C. (2004). Ethics in distance education. In U. Bernath & A. Szücs (Eds.), *Proceedings*

   of the 3rd EDEN Research Workshop Oldenburg, March 4-6, 2004, (pp. 481-

   484). Oldenburg: Bibliotheks- und Informationssystem der Universität

   Oldenburg.

In this conference presentation, the author maps out the trends with ethics in education in general and with distance education in particular, which is important to the participants of distance education. Although, distance education is still in a developing stage as compared to the traditional education, similar rules of ethics should apply to it to improve the quality. The author outlines the ethics and the codes of conduct with respect to the distance education, which is

excellent. This presentation is well written and covers the majority of issues regarding codes of conducts and ethics.

14.

Granger, D., & Benke, M. (1998). Supporting learners at a distance from inquiry through completion. In C. C. Gibson (Ed.), *Distance learners in higher education* (pp. 127-137). Madison, WI: Atwood Publishing.

This chapter addresses the needs of distance learning students and the instructors. Knowledge, skills, culture, experience, learning styles, counseling, portfolio etc of distance learners are some factors should be taken into consideration while designing a distance education course, which are important in ensuring the student success. Further, the author describes the ways by which learner's support and motivation can be increased. Overall, this article gives a good insight on support for distance learning participants.

15.

Lefoe, G., Gunn, G., & Hedberg, J. (2002). Recommendations for teaching in a distributed learning environment: The students' perspective. *Australian Journal of Educational Technology, 18*(1), 40-56. Retrieved from http://www.ascilite.org.au/ajet/ajet18/lefoe.html

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The journal article describes a case study conducted at an Australian University to study the first year experience of distance learning participants. This article is mainly useful for the instructors conducting distance learning courses. The authors describe several issues such as pedagogical, technical, learning support and administrative issues as well as their solutions in detail. Further, the recommendations for teaching are provided in detail. This case study gives a better picture of concerns and solutions of a distance education institution. This article is very helpful for the instructors for generating solutions to various issued that may occur in distance teaching.