

Virtual Study Abroad Annotated Bibliography

Author abstracts as well as short excerpts from the text are copied to help identify the focus of each resource. Text shown is not from the investigators. Also included are some working notes from the investigators.

Abdulkadir, E., Erkmen, A.M., Erkmen, I., Bucinelli, R.B., Traver, C., & Notash, L. (2000). The Multidisciplinary International Design Studio (MIVDS). *IEEE Transactions on Education*, 43 (3), 288 – 295.

<http://ieeexplore.ieee.org/xpl/login.jsp?tp=&arnumber=865203&url=http%3A%2F%2Fieeexplore.ieee.org%2Fiel5%2F13%2F18732%2F00865203>

Has some discussion of culture that is interesting.

Aerohive Networks. (2012, January) The iEverything Enterprise: Understanding and addressing IT's dilemma in a Bring Your Own Device (BYOD) World. Retrieved from

<http://www.informationweek.com/whitepaper/Mobility/Muni-Wireless/the-ieverything-enterprise-a-world-dominated-by-w-wp1325697441?articleID=191703996>

Virtualization, cloud computing, and wireless technology are fundamentally changing enterprise computing, providing revolutionary gains in productivity and cost savings. Powerful enterprise applications can now be delivered to almost any device, anywhere, at any time and take advantage of tremendous computing power available in consumer devices, such as smartphones and tablets. Regardless of whether these devices are corporate issued or personally owned, almost every IT department is experiencing the effects of unprecedented smart device and “Bring-Your- Own-Device” (BYOD) policy adoption in their enterprise.

Akyol, Z., Garrison, D.R., & Ozden, M.Y. (2009). Development of a community of inquiry in online and blended learning contexts. *Procedia Social and Behavioral Sciences*, 1, (1), 1834-1838.

Abstract

This paper discusses findings of a mixed method research project with the goal to study the development of a community of inquiry in online and blended learning environments. A graduate course delivered online and blended format was the focus of the study. Data was gathered from the Community of Inquiry Survey and transcript analysis of online discussions to explore the developmental differences on each presence (social, teaching and cognitive). The results showed: significant differences on social and cognitive presence between two course formats and higher perceptions of the presences in blended course.

Allen, E., Seaman, J., Lederman, D., & Jaschik, S. (June 2012). *Conflicted: Faculty and Online Education*, 2012. *Inside Higher Ed*. Retrieved July 1, 2013, from http://www.insidehighered.com/sites/default/server_files/files/IHE-BSRG-Conflict.pdf

This study focuses on attitudes and practices related to all aspects of online education including views on the quality of learning outcomes, issues of institutional support, and institutional rewards. Even as online enrollments have grown exponentially, attitudes about online learning have remained conflicted. The study is based on the results of two related, but separate, surveys. The first is a nationally representative sample of higher education faculty members who are teaching at least one course during the current academic year. The second focused on academic administrators – in particular those responsible for academic technology at their institutions. Faculty report being more pessimistic than optimistic about online learning, academic technology administrators, on the other hand, are extremely optimistic about the growth of online learning, with over 80 percent reporting that they view it with “more excitement than fear.”

Allen, E., Seaman, J., Lederman, D., Jaschik, S. (August, 2012). *Digital Faculty: Professors, Teaching and Technology*, 2012. *Inside Higher Ed*. Retrieved July 1, 2013, from http://www.insidehighered.com/sites/default/server_files/DigitalFaculty.htm

The same digital revolution that is changing day-to-day life for the general population also presents new options to faculty for their research and teaching. The growth of e-textbook options is one example – over one-third of faculty regularly assigns books that are available in both e-textbook and traditional formats. Another area of rapid faculty adoption is in the use of video and simulations in courses. Faculty members are not only selecting digital material from other sources, they are also creating their own for use within their classes. Forty-three percent of instructors say they create digital teaching materials, open educational resources, or capture lectures on a regular or occasional basis, but they do have concerns that the time and effort they put into the creation and production of their own materials will not be respected and rewarded by their institution. Faculty are not yet abandoning traditional scholarly publishing outlets to embrace digital-only publications. The lack of faculty digital publication submissions does not mean that they do not respect online-only publications. When asked if the quality of online-only journals can be equal to work published in print, a majority of faculty members agreed that it could.

Alessi, S.M., Trollip, S.R. (2000). *Multimedia for Learning: Methods and Development* (3rd edition). Boston, MA: Allyn and Bacon.

Used Chapter 2: Learning Approaches and Principles.

Anderson, R., Anderson, R., Linnell, N, Pervaiz, M., Saif, U., and Videon, F. (2009). Collaborative technologies in international distance education. Retrieved from: <http://people.csail.mit.edu/umar/publications/Anderson-CSCWD.pdf>

Abstract

We present a case study of an international distance education course involving two sites in the US and one site in Pakistan. We use the case study to examine the elements of the distance learning environment, and specifically how those elements can be best used to promote classroom interaction. In particular we discuss the effectiveness of two software tools for distance learning that we have developed: ConferenceXP for video conferencing and Classroom Presenter to facilitate interaction across sites. We bring special attention to the use of student artifacts including digital ink and text, and their use in the presentation of design proposals, the facilitation of critiques, and in the promotion of general interaction.

Angelino, L. & Navtig, D. (2009). A conceptual model for engagement of the online learner. *The Journal of Educators Online*, 6 (1), 1-19.

Abstract

Engagement of the online learner is one approach to reduce attrition rates. Attrition rates for classes taught through distance education are 10 – 20% higher than classes taught in a face-to-face setting. This paper introduces a Model for Engagement and provides strategies to engage the online learner. The Model depicts various opportunities where student-instructor, student-student, student-content, and student-community engagement can occur. The Model is divided into four strategic areas: (a) recruitment, (b) coursework, (c) post coursework, and (d) alumni. The theoretical framework for the model is Tinto's student integration model. The conceptual design of the model is based on engagement practices from an online Health Care Management (HCMT) certificate program at a university in South Carolina.

Association of American Colleges and Universities (n.d.). Global Learning VALUE rubrics. Retrieved from: <http://www.aacu.org/value/index.cfm>

Description:

AAC&U addresses diversity, global engagement, and social responsibility as compelling educational and institutional priorities that help students and campuses engage the social, civic, and economic challenges of a diverse and unequal world. AAC&U supports colleges and universities in their efforts to create settings that foster students' understanding of the intersection between their lives and global issues and their sense of responsibility as local and global citizens. AAC&U works to increase the capacity of colleges and universities to help all undergraduates understand and engage the diversities and commonalities among the world's peoples, cultures, nations, and regions.

Beeland JR., W.D. (2002) Student engagement, visual learning and technology: Can interactive whiteboards help? Action Research Exchange, Retrieved July 1, 2013, from http://chiron.valdosta.edu/arc/Artmanscript/vol1no1/beeland_am.pdf

Abstract: The purpose of this action research study was to determine the effect of the use of interactive whiteboards as an instructional tool on student engagement. Specifically, the desire was to see if student engagement in the learning process is increased while using an interactive whiteboard to deliver instruction. In addition, an effort was made to determine if methodology impacts the level at which students are engaged in the learning environment when a whiteboard is used in the classroom. In other words, does the manner in which the whiteboard is used affect the level of student engagement? A total of ten middle school teachers and 197 students participated in the study. In each of the ten classes, the teacher presented a lesson using an interactive whiteboard. After the lesson, students were given a survey, and some students completed a questionnaire. Teachers also completed a survey and questionnaire. The results of the surveys and questionnaires indicated a strong preference for the use of interactive whiteboards in the classroom. The results will be used to make further technology spending decisions at our school.

Beer, C. Clark, K., & Jones, D. (2010). Indicators of engagement. In C.H. Steel, M.J. Keppell, P. Gerbic & S. Housego (Eds.), *Curriculum, technology & transformation for an unknown future. Proceedings ascilite Sydney 2010* (pp.75-86). <http://ascilite.org.au/conferences/sydney10/procs/Beer-full.pdf>

Student engagement has become synonymous with the measurement of teaching and learning quality at universities. The almost global adoption of learning management systems as a technical solution to e-learning within universities and their ability to record and track user behaviour provides the academy with an unprecedented opportunity to harness captured data relating to student engagement. This is an exploratory study that aims to show how data from learning management systems can be used as an indicator of student engagement and how patterns in the data have changed with CQUniversity's recent adoption of Moodle as its single learning management system.

Blau, I. & Baraki, A. (2012). How do personality, synchronous media, and discussion topic affect participation? *Educational Technology & Society*, 15 (2), 12-24.

Abstract

The development of digital technologies increases the use of distance synchronous (real-time) interactions among people. The study explores whether the readiness to participate, the degree of actual participation, and the quality of contribution to synchronous online group discussions is affected by participant personality, media characteristics, and discussion topic sensitivity. The relation between anticipated and actual participation was investigated, as well as the interpersonal and gender equalization effects of online communication. An online self-report viral survey was completed by 405 adult Internet users. Following that, 120 volunteers extracted from this sample were randomly assigned to small, gender-mixed groups, employing face-to-face, online audio or online text chat experimental conditions, and conducted two non-

moderated discussions (having low and high degrees of topic sensitivity). A greater interest in discussing sensitive over non-sensitive topic can explain higher participation and quality of contribution. Online text chat appeared as an efficient medium, in which the quality of participant contributions was similar to spoken discussions, obtained by smaller amount of words. Discussing sensitive topic, participants felt more comfortable using "lean" text-only medium. As hypothesized, participant personality affected the involvement in discussions: extroverts preferred taking part via a more revealing communication medium while introverts expressed greater readiness for holding discussions via text chat.

[Think this deserves another look.]

Bliss, C and Lawrence, B.(2009). From posts to patterns: A metric to characterize discussion board activity in online courses. *Journal of Asynchronous Learning Networks*, v13 n2 p15-32 http://www.cems.uvm.edu/~cabliss/Discussion_Paper_Bliss-Lawrence-2009.pdf

Abstract:

Asynchronous text based discussion boards are included in many online courses, however strategies to compare their use within and between courses, from a disciplinary standpoint, have not been well documented in the literature. The goal of this project was to develop a multi-factor metric which could be used to characterize discussion board use in a large data set (n = 11,596 message posts) and to apply this metric to all Mathematics courses offered in the January 2008 term by the Center for Distance Learning at Empire State College. The results of this work reveal that student participation rates, quantity of student posts, quality of student posts and the extent of threading are well correlated with instructor activity. (Contains 6 figures.)

Bolliger, D., & Inan, F. (2012). Development and validation of the Online Student Connectedness Survey (OSCS).*The International Review Of Research In Open and Distance Learning*, 13(3), 41-65. Retrieved from <http://www.irrodl.org/index.php/irrodl/article/view/1171/2240>

Abstract

With the growth of online courses and programs in higher education, considerable concerns emerge about student feelings of isolation and disconnectedness in the online learning environment. A research study was conducted to develop and validate an instrument that can be used to measure perceptions of connectedness of students enrolled in online programs or certification programs in higher education. The instrument consists of 25 items and has four scales: (a) community, (b) comfort, (c) facilitation, and (d) interaction and collaboration. One hundred and forty-six online learners who were enrolled in courses at a Turkish university completed the online questionnaire. Results of a factor and reliability analysis confirmed that the instrument is a valid and reliable measure of students' perceived connectedness in an online certificate program.

Bozarth, J. (October 2, 2012). Nuts and bolts: Assessing the value of online interactions. *Learning Solutions Magazine*. Retrieved from <http://www.learningsolutionsmag.com/articles/1019/nuts-and-bolts-assessing-the-value-of-online-interactions>

A good deal of my time is spent providing workshops and conference presentations on social learning and the use of social media to support and extend social learning in the workplace. In every session, it seems, someone comes just to challenge me to “prove” that all this isn’t a waste of time, that there is performance-enhancing value in social connections and interactions, particularly of the online variety. They usually want some magic metric, some formula like, “two hours on LinkedIn + four comments in groups = tangible outcomes for the organization.” It doesn’t work that way. A great deal depends on how the worker chooses to spend that time in social channels, how well he filters and curates information, how she chooses the people with whom she’s interacting. The quality of those interactions depends in turn on many other issues, including trust, a willingness to ask for and offer help, and time invested in developing ties deeper than those purely at the surface. Likewise, a worker expected to improve performance and support organizational goals must know what the expectations are around that.

[This article is substantially based on the same Wenger work we are using.]

Brinkman, D. & Wink, M. (2007, April). How to assess the intercultural competence of students? Paper presented at Sofia Congress SIETAR Europa 2007, Sofia, Bulgaria. Retrieved from http://www.sietar-europa.org/congress2007/en/archive_papers.htm

Abstract

The article relates to the concept of intercultural competence and the methods of its assessment. The authors depart from the need for an instrument that is less extensive and expensive and will fit their target group, Dutch and international master students at their university. The assessment results are meant to help adjusting the content of the training course on intercultural communication skills taught to these students to their real needs and also to measure changes in their intercultural competence upon completion of the course. After a brief review of definitions of intercultural competence and inventories of assessment methods the process of the development of the instrument is described. A positive feature of the project is the inclusion of students into the research procedure. The final version of the instrument includes a general part of biographic data, a questionnaire with 27 statements and 8 intercultural episodes, the latter partly stemming from the reflective journals of students who had passed the training course earlier. All items are checked for language, ethnocentricity and social desirability. The assessment form was tested with 34 pre-course and 25 after-course students and the findings showed that students can be trained in intercultural competence or at least in acquiring cultural awareness and sensitivity. It also provided information about the effectiveness of the course on intercultural communication skills. A very interesting finding concerned the one-dimensionality of the intercultural communication construct: the criterion “building relationships” proved to be

as reliable as the whole scale of items. The authors finally list open research issues, among them the important question of the Western nature of methods that presuppose the readiness for self-disclosure and reflection, but that are known to be stumbling blocks for communication in most parts of the world.

Buccinelli, R., Kenyon, R., Abdulkadir, E., Platia, B.E. (1997, November). The International Virtual Design Studio. Proceedings from Frontiers in Education Conference, 1997, 27th Annual Conference: *Teaching and Learning in an Era of Change*. (2). Pittsburgh, PA.

Abstract

The ever increasing globalization of engineering practice has led to the realization that undergraduate students must be made aware of the global nature of the profession and the technologies that allow engineers the world over to collaborate on projects. To this end a pilot program call the "International Virtual Design Studio" (IVDS) was undertaken jointly by the departments of mechanical engineering at Union College in Schenectady, NY and the Middle East Technical University (METU) in Ankara, Turkey, wherein students from each institution are joined as a team to pursue their senior design projects across international boundaries and culture differences. Using a combination of interactive video and Internet communications, the two parts of the team undertook a single design and build project, sharing data bases and designs electronically, communicating both by e-mail and in real time through periodic video conferencing, and building their respective portions of the final design at the individual institutions. The team members met each other in person at the end of the project when they came together...

Citrix Online. (2012). Freemium v Desktop Video Conferencing: The value of being built for business.[Brochure].Fort Lauderdale: Citrix Online. Retrieved from <https://news.citrixonline.com/wp-content/uploads/2012/07/Freemium-v-Desktop-Video-Conferencing-.pdf>

Cross, T. (1988). Cultural Competence Continuum. *Focal Point*. [Bulletin]. Portland, Oregon: The Research and Training Center on Family Support and Children's Mental Health, Portland State University.

Cultural competence is a set of congruent behaviors, attitudes and policies that come together in a system, agency or professional and enable that system, agency or professional to work effectively in cross-cultural situations. The word culture is used because it implies the integrated pattern of human behavior that includes thought, communication, actions, customs, beliefs, values and institutions of a racial, ethnic, religious or social group. The word competence is

used because it implies having the capacity to function effectively. A culturally competent system of care acknowledges and incorporates--at all levels--the importance of culture, the assessment of cross-cultural relations, vigilance towards the dynamics that result from cultural differences, the expansion of cultural knowledge and the adaptation of services to meet culturally unique needs.

Deneen, L. (2010, March). What is student engagement, anyway? *EDUCAUSE Quarterly*.

Retrieved from <http://www.educause.edu/ero/article/what-student-engagement-anyway>

When EDUCAUSE Quarterly asked me to be a columnist on the topic of student engagement, my first question was, "What is student engagement?" This question seems like a good point of departure for exploring the topic in this first of four columns.

De Wit, H. (2013, June). COIL-Virtual mobility without commercialization. *University World News*, 274. Retrieved from

<http://www.universityworldnews.com/article.php?story=20130528175741647>

ABSTRACT:

The term 'virtual mobility' has emerged from documents from the European Commission as well as from other European entities and institutions of higher education over the past few years. It relates to the increasing attention being paid to forms of mobility other than physical mobility, exchange and-or study abroad.

It is connected to a desire to focus on the large majority of students who are not mobile, the 'internationalisation at home' movement. In other words: how to make it possible for non-mobile students to develop an international dimension to their teaching and learning.

Others see it more as a way to realise international, collaborative experiences. This focus on the mobility dimension of online learning, as expressed in the name of 'virtual mobility', in my view ignores the potential of international online learning as an integral part of the internationalisation of university curricula and teaching and learning.

The term 'collaborative online international learning' combines the four essential dimensions of real virtual mobility: it is a collaborative exercise of teachers and students; it makes use of online technology and interaction; it has potential international dimensions; and it is integrated into the learning process.

Dolby, N. (2007). Reflections on nation: American undergraduates and education abroad. *Journal of Studies in International Education* 2007 11: 141 DOI: 10.1177/1028315306291944 <http://jsi.sagepub.com/content/11/2/141>

ABSTRACT:

Study abroad is increasingly a key component of U.S. universities' efforts to both create and solidify their commitments to international education. This article specifically examines how American undergraduates negotiate their national identity in the context of studying abroad. Although universities often promote study abroad through paradigms that emphasize global awareness, national sentiments and identity are still fundamental elements of how Americans see and position themselves in the world, particularly in the post-September 11 context. Drawing on Craig Calhoun's scholarship on national identity, the author argues that students negotiate a middle path between what he terms a "thin" (cosmopolitan) and a "thick" (ethnocentric) sense of national identity. In conclusion, the author suggests that although global awareness is a broad and often nebulous pedagogical goal of study abroad, critical reflection on national identity is both obtainable and an important step toward global citizenship.

Fang, B. (2009). From distraction to engagement: Wireless devices in the classroom. *EDUCAUSE Quarterly*. Retrieved from <http://www.educause.edu/ero/article/distraction-engagement-wireless-devices-classroom>

Key Takeaways

- *Wireless devices in the classroom threaten to distract student attention but also offer opportunities for student engagement.*
- *Faculty use different methods to reduce in-class distractions, up to mandating no use of wireless devices during class sessions.*
- *To increase student engagement using wireless devices, faculty employ creative options for making wireless devices part of instruction, from cell phones as clickers to laptops for on-the-fly web research.*

Forum on Education Abroad (2012). *The State of the Field Survey 2011*. Forum on Education Abroad, Dickson College. Retrieved July 1, 2013 from <http://www.forumea.org/documents/ForumEA-StateofFieldSurvey-2012.pdf>

Gardner, P., Steglitz, I., and Gross, L. (2009). Translating study abroad experiences for

workplace competencies. *Association of American Colleges and Universities Peer Review* | Fall 2009 Retrieved from:
<http://catcher.sandiego.edu/items/cee/Reading7.SA%20for%20Workplace%20Competency.pdf>

ABSTRACT:

One of the positive benefits often attributed to participation in study abroad is the importance employers place on it during the recruiting and hiring process for college seniors. It seems intuitively obvious that having an international experience would benefit students moving to globally competitive organizations. Unfortunately, however, employers do not necessarily value the study abroad experience as highly as other cocurricular activities in which students can chose to participate. At Michigan State University (MSU), we initiated research of the hiring process by asking employers their opinions about the value of study abroad. The results were not encouraging, as employers placed low importance on study abroad compared to other cocurricular activities. However, follow-up research showed that students were not articulating their international experiences in ways that had meaning for employers.

Garrison, D. R. (2003). Cognitive presence for effective asynchronous online learning: The role of reflective inquiry, self-direction, and metacognition. *Elements of quality online education: Practice and direction* (4), 47-58.

Abstract

The purpose of this paper is to demonstrate that asynchronous online learning can create a rich cognitive presence capable of supporting effective, higher-order learning. It begins by exploring the properties of asynchronous online learning and their link with the dimensions of higher-order learning. The dimensions of higher-order learning emerge from the concepts of reflective inquiry, self-direction and metacognition. Moreover, it is argued that the dimensions of higher-order learning, reflection and collaboration, are, in fact, congruent with the asynchronous and connectivity properties of online learning. Finally, the issues and principles of effective asynchronous online learning are explored

Garrison, D.R., Anderson, T. & Archer, W. (2000). Critical inquiry in a text-based environment: Computer conferencing in higher education. *The Internet and Higher Education*, 2(2-3), 87-105.

Abstract

The purpose of this study is to provide conceptual order and a tool for the use of computer mediated communication (CMC) and computer conferencing in supporting an educational experience. Central to the study introduced here is a model of community inquiry that constitutes three elements essential to an educational transaction cognitive presence, social presence, and teaching presence. Indicators (key words/phrases) for each of the three elements emerged from the analysis of computer-conferencing transcripts. The indicators described represent a template

or tool for researchers to analyze written transcripts, as well as a guide to educators for the optimal use of computer conferencing as a medium to facilitate an educational transaction. This research would suggest that computer conferencing has considerable potential to create a community of inquiry for educational purposes. The use of computer-mediated communication (CMC) is becoming increasingly common

Garrison, D.R. & Cleveland-Innes, M. (2005). Facilitating cognitive presence in online learning: Interaction is not enough. *The American Journal of Distance Education*, 19(3), 133-148.

Abstract

This study assessed the depth of online learning, with a focus on the nature of online interaction in four distance education course designs. The Study Process Questionnaire was used to measure the shift in students' approach to learning from the beginning to the end of the courses. Design had a significant impact on the nature of the interaction and whether students approached learning in a deep and meaningful manner. Structure and leadership were found to be crucial for online learners to take a deep and meaningful approach to learning.

Garrison, D.R. (2007, April). Online Community of Inquiry Review: Social, cognitive, and teaching presence issues. *Journal of Asynchronous Learning Networks*, (11) 1, 61-72

Abstract

This paper explores four issues that have emerged from the research on social, cognitive and teaching presence in an online community of inquiry. The early research in the area of online communities of inquiry has raised several issues with regard to the creation and maintenance of social, cognitive and teaching presence that require further research and analysis. The other overarching issue is the methodological validity associated with the community of inquiry framework. The first issue is about shifting social presence from socio-emotional support to a focus on group cohesion (from personal to purposeful relationships). The second issue concerns the progressive development of cognitive presence (inquiry) from exploration to resolution. That is, moving discussion beyond the exploration phase. The third issue has to do with how we conceive of teaching presence (design, facilitation, direct instruction). More specifically, is there an important distinction between facilitation and direct instruction? Finally, the methodological issue concerns qualitative transcript analysis and the validity of the coding protocol.

[Note in Diigo: Garrison seems to have a lot of relevant articles. This one discusses the practical inquiry model as part of community of inquiry research.]

Geist, E. (2011). The game changer: Using Ipad in college teach education classes. *College Student Journal*, 758-768.

This article reports the findings of a study to examine the practicality and efficacy of using tablet computers in the Higher Education classroom. Students in a senior level teacher preparation class were provided with Apple iPads for 10 weeks to aid in their studies. The iPads were

preloaded with selected software but students were encouraged to use them in the way that felt the most natural and beneficial to them. Results indicated that students thought that the device was most beneficial as an e-reader and a way to have instant access to information while the instructor was lecturing. They also found it to be beneficial in their clinical work in elementary school classrooms.

Gliksman, S. (2011, January 24). What do students think of using Ipads in class? Pilot survey results. [Web log comment]. Retrieved from <http://ipadeducators.ning.com/profiles/blogs/what-do-students-think-of>

It's almost a year since the iPad was first released and we have been using them in a high school pilot program since September. Our intent was to explore different ways that the iPad could be used by students and the hope was that we could also transition to using e-Books instead of paper textbooks during the course of the year.

The pilot has been a source of observational and anecdotal information. After four months I felt we should get a more precise evaluation of how students rated their experiences with the iPads. We had them complete a Google forms survey and collated the results of 126 students that responded.

[This is a blog, but interesting to see uses and acceptance.]

Gunawardena, C.N., Lowe, C.A., Anderson, T. (1997). Analysis of a global online debate and the development of an interaction analysis model for examining social construction of knowledge in computer conferencing. *Journal of Educational Computing Research*, 17 (4), 397-431.

Abstract

This study attempts to find appropriate interaction analysis/content analysis techniques that assists in examining the negotiation of meaning and co-construction of knowledge in collaborative learning environments facilitated by computer conferencing. The authors review strengths and shortcomings of existing interaction analysis techniques and propose a new model based on grounded theory building for analyzing the quality of CMC interactions and learning experiences. This new Interaction Analysis Model for Examining Social Construction of Knowledge in Computer Conferencing was developed after proposing a new definition of "interaction" for the CMC context and after analyzing interactions that occurred in a Global Online Debate. The application of the new model for analysis of collaborative construction of knowledge in the online debate and in subsequent computer conferences are discussed and future research suggested.

Halic, O., Lee, D., Paulus, T., Spence, M. (2010). To blog or not to blog: Student perceptions of blog effectiveness for learning in a college-level course. *Internet and Higher Education* 13, 206-213.

Blogs have the potential to increase reflection, sense of community and collaboration in undergraduate classrooms. Studies of their effectiveness are still limited. The purpose of this study was to investigate whether the use of blogs in a large lecture class would enhance students' perceived learning. Students in an undergraduate nutrition course were required to engage in blog conversations over the course of the semester to promote reflective learning. Sixty-seven undergraduates responded to a survey with dimensions on perceived learning and sense of community. Sense of community and computer expertise were identified as significant predictors of perceived learning, when controlled for age, gender, and previous blogging experience. While a majority of the students reported that blogging enhanced their learning and led them to think about course concepts outside the classroom, fewer perceived value in peer comments. Implications for integrating blogging into undergraduate classrooms are discussed.
[Look at again]

Henri, F. (1992). Computer conferencing and content analysis. In A.R. Kaye (Eds.)
Collaborative Learning Through Computer Conferencing. 117-136. Berlin: Springer.

Abstract

This chapter presents a framework and analytical model that could be used by educators in the content of CMC messages. The analytical model was developed to highlight five dimensions of the learning process exteriorized in messages: participation, interaction, social, cognitive, and metacognitive. These dimensions were chosen because they pertain to the work of an educator in dealing with a group of distance learners, and because of their connection with the cognitive approach to the learning process. The point is that CMC messages are polysemic, and that content analysis helps us to understand the learning process and offers data useful to improving the efficacy of interaction with students. The analytical model appears capable of promoting and supporting a collaborative learning process.

Houser, C. Brannstrom C., Ouring, S.M. & Lemmons, K.K. (2011) Study Abroad Field Trip Improves Test Performance through Engagement and New Social Networks. *Journal of Geography in Higher Education* 35(4), 513-528, doc: 10.1080/03098265.2010.551655
<http://files.eric.ed.gov/fulltext/EJ891452.pdf>

Abstract:

In order to assess the validity of previous research concerning the effect of international experiences on business career outcomes, IU's Office of Overseas Study collaborated with the KSB in 2001 on research to determine the impact of an international

experience on the job search and career plans of the KSB students by comparing the career plans of students who studied abroad to the career plans of those who did not study abroad.

Huang, X. & Hsiao, E. (2012). Synchronous and asynchronous communication in an online environment. *Quarterly Review of Distance Education*, 13(1), 15030.

Introduction

Distance education is becoming more and more popular as it does not have the limitations of space and/or time. According to the report of Distance Education at Degree-Granting Postsecondary Institutions: 2006–07, 66% of 2-year and 4-year Title IV eligible, degreegranting institutions offered online, hybrid, or other formats of distance education courses during the 2006-2007 academic year. It also reported an estimated 12.2 million enrollments/ registrations in distance education courses (Parsad & Lewis, 2008). While distance education can be delivered via different methods such as cable TV or CD, asynchronous web-based online instruction was reported as the most adopted delivery method for distance education (Parsad & Lewis, 2008). Asynchronous online communication does not require the real-time participation of instructor and students, which can be supported through tools such as e-mails, discussion boards, blogs, wikis, or video/audio recordings. Literature has documented the effectiveness of asynchronous learning environments to facilitate student learning. It has been found that asynchronous communication fostered in-depth learning and critical thinking as students would have more time to process information and their thinking (Benbunan-Fich & Hiltz, 1999; Bonk & King, 1998; Duffy, Dueber, & Hawley, 1998). However, the delayed feedback in asynchronous learning environments has been identified as one of its main limitations (Branon & Essex, 2001). In addition, asynchronous online learning environment may not provide sufficient opportunities for social interactions, thus it tends to create a sense of separation between students and instructors.

[Look at again]

Hudzik, J. (2011). Comprehensive Internationalization: From concept to action. NAFSA Association of International Educators. Retrieved from: http://www.nafsa.org/uploadedFiles/NAFSA_Home/Resource_Library_Assets/Publications_Library/2011_Comprehen_Internationalization.pdf

ABSTRACT:

This publication explores the imperative of internationalization, particularly the emerging idea of comprehensive internationalization (CI). CI is an organizing paradigm to think holistically about higher education internationalization and how internationalization is evolving in the early twenty-first century in the United States to involve widening sets of objectives and people on and off campus. The purpose is not to prescribe a particular model or set of objectives, but to recognize a diversity of approaches to CI allowing each institution to

choose its own path and its particular contribution consistent with its missions, clientele, programs, resources, and values.

Kemp, L. (2013). Introducing blended learning: An experience of uncertainty for students in the United Arab Emirates. *Research in Learning Technology* (21)18461

Cultural references related to learning.

Kemp, L. (2013). Introducing blended learning: An experience of certainty for students in the United Arab Emirates. *Research in Learning Technology*, 21.

<http://dx.doi.org/10.3402/rlt.v21i0.18461>

Differences in learning and student expectations in high uncertainty avoidance cultures and adaptations instructors can make to address this.

*Kenyon, R. (date). The Virtual Term Abroad: An international collaborative design experience for engineering students. I can't find anything on this source—what you need depends on what type of source it is and I can't tell from the info you have here below***???*

The Virtual Term Abroad: An International Collaborative Design Experience For Engineering Students

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Abstract

The ever increasing globalization of engineering practice has led, quite logically, to the realization that the engineering curriculum must be restructured to provide students with an awareness of the global nature of the profession and some level of international experience integral to the undergraduate program. One obvious solution is to require all students to include either a traditional academic term abroad or an international cooperative work experience within the academic program. Since these options may not be financially possible for some students and the operation of such programs for all students beyond the practical reach of many institutions, the virtual term abroad described herein may prove a more viable option for individuals or schools.

This paper describes a pilot program being undertaken jointly by the departments of mechanical engineering at Union College in Schenectady, NY, and the Middle East Technical University in Ankara, Turkey, wherein students from each institution are joined as a team to pursue their senior design projects across international boundaries and cultural differences. Using a combination of interactive video and Internet communications, the two parts of the team will undertake a single design and build project, sharing data bases and designs electronically, communicating both by e-mail and in real time through periodic video conferencing, and building their respective portions of the final design at the individual institutions. The team members will finally "meet" each other in person at the end of the year when they come together in Ankara to assemble the final design and participate in the design competition with the remaining teams from METU.

awarded a five-year grant by the GE Foundation (now the GE Fund) for a total curriculum redesign of its nearly century and a half old engineering programs. Introduced with the class of 2000 (those entering as freshmen in September, 1996) the new curriculum builds on five themes articulated in the original proposal to the GE Foundation. The virtual term abroad design experience speaks directly to three of these themes.

An especially strong motivation for undertaking the planned curriculum revision at Union College derived from the fact that Union's one hundred and fifty year old engineering programs are imbedded in a strong, two-century old liberal arts tradition that has long included an extensive and formal term abroad component. A major driving force behind the new curriculum was the growing concern that "Engineering education, without the underlying contextual basis or frame of reference obtained through careful pursuit of the liberal arts and the basic sciences in an integrated general education component, may become the mere assemblage of seemingly random scientific and technological information, leaving the graduate technically sophisticated but socially and culturally impotent in today's world." (1) Union College seemed the ideal environment in which to build a new curriculum paradigm that would provide the proper intellectual, social and cultural context for the study and subsequent practice of engineering. Students participating in the virtual term abroad will simultaneously develop a new cultural awareness through interaction with students and faculty members from another country.

One of the major goals of the new curriculum is to help students develop the teaming skills so necessary to success in today's dynamic and ever changing

Lajoie, S., Garcia, B., Berdugo, G., Marques, L., Espindola, S., and Nakamura, C. (2006). The creation of virtual and face-to-face learning communities: An international collaboration experience. *Journal of EDUCATIONAL COMPUTING RESEARCH*, Vol. 35(2) 163-180. Retrieved from:
<http://baywood.metapress.com/app/home/contribution.asp?referrer=parent&backto=issue,5,7;journal,57,192;linkingpublicationresults,1:300321,1>

ABSTRACT:

This article examines the use of technology in higher education to support an international collaboration between 2 graduate seminars in cognition and instruction, one in Mexico and another in Canada. The culture of both seminars is described in the context of using computer mediated collaboration systems. The online collaboration between and within the 2 groups happened through the use of the communications tools available in WebCT, a Web-based course management system. The analyses reveal the discursive patterns between instructors and students in both settings, with an examination of teacher presence as it pertains to a cognitive apprenticeship perspective, with particular attention to teacher's modeling and scaffolding. We

also present the nature of the student interactions in terms of the cognitive elements present in the discourse and the types of social interactions that support the community of inquiry model. Students in both seminars revealed high levels of critical thinking in the types of discussions they engaged in and the types of questions they posed to others. Differences were noted in the types of teacher modeling in the 2 seminars. These differences are explored and future directions are stated for promoting international collaborations in higher education.

Martin, F., Parker, M. & Deale, D. (2012). Examining interactivity in synchronous virtual classrooms. *International Review of Research in Open & Distance Learning*, 13(3). Retrieved from <http://www.irrodl.org/index.php/irrodl/article/view/1174/2253>

Interaction is crucial to student satisfaction in online courses. Adding synchronous components (virtual classroom technologies) to online courses can facilitate interaction. In this study, interaction within a synchronous virtual classroom was investigated by surveying 21 graduate students in an instructional technology program in the southeastern United States. The students were asked about learner-learner, learner-instructor, learner-content, and learner-interface interactions. During an interview, the instructor was asked about strategies to promote these different forms of interaction. In addition, the academic, social, and technical aspects of interactions were examined in three course archives using Schullo's (2005) schema. Participants reported that the Wimba interface was easy to use and that various features, such as text chat and the webcam, facilitated interaction among the students and with the instructor in the virtual classroom. The importance of students' ability to receive immediate feedback and their experience as presenters was highlighted across the various kinds of interaction. The instructor's teaching style and visual presence were instrumental in engaging students with the content. The results suggest that student interaction, and hence learning, was aided by the live communication that occurred through the virtual classroom. This study has implications for those who are considering adopting virtual classroom technologies for their online or blended teaching.

[I thought this article was also especially relevant]

Noel-Levitz, Inc. (2012). The mobile browsing behaviors and expectations of college-bound high school students. *An E-Expectations Trend Report*. Retrieved July 1, 2013 from <http://www.eric.ed.gov/PDFS/ED536678.pdf>

The last decade marked a dramatic change in the college search experience as students flocked to the Internet as their primary tool for researching colleges. Institutions had to transform their recruitment efforts to keep up with the online demands and expectations of prospective students. The proliferation of smartphones is transforming the online college search experience even further. Noel-Levitz, OmniUpdate, CollegeWeekLive, and NRCCUA® (National Research Center for College & University Admissions) conducted a survey of nearly 2,300 college-bound high school students regarding the use of mobile devices to search for colleges. Nearly all of the students (94 percent) said they use a mobile device (such as a cell phone, smartphone, or tablet)

at least once per week. But how many use these devices to research colleges, and what do they expect from the college mobile site experience?

Moodie, A. (2013, January). Strategy aims to make US students more globally engaged. *University World News*, 253. Retrieved from <http://www.universityworldnews.com/article.php?story=20130103160527705#.UOrwhMmzdPY.diiigo>

The strategy, Succeeding Globally through International Education and Engagement, aims to prepare American students to succeed in a globalised world, and to improve the US education system, from kindergarten through college, by collaborating with other countries.

Murat, O., Zingaro, D., Brett, C. Hewitt, J. (2012). Exploring asynchronous and synchronous tool use in online courses. *Computers & Education* (60), 1, 87-94.
<http://dx.doi.org.library.esc.edu/10.1016/j.compedu.2012.08.007>

Abstract

While the independent contributions of synchronous and asynchronous interaction in online learning are clear, comparatively less is known about the pedagogical consequences of using both modes in the same environment. In this study, we examine relationships between students' use of asynchronous discussion forums and synchronous private messages (PM). We find that asynchronous notes contain more academic language and less social language, are more difficult to read, and are longer compared to PM. In addition, we find that the most active forum-posters are also the most active PM users, suggesting that PMing is not reducing their contribution to public discourse. Finally, we find that those who frequently PM are less likely to rapidly scan forum notes, and that they spend more time online than those who make less use of PM. We suggest that PM supports asynchronous discussions in the formation of a community of inquiry.

[Take another look at this one.]

National Survey of Student Engagement 2011. The College Student Report. (2011). Retrieved from http://nsse.iub.edu/pdf/survey_instruments/2011/NSSE2011_US_English_Paper.pdf

The sample form, used for ideas for our survey questions, but a lot of areas that didn't apply

Orahood, T., Kruze, L., Pearson, D. E. (2004). The impact of Study Abroad on business students' career goals. *Frontiers: The Interdisciplinary Journal of Study Abroad*, v10 p117-130 Fall 2004. http://www.frontiersjournal.com/issues/vol10/vol10-07_OrahoodKruzePearson.pdf

Abstract:

As an increasing number of U.S. corporations position themselves for international competition, the demand for cross-culturally competent employees is expected to rise. However, reports suggest that graduates of U.S. business schools lack cross-cultural skills, prompting employers to recruit international students. The authors designed a study that tests the belief that business students will acquire desired international and cross-cultural perspectives through studying abroad. This study seeks to understand the impact of studying abroad on business students and their career plans to determine whether study abroad experiences are all "hype," or if they have "substance." The authors administered a survey, designed for this study, both to students who had, and who had not, studied abroad. The results show that business students who have studied abroad are more open to internationalizing their careers. These students, due to the skills that they acquired while abroad, are the types of professionals that employers seek for international assignments and even for domestic assignments that require a degree of cross-cultural competency. The authors use the results of the survey to propose strategies to aid business students in articulating the pragmatic value of their study abroad experience.

Paige, R., Fry, G.W., Stallman, E.M., Josic, J., & Jon, J. (2009). Study abroad for global engagement: the long term impact of mobility experiences. *Intercultural Education*, 20/29-44. Doi:10.1080/14675980903370847
<http://www.tandfonline.com/doi/abs/10.1080/14675980903370847#.Uo92MNIVOSo>

Abstract:

This paper reports on the preliminary results of a research project 'Beyond immediate impact: Study abroad for global engagement (SAGE)', which examines the long-term impact of study abroad on various forms of global engagement. The study employs a retrospective tracer study and mixed methods research design. Survey results from 6391 study-abroad participants reveal that study abroad has had an impact on five dimensions of global engagement (civic engagement, knowledge production, philanthropy, social entrepreneurship and voluntary simplicity) as well as on subsequent educational and career choices. Sixty-three interviews were also conducted to provide more detailed life stories about the role of study abroad on global engagement, education and career paths. Three of these case studies are presented. Data were also gathered concerning study-abroad program characteristics and participant characteristics. In future analyses, the relationships among these variables will be examined.

Pawan, F. Paulus, T.M., Yalcin, S., Change, C. (2003). Online learning: Patterns of engagement and interaction among in-service teachers. *Language Learning & Technology*, 7(3), 119-140.

Abstract:

Language teacher education programs attempt to foster collaboration amongst pre-service and in-service teachers. The approach is in place in an online teacher education program in a Midwestern university where the current study was undertaken. Collaborative interactions are an essential element of any pedagogy which assumes that good learning is collaborative and that understanding comes through modeling, participation in, and reaction to the behaviors and thoughts of others. This study was conducted with the following objectives: (a) to analyze the patterns and types of collaborative interactions taking place in three online classes; and (b) to use these findings as a guide in the design of instructional interventions. Our goal is to understand the practice of collaborative teaching and learning so that assistance can be provided to support instructor efforts to include collaborative interactions in their courses. We used Garrison, Anderson, and Archer's (2001) "practical inquiry" model as a framework for the study. Without instructors' explicit guidance and "teaching presence," students were found to engage primarily in "serial monologues." Based on the findings, we propose three intervention strategies that may help instructors increase collaborative interactions in online discussions.

IPad Research Study: Study Methodology. (2011). Retrieved from Pepperdine University website: <http://community.pepperdine.edu/it/tools/ipad/research/method.htm>

Web site with background on their study, forms they used, methodology; support site for participants

Pepperdine University Technology Follow-Up Survey for the iPad Study iPad Class Section, Fall 2011. (2011). Retrieved from Pepperdine University website:

<http://community.pepperdine.edu/it/tools/ipad/research/docs/default.htm>

Pepperdine University Technology Follow-Up Survey for the iPad Study non-iPad Class Section, Fall 2011. (2011). Retrieved from Pepperdine University website:

<http://community.pepperdine.edu/it/tools/ipad/research/docs/default.htm>

Pinto, M. & Anderson, W. (2011). A little knowledge goes a long way: Student expectations and satisfaction with hybrid learning. [Conference handout]. CIT Conference. SUNYIT, Utica, NY.

This was a hand out I got at the CIT conference. Good survey instruments and well documented results.

Redden, E. (2013, April). Seeking rigor in study abroad. *Inside Higher Ed*. Retrieved from <http://www.insidehighered.com/news/2013/04/09/study-abroad-call-greater-intentionality-and-ambition>

Ross, K.G. (2008, May). Toward an operational definition of cross-cultural competence from interview data. Patrick AFB, FL: Defense Equal Opportunity Management Institute (DEOMI).

The task documented here is part of a project to support Cultural Readiness for the Department of Defense. The purpose of this project is to derive a preliminary operational definition of cross-cultural competence and test and validate related measures in the military population. We define measurement for this purpose as establishing an understanding of the level of expertise in the target population. Cross-cultural competence (CCC) is the expertise which enables an individual in the military to perform in any number of cultures to achieve organizational goals (in contrast to more specific regional knowledge and language skills).

Salisbury, M. H. (2011). "The effect of study abroad on intercultural competence among undergraduate college students." doctoral dissertation, University of Iowa, 2011. <http://ir.uiowa.edu/etd/1073>.

The current study sought to determine the effect of study abroad on intercultural competence among 1,593 participants of the 2006 cohort of the Wabash National Study on Liberal Arts Education. The Wabash National Study is a longitudinal study of undergraduates that gathered pre- and post-test measures on numerous educational outcomes, an array of institutional and self-reported pre-college characteristics, and a host of college experiences. The current study employed both propensity score matching and covariate adjustment methods to account for pre-college characteristics, college experiences, the selection effect, and the clustered nature of the data to both crossvalidate findings and provide guidance for future research.
[Look at again.]

Schlossberg, N. (1989). Marginality and mattering: Key issues in building community. In D.C . Roberts (ed.), *Designing campus activities to foster a sense of community* (New Directions for Student Services, No. 48, pp5-15). San Francisco: Jossey-Bass.

7 things you should know about iPad Apps for learning. (2011, February) EDUCAUSE Learning Initiative. Retrieved from <http://net.educause.edu/ir/library/pdf/eli7069.pdf>

Shea, P. & Bidjerano, T. (2012). Learning presence as a moderator in the community of inquiry model. *Computers & Education*, 59, 316-326.

Shea, P. & Bidjerano, T. (2010). Learning presence: Towards a theory of self-efficacy, self-regulation, and the development of communities of inquiry in online and blended learning environments. *Computers & Education*, 55, 1721-1731.

Abstract

This study of over 2000 US college students examines the Community of Inquiry framework (CoI) in its capacity to describe and explain differences in learning outcomes in hybrid and fully online learning environments. We hypothesize that the CoI model's theoretical constructs of presence reflect educational effectiveness in a variety of environments, and that online learner self-regulation, a construct that we label "learning presence" moderates relationships of the other components within the CoI model. Consistent with previous research (e.g., Means, Toyama, Murphy, Bakia, & Jones, 2009; Shea & Bidjerano, 2011) we found evidence that students in online and blended courses rank the modalities differently with regard to quality of teaching, social, and cognitive presence. Differences in help seeking behavior, an important component of self-regulated learning, were found as well. In addition, results suggest teaching presence and social presence have a differential effect on cognitive presence, depending upon learner's online self-regulatory cognitions and behaviors, i.e. their learning presence. These results also suggest a compensation effect in which greater self-regulation is required to attain cognitive presence in the absence of sufficient teaching and social presence. Recommendations for future research and practice are included.

Shea, P., Hayes, S., Vicker, J., Gozza-Cohen, M., Uzuner, S., Mehta, R. (2009). A re-examination of the Community of Inquiry Framework: Social network and content analysis. *Internet and Higher Education*, 13, 10-21.
<http://dx.doi.org.library.esc.edu/10.1016/j.compedu.2010.07.017>

Abstract

In this paper we examine the Community of Inquiry framework (Garrison, Anderson, & Archer, 2000) suggesting that the model may be enhanced through a fuller articulation of the roles of online learners. We present the results of a study of 3165 students in online and hybrid courses from 42 two- and four-year institutions in which we examine the relationship between learner self-efficacy measures and their ratings of the quality of their learning in virtual environments. We conclude that a positive relationship exists between elements of the CoI framework and between elements of a nascent theoretical construct that we label "learning presence". We suggest that learning presence represents elements such as self-efficacy as well as other cognitive, behavioral, and motivational constructs supportive of online learner self-regulation. We suggest that this focused analysis on the active roles of online learners may contribute to a more thorough account of knowledge construction in technology-mediated environments expanding the descriptive and explanatory power of the Community of Inquiry framework. Learning presence: Towards a Theory of Self-efficacy, Self-regulation, and the Development of a Communities of Inquiry in Online and Blended Learning Environments.

Shea, P. Vickers, J. & Hayes, S. (2010). Online instructional effort measured through the lens of teaching presence in the Community of Inquiry Framework: A re-examination of measures and approaches. *International Review of Research in Open and Distance Learning*, 11(3). Retrieved from <http://www.irrodl.org/index.php/irrodl/article/view/915/1648>

Abstract

With more than 4 million students enrolled in online courses in the US alone (Allen & Seaman, 2010), it is now time to inquire into the nature of instructional effort in online environments. Reflecting the community of inquiry (CoI) framework (Garrison, Anderson, & Archer, 2000) this paper addresses the following questions: How has instructor teaching presence (Anderson, Rourke, Garrison, & Archer, 2001) traditionally been viewed by researchers? What does productive instructor effort look like in an entire course, not just the main threaded discussion? Results suggest that conventional research approaches, based on quantitative content analysis, fail to account for the majority of teaching presence behaviors and thus may significantly under represent productive online instructional effort.

Teng, D.C., Chen, N., Kinshuk, & Tommaso, L., (2011). Exploring students learning experience in an international online research seminar in the Synchronous Cyber Classroom. *Computers & Education*, 58, 918-930.

The development of computer-mediated communication enables teaching and learning to take place across geographical boundaries. An online synchronous learning environment with cyber face-to-face features affords students the sense of learning together online. This study reports a novel design of organizing a 16-week seminar for doctoral students across Canada, Italy, New Zealand, and Taiwan in the Synchronous Cyber Classroom, an online synchronous learning environment. Students' learning experiences were explored from the perspective of students' interactions with students, instructors, and the content, based on which the perception of being in a learning community was formed. This article reports how this international online research seminar was organized, how students' learning experience was analyzed, and what we learned about students' learning in this international online research seminar.

[Look at again.]

Thurmond, V. & Wambach, K. (**). Understanding interactions in distance education: A review of the literature. *International Journal of Instructional Technology & Distance Learning* (1), 1. Retrieved from http://www.itdl.org/journal/jan_04/article02.htm

Abstract

Interaction in a traditional classroom is much different than the interaction that occurs in a Web-based course. The differences in interaction are largely due to the instructional media used in Web-based courses. Despite the difference in the pedagogical mediums, the interactive

component that faculty design into a traditional classroom course is just as important – if not more so – in the Web-based course. Therefore, because of the proliferation of Web-based courses and the differences in interaction between the traditional and Web-based pedagogical platforms, a vital need exists to assess the effectiveness of interactivity in a Web-based course. The purpose of this paper is to provide a literature review on interaction as it pertains to distance education and Web-based courses. This review of the literature covers four types of interaction: learner - content, learner - learner, learner - instructor, and learner - interface. Offerings of distance education (DE) and Web-based courses are on the rise. Between 1998 and 2001, one-fifth of the nation's two-year and four-year educational institutions planned to offer distance education courses. Further, in 1999-2000 eight percent of undergraduates and 12% of master's students enrolled in distance education courses (NCES, 2002a). According to the National Governor's Association (NGA), in 1998 58% of two-year and four-year institutions offered distance education courses and 84% of all colleges were expected to follow by the year 2002 (NGA, 2001). As a medium for DE, course specific Web sites were used by about 40% of full-time faculty in a nationally representative sample of post-secondary institutions (NCES, 2002b). Without a doubt, Web-based classrooms are a reality in higher education.

However, the Web-based classroom differs substantially from the traditional classroom in several ways. An important example is that the interaction between students and faculty, other students, and the course content are very different. Despite the difference in the pedagogical mediums, the interactive component that faculty design into a traditional classroom course is just as important – if not more so – in the Web-based course. Therefore, because of the proliferation of Web-based courses and the differences in interaction between the traditional and Web-based pedagogical platforms, a vital need exists to assess the effectiveness of interactivity in a Web-based course. The purpose of this paper is to review the current literature on interactions in Web-based education and its effects on student outcomes.

Union College Magazine. (1997, July) Long Distance Teammates. *Union College Magazine*. Retrieved from http://www.union.edu/N/DS/edition_display.php?e=663&s=2510

Long Distance Teammates

Working in teams can be a challenge-especially if your teammates are more than 5,000 miles away. This year, four Union students tested their communication skills while participating in Union's first virtual term abroad. The Union students joined students from the Middle East Technical University in Ankara, Turkey in a complex design project, collaborating for sixteen weeks on the design, construction, and testing of a small, mobile . vehicle without wheels. Here is how the term went. For Jill Hahl '97 and Brian Smallwood '97, both mechanical engineering majors, the decision to join the virtual term abroad was a simple one. "When I hear the word `international,' I'm there," Smallwood says. The two were part of a senior design class taught by Ronald Bucinell, assistant professor of mechanical engineering and adviser of the project. Hahl, who hadn't done a term abroad, jumped at the chance for an international experience; Smallwood, who had spent a term in Costa Rica, was eager for more.

Uzuner, S. (2007). Educationally Valuable Talk: A New Concept for Determining the Quality of Online Conversations. *MERLOT Journal of Online Learning and Teaching*, Vo. 3, No. 4, December, 2007. <http://jolt.merlot.org/vol3no4/uzuner.htm>

Abstract:

This paper is about conversations and quality of talk in online discussions. Derived from the tenets of constructivist learning as well as the notion of “exploratory talk”, it characterizes two distinct types of talk: educationally valuable talk (EVT) and educationally less valuable talk (ELVT). The potential of each talk type for collaborative knowledge building is discussed and teaching implications are considered.

Uzuner Smith, S. (2010). Doctoral students perceptions of learning in a blended research methods course: Three telling cases. Retrieved from ProQuest Digital Dissertations. (AAT if you have accessed the dissertation there is a dissertation access number you should have gotten to fill in here after AAT)

Referred to tables for classifying discussions and dialog.

Van Aalst, J. (2009). Distinguishing knowledge-sharing, knowledge construction and knowledge-creation discourses. *Computer-Supported Collaborative Learning*, 4, 259-287.

Abstract

The study reported here sought to obtain the clear articulation of asynchronous computer-mediated discourse needed for Carl Bereiter and Marlene Scardamalia’s knowledge-creation model. Distinctions were set up between three modes of discourse: knowledge sharing, knowledge construction, and knowledge creation. These were applied to the asynchronous online discourses of four groups of secondary school students (40 students in total) who studied aspects of an outbreak of Severe Acute Respiratory Syndrome (SARS) and related topics. The participants completed a pretest of relevant knowledge and a collaborative summary note in Knowledge Forum, in which they self-assessed their collective knowledge advances. A coding scheme was then developed and applied to the group discourses to obtain a possible explanation of the between-group differences in the performance of the summary notes and examine the discourses as examples of the three modes. The findings indicate that the group with the best summary note was involved in a threshold knowledge-creation discourse. Of the other groups, one engaged in a knowledge sharing discourse and the discourses of other two groups were hybrids of all three modes. Several strategies for cultivating knowledge-creation discourse are proposed.

[Take another look.]

Vetter, K. (2009). The effect of using an Interactive Whiteboard in the classroom on student participation. *Kennesaw State University*. Retrieved from https://commons.kennesaw.edu/gpc/sites/commons.kennesaw.edu/files/Paper%20Vetter_0.pdf

The purpose of this action research study was to examine whether the use of an interactive whiteboard during teaching instruction had an affect on student participation in the lesson. The study was conducted in a fifth grade classroom over the course of six weeks and was broken into three weeks where the interactive whiteboard was the main instructional tool and three weeks where the interactive whiteboard was not used at all. During each phase of the study, all students in the class were observed by a certified teacher who recorded the number of times that students were considered to be off-task defined according to previously established criteria. The results from both the weeks where the interactive whiteboard was used and those weeks where it was not were then compared and analyzed using a t-test to determine the effectiveness of the intervention. Final results indicated that the use of the interactive whiteboard proved to be statistically significant for decreasing student off-task behavior during instruction. In addition, students were questioned about their personal opinions on the use of the interactive whiteboard in the classroom and resulting in positive comments across the board.

Webb, E. (2009, December). Engaging students with engaging tools. *EDUCAUSE Quarterly*. Retrieved from <http://www.educause.edu/ero/article/engaging-students-engaging-tools>

Key Takeaways

- *A new course teaching media, mass communication, and political identities in the Middle East and North Africa explored the use of social media in pursuit of effective learning.*
- *Using a variety of social media and other tools encouraged student engagement in and out of the classroom.*
- *Student responses varied from discomfort with the technology to enthusiastic adoption and continued use after the course ended.*

This article records my experiences teaching a new course in early 2009 at Dickinson College, a four-year liberal arts college in Pennsylvania serving around 2,300 undergraduates. The course emphasized newer and emerging media and technologies such as satellite television, the Internet, and mobile telephony. We particularly studied blogging and the role of social media in self-expression and activism. To better understand the read-write web and social media, students were required to write blogs as well as follow blogs using an aggregator. The course was delivered via a wiki rather than a learning management system, to offer a more open learning environment. I also encouraged students to use Diigo for social bookmarking. In a class of 21, there was naturally a range of responses to the different technologies used, from enthusiastic embrace through indifference to active resistance. But student feedback, formal and informal, was overall more positive than negative, and in some cases strongly supportive. Several students have continued to use tools introduced in the course. I expect to apply the lessons learned in future iterations of this course and in others, including how to better serve students who do not readily embrace all the techniques and technologies used.

Wenger, E., Trayner, B., and de Laat, M. (2011) Promoting and assessing value creation in communities and networks: a conceptual framework. Rapport 18, Ruud de Moor Centrum, Open University of the Netherlands.

This document presents a conceptual foundation for promoting and assessing value creation in communities and networks. By value creation we mean the value of the learning enabled by community involvement and networking. Therefore we focus on the value that networks or communities create when they are used for social learning activities such as sharing information, tips and documents, learning from each other's experience, helping each other with challenges, creating knowledge together, keeping up with the field, stimulating change, and offering new types of professional development opportunities. A useful framework should make it possible to assess value creation in a way that links specific activities to desired outcomes. Such linkage not only affords causal attribution for outcomes to the activities of communities and networks; it also gives some guidance about how to promote the creation of value proactively. To this end, our framework includes both a set of relevant indicators for data collection and a process for integrating these indicators into a meaningful account of value creation. This requires a specific genre of stories, which we call value-creation stories. We include a toolkit with templates for telling and collecting such stories.

[This was the article we used for our research methodology.]

Wilk, R., Bucinelli, R.B., Anderson, A. M., & Thomas, W. W. (2001). Preparing engineering students to work in a global environment: The Union College Model. In (need editors names) *Proceeding of the 2001 American Society for Engineering Education Annual Conference & Exposition*. Need location of conference. Retrieved from http://search.asee.org/search/fetch;jsessionid=5pbo1p3fas234?url=file%3A%2F%2Flocalhost%2FE%3A%2Fsearch%2Fconference%2F25%2FAC%25202001Paper793.PDF&index=conference_papers&space=129746797203605791716676178&type=application%2Fpdf&charset=

Preparing Engineering Students to Work in a Global Environment The Union College Model

Richard D. Wilk, Ronald B. Bucinell, Ann M. Anderson, William W. Thoma
Union College
Schenectady, New York

Abstract

It is important for engineering students to develop an international perspective to practice their profession in a society that is becoming increasingly global in scope. A key element in developing this perspective is acquiring an appreciation of, and respect for, other cultures. We believe the best way to do this is through a significant international academic or experiential component in the curriculum that exposes students to a culture other than their own. This helps help prepare them to live and work in an international environment. Union College has a strong international component in its curriculum. Part of the College's General Education Curriculum is dedicated to providing students with substantial knowledge of another culture. This has been accomplished, in part, by significant study of a foreign language or culture, primarily through the term abroad program in which students spend a trimester living and studying in a foreign country. Prior to 1996, engineering students were exempt from this part of the General Education Curriculum and few elected to participate in the term abroad program mainly because of perceived curricular constraints and a failure to appreciate the ultimate importance of such an experience to their personal and professional futures. However, as a result of a major revision of the engineering curriculum that was implemented for the entering class of 1996, all engineering students are required to satisfy this part of the curriculum. Then, additional international study programs have been developed. These include an engineering exchange program, a "mini" or concentrated term abroad during the term, an international term-in-industry, and the "international virtual design experience". Now engineering students have a variety of options from which to choose that will help them develop the ability to function and interact with people in a foreign culture. This paper describes these different programs and discusses the process used to establish and support them.

Young, J., Kyu, L. & Eun, K. (2011). Online university students and persistence: Examining perceived level of presence, usefulness and ease of use as predictors in a structural model. *Computers & Education*, 57, 1654-1664.

Abstract

Learners' satisfaction and persistence are considered critical success factors in online universities where all of the teaching and learning activities are carried out online. This study aims to investigate the structural relationships among perceived level of presence, perceived usefulness and ease of use of the online learning tools, learner satisfaction and persistence in an online university located in South Korea. The specific predictors were teaching presence, social presence, cognitive presence, and perceived usefulness and ease of use. Structural equation modeling (SEM) was used to provide cause-and-effect inferences. The study participants were 709 learners who enrolled in a Korean online university in 2009 and responded to online surveys. The results indicated that teaching presence, cognitive presence, and perceived usefulness and ease of use were significant predictors of learner satisfaction, which was found

to be a significant mediator of predictors and persistence. The findings provided substantial implications for designing and implementing teaching and learning strategies in online university environments.

[Worth another look]