Four Book Reviews: A Description and Critical Analysis

Book Reviews by:
Barbara Zuck, Ed.D.
Assistant Professor of Business
Montana State University-Northern

Photography by:
Virgil Hawkinson, Ed.D.
○ Professor, Montana State University – Northern
Brent Brooks, J.D.
○ City Attorney, City of Billings
Purpose of the Presentation

Present a book review on four books related to online teaching and learning.
Each book review may persuade you to read the book. You may be exposed to new techniques which may help you navigate your online teaching and learning experiences.
Each Book Review

Four Points

1. Give essential information about the book
2. Present a concise summary of the content
3. Offer a critical assessment of the content
4. Identify a potential audience

Brent Brooks’ Photography
Four Book Reviews

*Empowering Online Learning: 100+ Activities for Reading, Reflecting, Displaying, & Doing* (2008)
Curtis J. Bonk and Ke Zhang

Norman Coombs

Judith V. Boettcher and Rita-Marie Conrad

D. Randy Garrison and Norman D. Vaughan
Book Review #1

Empowering Online Learning: 100+ Activities for Reading, Reflecting, Displaying, & Doing
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Authors</td>
<td>Curtis J. Bonk,</td>
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<tr>
<td></td>
<td>Ke Zhang</td>
</tr>
<tr>
<td>Publisher</td>
<td>Jossey-Bass</td>
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<td></td>
<td>An Imprint of</td>
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<td></td>
<td>John Wiley &amp; Sons, Inc.</td>
</tr>
<tr>
<td></td>
<td>San Francisco, CA</td>
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<td></td>
<td><a href="http://www.josseybass.com">www.josseybass.com</a></td>
</tr>
<tr>
<td>Date</td>
<td>2008</td>
</tr>
<tr>
<td>Format</td>
<td>Paperback and E-book</td>
</tr>
<tr>
<td>Length</td>
<td>303 pages</td>
</tr>
<tr>
<td>Price</td>
<td>$40.00</td>
</tr>
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</table>
Authors Bonk and Zhang have conducted research in the area of online learning, particularly collaborative teaming, problem-based learning, and mentoring.

- **Curtis J. Bonk**
  - Faculty member at West Virginia University and Indiana University
  - Received numerous awards:
    - CyberStar Award from the Indiana Information Technology Association in 2002
    - Most Outstanding Achievement Award from the U.S. Distance Learning Association in 2003
    - Most Innovating Teaching in a Distance Education Program Award from the state of Indiana in 2003
    - Alumni Achievement Award from the University of Wisconsin in 2004

- **Ke Zhang**
  - Assistant professor at the Instructional Technology Program at Wayne State University since 2006
  - Consulted in instructional design and organizational change
**Concise Summary**

**R2D2 Model**

<table>
<thead>
<tr>
<th>Phase</th>
<th>Type of Learner</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. READ</td>
<td>Auditory and verbal learners</td>
</tr>
<tr>
<td>2. REFLECT</td>
<td>Reflective and observational learners</td>
</tr>
<tr>
<td>3. DISPLAY</td>
<td>Visual learners</td>
</tr>
<tr>
<td>4. DO</td>
<td>Tactile and kinesthetic learners</td>
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</tbody>
</table>
Concise Summary
Chapters 2 and 3

R2D2 Model
Phase 1
Activities of Phase 1

<table>
<thead>
<tr>
<th>Phase 1</th>
<th>READ</th>
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<tbody>
<tr>
<td>&quot;Auditory and verbal learners prefer words, sounds, and spoken or written explanations&quot; (p. 5).</td>
<td></td>
</tr>
</tbody>
</table>
Concise Summary
Chapters 2 and 3

1. Online Scavenger Hunt
2. Web Tours and Safaris
3. WebQuest
4. Guided Readings
5. Discovery Readings
6. Foreign Language Readings
   Activities and Online News
7. FAQs and Course
   Announcement Feedback

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25 Activities

R2D2 Model
Concise Summary
Chapters 2 and 3

8. Question-and-Answer Sessions with Instructor
9. Online Expert Chats
10. Online Synchronous Testing
11. Synchronous or Virtual Classroom Instructor Presentations
12. Online Webinars
13. Public Tutorials, Wizards, and Help Systems

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25 Activities

R2D2 Model
Concise Summary
Chapters 2 and 3

14. Expert Lectures and Commentary
15. Online Podcast Lecture or Podcast Show
16. Audio Dramas / Radio Show
17. Posting Video-Based Explanations and Demos
18. Online Sound or Music Training
19. Online Literature Readings

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25 Activities

R2D2 Model
Concise Summary
Chapters 2 and 3

20. Online Poetry Readings
21. Posting Webliographies or Web Resources
22. Text Messaging Course Notes and Content
23. Text Messaging Course Reminders and Activities
24. Online Language Lessons
25. E-Book and Wikibook Reports and Critiques

<table>
<thead>
<tr>
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25 Activities

R2D2 Model
Concise Summary
Chapters 4 and 5

R2D2 Model
Phase 2
Activities of Phase 2

<table>
<thead>
<tr>
<th>Phase 2</th>
<th>REFLECT</th>
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<tbody>
<tr>
<td></td>
<td>“Reflective and observational learners prefer to reflect, observe, view, and watch learning; they make careful judgments and view things from different perspectives, including, reflection, self-testing, review, and reflective summary writing” (p. 5).</td>
</tr>
</tbody>
</table>
Concise Summary
Chapters 4 and 5

26. Post Model Answers
27. Reuse Chat Transcripts
28. Workplace, Internships, or Job Reflection
29. Field and Lab Observations
30. Self-Check Quizzes and Exams
31. Online Discussion Forums and Group Discussions

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<tbody>
<tr>
<td>2. REFLECT</td>
<td>Reflective and Observational Learners</td>
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<tr>
<td></td>
<td>25 Activities</td>
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R2D2 Model
Concise Summary

Chapters 4 and 5

32. Online Portal Explorations and Reflections
33. Lurker, Browser, or Observer in an Online Group
34. Podcast Tours
35. Personal Blogs
36. Collaborative or Team Blogs
37. Online Resource Libraries

<table>
<thead>
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R2D2 Model
Concise Summary

Chapters 4 and 5

- Social Networking Linkages
- Online Role Play Reflections
- Synchronous and Asynchronous Discussion Combinations
- Self-Check Reflection Ideas
- Electronic Portfolios
- Individual Reflection Papers

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R2D2 Model
## Concise Summary

### Chapters 4 and 5

- **44.** Team or Group Reflective Writing Tasks
- **45.** Super-Summaries, Portfolio Reflections, and Personal Philosophy Papers
- **46.** Online Cases, Situations, Vignettes
- **47.** Satellite Discussion or Special Interest Groups

### Table: Type of Learner

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**R2D2 Model**
Concise Summary
Chapters 4 and 5

48. Small-Group Case Creations and Analyses
49. Small Group Exam Question Challenges
50. Reaction or Position Papers

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R2D2 Model
“Visual learners prefer diagrams, concept maps, flowcharts, timelines, pictures, films, and demonstrations” (p. 5).
Concise Summary
Chapters 6 and 7

51. Anchored Instruction and Online Video
52. Explore and Share Online Museums and Libraries
53. Concept Mapping Key Information
54. Video-streamed Lectures and Presentations
55. Video-streamed Conferences and Events

<table>
<thead>
<tr>
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<tbody>
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</tr>
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<td></td>
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</table>

R2D2 Model
Concise Summary
Chapters 6 and 7

56. Interactive News and Documentaries
57. Interactive Online Performances
58. Design Evaluation
59. Design Generation
60. Design Reviews and Expert Commentary

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<td></td>
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R2D2 Model
Concise Summary

Chapters 6 and 7

61. Online Timeline Explorations and Safaris
62. Virtual Tours
63. Visual Web Resource Explorations
64. Animations
65. Advance Organizers: Models, Flowcharts, Diagrams, Systems, and Illustrations

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25 Activities

R2D2 Model
## Concise Summary

Chapters 6 and 7

66. Virtual Field Trips
67. Video Modeling and Professional Development
68. Movie Reviews for Professional Development
69. Whiteboard Demonstrations
70. Online Visual Tools
71. Video Blogs and Adventure Learning

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## Concise Summary

Chapters 6 and 7

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<td>VISUAL LEARNERS</td>
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<tr>
<td>DISPLAY</td>
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</tbody>
</table>

- 72. Chart and Graph Tools
- 73. Mashups of Google Maps
- 74. Broadcast Events
- 75. Online Multimedia and Visually Rich Cases
**Concise Summary**
Chapters 8 and 9

**R2D2 Model**
Phase 4 Activities of Phase 4

<table>
<thead>
<tr>
<th>Phase 4</th>
<th>DO</th>
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<tbody>
<tr>
<td></td>
<td>“Tactile and kinesthetic learners prefer role play, dramatization, cooperative games, simulations, scenarios, creative movements and dance, multisensory activities, manipulatives, and hands-on projects” (p. 5).</td>
</tr>
</tbody>
</table>
Concise Summary
Chapters 8 and 9

76. Web-Based Survey Research
77. Video Scenario Learning
78. Content Review Games
79. Online Review and Practice Exercises
80. Mock Trial or Fictional Situations
81. Online Role Play of Personalities

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<tr>
<th>Phase</th>
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<td>4.</td>
<td>Hands-on Learners</td>
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R2D2 Model
### Concise Summary
Chapters 8 and 9

82. Action Research
83. Interactive Fiction and Continuous Stories
84. Real-Time Cases
85. Course Resource Wiki Site
86. Wikibook Projects
87. Online Glossary and Resource Links Projects

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25 Activities

R2D2 Model
Concise Summary
Chapters 8 and 9

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<tr>
<td>4. DO</td>
<td>Hands-on Learners</td>
<td>25 Activities</td>
</tr>
</tbody>
</table>

88. On-Demand and Workflow Learning
89. Digital Storytelling
90. Online Documentation of Internship, Field Placement, Practicum Knowledge Applications, and Experiences
91. Authentic Data Analysis
## Concise Summary

Chapters 8 and 9

<table>
<thead>
<tr>
<th>Phase</th>
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<td>25 Activities</td>
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</table>

92. Online Science Labs and Demonstrations

93. Simulation Games

94. Simulations and Games for Higher-Level Skills

95. Client Consulting and Experiential Learning

96. Online Tutoring and Mentoring

R2D2 Model
Concise Summary

Chapters 8 and 9

97. Cross-Class Product Development and Creativity
98. Cross-Class Content Discussions, Analyses, Competitions, and Evaluations
99. Learner Podcast Activities, Events, and Shows
100. Design Course Web Site

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<tr>
<td>4. DO</td>
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<tr>
<td></td>
<td>25 Activities</td>
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</table>

R2D2 Model
Four Phases Overlap: Integrating and Reflecting

Each aspect is a significant component to Wheel of Learning

Combined power helps move learner successfully through complex situations
Critical Assessment
Four Gold Stars

Each Activity Included:
- Description and Purpose of Activity
- Skills and Objectives
- Advice and Ideas
- Variations and Extensions
- Key Instructional Considerations
  - Risk index
  - Time index
  - Cost index
  - Learner-centered index
  - Duration of the learning activity
## Critical Assessment

### Four New Strategies I Utilize

<table>
<thead>
<tr>
<th>Post Model Answers</th>
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<tbody>
<tr>
<td>Ask former students if I can repost their answers or work from previous semesters for new students.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Video-streamed Conferences and Events</th>
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<tbody>
<tr>
<td>Learners watch an online conference video-stream and write reflection papers focusing on key course concepts that were mentioned or alluded to by speaker.</td>
</tr>
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<table>
<thead>
<tr>
<th>Online Cases</th>
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<tr>
<td>Online case studies and situations foster analysis and evaluation skills.</td>
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<table>
<thead>
<tr>
<th>Guided and Discovery Readings</th>
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</thead>
<tbody>
<tr>
<td>Collect readings that relate to a content area and ask students to select articles based on course-related interests and incorporate into discussions and papers.</td>
</tr>
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</table>
**Critical Assessment**

*What I want to implement!*

<table>
<thead>
<tr>
<th>Digital Storytelling</th>
<th>Multimedia software to combine text, pictures, sound, graphics, and videos</th>
</tr>
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<tbody>
<tr>
<td><strong>Virtual Field Trip</strong></td>
<td>The Web contains virtual field trips to different geographic places, historical events, and famous individuals</td>
</tr>
<tr>
<td><strong>Concept Mapping Key Information</strong></td>
<td>Learners will general of key information or knowledge gained representing different weeks, chapters, lectures, or modules.</td>
</tr>
</tbody>
</table>
# Intended Audience

<table>
<thead>
<tr>
<th>First-time to Experienced Faculty and Course Designers</th>
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<tbody>
<tr>
<td>First-timers: tool to use when creating or conducting an online course</td>
<td></td>
</tr>
<tr>
<td>Experienced e-instructors: tool for reflecting on as well as integrating their existing online teaching practices</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Technology Integration, Education Technology and Instructional Design Courses</th>
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</thead>
<tbody>
<tr>
<td>Undergraduate and graduate level – textbook or supplemental reading</td>
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<table>
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<tr>
<th>Professional Development Workshops</th>
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<tbody>
<tr>
<td>Related to online teaching and learning</td>
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</table>
Book Review #2

Making Online Teaching Accessible: Inclusive Design for Students with Disabilities

Virgil Hawkinson Photography
Making Online Teaching Accessible: Inclusive Course Design for Students with Disabilities

ISBN 978-0-470-49904-7

Author Norman Coombs

Publisher Jossey-Bass
An Imprint of John Wiley & Sons, Inc.
San Francisco, CA
www.josseybass.com

Date 2008

Format Paperback and E-book

Length 169 pages

Price $28.00
Norman’s blindness was an advantage ... the computer was already a communication tool where as others still saw it as a computational devise

• At eight years old, Norman Coombs lost his sight in a play accident.
• He relied on Braille and tape recordings for his formal education from then on.
• In the mid 1980’s, a colleague nagged him to try the Apple Computer that was connected to a voice synthesizer. After trying it, he was able to both write and proofread class handouts.
• He discovered e-mail and did not have to find colleagues on campus to read his messages to him.
• His real awakening came when he realized that if students sent him their papers in e-mail, he could read them by himself. He had more freedom and independence.
Norman Coomb’s Accomplishments

• Helped to pioneer the distance learning program at the Rochester Institute of Technology

• In 1990, New York State honored Norman with the Teacher of the Year Award for his distance education work

• Taught online for the New York School for Social Research, San Diego State University, the University of Southern Maine, and the University of Washington

• Since retiring in 1997, Norman is CEO of EAST: Equal Access to Software and Information (http://easi.cc)

• EASI provides online courses and webinars to inform faculty and staff about accessible information technology
## Seven Principles of Universal Design

1. Equitable use  
2. Flexibility in use  
3. Simple and intuitive  
4. Perceptible information  
5. Tolerance for error  
6. Low physical effort  
7. Size and space for approach and use
Providing accessible content is a legal requirement for the institution, its staff, and its faculty.

- Section 504 of the 1973 Rehabilitation Act
- Section 508 of the 1973 Rehabilitation Act
- Title II of the American with Disabilities Act
Concise Summary
Chapter 2

Three Important Components

Learning Management System
- Easy to navigate
- Accessible

Faculty Content:
- meets high standards of effective communication
- avoids technical accessibility problems

Students
- Up to date technology
- Skill in using adaptive technology
- Doing good work
## Issues Common to Most Learning Management Systems

<table>
<thead>
<tr>
<th>Issue</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Page layout and page navigation</td>
<td>Daunted by the complexity</td>
</tr>
<tr>
<td>Text Chat</td>
<td>The rapid stream of text chat can quickly become overwhelming</td>
</tr>
<tr>
<td>Whiteboard</td>
<td>Screen readers cannot handle the content and does not work well for students who are blind</td>
</tr>
</tbody>
</table>
## Creating Accessible Online Course Content

Courses had a number of similarities:

- Consistent designs
- Proper headings
- Fewer frames
- Contrasting colors
- Accessible graphics
Be Learner - Centered

Thomas Friedman, in his book *The World is Flat*, contends that information technology is leveling power relationships (Friedman, 2005)

In the online arena, students and teachers are now more equal participants.

This pushes faculty to see students:

• as someone with unique learning styles and needs

• as someone who can be helped or hindered by the way an online course content is presented
## Modularize and Organize Course Content

Divide lessons into small, “bite-size” pieces, often called “chunking”

Segment online lessons for all learners so that they can be completed in short chunks:

- Asynchronous e-learning lessons to two to five minutes
- Synchronous e-learning lessons to an hour
Provide a Text Equivalent for Every Nontext Element

A screen reader cannot describe an image

The author can attach a short, hidden text description to the image which the screen reader will vocalize for its user

Add graphics that clearly support the text

Section 508, 1194.22 (a) states:
“A text equivalent for every nontext element shall be provided (e.g., via “alt”, “longdesc”, or in element content).”
(Section 508 of the Rehabilitation Act of 1973).
Include Captions for Multimedia Presentations

A caption refers to text that is synchronized with a visual presentation.

Captains allow for videos to be searched via the text in the captain.

Section 508, 1194.22 (b) states:
“Equivalent alternatives for any multimedia presentation shall be synchronized with the presentation” (Section 508 of the Rehabilitation Act of 1973).
Use Color Carefully

Without some kind of key to the colors used, anyone will need to “decode” the information.

A map of the United States with the most environmentally conscious states shown in green and the others shown in red must also provide another way to access the information about the states’ environmental leanings, such as a list ranking them from best to worst or an icon in each of the “green” states.

Section 508, 1194.22 (c) states:
“Web pages shall be designed so that all information conveyed with color is also available without color, for example from context or markup” (Section 508 of the Rehabilitation Act of 1973).
Use Headers to Make Data Tables Accessible

Someone who is either visual processing or cognitive disabilities, the denseness itself can make a table extremely difficult to understand.

Students who depend on a screen reader hear the contents of the table read cell by cell. They must then conceptualize the table as a whole.

Students who use screen magnification software is likely to move parts of the table beyond the edges of the computer’s monitor.

As a general rule, it is better to keep tables on the small side.

Section 508, 1194.22 (g) specify that row and column headers be used and identified. (Section 508 of the Rehabilitation Act of 1973).
## Web Conferencing

These are real-time group events in which people assemble in a virtual learning space.

### Difficulties:

- Background text chatter
- Several things happening at the same time
- Using a keyboard to communicate
### Concise Summary

**Chapter 2**

**Up-to-date Technology**

“Online learning systems assume that students have computers that, though they may not be the absolute latest, can handle most Web features” (p. 29)

**Skill in Using Adaptive Technology**

“It is reasonable to expect students to know how to use their assistive software, and the more advanced their skill in using it, the quicker they will be able to understand the course content and complete assignments” (p. 29).

**Doing Good Work**

“Providing a more level learning space means giving motivated students with disabilities the opportunity to compete favorably with the rest of the class. It does not mean providing special treatment” (p. 30).
Concise Summary
Chapter 3

Creating Accessible Content:

• Structure the document thoughtfully
• Use Word styles to implement the structure
• Add Alt Text labels to identify images
• For complex graphics, include a discussion explaining them in text
• Keep tables and spreadsheets simple, make headers clear, and include a text summary
Concise Summary
Chapter 4

Creating Accessible Content: PowerPoint

- Structure the presentation thoughtfully
- Select contrasting foreground and background colors
- Don’t overcrowd your slides
- Use a clean typeface and an adequate font size
- Add alt text labels to identify images
Creating Accessible Content: PowerPoint

- Avoid using animations, slide transitions, and automatic timing
- For complex graphics or tables, include a longer explanation in the slide notes
- Provide a transcript or narration for those who will be unable to hear the audio.
Concise Summary
Chapter 5

Delivering Accessible Content Requires careful planning

- Native files
- PDF
- Web Page
- Embossed Hard-Copy Braille
- DAISY format (digital talking books)
- Online Accessibility Checks
  - Free: WAVE and Achecker
• Install MathType

• Publish a document in MathML (file extension .xhtml or .xht)

• Upload the file to the Web or to a learning management system as a Web page
• Multimedia does enrich course content
• It can provide a refreshing change of pace
• Can sometimes convey the message more clearly
  • Keep it simple, short, relevant
“If as they say, it takes a village to raise a child, it takes a campus wide support team to provide an effective, equal learning experience for these students” (p. 124).

**Staff**
- Student disability services
- Online learning department
- Academic computing
- Library
- Alternative text production

**Faculty**
- Online - different disciplines
- Faculty Governance Organization

**Administrators**
- Office of the Provost
- Finance Office
- ADA Compliance Officer
Critical Assessment
Four Gold Stars

Ah! Ah! Moments

*Oh, I had no idea!*

Good explanations on why people with disabilities have difficulties: visually-impaired; hearing impaired; mobility

“Accessibility Issues”

Detailed explanations and screen shots

“Step-by-step” instructions

Features to avoid

“What” and “Why”
# Critical Assessment

## Three New Strategies I Utilize

**Using Styles in MS Word**
- Consistent appearance
- Clear navigation
- Automatically create a Table of Contents
- Provide better accessibility to the document for readers with disabilities

**No longer using Text Boxes in PowerPoint**
Text boxes get lost when exported to another format

**Chunking**
Number is 6! Six minutes; Six slides; Six points
Critical Assessment
What I want to implement!

**Adding a narration to PowerPoint slides**
Creating a transcript

**Using an Online Accessibility Checkers**
WAVE and Achecker

**Multimedia**
Providing captioned video

**Web Based Pages**
Make content available as a web page, rather than always PDF
# Intended Audience

## Faculty
- New to online teaching
- Improve quality of teaching and clarity of communication for everyone
- Apply universal design principles

## Staff
- Serve students with disabilities - face-to-face settings and online
- Assist students in using computers for their coursework
- Understand assistive software

## Administrators
- Administration support: legal responsibility, ADA compliance, financial support, training and development resources
Book Review #3

The Online Teaching Survival Guide: Simple and Practical Pedagogical Tips
# The Online Teaching Survival Guide: Simple and Practical Pedagogical Tips

<table>
<thead>
<tr>
<th>ISBN</th>
<th>978-0-470-42353-0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authors</td>
<td>Judith V. Boettcher, Rita-Marie Conrad</td>
</tr>
<tr>
<td>Publisher</td>
<td>Jossey-Bass An Imprint of John Wiley &amp; Sons, Inc. San Francisco, CA <a href="http://www.josseybass.com">www.josseybass.com</a></td>
</tr>
<tr>
<td>Date</td>
<td>2010</td>
</tr>
<tr>
<td>Format</td>
<td>Paperback</td>
</tr>
<tr>
<td>Length</td>
<td>300 pages</td>
</tr>
<tr>
<td>Price</td>
<td>$38.00</td>
</tr>
</tbody>
</table>
Authors Boettcher and Conrad are consultants, authors, and speakers on online and distance learning

• **Judith V. Boettcher**
  - Affiliated with the University of Florida
  - Founder of and consultant with Designing for Learning
  - Was the director of the Office of Interactive Distance Learning at Florida State University and director of Education Technology Services at Penn State University

• **Rita Marie Conrad**
  - Online faculty member at various institutions
  - Developed and led two online programs for the Instructional Systems major at the University of Florida
  - Interacts with faculty as an online instructor for courses such as Designing Online Instruction and Engaging Online Learners sponsored by the Learning Resources Network
Concise Summary

Content Arranged in 3 Parts: Twelve Chapters Focused on Online Teaching and Learning

Part One: Core Principles and Best Practices

Part Two: Simple, Practical, and Pedagogically Based Tips

Part Three: What’s Next: Reflecting and Looking Ahead
PART ONE

Core Principles and Best Practices of Online Teaching and Learning
Concise Summary

Chapter 1

Major Differences Between Online and Campus Courses

**Assessment**
- Continuous
- Get to know the students
- More varied

**Faculty**
- Role shifts to coaching and mentoring

**Learning Resources and Spaces**
- More flexible
- Content resources are expanded

**Meetings**
- Primarily asynchronous – at different times
- Good Practice: synchronous

**Learners**
- More active
- Cannot hide passively
Concise Summary
Chapter 3

Ten Best Practices for Teaching Online

1. Be present at the course site
2. Create a supportive online course community
3. Develop a set of explicit expectations for your learners and yourself
4. Use a variety of large group, small group, and individual work experiences
5. Use synchronous and asynchronous activities
## Concise Summary

### Chapter 3

<table>
<thead>
<tr>
<th>Ten Best Practices for Teaching Online</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Ask for informal feedback early in the term</td>
</tr>
<tr>
<td>7. Prepare discussion posts that invite responses, questions, discussions, and reflections</td>
</tr>
<tr>
<td>8. Search out and use content resources that are available in digital format if possible</td>
</tr>
<tr>
<td>9. Combine core concept learning with customized and personal learning</td>
</tr>
<tr>
<td>10. Plan a good closing and wrap activity for the course</td>
</tr>
</tbody>
</table>
PART TWO

Simple, Practical, and Pedagogically Based Tips
Concise Summary

Content is arranged in Four Phases

**Phase One**
Starting Off on the Right Foot in the Course Beginnings

**Phase Two**
Keeping the Ball Rolling in the Early Middle

**Phase Three**
Letting Go of Power in the Late Middle

**Phase Four**
Pruning, Reflecting, and Wrapping Up in the Closing Weeks
Concise Summary
Chapter 5

Phase One:
10 Tips for Course Beginnings

1. Course Launch Preparations
2. How Not to Lose the First Week
3. How an Online Syllabus is Different
4. Launching Your Social Presence
5. Getting to Know Students’ Minds Individually
Concise Summary
Chapter 5

Phase One: 10 Tips for Course Beginnings

6. Getting into the Weekly Rhythm
7. The Why and How of Discussion Boards
8. Characteristics of Good Discussion Questions
9. Managing and Evaluating Discussion Postings
10. The Faculty Role in the First Weeks
Concise Summary
Chapters 6 and 7

Phase Two: 14 Tips for the Early Middle

1. Tools for Communicating Teaching Presence: E-mails, Announcements, and Discussion Forums
2. Making Good Use of the Course Management Tools
3. Weekly Rhythm: Challenges to the Plan
4. Early Feedback Loop from Learners to You
Phase Two:
14 Tips for the Early Middle

5. Early Feedback Tools: Rubber, Quizzes, and Peer Review

6. The Why and How of Group Projects Online

7. Sharing the Teaching and Learning: Working with a Teaching Assistant

8. Promoting Peer Interaction and Community
Concise Summary
Chapters 6 and 7

Phase Two:
14 Tips for the Early Middle


10. Using Audio and Video Resources to Create a More Engaging and Effective Classroom

11. A Good Discussion Post Has Three Parts
Concise Summary
Chapters 6 and 7

Phase Two:
14 Tips for the Early Middle

12. Discussion Wraps: A Useful Cognitive Pattern or a Collection of Discrete Through Threads

13. Getting an Early Start on Cognitive Presence

14. Launching Projects That Matter to the Learner
Phase Three:
14 Tips for the Late Middle

1. Questions and Answers: Upside Down and Inside Out
2. Three Techniques for Making Your Students’ Knowledge Visible
3. Moving Beyond Knowledge Integration to Defining Problems and Finding Solutions
Phase Three:  
14 Tips for the Late Middle


5. Feedback on Assignments: Being Timely and Efficient

6. Reshaping Learning Habits of Online Students

7. Customizing and Personalizing Learning
Phase Three: 14 Tips for the Late Middle

8. Managing and Facilitating Group Projects
9. Assessing Group Projects
10. A Rubric for Analyzing Critical Thinking
11. Four Effective Practices During Project Times
Phase Three: 14 Tips for the Late Middle

12. Course Middles and Muddles: Souped-Up Conversations That Help Build Community

13. Using Social Networking Techniques to Build a Learning Community

14. Experts: A Touch of Spice
Concise Summary
Chapters 10 and 11

Phase Four: 9 Tips for the Closing Weeks

1. Reaching the Heights of Learning: Authentic Problem Solving


3. Stage 3 of the Learning Community: Stimulating and Comfortable Camaraderie
Phase Four: 9 Tips for the Closing Weeks

4. Learning as Leaders

5. Course Wrapping with Concept Mapping: A Strategy for Capturing Course Content Meaningfully

6. Pausing, Reflecting, and Pruning Strategies
Phase Four: 9 Tips for the Closing Weeks

7. Creating a Closing Experience: Wrapping Up a Course with Style

8. Real-Time Gatherings: Stories and Suggestions for Closing Experiences

9. Debriefing Techniques with Students: What One Change Would They Recommend?
PART THREE

What’s Next
Learners were confused about activities
Some students can be bullies or simply have bad manners
Discussions were flat or never got going
You’re not feeling comfortable with the course management system
Stop! Reflect! Debrief!

A learning community never formed
Critical Assessment
Chapter 12

Phase Three: Common Problem Areas

Stop! Reflect! Debrief!

Assignments were consistently late
Phase Four: Common Problem Areas

The course could use more “pizzazz”

Final course evaluation responses unpleasantly surprised you

Something is not quite right, but you’re not sure what
Advice from fellow online instructors: Just Do Your Best

“Nobody has figured it all out, but just do your best to be better at it tomorrow than you were yesterday, and you’ll make it fine!”

David W. Forman, Ed.D.
Graduate Education
Georgetown College
Georgetown, Kentucky
Advice from fellow online instructors:
Begin With An End In Mind

“I learned that designing quality online courses must begin with the end in mind: what your learners will be able to do....an online course must be fully designed and developed before the first learner accesses the course.”

Kathy Ingram, Ph.D.
Jacksonville University
Jacksonville, Florida
### Critical Assessment

**Four Gold Stars**

Each phase included a detailed table showing connections: **Tools and Applications connected to a Tip Number with suggested Pedagogical uses and purposes**

Each tip answered numerous questions  
*This tip answers questions such as these*

Detailed explanations for each tip  
*What* – *Why* – *When* – *How*

Sample rubrics throughout the book:  
*Evaluate Weekly Postings; Simple Three Point Participation and Levels of Thinking*
# Critical Assessment

## Four New Strategies I Utilize

<table>
<thead>
<tr>
<th><strong>Weekly Quizzes</strong></th>
<th>Timed quizzes that are good for testing automatically and supporting lower-level learning objectives and initial understanding of core concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rubrics</strong></td>
<td>Scoring tool for assignments and discussions</td>
</tr>
<tr>
<td><strong>YouTube</strong></td>
<td>A website for posting short videos to students</td>
</tr>
<tr>
<td><strong>Announcements and E-mail</strong></td>
<td>Aim is to communicate a teaching presence Reminders; Insights; Links to current news</td>
</tr>
</tbody>
</table>
Critical Assessment

What I want to implement!

<table>
<thead>
<tr>
<th>Synchronous tools for quick information checks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text messaging; Instant messaging; Twittering</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Synchronous collaboration tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elluminate, Wimba, and Acrobat Connect</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Blogs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online journals</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social Networking sites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facebook, MySpace, Ning, and LinkedIn</td>
</tr>
</tbody>
</table>
## Intended Audience

### Faculty

- Limited access to faculty support services
- Little or no experience in online instructional environments
- Minimal time to prepare for online learning
- Planning a gradual transition from the face-to-face environment to online environments
- Required to complete a course or program prior to teaching online
Book Review #4

Blended Learning in Higher Education: Framework, Principles, and Guidelines

Brent Brooks' Photography
<table>
<thead>
<tr>
<th>Essential Information</th>
</tr>
</thead>
</table>

**ISBN** 978-0-7879-8770-1  
**Authors** D. Randy Garrison, Norman D. Vaughan  
**Publisher** Jossey-Bass  
An Imprint of John Wiley & Sons, Inc.  
San Francisco, CA  
[www.josseybass.com](http://www.josseybass.com)  
**Date** 2010  
**Format** Hardcover  
**Length** 245 pages  
**Price** $38.00
Authors Garrison and Vaughan work at the University of Calgary and current research focuses on blended learning

- **D. Randy Garrison**
  - Director of the Teaching and Learning Centre
  - Full professor in the Faculty of Education
  - Served as dean, faculty of extension at the University of Alberta from 1996 to 2001
  - Published extensively on teaching and learning in higher, distance, and adult education

- **Norman D. Vaughan**
  - Coordinator and instructor of the blended learning support program in the Teaching & Learning Centre
  - Teaching background includes graduate and undergraduate courses in educational technology, K-12, technical training in the petroleum industry, and English as a second language in Japan
Concise Summary

Content Arranged in 2 Parts: Eight Chapters Focused on Course Redesign

Part One: Community of Inquiry Framework

Part Two: Blended Learning in Practice

Appendix Added Bonus!
Blended Learning Described

“Blended learning is the thoughtful fusion of face-to-face and online learning experiences.”

“The basic principles that face-to-face oral communication and online written communication are optimally integrated such that the strengths of each are blended into a unique learning experience congruent with the context and intended educational purpose” (p. 5).
PART ONE

Community of Inquiry Framework
Concise Summary
Chapter 2

Community of Inquiry

- Social Presence
- Setting Climate
- Educational Experience
- Teaching Presence
- Selecting Content
- Supporting Discourse
- Cognitive Presence
## Concise Summary

### Chapter 2

<table>
<thead>
<tr>
<th>Elements</th>
<th>Categories</th>
<th>Indicators</th>
</tr>
</thead>
</table>
| **Social Presence** | • Open communication  
                      | • Group cohesion  
                      | • Affective / Personal                                 |
|                     | • Enable risk free expression  
                      | • Encouraging collaboration  
                      | • Expressing emotions                                  |
| **Cognitive Presence** | • Triggering event  
                         | • Exploration                                           |
|                     | • Integration  
                      | • Resolution                                            |
|                     | • Exchanging information  
                      | • Connecting ideas                                      |
|                     | • Applying new ideas                             | • Applying new ideas                                    |
| **Teaching Presence** | • Design and organization  
                       | • Facilitation of discourse  
                       | • Direct instruction                                    |
|                     | • Setting curriculum and methods  
                       | • Focusing discussion                                    |
**Concise Summary**

Chapter 3

Designing Blended Learning to Create a Community of Inquiry

<table>
<thead>
<tr>
<th>Teaching Presence Category</th>
<th>Design</th>
<th>Social Presence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principle</td>
<td>Plan to establish a climate that will encourage open communication and create trust</td>
<td></td>
</tr>
</tbody>
</table>
Concise
Summary
Chapter 3

Designing Blended Learning to Create a Community of Inquiry

**Teaching Presence Category**

<table>
<thead>
<tr>
<th>DESIGN</th>
<th>Cognitive Presence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principle</td>
<td>Plan for critical reflection, discourse, and tasks that will support systematic inquiry</td>
</tr>
</tbody>
</table>
### Concise Summary

Chapter 3

**Designing Blended Learning to Create a Community of Inquiry**

**Teaching Presence Category**

**FACILITATION OF DISCOURSE**

**Social Presence**

| Principle | Sustain community by shifting to purposeful, collaborative communication |
Designing Blended Learning to Create a Community of Inquiry

### Teaching Presence Category

**FACILITATION OF DISCOURSE**

<table>
<thead>
<tr>
<th>Cognitive Presence</th>
<th>Principle</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Encourage and support the progression of inquiry</td>
</tr>
</tbody>
</table>
# Concise Summary

Chapter 3

## Designing Blended Learning to Create a Community of Inquiry

<table>
<thead>
<tr>
<th>Teaching Presence Category</th>
<th>DIRECT INSTRUCTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Presence</td>
<td></td>
</tr>
</tbody>
</table>

**Principle**: Manage collaborative relationships to support students in assuming increasing responsibility for their learning.

---

**Note**: This summary is based on the textbook "Blended Learning in Higher Education: Framework, Principles, and Guidelines" by Robin K. Garrison and Norman D. Vaughan.

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---
## Concise Summary

### Chapter 3

### Designing Blended Learning to Create a Community of Inquiry

**Teaching Presence Category**

**DIRECT INSTRUCTION**

**Cognitive Presence**

| Principle | Ensure that inquiry moves to resolution and that metacognitive awareness is developed |
### Concise Summary

**Chapter 3**

**Designing Blended Learning to Create a Community of Inquiry**

<table>
<thead>
<tr>
<th><strong>ASSESSMENT</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Principle</strong></td>
<td>Ensure assessment is congruent with intended learning outcomes</td>
</tr>
</tbody>
</table>
# Concise Summary

Chapter 4

## Faculty Development

<table>
<thead>
<tr>
<th>Inquiry of Blended Learning Courses and Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inquiry</td>
</tr>
<tr>
<td>Blended Learning</td>
</tr>
<tr>
<td>Course Redesign</td>
</tr>
<tr>
<td>Learning Outcomes</td>
</tr>
<tr>
<td>Teaching Strategies</td>
</tr>
</tbody>
</table>
Course redesign for blended learning allows for professional development

Approach allows professors opportunities to:

• Reflect, discuss, and make decisions about their course redesign process with their peers

• Experience a blended learning environment from the student perspective

• Implement and evaluate their own blended learning courses with the aid of instructional design and evaluation support
PART TWO

Blended Learning in Practice
Concise Summary
Chapter 5

Scenarios: Small Class Courses

Political Science and Philosophy

Challenges / realities / goals / redesign / results

Focus
• Fewer lectures
• Sustained asynchronous communication
Concise Summary
Chapter 5

Scenarios: Large Enrollment Courses

Communications / Writing and Chemistry
Challenges / realities / goals / redesign / results

Focus
• Increased interaction
• Increased meaningful problem solving
Concise Summary
Chapter 5

Scenarios: Project-based Courses

Nursing and Scientific Writing
Challenges / realities / goals / redesign / results

Focus
• High-demand, low-enrollment courses
• Access and collaborative learning opportunities
Concise Summary
Chapter 6

Guidelines for strategies and techniques: New approaches

Synchronous and asynchronous connectivity and collaboration

Student’s perceive the instructor as crucial

Community of Inquiry

Technology; Media; Medium of communication

How students perceive and approach learning: Deep and surface approaches
Concise Summary
Chapter 6

Applying the Principles

An interesting presentation, but not a detailed picture of “how to”

- DESIGN: Designing social and cognitive presence
- FACILITATION: Facilitation of social and cognitive presence
- DIRECT INSTRUCTION: Leadership
- ASSESSMENT: Formative Summative
Concise Summary
Chapter 7

Strategies and Tools: Planning and Design

Before a face-to-face session

Preparation for the next face-to-face session

Design Considerations

Face-to-face session

After a face-to-face session
## Concise Summary

Chapter 7

### Design Considerations: Before a Face-to-Face Session

<table>
<thead>
<tr>
<th>Inquiry</th>
<th>Learning Activities</th>
<th>e-learning Tools / Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Learner</td>
<td>• Reading / Writing</td>
<td>• Communication – Announcements</td>
</tr>
<tr>
<td>• Create a triggering event</td>
<td>• Pre-reading assignment or activity</td>
<td>• Group e-mail</td>
</tr>
<tr>
<td>• Determine learner’s prior knowledge</td>
<td>• Self-assessment quiz or survey</td>
<td>• Quiz tool or survey tool</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Posting or linking pre-reading assignments</td>
</tr>
</tbody>
</table>
Concise Summary

Chapter 7

Design Considerations: During a Face-to-Face Session

<table>
<thead>
<tr>
<th>Inquiry</th>
<th>Learning Activities</th>
<th>E-learning Tools / Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Defining a triggering event</td>
<td>• Key Questions</td>
<td>• Printed material</td>
</tr>
<tr>
<td>• Beginning to explore the questions</td>
<td>• Mini-lecture and/or tutorial to address the results of the pre-class quiz or survey</td>
<td>• Displaying quiz or survey results</td>
</tr>
<tr>
<td></td>
<td>• Case studies</td>
<td>• Classroom response systems (clickers)</td>
</tr>
<tr>
<td></td>
<td>• Large or small group discussions / activity</td>
<td>• Conducting in-class quizzes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Displaying digital learning objects, assignments, student work</td>
</tr>
</tbody>
</table>
## Design Considerations: Between Face-to-Face Sessions

<table>
<thead>
<tr>
<th>Inquiry</th>
<th>Learning Activities</th>
<th>E-learning Tools / Resources</th>
</tr>
</thead>
</table>
| Further exploration toward tentative integration with the ability to connect theory to practice application | • Reading / writing  
• Individual or group work; case studies  
• Online discussions with student moderation | • Virtual classroom tools (Elluminate Live) for synchronous sharing  
• Online discussion  
• Group work |
## Concise Summary

**Chapter 7**

### Design Considerations: The Next Face-to-Face Session

<table>
<thead>
<tr>
<th>Inquiry</th>
<th>Learning Activities</th>
<th>E-learning Tools / Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Resolution</td>
<td>• Review of online discussion activities</td>
<td>• Display quiz or survey results</td>
</tr>
<tr>
<td>• Application</td>
<td>• Individual or group presentations</td>
<td>• Display discussion forum</td>
</tr>
<tr>
<td></td>
<td>• Final group thoughts on topic</td>
<td>• Display assignments and student work</td>
</tr>
</tbody>
</table>

**Learning Activities**

- Review of online discussion activities
- Individual or group presentations
- Final group thoughts on topic

**E-learning Tools / Resources**

- Display quiz or survey results
- Display discussion forum
- Display assignments and student work
Assessment Techniques

Assessment Rubrics for Student Assignments

- Portfolios
- Discussion Rubric
- Self-Assessment: students analyze and evaluate their own online discussion contributions
- The Minute Paper

*What was the most important thing you learned during class?*
*What important questions remain unanswered?*
| Appendix 3: Redesign Guide for Blended Learning |
|**Step-by-step guide with questions:** Analysis/Design/Development/Implementation/Evaluation |
| Appendix 4: Blended Faculty Community of Inquiry Planning Document |
| 1) Program goal; 2) Program outcomes: Curriculum design, Teaching strategies, Technology innovation; 3) Tentative Schedule: Procession work, Kick-off session, Fall session, Winter session, Project outcomes |
| Appendix 5: Student Survey Questionnaire |
| **Good example with 21 Questions** |
| Appendix 10: Sample Blended Learning Course Outline |
| **Good definitions, Policies, and an Acknowledgement Letter** |
| Sample rubrics |
| **Assess participation in an online discussion forum** |
| E-portfolio assessment |
**Critical Assessment**

What I want to implement!

<table>
<thead>
<tr>
<th>Acknowledgement Letter Signed by Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read course outline; daily access to Internet; active and self-directed learning; must manage time; will use course system</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Survey Questionnaire</th>
</tr>
</thead>
<tbody>
<tr>
<td>Voluntary and responses kept confidential and anonymous</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td>E-portfolio assignment</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The Minute Paper: In-class Assessment Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>What was the most important thing you learned during class?</em></td>
</tr>
<tr>
<td><em>What important questions remain unanswered?</em></td>
</tr>
</tbody>
</table>
# Intended Audience

**Faculty**
- Struggling to find the time and means to engage their students in meaningful learning activities
- Trying to integrate the Intent and communications technology in their courses

**Instructional Designers**
- Seeking specific techniques for designing blended learning courses

**Graduate Students and Administrators**
- Seeking to gain an understanding and appreciation for the potential of blended learning approaches
Four Book Reviews: A Description and Critical Analysis

Questions and Comments
Thank you for your time.