



eLearning Newsletter



Issue #26, Fall 2016

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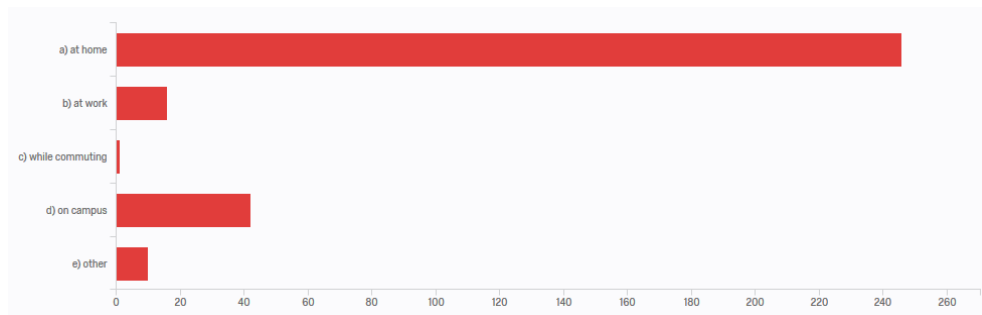
[Meet our Faculty](#)

eLearning Team

The fall semester is now behind us and we are gearing up for spring. It is our goal to offer online and blended courses that suit the needs of our students. We can best do this by understanding you better. Last semester's survey asked about your study habits. This information helps us determine the best way to deliver the course; for example if the majority of students work on their courses in the evenings, we can suggest to professors that assignment and exam deadlines be extended until 11:59 PM. If a large percentage of students work on courses while commuting, perhaps more downloadable options would be useful (as internet service can be a challenge on a plane or train). If completing studies at work, perhaps text-based lectures might be useful, as listening to a recorded lecture may not be an option.

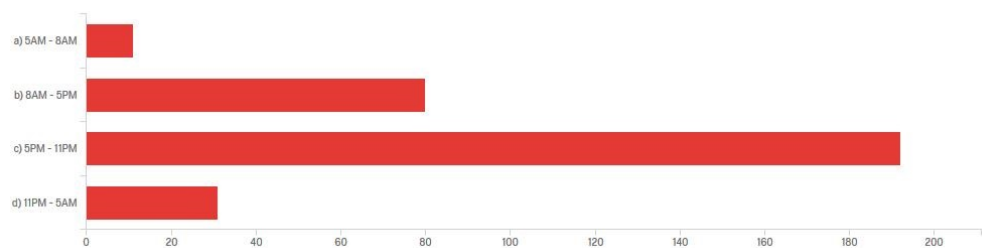
Thank you to each of the 316 students who responded to the Study Habits survey. This is what you said:

1. Where do you complete your online coursework (view lectures, discussion boards, assignments, etc.)?



The vast majority of respondents work on their courses at home (78%) and on campus (13%). This would indicate that reliable internet is generally available, so accessing web based content should not be an issue.

2. When do you usually work on your online course(s)?



Most respondents work on their courses in the evenings (61%) and during business hours (25%). This information will help us in scheduling upgrades and outages at the least disruptive times possible.

3. If your study habits vary between online and face to face courses, please explain how. Here is a sampling of your responses:

- It's less stressful thus far, I don't have to be in the classroom every day/every other day to be able to study/ do the coursework. I'm more responsible for making sure I keep up with my assignments/course materials and I'm able to listen to lectures in the car during traffic on my way to/from work which is nice.
- I take much more detailed notes for an online class, as the material is at my own pace and easier to follow. My study habits are the same between online and face to face courses.
- I take more breaks during an online course to absorb or look up other information (clarifications) than I do in classes.
- I like online course more because I can watch online lectures again and again to figure out those complicated problems. The time for online courses is more flexible. If I miss one class for something important, I can watch the class later rather than just reviewing notes from other classmates.
- I tend to work on assignments earlier when they are online.

Generally, respondents said their study habits were similar when taking online and face to face classes. A couple recurring themes are that students tend to work ahead, and also allocate more study time for online classes.

This semester's survey is on lecture format preference. Currently many courses offer multiple versions of recorded lectures. Please take a moment to tell us how you access your lectures.

[Lecture Format Preference](#)

We will see you in the upcoming semester!

Darren Crone, Ed.D., Assistant Provost, Educational Technology Services

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Featured Online Student

The eLearning Team invites you to meet our students by viewing different student profiles in each newsletter. This semester's featured student is Jediah Arnobit.



Jediah Arnobit

Where do you work?

I am a full time student.

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

I would like to become a general manager in a high technology industry.

How many online courses have you taken?

I have taken 1 online course.

Why did you decide to take online courses?

I decided to take an online course to create a more flexible schedule.

How is the online experience different from the traditional classroom?

An online class requires a student to be responsible and disciplined. As there is no set class time, it is up to the student to determine when to watch lectures and complete the class work.

What makes an online course effective?

The lectures and curriculum are easily accessible. As a result, it is ultimately up to a student's determination to succeed.

Who was your favorite professor and why?

This is a difficult question, as I have had many wonderful professors. If I were to choose one out of the many, I would choose my organizational behavior professor, Professor David Ritchey. His class has inspired me to learn beyond what is covered in the textbooks.

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

I would advise online students to pay close attention to deadlines and upcoming exams. Also, communication with the professor or TA is vital.

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

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Jindal School of Management

Academic Advising

If you plan on combining your online classes with some campus offerings, you can take advantage of a new tool called [Schedule Planner](#). Determining the best course options is a vital piece of creating your schedule. With a click of a button, Schedule Planner will provide you with multiple course combinations for you to choose from. You can select breaks and lock in the courses you have as a top choice. Once you choose the combination that works best for you, you will be able to load the desired schedule into your Galaxy registration 'shopping cart' directly from Schedule Planner. Give it a try and have happy registration!

Corina Cantua, Director | JSOM Academic Advising | corina.cantua@utdallas.edu | 972-883-5963

Want to see an Advisor? Join the line from anywhere! Text JSOM to 626-414-3210 or Call: 855-883-5766

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New Online Course - Strategic Management of Healthcare Organizations HMG 6321



Kannan Ramanathan, Ph.D

It is an increasingly competitive world in business affairs and one way to better understand and manage the forces at work is through the application of scientific concepts to management practices.

The healthcare industry is no exception to the adoption of such practices. Although we speak of 'the' healthcare industry, broadly defined, the term covers hospitals, clinics and other institutions that provide healthcare services, insurance companies that provide healthcare plans, pharmaceutical companies that provide drugs, device makers that provide medical devices, etc. Addressing management issues in these diverse, interacting, turbulent cluster of industries calls for a strong dose of management and more and more healthcare organizations are adopting scientific management practices.

The Jindal School of Management is at the forefront, supporting, nurturing and contributing to this trend. The growing popularity of healthcare administrators is reflected in the many programs we offer in healthcare administration:

- Graduate programs
- Undergraduate programs
- Executive Education

These courses are offered in classrooms and a growing number of courses are becoming available online.

The latest addition to our portfolio of online courses is **HMG 6321: Strategic Management of Healthcare Organizations**.

Strategic Management deals with questions such as what business we should be in, or how to compete in a given business, or how to manage a specific function (e.g. marketing). HMG 6321 begins with an evolutionary perspective on management practices and the application of these practices to healthcare organizations. We then focus on the environmental influences – both internal and external – on the healthcare organization, the formulation of strategies, the execution of strategies, and the follow-through required to ensure that strategic momentum is maintained.

In addition to lectures, the course uses readings on strategic management issues related to healthcare organizations.

The instructor for the course is Dr. Kannan Ramanathan, who is a clinical professor in the Jindal School of Management at The University of Texas at Dallas. Dr. Ramanathan has a Ph.D. in Strategic Management from the University of Illinois at Urbana Champaign. After getting his Ph.D., he worked for General Electric for several years prior to joining the Jindal School of Management. His particular area of interest is process management, particularly as applied to healthcare.

Kannan Ramanathan, Clinical Professor | JSOM Academic Advising | kannan.ramanathan@utdallas.edu | 972-883-5953

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Meet Our Faculty



Carrie S. Tucker King, Ph.D.

Dr. King is a clinical professor in the School of Art, Technology and Emerging Communication and the associate director of rhetoric in the School of Arts and Humanities. She has been at UTD for 8 years.

Dr. King began her career in 1991 as a medical editor and health communication consultant in the School of Nursing at The University of Texas Medical Branch at Galveston. There she wrote textbooks and marketing pieces for "Nurse Practitioner Outreach," a distance program for the master's program for nurse practitioners and midwives. She then shifted to writing medical grants and editing medical documentation for physicians and medical researchers around the world.

In graduate school, she studied online learning and curriculum development, and she completed her doctorate and a post-doctoral study as a hybrid student at Texas Tech University. She is a strong proponent of online and hybrid learning.

Dr. King has designed and taught hybrid and online versions of Digital Content Design (an ATEC course) and, most recently, the hybrid version of Professional Communication for ECS. This fall she will teach the ECS course with a team of four other talented faculty members — Dr. Melissa Hernandez Katz, Ms. Janece Glauser, Ms. Lee Libby, and Ms. Emily Howsley—under the leadership of Dr. Christopher Ryan, Director of Professional Communication and of Rhetoric.

Last year, Dr. King co-edited a collection with Dr. Maribeth Schlobohm. The book, *Communication and Emerging Media: What's Trending Now* (Dubuque, IA: Kendall-Hunt, 2015), is a collection of essays from communication experts across the US, including four authors from UTD. She recently submitted an article on student self-disclosure in hybrid and online courses, written collaboratively with Tonya McMillion, a doctoral student at UTD. Dr. King is now working on a book that analyzes patient discourse about breast cancer in online spaces.

Dr. King believes that we need to embrace technology to increase accessibility. However, her research reflects the idea that we need to consider what we communicate in online spaces. With privacy concerns driving legislation like COPPA, HIPAA, and FERPA, individuals need to be cautious about the personal information that we share when we enter online communities—whether FaceBook, Twitter, Instagram, Google, discussion boards, classrooms, LinkedIn, or a variety of other spaces. The information we share is permanently fixed for others to access.

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

