

Tutorial letter 104/0/2018

E-Learning: Concepts and Principles INF4860


Year Module

School of Computing

IMPORTANT INFORMATION:

This tutorial letter contains important information
about your module.

BAR CODE



CONTENTS

	<i>Page</i>
1 INTRODUCTION	3
2 ASSIGNMENT 3.....	3
3 ADDENDUM	7

1 INTRODUCTION

Dear Student

This tutorial letter contains part 3 (submitted as assignment 3) of the portfolio.

A quick reminder once again that this course does not make use of the myUnisa forums, but the INF4860 forum available at <http://osprey.unisa.ac.za/phorum> (known as the Osprey forums). Please make use of the forum if you are not clear about any task.

Good luck with the assignment. We are not ignorant of the fact that, compared to undergraduate modules, the learning curve is high. We also understand that, in all probability, you are working full time (80%, according to recent statistics) and studying part-time. It is a pressure-pot situation. But, as it stands, this is an honours course, and therefore our expectations are justifiably higher. Rigour goes a long way, so please do not leave this assignment for the week or so before submission date. Start early!

The INF4860 lecturer

2 ASSIGNMENT 3

Assignment 3

[100 marks]

Due date: 14 January 2019. Submission opens on 7 January 2019 and closes on 15 January 2019.

Contribution to the final mark: 55%

VERY IMPORTANT!

1. Please make sure you read Tutorial letter 201 and 202 before completing this assignment.
2. Also read the document “Completing the assignments and portfolio.pdf” that is available in the Additional Resources folder on myUnisa.
3. Provide your list of references for each task at the end of your answer, as opposed to the end of the assignment. This makes it easier for the markers to verify your sources.
4. At the end of your document, incorporate the FULL Turnitin report. If the report is not provided, your assignment will not be marked.
5. Note the addendum at the end of this tutorial letter.

Task 7

“Educational hype has a long and resilient history of jumping on the latest technology as the means of making education better, cheaper, more available or more responsive. Is social networking going to be different? Ignoring social and technological trends is not the way forward for educators any

more than is chasing after every new movement because it is new” (Rennie and Morrison, 2013, p.2).

Combining key words such as “social media”, “e-learning”, “case study”, “distance learning”, “WhatsApp”, “Facebook”, “Twitter”, “Blogging” etc. search for, and review, 5 formal research articles that report on the success or failures of the use of a single social media tool in teaching and learning environment.

Then, in your own words and throughout, provide a brief introduction to your review (2 marks). Following, and in 5 separate paragraphs, provide a high-level overview of each article (4 marks each). A high-level overview is one that does not cover detail/s in depth i.e. it is a basic and general explanation of what the research was about, how it was approached, what was learned, and what we can learn from it. End the review with an appropriate conclusion (3 marks). **25 marks**

Rennie, R, and Morrison, T. (2013). e-Learning and Social Networking Handbook (2nd ed.). Routledge, New York, NY.

TASK 8

Consider Tables 1 to 3 below, which list selected results from a recent (as yet unpublished) survey performed under Unisa students, split into students who either work full-time and study part-time (working students) or study full-time (full-time students).

Furthermore, and as reflected in the tables, HDS refers to historically disadvantaged students and HAS to historically advantaged students. Deeply-entrenched legacy effects attributed to the previous political system of apartheid is thought to continue to impact on the HDS student. The net result in terms of ICT access, use and impact, is that the digital divide continues to exist in a form of “digital apartheid”, the latter a term coined by Brown and Czerniewicz (2010) after a 6-year research project into South African university students’ access to and use of ICTs, and which, at the time, pointed at a deepening digital divide characterised by access and opportunity.

Also, note the (mostly) empty columns on the far right in the first two tables. These will be dealt with shortly. These tables are available in Word format in the additional resources on myUnisa (table.doc).

Table 1 lists common internet access points, Table 2 exposure to ICT-related activities and Table 3 level of computer use.

Table 1. Internet access point

<i>Groups, variables and response categories</i>	LOW		MEDIUM		HIGH		DIR	
	HDS	HAS	HDS	HAS	HDS	HAS	HDS	HAS
WORKING STUDENTS	n=201	n=553	n=201	n=553	n=201	n=553		
At work	13%	13%	27%	8%	60%	79%	→	→
Fixed internet at home	41%	12%	31%	7%	27%	82%		
Internet Cafe	83%	96%	15%	4%	2%	1%		
Computer laboratory	83%	99%	16%	1%	1%	.5%		
Wi-Fi hotspots	59%	69%	36%	18%	5%	13%		
Friend	86%	76%	13%	16%	1%	9%		
Mobile phone	5%	10%	35%	18%	59%	71%		
FULL-TIME STUDENTS	n=114	n=145	n=114	n=145	n=114	n=145		
At work	79%	66%	8%	12%	13%	21%		
Fixed internet at home	44%	8%	22%	6%	34%	87%		
Internet Cafe	60%	92%	37%	6%	4%	1%		
Computer laboratory	73%	97%	25%	0%	3%	1%		
Wi-Fi hotspots	53%	74%	38%	12%	10%	15%		
Friend	68%	75%	27%	16%	4%	10%		
Mobile phone	12%	19%	29%	23%	59%	58%		

Table 2. Unisa student exposure to ICT-related activities

Groups, variables and response categories	LOW		MEDIUM		HIGH		DIR	
	HDS	HAS	HDS	HAS	HDS	HAS	HDS	HAS
PURPOSES OF WORK (WORKING STUDENTS)	n=201	n=553	n=201	n=553	n=201	n=553		
Emailing	8%	10%	32%	7%	60%	83%		
Use of word processors, spreadsheets	13%	10%	37%	9%	50%	82%		
Use of dedicated work software applications	24%	19%	33%	14%	43%	67%		
Use of phone	13%	11%	38%	22%	50%	67%		
Use of the internet for work purposes	11%	4%	39%	9%	50%	88%		
PURPOSES OF STUDY (WORKING STUDENTS)	n=201	n=553	n=201	n=553	n=201	n=553		
Collaboration	37%	52%	44%	19%	19%	29%		
Emailing lecturers and/or HEI departments	52%	61%	46%	26%	2%	13%		
Browse the Internet for completing assignments	12%	10%	53%	18%	34%	73%		
Downloading or browsing study material	5%	4%	50%	11%	45%	85%		
Uploading assignments	10%	7%	38%	9%	52%	84%		
Phoning lecturers	85%	88%	14%	8%	1%	4%		
Finding course information (registration)	21%	27%	50%	26%	29%	47%		
Check marks, syllabus, news, msgs, scheds, acnt	6%	8%	44%	16%	50%	76%		
Online learning units and/or self-assessments	21%	18%	47%	22%	31%	61%		
Watching podcasts	59%	67%	31%	19%	10%	15%		
PURPOSES OF STUDY (FULL-TIME STUDENTS)	n=114	n=145	n=114	n=145	n=114	n=145		
Collaboration	34%	48%	47%	23%	18%	28%		
Emailing lecturers and/or HEI departments	55%	57%	39%	32%	5%	12%		
Browse the Internet for completing assignments	13%	16%	48%	22%	39%	62%		
Downloading or browsing study material	9%	6%	46%	16%	45%	79%		
Uploading assignments	16%	9%	36%	11%	48%	81%		
Phoning lecturers	78%	88%	21%	7%	1%	6%		
Finding course information (registration)	31%	35%	46%	36%	23%	31%		
Check marks, syllabus, news, msgs, scheds, acct	11%	15%	41%	12%	48%	73%		
Online learning units and/or self-assessments	25%	26%	51%	19%	24%	55%		
Watching podcasts	61%	68%	35%	16%	4%	16%		

Table 3. Level of computer use (PC, laptop, smartphone etc.)

Variables and response categories	For purposes of work (working students)		For purposes of study (working students)		For purposes of study (full-time students)	
	HDS (n=201)	HAS (n=553)	HDS (n=201)	HAS (n=553)	HDS (n=114)	HAS (n=145)
Computer use						
Low	9%	7%	13%	13%	10%	8%
Medium	23%	11%	70%	70%	57%	27%
High	68%	82%	17%	17%	33%	65%

- a) The purpose of this subtask is for you to immerse yourself in the data before you answer subtask b. Complete the far-right column of Table 1 and 2 by inserting, for each row, an arrow that points to the left ← or to the right →. These arrows will provide you with a visual presentation of the predominant direction of use i.e. towards higher use, or towards lower use. Thus, as illustrated for the first row in Table 1, both arrows will point to the right, indicating medium-to-high access to the internet at work for both HDS and HAS students. Note: In deciding the direction of the arrow, you should combine the medium-high and medium-low column percentages. For the first row in Table 1 then, the combined percentage for both the HDS and HAS groups is 87%. If the combined difference is less than 7%, then the arrow will point in both directions. **(10 marks)**

Brown, C., & Czerniewicz, L. (2010). Debunking the 'digital native': Beyond digital apartheid, towards digital democracy. *Journal of Computer Assisted Learning*, 26, 357–369.

- b) Highlight any individual and/or collective patterns you observe in the tables. Do not offer opinions - just point out what you "see in the numbers". **(10 marks)**

- c) Read the three articles, available as articles.zip in the additional resources folder on myUnisa. Given the insight gained in b above, offer comments on aspects of the 3 articles as you see fit. Where possible or required, remember to cite the article/table. **(15 marks)**

TASK 9

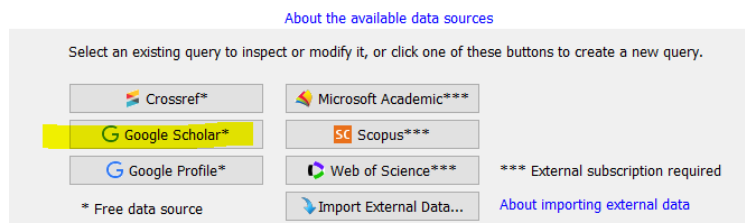
Task 9 is similar to Task 6 in the previous assignment, and must be presented in the same format, following the same rules. The current topic under review is MOOCS.

"Massive Open Online Courses (MOOCs) are free online courses available for anyone to enroll. MOOCs provide an affordable and flexible way to learn new skills, advance your career and deliver quality educational experiences at scale". (http://mooc.org, 2018)

As with Task 6, this task is about how you structure and present your review. We award reflection, synthesis and presentation (see the rubric). By synthesis we mean that you should not simply summarise the articles you source independently in a chain-like fashion. You should attempt to categorise similar articles together in topics, and discuss such topics collectively. There should be flow and discussion (italicized).

Furthermore, and this time, you will source and make use of highly-cited articles. To support you in this process, do the following:

1. Download and install the program Publish or Perish v6 from <https://harzing.com/blog/2017/11/publish-or-perish-version-6>
2. Open the program, and select Google Scholar as the data source (but you may try other sources).



3. See the screenshot below. Enter MOOC in (1) and/or (2). You can also try "massive online courses" as an alternative, or you can make use of any of the other search options to refine the search, especially when you have identified a subtopic.
4. Enter 2011 and 2018 in the year fields (2), and perform a lookup (search) (3).
5. Allow the search to finish, taking note of the number of citations (3). It follows that you should favour articles with more citations.
6. The titles listed may assist you on grouping articles that cover a similar topic area (the 5 articles marked with two red dots in the screenshot, for example, appear to cover the same topic).
7. Right click any article and select an option from the shortcut menu (e.g. Open Article in Browser).

Harzing's Publish or Perish 6.34.6288.6798

File Edit Query Tools Help

My Queries: Saved queries, Trash

Query: MOOCS, MOOCS from 2011 to 2 Source: Google Sch... Papers: 1000 Cites: 34297 Cites/ye: 4899.57 h: 80 g: 140 hlnorm: 63 hAnnual: 9.00 *Co: 211 Query date: 9/14/2018 Cache date: 9/14/2018 Last...: 0

Google Scholar query: How to search with Google Scholar

Authors: Publication/Journal: All of the words: MOOCS Any of the words: None of the words: The phrase:

Years: 2011 - 2018 ISSN: Lookup Clear All Report Copy New

Metrics	Help	Cites	Per year	Rank	Authors	Title	Year	Publication	Publisher	Type
Publication years: 2011-2018	<input checked="" type="checkbox"/>	h 1329	221.50*	3	J Daniel	Making sense of MOOCs: Musings in a maze of myth, paradox and possibility	2012	Journal of interactive Medi...	www.jime.open.ac.uk	HTML
Citation years: 7 (2011-2018)	<input checked="" type="checkbox"/>	h 843	168.60*	6	TR Liyanagunawar...	MOOCs: A systematic study of the published literature 2008-2012	2013	The International Review ...	irrod.org	
Papers: 1000	<input checked="" type="checkbox"/>	h 809	161.80*	4	L Yuan, S Powell, J ...	MOOCs and open education: Implications for higher education	2013	Proceedings of the Third L...	academia.edu	PDF
Citations: 34297	<input checked="" type="checkbox"/>	h 491	98.20*	2	D Clow	MOOCs and the funnel of participation	2013	European Journal of Open...	dl.acm.org	
Cites/year: 4899.57	<input checked="" type="checkbox"/>	h 490	81.67*	8	CO Rodriguez	MOOCs and the AI-Stanford Like Courses: Two Successful and Distinct Course Formats for Massive Open Onlin...	2012	Computers & Education	Elsevier	
Cites/paper: 34.30	<input checked="" type="checkbox"/>	h 376	125.33*	15	A Margaryan, M Bi...	Instructional quality of massive open online courses (MOOCs)	2014	Educational research review	ERIC	
Cites/author: 22459.28	<input checked="" type="checkbox"/>	h 357	89.25*	16	KF Hew, WS Cheung	Students' and instructors' use of massive open online courses (MOOCs): Motivations and challenges	2014	Online Submission	Elsevier	
Papers/author: 643.90	<input checked="" type="checkbox"/>	h 352	88.00*	20	FM Hollands, D Tirt...	MOOCs: Expectations and Reality. Full report.	2012	arXiv preprint arXiv ...	arxiv.org	CITATION
Authors/paper: 2.14	<input checked="" type="checkbox"/>	h 343	57.17*	29	G Siemens	MOOCs are really a platform	2013	RED: Revista de Educacion...	um.es	PDF
h-index: 80	<input checked="" type="checkbox"/>	h 330	66.00*	21	C Piech, J Huang, Z...	Tuned models of peer assessment in MOOCs	2016	... International Review of ...	irrod.org	HTML
g-index: 140	<input checked="" type="checkbox"/>	h 326	163.00*	9	G Conole	MOOCs as disruptive technologies: strategies for enhancing the learner experience and quality of MOOCs	2011	河北师范大学学报: 教育科	ccvip.com	
hlnorm: 63	<input checked="" type="checkbox"/>	h 284	40.57*	24	I De Waard, S Abaj...	慕课(MOOCs)发展对我国高等教育的影响及其对策	2014	MERLOT Journal of Online ...	jolt.merlot.org	HTML
hAnnual: 9.00	<input checked="" type="checkbox"/>	h 283	70.75*	604	张蜀廷	Patterns of engagement in connectivist MOOCs	2013	Communications of the AC	dl.acm.org	
Count: 211	<input checked="" type="checkbox"/>	h 274	54.80	11	C Milligan, A Littlej...	From moocs to spocs	2013	Communications of the AC	researchgate.net	
Results	<input checked="" type="checkbox"/>	h 264	52.80*	14	A Fox	Will MOOCs destroy academia?	2012	Communications of the AC	dl.acm.org	
Copy to Clipboard	<input checked="" type="checkbox"/>	h 243	40.50*	10	MY Vardi	Reflections on stanford's moocs	2013	IEEE Intelligent ...	ieeexplore.ieee.org	
Save as File...	<input checked="" type="checkbox"/>	h 230	46.00*	18	S Cooper, M Sahami	MOOCs: So many learners, so much potential...	2013			
	<input checked="" type="checkbox"/>	h 226	45.20*	25	J Kay, P Reimann, E...					

40 marks

3. ADDENDUM

It is unfortunate that a significant percentage of students did not submit the full report. We accept that perhaps some students did not fully understand what a full report is, or did not know how to download the full report. More disconcerting, however, is that several students "cooked" their report. The net result is that such cheating not only created an extraordinary amount of unnecessary administration for markers, but delayed results and the release of this tutorial letter.

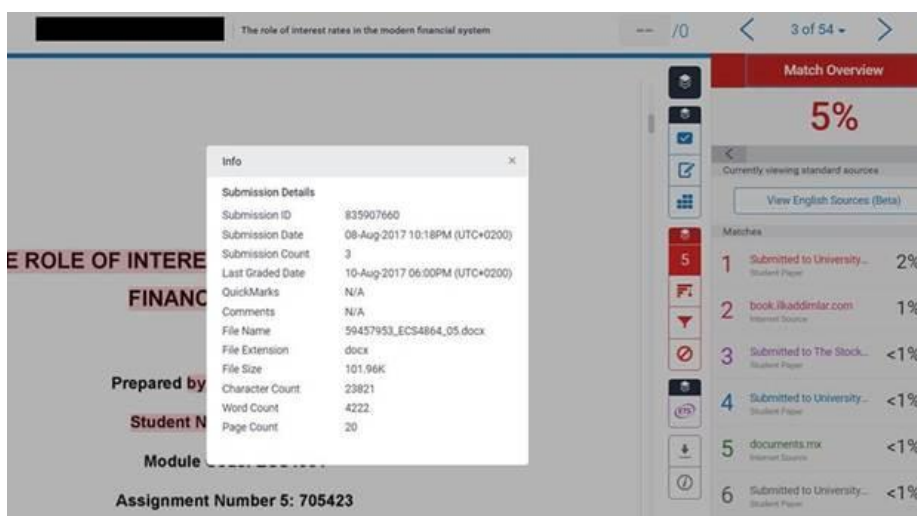
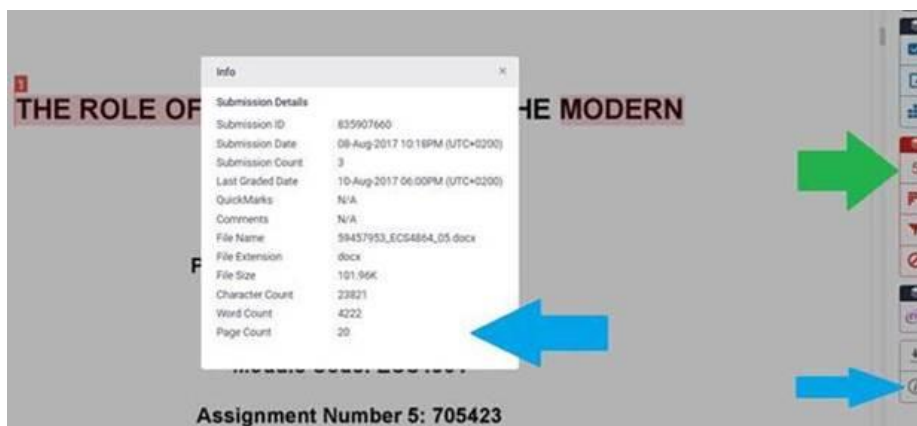
We will now be required to do cross-checks on Turnitin. If there is any discrepancy between the report that you include and the Turnitin result we will take appropriate action.

In addition to providing the full report, one extra step required from you is to take a screenshot as explained below, and to include this screenshot at the end of your assignment, directly before your full report.

Screen dump instructions

We suggest that students unfold the match overview of the originality report first. This can be done by clicking on the similarity index itself (in this example it is 5%)

Then click on the info button to retrieve the pop-up before making the screen dump. We included a second image below for illustration purposes.



The similarity index is shown at all times when the report is open. Kindly see the green arrow point in the first image.

The blue arrow to the right shows the button for the submission info summary, which is required for verification of a true version of the originality report for a specific submission.

Please note that students have to add a title page to the first page for every submission made to Turnitin for ease of reference, as well as protection of their work against plagiarism.