



## Issue #28

### Helpful Links

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*For all your UT Dallas online learning news and information*

[eLearning Team](#)

[Featured Online Students](#)

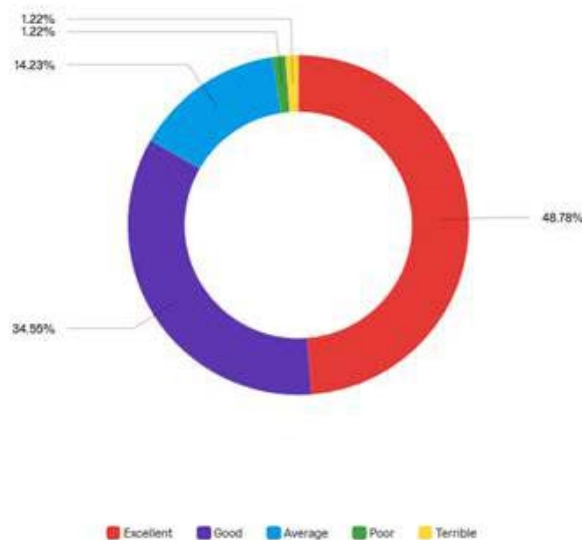
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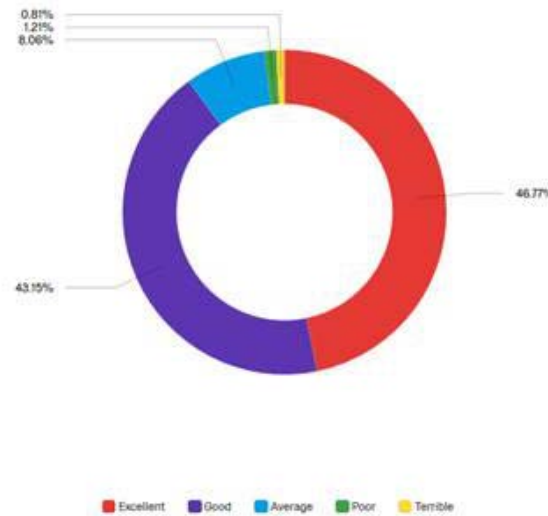
### eLearning Team

The spring semester is here. What better way to get you off to the right start than with the latest eLearning newsletter? Our last edition asked about student satisfaction with eLearning support and classroom technology. Here is what you said:

1. eLearning Support consists of an outsourced 24/7 help desk, and also on-site eLearning staff for more complex issues. How would you rate the quality of support you received from the eLearning 24/7 Helpdesk (when you call 866-588-3192)? For this item, we received 246 responses. 83% (205) of those responses reported quality of support as “Good to Excellent”, 14% (35) “Average” and 2% (6) “Poor to Terrible.”



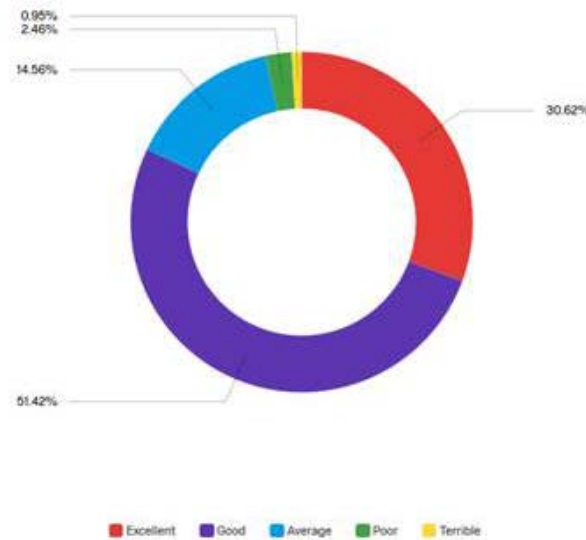
2. How would you rate the quality of support you received from on-site UT Dallas eLearning Staff (Instructional Designers and Trainers)? We received 248 responses. 90% (223) of responses fell into the “Good to Excellent”, 8% (20) “Average” and 2% (5) “Poor to Terrible” categories.



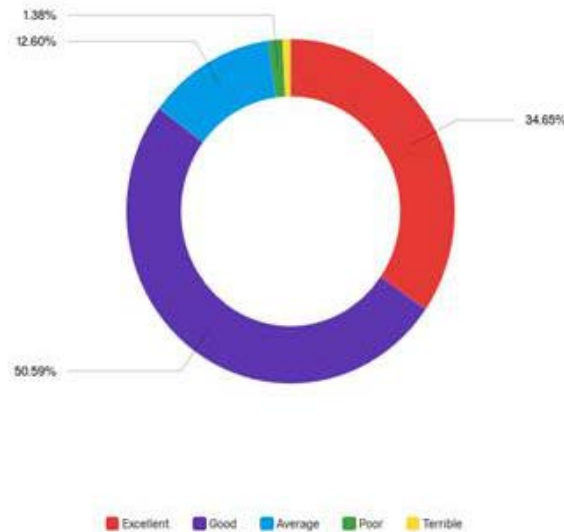
3. Do you have any comments about eLearning Support services? Here is a sample of your responses:

- They have always promptly resolved any issue I had.
- Since I have not had to contact any support services that must mean your team is doing a great job.
- I would like to see this be made available to student workers. o **Editor's note** -eLearning Support Services are available to all faculty, staff, and students.

4. Media Services is responsible for technology in the classroom (projectors, document cameras, computers, microphones, etc.), and audiovisual for events. How would you rate the reliability of the technology in your classrooms? We received 529 responses. 82% (434) of responses fell into the “Good to Excellent”, 15% (77) “Average”, and 3% (18) “Poor to Terrible” categories.



5. How would you rate the audiovisual quality for events you have attended? We received 508 responses. 85% (433) of responses fell into the “Good to Excellent”, 13% (64) “Average”, and 2% (11) “Poor to Terrible” categories.



6. We asked “Do you have any comments about Media Services?” Here is a sample of your responses:

- We never had a malfunction.
- Good service and helpful staff with immediate assistance.
- I'm not sure if professors aren't calling it in when a projector or document camera isn't working, but I've had the same classroom for a few classes and it seems to be weeks before something is fixed. If not the teachers calling it in. I believe students should be informed on how to call it in as well. Cause I don't know how. o **Editor's Note** – Once we are aware of malfunctioning equipment, it is generally repaired (or a temporary fix in place) within 24 hours. If faculty, staff, or students experience any issues with classroom technology, there is a “Help” button on the touch-panel of most classroom podiums and you can also call 972-883-4900, or email [media@utdallas.edu](mailto:media@utdallas.edu) to report it.

As always, thank you for the great feedback.

We are constantly looking for ways to make our courses serve the needs of our students. Currently the majority of multi-media lectures in online courses at UTD are essentially PowerPoint presentations synchronized with the instructor's voice. We want to know your thoughts on this. Please take a few moments to take this semester's survey to help us identify your lecture feature preferences.

[Lecture Features Survey](#)

Wishing you the very best 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 Jessica Williams.



**Jessica Williams**

**Where do you work?**

I am a Secretary in the JSOM Advising Department.

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

I would like to work with veterans in some sort of capacity, so I am looking into Occupational Therapy, Healthcare Management or Counseling.

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

I have taken four online classes at UTD so far and I will be taking three more in the coming spring semester.

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

Convenience. I work full time, go to school full time and I am a single mother. I would not be able to go to school full time and work if it weren't for online classes.

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

The online experience is different from the traditional classroom because you do not have interaction with people physically. However, most of my online classes still required discussion boards which allowed me to interact with my classmates. I also feel like people think online classes are "easier", but they are more difficult because you have to stay disciplined.

**What makes an online course effective?**

Online courses are effective because they help nontraditional students to continue their education. They also allow people to work at their own pace. At times you have to be innovative because you do not always have lectures to listen to. Taking online classes has taught me how to be a better researcher.

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

My favorite online instructors so far are Dr. Robert Taylor and Dr. Zachary Simoni. Dr. Taylor teaches criminology courses and he is a fascinating individual. He is passionate about teaching. He gave his students his cell phone number in case we had any questions. You can tell he truly cares about his students. Dr. Simoni's class was very interesting. He kept his topics current, it was well organized, and he always provided great feedback to help you improve on future assignments. I would definitely take other classes they are teaching.

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

The only advice I would give is to stay organized and involved. If you have questions, do not be afraid to reach out to another student or the professor just as you would in face-to-face classes.

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

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### Information Literacy: The New Old Buzz Word and what it means for Academia

We all seek information. Whether it's for personal use, creating assignments for students or completing one of those assignments, the world of academia is always in pursuit of information. But finding, evaluating and putting it into use all require skill, knowledge and practice.

That's where your librarians come in.

Each librarian at UT Dallas is equipped with the know-how to guide students, faculty and staff. The librarians become your partners in information seeking and evaluating and make using information less complicated and more routine. So what is Information Literacy? Just like skirt hems, Texas heat and the volatility of the economy, this term rears its head with consistency and warrants our full attention. Lately it's hard to miss the articles. Publications from [Time](#) to the Wall Street Journal to the [Chronicle for Higher Education](#) have all chimed in on the need for information literacy in higher education. The latest Pew Research report offers further evidence on how far behind the United States has [lagged compared to other countries](#). Then there is also the onslaught of [fake news](#).

[The Association of College and Research Libraries](#) (ACRL) defines information literacy as *"the ability to recognize the extent and nature of an information need, then to locate, evaluate, and effectively use the needed information."* The American Library Association (ALA) has said that *"...the rapidly changing higher education environment, along with the dynamic and often uncertain information ecosystem in which all of us work and live, require new attention to be focused on foundational ideas about that ecosystem."*

Again, however, this is not an entirely new phenomenon, and UT Dallas librarians have long offered solutions to navigate the information universe. An [article](#) in the October 11, 1982 issue of The Mercury called Eugene McDermott Library a "Universe of Information" and went on to say: *"An important part of a student's education is the continuing process of learning how to find information required (sic) for study and research. The librarians of The University of Texas at Dallas can play an important role in this process in concert with the faculty. The universe of information is a highly complicated environment, and information sources are so vast as to appear almost infinite."*

More recently, [ACRL](#) has said, *"Students have a greater role and responsibility in creating new knowledge, in understanding the contours and the changing dynamics of the world of information, and in using information, data, and scholarship ethically. Teaching faculty have a greater responsibility in designing curricula and assignments that foster enhanced engagement with the core ideas about information and scholarship within their disciplines."*

Beyond subject expertise, workshops, and daily research assistance, the University Libraries offer something even better. Through a long standing partnership dating back to 2010, the librarians and the School of Interdisciplinary Studies offer three credit bearing online courses.

Each course is designed to empower students to become better, information literate individuals.

ACRL Information Literacy Frames:

1. Authority Is Constructed and Contextual
2. Information Creation as a Process
3. Information Has Value
4. Research as Inquiry
5. Scholarship as Conversation
6. Searching as Strategic Exploration

BIS 3190 Lessons

UNIT	Topic	Frame Number
1	What is Information Literacy/ Strategic Exploration	2, 6
2	Library Website and Locations	1
3	Primary vs Secondary Sources	1
Academic vs Popular Sources		1, 5
4	Research Topic and Search Strategy	4, 6

5	Reference Sources and Practice	3
6	Using Discover (Library Catalog)	4, 6
7	Database Searching	4, 6
8	Evaluating Sources	1, 3
9	Citing Sources	5
10	Streaming video and audio resources (the fun stuff)	3
11	Plagiarism and Academic Dishonesty	3
Final Project: Applying Information		1, 2, 3, 4, 5, 6



**Jay McAllister**, Instruction Librarian, teaches the Hybrid section of BIS 3190 – Library Research Skills. The course is a one credit hour class and brings out the blended format of in-class instruction along with the application of online content. Also, the course provides students the opportunity to learn the aspects library research and information literacy. The main goal is to assist students to learn to identify, find, evaluate, and apply information using the library's resources. In turn, mastering those concepts of information literacy can be applied to other disciplines.



**Chris Edwards**, Assistant Head of Information Literacy, Liaison to the School of Management and School of Interdisciplinary Studies teaches both the online versions of BIS 3190 and MAIS 5320. The undergraduate course is a one credit hour class and is a guided walk through of information literacy suitable for students in any discipline. Students are introduced to information seeking as a skill set and given opportunities to practice finding information through various library resources. The Graduate Library Research Skills course introduces new graduate students to the basic skills needed to find information in the modern academic library settings. It provides guided practice on retrieving information sources for research.





**Stephanie Isham**, Instruction Librarian teaches HLTH 4380 which is taught completely online. This course introduces the concept of information literacy and the information literacy process from a health care perspective. The course also identifies basic health care information sources for both academic work as well as for professional use. By incorporating “real life” scenarios within the assignments and course work, students understand the connection between information literacy, critical thinking, high-quality information resources and the day to day work of a health care professional.

- Loreen S. Henry, Head of Information Literacy Services | [loreen@utdallas.edu](mailto:loreen@utdallas.edu) | 972-883-2126 |

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### Meet Our Faculty



#### **Karen Baynham, Senior Lecturer**

Karen Baynham teaches COMM 1311: Survey of Oral and Technology-based Communication and oversees the COMM 1311 program, which consists of approximately 45 sections per semester. The program is unique in that the course is offered in three modalities: the traditional face-to-face model that meets twice a week in class, the hybrid model that meets 50% in class with the other 50% of the teaching and learning facilitated online, and the wholly online model. Baynham is in the School of Arts and Humanities and teaches the hybrid and the online model. Her background is well-suited for her role of teaching the course and administering the program. She has corporate experience, management experience, administration experience in academia, project management, program management experience. She has 8 years of leadership experience in the UTD Career Center, promoted to Senior Associate Director. Prof. Baynham completed both her bachelor's degree and master's degree from UT Dallas, and she has taught Communication for many years at UTD. The courses she has taught are COMM 1311, BCOM 3311, BCOM 4350, RHET 1101

Prof. Baynham thrives on enriching the lives of students by helping them develop strong, well-rounded interpersonal skills with confident oral communication and presentation skills through COMM 1311.

In her words: *“Everything we learn in this class can be applied in the ‘real world’ instantly. The communication theories, concepts, and skills can be implemented in many aspects of students’ lives”*:

- at home with parents, siblings, and/or roommates
- at school with professors and classmates
- in social settings
- in romantic relationships
- with friends
- at work with colleagues and supervisors

Prof. Baynham considers it her job to ensure students graduate from her class with relevant, applicable, marketable communication and teamwork skills that students from all majors can display on their resume for internships, externships, part-time and full-time jobs.

In her words: *“At the end of each semester I show students how to represent these skills on their resume. It really helps summarize the value of what they learned in COMM 1311.”*

Karen Baynham, Senior Lecturer | School of Arts & Humanities | [karen.baynham@utdallas.edu](mailto:karen.baynham@utdallas.edu) | 972-883-2978

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

