You are Looking at the microscope

- switch views
- checklist
- getting started
Teaching Perspective
Google Project Glass
There’s An App For That…
Online Education: At Best
Online Education: At Worst

COURSE INTRODUCTION
Module structure

The module is composed of two distinct elements. The first two-thirds of the module is comprised of fairly traditional teaching methods, albeit using e-learning rather than classroom facilities. You will receive lectures, reading materials, discussion topics, and knowledge quizzes. Each week we will introduce new themes in both the fields of research methods and statistics.

In week one of the module you will meet with face-to-face with the course tutors and your fellow students to facilitate the e-learning process and to break down some barriers. You will also have an opportunity to familiarise yourself with WebCT a little bit more. Finally, we would like you to say "hello" to your colleagues in the discussion forums to say that you have arrived and to share your initial experiences of the module.

In week two the lectures begin. The first is on epistemology and evidence-based practice in social work followed by an introduction to statistics.

Week three focuses on cross-sectional surveys and there are accompanying lectures introducing odds ratios and confidence intervals.

Week four introduced the randomised-controlled trial methodology and chi-squared statistics.

This is followed in week five by lectures on cohort studies, relative risk and inference.

Week six brings you lectures on case-controlled studies, t-tests and an introduction to multivariate analysis.

The final week of lectures is in week 7 when we will be exploring systematic reviews and qualitative research.

In addition to the lectures, each week there will be a learning module like this with the full text of the lecture and links to relevant websites or papers. There will also be a discussion thread for each week to provide you with the opportunity to ask any questions about the content and to stimulate some discussion in the group.

Week 8 is a second group meeting to provide an opportunity for students to ask any questions that hadn’t so far been answered. It will also be a revision session and preparing for the final third of the term.
We Know (more) About the Brain...
Pattern Recognition
Pattern Recognition
Hidden Patterns
Hidden Patterns
Retention Aids Based On Brain Research
The Mixxer - a free educational website for language exchanges via Skype

The Mixxer is a free educational site for language learners hosted by Dickinson College. The Mixxer is designed to connect language learners around the world so that everyone is both student and teacher.
你好，I'm Yongbo! Welcome to Enterzonz.com
To learn more about this web resource for Zon
follow me through our website.
Immersive Environments
Immersive Environments
Clifford takes the entire week off work to take care of Pamela and Gary. He finds the colostomy bag on Pam’s abdomen disgusting and avoids looking at it unless he must. Clifford refuses to believe that the prognosis is poor; he knows Pam was cured of cancer last time, and he is sure she can do it again. He is angry with her when she tells him that she is not sure she wants to go through with chemotherapy and radiation.

Clifford feels overwhelmed with the job of managing the home, taking care of Gary, and helping Pam. He is accustomed to Pam taking care of most things and has a hard time getting organized; in fact, he often finds himself sitting in a chair in the living room, staring at the walls, unable to get anything done. Clifford takes Gary to and from work all week and, although he shares with Gary that his mother is sick and had to have surgery, he does not elaborate on Pam’s condition.
Clifford takes the entire week off work to take care of Pamela and her bag on Pam's abdomen disgusting and avoids looking at it unless he believes that the prognosis is poor; he knows Pam was cured of cancer but she can do it again. He is angry with her when she tells him that she's going through with chemotherapy and radiation.

Clifford feels overwhelmed with the job of managing the home, taking care of Pam. He is accustomed to Pam taking care of most things and being organized; in fact, he often finds himself sitting in a chair in the living room, unable to get anything done. Clifford takes Gary to and from work and shares with Gary that his mother is sick and had to have surgery, it's Pam's condition.
Pam is discharged from the hospital this week. She is told that her condition is serious, and further treatment with chemotherapy and radiation therapy is recommended. These treatments would start in about one month, after she has healed from surgery. Pam tells her physician and Clifford that she is not sure she wants chemotherapy and radiation treatment.

At home, Pam is slowly learning to care for the colostomy. A home-care nurse makes a few visits to help her adjust to her colostomy and provide other aspects of support; Pam is grateful for the help. She is very aware that Clifford is disgusted with her colostomy.
You are looking at the microscope.

- switch views
- checklist
- getting started
Week 2: Credibility & Outlines (Oct 12 - Oct 18)

Muscle Settings

- Right Eye
  - Superior rectus
  - Inferior rectus
  - Medial rectus
  - Lateral rectus
  - Superior oblique
  - Inferior oblique

- Left Eye
  - Superior rectus
  - Inferior rectus
  - Medial rectus
  - Lateral rectus
  - Superior oblique
  - Inferior oblique

Cranial Nerve Settings

- Right Eye
  - CN III
  - CN IV
  - CN VI

- Left Eye
  - CN III
  - CN IV
  - CN VI

Check boxes to enable muscles and cranial nerves.

Quiz Mode  EyeTheory  Credits
Activity

Avg. Student Activity/Section at Day 10 (hrs)

2007 Avg. = 5.0
2007 Avg. = 2.5
LO6 Student Mastery by Course

ACC100: 40%
BUS100: 80%
CIS105: 55%
ECON102: 45%
HUM100: 80%
MAT100: 20%
MKT100: 60%
HUM101: 75%
SOC102: 80%
PSYCH105: 65%

Avg. = 55%
Does Online Class Size Matter?

Student Success (~10K students)

<table>
<thead>
<tr>
<th>Completion Rate / Pass (Fail) Rate</th>
<th>% who Completed or Passed (&gt;69%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completion Rate Small</td>
<td>83.5</td>
</tr>
<tr>
<td>Pass Rate Small</td>
<td>80.8</td>
</tr>
<tr>
<td>Completion Rate Med</td>
<td>81</td>
</tr>
<tr>
<td>Pass Rate Med</td>
<td>81.1</td>
</tr>
<tr>
<td>Completion Rate Large</td>
<td>85.3</td>
</tr>
<tr>
<td>Pass Rate Large</td>
<td>85.2</td>
</tr>
</tbody>
</table>

Dr. Jeff D Borden

[Graph showing student success rates for different class sizes]
Social Interaction
Collaboration Graphs
### At Risk Faculty

#### School of Business
- less than 7 logins per week: 3% (7)
- assignments not graded within 5 days: 6% (14)
- interact with less than 75% of students: 2% (4)
- high number of student drops: 5% (12)
- below average activity minutes: 2% (4)

#### College of Arts & Sciences
- 10% (30)

#### School of Engineering
- 8% (12)

#### School of Education
- 4% (10)

### Alerts & Notifications
- **English 132.2D** is over the enrollment quota with 36 enrollments.
  - Apr. 2, 2011 11:12am
- **Business 100.4E** has a drop percentage of 14%.
  - Apr. 2, 2011 11:12am
- **Alexander Benson** has improved his attendance and is no long considering leaving.
  - Apr. 2, 2011 11:12am
  - Issues (of 5):
    - John Jones: 5
    - Alex Benson: 2
    - Amy Frieland: 1
    - Sarah Jeffries: 4
    - Fred Night: 3
    - Jonathan Johnson: 4
    - Tom Jeffries: 2

- **Smith** has had a highly interactive topic.
  - Apr. 2, 2011 9:10am
- **Business 125.ED** is over the enrollment quota with 42 enrollments.
  - Apr. 2, 2011 11:12am
  - Show More
Neo-Millennial Models for Education

FLIPPING THE CLASSROOM
How Will You Reverse Instruction?

Teaching Understanding by Design
(a.k.a. Backward Curriculum)

E.T. Melgarejo Ph.D.
The College Experience:
A BLUEPRINT FOR SUCCESS
with Professor Richard Light

“The message that emerges is simple. Listening to students, gathering information, and then sharing the cumulative synthesis of their own information with others is a big winner.”
Making the Most of College: Students Speak Their Minds

• 1600 Interviews
  – 1:1; Undergrads; 24 pgs; 2-3 hours per

• 10 Year, Qualitative Analysis
  – 10+ faculty interviewers; 30+ student interviewers

• Some Participating Colleges:
  – 1. Boston College
  – 2. Boston University
  – 3. Brandeis University
  – 4. Bristol Community College
  – 5. Bunker Hill Community College
  – 6. Harvard University
  – 7. M. I. T.
  – 8. Princeton University
  – 9. UMass - Amherst
  – 10. UMass - Boston
  – 11. Wellesley College
  – 12. Yale University

http://athome.harvard.edu/programs/light/index.html
Social Learning Matters
Tension Leads To Better Learning
Choice Matters

I got my pre-req’s out of the way…

I took a few classes that interested me…
Diversity Leads To Better Learning
Curriculum Integration

Are We Alone?

Prof. Ariel Anbar and Dr. Lev Horodyskyj teach how the sciences converge in the search for life on other worlds. Join us online to study stars, planets, Earth, life, intelligence, technological civilizations and the challenges facing our own inhabited world.

Join the Quest

Learn More: Discover the Demo

https://selp.sparrow.com/bronte/viewer/open/den
Creative Uses and Examples
Instructor: Jeff Borden, Gail Kroitz, Ph.D.

Directions: Please read all lecture/presentation materials prior to starting this discussion.

1. Spend 4 minutes watching the humorous video on the left.
2. Explain which video/audio aid from the following list you will use in your informative speech: DVD; CD; Poster; Person (model); Animal; Item (like a bat, a guitar, or a Playstation game); other (please describe).
3. Describe 3 things NOT to do with your chosen aid, just as Don McMillan describes how NOT to use PowerPoint. (Please be specific. Don't say, "I will be careful not to let my video be too long or boring." Instead say, "My speech is timing at 3:30, so I'll be sure not to let the video run more than X seconds..." Etc.

Don't hesitate to give each other advice on how TO use their visual aid for maximum effect!
Following 29 People

Cynthia Brown
Public Posts: 102
Followers: 42
Following: 35

Tinna Dineson
Public Posts: 123
Followers: 37
Following: 120

Jonathon Greenwood
Public Posts: 12
Followers: 8
Following: 5

Allison Mongo
Public Posts: 34
Followers: 13
Following: 23

Bran Harvey
Public Posts: 165
Followers: 47
Following: 23

Eric Gruber
Public Posts: 102
Followers: 42
Following: 35

Edwin Huber
Public Posts: 102
Followers: 42
Following: 35

Tom Henderson
Public Posts: 102
Followers: 42
Following: 35

Allan Fosters
Public Posts: 493
Followers: 23
Following: 3

Doug Keats
Public Posts: 493
Followers: 23
Following: 3

Public Posts: 38
Drafts: 2
Following: 29
Followers: 12

Search Tags
Search tags... Search
Instructor Wells posted a topic Introduction
Discussion Step 1: Post your introductory information to the discussion board.

Brad King said:
@Instructor Wells: Thanks for the help on Chapter 3!

Susan Anderson said:
I am excited that I can access this course from my iPad!

Tyler Higgins said:
Does anyone want to meet at the student commons to study tonight?

Adam Lee started a new discussion Introductions
Hi everyone! This is my first accounting course and I'm looking forward to it.

Whitney Frost said:
Psychology 101 Notes 12 Items
Aliquam et nisl vel ligula consectetur suscipit. Morbi euismod enim eget neque.

Posted by: John Smith  Updated: 12/23/2012

Statistics Tutorial Videos 5 Items
Aliquam et nisl vel ligula consectetur suscipit. Morbi euismod enim eget neque.

Posted by: John Smith  Updated: 12/23/2012

Possible Thesis Materials 24 Items Unpublished
Aliquam et nisl vel ligula consectetur suscipit. Morbi euismod enim eget neque.

Posted by: John Smith  Updated: 12/23/2012
Learning pathways vary for each student
Amoco Auto Service started 2011 with total assets of $16,000 and total liabilities of $7,000. At the end of 2011, Amoco's total assets stood at $22,000 and total liabilities were $10,000.

**Requirements**
1. Did the owner's equity of Amoco Auto Service increase or decrease during 2011? By how much?
2. Identify two possible reasons for the change in owner's equity during the year.

**Requirement 1.** First determine the owner's equity increase or decrease and by how much.

The owner's equity **decreased** during the year by $\sqrt[3]{9000}$.

**Requirement 2.** Select two possible reasons for the change in owner's equity from the lists below:

- Sale of asset for cash
- and

Choose from any drop-down list, then click Next or Previous.
## Personalized Lesson Plans

### Item Analysis

**Name:** HW 7.3  
**Date Due:** 11/03/09 11:59pm  

<table>
<thead>
<tr>
<th>#</th>
<th>Question ID</th>
<th>Objective</th>
<th>Correct</th>
<th>Partial Credit</th>
<th>Incorrect</th>
<th>Not Attempted</th>
<th>Avg Time Spent</th>
<th>Median Time Spent</th>
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<tbody>
<tr>
<td>1</td>
<td>7.3.3</td>
<td>Solve equations with parentheses.</td>
<td>27</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>8m 19s</td>
<td>show median</td>
</tr>
<tr>
<td>2</td>
<td>7.3.7</td>
<td>Solve equations with parentheses.</td>
<td>27</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>4m 12s</td>
<td>show median</td>
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<tr>
<td>3</td>
<td>7.3.9</td>
<td>Solve equations with parentheses.</td>
<td>27</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>2m 54s</td>
<td>show median</td>
</tr>
<tr>
<td>4</td>
<td>7.3.13</td>
<td>Solve equations with parentheses.</td>
<td>26</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>11m 49s</td>
<td>show median</td>
</tr>
<tr>
<td>5</td>
<td>7.3.15</td>
<td>Solve equations with parentheses.</td>
<td>26</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>2m 56s</td>
<td>show median</td>
</tr>
<tr>
<td>6</td>
<td>7.3.17</td>
<td>Solve equations with parentheses.</td>
<td>26</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>2m 14s</td>
<td>show median</td>
</tr>
<tr>
<td>7</td>
<td>7.3.21</td>
<td>Solve equations with parentheses.</td>
<td>21</td>
<td>0</td>
<td>5</td>
<td>3</td>
<td>10m 19s</td>
<td>show median</td>
</tr>
<tr>
<td>8</td>
<td>7.3.23</td>
<td>Solve equations with parentheses.</td>
<td>24</td>
<td>0</td>
<td>1</td>
<td>4</td>
<td>9m 44s</td>
<td>show median</td>
</tr>
<tr>
<td>9</td>
<td>7.3.29</td>
<td>Solve equations with parentheses.</td>
<td>22</td>
<td>0</td>
<td>3</td>
<td>4</td>
<td>5m</td>
<td>show median</td>
</tr>
</tbody>
</table>

Results submitted by an instructor are not included in this data.
Alternate Reality Game / CI Event

- 400 Students
- 20 Faculty
- 2 Weekends
- Curriculum Integration
  - Nursing
  - Engineering
  - Chemistry
  - Journalism
  - Political Science
SLEEP NEEDS, PATTERNS, AND DIFFICULTIES OF ADOLESCENTS

SUMMARY OF A WORKSHOP

Forum on Adolescence

Mary G. Graham, Editor

Board on Children, Youth, and Families

Commission on Behavioral and Social Sciences and Education

National Research Council

and

Institute of Medicine

NATIONAL ACADEMY PRESS

Washington, D.C.
How World of Warcraft Could Save Your Business and The Economy

Learning guru John Seely Brown is not being even slightly ironic when he says that he’d hire an expert player of World of Warcraft (the massive multiplayer online fantasy videogame) over an MBA from Harvard.

JOHN SEELEY BROWN

Chief of Confusion

August 7, 2012
Thank You

Dr. Jeff D Borden
jeffb@ecollege.com