Web-Based Instruction in American Schools

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Annotated Bibliography


After completing online courses secondary students participated in a satisfaction survey. The students in this study were all from rural schools that could not provide the course work required in any form other than through distance learning. The students reported that they were generally satisfied with the asynchronous discussion forum and the virtual classroom experience. The students reported that the most important factors influencing student success were the motivation of the student, time organization of the student, well-organized content, and clear objectives. This article is important to the project because it provides background information describing the use of, and reactions to, distance learning with a secondary school population.


In recent years, there has been an increase in people taking classes, or receiving degrees online. With technology changing the way that people communicate, it has become easier to communicate with people all of the country and around the world. One problem that the author of the article noticed was a motivation problem. Not all students were doing the assigned reading, and therefore, the class did not have meaningful discussions in the online classroom. There are many resources available for music education on the Web. If
it is all put together in an organized manner, students could have a successful learning experience online.


This article looks at the factors influencing student motivation in the online learning environment. The authors point to several studies that indicate that motivation is an important factor in student success. Some studies referenced espouse the idea that teachers have little influence on student motivation in the online learning model. The authors however make a case for capitalizing on students’ intrinsic motivation by designing extrinsic motivational components into the lessons prepared for online delivery. The lessons presented to the students through the online environment integrated strategies of attention, relevance, confidence and satisfaction strategies; then the students were surveyed to measure their level of satisfaction with the learning experience.

This article is important to the project because it contains specific information of what types of devices are successful and necessary when designing online learning course work.


The study investigated the benefits of a web-based reading program on struggling reader’s performance and motivation. The program consists of lessons incorporating a
teaching portion, instructional songs and, digitized video followed by practice sessions and games. Students typically spend between 30 and 60 minutes each day completing a series of two to five lessons depending on their skill and their current game level. The music, experiences in stories, animated characters and, words of praise reflect the everyday experiences of many of the ethnic minority students involved in the program. Analysis of the study shows significant gains in students using this web-based multimedia reading program over those students taught in the more usual manner.


http://www.violinonline.com/distancelearningstrategies.htm

This article talks about the need for distance education to be available to students learning stringed instruments. Many students would like to do more when learning to play an instrument, however due to time involved, and the distance that some students would have to travel; there are not that many options available for them. The author describes ways that students have been educated to play string instruments in the past, including over the radio in the 1940s. The author talks about the framework that would be necessary in order to set up a successful distance string education program.

This article will be helpful to the project because it shows that instrumental instruction can be provided to students, even if there are distance and time limitations.


http://www.igd.fhg.de/www/www95/.

This article discusses the benefits of using the World Wide Web within classroom
settings. It explains how new opportunities have opened up for students to be involved in distance education and give details how creating a virtual classroom brings together a community of learners across the world. The authors talk about the efforts of The Cornell Theory Center to integrate electronic educational materials and various collaborative tools to enhance the training of computational scientists and researchers. It discusses how similar connections in the educational fields are utilized, also. This article gives great information pertaining to the benefits of distant learning and other Web-based instructions.


This website provides a great online project related to the study of Canada. The Historical Atlas of Canada project uses interactive maps, text, and other graphics to explore a variety of themes in the history of Canada. Designed as a website, this project helps to make data, maps and historical content, which originally designed for the Atlas, available to a larger audience via the Internet. The website allows users to zoom in and out of locations and displays, turn on and off map layers, access map tables and data. It also uses thematic mapping to discuss and describe events, issues, or patterns in Canada's development. This website is included in the paper because of its online versatility, and connection to American curriculums.

The authors propose the format of design of most web-based products needs to change from a pre-packaged, top down approach they call monolithic, to a decentralized interactive approach they have termed service-oriented. In the service oriented approach courses that use the same resources would tap into an access port that would deliver the most current information available to all the participants. Using the authors’ scheme, elimination of provider duplication of textual materials occurs, while facilitation updating of materials to the most current information available. The authors have not created any courseware that uses their design platform; however, they present a reason for radically changing the existing paradigm in favor of a less centralized format. This article provides a design flow chart framework to build a web-based lesson.


This article talks about how even though there have been many advancements in technology in music education, it has yet to reach many of the music classrooms. Music teachers still value what little rehearsal time there is available to their ensembles, however, the author gives examples of different multimedia programs that are available for the music classroom. There are a number of programs available, and many of them with free downloadable demos for use at home and in the classroom. Technology cannot
always replace musical instruction, but it can be used to enhance the field of music education at all grade levels.


This article talks about the recent research using inquiry-based learning techniques infused into history instruction. It explains how this method facilitates student achievement of specific skills such as evaluating, analyzing, and synthesizing historical evidence in comparison to text-based approaches. The articles explains that using inquiry-based approaches along with the history curriculum, it allows for students to become active learners and experience being historians by engaging in the use of multimedia tools along with primary and secondary resources such as exploring archival and current newspaper articles, paintings, political cartoons, songs, diary entries, depositions, speeches, and other sources. This article helps to support the history section by supplying background information and resources.


This article discusses a generic model for web-based learning. The technological, pedagogical and social design of the lesson is address without regard to subject matter. The population of the study group was pre-service teachers. The students and instructor chose the topics, tasks, and learning activities through a process of negotiation. The instructor acted as a facilitator; setting the tone, initiating discussions, proving feedback and information about the topic and the system as well as keeping track of members and
encouraging participation. Both synchronous and asynchronous discussion forums were setup as well as blog space and shared space for publication of student products. It was conclude the authors’ model is consistent with the constructivist model of teaching and is an appropriate g
uide for the design and evaluation of web-based learning environments.

This article explains how web-based learning fits into the constructivist model of teaching and details the role of the facilitator/teacher in the online learning environment.