



For all your UT Dallas online learning news and information

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Issue #21, Fall 2014

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eLearning Team

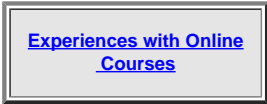
The spring 2015 semester is right around the corner and registration is in full swing. Last semester, we asked you to rate online services at UT Dallas. While there is always room for improvement, I am encouraged with the results. You gave us the following grades: Admissions – 3.96/5, Academic Advising – 3.71/5, Financial Aid – 3.70/5, Tutoring – 3.74/5, Online Library Resources – 3.98/5, and Disability Services – 3.85/5. I look forward to sharing the results with the respective departments.

| # | Question                    | Poor | Fair | Average | Good | Excellent | Total Responses | Mean |
|---|-----------------------------|------|------|---------|------|-----------|-----------------|------|
| 1 | 1. Admissions               | 10   | 19   | 59      | 150  | 114       | 352             | 3.96 |
| 2 | 2. Academic Advising        | 24   | 31   | 79      | 117  | 108       | 359             | 3.71 |
| 3 | 3. Financial Aid            | 16   | 28   | 66      | 106  | 81        | 297             | 3.70 |
| 4 | 4. Tutoring                 | 12   | 16   | 49      | 71   | 62        | 210             | 3.74 |
| 5 | 5. Online Library Resources | 11   | 14   | 52      | 121  | 107       | 305             | 3.98 |
| 6 | 6. Disability Services      | 7    | 8    | 24      | 38   | 43        | 120             | 3.85 |

When asked for feedback about services for online students at UT Dallas, your responses were generally positive. Here is a sampling of what you said:

- Very easy VA GI Bill set up through the Financial Aid Office. My classes weren't dropped and that's all I can ask for!
  - UT Dallas Online services are excellent for Admissions and for Tutoring.
  - The library services are great! I really like being able to use the databases online from home as well as from school.
  - The advising office is always filled with people and students have to wait a long time.
- In response to the last comment, as an online student, you do not have to meet with an advisor in person. Please feel free to email or call to get the assistance you need.*

This semester, we ask about experiences you have had in online courses that stood out – both good and bad. We would like to know about something you found memorable. Please take a moment to provide us your feedback by completing the following exceptionally short survey:



Wishing you the very best in the current and upcoming semesters!

Darren Crone, Ed.D., Director, Educational Technology Services

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Featured Online Students

The eLearning Team invites you to meet our students by viewing different student profiles in each newsletter. This semester's featured students are Kashfat Khan and Kassiochia Jackson.



**Kashfat Khan**

***Where do you work?***

*Amazon in Seattle, WA.*

***What is your position?***

*Software Developer.*

***How long have you been there?***

*12 weeks.*

***What do you want to do after you finish your degree?***

*Continue as a developer for a few years then have my own startup company.*

***How many online courses have you taken?***

*I have taken one online course.*

***Why did you decide to take online courses?***

*Firstly, it's a very convenient method to stay on track with my degree plan and gain professional work experience. Secondly, I can study the course at my desired time and pace.*

***How is the online experience different from the traditional classroom?***

*It is different from the traditional method in that you need to develop your own routine, which takes a more sincere effort. But, since the professor provided lecture notes and responded promptly to emails, it did not lack anything compared to the classroom method.*

***What makes an online course effective?***

*Having evenly distributed deadlines of projects/assignments ensures that the student invests quality time in the course.*

***Who was your favorite professor and why?***

*My favorite professor was Neeraj Mittal. The way he taught helped us to think out of the box. His approach of making everything seem challenging and unorthodox kept me curious throughout the course.*

***Is there any advice you can give to other online students?***

*Develop a routine!*

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**Kassiopla Jackson**

***Where do you work?***

*I work at UTD.*

***What is your position?***

*I am a computer lab assistant in the JSOM Computer Lab.*

***How long have you been there?***

*I started June 2013.*

***What do you want to do after you finish your degree?***

*I recently started a YouTube channel called Karacter Kri-Teek. It has been a lot of work so far, but I really want to work on making Karacter Kri-Teek grow.*

***How many online courses have you taken?***

*I have taken three online courses.*

**Why did you decide to take online courses?**

*I love the convenience of online learning.*

**How is the online experience different from the traditional classroom?**

*I like that you can forge ahead and continue the course without off days.*

**What makes an online course effective?**

*I learn at a very fast pace, so taking an online class enables me to learn quickly without waiting for others to catch up.*

**Who was your favorite professor and why?**

*I loved Professor Watanabe. She provided in depth quizzes and external sources which made learning sociology an amazing experience.*

**Is there any advice you can give to other online students?**

*I would say start your work early so it doesn't pile up on you. Also, remember even though the course is online, feel free to check out extra resources provided for the course. It makes for a well-rounded educational experience.*

If you would like to be featured in the eLearning Newsletter, [email us!](#)

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## Jindal School of Management

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**Announcement for spring online course.**

**BPS 6311 Strategy Implementation**

This course will be offered again online in the spring of 2015. BPS 6311 is a follow-on course to BPS 6310 and focuses on how to effectively implement the concepts in BPS 6310. The main objective is to use innovation techniques to analyze and solve business problems. The course will use the popular and low cost Harvard Press book *"The Innovator's Solution"* by Clayton Christensen plus a reprint of two innovation chapters from the Dess strategy textbook.

The course is taught by Clinical Professor Larry Chasteen who was a program manager at Texas Instruments for 20 years before becoming a professor at UT Dallas. He uses his practical business experience in this course. He also taught as a Fulbright Professor in Germany, so he brings international issues into the course.

BPS 6310 is a prerequisite for this course, but if you have had other similar courses or applicable business experience, the prerequisite can be waived – just email Professor Chasteen at [chasteen@utdallas.edu](mailto:chasteen@utdallas.edu).

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**New Online Class Offered in Spring 2015**

**OPRE 3360.0W1, Managerial Methods in Decision Making Under Uncertainty**

This course introduces the concept of probability and statistics to managerial decision making. Concepts will be developed in lecture and exercises using software packages. Topics include: summarizing and presenting data, probability theory, sampling, estimation, confidence intervals, hypothesis testing, regression, and ANOVA. Emphasis will be given to modeling and solving business problems in Finance, Marketing, Accounting, and Operations Management.

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## School of Arts & Humanities

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**ATEC 3320 Digital Content Design and Usability**

This is a hybrid course that will be offered in the spring 2015 semester. It is an upper-level, reading-and writing-intensive course that provides instruction in effective design of content online. We address digital media—wikis, blogs, and Websites—in a variety of formats (letters, memos, reports) and purposes (proposals, reports, and resumes).

We also discuss basics about infographics, podcasts, interviews, and other design methods. During the semester, we consider the ethics of research of human subjects and then conduct usability methods, practicing behavioral observation, surveying, and think-aloud protocol.

Dr. Lambert has been teaching this course for 4 years, with one semester online, but this is the first semester for the course to be a hybrid course. ATEC students will study and prepare, complete weekly assessments, attend workshops, and complete one content design project each week. The course is challenging but provides students with valuable design and professional training.

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## School of Economic, Political and Policy Sciences

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A lot of thought and work goes into offering an online course. In this feature article, we wanted to give you a glimpse into that process.



**Dr. Brian A. Bearry**

***Behind the Curtain: Podcasting***

Like many clinical professors and lecturers, over the years I've watched the development of online teaching platforms and techniques, but for me, reading and cursory examination of online teaching was pretty much the extent of my involvement—after all, like most of us who shoulder the teaching load, I teach roughly ten sections and 600-800 students a year. I write and attend conferences. Who has time to really stay up on online teaching evolution?

In the spring of 2012, I was approached to develop the first-semester sequence of American/Texas Politics and Government, and for the first time I was obliged to consider how to truly teach a section over the internet. I wanted to recreate the educational experience found in the immediate give-and-take of classroom discussion and argument in the online environment.

I read my evaluations carefully, and the one thing that repeatedly stood out as a positive from the beginning has been my lecture delivery, and what informs my lecture delivery is the use of the Socratic Method. Further, what also informs my lecturing is I heavily infuse current events into my teaching to introduce and discuss topics not found in the textbooks, and also to explain and expand upon reading material.

So the question remains, how do I do this over the internet? The short answer is “you really can't,” but there are some things you can do, and one of these is to create podcasts. What I did was simply record my lectures. Instead of recording videos, I chose to record my lectures in small, easily digestible “chunks” of roughly ten minutes (though I recorded some longer—I am going to go in and reduce the longer podcasts while lengthening the shorter ones in order to have each podcast run around eight minutes—more about this in a moment).

The podcasts “stick with the basic facts”—e.g. the structure of the Constitution, operation of the Electoral College, etc.—so the material does not have to be constantly rerecorded to address scholarly discovery and significant current events. The brevity of the audio makes it easy to rerecord in order to incorporate the latest scholarship and history into lecture material—for example, I constantly alter the material in my discipline, elections, Supreme Court decisions, acts of Congress, war, etc.

I've learned from talking to other online instructors and students that a roughly eight-minute podcast appears perfect to hold the attention span of those who listen to lectures while commuting, working-out, cooking dinner etc.; and it makes it easy for students to go back and search for material they wish to listen to several times over. It seems that eight minutes benefits both the instructor and instructed.

The podcasts are produced in several formats (MP3, MP4, Flash, etc.) so students can download them to different devices—further enhancing the flexibility of students to learn. Lastly, I make PowerPoints of the lecture notes I use for the podcasts, and upload them to correlate with the lectures. Quite a number of my online students have told me they enjoy the podcast-lectures and find them thought-provoking and my evaluations echo that sentiment. I assume, by my unscientific sample, that I'm on the right track.

The beauty of podcasts is they allow instructors to inject their style and pedagogy into online sections while retaining control over content—and at the same time podcasts provide a flexible means to change content on the fly, without having to pull-together video studio time, find recording personnel, etc., and wait the resulting days (or weeks) to edit and produce the material (though there is editing and production time involved).

Though I am still learning how to produce an online section, experience has taught me that podcasts will be an integral part of my pedagogical delivery.

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**Meet Our Faculty**

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**Dr. Carie Lambert**

**Dr. Carie Lambert** has a BA in English from Baylor University, a MA in technical writing and editing from UNT, a PhD in technical

communication and rhetoric from Texas Tech, and a postdoctoral study in ethics, medicine, and communication from the Center for Ethics and Spirituality at the Health Sciences Center at Texas Tech University.

Dr. Lambert has worked as a technical writer and medical editor in the industry for 14 years, consulting with ob/gyns, surgeons, endocrinologists, and oncologists. She edited medical textbooks, specialized in composing NIH and NSF grants, and helped medical faculty to research, publish, teach and communicate more effectively. She moved to UTD to teach in 2008, and she also teaches Communication Ethics and Professional Communication in Medicine.

Her teaching philosophy focuses on mentoring students as professionals-in-training and encouraging them to improve their communication skills. Her research focuses include the ethics of online research, new media, information architecture, and medical communication. She is currently co-authoring several chapters and co-editing a book about trends in communication.



**Dr. Carol Flannery**

**Dr. Carol Flannery** is a Senior Lecturer in Operations Management and Faculty Advisor for the Supply Chain Leadership Council. She joined the University of Texas at Dallas in 1995 and has earned Masters and Doctoral degrees from Texas A&M at Commerce.

Dr. Flannery has taught Math and Statistics in colleges and universities for over thirty years and her background includes the development of math tutorial videos, on camera instruction, and creating tailor-made technical courses for area industries. At UTD, Dr. Flannery developed the online versions of the Math Refresher Course and the graduate level of OPRE 6301, Quantitative Introduction to Risk and Uncertainty in Business.

In spring 2015, her latest online course, OPRE 3360.0W1 Managerial Methods in Decision Making Under Uncertainty, will be offered. In this course, she will discuss concepts from very basic to more complex ANOVA and Regression. Students will utilize Excel and other statistical software to analyze most data. Some testing is required within the UT Dallas Testing Center.

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*Newsletter edited by Rita Cubie, Administrative Assistant, UT Dallas eLearning Team*

