

## CIT Infobits - March 2005

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### HOW MUCH TIME DOES ONLINE TEACHING TAKE? A CASE STUDY

A perennial concern of instructors faced with teaching online courses is how much more time will be involved compared with tradition classroom courses. In "Teaching Online -- A Time Comparison" (*Online Journal of Distance Learning Administration*, vol. VIII, no. I, Spring 2005), Joseph Cavanaugh presents a case study of the time required to prepare and teach "Introduction to Economics" as a traditional course and in an online format. He found that the online version of the course required more than twice the amount of time than when teaching in-class. The additional time required resulted "largely from increased student contact and individualized instruction and not from the use of technology per se." Cavanaugh points out that, since the contact times with students can be controlled by the instructor, online teaching may not be as burdensome as his figures suggest. The paper is available online at <http://www.westga.edu/%7Edistance/ojdl/spring81/yang81.htm>.

The *Online Journal of Distance Learning Administration* is a free, peer-reviewed quarterly published by the Distance and Distributed Education Center, The State University of West Georgia, 1600 Maple Street, Carrollton, GA 30118 USA; Web: <http://www.westga.edu/~distance/jmain11.html>.

See also:

"How Much Time Does Online Teaching Take?"  
*CIT Infobits*, September 2003  
<http://its.unc.edu/tl/infobits/bitsep03.html#1>

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### NEW EDUCAUSE E-BOOK ON THE NET GENERATION

*Educating the Net Generation*, a new EDUCAUSE e-book of essays edited by Diana G. Oblinger and James L. Oblinger, "explores the Net Gen and the implications for institutions in areas such as teaching, service, learning space design, faculty development, and curriculum." Essays include: "Technology and Learning Expectations of the Net Generation;" "Using Technology as a Learning Tool, Not Just the Cool New Thing;" "Curricula Designed to Meet 21st-Century Expectations;" "Faculty Development for the Net Generation;" and "Net Generation Students and Libraries." The entire book is available online at no cost at <http://www.educause.edu/educatingthenetgen/>.

EDUCAUSE is a nonprofit association whose mission is to advance higher

education by promoting the intelligent use of information technology. For more information, contact: Educause, 4772 Walnut Street, Suite 206, Boulder, CO 80301-2538 USA; tel: 303-449-4430; fax: 303-440-0461; email: [info@educause.edu](mailto:info@educause.edu); Web: <http://www.educause.edu/>.

See also:

*Growing Up Digital: The Rise of the Net Generation* by Don Tapscott  
McGraw-Hill, 1999; ISBN: 0-07-063361-4

<http://www.growingupdigital.com/>

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## EFFECTIVE E-LEARNING DESIGN

"The unpredictability of the student context and the mediated relationship with the student require careful attention by the educational designer to details which might otherwise be managed by the teacher at the time of instruction." In "Elements of Effective e-Learning Design" (*International Review of Research in Open and Distance Learning*, March 2005) Andrew R. Brown and Bradley D. Voltz cover six elements of effective design that can help create effective e-learning delivery. Drawing upon examples from The Le@rning Federation, an initiative of state and federal governments of Australia and New Zealand, they discuss lesson planning, instructional design, creative writing, and software specification. The paper is available online at [http://www.irrodl.org/content/v6.1/brown\\_voltz.html](http://www.irrodl.org/content/v6.1/brown_voltz.html).

*International Review of Research in Open and Distance Learning (IRRODL)* [ISSN 1492-3831] is a free, refereed ejournal published by Athabasca University - Canada's Open University. For more information, contact Paula Smith, *IRRODL* Managing Editor; tel: 780-675-6810; fax: 780-675-672; email: [irrodl@athabascau.ca](mailto:irrodl@athabascau.ca); Web: <http://www.irrodl.org/>.

The Le@rning Federation (TLF) is an "initiative designed to create online curriculum materials and the necessary infrastructure to ensure that teachers and students in Australia and New Zealand can use these materials to widen and enhance their learning experiences in the classroom." For more information, see <http://www.thelearningfederation.edu.au/>.

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## TECHNOLOGY AND STUDENT WRITING

The March 2005 issue of the *AFT On Campus* "Speak Out" column asks the question, "Does technology hurt student writing?" Norm Goldstein, an Associated Press editor, uses examples from email correspondence to argue that technology is eroding writing skills. Clinton R. Gardner, a composition teacher at Salt Lake Community College in Utah, believes that "online writing technologies have improved student writing, because more people are writing and sharing their writing than at any time in the history of humanity." Read both sides of the question at [http://www.aft.org/pubs-reports/on\\_campus/mar05/speakout.htm](http://www.aft.org/pubs-reports/on_campus/mar05/speakout.htm).

*AFT On Campus* is published eight times a year by the American Federation of Teachers, 555 New Jersey Avenue NW, Washington, DC 20001 USA; tel: 202-879-4400; email: [online@aft.org](mailto:online@aft.org); Web: <http://www.aft.org/>.

Current and back issues are available at no cost at [http://www.aft.org/publications/on\\_campus/index.html](http://www.aft.org/publications/on_campus/index.html).

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## COMPUTERS IN THE CLASSROOM AND OPEN BOOK EXAMS

In "PCs in the Classroom & Open Book Exams" (*Ubiquity*, vol. 6, issue 9, March 15-22, 2005), Evan Golub asks and supplies some answers to questions regarding open-book/open-note exams. When classroom computer use is allowed and encouraged, how can instructors secure the open-book exam environment? How can cheating be minimized when students are allowed Internet access during open-book exams? Golub's suggested solutions are available online at [http://www.acm.org/ubiquity/views/v6i9\\_golub.html](http://www.acm.org/ubiquity/views/v6i9_golub.html).

*Ubiquity* is a free, Web-based publication of the Association for Computing Machinery (ACM), "dedicated to fostering critical analysis and in-depth commentary on issues relating to the nature, constitution, structure, science, engineering, technology, practices, and paradigms of the IT profession." For more information, contact: Ubiquity, email: [ubiquity@acm.org](mailto:ubiquity@acm.org); Web: <http://www.acm.org/ubiquity/>.

For more information on the ACM, contact: ACM, One Astor Plaza, 1515 Broadway, New York, NY 10036, USA; tel: 800-342-6626 or 212-626-0500; Web: <http://www.acm.org/>.

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### Recommended Reading

"Recommended Reading" lists items that have been recommended to me or that *Infobits* readers have found particularly interesting and/or useful, including books, articles, and websites published by Infobits subscribers. Send your recommendations to [kotlas@email.unc.edu](mailto:kotlas@email.unc.edu) for possible inclusion in this column.

Author Clark Aldrich recommends his new book:

*Learning By Doing: A Comprehensive Guide to Simulations, Computer Games, and Pedagogy in E-Learning and Other Educational Experiences*  
Wiley, April 2005  
ISBN: 0-7879-7735-7 hardcover \$60.00 (US)

Description from Wiley website:

"Designed for learning professionals and drawing on both game creators and instructional designers, *Learning by Doing* explains how to select, research, build, sell, deploy, and measure the right type of educational simulation for the right situation. It covers simple approaches that use basic or no technology through projects on the scale of computer games and flight simulators. The book role models content as well, written accessibly with humor, precision, interactivity, and lots of pictures. Many will also find it a useful tool to improve communication between themselves and their customers, employees, sponsors, and colleagues."

The table of contents and some excerpts are available at <http://www.wiley.com/WileyCDA/WileyTitle/productCd-0787977357.html>

Aldrich is also author of *Simulations and the Future of Learning: An Innovative (and Perhaps Revolutionary) Approach to E-Learning*. See <http://www.wiley.com/WileyCDA/WileyTitle/productCd-0787969621.html> for more information or to request an evaluation copy of this title.

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