

Annotated Bibliographies

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This paper focuses on Teaching and Learning online. For this assignment, the definition of learning is for the instructors as how to deliver a successful course by adopting new methods and techniques.

1.

Heirdsfield, A., Walker, S., Tambyah, M., & Beutel, D. (2011). Blackboard as an online

learning environment: What Do Teacher Education Students and Staff Think?

Australian Journal of Teacher Education, 36(7), 1-16. Retrieved from

<http://www.eric.ed.gov.ezproxy.umuc.edu/PDFS/EJ936994.pdf>

This article describes a student and teacher insight about online learning. The authors describe the usefulness of a Learning Management System, Blackboard in particular here. The authors study and evaluate the learning style, teaching style and the insight of the staff at the Queensland University of Technology. The authors are experts in the field and at least two of have written other articles on education and distance learning. This journal article cites many scholarly articles in the reference list. In the Appendix, the authors have also provided the Blackboard survey sheets for the students and the staff.

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2.

Kop, R. (2011). The challenges to connectivist learning on open online networks: Learning experiences during a massive open online course. *International Review of Research in Open and Distance Learning*, 12(3), 19-38. Retrieved from <http://ehis.ebscohost.com.ezproxy.umuc.edu/eds/pdfviewer/pdfviewer?sid=34839c3d-0afe-422e-919e-9c4acea87865%40sessionmgr10&vid=14&hid=5>

This is a scholarly article written by Rita Kop, who works as a researcher at National Research Council of Canada. The article is about the challenges learners face in open and distance learning. The author criticizes on the challenges in connectivist learning method and illustrates her findings using various figures and charts. The article also provides the graphs and comparison charts for different learning activities like aggregation, creation, relation and sharing. The author concludes that the learners need to incorporate different learning methods and techniques to develop a successful networked learning. This is a full text article and the author provides about 25 journal articles in the reference list. Overall, this article gives a good insight on the research done on PLENK (Personal Learning Environments, Networks and Knowledge – 1610 participants) and CritLit (Critical Literacy – 377 participants). This is also a peer reviewed article.

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3.

Bair, D.E., & Bair, M. (2011). Paradoxes of online teaching. *International journal for the*

Scholarship of Teaching and Learning. 5(2), 1-15. Retrieved from

<http://ehis.ebscohost.com.ezproxy.umuc.edu/eds/pdfviewer/pdfviewer?sid=34839c3d-0afe-422e-919e-9c4acea87865%40sessionmgr10&vid=22&hid=5>

This is a scholarly article written by the two professors from Grand Valley State University, Michigan, USA. Based on their research, surveys and observations, the authors recommend the faculty development. The article analyses the online teaching methods based on three major theoretical ideas, social presence, cognitive presence and teaching presence, a framework proposed by Garrison and Vaughn (2008). The authors conclude that online instructors should develop efficiency in technology as well as online pedagogy. The article sites many references which include scholarly articles and the materials by the experts from the field. This is a full text article.

4.

Boumedyen, Kaneez, Rafael, & Victor. (2011). E-learning: An effective pedagogical tool for

learning. Retrieved from <http://arxiv.org/ftp/arxiv/papers/1108/1108.5704.pdf>

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This paper focuses on the innovative techniques used in e-learning and usefulness in providing better and flexible delivery of educational material. The authors gathered data from a university (authors do not provide a name) for 139 different courses from different instructional areas and evaluate different types of course delivery methods like the use of PowerPoint and multimedia. Using a decision tree, the authors explain the ideas and the importance of having a variety in e-learning. Finally, the authors conclude that students learn better and enhance performance in exams if new methods of pedagogical tools are used and also obtain better grades in an online exam. The article also suggests that more research needs to be done in the area of tools used in e-learning. The reference list is rich in scholarly articles and materials.

5.

Bjekic, D., Krneta, R., & Milosevic, D. (2010). Teacher education from E-Learner to E-Teacher:

Master Curriculum. *Turkish online Journal of Educational Technology – TOJET*, 9(1),

202-212. Retrieved from

<http://ehis.ebscohost.com.ezproxy.umuc.edu/eds/pdfviewer/pdfviewer?sid=34839c3d-0afe-422e-919e-9c4acea87865%40sessionmgr10&vid=4&hid=5>

This journal article discusses the two main aspects about a teacher. First is a teacher as an e-learner when it comes to the learning new technology and secondly, teacher as an instructor in the actual teaching process. The authors are professors in the field of technical training at

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Kragujevac University, Serbia. The Master's curriculum developed at the University focuses on different roles of an e-teacher as an e-learner, e-coordinator, e-moderator etc. The article illustrates the different levels and the roles of e-learning educators. The authors explain the theory using figures and illustrative tables. The article provides a professional development guide for the transition from e-learner to e-teacher. Finally, the authors conclude that e-learning is a necessary aspect in the professional development of online educators and more research should be done for the teacher education in e-learning. The Reference list cites many useful academic and scholarly articles and journals. This is a full text article.

6.

Thompson, L., Jeffries, M., Topping K. (2010). E-Mentoring for E-Learning development.

Innovations in Education and Teaching International, 47(3), 305-315. Retrieved from

<http://ehis.ebscohost.com.ezproxy.umuc.edu/eds/pdfviewer/pdfviewer?sid=34839c3d-0afe-422e-919e-9c4acea87865%40sessionmgr10&vid=8&hid=5>

In this article, the authors discuss the importance of e-mentoring for e-learning educators and coordinators. Mentoring has become an essential process for the professional development of online instructors. The authors describe a project that includes mentoring skills such as initial consultation and counseling, support and encouragement and goal setting and problem solving. The mentors provide a support through face-to-face as well as online meetings. The mentors go

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through an elaborate training about mentoring and then go through an assessment. Similarly, mentees go through discussions and surveys and a combined study result is obtained based on all the research and observations. Program Leaders for this specific project recommend the development and research in the e-mentoring program as the results are very satisfying. The authors draw a conclusion that e-mentoring program is crucial in professional development of online instructors. The authors of this article are the experts in the field of education and distance learning. This article is a full text article and has been cited once so far.

7.

Marshall, S. (2010). A Quality Framework for Continuous Improvement of e-Learning: The

e-Learning maturity model. *Journal of Distance Education*, 24(1), 143-166. Retrieved

from <http://www.eric.ed.gov.ezproxy.umuc.edu/PDFS/EJ892382.pdf>

This peer reviewed article describes the e-learning Maturity Model (eMM). eMM helps institution to assess the online course quality. The paper describes the study findings from the US, the UK, Australia and New Zealand. The author describes the steps in creating eMM, various processes involved in it, application and implementation of eMM and the results. The author demonstrates the study results using different color-coded bar graphs and charts. To conclude, the author recommends using eMM to better assess and improve the quality of online

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education and help the institution with the growth and development. The author provides as many as 92 references.

8.

Carwile, J. (2007). A constructivist approach to online teaching and learning. *Inquiry*, 12(1),

68-73. Retrieved from <http://www.eric.ed.gov.ezproxy.umuc.edu/PDFS/EJ833907.pdf>

This is a peer reviewed article by Ms. Julie Carwile. The author discusses two major learning models, Objectivism and Constructivism, and clearly defines both the terms with respect to online learning. The author then argues the usability and necessity of the constructivist model in online learning, by outlining four major characteristics. The article states that the online learner should be a self-learner and the constructivist approach seems more logical. The author is a professor at John Tyler Community College and has developed various online courses.

9.

Akdemir, O. (2008). Teaching in online courses: Experiences of instructional technology

faculty members. *Online Submission*, Retrieved from

<http://www.eric.ed.gov.ezproxy.umuc.edu/PDFS/ED501108.pdf>

The author of this article, Dr. Akdemir is a professor of computer education and instructional technology and has written several articles on online education and course delivery. This article

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is about the research done on how online instructors teach, where the challenges faced by online instructors during a transition from face-to face to e-learning are studied. The research shows that the use of technology in online courses greatly affects the quality of the course. The quality of the course is also affected by the interest shown by the faculty members and the time devoted by them. The author provides a valuable list of 19 journal articles in the references.

10.

Orr, R., Williams, M.R., & Pennington, K. (2009). Institutional efforts to support faculty in online teaching. *Innovative Higher Education*, 34(4), 257-268. Retrieved from <http://ehis.ebscohost.com.ezproxy.umuc.edu/eds/pdfviewer/pdfviewer?sid=afb65d9b-71d4-48fa-9a40-bac9ee9aff13%40sessionmgr15&vid=7&hid=2>

This peer reviewed article describes the need of institutional efforts to support the online instructors. The authors hold a solid background in the field of education and have written numerous articles and papers on the Higher Educational pedagogy. This article focuses on the challenges faced by the instructors to teach an online course and the required measurements institutions need to adopt for the faculty development. The authors conclude that the institutions need to support and motivate the online instructors. This article has a good list of references and is cited by at least one source. This is a full text article.

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Conclusion

Online instructors need all the help and support from the institutions and the staff members. As many authors describe, online instructors need a solid support mechanism and mentoring.

Teaching an online class is a dual task, where an instructor has to get acquainted with the constantly developing technology. Instructors and the staff member need to develop and update the course syllabus according to the technology and lesson plan demands. Research shows that the use of technology in an innovative way can boost the overall student performance.

Institutions must support online instructors in professional development and personal growth.