**Week-Long Seminars Overviews- Crafted by Jane Jacek**

**Seminar 1: Online Communication Tools-Marieke, Laura, Jane J**

**Readings:**  
Chapter 3 in *Online and Social Networking Communities: Online Communication Tools-* by Karen Kear

**Online Communication Tools:**

**Crafted our week in Google Docs**

**Seminar Platform: D2L**

**Synchronous and Asynchronous:**

**Twitter : Hashtag #OLTD503tools-** Tuesday and Thursday evening live chat-

See evidence of these in the reflection below

**Asynchronous:**

**G**[**oogle Form: Online Survey Communication Survey**](https://docs.google.com/spreadsheet/viewform?formkey=dDJwbTR2cHpTNkRSRWlFa3FwclZXQlE6MQ) **:** Complete survey, involves answering a variety of questions related to online communication tools: [Online Communication Tools Survey](https://docs.google.com/spreadsheet/viewform?formkey=dDJwbTR2cHpTNkRSRWlFa3FwclZXQlE6MQ)

Here is a link to the google form survey results: [Online Communication Tools: Survey Results](https://docs.google.com/spreadsheet/ccc?key=0Au6lDRCcqOLmdDJwbTR2cHpTNkRSRWlFa3FwclZXQlE)

* When you click the link you will see a spreadsheet with paragraph answers. Scroll through to read other responses or double-click each cell for easier reading. You will not be able to edit the spreadsheet. If you click on \*form\* then \*show summary of results\*, a new window will open and you can view results presented as a bar graph.
* In the survey, if you wish to view a person’s full set of responses click on **View** and then click on **List.** Then scroll down to see each of the 10 peoples survey answers. Interesting to read the different thoughts and perspectives in relation to our questions

Here is an EdTech Teacher’s video for a Google Forms Tutorial. Learn how to create a survey like the one we did. <http://vimeo.com/44607070> . At the site you will also see a view of other EdTech Teacher’s videos. A great selection relating to a variety of technology tools. i.e. Diigo, Evernote So much out there, enjoy exploring.

**D2L Discussion:** relating to findings from the Google form survey and related readings. Contribute one discussion post with a question, idea, thought. Comment on one other

**Other tools introduced through discussion:**

**Virtual Worlds:** Mark Hawkes who is the E-learning coordinator with the Ministry joined in and posted the following link - [http://www.bclearningnexus.ca](http://t.co/6Iq7Nnm9) Sandbox world is for you to play in. You'll find West Coast Quest here as well, this is a world I'll be exploring with my students later on in the year. Mark also mentioned open sim - "Open Sim is the open source version of SL. Check out: [http://tinyurl.com/dy37uja](http://t.co/0pbbqmbW) and [http://tinyurl.com/curtgwy](http://t.co/G6LagoRE)"

**Voki:** <http://www.voki.com/>

**Collaborate Reflection by Laura, Marieke and Jane**: <https://sas.elluminate.com/p.jnlp?psid=2013-01-31.1902.M.2EFD1B0852D17F93C4D6F8B6E6F3D9.vcr&sid=7345>

**Seminar 2: The Benefits and Problems of Online Learning Communities-Jocelyn and Margot**

**Readings:**

Chapter 4 in *Online and Social Networking Communities: Benefits and Problems of Online Learning Communities* by Karen Kear. “We’ll be exploring the good and the bad of online learning communities in this week-long seminar. Inquiry will be based on personal reflection, research, and a practical task.”

**Online Communication Tools:**

**Seminar Platform:Google Drive** <https://docs.google.com/folder/d/0B2Ygz7zEfaf5bnBEYzNnX0Q5cG8/edit>

**Synchronous Meetings: \*\*Link to Collaborate\*\*** -Twice during the week-Monday and Saturday [**https://sas.elluminate.com/m.jnlp?sid=2012144&password=M.4CB51E62CCB3BFAC66DB96FDCC8209**](https://sas.elluminate.com/m.jnlp?sid=2012144&password=M.4CB51E62CCB3BFAC66DB96FDCC8209)  
1)”A brief introductory session to discuss tasks, introduce intended learning outcomes and clarify expectations. “ This entailed a power point presentation followed by group discussion.   
  
2) “Guest speaker in this week’s session, Sean Petersen, principal of District 60 Choices DL school, Boys Project (alternate school) and Adult Education, will take part in a student-led discussion and we will debrief our investigation of the pros and cons of online communities.”

**Asynchronous:**

**1)Discussion Forum**: Question posed by me: Do you think that the needs of students who are taking one or two courses at a distance/distributed learning school are the same or different, in relation to teacher presence, student presence and cognitive presence, compared to students who are registered full time at a distance/distributed learning school? Do you think the benefits and problems seen in online learning are the same or different in both instances? Factors that might affect this, i.e. subject area, physical distance between student and teacher.

**Introduced to audio response option in D2L**

**2) Google Docs-Course Outline Revamp:** “Using one of your own, or the provided, course outline, apply strategies you have learned this week to make the document more engaging.” Activity in Google docs, changes by others seen by all class members, changes seen instantly.

**3)Feedback Survey**

<https://docs.google.com/spreadsheet/viewform?fromEmail=true&formkey=dGFYUnZSdWpjMkRvd2lvRlByX0w4Smc6MQ>

**Week Completion:**

You have received an award for the badge OLTD 503 Seminar 2 Participation. You can claim it, here: <http://badg.us/en-US/badges/claim/xuwte9>

**Relevant Article:**

<http://www.timescolonist.com/opinion/letters/online-course-sparks-flood-of-emails-1.64674>

**Seminar 3: Too Much Information-Kris and Jane C.**

**Reading:**

Chapter 5 in *Online and Social Networking Communities: Too Much Information* by Karen Kear

Foster, D. (2010, August 13). Tips for handling information overload: Too much content. Retrieved from <http://gigaom.com/2010/08/13/tips-for-handling-information-overload-too-much-content/>Foster, D. (2010, July 30). Tips for handling information overload:  Retrieved from <http://gigaom.com/2010/07/30/tips-for-handling-information-overload/>

**Videos:** imbedded in presentation

1)*Beaker's Ballad* <http://www.youtube.com/watch?feature=player_embedded&v=EAtBki0PsC0>

2)*What is information overload?*

<http://www.youtube.com/watch?feature=player_embedded&v=RLbYEkDW1tI>

3)Information obesity: Take responsibility for you media menu.

[**http://www.youtube.com/watch?feature=player\_embedded&v=KVJ\_TowMFGE**](http://www.youtube.com/watch?feature=player_embedded&v=KVJ_TowMFGE)

**Online Communication Tools**

**Seminar Platform:** <http://janecandkrisseminar3.weebly.com/>

**Asynchronous:**

**1) Wallwasher**: <http://wallwisher.com/wall/iasiaj176g> Message board discussion questions:

a)”Where there any points from the readings or videos that you found particularly interesting or useful? Why?”

b)”What are some of your own frustrations regarding "too much information"? Use your personal experiences and/or ones from the readings in your response.”

c)”What kinds of "fixes" did you find interesting and of value? Share one "fix" that you either found from the listed resources or from your own bag of tricks.”

**2)Blog Post in our own Weebly site**-Information Overload

<http://jjaceklearnsonline.weebly.com/where-am-i-now.html>

<http://www.flickr.com/photos/will-lion/3137298207/>

**3)FeedbackSurvey:**

<http://fluidsurveys.com/surveys/krisandjanec/seminar-3-review/>

**Seminar 4: Building Virtual Communities-Ben R. and Wendy**

**Readings:**  
1)Chapter 6 in *Online and Social Networking Communities: Feeling Connected* by Karen Kear 2) [How To Avoid Feeling Isolated in Your Online Class](http://www.elearners.com/online-education-resources/online-learning/how-to-avoid-feeling-isolated-in-your-online-class/) (hyperlink)

**Videos:**  
[Stefana Broadbent - How The Internet Enables Intimacy](http://www.ted.com/talks/stefana_broadbent_how_the_internet_enables_intimacy.html)  
From the Ted Talks site:  
We worry that IM, texting, Facebook are spoiling human intimacy, but Stefana Broadbent's research shows how communication tech is capable of cultivating deeper relationships, bringing love across barriers like distance and workplace rules.  
[Sherry Turkle - Alone Together](http://www.ted.com/talks/sherry_turkle_alone_together.html)  
From the Ted Talks site:  
As we expect more from technology, do we expect less from each other? Sherry Turkle studies how our devices and online personas are redefining human connection and communication -- and asks us to think deeply about the new kinds of connection we want to have.

**Online Communication Tools**

**Seminar Platform:** <http://www.wikispaces.com/t/c/51ksfQVwIjXOjL0OXeSizh>

Username: Jane2J

Password: name of street grew up on

**Asynchronous**

“The goal of this week is to "connect" with each other on a personal level. We have chosen to focus on an asynchronous model, as it is the most difficult format to establish a connection between students. Hopefully, the activities will give us all a chance to get to know each other a bit better, and we can have some fun along the way. Thanks to Mareike for creating our Facebook group. This is a perfect way to connect. If you have not joined yet, please do so.”

**1)Wiki Page:** personal info page, share three things about yourself and related websites, add avatar

**2)Voki**: creating our own avatar <http://www.voki.com/>

**3)Twitter: Hashtag #oltd503.2**- share information about self- try tweet twice per day

**4)D2L Discussion : “**What are strategies or tools that you use in you DL class to help create a sense of "connection" for your asynchronous students? (DL teachers, please share your expertise!)”

**Relevant information:** <http://digitallearningday.org/learn-and-explore/ins/>

**Seminar 5 Supporting Online Communities- Kim P. and Kim L.**

**Reading:**

1)Chapter 9 in *Online and Social Networking Communities: Supporting Online Learning Communities* by Karen Kear.

2)Part 1, Chapter 2 in *e-Moderating: The Key to Teaching and Learning Online* by Gilly Salmon

**Online Communication Tools:**

**Seminar Platform: LMS Blackboard 9.0**:

Accessed through [online.openschool.bc.ca](http://online.openschool.bc.ca)

Username: jjacek

Password: first name lower case

**Asynchronous:** based onGilly Salmon: The Five Stage Model

**1) Discussion Board Thread in Blackboard:** Relating to Stage 1: Two Truths and a Lie

**2)Discussion Forum Thread in Blackboard:** Relating to Stage 2: “Socialization is primarily about the movement of individuals from a state of 'self interest' to 'shared interest'. Use this forum to discuss some interesting activities you or other online course moderators have asked students to complete/completed yourself as part of this stage. According to you, what makes an activity at this stage of an online course successful?”

**3) Pinterest:** Relating to Stage 3:Post link in Blackboard discussion board thread <http://pinterest.com/jjacek/>

**4)Reflection Assignment Submitted in Blackboard:**

“In stage 3, learners typically try to manage their time by using the following strategies:

* Trying not to read all messages
* Removing themselves from interactions that don’t interest them
* Saving or downloading discussions to read later
* Reading everything and spending an enormous amount of time online
* Reading everything but not responding to much;
* Sharing the workload in teams.

Which of the above strategies do you think are likely to be most helpful? Do you think all of these strategies might be helpful at different times, in different situations? How do you think the tutor can help learners decide which strategies are most appropriate? “

**5) Feedback Survey In Blackboard**

**6) My Grades in Blackboard**

Assignment 3: Reflective Practice in action-Reflecting on your experience in OLTD 503

The course name for OLTD 503 is “Online Communication”. Our instructor Kim Lemieux hosted her course materials, as our previous instructors, in the LMS D2L. I am choosing to first look at this course to see how it demonstrated the theories relating to successful online learning and communication. I will then refer to my own philosophy of online communication and how it has stayed the same or changed as a result of my experiences in this course.

Kim emulated, I feel, the qualities of an experienced and skilled course designer and communicator. In doing so she set the stage for our success throughout the course and for our growth as online communicators and facilitators. In the design of this course, which is three units, I believe there is evidence of the five stage learning model created by Gilly Salmon (2000). The first four stages are demonstrated in unit one. Stage one focuses on access and motivation making the students feel welcome, offering encouragement and letting students know where to get guidance. This was demonstrated in our first online collaborate meeting, in the information included in the course lay out in *D2L* and in the email sent directly to each student. In the crafting of our first week discussion activities there was evidence of stage 2 online socialization, which focuses on the sending and receiving of messages in particular ice breaking activities, course rules and netiquette. The former was a discussion thread post that involved choosing an image that was a visual metaphor of what online communication and facilitation meant personally followed by a brief write up in relation to the image. The latter two were presented in *D2L* in a clear precise manner. The next activity took us through stage 3 information exchange, where we shared our ‘hunches” about online communication as it occurs in online learning environments. Throughout all of these activities I was given immediate online feedback, in a respectful and guiding manner, in this way appropriate teacher presence was demonstrated. Karen Kear (2011) states, that it is important to demonstrate teacher presence but not too much presence which can reduce participation by students. In looking back at Kim’s first responses this understanding is evident.

Our first assignment, which was the last part of unit one, was the writing of an academic paper, the focus being to explore one’s own philosophy (or theoretical foundation) of online communication as it relates to ourselves as teachers. I feel this assignment relates directly to knowledge construction, stage 4 of the five stage learning model, Salmon (2000). In this stage questions are posed for consideration and students are encouraged to question connections between both theory and practice, and theory and work-based experience.

The final stage of the five stage learning model Salmon (2000) was presented, I believe, through the week-long learner led seminars, unit two. In stage 5, development, students are encouraged to transfer skills to other areas of work; this involves leading discussions, taking risks during our course development and facilitation. Finally we reflected on the different learning processes both individual and group in the final part of assignment two.

I believe the above also demonstrates a sense of teacher presence, social presence and cognitive presence as described in the *Community Of Inquiry Model* created by Garrison et al (2000) and outlined by Karen Kear (2011). “Teaching presence is broken down into: design and organization; facilitating discussion; direct instruction.” (p21).

“In the community of inquiry framework social presence is characterized by open communication, group cohesion and affective responses.” (p.20). “Cognitive presence is characterized by four stages: triggering events; exploration; integration; resolution.” (p. 21)

In looking to my own teaching philosophy, I work to develop teacher presence, student presence and cognitive presence, while at the same time I am guided by my behaviourist and constructivist beliefs.

As stated above teaching presence is broken down into design and organization, facilitating discussion and direct instruction. In looking to the design, my online secondary PE courses are hosted in the LMS *Blackboard*. In my planning I looked to the learning outcomes and ministry expectations relating to participation hours. In relation to the behaviourist framework and implications for online learning, Ally (2008) states, “Learners should be told the explicit outcomes of the learning so they can set expectations and judge for themselves whether or not they have achieved the outcome…” (p. 20-21). Another behaviourist Kanuka (2008) states, “Methods of instruction begin with stated learning objectives….. (p. 105). “… Standardized course management systems (e.g. *WebCT, Blackboard*, *Moodle*)…. can also benefit education institutions in terms of providing effective and efficient learning.” (p. 106). The course involves students making choices around what physical activities they participate in, they are in charge of developing, with assistance if needed, their physical activity plan which involves goal setting and then regular reflection on their participation and what they have learned. Looking to the theorists this style of teaching relates directly to what Ally (2008) a constructive theorist says in relation to online learning,

Learners experience the information first-hand, which gives them the opportunity

to contextualize and personalize the information themselves. Learners should be

given control of the learning process. There should be a form of guided

discovery where learners are allowed to make decisions about learning goals, with

some guidance from the instructor. Learners should be given time and the

opportunity to reflect. When learning online, students need the time to reflect and

internalize the information. (p. 23-24).

In my organization in *Blackboard* I am aware of the importance of meaningful naming of the tool bar, icons and bold heading are used, assignments are laid out in a clear and succinct manner, and the instructions are clear and precise. This form relates directly with the format that Karen Kerr (2011) sees as leading to “flexible communication vs. overload” (p. 72). Further Kerr (2011) states, “At the beginning of a course the teacher will need to help students get used to the online environment.” (p.72-73). When I intake students in to a course I meet with them either face to face or on Skype and walk them through the use of *Blackboard*. This includes how to access all of the documents, how to submit their work and where to access their grades. This form of communication also demonstrates teacher presence through direct instruction both during the intake processes but also through my guiding comments in the grade book. Students also have, in their course package, step by step instructions on how to navigate the course for both submission of their initial assignment and course work.

Finally, demonstrating discussion facilitation in relation to teacher presence Kerr (2011) states, “Facilitating discussion relates to the online support teachers provide for students, for example encouraging participation and drawing together student contribution.” (p. 21). I communicate regularly with my students and their parents through email. Students regularly email me to ask questions or discuss their learning. Announcements are updated on a regular basis in *Blackboard*. Further encouragement is offered in the comments I write in relation to student assignment submissions and students access these at any time in Blackboard grade book.

Social presence is characterized by open communication, group cohesion and affective responses. According to Kerr (2011), “Open communication means that learners are freely interacting with each other, for example by replying to postings, expressing appreciation of others’ input or asking questions.” (p.20). Students registered in my course do not freely interact with each other as I believe they receive the open communication with whomever they participate with, whether it is friends, parents, instructors and/or coaches. Further as students begin this course on an ongoing basis and move through at their own pace no two students are at the same place at the same time. I feel this would make the use of discussion forums or other online communication tools not seem authentic to students, adding to this is the size of some of my classes making these discussion forums unmanageable. I am aware of friends taking the same course and I know there is related discussion occurring, it is just not teacher directed.

Finally in relation to the *Community Of Inquiry Model* created by Garrison et al (2000) and outlined by Karen Kear (2011), “cognitive presence is characterized by triggering events; exploration; integration resolution.” (p.20-21).

A triggering event could be when learners are given a problem to solve. The

exploration stage involves finding and sharing relevant information. The

integration stage requires connecting ideas together to come to a provisional

solution. The resolution stage means applying and checking these ideas. This

final stage may reveal further issues to investigate and so the stages would

become a cycle (p. 21).

This I hope occurs throughout my course as the students plan and implement their physical activity plans, report on them, reflect on their activities and learning, read through my comments in relation to their physical activity and reflections, and then move forth to the next assignment, which follows almost the same frame work as the previous submission.

In looking at the secondary PE courses I teach, I find the statement below to be true in relation to not only the individual teachers, grade-level, school-specific factors, demographics and culture but also in relation to the ministry of education guidelines for distributed learning in BC.

Koehler (2009) states:

Effective technology integration for pedagogy around specific subject matter requires

developing sensitivity to the dynamic, transactional relationship between these

components of knowledge situated in unique contexts. Individual teachers, grade-

level, school-specific factors, demographics, culture, and other factors ensure that

every situation is unique, and no single combination of content, technology, and

pedagogy will apply for every teacher, every course, or every view of teaching.”

(main page, no number).

At the secondary level courses are continual entry and continual completion; at any given time my class make-up is changing. Students move ahead in a course at a pace that best meets their learning needs. This is related to how physically active they choose to be and when they find the time to complete and submit the related written assignments.

In this course and throughout our week-long seminars the above statement is true in relation to individual teachers, demographics, culture and other factors. What is different is that we work through the course and each seminar in a set time period, with the same cohort of students. We have the opportunity to complete work at our own pace, but it is within any given week or two. This truly effects what online communication tools are used in the course design and are effective.

In our weekly cohort group led-seminars we have experienced, as I outlined in my weekly summaries above, a wide variety of online communication tools both synchronous and asynchronous. There are some tools that I feel; I can use in my asynchronous continuous entry course in *Blackboard*, to work toward universal design of learning CAST (2008), in particular knowledge networks and affective networks.

In relation to knowledge networks, in particular provide multiple means of representation by providing options for perception, provide alternatives for visual information**.**  I will be looking to the use of *Voki* to introduce myself and give verbal announcement. I hope to insert an instructional video about the learning activities and how to navigate through *Blackboard*. This could be produced through a powerpoint presentation with voice created through audacity. I was thrilled to see the audio response option in *D2L*. I immediately went to see if this was available in *Blackboard*, unfortunately not in this format, but I have the option to upload audio files. I noticed in particular in Kris and Jane J. week they used a lot of colour, embedded pictures and *YouTube* videos. These really drew me to their presentation. Again these are items that could be added to my course to make it more welcoming, an area that Kear (2011) makes reference to in relation to increasing student participation by increasing the benefits and reducing the problems. Also part of the knowledge network is providing options for expressive skills and fluency in particular allow choices of media for communication**.** Students could be given the options of presenting their learning through a powerpoint presentation, photo college or video with audio of them participating in physical activities. I recently used *Glogster* to create an online display board as a sample presentation model for my PE course reflection. I have offered this option to students; as yet none have chosen to create one.

In relationto affective networks in particular providing multiple means for engagement to provide options for self-regulation, develop self-assessment and reflection, I have recently completed and added to my courses a rubric for all aspects of course work. When learning about universal design for learning I realized that by making small change over time one will come to create a course that will meet the needs of all learners. (CAST 2008).

One other tool that I have enjoyed having the opportunity to use, in a few of the courses, is the feedback surveys. *Fluid Survey* and those created in *Goggle Form* and *Blackboard*. Students regularly give me feedback on my course design in their reflections. A survey would be a perfect online communication tool, at the completion of the course, so I can use students’ feedback to improve my course, as it is for them that I looking to the courses design so that they will all meet with success.

In looking to designing the week-long seminar on “Online Communication” and the use of theories for implementation, I personally looked to previous course facilitation weeks in particular from OLTD 501 with Mary and OLTD 502 with Randy. They both, I have learned, hold a strong belief in the role theory plays in design and development of effective online learning and teaching. How they presented their weekly seminars guided me in the ideas I brought forth to our design. I and my partners took in to account previous cohort discussions that occurred in *Collaborate* in relation to needing clear assignment expectations, deadlines and the understanding that too much work can lead to overload. These three were evident I feel in the design of our course, and the posted course outline and “To Do List”. Further we made sure to make the weeks work manageable but at the same engaging by offering a variety of activities that met different learners needs, in this way we hoped the students would be engaged and motivated to participate on a regular basis. Activities included discussion forums, a live *Twitter* chat and synchronous *Twitter* chat, and *Google* survey. One thing that was pointed out to us was the need for more visual learning opportunities. We had thought to add a video as a resource for viewing and in hindsight we should have. We also learned about taking in to account students level of understanding of the use of an online tool, we should have offered a tutorial on the use of *Twitter* in *Collaborate* with use of the whiteboard, for those that wished to join in. Finally we felt discussion in relation to the survey would have been better if we had brought the group back together for a *Collaborate* synchronous discussion on its results. I thoroughly enjoyed the opportunity to co-facilitate a week-long seminar. I will take this learning forth as I continue on my journey as a distributed learning teacher.

In summary, I feel that my understanding of implementation of theory, course design and the use of online communications tools for effective online learning has grown. I still follow the beliefs as outlined above in relation to behaviourist and constructivist theorist, but there are many tools that I can bring forth to my present online courses to increase teacher presence, social presence and cognitive presence. Also by looking to apply universal design for learning, CAST (2008), I can work toward meeting all students’ learning needs. As well I plan to start referring to the five stage learning model introduced by Salmon (2000), updated by Salmon (2004), and as referenced by Kerr (2011, p. 25-26), as I have found this to be an effective framework for creating an engaging and effective online course.

References

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Jane,

Your paper presented a comprehensive overview of the past six weeks' learning and also added your own reflections on your learning and on the ways in which it informed/changed your articulated philosophy. I liked the way in which you connected to your current teaching practice as you mused on current theory and your articulated philosophy. One can see that your learning experience is practical and applicable to your work situation. How invigorating for your practice! You had a bit of difficulty with quoting text within your paper. Remember end point punctuation is outside of the end brackets of the page number of an in-paper citation, except for in blocks of text (e.g. "quote" (p#).) . In the case of block quotes (more than 40 words), the end punctuation occurs, then the (p#) follows. (e.g. block quote. (p#) )

As well in the ref. list, remember to italicize titles of journals/books, not the article titles themselves (unless it is a web page).

I enjoyed working with you, Jane, and wish you all the best in the rest of the program! Until lunch sometime in June?

Kim Mark 95/100

I hope this helps!