TLD: Ch. 8

This chapter is very much about support materials and visualization for distance education. Why the emphasis on visualization and graphic design principles? – *This has a lot to do with how the human mind 'sees.' It is a lot easier for a learner to 'learn' a topic that is more visually appealing. The information can be presented in a more effective fashion allowing the learner to retain knowledge they are learning.*

How does Simonson suggest that a distance education syllabus differs from a more traditional syllabus? – *It can be 'interacted' with throughout the semester, building almost a digital roadmap for the leaners. It can be annotated and not clutter the existing information, but also be a talking point with respect to the class. It simply has more information offered to the learning because they are not in a conventional classroom.*

What is an interactive study guide? Why use one? – A document that utilizes course specific information in a digital manner to build lessons for students to better serve them in their leaning process. It is more effective for students to utilize in their learning process. IT is more systematically designed, offering a more detailed guide to the learner.

Interactive study guides (PDF file)

What's the difference between an ISG and a worksheet? Can an ISG be used to promote higher level thinking skills? – *An ISG is a combination of words, graphics, pictures, objects, etc. utilized in conjunction with a lesson plan. This has the students focus on the various aspects of the assignment, rather than just one piece like ideas on a worksheet. Yes, ISG help promote higher levels of thinking as the active interaction has the leaners 'thinking' about how the pieces (past, present and future) fit with the designed assignment.*

In week 7, we looked at several different pedagogies in an article by Anderson and Dron. Which of Anderson and Dron's pedagogies would an ISG fit best with? – *With respect to the week seven reading, I would go with the Social-Constructivist, for several reasons: First the leaners are actively engaged within the ISG; The leaner is building on past, and present knowledge, while simultaneously building future knowledge to leverage. I think an ISG best fits in for those two main reasons, but all the pieces mentioned in the week seven text fit as well.*

Redefining Annotation

How does Joe Marquez redefine annotation? What's the connection between this activity and distance education? – *It is redefined in the sense of 'digital' annotation. Differencing from conventional annotation with respect to books. It can be utilized in a digital format through PDF's, e-books, etc. The connection to distance learning has to do with the fact that in a digital age this is taught from a variety of environments. Along the same lines, students have access to a wide array of document for use in annotation.*

Which of Anderson and Dron's pedagogies (from week 7) does Marquez's activity best fit with? – I am once again going to stick this in with *Social-Constructivist. I think the idea of a learning "building" resources is the main reason why I feel these best fits in. As the learner is activity engaged with annotating and utilizing critical thinking for the purpose of learning new topics and building on their knowledge.*

What's the connection between this kind of activity and John Seely Brown's vision of a learning ecology? – *The learning ecology this fits in with how students are finding, building, and signing resources to help 'build' their own learning experience.*

What might it look like if one cross-bred an interactive study guide with Marquez's hyper-annotation strategies? – *I would almost be like a form of wiki page within the class. The document is being 'edited' in a way by7 the students, who are documenting their knowledge, asking questions, and have conversation. It is basically what we in IDT 610 are doing with the Perusall assignments.*

Beyond Highlighting

This article describes the process of annotation with digital files when using a variety of different eBook programs as well as PDF files. Compare/contrast what Rahul Saigal is talking about in this article, as compared with Joe Marquez in the previous article. – *The similarities show in many fashions: Utilizing documents in terms of resources to annotate the digital files. Marquez seems to have a more systematist approach to the annotation in terms of style. He had direction on how to transfer documents to Google Docs and utilize like features to annotate. Rahual has a more free flowing approach to the annotation process, but still in the digital sphere.*

Beginning graphic design principles (video)

Why does the "rule of thirds" work for focusing one's attention on graphic design? – *The human eye has a 'natural' tendency to following the 'rule of third's' line through a visual piece.*

Providing student support materials and services for distance education

Which of these support services appear to be the most difficult to provide at a distance? Which of these have you taken advantage of at a distance? Which have you looked for and found missing? – *I would tend to gravitate towards the most difficult being 'Accessibility and Disability Services.' I am thinking it can be often difficult to provide theses special types of services to demographics who may find it difficult to have difficulty utilizing wide arrays of technology that are unfamiliar or at times complicated. In my professional career I often am dealing with my IT Department who is 'remoting' in to make changes to the PC, that are locked out from the typical non-technical employee. At this time, I do not see or feel that there is anything form the list missing that would be considered a synonym to one on the list currently.*

[note correspondence with T. Anne Hawkins from Carruth – legal and risk mgmt. issues, with external contract – as well as the telepsychiatry article]

WGICF Conclusion

Stephen Johnson proposes a four-quadrant diagram to assist in taking the long view of innovation over a period of centuries. In your own words, describe what each of the four quadrants represents.

- *Market-Individual: Concept that evolved from 1 or more creators within an origination, with intentions to profit from a creation, build, concept, or idea.*
- *Market-Network: Concepts or Ideas, created for profit, developed by large groups (networks) or people.*

- *Non-Market-Individual: Concept that evolved from 1 or more creators within an origination, with intentions for the creation build, concept, or idea to be available as a free resource for all.*
- *Non-Market-Network: Concepts or Ideas, created to be a free resource, developed by large groups (networks) or people.*

Which of Stephen Johnson's quadrants has been responsible for the most innovation in the preceding two centuries? Why? – *Non-Market/Network is the single biggest quadrant responsible to innovative idea generation. The basis for this has to do with creation of ideas for the greater good. When those are looking to innovate and not turn a profit or send something to market there is a lot of red tape that is removed from the process. Those involved can focus on the task at hand (idea generation) and turn out mor innovative ideas.*

Does Johnson suggest that we should abolish artificial protections for intellectual property rights (e.g. copyright and patent)? Why or why not? – *Yes & No! – It does not appear to be the statement of 'outright abolishment' but rather a redefinition of how information is defined relating to creation of new innovative ideas. He mentions a 'hybrid economy' term which stood out to me in terms of how the process might look in theory. The redefinition could open up a lot of doors for creation of new ideas.*

Using Perusall to Facilitate Close Reading & Building community in asynchronous online courses

If you were teaching an online course, would you consider using a social annotation tool like Perusall? If no, explain why not. If yes, describe a sample learning activity in which you might use it. – *Yes, I would use a tool like this in my courses. After using it for a few different classes I find it a great tool for students to pose questions, think about topics in a variety of manners, etc. A lesson, or assignment I might build into a course would fall into a semester long type discussion. I would use this in a text that is utilized as a material within the course. The topics in each chapter or section build off of one another. Utilizing the Perusall type application student scan pick out quotes to discuss, ask questions, and talks amongst each other. I would have students use this as their discussion platform, and at the end pick out some key examples from the text that each student can reflect on, and talk about how their understanding of the topics advanced throughout the semester.*