

## Asynchronous References:

### Blogs

Wheeler, S., & Lambert-Heggs, W. (2009). Connecting distance learners and their mentors using blogs: the mentorblog project. *Quarterly Review of Distance Education*, 10(4), 323-331. Retrieved from ERIC database. Permalink:  
<http://eres.library.manoa.hawaii.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ889335&site=ehost-live>

Authors Wheeler and Lambert-Heggs of the University of Plymouth in the UK discuss the importance of blogs to facilitate mentoring of trainee teachers. This relatively recent paper (2009) focuses on blogs as a method to mentor new teachers, but also to promote peer support within a like minded community. Key terms of this paper focused on Reflexivity, Immediacy, Persistence and Provisionality in determining the effectiveness of blogs in a mentoring environment for distance learners, specifically future teachers in this research group. The study group is rather small with an n of 12, with only three students in each of the four groups being part of the study. Interestingly is how blogs seemed to have a varied impact on the learners via their journals. It was pointed out for better success, mentors need to be first to post in the blog, and mainly to layout the the mentors role, as well as introduce themselves to create and encourage more dialog. Further suggestions included a rewards system of posting of interesting articles as well as mentor examples. In conclusion, blogs in teacher education can be a positive method of communication within a community of learners, but ground rules need to be explained to keep both parties on track through the process.

### Laulima (Sakai)

Downes, S. (2006). Places to go: Sakai|<http://www.sakaiproject.org/>. *Innovate: Journal of Online Education*, 2(3), Retrieved from ERIC database. Link:  
[http://www.innovateonline.info/pdf/vol2\\_issue3/Places\\_to\\_Go-\\_Sakai.pdf](http://www.innovateonline.info/pdf/vol2_issue3/Places_to_Go-_Sakai.pdf)

Author Stephen Downes 2006 article looks at the open source program Sakai and its development and usability. Paper is more of a review based on authors perspective from Nova Southeastern University then a scientific journal. Interestingly is how Sakia came to be as an open source product after Blackboard and WebCT merged, forcing many universities to find other low cost open source alternatives. Started in 2004, Sakai (known at UH as Laulima) is a community source software in an effort for universities to create a Collaboration and Learning Environment (CLE) in higher education. Sakai can also be refereed to as a CMS (course management system), VLE (virtual learning environment) or LMS (Learning management system). While there are several systems, Sakai is the most common and open source product available, as well as free.

### Ning:

Hoffman, E. (2009). Social networking tools for distance learning. Retrieved July 29, 2010 from <http://etec.hawaii.edu/proceedings/2009/hoffman.pdf>

This paper was written by Professor Ellen Hoffman at the University of Hawaii at Monoa for the Technology, Colleges and Community (TCC) 2009 proceedings. This study outlines the use of

social networking in education, to include a case study using Ning in an undergraduate class in educational technology. She explains that the case study showed the use of Ning helped intensify interaction and had a positive impact on students engagement and motivation. She concluding that “when technology supports an affirmative, constructivist learning environment and contributes to successful pedagogical strategies without distracting from essential objectives for development of knowledge and skills, the result of formative evaluation of social networking potentials for distance learning is positive.”

### **iTunes U**

McKinney, D., Dyck, J., & Luber, E. (2009). iTunes university and the classroom: can podcasts replace professors?. *Computers & Education*, 52(3), 617-623. doi:10.1016/j.compedu.2008.11.004. Link: <http://www.fredonia.edu/department/psychology/pdf/CAE1263.pdf>

Written by McKinney, Dyck and Luber compared two groups of students. One group of students downloaded audio lecture podcasts provided through iTunes U and were given PowerPoint slides. The second group of students attended class and took notes during the course lecture. Prior to taking the exam, both groups were to study materials based on the notes taken through podcast and attendance of lectures. Results show, the students who listened to audio podcasts did significantly better in the exam in comparison to students who relied on notes taken during class sessions.

### **Jing (Screencasts)**

Peterson, E. (2007). Incorporating Screencasts in Online Teaching. *International Review of Research in Open and Distance Learning*, 8(3), 1-4. Retrieved from ERIC database. Link: <http://www.eric.ed.gov/PDFS/EJ801074.pdf>

The University of Montana, Organization of Information in School Library media, offers Dewey decimal classification course. Graduate students learn to understand the concepts of online public access, records, subjects and digital collections. As an extension of the program, the course is taught online. The structure of the course is based on submitting assignments to a course management site. Results have shown students do well in the course, but lack the layers to the course content. Screen casts were added to course content. Research showed, students frequently did better in the course because the screen cast added visual navigation through the library system.