

# The CDE Newsletter

## Summertime News!

### A CDE Publishing Primer

Why publish? Where to publish? What is a "journal impact factor"? What if the article is rejected? Can I submit a term paper? (P. 3)



## These are exciting times!

Welcome to all new and returning students. This newsletter is designed to provide information of interest and value for anyone participating in our courses and programs.

These are exciting times in distance and distributed education! You, as a student of distance education, are in a center of learning innovation practice and research, at an open and distance institution known for its expertise and quality education! Athabasca University offers effective and uncomplicated credit transfer, extensive and diverse prior learning assessment, flexible start dates, an open admission policy and is a center for the creation and delivery of innovative programs. We are dedicated to the removal of barriers to learning and offering flexible, engaging learning opportunities.

I offer my best wishes to you for a successful learning path in all your education experiences.

Best regards,  
Dr. M. Cleveland-Innes  
Professor and Chair  
Centre for Distance Education

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"It is important that students bring a certain ragamuffin, barefoot, irreverence to their studies; they are not here to worship what is known, but to question it."

-- J. Bronowski, *The Ascent of Man*

## What's New in CDE?

The CDE would like to welcome two new faculty members:

- Dr. George Siemens is the author of *Knowing Knowledge* [[PDF](#)], and is considered to be the originator of [Connectivism](#). George spends countless hours travelling around the world in order to deliver keynote presentations.
- Dr. Rory McGreal is currently the [UNESCO/COL Research Chair](#) in Open Educational Resources (OERs). If you see something in the news about OERs, chances are that Rory has something to do with it.

As we welcome two new faculty members, sadly we must say goodbye to other friends and colleagues:

- [Dr. Richard \(Rick\) Kenny](#) joined the faculty in 2004. We would like to extend our warm congratulations to him on the occasion of his retirement (above left).
- Congratulations also go to [Dr. Robert \(Bob\) Spencer](#) who is retiring in July, 2013. Bob is one of the founders of the Centre for Distance Education with 30+ years of service to Athabasca University (above right).

We will miss you both!



Rick Kenny & Bob Spencer

A great way to keep up with our Centre is to follow our blogs:

- [Dr. Terry Anderson](#)
- [Dr. George Siemens](#)
- [Dr. Rory McGreal](#)
- [Dr. Marguerite Koole](#)

## Important dates

As you know, courses for the Fall semester start on September 9th. Please see the Academic Schedule ([Master's schedule](#) / [Doctorate schedule](#)) for a list of important dates and holidays.

Scholarship & funding deadlines can be found at the following locations:

- Office of the Registrar's [Student Awards page](#) (deadlines for specific awards vary)
- The Research Centre's [Graduate Student Research page](#) (application deadlines: February 10<sup>th</sup>, May 10<sup>th</sup>, and October 10<sup>th</sup>)



# A CDE Publishing Primer

By Terry Anderson

Ask any academic, and they will get into a long discourse about the value of publishing scholarly work, the politics of doing it, the challenges and the outlets. Although you haven't asked, I'd like to share my own ideas with particular relevance to publishing work related to distance education.

For the past 20 years, I've published (solely or in collaboration) over 60 articles and have had my share of rejections. I also have been the editor of [IRRODL](#) for the past 10 years, and so have been involved in the review and production of over 500 articles and many more rejections!



*Publish when you are a student!*

## Why publish?

- Share your work internationally, build a global academic career.
- Celebrate your hard work.
- Quality review feedback will help you grow as a writer and thinker.

## Where to publish?

- There is a current trend towards open-access journals such as IRRODL.
- Visit the [Directory of Open Access Journals](#) which currently lists 584 journals on education.
- Visit the [list of distance education journals](#) compiled by the University of Wisconsin.

## What is a “journal impact factor”?

- Journals are assigned an impact factor and listed in the [Social Science Citation Index](#) (SSCI).
- Google Scholar can also be used to calculate SSCI impact factors as used by the open source tool, “[Publish or Perish](#)”.

## What if the article is rejected?

- You don't have to do everything they say, but follow the reviewers' recommendations if you can, or convince the journal editor why the recommendation is not tenable.

## Can I submit a term paper?

For high prestige journals like IRRODL, the article must meet at least one of three conditions:

1. it contains original empirical data;
2. it is a systematic review of an important issue and shows evidence that you have methodologically searched for, read and reviewed ALL relevant literature (no general overviews); or
3. you are an undiscovered genius or a well-established name in the field and have theoretical insights that are new, unique, and important.

[For more **details** or to ask Terry **questions**, [visit the Landing](#).]

## Student Achievements

### Alberta Innovates- Technology Futures award recipient

This year's recipient is Giovanni Farias, a doctoral student with our Centre. He has been awarded \$15,000 per year for 4 years. The scholarship is designed to enable these promising students to succeed in areas of scientific research which are strategically important to Alberta. Sincerest congratulations!

### The Wayne Perry Award recipients

The Wayne Perry EdD Student Research Award is awarded annually to a student at Athabasca University. This award intends to provide the student with funds to support their dissertation research. Congratulations to:

**Doctoral award:** Dr. Julie Shattuck, Assistant Professor and Instructional Designer at Frederick Community College (Frederick, MD, USA). Julie has recently completed our EdD program.

**Master's award:** Laurie Amiruddin. Laurie is enrolled in AU's Master's Program and is the Director of Learning and Development at OMERS, a large pension planning organization in Toronto.

We would like to thank the award donor. These gifts to the university community have a significant impact upon the journeys of our students.

### MEd students receive project funding

On Feb 28, 2013, Mariea Spray and Sue Erdman-Burton, two MEd students at Athabasca, saw a proposal for a distance education project that they had developed for one of their courses become a reality - the Rural and Remote Maternity Education (RRME) program went on-line. Based at the Sioux Lookout Meno Ya Win Health Centre (SLMHC) in northern Ontario, the program uses DE to deliver high-risk and specialized obstetrical education to registered nurses serving remote and rural communities. Many of these professionals have trouble accessing best-practice education because of their isolated locations – a single two-day program in Toronto can easily cost \$2,500 in travel, living and course costs. [[Read more](#)]



## Two minute poll: Imposter Syndrome

Do you suffer from *imposter syndrome*?

Post your answer to the [CDE Group poll](#) (log in first to access the poll; your identity will not appear).

According to Ivie & Ephraim (2009), “the imposter syndrome is a psychological construct defined as believing that one does not really belong in a field because of lack of true ability” (p. 25). Graduate students suffer from this syndrome more frequently than you might think. Understanding it can help these feelings ease.

[Visit the Landing](#) to see comments, references, and further reading.

## Research & Publications

### Faculty perspectives on teaching with new technology: Uncovering a possible case of unrealistic expectations (Dr. Marti Cleveland-Innes)

The goal of this research is to document the process of change required to integrate new teaching technology into the role of faculty in Canadian higher education institutions, and how willing, if at all, faculty are to make these changes in the current context of higher education institutions. More specifically, this research will assess the perceived marginal space available in one's activities to engage in a transition process to move new teaching strategies into the current role of faculty in higher education. It is unrealistic to expect higher education faculty to have sound, current, content expertise, a productive research program, an active service commitment AND be expert online teachers. The biggest lie in the academy is that the role of faculty, and its rewards and responsibilities, is made up of a seemingly balanced set of activities around teaching, research, and service. With some variation across type of institution, research is the most valued work and most notably rewarded. While this reality has not changed "..... classroom teaching and course materials (have become) more sophisticated and complex in ways that translate into new forms of faculty work. .... such new forms are not replacing old ones, but instead are layered on top of them, making for more work." (Rhoades, 2000, p, 38). It is time to clarify this reality and consider how, if at all, changes in teaching are, or may be, integrated into the role of faculty member.

### Community of Inquiry research integration and practice alliance

Within the last decades, emerging technology and social and economic transitions have forever changed

society. Such change has made it increasingly difficult for education to operate in insular ways; attention to changing demographics, global economies and new social mores is required (Keller 2008). The reach of information and communication technology via the Internet is pervasive, and has changed distance and higher education institutions in "the way we organize ourselves, our policies, our culture, what faculty do, the way we work, and those we serve" (Ikenberry, 2001, forward). In the midst of these developments, online teaching and learning has emerged.

Emerged with the technology is a demand for updating the academy, based on influences on the way or at the door step, and assumptions about what is not working or will not work because of changes in context. According to Keller (2008), changes in values, finances, behavior, technology and education "constitutes [sic] the most consequential set of changes in society since the late nineteenth century, when the nation went from a largely domestic, rural, agrarian mode of living to an industrial, international, and urban economy" (Preface xi). Information-based, technologically mediated, demand driven economies affect socio-cultural realities in such a way that education has no choice but to respond. "The changing context of education and the aggressive encroachment into this domain by the powerful forces of digital commerce make it impossible to ignore ..... This set of circumstances is going to force all academic enterprises to rethink their place and purpose not just in philosophical terms but in very pragmatic ways as well." (Beaudoin, 2003, p. 520).

Everything from leadership models to cost-effectiveness is under scrutiny in higher education. Teaching and learning must be considered as well, as the most commonly considered aspect of educational change (Kanuka & Brooks, 2010). This consideration has been translated into research; new models for teaching and learning surface (Garrison & Vaughan, 2008; Cleveland-Innes & Garrison, 2010). The CoI model of online teaching and

## Continued . . .

2010). The CoI model of online teaching and learning constructed by Garrison, Anderson and Archer (2001) provides the conceptual framework needed to understand the complexities of online learning. The model is made up of three overlapping elements, which in combination provide a learning opportunity for meaningful collaboration and purposeful teaching and learning activities. This online community of inquiry supports collaborative, purposeful, interaction among all students and the instructor to create teaching and learning opportunities.

As would be expected, critique and evaluation of the model is emerging (Cleveland-Innes & Campbell, 2012; Vladimirschi, 2011, Rourke & Kanuka 2009). This is expected and required as the model is examined, research replicated and, given its application, applied in practice which provides opportunities to return back to the model to add and change. This study wants to promote and expand that process, with a full assessment and analysis of the evidence to date regarding the structure and practical value of the model.

## New books

Teaching in Blended Learning Environments: Creating and Sustaining Communities of Inquiry provides a coherent framework in which to explore the transformative concept of blended learning. Blended learning can be defined as the organic integration of thoughtfully selected and complementary face-to-face and online approaches and technologies. A direct result of the transformative innovation of virtual communication and online learning communities, blended learning environments have created new ways for teachers and students to engage, interact, and collaborate. The authors argue that this new learning environment necessitates significant role adjustments for

instructors and generates a need to understand the aspects of teaching presence required of deep and meaningful learning outcomes. Built upon the theoretical framework of the Community of Inquiry – the premise that higher education is both a collaborative and individually constructivist learning experience – the authors present seven principles that provide a valuable set of tools for harnessing the opportunities for teaching and learning available through technology. Focusing on teaching practices related to the design, facilitation, direction and assessment of blended learning experiences, *Teaching in Blended Learning Environments* addresses the growing demand for improved teaching in higher education. Authors: Norman D. Vaughan, Martha Cleveland-Innes, and D. Randy Garrison. [[Read more](#)] [[Visit the Community of Inquiry website](#)]

Perspectives on Open and Distance Learning: Open Educational Resources: Innovation, Research and Practice. Open Educational Resources (OER) – that is, teaching, learning and research materials that their owners make free to others to use, revise and share – offer a powerful means of expanding the reach and effectiveness of worldwide education. Those resources can be full courses, course materials, modules, textbooks, streaming videos, software, and other materials and techniques used to promote and support universal access to knowledge. This book, initiated by the UNESCO/COL Chair in OER, is one in a series of publications by the Commonwealth of Learning (COL) examining OER. It describes the movement in detail, providing readers with insight into OER's significant benefits, its theory and practice, and its achievements and challenges. Editors: Rory McGreal, Wanjira Kinuthia, Stewart Marshall, Tim McNamara [[Read more](#)]

## What Every Student Needs to Know About Maintaining Student Status

As you progress through your program, you might have times when you need to take a break from studying. Life happens. But, what happens to your student status when life interferes?

To maintain program status, master s tudents must complete 6 credits of course or thesis work during each academic year (September 1 to August 31). In addition to completion of 6 credits of course or thesis work during each academic year (September 1 to August 31), doctoral students must ensure that all program fees are paid on time. Loss of program status may have implications with Revenue Canada. You may be eligible for the Tuition, Education, and Textbook Amounts Certificate tax credit for each month of part-time or full-time registration.

Further details concerning the Tuition, Education, and Textbook Amounts Certificate may be found in [Canada Customs and Revenue Agency's](#) (CCRA) Personal Income Tax Guide or by contacting a CCRA district taxation office.

Contact our office if you need to verify your current student status: [leannej@athabascau.ca](mailto:leannej@athabascau.ca) (masters, certificate, or diploma students) or [pearlm@athabascau.ca](mailto:pearlm@athabascau.ca) (doctoral students).



Also visit the [Faculty of Graduate Studies](#) website to access the Graduate Handbook, official forms, and current (**free**) online seminars and official forms.



### The three-minute thesis contest

As a welcome back to the Fall semester the CDE will be hosting the GREAT 3 MINUTE THESIS contest on Adobe Connect.

You can see the details of the contest (from SFU) at

- [The rules](#)
- [Our event](#)

The idea is you get three minutes and ONE PowerPoint slide to explain your thesis. At the end we all vote using the criteria listed from SFU and the winner gets a TERRIFIC prize. The **best** presentations will be invited to an **international conference!**

**The first seminar will be on Wed Sept. 11 2013 at 6:00 PM MDT.**

This contest is of course open to all MEd and EdD students - including graduates.

For more information, contact Dr. Terry Anderson ([terrya@athabascau.ca](mailto:terrya@athabascau.ca)).

*[Photo: Dr. Joyce Helmer, our first EdD graduate.]*

## Things to do, virtual places to visit . . .

### Why not check out our E-portfolio system?

If you're interested in developing a personal or professional portfolio and/or you are in the course-route for the MEd, it is a good time to get acquainted with the E-portfolio system and procedures. Information can be found:

- [Overview of the E-Portfolio project \(MEd\)](#) (video)
- [E-portfolio Information](#) (Moodle).
  - Sample portfolios.
  - Dates for online introductory sessions in August.
  - To access, please email [cde-help@athabascau.ca](mailto:cde-help@athabascau.ca).
- [Mahara e-Portfolio System](#):
  - In addition to portfolio creation, you can also use it to start a blog, set up a resume, or create a nice website.
- To log into Moodle or Mahara, use your student ID and your course password.



### Conferences & Organizations

Visit [the CDE group on the Landing](#) for regular updates on conferences, recent publications, job postings, or discussions on issues in distance education.

The [2013 COHERE Conference](#), hosted at Kwantlen Polytechnic University, Richmond. The theme this year is “Open Resources, Open Courses: Their Impact on Blended and Online Learning”. This is the 7th annual conference on blended learning sponsored by COHERE (Collaboration for Online Higher Education & Research) and CSSHE (Canadian Society for the Study of Higher Education). It will feature an opening keynote address by Dr. Cable Green, Director of Global Learning Creative Commons, and on the second day of the conference, David Porter, Executive Director, BCcampus, will bring his perspectives of the conference, followed by a panel discussion. The conference will close with plenary comments from Dr. Tony Bates. <http://cohere.ca/2013-conference-information/>

- The Call for Proposals is now open.
- For questions or concerns, contact Stacey Woods at [Stacey.Woods@umanitoba.ca](mailto:Stacey.Woods@umanitoba.ca).
- Follow us on Twitter at @COHERE1.

New: The Canadian Association of Instructional Designers <http://accp-caid.org/>



# Mark your calendars: Virtual Meet-Up

You are all invited to attend a welcome session planned for September 10 at 6:30 pm (MST) that will take place online in Adobe Connect

[<https://connect.athabascau.ca/E2013welcome/>]. To install any necessary software and check your system, please visit:

- Video: Entering the room  
<http://tv.adobe.com/watch/learn-adobe-connect/attending-a-meeting/>
- Video: Connecting audio:  
<http://tv.adobe.com/watch/learn-adobe-connect/using-voip-audio/>
- PDF instructions  
<https://seminars.adobeconnect.com/a227210/vqs-participants/>



Remember to wear a headset with a microphone. The CDE professors and staff will look forward to meeting you.

*[Photo: Dr. Aga Palalas, 2012 doctoral graduate.]*

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