



eLearning Newsletter



Issue #26, Summer 2016

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eLearning Team

We have just about made it through the spring semester. The popularity and number of online/hybrid offerings continues to grow. As this is a good thing, we also want to make sure our technical resources are keeping up with the growth. Thanks to each of the 303 students who took the time to share their thoughts in responding to our last survey.

Here are the questions and your responses to the survey on Student Technical Resources and Support:

1. I needed training or assistance (on-line tutorials, help guides, help desk, etc.) to understand how to use the tools within my online course.

#	Answer		Response	%
1	Yes		18	6%
2	No		285	94%
Total			303	100%

I found the reported ease of use encouraging. 94% of respondents did not need any assistance to understand how to use the tools within their course, while 6% did.

2. If Yes, please describe what you needed the training or assistance with.

15 out of 303 students reported needing further training/assistance. Here is a sampling of responses:

- "Nothing was intuitive. I had to click around to find out how to do anything."
- "I needed to add permissions so that we could add subscriptions to our group discussion board."
- "How to use the basic tools provided."
- "It was hard to figure out how to use right away and took a lot of trial and error."

3. I needed resources beyond those provided (on-line tutorials, help guides, help desk, etc.) to effectively use the on-line tools within my course.

#	Answer		Response	%
1	Yes		33	11%
2	No		269	89%
Total			302	100%

11% of respondents reached out to other resources (such as classmates or professors) for assistance.

4. I think more student training options are needed on how to use tools in eLearning.

#	Answer		Response	%
1	Strongly Agree		12	4%
2	Agree		41	14%
3	Neutral		133	44%
4	Disagree		93	31%
5	Strongly Disagree		21	7%
Total			300	100%

18% of respondents thought more student training options are needed.

5. If you would like more training/support options, what would you like to see implemented? Some examples you gave

include:

- "I did not know many of the tools existed - a short training course would have been helpful."
- "A YouTube video would suffice."
- "How to use the given tools more effectively and to their maximum potential."
- "How to submit assignments, etc."
- "Guides to helpful eLearning resources. Such as videos introducing you to resources Blackboard or Galaxy has to offer and how to use them"

If you do want to brush up on how to use eLearning Tools, please check out the following resources:

- [Getting Started with eLearning](#)
- [eLearning Student Tutorial Videos](#)
- [eLearning Helpdesk](#)

This semester's survey is on **Study Habits**. Please take a moment to answer a few short questions to let us know how you engage with your online course.

[Survey on Student Study Habits](#)

Wishing you the very best of luck 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 Pavan Banu Prakash.

Where do you work?

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

How many online courses have you taken?

Why did you decide to take online courses?

How is the online experience different from the traditional classroom?

What makes an online course effective?

Who was your favorite professor and why?

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

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

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Jindal School of Management

New Online Course in 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 a classroom and a growing number of courses are becoming available online.

The latest addition to our portfolio of online courses is HMGT 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). HMGT 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 has a Ph.D. in Strategic Management from the University of Illinois at Urbana Champaign.

Dr. Kannan Ramanathan 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., Dr. Ramanathan worked for General Electric for several years prior to joining the Jindal School of Management. A particular area of interest for Dr. Ramanathan is process management particularly as applied to healthcare.

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School of Economic, Political, and Policy Sciences

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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

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