

**From:** Ingrid Schofield  
**To:** Rosh Sunder  
**Date:** 3/29/2007 6:24:33 PM  
**Subject:** Re: Pioneers Online

Thanks Rosh.

I spoke to Mari on Friday and explained to her that I think that is what my problem was. I was almost expecting the course to cover with us how to combine the two, but have accepted that Pioneers is about learning how to set up the online classroom; how we blend it is up to us. Obviously that is something we will be able to decide when we see what all the capabilities are. and making fun things for the students is important (as it seems Lorna has done) and allowing students to assess their own knowledge without it involving any additional marking for us is also great.

I would like to try and sign in to your course to have a look, and will either try that tomorrow, or next week some time.

Thanks once again,  
Ingrid

**From:** Mari Pete  
**To:** Sunder, Rosh  
**Date:** 3/29/2007 11:18:39 AM  
**Subject:** Re: Pioneers Online

thank you dearest Rosh for answering Ingrid in such detail. God bless. Mari

>>> Rosh Sunder 03/29/07 10:23 AM >>>  
Hi Ingrid

Apologies for not replying earlier...a little slumped in with work.

Some answers in bold.

**I hope this clears things a little.**

**Regards**  
**Rosh**

>>> Ingrid Schofield 3/14/2007 2:07 PM >>>

Hello there Rosh

I am the miserable pioneer who is not happy and is looking for clarity.

**Fair enough**

I'm trying to figure out where my problem/concern is and I think it might relate to how you are using online learning and how you are using the traditional methods (or how you've blended it). I think that may be the picture I'm missing.

**I have used the online classroom to complement my teaching and not replace the traditional classroom @ both under and post grad levels. I upload most of the activities done in the classroom into the online environment and complement it with the available multimedia resources that are not available in a traditional classroom - anatomy tutorials, related weblinks, etc.**

**I teach students how to do x-rays, to put it simply. But I need them to understand basic anatomy, physiology, pathology and the sciences with respect to the equipment they use and fully integrate all that knowledge when learning to take and evaluate their x-ray images. The online classroom opens the door for integration.**

**It is also there for the "slow learners" and to promote self directed and self paced learning, without my physical presence. I used the quizzes to help with self/formative assessments, especially for the knowledge based areas of learning. My interest in the quizzes was to allow them to "judge" their learning, but without placing undue workload on myself. I am still working on these databases. They are time consuming and I had lost some quiz sets. So I uploaded manual testbanks as a desperate measure for the students to print and use (not quite the same, though)**

**These classrooms were run on webCT4, you can go visit: select the webct4 platform and login: P.S. you are using webCT6, so the interface is very different.**  
**username - sunderdummy1**  
**password: webct4**

**and explore .... it is very incomplete, as we now moved to webct6. This year I am not using the classrooms for undergrads, as there were timetable issues. So developing has been halted for a good few months.**

Could you give me some idea of what you are doing? From the worksheet you showed us the students had to go away and do the readings on their own. They could also ask you questions online. Then what do you do in the classroom - because you have darised contact time once a month.

At post grad level, I use the classroom for improved communication, arousing their attention to necessary weblinks, and promote reflective practice. I also use the discussion tool for self and peer assessment feedback. With webCT 6 the grading forms are fantastic. This year I have 44 students and the limited lab space (30 computers max) is proving a major challenge.

N.B. they are a potpourri of different disciplines, so very limited formal lectures (mostly common to all) occur. This year we are gonna get some outside experts to share knowledge.

At B.Tech level... they do oral presentations, posters and portfolios, reports on seminar/congress attendance. So, at the beginning of the year they are given the outcomes with the assessment criteria. When we meet on weekends, they use the various presentation tools to show evidence of thier learning. This is all part of the formative assessments. We have discussion forums around topics etc. They are already practicing radiographers. So sharing knowledge is very promoted. Some are even working on the equipment that is in their learning areas without having prior knowledge in these learning areas. So linking theory with practice, questioning practice is very important - hence the reflective practive and journal writing.

Would you mind e-mailing me how you divide the work?

I saw Lorna this morning and she said she would come in on Friday and show me what she has done with/for her students. But I think she has only just gone live with her classroom. So I don't know how much she can contribute to my query.

Much obliged (in anticipation)

Ingrid