Joanne Deitsch  
OMDE 608 Section 9040  
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Assignment 1: Annotated Bibliography

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

This journal article examines student services in an Open and Distance Learning environment from both a theoretical and practical perspective. The author proposes a theoretical framework that exposes the rationale for support interventions as well as the evaluation strategy to determine the value of the intervention. Brindley focuses on contextual factors such as learner needs, the educational philosophy of the institution, and current research data to determine the goal of learner support interventions. The actual learner support interventions are a practical expression of this goal. The final step evaluates the support intervention to ensure that this solution truly meets the needs of the goal. Brindley emphasizes that in order for support interventions to avoid budget cuts and to truly serve learner needs, the mission and objectives of the institution are kept in the forefront during the planning process. The author recommends a clear support service model, which should encompass long and short-term planning, and key issues to developing such services. Key issues when setting up student support services are discussed. The author presents a conceptual model from Athabasca University which articulates the role of learner support services within the institution and shows how interventions facilitate the process throughout the learner’s entire life cycle from first contact to graduating. This paradigm outlines all support services, the stakeholders involved, related communication channel such as telephone, print or face to face throughout the learner’s life cycle. Distance learning practitioners in need of an introduction to student support services or in need of a framework for developing a student support model for an institution would find this article of interest.

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

Brown discusses how learning analytics are put into practice. The author defines learning analytics developed at the second Learning Analytics and Knowledge conference, and emphasizes the importance of a purpose of gathering analytics. The predictors and indicators that describe the data used as part of learning analytics are discussed. Brown explores dispositional indicators such as student demographics, previous academic performance, and psychological measures as well as performance indicators such as LMS logins and the amount of time spent in the online course and, finally, learner artifacts. Visualization and reporting of the data gathered allows instructors and students to understand and take action on this intelligence. The final interventions can include either fully automated interventions such as simple alerts or intelligent tutoring system which can provide coaching directly related to the problem area or semi-automated responses, which require the learning team to understand the data reported and take the appropriate action. Distance educators unfamiliar with learning analytics will find this brief an excellent introduction to the topic.

George, L., & Frank, I. (2004).Beyond books - Library services to distance education students. In J. E. Brindley, C. Walti, & O. Zawacki-Richter (Eds.), *Learner support in open, distance and online learning environments* (pp. 135-143). Oldenburg: Bibliotheks- und Informationssystem der Universität Oldenburg

This book chapter explores how libraries and librarians are accommodating online distance education students to improve information literacy skills. Drivers for librarians focusing on information literacy include helping novice students deal with the large amount of electronic literature; overcome the varying interfaces to differing databases; and help level the playing field to library resources for distance education students. Librarians have developed online tutorials, instructions, subject guides, and courses to teach information literacy to distance education students. Librarians respond to email, discussion lists, and bulletin boards to help distance education students make the most of online library resources. Librarians have been using new communication channels such as chat, email, toll free phone numbers, video conferencing to provide just in time support. The authors recommend that librarians market new resources and services available for both students and faculty. Academic librarians and faculty who are adding distance education programs or choose to maximize the use of existing distance library resources would find this article of interest.

Jocoy, C. & DiBiase, D. (2006). Plagiarism by adult learners online: A case study in detection and remediation. The International Review of Research in Open and Distance Learning, 7(1), Retrieved from http://www.irrodl.org

In this article, Jocoy & DiBiase examine plagiarism in adult learners engaged in online learning. The Council of Writing Program Administrators’ allows contingencies such as the student’s intention to plagiarize. A literature review reveals differing plagiarism rates and the authors discuss the underlying causes of this variation. Jocoy & DiBiase consider recent improvements in detecting and preventing plagiarism. The authors executed a case study at Penn State that covered three objectives: 1) appraise plagiarism in student assignments, 2) compare the effectiveness of manual and automated detection, and 3) correlate compliance between students who were given minimal instruction versus explicit instruction. The authors conclude that plagiarism occurs 13% of the time, that use of automated software greatly improves detection up to four to five times better, and that explicit instruction decreased the likelihood of plagiarism. Faculty at distance education higher education organizations will find this article of interest in helping students conform to academic integrity standards.

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

Johnson’s book chapter makes a compelling case for the inclusion of student skills materials as part of an institutional student support strategy. There are multiple reasons that contribute to the need for study skills materials, which include writing artifacts as the primary assessment of distance education and the potential for students to have little past educational experience. Students require study skills before, during, and after the course. The Student Toolkit project at the United Kingdom’s Open University (OUUK) developed print and online self-help student study skills materials. Both students and tutors gave positive feedback on these materials. Future plans consist of continuing to provide print materials as well as allowing students to pick and choose the online study skills materials. Distance educators developing student support for underserved populations will find this article of interest.

LaPadula, M. (2003). A comprehensive look at online student support services. *American Journal of Distance Education, 17*(2), 119-128

LaPadula’s journal article examines student support services from both macro and micro levels. The author discusses how student support can increase enrollments and retention as well as providing for a well-rounded student experience. The traditional institutions’ inability to provide the complete array student support services to distance students are one of the biggest gaps for distance educators. At the macro level, LaPadula reveals findings of a literature review regarding support services that are unique to online students and that extend beyond the core of administrative services. The author places a wide range of online student services three categories: academic advising/career counseling, 2) personal/mental health counseling, and 3) services that provide a sense of community. At the micro level, the author shares the current state student services at the New York Institute of Technology (NYIT) in comparison to the literature review. The author describes a two-part survey to determine student’s current satisfaction levels and to understand student’s future needs. The participants, procedure, methodology for this survey are explored. The results showed that while students were satisfied with current services, areas of improvement still exist. This article provides distance educators with insights into unique, non-core student support services for online learners.

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

In this book chapter, Naidu discusses different cognitive strategies and related instructional design models that support or scaffold student learning activity. Each framework serves as a learning scaffold to guide and develop the learner during an instructional journey. Story-centered learning allows learners to work in a group to address simulated situations that mirror real world scenarios. Problem-based learning presents a simulated problem situation to a group of students. Learners individually generate explanations for why the situation exists. The individual findings are presented to the group. Each learner has the opportunity to comment on peer’s interpretations and make revisions to personal assessments. The learner presents a critical reflection on the root cause of the problem. Critical incident-based learning brings incidents from the learner’s workplace into the classroom. Using a phased approach, critical workplace incidents with the actions taken are posted online for peer review. Participants reflect on the connection between course content and how learning impacted personal performance during the incident. Design-based learning allows students to design and create an artifact similar to real world artifacts. Role play-based learning enables learners to play roles of particular characters in a mock game. This chapter provides distance educators, especially those with a constructivist approach, with potential instructional design strategies.

Shea, P., & Armitage, S. (2003). *Beyond the administrative core: Creating web-based student services for online learners. Resources. Guidelines*. WCET - the Western Cooperative for Educational Telecommunications. Retrieved from http://www.wcet.info/ services/studentservices/beyond/index.asp

This three year project involved three institutional partners, which include Kansas State University, Kapi'olani Community College and Regis University and one corporate partner, SCT. The project details such as team members, deliverables, and guidelines are outlined. Webcasts, resources, and guidelines related to non-core student services developed as part of this project comprise the majority of the content. This website provides an excellent resource for obtaining a comprehensive understanding of online student support services. Use this material as a reference for exploring an aspect of student services rather than as content read from beginning to end.

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

This article, presented at the 3rd EDEN Research Workshop, discusses strategies for assisting distance education students in making the correct course choices based on educational goals and capabilities. Withdrawn students in an Open University United Kingdom 2002 survey indicated inadequate course choice guidance as the second highest cause for dissatisfaction. Simpson describes why course descriptions alone are an inadequate mechanism for guiding students to the course best suited to personal capabilities and educational goals. Multiple strategies for helping students make the appropriate course choices are explored. Course advisors are the first strategy discussed. Student’s comments about course that have completed are the next strategy. Further, taster packs which give potential students an opportunity to review short parts of a course of interest are explored. Finally, diagnostic materials which test applicant’s suitability for higher education or for a specific course are discussed. Ultimately, the author concludes that the strategies explored in this article are limited from either a cost perspective or from the partial view these strategies provide of course content and difficulty. Practitioners who are designing a student advisement model for new distance education programs for higher education institutions will find this article of interest.

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

In this book chapter, Walti explores how online portfolios and learning journals support learners’ growth over time. The chapter begins with a discussion of Masters of Distance Education at University College University College and the use of online portfolios as an assessment tool in the capstone course. The author’s discussion of online portfolios covers the definition, contents, contributions to student’s learning, common issues, and related technology. Learning journals are defined, the rationale for inclusion in the program as well as advantages and issues. The author stresses the importance of preparing students for the portfolio requirement throughout the entire program to ensure student success during the capstone course. Practitioners who are considering adding an online portfolio to a distance education program for higher education institutions will find this chapter of interest.