**Reliable v Academic Sources**

**Activity 1: Self-Assessment**

On a scale from 1 to 7, with 1 being the lowest level of confidence and 7 being the highest, how confident are you in your ability to…

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| …understand the difference between a reliable and an academic source? |  |  |  |  |  |  |  |
| …evaluate a sources reliability? |  |  |  |  |  |  |  |
| …use the digital library? |  |  |  |  |  |  |  |

**Activity 2**

Look at the 3 sources about online learning. Answer the questions below each source to determine whether the source is academic, reliable, or unreliable.

**Source 1**

<https://www.theguardian.com/education/2020/jul/03/we-shouldnt-go-back-to-lectures-why-future-students-will-learn-online>

[Rachel Hall](https://www.theguardian.com/profile/rachel-hall)

[*@rachela\_hall*](https://www.twitter.com/rachela_hall)

Fri 3 Jul 2020 07.00 BST

[Future of education](https://www.theguardian.com/education/series/future-of-education) [Universities](https://www.theguardian.com/education/universities)

'We shouldn't go back to lectures': why future students will learn online.

Universities moved online in response to coronavirus, but experts predict some changes will outlast the pandemic.

University in September will likely include videos and readings that students can do in their own time.

In the early medieval universities of Europe, masters stood at the front of a hall, reading excerpts from texts and commenting on them, while students copied down notes word for word. If that sounds familiar, it’s because it is. Today’s universities bear remarkable similarities to their antecedents.

This deeply culturally ingrained model has been shaken up by the coronavirus pandemic, which has prevented students from entering lecture theatres in the UK since late March. Universities have been forced to shift online, and while [lots of students are unhappy](https://www.theguardian.com/education/2020/apr/22/students-should-get-a-years-refund-due-to-covid-19-crisis) with the speed and quality of the changes, many experts believe that online learning is key to the future of higher education.

“That it was ever a great idea for one person to stand in lecture hall and transmit to 200-300 people and to expect them to receive and accept that information in one go was clearly ridiculous,” says Ian Dunn, the Coventry University provost who spearheaded the university’s new online-only degrees. “I’ve already said to my university that we shouldn’t go back to lectures.”

Although universities have slowly been moving aspects of their curriculums online for years, Dunn thinks they have fallen behind on where their students want them to be – and that the coronavirus crisis has granted them a valuable opportunity to catch up.

1. Who is the author? What does this tell you?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. When was it written? What does this tell you?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Has the source been peer reviewed? What does this tell you?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Does the source have in-text citations and a reference list? What does this tell you?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. How formal is the language? What does this tell you?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Could the source be biased? How do you know?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Is the source, academic, reliable, or unreliable?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Source 2**

[Published: 03 April 2018](https://link.springer.com/article/10.1007/s12528-018-9179-z#article-info)

# Online learning in higher education: exploring advantages and disadvantages for engagement

[*Journal of Computing in Higher Education*](https://link.springer.com/journal/12528) **volume 30**, pages452–465 (2018)

## Abstract

As the popularity of online education continues to rise, many colleges and universities are interested in how to best deliver course content for online learners. This study explores the ways in which taking courses through an online medium impacts student engagement, utilizing data from the National Survey of Student Engagement. Data was analyzed using a series of ordinary least squares regression models, also controlling for relevant student and institutional characteristics. The results indicated numerous significant relationships between taking online courses and student engagement for both first-year students and seniors. Those students taking greater numbers of online courses were more likely to engage in quantitative reasoning. However, they were less likely to engage in collaborative learning, student-faculty interactions, and discussions with diverse others, compared to their more traditional classroom counterparts. The students with greater numbers of online courses also reported less exposure to effective teaching practices and lower quality of interactions. The relationship between these engagement indicators and the percentage of classes taken online suggests that an online environment might benefit certain types of engagement, but may also be somewhat of a deterrent to others. Institutions should consider these findings when designing online course content, and encourage faculty to contemplate ways of encouraging student engagement across a variety of delivery types.

1. Who is the author? What does this tell you?

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1. When was it written? What does this tell you?

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1. Has the source been peer reviewed? What does this tell you?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Does the source have in-text citations and a reference list? What does this tell you?

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1. How formal is the language? What does this tell you?

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1. Could the source be biased? How do you know?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Is the source, academic, reliable, or unreliable?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Source 3**

[Benefits of Online Learning - 16 Advantages to Learning Online | University of St. Augustine for Health Sciences (usa.edu)](https://www.usa.edu/blog/benefits-of-online-learning/)

[Blog home](https://www.usa.edu/blog/)  >  [Editorial](https://www.usa.edu/blog/category/editorial/)  >  Benefits of Online Learning

 June 2020

# Benefits of Online Learning – 16 Advantages to Learning Online

Online learning is a popular alternative to traditional on-campus, in-person learning. In 2019, [Research and Markets forecasted](https://www.researchandmarkets.com/reports/4876815/online-education-market-and-global-forecast-by?utm_source=dynamic&utm_medium=BW&utm_code=nvzl68&utm_campaign=1334853+-+$350+Billion+Online+Education+Market:+Global+Forecast+to+2025+by+End+User,+Learning+Mode+(Self-Paced,+Instructor+Led),+Technology,+Country,+Company&utm_exec=chdo54bwd) that the online education market will reach $230 billion by 2025—and given the major impact of COVID-19, it’s likely that online programs will see even greater growth.

In fact, the pandemic has demonstrated what a practical, sustainable model online learning is. It keeps education accessible during a public health crisis, natural disaster, or other circumstance where students and faculty can’t travel. It can serve students across a wider geographic range, bringing in voices from across the country—and beyond. The online learning environment also promotes a better work-life balance. In this post, we outline the advantages of online learning and how you can leverage them to foster your personal and professional development.

## Advantages of Online Learning

The format of online courses can help you thrive both personally and academically, helping you meet your goals.

### **1. You don’t need to relocate**

With online classes, you don’t need to move to a different city or commute long distances in order to attend the program of your choice. You can stay where you are and keep your current job while you work toward enhancing your career with an online college or graduate degree (However, some programs require fieldwork experience, which may necessitate relocation.)

On the other hand, if you want to become a digital nomad—someone who embraces a location-independent, technology-enabled lifestyle—online education may allow you to do that too. You can watch lectures and complete your coursework wherever you are—whether that’s at home, in a café, or on an exotic beach.

1. Who is the author? What does this tell you?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. When was it written? What does this tell you?

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1. Has the source been peer reviewed? What does this tell you?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Does the source have in-text citations and a reference list? What does this tell you?

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1. How formal is the language? What does this tell you?

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1. Could the source be biased? How do you know?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Is the source, academic, reliable or unreliable?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Activity 3: Your Turn to use the digital library**

Go to My Modules and access the library via search function on the right-hand side.

Search for this article – see if you can open it.

The title is: Advantages, Limitations and Recommendations for online learning during COVID-19 pandemic era

The authors are Khadijah Mukhtar, Kainat Javed, Mahwish Arooj and Ahsan Sethi

**Activity 4: Discussion**

Today’s Topic: Online Learning

In your groups, use these questions to help guide the discussion of today’s topic.

You should all make notes on your answer to question 6, you will need this for the next activity.

Please ensure everyone gets a chance to speak.

1. What do you know about this topic?
2. Have you seen anything about it in the news?
3. Do you, or does anyone you know, have experience of this topic?
4. How do you think this topic might affect you?
5. Who else do you think this topic might affect?
6. What are some of the advantages/disadvantages of this topic?

**Advantages**

1.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Disadvantages**

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Activity 5a: Analysing the Question**

Imagine you have been asked to write the following essay. The first step is to understand what the question is asking you to do.

Answer the questions below about the essay question.

***Discuss the advantages and disadvantages of online learning.***

1. Underline the key words in the question.
2. What is the question asking you to do?

**Activity 5b: Search terms**

The next step is to find some research. Answer the questions to help you with your search.

1. Which words from the question would you use as search terms?
2. Do you know any synonyms (words that have the same meaning) for the search terms you have underlined? This will help you to widen your search.

**Activity 6: Online Search**

* You now have 15 minutes to find ONE source that you could use in your imagined essay.
* You can use the online library or Google Scholar
* It can be to either support an advantage or a disadvantage or it may be to give some general information about online learning.
* Find either a reliable or an academic source.
* Use your search terms.
* Use the 7 questions used in Activity 1 to help you to evaluate your source, plus the one extra question about relevancy.

1. Who is the author? What does this tell you?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. When was it written? What does this tell you?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Has the source been peer reviewed? What does this tell you?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Does the source have in-text citations and a reference list? What does this tell you?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. How formal is the language? What does this tell you?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Could the source be biased? How do you know?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Is the source, academic, reliable or unreliable?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. How/ where would you use this source in your imagined essay?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Activity 7: Preparing for Feedback**

* In your groups compare the sources.
* Choose ONE source to offer to the class.
* Be prepared to evaluate the source in front of the class by going through the 7 questions.

**Activity 8: Class activity**

Feedback

**Activity 9: Reflection on Learning Outcomes**

In groups, reflect on your understanding of today’s learning outcomes.

If you do not feel confident about any of the learning outcomes, please let your lecturer know.

After today’s lecture, on a scale from 1 to 7, with 1 being the lowest level of confidence and 7 being the highest, how confident are you in your ability to…

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| …understand the difference between a reliable and an academic source? |  |  |  |  |  |  |  |
| …evaluate a sources reliability? |  |  |  |  |  |  |  |
| …use the digital library? |  |  |  |  |  |  |  |

**Homework**

* **Reading:** How do you decide what to read? Godfrey p.8-17
* Resolve any outstanding IT issues
* Link your library account to Google Scholar
* Finish the quiz