

Annotated Bibliography

Castano-Munoz, J., Sancho-Vinuesa, T., & Duart, J. M. (2013). Online interaction in higher education: Is there evidence of diminishing returns? *International Review of Research in Open and Distance Learning*, 14(5), 240-257. Retrieved from <http://ezproxy.viu.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,cookie&db=eric&AN=EJ1017547&site=ehost-live>

Using data for 17,090 students from three universities in Spain, the authors examine how different levels of Internet use impacts productivity and course achievement rates, which they define specifically. Regression analysis is performed on the data collected and the results indicate that, somewhat surprisingly, certain interaction intensities in online education have diminishing returns. Implications are discussed and particular areas of focus are recommended for institutions.

Jaggars, S. S., Edgecombe, N., Stacey, G. W., & Columbia University, Community College, Research Center. (2013). *Creating an effective online environment* Community College Research Center, Columbia University. Retrieved from <http://ezproxy.viu.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,cookie&db=eric&AN=ED542153&site=ehost-live>

The authors cite research that indicates poor student performance in college online courses compared to face-to-face course enrolments and examine the evidence in order to make recommendations to administrators for online learning improvements. The authors make several recommendations in the areas of student preparation and support, course quality and design, and faculty professional development.

Lightweis, S. K. (2013). College success: A fresh look at differentiated instruction and other student-centered strategies. *College Quarterly*, 16(3) Retrieved from <http://ezproxy.viu.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,cookie&db=eric&AN=EJ1018053&site=ehost-live>

Lightweis provides a comprehensive review of the research about Differentiated Instruction (DI) increasing academic success at a post-secondary level. Though there are over 20 references cited, seven studies are specifically explained and are used to support the move for higher learning institutions to implement more DI as a main modality of instruction. Only mention is made about the reasons why DI is not being used, which contradicts the statement in the abstract implying a more thorough examination.

Ross, J., Gallagher, M. S., & Macleod, H. (2013). Making distance visible: Assembling nearness in an online distance learning programme. *International Review of Research in Open and Distance Learning*, 14(4), 51-67. Retrieved from <http://ezproxy.viu.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,cookie&db=eric&AN=EJ1017508&site=ehost-live>

The authors work to comprehensively explain the complexities in the relationships between online distance learners and the educational institutions they attend. Written in the context of a conceptual framework of nearness as temporary assemblage, case study interview excerpts are provided to demonstrate how student engagement and disengagement are influenced by a variety of factors. The authors identify resilience, as being one of the main attributes teachers should encourage their students to develop and provide four strategies to aid in shifting students toward increased engagement in online studies.

Younger, D. W., Duncan, J. E., & Hart, L. M. (2013). *Tuning into YouTube in the classroom: Improving assessment scores through social media*. Online Submission. Retrieved from <http://ezproxy.viu.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,cookie&db=eric&AN=ED543108&site=ehost-live>

The authors attempt to support the use of YouTube as a form of assessment in an online setting. They make far reaching claims, supported by research, but fail to draw explicit connections between how use of Social Media like YouTube, impacts assessment scores as indicated in the article title.

The screenshot displays the RefWorks interface. At the top, there is a navigation bar with 'References', 'View', 'Search', 'Bibliography', 'Tools', and 'Help'. A search bar is present with the text 'Search your RefWorks database'. Below the navigation bar, there are buttons for 'New Folder', 'Create Bibliography', and 'New Reference'. The main content area shows a list of references under the 'Online Learning' folder. The references are as follows:

Ref ID	Reference Type	Authors	Title	Source	Folders
2	Journal Article Reference 1 of 3	Castano-Munoz, Jonathan; Sancho-Vinuesa, Teresa; Duart, Josep M.	Online Interaction in Higher Education: Is There Evidence of Diminishing Returns?	<i>International Review of Research in Open and Distance Learning</i> , 2013, 14, 5, 240-257, International Review of Research in Open and Distance Learning	Online Learning; Where can I get this item?
4	Generic Reference 2 of 3	Jaggars, Shanna Smith; Edgecombe, Nikki; Stacey, Georgia West; Columbia University, Community College Research Center	Creating an Effective Online Environment	<i>Community College Research Center, Columbia University</i> , 2013, Community College Research Center, Columbia University	Last Imported; Online Learning; Where can I get this item?
3	Report Reference 3 of 3	Younger, Dylinda W.; Duncan, Jan E.; Hart, LaToya M.	Tuning into YouTube in the Classroom: Improving Assessment Scores through Social Media	Online Submission, 2013, Online Submission	Online Learning; Where can I get this item?

On the right side of the interface, there is a sidebar with sections for 'Resources' (Support Center, Webinars), 'Folders' (My List, Not In Folder (0), Last Imported (1), Differentiated Instruction (1), Online Learning (3)), and 'Quick Access' (Advanced Search, Import, Export, Create Bibliography, Delete References, Print References, Output Style Manager, Customize).

At the bottom of the page, the URL is: refworks.scholarsportal.info.ezproxy.viu.ca/refworks2/default.aspx?r=references/MainLayout::init#