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Compiled Messages

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Subject: Robertson   **Topic:** CourseDen
Author: David Robertson   **Date:** August 25, 2011 6:58 PM

Introducing David Robertson

My name is David Robertson (David is fine). My contact information is:

2410 Ravenwood Drive
Murfreesboro, TN 37129
615-579-9778
Drobertson777@aol.com (preferred)
Drobert9@my.westga.edu

I currently am enrolled in my 3rd semester at UWG taking two courses: MEDT 8484, Research Seminar and CEPD 8102, Lifespan Human Development.

I live in Murfreesboro, Tennessee where I am employed (part-time) with Christian Life Church as the Discipleship Ministries Director. I am also employed with the Digital Media Studio at the James E. Walker Library at Middle Tennessee State University.

I aspire to earn my Ed.S. in Media and Instructional Technology in 2012.

Attachments: Robertson.zip

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Robertson   **Topic:** CourseDen
Author: David Robertson   **Date:** August 27, 2011 10:12 AM

Hi Kelly - I am so glad you got to visit our area. There is much to offer in the rolling hills of Tennessee. Thanks for sharing! David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Robertson   **Topic:** CourseDen
Author: David Robertson   **Date:** August 27, 2011 10:13 AM

Hey Nan - I am also glad to see some familiar names and also you and I will get to make some new friends too. I like running with this crowd - people who are going somewhere on purpose. David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Robertson   **Topic:** CourseDen

Author: David Robertson   **Date:** August 29, 2011 8:49 PM

Hey Alicia - You hit the nail on the head about a diverse group of students. I find it refreshing to take this mental break from html code, wikis, and web 2.0! - David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Massey   **Topic:** CourseDen
Author: David Robertson   **Date:** August 26, 2011 10:47 AM

Hi Kelley - I love what you wrote in your post. Your students are asking YOU what you are learning in your studies. How cool is that? You are exemplifying the life-long learner principle to them! That gains you a hearing and gives you even more credibility than your position affords. - David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Massey   **Topic:** CourseDen
Author: David Robertson   **Date:** August 27, 2011 10:14 AM

I get it - Kelly! I told my Pastor just the other day that I would do my pastoral duties at the church staff that I serve on for free if I could afford it. I love, love, love working with people and helping them live a balanaced blessed life. David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Tompkins   **Topic:** CourseDen
Author: David Robertson   **Date:** August 26, 2011 10:50 AM

Hey Joe - Great to see you again in class. One of things I love about this program is that many of us are moving ahead together as a cohort through our degree. That is someone new to me. There are some really sharp people in this degree program that I am learning alot from just by reading their discussion threads. - David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Texts   **Topic:** The "B" Lounge
Author: David Robertson   **Date:** August 27, 2011 10:17 AM

Hey Thomas - I'm glad you brought this up. I was unable to order it through the bookstore either. I live in TN and can't just run over to the campus to pick it up - I have to have everything shipped to me. I have the bookstore people keeping their eyes open for when it hits the loading dock. If I hear something I'll spread the word - they are going to email me when it arrives. David

Reply   Forward

Subject: Re:Blum   **Topic:** CourseDen
Author: David Robertson   **Date:** August 27, 2011 10:19 AM

Hey Kenny - Good to meet you online. I love what you said about personal learning

environments. A real cool concept that one is. (Whoa, I'm writing like Yoda here.)
David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:White   **Topic:** CourseDen
Author: David Robertson   **Date:** August 27, 2011 10:23 AM

Hey Richard - Congrats on reaching the midway point in your degree! I wonder, have you begun your midpoint assessments?

Here's an announcement off the MIT EdS Program Resource Wiki:

"Starting Fall 2011, if you completed your 4th class or currently taking your fifth class, then your midpoint assessment is due the third Monday in September. For Spring and Summer, it will be the third Monday in January and June respectively."

URL: http://miteds.wikispaces.com/Midpoint+IT+EdS+Students

David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Lanford   **Topic:** CourseDen
Author: David Robertson   **Date:** August 27, 2011 10:26 AM

Nan - I just wanted to chime in here that I took "Introduction to Distance Eduation" with Dr. Huett and I had the best experience in that class. He is a terrific instructor and you will learn so much from this class. I hope you have as much fun as I had in it. David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Purcell   **Topic:** CourseDen
Author: David Robertson   **Date:** August 27, 2011 10:29 AM

Hi Laura - Thank you for sharing your journey from the "art cart" to a 21-century classroom! Wow. I know you must have an appreciation for where you are right now. I hope you have a really terrific semster! David

🔒 (Message locked, no replies/forwards allowed)

Subject: Student Study Web Site for our Textbook   **Topic:** The "B" Lounge
Author: David Robertson   **Date:** August 27, 2011 10:55 AM

In case you don't know, there is an open-access student study site that provides supplemental material to help us digest our textbook. It has e-flashcards, web quizzes, and video links that augment each chapter. Here's the link in case you want to check it out:

http://www.sagepub.com/bjohnson4e/study/intro.htm

David

[Reply] [Forward]

Subject: Re:Herrin
Author: David Robertson

Topic: CourseDen
Date: August 27, 2011 2:27 PM

Hello Jessica - Great to meet you in class. Third grade is such a neat age. I wish you all the best in your degree. David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Ponder
Author: David Robertson

Topic: CourseDen
Date: August 27, 2011 2:28 PM

Hi Terrie - Great to see you in class again. Blessings!! David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Mortensen
Author: David Robertson

Topic: CourseDen
Date: August 28, 2011 4:08 PM

Hi Nancy - How nice to have a class with you again. I look forward to reading your posts and you usually have excellent things to say. Have a great semester! -- David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Farrington
Author: David Robertson

Topic: CourseDen
Date: August 28, 2011 4:09 PM

Hey Kaelin - Great to be in class with you! I hope this semester is one of your best. -- David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Farrington
Author: David Robertson

Topic: CourseDen
Date: August 29, 2011 9:00 PM

I loved the Diffussion in Innovations class projects but struggled a bit through the textbook which was offered online in non-searchable PDF format. -- David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Diffusion of Innovation class
Author: David Robertson

Topic: CourseDen
Date: August 30, 2011 7:23 PM

Hey Kenny - While saving some $ on a textbook is great for all the reasons you've described I'm with you. -- David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Purucker   **Topic:** CourseDen
Author: David Robertson   **Date:** August 28, 2011 4:10 PM

Hey Sharon - Great to be on board with you this semster. I'm sure you enjoy your job and I want to encourage you to hang in there in this degree - it will go by quicker than you can imagine! -- David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Barnes   **Topic:** CourseDen
Author: David Robertson   **Date:** August 29, 2011 10:49 AM

Hey Eddie - Great to be with you in class again. You are pressing right along with this degree! Hope you have an oustanding semester. - David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Barnes   **Topic:** CourseDen
Author: David Robertson   **Date:** August 29, 2011 1:32 PM

You encourage me, Eddie. If I can ever be of help to you this semester, shoot me an email and I'll give it a shot. Blessings!! David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Fearrington   **Topic:** CourseDen
Author: David Robertson   **Date:** August 29, 2011 10:49 AM

Hey Chris - I was in the Wimba session with you online last evening. Great to meet you in class. Hope this is a terrific semester for you! - David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Huss   **Topic:** CourseDen
Author: David Robertson   **Date:** August 29, 2011 10:50 AM

Hi Megan - I am strongly considering taking "Introduction to Multimedia" next semster. Is there anyway you could point me to the syllabus so I can give it a quick look? Who is your instructor? Thanks!! -- David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Cieutat   **Topic:** CourseDen
Author: David Robertson   **Date:** August 29, 2011 10:51 AM

Hey Sherry - Great to meet you in class. Wow - a full decade as Media Specialist! You are 10 years further down the road than me! I hope this semster is awesome for you. -- David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Tompkins-Topic/Issue   **Topic:** Discussion One
Author: David Robertson   **Date:** August 29, 2011 10:53 AM

Hey Joseph - Great to be with you in class again. I remember checking out your website in previous semesters. Can you please share with me the list of recommended book reviews by Dr. B.? I have somehow overlooked this. -- David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Tompkins-Topic/Issue   **Topic:** Discussion One
Author: David Robertson   **Date:** August 29, 2011 1:43 PM

Thank you so much. As the old Beatles tune says, "I'll get by with a little help from my friends." -- David

🔒 (Message locked, no replies/forwards allowed)

Subject: required reading for discussion 1   **Topic:** Discussion One
Author: David Robertson   **Date:** August 29, 2011 8:59 PM

Hi Traci - The required reading for discussion if I'm not mistaken is to read chapters 1 & 2 out of our textbook. Here is part 1 of the discussion instructions:

PART ONE. For this discussion, first you need to read the assigned chapters. Based on these readings, identify a topic/issue in media and instructional technology that would be of interest to you and explain your reason for it (at least 150-300 words). Make sure that you include at least a reference to key ideas from each of the chapter or article you read. This will be your first initial posting.

At reviewed the key words listing at the end of each chapter to meet the requirement to incorporate ideas/concepts from each chapter in my initial response.

Hope this helps!! -- David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:book selection list   **Topic:** The "B" Lounge
Author: David Robertson   **Date:** August 29, 2011 1:42 PM

Hey Alicia - This is exactly what I needed. Thank you! A case of not clicking on the plus sign. Much obliged. - David

[Reply] [Forward]

Subject: Robertson - Topic/Issue   **Topic:** Discussion One
Author: David Robertson   **Date:** August 29, 2011 11:40 AM

While I don't yet have full clarity on the precise direction I will be going with my research project, I do have a strong sense of direction that will probably be a progressive revelation as I move forward.

Most of us could go a number of directions with this and as a disabled student having read in chapter 1 about orientational research, I thought I might explore adaptive technology and its impact on the visually impaired student. However, on page 56 of chapter 2 in our text, figure 2.4 specifically, there was a helpful chart about the three types of research: Quantitative, Mixed, and Qualitative.

I find myself wanting to take a mixed approach towards researching the technology and impact of a somewhat recent phenomenon that is cropping up in some libraries in higher education - digital media studios. As I mentioned in my introduction, I just took a job in the Digital Media Studio at the James E. Walker Library at Middle Tennessee State University. This was after completing a 6-month practicum with them during the completion of my master's degree in educational leadership.

I am literally immersed in the latest technology, commercial and open source software, Macs and PCs and most other cutting-edge hardware, and hundreds of students teeming in and out of my area each semester. I also have access to over a dozen student workers and emerging technology librarians and other experts on hand for interviews.

So while there is some defining and refining to be done in the near future, I feel a mounting excitement about somehow merging my work experience with my academic assignment into a result of strong synergy. -- David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Robertson - Topic/Issue   **Topic:** Discussion One
Author: David Robertson   **Date:** August 29, 2011 8:56 PM

Hey Laura - I am blessed to be surrounded by so much opportunity. I'll bet if you put the word out that you wanted some help in assessing some of your hardware/software you will have some takers Everybody likes to give their opinion about something, right? :) -- David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Robertson - Topic/Issue   **Topic:** Discussion One
Author: David Robertson   **Date:** August 30, 2011 9:45 AM

Hey Kelly - I think this will be a fun and interesting journey for all of us in this course. I'm keeping an open mind and trying to learn something from each of you. - David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Robertson - Topic/Issue   **Topic:** Discussion One
Author: David Robertson   **Date:** August 30, 2011 9:50 AM

Hey Joe - Thanks for taking time to type a response. I think synergy and momentum are vital to working through these projects so that's what I'm shooting for. -- David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Robertson - Topic/Issue **Topic:** Discussion One
Author: David Robertson **Date:** September 3, 2011 10:14 AM

Hi Lauren - If your school can help change the paradigm of these three precious girls that their disability really is an "ability" that they will learn skills to help others in addition to learning everything that their peers will learn you will have accomplished something significant. -- David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Brazile **Topic:** CourseDen
Author: David Robertson **Date:** August 29, 2011 1:34 PM

Hey Shane - Great to meet you! I'm sure your 5th graders are excited about technology like you. I am curious what your thoughts are about your "Introduction to Multimedia" course. I am giving some serious consideration of taking it next semester and would value your opinion. - David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Discussion 1 **Topic:** The "B" Lounge
Author: David Robertson **Date:** August 30, 2011 9:52 AM

Alicia - I think you are correct. David

Reply | Forward

Subject: Re:Blum - Topic/Issue **Topic:** Discussion One
Author: David Robertson **Date:** August 29, 2011 1:57 PM

Hey Ken - The multimedia potential of ebooks that you describes lifts the one-dimensional print off the page into a multi-dimensional world catering to diverse learning styles and harnessing the latest technology that the web has to offer. I'm excited at your choice here. -- David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Brackett **Topic:** CourseDen
Author: David Robertson **Date:** August 29, 2011 9:02 PM

Hey Lori - It's great to meet you in class! I am blown away at your commitment to being an educator! Wow. What I find even more inspiring is that you are open to new technologies as is evidenced by the fact you are completing this degree. Your students have a great role model to follow of a lifelong learner. -- David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:White - Topic/Issue **Topic:** Discussion One
Author: David Robertson **Date:** August 29, 2011 9:05 PM

Hi Richard - I like the direction you are going with your research. I especially appreciated this comment you made:

"I would like to teach them to incorporate the technology into the lesson seamlessly and help them develop confidence and knowledge to take their teaching to a different strata in the world of education."

This is a great ideal. Educators who are making the time in their already maxed out lives to learn and grow and stretch with the culture are those that will continually earn a hearing from their students by their example. -- David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Herrin-Topic/Issue   **Topic:** Discussion One
Author: David Robertson   **Date:** August 29, 2011 9:07 PM

Hi Jessica - May I commend you for jumping on board enthusiatically with the accelerated reading program when it was optional to do so? The benefactors of your choice of obviously your students. - David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Ponder - Topic/Issue   **Topic:** Discussion One
Author: David Robertson   **Date:** August 30, 2011 9:56 AM

Hi Terrie - First, I admire your forward thinking about this research class since day 1. I also am excited for you in selecting Web 2.0 tools as a research topic. As you know, this is what your students are using in social networking, free tools, etc. because generally they are not working and have access to the web but don't have a lot of money. Your topic is even more relevant in that Web 2.0 and internet tools rivals much of the commercial approaches. I'm excited to see how you step through your research process. -- David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Barnes Topic/Issue   **Topic:** Discussion One
Author: David Robertson   **Date:** August 30, 2011 9:59 AM

Eddie - I share your enthusiasm about the mixed research approach. I like your topic a great deal too and think it is super relevant. Young men especially seek honor and respect and if they can garner that through technical skills in the classroom I think young men particularly have the potential to respond well and improve behavior with exposure to advanced technology. -- David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Barnes Topic/Issue   **Topic:** Discussion One
Author: David Robertson   **Date:** August 30, 2011 7:26 PM

Eddie - I am thankful that you have a special burden for this group. We have all probably heard stories of grown men gone bad that could be traced to a single

incident of rejection in a school environment. Conversely, there are many great men and women whose lives have been nudged in the right direction by a thoughtful and caring teacher who had passion and made a point to celebrate the student's individuality. -- David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Barnes Topic/Issue   **Topic:** Discussion One
Author: David Robertson   **Date:** September 3, 2011 10:16 AM

Eddie - Your students are fortunate that they have a wise teacher. You continue to say so many good things these couple of classes I have had with you. Press on and keep on being the role model/mentor to young people who are desperately looking for an adult who is real, athentic, and will steer them in the right direction. -- David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Massey-Topic/Issue   **Topic:** Discussion One
Author: David Robertson   **Date:** August 30, 2011 10:01 AM

Hi Kelly - I think you're really on to something in your rural environment using active research to solve a problem you have identified. I hope this proves to be a very interesting and enjoyable project for you. -- David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:LBrown   **Topic:** CourseDen
Author: David Robertson   **Date:** August 30, 2011 4:25 PM

Hey Lita! Great to see you in class. I cannot tell you how much I appreciate your technical walk "down memory lane." It reminded me of watching the Modern Marvels episode "80's Tech!" Being 51 years of age, I was more or less right there with on some of the same tech like Windows 3.1, etc. :) David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:LBrown   **Topic:** CourseDen
Author: David Robertson   **Date:** September 1, 2011 8:35 PM

Hey Lita - Your posts are always interesting unlike mine which are sometimes interesting! :) David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Literature Review Book   **Topic:** Discussion One
Author: David Robertson   **Date:** August 30, 2011 5:00 PM

I spoke with Wanda Walker of the UWG bookstore yesterday. She is monitoring this book hitting the dock for me and will email me the day it hits and overnight my book to TN. When I hear from her I will make a post in "The B Lounge" the same day for anyone who may want to obtain the book from the shipment once it arrives at the

UWG bookstore. -- David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Literature Review Book   **Topic:** Discussion One
Author: David Robertson   **Date:** August 30, 2011 7:28 PM

Vicki - Wanda did not have a date but I believe I thought I heard Dr. Baylen say in our Wimba session that he had heard that it was very soon. I thought I also heard him say that he would float the quiz date if our inability to obtain the book warranted it. -- David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Literature Review Book   **Topic:** Discussion One
Author: David Robertson   **Date:** August 30, 2011 7:30 PM

Sharon - I'll gladly share my textbook with you until yours arrives from Barnes & Nobles. I am a short 6 hour drive (one way) from campus! :) David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Literature Review Book   **Topic:** Discussion One
Author: David Robertson   **Date:** August 31, 2011 3:21 PM

Well, a fellow Tennessean! You live in a beautiful community in East TN. Did you know that my hometown, Murfreesboro, once upon a time was the capital of TN? There is an obelisk 4 miles from my house marking the exact geographic center of the state. We have the Stones River National Battlefield here where the civil war battle of Stones River was fought. -- David

🔒 (Message locked, no replies/forwards allowed)

Subject: Robertson - Articles   **Topic:** Discussion One
Author: David Robertson   **Date:** August 30, 2011 4:52 PM

After meandering through abstracts, I finally narrowed my journal quest to my two favorite articles on emerging technologies in the 21st century library.

Article #1: "Emerging Technologies Service Delivery Models" by Mary Ann Kajewski

The first article was a sound research paper with an Aussie accent. Mary Kajewski is the Online Public Access to Libraries trainer at the State Library of Queensland. While her article was written from within the context of the Australian library system, the concepts were completely recognizable to me as an American because of the universal reach of technology. One quote worth mentioning that captures the spirit of the article states: "New technologies allow [libraries] to provide a better service to users by offering simple access to what they want, when they want it and how they want it" (Kajewski, 2006, p. 157).

In the article, Kajewski stepped library professionals through the basics of leveraging their public or school libraries with current trends in technology. The article was brimming with helpful definitions, explanations, and examples of key technologies that libraries around the globe are diffusing successfully. Her list includes:

- Blogs

- Wikis

- RSS feeds and aggregators (readers)

- Podcasts

- Vodcasts

- Web conferencing

- Instant messaging

She describes case study scenarios for each and explains how these emerging technologies factor into the face of the institution to the patrons they serve.

Reference

Kajewski, M.A.. (2011). Emerging technologies service delivery models. *Reference & User Services Quarterly, 50(4)*, 380-391. Retrieved August 29, 2011 from the ERIC database.

While the first article I encounter was very informative, the second was fascinating causing me to expand my vocabulary to make room for new sniglets.

Article #2: "Taming Technolust: Ten Steps for Planning in a 2.0 World" by Kathleen Kern & Michael Stephens

The article discussed ten steps that emerging technology librarians, managers, or administrators should consider before diffusing their innovation. The title of the article contains the first new word to add to my internal dictionary, "technolust." "Simply, technolust is 'an irrational love for new technology combined with unrealistic expectations for the solutions it brings'" (Stephens, 2011, p. 314). This word was followed by more mind-expanding words such as:

- *Technostress* – New tools, cool tools sometimes rock a librarian's world

- *Technodivorce* – It's tough to admit when a mistake is made and shut down an existing innovation

- *Technoshame* – A librarian steps up and whispers, "I don't anything about this stuff and have no idea where to begin"

- *Technophobia* – Frozen with fear when confronted with new tech

Here are the steps that the authors contend are critical for technical transition to succeed:

1. Let go of control – Providing patrons with useful services transcends control issues

2. Let beta be your friend – Let your users help you work out the bugs

3. Be transparent – Communicate well and often via blogs and open meetings

4. Find various paths or tools to find the best fit – Your services may be better suited to other tools or solutions so do your homework with your community group

5. Spot trends and make them opportunities - Scan the horizon for how and what technologies are transformational

6. Offer opportunities for inclusive learning – Managers and leaders set the tone for adoption of new technologies and the team must learn the landscape together

7. Overthink and die – Do not get hung up on first steps and waiting until conditions are perfect

8. Plan to plan – Create time lines and audit progress

9. Create a mission statement for everything – A vision will help guide development, rollout, and evaluation

10. Evaluate your service – Is this really working and how well?

As if the top ten were not enough, the article has a sidebar listing emerging (and retreating) technologies. What's hot: Open source software (OSS) and Learning 2.0 programs. What's cold: Unpleasant user experiences both in the physical plant and virtually.

Each of these articles were enlightening in their respective ways. -- David

Reference

Kerrn, K.M., & Stephens, M. (2008). Taming technolust: Ten steps for planning in a 2.0 world. *Reference & User Services Quarterly, 47(4)*, 314-317. Retrieved August 29, 2011 from the ERIC database.

Attachments: emerging_technology.pdf taming_technolust.pdf

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Robertson - Articles   **Topic:** Discussion One
Author: David Robertson   **Date:** August 31, 2011 3:22 PM

Funny! It is a great article, well written, and very true. Thanks, Kelly. David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Robertson - Articles   **Topic:** Discussion One
Author: David Robertson   **Date:** September 1, 2011 9:28 PM

Hey Nan - I am very pleased that you got something out the article. Thanks for sharing. - David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Mortensen Topic/Issue   **Topic:** Discussion One
Author: David Robertson   **Date:** August 30, 2011 8:46 PM

Nancy - I'm glad you are still excited after completing two classes here at UWG. There can be no arguement that Your choice of web literacy is one that is relevant. -- David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Ridgeway - Part I   **Topic:** CourseDen
Author: David Robertson   **Date:** August 29, 2011 10:54 AM

Hello Mandy - Wow - you are nearly "over the hump" - hang in there! Hope this is a

terrific semester for you. -- David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Sanker: Topic   **Topic:** Discussion One
Author: David Robertson   **Date:** August 31, 2011 3:28 PM

Hey Mark - I want to share my SIMILARITIES post with you. I love the webcam research topic. I just wrapped up a weekly webinar that I host each WED with the pastoral staff at my church. We have eliminated the need to meet face-to-face in this weekly meeting because of a product called WebEx. We have webcams that we can choose to use or not. We audio conference and I share my desktop. I built a collaborative wiki where our agenda resides and we all add our comments to it real-time through the week.

One of the things you might think about in your webcam research is for the ability to share your desktop (teachers with parents). I fly through my presentations each webinar with the ability to share PowerPoints, web pages, Excel spreadsheets, a number of wiki pages that I use to manage departments, and so on. The added ability to share the presenters desktop is a huge boost in a webcam/webinar experience, at least for me.

Just a thought! -- David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Sanker: Topic   **Topic:** Discussion One
Author: David Robertson   **Date:** September 1, 2011 11:41 AM

Hey Mark - Yes I think so. While Bomgar is new to me, the principle is the same. As an educator, you may have access to tools like Bombar that will enable a teacher to use webcams/webinar technology to interface with parents and thereby open up a far wider berth of tools and services for the virtual parent-teacher conference. Here's a few thoughts to consider:

1. What would it look like to blaze a trail using web cams (or at least phone conferences) for parent-teacher conferences?

2. What would it look like to offer a parent-teacher workshop where all parents could login into a virtual room (like our Wimba session) and ask questions, get info, etc.?

-- David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Sanker: Topic   **Topic:** Discussion One
Author: David Robertson   **Date:** September 1, 2011 5:54 PM

You bet. We're in this thing together in this class! Best to you! David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Stratton - Topic/Issue   **Topic:** Discussion One
Author: David Robertson   **Date:** August 31, 2011 3:31 PM

Hi Alicia - I wanted to post a QUESTION to meet the requirement for our postings.

First, you ereaders research sounds like a super topic. My question is with so many students these days having access to smartphones, will you factor access to ereaders via a student's smartphone (or parents Android or iPhone/iPad at home) to access ereaders off campus? Apps are prevalent that emulate the Kindle and other ereaders but for free on the smartphones.

David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Purcell- Topic/Issue   **Topic:** Discussion One
Author: David Robertson   **Date:** August 31, 2011 3:37 PM

Laura - I absolutely love this concept! I think you are on to something here! David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Ridgeway - Topic/Issue   **Topic:** Discussion One
Author: David Robertson   **Date:** August 31, 2011 3:40 PM

Hi Mandy - Wow - what a great topic! I love your questions, they are all relevant? As I was reading your list of questions I was thinking to myself this would make a good Google Form to release to collect your data. Are you familiar with how easy and powerful Google Forms are to use? You could construct a survey using the questions you've enumerated and email them out to a group and then all the data would automatically compile into a Google spreadsheet that you could monitor and then share with your administrators.

Just a thought! David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Ridgeway - Topic/Issue   **Topic:** Discussion One
Author: David Robertson   **Date:** August 31, 2011 4:07 PM

If you need help, let me know. It really is a simple procedure to set up a Google Form. I use it frequently. David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Cieutat-Topic/Issue   **Topic:** Discussion One
Author: David Robertson   **Date:** August 31, 2011 3:46 PM

Sherry - Good topic! I think you hit the nail on the head when you said as a media

specialist your job is to help "shift paradigms" as you put it. That is a huge undertaking but your passion and enthusiasm can make inroads into changing the way your teachers think, which will change the way they speak, which will change their behavior. -- David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Fearrington Topic/Issue   **Topic:** Discussion One
Author: David Robertson   **Date:** August 31, 2011 3:48 PM

Hey Chris - OK, your post almost made me want to ditch my topic for yours! I love what you are saying about the mystique and intrigue of iPads. It reminded me of an article that might be helpful to you to read about Atlanta metro schools replacing textbooks with iPads:

http://www.myfoxatlanta.com/dpp/news/ipads-may-replace-books-in-georgia-schools-020111

-- David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Fearrington Topic/Issue   **Topic:** Discussion One
Author: David Robertson   **Date:** September 3, 2011 12:49 PM

Hi Chris - I ran across some research about iPad research that a fellow student conducted last semester that I thought you might find use for in your own research. Hope this helps! David

Attachments: ipods and the journey.docx

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Fearrington Topic/Issue   **Topic:** Discussion One
Author: David Robertson   **Date:** September 3, 2011 6:38 PM

You bet my friend. David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Lanford - Topic/Issue   **Topic:** Discussion One
Author: David Robertson   **Date:** August 31, 2011 3:55 PM

Hi Nan - Do you keep statistics on your media blog about the # of comments that are posted and not just hits to the site? It seems to me that the whole spirit of the blog transcending a web page (or even email) is the collaborative effect getting people to respond to the blog post and interact with each other. -- David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Lanford - Topic/Issue   **Topic:** Discussion One

Author: David Robertson   **Date:** September 1, 2011 11:43 AM

Hi Nan - I think students having the option to leave comments and engage with other students on a blog post still has value even if they are not using it a great deal. What you have done is created an environment of collaboration which is a good thing. - David

🔒 (Message locked, no replies/forwards allowed)

Subject: Robertson - Lessons learned   **Topic:** Discussion One
Author: David Robertson   **Date:** August 31, 2011 4:04 PM

I have learned a great deal from every post I have read in this discussion board but here are a few highlights...

* If you can't take a field trip to the art museum, bring the art museum to your students virtually. -- Laura Purcell post

* Just because we build it doesn't necessarily mean they will come. - Mandy Ridgeway's post on the effectiveness of teacher static web pages

* Teachers who have technology don't always modify their teaching to accomodate it. -- Sherry Cieutat's post

* iPads generate excited on both sides of the podium. -- Chris Fearrington's post

* I learned a new word to add to my vocabulary: "nanocasting" -- Shane Brazile's post

These are a few selections from the list thus far and more posts are coming in. Here's what I know: I can learn something from everybody if I retain an open mind.

It's like Ralph Waldo Emerson said, "The mind, once expanded, cannot never retain its original shape."

-- David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Upshaw   **Topic:** CourseDen
Author: David Robertson   **Date:** September 1, 2011 11:44 AM

Hi Cassie - Great to meet you in this class. As you may have already read in other posts in this class, there has been much positive feedback about your impending experience in Introduction to Distance Education. It's a great class and you will learn a boatload of cool info. -- David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Bunce   **Topic:** CourseDen
Author: David Robertson   **Date:** September 1, 2011 11:45 AM

Hi Amber - Good to meet you! You are one semester ahead of me and closer to the finish line! I hope you have a great experience in this class this semester. -- David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Barnes - Articles

Author: David Robertson

Topic: Discussion One

Date: September 1, 2011 1:55 PM

Hey Eddie - In your first article reporting on discipline problems with students using technology in Turkey, did the article mention what age level the students were? Evidently these were younger students and not post secondary school students. -- David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Fearrington-Articles

Author: David Robertson

Topic: Discussion One

Date: September 1, 2011 2:04 PM

Hi Chris - I read both your article summaries and it was the line towards the end of your last article that blew my hat it he creek.

" The article also stated while some technologies are popular, students didn't want the educational aspect to enter their personal life."

Now this is an interesting statement. The thought of most emerging technology librarians (or counterparts) is to INTEGRATE the technology that that the student population is already using into the tech offerings at the library or institution while at the same time to INFILTRATE the social mediums (twitter, FB, MySpace, blogs, etc.) with an institutional presence. But according to the article's research, the students evidently want MySpace to be "my space only." Curious. -- David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Lanford - Articles

Author: David Robertson

Topic: Discussion One

Date: September 1, 2011 5:56 PM

Hi Nan - I love the nature of your first article on Web 2.0. My eyes were really opened to and mind expanded on this subject when I took Dr. Bray's class "Internet Tools." The course textbook "New Tools for New Schools" helped me see a bigger picture of how impactful the Web 2.0 tsunami is sweeping over our planet. Good choice! -- David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Lanford - Articles

Author: David Robertson

Topic: Discussion One

Date: September 1, 2011 9:30 PM

Kelly - I certainly agree. I have a collection of such tools in what I call "My EdS Toolbox" in my electronic portfolio. -- David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Rogers - Topic/Issue   **Topic:** Discussion One
Author: David Robertson   **Date:** September 1, 2011 8:43 PM

Hi Vicki - Forgive me for not being very specific here, but I remember listening to a podcast on EdTechLive that discussed a program in an inner city school system on helping with technology. It might be worth a quick search as your research progresses. -- David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Cieutat - Articles   **Topic:** Discussion One
Author: David Robertson   **Date:** September 2, 2011 10:37 AM

Hi Sherry - Two good article choices. The thing that impressed me about the first article was the author pointing out the vast, immense volume of information available today. It is staggering. For example, I just Googled "What is learning?" and got back 1,480,000,000 hits in 0.12 seconds.

I think that the real skill that we as educators need to impart to our students is not only one of technically accessing information but discerning what to access. - David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Brazile - Topic/Issue   **Topic:** Discussion One
Author: David Robertson   **Date:** August 31, 2011 3:53 PM

Hi Shane - This post meets my DIFFERENCES posting requirement.

First, I learned a new word today thanks to you - "nanocasting." Here's the difference for me in my research, while I have done research in the digital media studio at a university library I have been after large groups of students to take my surveys. But the innovative concept of nanocasting is focusing on the opposite - a small group, say a fifth grade class like you mentioned.

I think this is very cool research and I am looking forward to seeing what you discover. - David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:White-Articles   **Topic:** Discussion One
Author: David Robertson   **Date:** September 1, 2011 8:40 PM

Hey Richard - Your first article dealt with research gathered from my neck of the woods - middle Tennesse. Interesting that the are pockets of high tech environments (like where I am typing this reply to you from - the Digital Media Studio at the MTSU campus) and yet there are other regions even within my home state that don't even have broadband access yet. -- David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:writing protocol for Discussions?   **Topic:** The "B" Lounge
Author: David Robertson   **Date:** September 6, 2011 10:17 PM

Nancy - I feel your pain. I lost points for the same thing. It is unclear to me as well. I thought I was meticulous but it's obvious I was meticulously wrong! :)

I posted:

Robertson - article
Robertson - topic/issue
Robertson - lessons learned

As an aside, the instructions were that we were supposed to make a posting of lessons learned - which I did - and evidently lost points for it. - David

Reply   Forward

Subject: Re:writing protocol for Discussions?   **Topic:** The "B" Lounge
Author: David Robertson   **Date:** September 7, 2011 3:45 PM

Ok - this should be fun to see who posts first in the Discussion Two forum! :) David

Reply   Forward

Subject: Re:writing protocol for Discussions?   **Topic:** The "B" Lounge
Author: David Robertson   **Date:** September 8, 2011 1:08 PM

Nancy - I will be interested to see what you find out and report here. Thank you. We are proving that many heads are better than one! - David

"We must all hang together, or assuredly we shall all hang separately." - Benjam Franklin at the signing of the Declaration of Independence on August 2nd 1776

Reply   Forward

Subject: APA   **Topic:** The "B" Lounge
Author: David Robertson   **Date:** September 7, 2011 4:03 PM

Kajewski, M.A.. (2011). Emerging technologies service delivery models. *Reference & User Services Quarterly, 50*(4), 380-391. Retrieved August 29, 2011 from the ERIC database.

Can anyone please confirm that I have the journal article style listed above correctly in correct APA 6th edition? I'm thinking my lost points had to do with APA reference style. Here is what I was able to look up about ERIC citations. Does this look familiar to anybody? David

ERIC Document (Online Database)

An ERIC document obtained from an online source such as the ERIC database or from a search engine results, cite as follows:

> Jones, J. C. (2000). Webquests as a way to teach social studies (Report No. ABCD-EE-00-5). Marion, IN: Indiana Wesleyan Center for Educational Excellence. Retrieved from ERIC database. (ED111111)

How to find the information:

- The author comes from the AU field;
- the copyright date comes from the PY field;
- the title comes from the TI field;
- if an ERIC document contains a report number, it will be found on the document resume sheet of the actual report. It will be clearly labeled Report No., immediately followed by a series of letters and numbers, e.g. Report No. MHEC-2001-RES-15;
- the publisher and location may or may not be a part of the citation, if missing then just omit from the reference;
- the ERIC # is from the AN field;
- the ERIC database is the name of the online subscription based database that provided the electronic full content of the ED document. In APA 6th ed., database assignment is not required except in some unique cases. (See p. 192 of the 6th ed. *American Psychological Association Publication Manual*; also see p. 212)

Reply | Forward

Subject: Re:APA   **Topic:** The "B" Lounge
Author: David Robertson   **Date:** September 8, 2011 11:52 AM

Hey Cliff - I very much appreciate the info. I have OWL bookmarked and I think I know what to do now. Much obliged! - David

Reply | Forward

Subject: Re:Point Deductions   **Topic:** The "B" Lounge
Author: David Robertson   **Date:** September 8, 2011 11:57 AM

Richard - To clarify...are you saying that the article file naming convention ought to read:

* 8484_article1_dsr.pdf
* 8484_article2_dsr.pdf

or

* 8484_technolust_dsr.pdf
* 8484_librarytechnology_dsr_pdf

If the former, then our next 2 attachments ought to read:

* 8484_article3_xyz
* 8484_article4_xyz

Thanks for helping me to understanding this a bit more. -- David

Reply | Forward

Subject: Re:Point Deductions   **Topic:** The "B" Lounge
Author: David Robertson   **Date:** September 9, 2011 11:33 AM

Cool deal, Richard. Thanks for stepping up and going the extra mile for your

classmates. -- David

Reply   Forward

Subject: Re:Point Deductions   **Topic:** The "B" Lounge
Author: David Robertson   **Date:** September 9, 2011 4:09 PM

Hey Shane - I emailed Dr. B. requesting his preference which I will post in this forum once he replies. Thanks buddy! David

Reply   Forward

Subject: Re:Disposition Rubric Question   **Topic:** The "B" Lounge
Author: David Robertson   **Date:** September 8, 2011 2:57 PM

Hi Mandy - Yes, I think you may be reading a little bit too much into the assignment. It really is a "put your cursor in the appropriate box and click yellow shading."

Here is the assessment wiki URL for IT students where I pulled examples on:

1. The disposition rubric
2. The field experience table
3. The standards table

http://miteds.wikispaces.com/Midpoint+IT+EdS+Students

I don't know for sure but it appears from Dr. B.'s statements that he may have inherited some or all of the mid-point assessments portfolio. Therefore, the instructions on the wiki may be obsolete but the examples should remain valid.

I have finished all 3 to the specificiations that Kim Huett (Dr. Jason Huett's wife and a fellow Ed.S. student) uploaded as examples.

I have attached her example of her disposition rubric to this post.

Attachments: mid_disposition_kch.doc

Reply   Forward

Subject: Re:Discussion 2 Assigned Chapters?   **Topic:** The "B" Lounge
Author: David Robertson   **Date:** September 8, 2011 12:09 PM

Hi Sharon - My assumption is that we are reading chapters 3 & 4 in our textbook that will comprise most (or all) of quiz 2.

From the syllabus:

"8. Quizzes (Q1, Q2, Q3, Q4, Q5, Q6) ~ Students will demonstrate the acquisition of new knowledge by completing several quizzes on selected topics based chapter readings and other assigned texts and articles. Course Objectives: 1, 2, 3, 4, 5. Assessment Tools: Automatic Review / Possible Points: 90"

I could be wrong though because our textbook has 6 major sections (some with 5 chapters in each) and 20 total chapters.

I think this warrants an email to Dr. Baylen and I'll report back what I find out. - David

Reply   Forward

Subject: Re:Discussion 2 Assigned Chapters?   **Topic:** The "B" Lounge
Author: David Robertson   **Date:** September 8, 2011 2:46 PM

Alicia - You are so right. I had forgotten about the assignment grid which I downloaded but forgot to print for future reference. Many thanks! - David

Reply   Forward

Subject: Re:table of contents   **Topic:** The "B" Lounge
Author: David Robertson   **Date:** September 8, 2011 12:10 PM

I think Richard is correct. I submitted mine as:

8484_toc_dsr

David

Reply   Forward

Subject: Re:book review   **Topic:** The "B" Lounge
Author: David Robertson   **Date:** September 8, 2011 12:12 PM

Hi Ashleigh - To the best of my recollection, Dr. Baylen did not revise the due date on the book review pending a few more days passing to see if some books came in. There were several red "Xs" in Wimba indicating that this situation impacted several students. You might contact him if a day or two passes and you still don't have your book and the pressure continues to mount. -- David

Reply   Forward

Subject: Literature Review book is in at UWG bookstore   **Topic:** The "B" Lounge
Author: David Robertson   **Date:** September 8, 2011 12:15 PM

Dear All - I just received an email from Wanda Walker at the UWG bookstore announcing that our required literature text is in stock!

Machi, L. A., & McEvoy, Brenda T. (2009). The literature review. Thousand Oaks, CA: Corwin Press.

University Bookstore
http://www.bookstore.westga.edu/

- David

Reply Forward

Subject: Re:Quiz one **Topic:** The "B" Lounge
Author: David Robertson **Date:** September 10, 2011 12:33 PM

Hey Nancy - I just finished taking quiz 1. It took me a little over an hour. Not surprisingly, it was tougher than I thought it would be.

I read the chapters, reviewed the flashcards via the study web site almost every day, read out loud today the review answers from the web site, had my APA book handy (which you may need), and had wikipedia open to quick search for a refresher in terms.

The quiz grade is not immediately released. There are multiple scenarios from which you must ascertain which type of research is being used, a half a dozen or so APA questions, and a few terms.

Instead of me thinking, "this is going to be a long fall..." I am choosing to think, " boy, am I going to learn alot from this class!"

- David

Reply Forward

Subject: Re:Quiz one **Topic:** The "B" Lounge
Author: David Robertson **Date:** September 10, 2011 2:39 PM

Oh well, I went to lunch with my mom for comfort food at Red Robin and ate two baskets of fries and a hamburger! This does not speak well of me as a triathlete (even though I ran almost 12 miles in training this morning!) ha ha -- David

Reply Forward

Subject: Re:Quiz one **Topic:** The "B" Lounge
Author: David Robertson **Date:** September 10, 2011 2:44 PM

Mandy - There are 30 questions. It's all good! Yes, this is the most demanding course I've taken in my masters or Ed.S. program but that's OK. All is well. I'm going to use this as an opportunity to force myself to keep a smile on my face and do my best.

The cool thing I do like a lot about this course is the "B" lounge. I do feel a certain freedom in asking for help in this forum and feel like together we can help one another through. -- David

Reply Forward

Subject: Re:Quiz one **Topic:** The "B" Lounge

Author: David Robertson   **Date:** September 10, 2011 2:41 PM

Hey Kaelin - I am laughing out loud as I read your post because frankly I had to take a guess on a number of them. Oh well, my wife still loves me! - David

Reply   Forward

Subject: Re:Book Review Questions & Concerns   **Topic:** The "B" Lounge
Author: David Robertson   **Date:** September 13, 2011 1:48 PM

Hey Shane - I had a 658 page book with 17 chapters. I chose not to do a chapter-by-chapter summary but I elected to take the "big idea"of the book and highlight that in my book review. I submitted it to Smarthinking.com and the lady who critiqued my review was familiar with the book and didn't comment that I was doing a disservice to the review to take on the big concepts and summarize them. Perhaps this might work for you. -- David

Reply   Forward

Subject: File naming conventions - Dr. B's preference   **Topic:** The "B" Lounge
Author: David Robertson   **Date:** September 10, 2011 2:35 PM

Dear All - Below is the discussion thread we were tossing back and forth trying to discern Dr. B's preference on file naming convention. Hope this helps. -- David

Both will work because it follows the convention of course#_Content or assignment name_initials.extension.

Dr. B

| From: David Robertson
| Subject: File name convention for PDF articles
| Date Sent: September 9, 2011 4:08 PM
| To: Danilo Dr. B Baylen(dbaylen)
|
|
| Hey Dr. B. - There is much conjecture flying around the "B Lounge" about how you would like us to name the PDF articles we upload going forward. Here's one excerpt:
|
| "I'd have to say I understood it completely differently. I thought it was 8484_technologyblahblah_xxx.pdf. The directions said it should be a summary to indicate what it was, while "article 1" does summarize, doesn't the title of the article, too?
|
| Just wondering.... "
|
| One student claims you explicitly want to see:
|
| 8484_article3.xyz

| 8484_article4.xyz
| 8484_article5.xyz and so on
|
| I will be glad to make a posting of your clarified preference in the B Lounge if you
would please clarify. Thanks! David

Reply   Forward

Subject: Re:File naming conventions - Dr. B's preference

Topic: The "B" Lounge

Author: David Robertson

Date: September 11, 2011 6:46 PM

Hey Richard - This is a helpful post. I was wondering on the APA formatting as well. Thanks for resolving this for us. David

Reply   Forward

Subject: Re:SMARTHINKING.com

Topic: The "B" Lounge

Author: David Robertson

Date: September 11, 2011 9:18 PM

Nancy - You ought to go for it with Smarthinking.com. Your subscription has been paid for by UWG until 12/11 so I think you (we) should take advantage of it. -- David

Reply   Forward

Subject: Re:SMARTHINKING.com

Topic: The "B" Lounge

Author: David Robertson

Date: September 11, 2011 9:50 PM

Thanks to you, Nancy, I submitted mine to Smarthinking this evening. Well done and thank you very much again. David

Reply   Forward

Subject: Re:David...

Topic: The "B" Lounge

Author: David Robertson

Date: September 11, 2011 10:49 PM

You've got mail. Check your UWG account. -- David

Reply   Forward

Subject: Robertson Articles

Topic: Discussion Two

Author: David Robertson

Date: September 12, 2011 11:40 AM

In this series of article critique and analyses, I've been using exploratory research to gain a better understanding of how technology integration has impacted public and academic libraries. I am particularly interested in how emerging technologies have contributed to enhanced patron success. I was delighted to find two very helpful articles towards this end.

Article #1:

Beatty, S. (2010). Information commons, University of Calgary: Providing service through collaboration and integration, Journal of Library Administration, 50(2), 145-159.

Research Problem

What impact has the launch of a Learning Commons had on the Library at the University of Calgary?

The research topic the author writes about is a detailed description of the main features of the planning process, services and staffing, and highlights of the collaborative partnerships which have developed in the launch of the Learning Commons in the Taylor Family Digital Library. The author includes next steps for the commons establishing new services, programs and partnerships.

This article documented the advent of the Information Commons (IC) at the University of Calgary in Canada in 1999. According to Beatty, "…an Information Commons [is] a new service model for academic libraries where the access to library reference and research service is integrated with access to technology" (Beatty, 2010, p. 145). One year of planning and $2.2 million dollars later, the IC opened on 42,000 square feet of space. "The vision was to provide space, technology and expertise to support the scholarly use of information resources and act as a focal point for information services" (Beatty, 2010, p. 145). The concept of a one-stop shopping service model for reference and technical support was the objective. Librarians and IT staff work together to support 230 computers loaded with general software and six computers in a special media area with higher end software including adaptive technology for the disabled.

The human framework of collaboration behind the technical architecture is equally impressive. An 11-person implementation team comprised of academic leaders, deans, library staff, and students worked on the design document. A sub-committee reviewed and recommended hardware and software. The IC Operations Team was formed to meet regularly after the launch to review and discuss daily operations.

Innovations include 24-hour access, "student navigators" who serve as the front line walkabout technicians (instantly identifiable by uniformed shirts), annual software upgrades, and a 3-year life cycle for hardware. According to Beatty, meeting the changing needs of students is the highest goal and challenge.

The article provides a benchmark model in planning, organization, implementation, and sustained interoperability of reference and IT solutions for library patrons.

Article #2:

Charnigo, L., & Barnett-Ellis, P. (2007). Checking out Facebook.com: The impact of a digital trend on academic libraries. Information Technology & Libraries, 26(1), 23-34.

Research Problem

What impact has the Facebook phenomenon had on the Jacksonville State University

library patrons?

Online social networks have garnered much attention in the media but few studies in library science have provided research findings. This article reports on a survey of 126 academic librarians regarding their opinions and experiences with Facebook in the library context with the students of Jacksonville State University (JSU).

The results of the survey of librarians brought mixed reviews with some favorably supporting it while others considered Facebook to be outside academic propriety. Interestingly, the article reported that 85% of college students whose universities are registered on Facebook have created a profile. Not every student is supportive of campus computers being commandeered by Facebook users complaining that often they cannot complete academic assignments prompting campus officials to block Facebook usage in some computer labs.

The authors write: "Librarians in institutions of higher education might need to consider what implications the communication style preferences of these future students could have, if any, on library services" (Charnigo & Barnett-Ellis, 2007. p. 26).

Many of the librarians surveyed have vision for the marketing and promotional value of library services through the medium. The article reported the varied utilitarian uses of Facebook for college students which included:

• search for students by course field, class number, or section
• search for students in a particular major
• search for students in a particular student organization or club
• create "groups" for student organizations, clubs, or other students with common interests
• post announcements about campus or organization events
• search specifically for alumni
• block or limit who may view profiles, providing users with built-in privacy protection if the user so wishes (Charnigo & Barnett-Ellis, 2010, p. 24)

The big idea for me in reading this article is that libraries as well as librarians (or educators in general for that matter) who leverage social networking such as Facebook may win the hearts of the millennials (those born after 1992) which represents 70-80 million people.

Attachments: 8484_article3_dsr.pdf 8484_article4_dsr.pdf

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Robertson Articles (Brazile - similarities)   **Topic:** Discussion Two

Author: David Robertson   **Date:** September 13, 2011 6:34 PM

Hey Shane - Great point. As I read your reply I thought of Wikispaces. Wikispaces has courted the entire educational sector luring them in with free acounts for

educators. One of the external resources on our My UWG web site is Wikispaces where my electronic portfolio resides on a wiki. - David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Robertson Articles   **Topic:** Discussion Two
Author: David Robertson   **Date:** September 16, 2011 10:39 AM

Hi Kaelin - There have been studies and pie charts and graphs produced about Facebook usage by age demographics and it is astonishing how much time is devoted to this activity. It is no wonder that it is a major concern of educators and librarians regarding consumption of limited computer resources. - David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Robertson Articles   **Topic:** Discussion Two
Author: David Robertson   **Date:** September 17, 2011 7:12 PM

Hi Cassie - I'm going to date myself with this comment but when I was doing my undergraduate work at MTSU from 1979-1984 I didn't own a cell phone, a computer, and had no access to the Internet! I typed my papers on a typewriter and made phone calls from a payphone. When I wanted to communicate with someone out of state I wrote what is called a letter and put it in the mailbox! :) I'm glad to be a grad student @ UWG in 2011, aren't you? - David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Robertson Articles   **Topic:** Discussion Two
Author: David Robertson   **Date:** September 18, 2011 6:01 PM

Hey Richard - That is so funny! Imagine what our grandkids will be doing in "computer labs" on their campuses!! -- David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:where to submit the book review?   **Topic:** The "B" Lounge
Author: David Robertson   **Date:** September 12, 2011 6:55 PM

Hey Nancy - I also heard 3 pages max and wrote mine accordingly. I don't know if there was a minimum. I also do not see where to submit it and suspect that it will appear in the assignments tab with a dropbox by WED, the due date -- David

Reply | Forward

Subject: Re:Book Review   **Topic:** The "B" Lounge
Author: David Robertson   **Date:** September 13, 2011 4:12 PM

Thank you for helping coach us through this process! - David

Reply | Forward

Subject: Re:Book Review **Topic:** The "B" Lounge
Author: David Robertson **Date:** September 13, 2011 7:36 PM

I appreciate Nancy and Richard and everybody who exchanges ideas in this B lounge
Truly all of us are smarter than any one of us. David

Reply   Forward

Subject: Robertson - Problem **Topic:** Discussion Two
Author: David Robertson **Date:** September 13, 2011 3:29 PM

Research Problem

How library services around the world are accomodating the specialized needs of
blind and low vision patrons.

Reasoning

Being a visually impaired person (VIP) working in a university library (digital media
studio) makes this research topic particularly relevant to me. While the James E.
Walker Library at Middle Tennessee State University is fully ADA compliant and
proactive in servicing the needs of the disabled student population, nevertheless I
still face daily personal challenges providing technical support to patrons working on
equipment that is not adaptive in nature.

My interest in this research lies in exploring what library systems in other countries
like Nigeria, Austrailia, Canada, the United Kingdom, and Korea are doing to
accomodate the blind and partially sighted. Obviously, other nations do not adhere
to the "Americans with Disabilities Act of 1990" so what provisions are their
respective governments making to cope with this demograhic? How many people are
we talking about here? What are the delineations between servicing a low vision
patron versus a blind patron?

My article search will include refereed articles regarding these issues of select
libraries within the United States as well.

Further, I would like to explore what technologies exist and are emerging in
international library systems to assist persons with print disabilities.

Difference from previous articles research problems

I have learned a valuable lesson already as a "novice" researcher. I am learning the
value of settling on a research topic or problem. It seems I have started wide and
am finally now narrowing the field of research by working the process. My first 4
articles were helpful to introduce me to the concepts of emerging technologies but
failed to make the connection with servicing patrons with visual impairments.

Article 1 - "Emerging Technologies Changing Public Library Service Delivery Models"
by Mary Ann Kajewski helped me understand how inexpensive technologies such as
blogs, wikis, podcasts, vodcasts, RSS aggregators, web conferencing, and instant
messaging are available for no- or low-cost use but no mention of adaptive

technology for the disabled. Certainly visually imparied persons utilize these technologies but howw depends of the severity of their impairment. The article did offer an international flair in that the study was done in Austrailia.

Article 2 - "Taming Technolust: Ten Steps for Planning in a 2.0 World" by Michael Stephens was a helpful article for learning new vocabulary words and an excellent top ten list for planning library services but again, nothing focused on the visually impaired.

Article 3 - "Information Commons, University of Calgary: Providing Service through Collaboration and Integration" by Susan Beatty offered a Canadian perspective to launching an information commons. Adaptive technology was mentioned but only as an aside.

Article 4 - "Checking Out Facebook.com: The Impact of a Digital Trend on Academic Libraries" by Laurie Charnigo and Paula Barnett-Ellis surveyed 126 librarians around the nation trolling for the effects of Facebook useage but, again, this fascinating look at the social networking phenomena is silent on the emerging research problem that I will conducting a literature review around.

So, the process of learning how to find research articles and become progressively more selective and refining the search is working for me. Having a research topic or problem really made the process a bit easier having a "research target" to aim at.

References

Beatty, S. (2010). Information commons, University of Calgary: Providing service through collaboration and integration, Journal of Library Administration, 50(2), 145-159.

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Kajewski, M.A.. (2011). Emerging technologies service delivery models. Reference & User Services Quarterly, 50(4), 380-391.

Kerrn, K.M., & Stephens, M. (2008). Taming technolust: Ten steps for planning in a 2.0 world. Reference & User Services Quarterly, 47(4), 314-317.

-- David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Robertson - Problem   **Topic:** Discussion Two
Author: David Robertson   **Date:** September 18, 2011 8:37 PM

Traci - Thanks for taking time to reply. In my world, libraries that are investing in digital technologies are my friends. For example, I was just reading our literature review book and there are parts of it I simply cannot see, the text is too small. Text is no longer black to me, it's light gray. With text in a digital format, I can blow it up

using ZoomText software or with the special keyboard that I use I can press one button and reverse out everything in Windows from black background with white lettering which helps me immensely. - David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Robertson - Problem   **Topic:** Discussion Two
Author: David Robertson   **Date:** September 18, 2011 8:49 PM

Nan - I thank God for your niece! I am grateful for people with a heart to prepare themselves academically to help people in my condition.

Here's something that may be a new thought to a class full of educators. I don't ever, ever remember in all my school years disclosing to my teachers (or even classmates) that I had a visual impairment until the first class of my masters degree in 2009. My impairment is such that you would never know it unless I told you or if you held out your hand to shake my hand and I didn't return my hand to shake yours because I can't see your extended hand. If I look at the left tailight on a car I cannot see the right tailight of the car usually.

So, unless a parent tells you, many of you may have students in your class who aren't telling you that they are struggling because it's not cool, or they don't want to appear to be deficient in any way (like me) during those turbulent adolescent years when it's all about image.

So, a word from the peanut gallery...watch for signs of subtle disabilities and if you suspect one sensitively ask the student - privately - if he or she is having a problem that they might want to talk about. Please don't do it in front of the class lest you wound them publicly.

As an adult I can freely be me now knowing I am in a peer group that is mature enough to accept people with any number of diverse issues from disabilties to religious preference. But kids, particularly teenagers, this is where a teacher can either be a stepping stone or a stumbling block.

Just a thought. - David

🔒 (Message locked, no replies/forwards allowed)

Subject: Robertson-questions   **Topic:** Post 2: Research Questions
Author: David Robertson   **Date:** September 13, 2011 4:11 PM

Research Questions

1. What provisions are the governments of other nations making to accommodate its visually impaired citizens?

2. How many people in the United States population are affected by visual impairment issues?

3. What are the delineations between servicing a low vision patron versus a blind

patron in an academic library?

4. How does the research experience differ for blind university students using online databases?

5. What nation seems to be emerging as a leader in providing innovative library services for the visually imparied patron?

6. How is the digitizing of books improving outcomes for visually impaired students?

Favorite

My favorite is "what nation seems to be a leader in providing innovative library services for the visually imparied patron?"

There are so many bright minds around the world from which we can learn. The book I reviewed illustrated this notion perfectly. In The World is Flat, written by Thomas Friedman, he preaches the gospel of globalization casting vision for a "flat world" spurred on by connectivity via technology whereby we can glean from not only members of our immediate family or city, but we can now exchange ideas with the global community as well. Applied to specific issues like assistive technology for disabled patrons in a library, the global community of librarians can partner together to form a critical mass of breakthrough thinking to help make the world a better place for generations of visually impaired persons.

- David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Robertson-questions   **Topic:** Post 2: Research Questions
Author: David Robertson   **Date:** September 14, 2011 1:15 PM

Dr. B. - I like what you are saying here. This is why I need this course! The research piece is a bit new to me in spite of my masters degree work. If ever I needed key course corrections as I embark on this research journey it's right now so thanks for timely counsel. -- David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Robertson-questions   **Topic:** Post 2: Research Questions
Author: David Robertson   **Date:** September 17, 2011 7:14 PM

Hi Sharon - Be encouraged - there is much hope for your son both in adaptive technology and being a young person, God willing, scientific breakthroughs in eye research that may improve his sight in his lifetime.

I have been so blessed to part of an academic community that has embraced me as a disabled student and not ostracized me and marginalized my experience in higher education. There are many careers that someone like your son and myself can enjoy and be productive in with low vision. I wish your son all the best! - David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Robertson-questions   **Topic:** Post 2: Research Questions
Author: David Robertson   **Date:** September 18, 2011 6:00 PM

Mark - I am so glad we are in this degree program together. You have been a persistent encourager to me for two classes now. Your release of positive words to peers like me is empowering.

David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Purcell-Articles   **Topic:** Discussion Two
Author: David Robertson   **Date:** September 14, 2011 6:26 PM

Hi Laura, Good summaries on both articles. As I read them it became apparent that some differences exist between your research and my own. While you are focusing in with these two articles on museums I am refining my research to libraries, and more specifically, library access for the visually impaired. I am curious how museums (web sites and exhibits on the property) are dealing with the handicapped and making their holdings accessible? - David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Purcell-Articles   **Topic:** Discussion Two
Author: David Robertson   **Date:** September 15, 2011 11:04 AM

Hey Laura - Thanks for responding. The more museums that make their article avaiable to enjoy in a digital format the less this will be an issue. Many visually impaired persons cannot drive or even navigate public transportation by themselves. I am totally helpless in an aquarium because it is typically so dark that my wonderful wife has to lead me around by the hand to every exhibit. - David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Fearrington - Problems   **Topic:** Discussion Two
Author: David Robertson   **Date:** September 14, 2011 6:14 PM

Hey Chris - I love the direction you are going with your study. this is a fascinating topic. I have a question regarding the mobile technology. I wonder what percentage of students have cell phones? Are these elementary, middle, or high school students we are talking about? Can students whose cell phones are not smartphones with Internet access still benefit from the technology?

I can see you are going to have fun with this research topic! -- David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Cieutat - Articles
Author: David Robertson

Topic: Discussion Two
Date: September 14, 2011 6:31 PM

Hi Sherry - Your second article resonated with me as I found some similarities in the direction I am going with my own research topic. The article talked about digitizing books and delivering content in a 21st century context was similar to how I am seeking to learn how digitizing books is helping blind and low vision learners to access books. Once a book is in digital format, a universe of options opens up to cater to the specialized needs of those who can hold a book in their hand but cannot read its contents. - David

🔒 (Message locked, no replies/forwards allowed)

Subject: Four Article Critique & Synthesis
Author: David Robertson

Topic: The "B" Lounge
Date: September 14, 2011 10:54 AM

Dear All - I had asked Dr. B. if I could combine my four article critique & synthesis into one document and below is his response. I did the table on the first few pages and then added a page break and began my critique right after that. Hope this helps. If anybody has access to a sample or would care to share theirs in this forum, I would be grateful. - David

* * *
Hi David,

This looks good. You can submit them as one file. You may decrease the margins of your table because it is not a paper. However, you need to keep the 1 inch margin for the paper section. Let me know if you need more clarification.

Dr. B
* * *

Reply   Forward

Subject: Re:Blum-Questions
Author: David Robertson

Topic: Post 2: Research Questions
Date: September 15, 2011 11:10 AM

Kenny - I think ebooks rock! I know you are going to have fun studying this topic out. David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Massey-questions
Author: David Robertson

Topic: Post 2: Research Questions
Date: September 15, 2011 11:11 AM

Kelly - You have a wonderful topic to study! Web 2.0 is a fascinating topic. I hope you have lots of fun doing this project. David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Lanford - Problem

Topic: Discussion Two

Author: David Robertson   **Date:** September 16, 2011 10:40 AM

Laura - Thank you having some a positive attitude! I find encouragment this morning in reading your post!! David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Upshaw - Articles   **Topic:** Discussion Two
Author: David Robertson   **Date:** September 15, 2011 5:32 PM

Hi Cassie - Thank you for sharing the URL for the Free Technology for Teachers blog. This will be a great addition to my toolbox. David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Rogers - Problem   **Topic:** Discussion Two
Author: David Robertson   **Date:** September 16, 2011 10:42 AM

Vicki - I hope this class and project will help you get clairity on your own professional path in the future. I think a mixed research approach is a great way to unpack your chosen topic and research problem. -- David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Upshaw - Problem   **Topic:** Discussion Two
Author: David Robertson   **Date:** September 18, 2011 6:13 PM

Hi Cassie - I admire you for the courage to refine your problem and take a slightly different course. I did the same settling on how libraries are accomodating visually impaired patrons. If you are like me, the first four articles and resulting discussions and posting of our questions were very helpful to dial in on a more specific research topic. - David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Purucker-Questions   **Topic:** Post 2: Research Questions
Author: David Robertson   **Date:** September 18, 2011 6:03 PM

Hi Sharon - I love your research problem and questions. I wonder if less expensive options exist beyond the 1:1 laptop exerience? I wonder if an iPad/tablet type approach can be integrated system wide at a drastically reduced cost? - David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Purucker-Questions   **Topic:** Post 2: Research Questions
Author: David Robertson   **Date:** September 19, 2011 5:03 PM

Sharon - Yes, you could be right on the iPad. I know your research will help you find out more of what's really going on out there in this realm. - David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Article Critique   **Topic:** The "B" Lounge
Author: David Robertson   **Date:** September 25, 2011 6:09 PM

All - This is one of the few classes that I probably will not be submitting assignments early. I have enjoyed good results in other classes but I am going to hold off and continue to read this forum to get as much info as possible before submitting my assignments. I really want to say thank you to all who contribute tips and ask good questions here. I am thankful for a forum to collaborate.

David

Reply   Forward

Subject: Re:Ponder-Questions   **Topic:** Post 2: Research Questions
Author: David Robertson   **Date:** September 18, 2011 6:05 PM

Terrie - You have chosen so well with the Web 2.0 topic. There should be ample research data out there in the world of EBSCO to easily locate adequate high quality research articles for your literature review. -- David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Williams-Problem   **Topic:** Discussion Two
Author: David Robertson   **Date:** September 18, 2011 6:14 PM

Traci - I think including both genders in your research may make your research a bit easier. I'm thinking if researchers took the time to study boys they would present the counterpoint as well with girls. David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Blum-Problem   **Topic:** Discussion Two
Author: David Robertson   **Date:** September 18, 2011 6:15 PM

Kenny - Thank you for reminding me (as an adult) that ebooks are not just the Kindle and apps on the iPad. You mentioned games, etc. and that is so right on. I know your research findings is going to interesting. - David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Herrin-Questions   **Topic:** Post 2: Research Questions
Author: David Robertson   **Date:** September 18, 2011 6:06 PM

Jessica - I'm sure there are a number of teachers (perhaps some in our class) that will be interested to find out what you discover to your question: "How can teachers successfully implement the Accelerated Reader program in their classroom?"

David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Fearrington - Questions   **Topic:** Post 2: Research Questions
Author: David Robertson   **Date:** September 18, 2011 6:08 PM

Chris - Your iPad research problem is endlessly fascinating to me. I am eager to read what you discover and share! David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Sanker Article   **Topic:** Discussion Two
Author: David Robertson   **Date:** September 14, 2011 6:38 PM

Hey Mark - Good post on your articles! I think I had a "lessons learned" moment as I read your article summaries. The article by Drs. Matus, Summa, and Kuschke about technology being perceived as a tool or a toy is a real attention grabber. That "tool or toy" argument more than likely plays out in the minds of administrators, district offices, and teachers minds over and over again in our educational system. At the end of the day, a person or a group of people make a decision based on the justification of funding for technology. The polarization of decision makers who may graviate toward a "tool camp" or a "toy camp" may be the difference in which 21st century tech is on the menu in our public school system. - David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Purcell- Questions   **Topic:** Post 2: Research Questions
Author: David Robertson   **Date:** September 18, 2011 6:09 PM

Laura - The digital portfolio research is a great topic. I wonder if we will ever grow as a culture into a digital resume with multimedia video, etc., to replace the traditional one sheet of paper? - David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Sanker-questions   **Topic:** Post 2: Research Questions
Author: David Robertson   **Date:** September 18, 2011 6:11 PM

Mark - It should be interesting to look at data about veteran teachers with many years of experience how they embrace clicker technology. - David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Huss-Problem   **Topic:** Discussion Two
Author: David Robertson   **Date:** September 18, 2011 8:06 PM

Hi Megan - Like you, I modified my research focus and problem after my initial posting. I think that is part of our learning process in refining our research target as we gain more knowledge in how to conduct proper research. - David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Rohan-Articles   **Topic:** Discussion Two
Author: David Robertson   **Date:** September 19, 2011 12:04 PM

Hi Ashleigh - I am excited for you in studying your research project since it is obviously synergy for you to pursue this research given the types of children you work with. Awesome. - David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Rogers - Questions   **Topic:** Post 2: Research Questions
Author: David Robertson   **Date:** September 20, 2011 11:51 AM

Vicki - I am glad to see research going forth on higher education. So much emphasis is on K-12 (and rightly so) but I am also interested in the higher education aspect as well. I look forward to your findings. - David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Barnes - Questions   **Topic:** Post 2: Research Questions
Author: David Robertson   **Date:** September 20, 2011 11:53 AM

Eddie - I love that you are zeroing in on the word passion. If an educator can ever harness the passion of a student - at-risk or not - then you will have catapulted your efforts to build intrinsic motivation for them to learn. - David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Farrington-Questions   **Topic:** Post 2: Research Questions
Author: David Robertson   **Date:** September 20, 2011 11:54 AM

Kaelin - Your favorite question reminded me of how some adults have relied upon calculators so much that they have difficulty in calculating a 15% or 20% tip at a restaurant. - David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Brackett-Questions   **Topic:** Post 2: Research Questions
Author: David Robertson   **Date:** September 20, 2011 12:00 PM

Lauren - Great topic and relevant to us as we are grinding our own path through library databases. - David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Kicklighter- Questions   **Topic:** Post 2: Research Questions
Author: David Robertson   **Date:** September 20, 2011 11:57 AM

Cliff - I did not learn about concept mapping and associated software until my first semester at UWG. I am glad these types of tools are being offered to K-12 students. - David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Wimba   **Topic:** The "B" Lounge

Author: David Robertson

Date: September 20, 2011 10:48 PM

Thanks, Nancy. See you all online! I'll have to do the session in my car since it's during church and all the rooms are filled up! This should be fun! - David

Reply | Forward

Subject: Robertson-Final Question

Topic: Post 2: Research Questions

Author: David Robertson

Date: September 22, 2011 11:25 AM

Primary question: What makes library services for the visually impaired patron innovative, effective, and successful?

Secondary question: What are the indicators based on the literature?

- David

🔒 (Message locked, no replies/forwards allowed)

Subject: Thesis Development guide from Smarthinking.como

Topic: The "B" Lounge

Author: David Robertson

Date: September 22, 2011 2:12 PM

Perhaps this might help somebody...

http://services.smarthinking.com/static/Document_Library/docs/writeman/3_06.cfm

David

Reply | Forward

Subject: Re:Quiz 2

Topic: The "B" Lounge

Author: David Robertson

Date: September 23, 2011 12:57 PM

Cliff - I believe the quiz will open up on Saturday and be due Sunday night at 11:59pm. David

Reply | Forward

Subject: Re:Table for Article Review

Topic: The "B" Lounge

Author: David Robertson

Date: September 24, 2011 12:28 PM

Richard - I've attached a stripped down version of my table and paper. I submitted my table to him in advance for guidance and he approved its format. I will also be using this as a template for the next series of 6 articles.

I landscaped the table and made the critique portrait with section headings. Hope this helps. I included a sentence or two in each section as an example. - David

Attachments: 8484_tableexample_dsr.docx

Reply | Forward

Subject: Re:Table for Article Review   **Topic:** The "B" Lounge
Author: David Robertson   **Date:** September 25, 2011 6:06 PM

Kenny - You are too funny! Lori posted today with a possible 2 additional columns that she said the grading rubric for this assignment says were not included in Dr. B.'s Wimba session or PowerPoint notes. See below:

"When I pulled up the grading rubric under Module Two Assessment--5.3-Assessment of 4-Ariticle Critique & Synthesis--there are two extra columns indicated--g. Findings/Results/Outcomes and h. Implications of the Research/Study/Evaluation. Neither of these are included in the PPT (Module 2--Processes 2.5 review: Article Critique & Synthesis)."

I just emailed Dr. B. this quote above and requested a ruling that I will share the same day I get it in this forum.

David

Reply | Forward

Subject: Re:Quiz 2   **Topic:** The "B" Lounge
Author: David Robertson   **Date:** September 25, 2011 5:47 PM

I took the quiz yesterday. It took me nearly an hour. I have been faithful to study the online web site practice quizzes and there were at least 2 questions taken directly from there.

There were half a dozen questions at least from the literature review book.

Before I took my quiz, I had the web site flashcards on my second monitor along with the review notes for the chapter. I had the review book in front of me with sticky notes marking all the sections I thought might be handy for quick reference. I had the textbook and used the index in the back several times to locate pages of key terms that were in the multiple choice answers. I also had Google standing by if all else fails!

I have not yet mastered how to prepare for these quizzes because not matter what I seem to do or how well I try to prepare there are questions on the quiz that I have not seen before in the reading.

David

Reply | Forward

Subject: Re:Quiz 2   **Topic:** The "B" Lounge
Author: David Robertson   **Date:** September 27, 2011 10:47 AM

I just looked at my Quiz 2 score. Oh well, so much for the A+ goal! It's like in bowling when you are shooting for a high score and your finger slips and you throw one in the gutter. Arrgh! - David :)

Reply   Forward

Subject: Re:Quiz 2   **Topic:** The "B" Lounge
Author: David Robertson   **Date:** September 27, 2011 11:27 AM

Good thoughts here, coach. I appreciate it very much. David

Reply   Forward

Subject: Re:Quiz 2   **Topic:** The "B" Lounge
Author: David Robertson   **Date:** September 27, 2011 1:09 PM

Richard - You have rightly spoken in your comments and expressed yourself respectfully. I have enjoyed a 4.0 gpa in my masters and throughout my Ed.S. program and the pressure I feel right now is unreasonable. - David

Reply   Forward

Subject: Re:Quiz 2   **Topic:** The "B" Lounge
Author: David Robertson   **Date:** September 27, 2011 9:55 PM

Terrie - For the first time my wife told me, "honey, I will be so glad when you are out of school." I have breezed through my Ed.S. and had a blast with all the technology being amply rewarded for all my hard work with good grades until now. - David

Reply   Forward

Subject: Re:Quiz 2   **Topic:** The "B" Lounge
Author: David Robertson   **Date:** September 27, 2011 10:03 PM

Richard - Certainly I speak representedly as others have already said when I say thank you for agreeing to email Dr. B. on our behalf. I would recommend giving him the benefit of the doubt until Richard reports back.

I appreciate the B lounge "where your professor never dwells" to give us a place to share legitimate objections. - David

Reply   Forward

Subject: Re:Quiz 2   **Topic:** The "B" Lounge
Author: David Robertson   **Date:** September 27, 2011 9:53 PM

Alicia - I am required to take Program Evaluation next semester and today I called UWG to obtain the class lineup with instructors and well, you can have a look for yourself at:

https://grim.westga.edu/pls/UWGP_DAD/hwwkbull.p_us_subj_list?

term_code=201201&subj=medt&levl=GS

David

Reply | Forward

Subject: Re:Quiz 2   **Topic:** The "B" Lounge
Author: David Robertson   **Date:** September 27, 2011 10:09 PM

Hi Mandy - I am taking Lifespan Human Development concurrently with this class. Here's what I'll say about my class. It is a breath of fresh air to me these days. It's like sitting down with my wife and daughter and watching NCIS and CSI to relax. Lifespan is a joy to take with managable assignments that have been invigorating. I have not had the first quiz or test. I have a perfect score on all submitted assignments. My instructor is very affirming and I have my next assignment done over 14 days early. The discussion board is the most fun I've had in this degree program. I am free to be me and can write creatively and as a result my fellow students seem to be encouraged and edified by my postings.

Please don't dread this class. How thankful to God I am that I am taking Lifespans along side of this class so I can afford to devote around 80% of my academic energy to Research Seminar. - David

Reply | Forward

Subject: Re:Quiz 2   **Topic:** The "B" Lounge
Author: David Robertson   **Date:** September 30, 2011 11:35 AM

Kelly - I couldn't agree with you more. I find the projects interesting and relevant. I just put the finishing touches on my case study of a 4-year-old girl in my church. The whole family joined in the fun of the case study. I have learned a ton all within the context of having fun with little pressure and plenty of time to accomplish the project. David

Reply | Forward

Subject: Re:Quiz 2   **Topic:** The "B" Lounge
Author: David Robertson   **Date:** September 30, 2011 12:29 PM

Nancy - My instructor is Dr. Elizabeth Hayes. Wonderful teacher. David

Reply | Forward

Subject: Re:Quiz 2   **Topic:** The "B" Lounge
Author: David Robertson   **Date:** October 1, 2011 3:01 PM

Kelly - I say amen to that! Funny story, my first encounter with Dr. Hayes was when I couldn't get my hands on our class textbook and I called her on a Saturday morning on her cell phone to ask questions! She was good natured about the whole thing and I thought I was off to a pretty good start! - David

Reply   Forward

Subject: Re:Article Changes   **Topic:** The "B" Lounge
Author: David Robertson   **Date:** September 25, 2011 5:56 PM

Nancy - I am responding to Terrie's question about researched based articles. My initial articles, which match my first 4 posts in the discussion boards, as it turns out are not research based. That's why, evidently, we are taking this class, to learn how to do it. I felt really bad about my articles when I was running them through the grid because I couldn't fill in the blanks! I spent 1.5 hours with a research coach at MTSU to try and work through the grid. As it turns out, it is what it is. I have 4 really great articles but they were weak in tables, charts, figures, and other quantitative analysis. I already have my next set of 6 articles and believe you me they are research based! But for this assignment, as Nancy pointed out, I did ask Dr. B. if I could submit them as is and Dr. B. did indicate that he is more interested in this assignment to my critique & synthesis skills that the content of the articles.

Hope this helps.

David

Reply   Forward

Subject: Re:Another Question for Table for Article Review   **Topic:** The "B" Lounge
Author: David Robertson   **Date:** September 25, 2011 5:59 PM

Hey Lori - Now this is an interesting point you raise here. I build my grid off notes, screenshots, and the PowerPoint that Dr. B. provides for us. However, the grading rubric is an authoritative document too. I will take the initiative right now to email Dr. B. your question and then post his response in this forum immediately when I recieve a reply. Thank you for cross referencing the rubric! I am confident that between all of us working together we are going to succeed in this course!

David

Reply   Forward

Subject: Four-article C&S table grid ruling from Dr. B - just in!   **Topic:** The "B" Lounge
Author: David Robertson   **Date:** September 25, 2011 10:40 PM

Dear All - Thanks to Lori Brackett who pointed out that 2 additional columns appear on the table grid in the grading rubric that were not mentioned in the Wimba session or PPT guidelines. Below is Dr. B.'s response to our inquiry:

* * *
David,

I did see the discrepancy between the two. However, as mentioned before I tend to defer to the posted assessment.

Let me know if you have more questions.

Dr. B
* * *
So, on Monday I will update my template and re-post it in the B lounge for anyone who wants to use it with the 2 additional columns. Many thanks, Lori for catching this! We work better together! - David

Reply   Forward

Subject: Re:Critique Template   **Topic:** The "B" Lounge
Author: David Robertson   **Date:** September 26, 2011 10:56 AM

Hey Nancy - OK - I like this new grid design. This is a departure from his original Wimba session instructions so I am thankful that you took the initiative to ask about this. I am going to redesign mine according to your new portrait template. This will keep the columns from being ridiculously long and I will connect 4 such tables in portrait form back-to-back and in the next assignment 6 such tables for our six-article critique & synthesis assignment. Thanks!! David

Reply   Forward

Subject: Re:Critique Template   **Topic:** The "B" Lounge
Author: David Robertson   **Date:** September 26, 2011 11:56 AM

Shane - I eliminated the landscape mode and adopted Nancy's approved portait design with 1" margins all around, 10 point Arial. I made 4 separate tables, one for each article, using Nancy's template.

David

Reply   Forward

Subject: Re:Critique Template   **Topic:** The "B" Lounge
Author: David Robertson   **Date:** September 26, 2011 2:09 PM

Wow - this is a new experience for me to be so attentive to the minutia of details. I am used to be creative and have lots of lattitude to exceed expectations. With no sample of student's work to serve as an example provided in our exercises, I am submitting mine with 4 separate tables in portrait format using Nancy's as my template. I have to move on since I have 2 jobs and other classes at UWG. As it is, I spend an estimated 35-40 hours a week doing UWG work alone with at least 80% of my energy and effort necessarily devoted to this class. With my visual impairment, it takes me longer to do some things than it takes others. I am having to by faith just submit some of my work knowing that it is a personal best and be satisfied with that regardless of the grade it earns. - David

Reply   Forward

Subject: Re:Critique Template   **Topic:** The "B" Lounge

Author: David Robertson   **Date:** September 26, 2011 2:38 PM

Hey Kenny - In the end this is going to be a great class to help sharpen me. I can see the positive in it. It's getting there that is a bit tough right now! :)

David

Reply   Forward

Subject: Re:Critique Template   **Topic:** The "B" Lounge
Author: David Robertson   **Date:** September 26, 2011 7:38 PM

Richard - I appreciate your comment here. You have provided many of us great insight into some of these assignments. A week or so ago, I even looked up your photo and read your profile in the roster just to see "who is this guy?" he's obviously got it together! I brings me some small comfort to know that students that are advanced beyond me are having to carefully sort through this stuff as well.

There's a great scene from "Finding Nemo" that I watched (again) over the weekend. A school of fish are caught in a net and are being dragged to the surface when Nemo's daddy clown fish tells everybody to swim together down toward the bottom. When they all pulled together they broke the net and escaped! It's a great scene and the point ifor us might be "just keep swimming!" and let's keep pulling together and we'll make it through this class well enough. - David

Reply   Forward

Subject: Robertson - Four-Article C&S Sample Paper   **Topic:** The "B" Lounge
Author: David Robertson   **Date:** September 26, 2011 2:43 PM

For what it's worth, I've attached my final draft that I will submit WED if anybody wants to take a look at it. Once I get it back, depending on my grade, I'll use it as a template for the six-article C&S.

I compared it to the grading rubric. I used Nancy Mortensen's revised portrait template. I submitted it twice to Smarthinking.com. I had the MTSU Writing Center look at it. I spent 1.5 hours with a research coach at MTSU to critique my paper and help me fill in the grid. I reviewed Dr. B's PPT and emailed him several times so...why I am still unsure about handing this silly paper in? ha ha

David

Attachments: 8484_fourarticlecritiqueandsynthesis_dsr.docx

Reply   Forward

Subject: Robertson-Articles   **Topic:** Discussion Three
Author: David Robertson   **Date:** September 27, 2011 1:00 PM

Now that I have a research problem nailed down, it helps bring focus to my article

procurement. My primary and secondary questions are:

"What makes library services for the visually impaired patron innovative, effective, and successful? What are the indicators based on the literature?"

For this posting, I have located two refereed articles that are helping me begin to answer my research questions.

Article #1

Bonnici, L.J. Maatta, S.L, & Wells, M.K. (2009). US national accessibility survey: Librarians serving patrons with disabilities. *New Library World, 110*(11/12), 512-528.

The purpose of this research paper is to determine the current status of user services in libraries to persons with disabilities in the United States. It seeks to offer insight on how emerging technologies are impacting disabled students and presents the case for equal access and universal design to benefit all patrons.

After conducting a literature review, the authors released a web-based survey to 128 library professionals in every state in the continental United States. The survey consisted of 27 questions with one open-ended question to provide additional information. The survey solicited information in six primary areas: user services, LIS education, patron demographics, career opportunities, state & local services, and librarian demographics. The survey population was limited to active members serving the National Library Service for the Blind and Physically Handicapped (NLS/BPH).

The authors report that data analysis reveals that special needs patrons will face challenges on many levels in the next decade. The authors write:

> Loss of vision and hearing are two documented effects of aging ... Based on these demographic statistics, there will be an increased need for delivery of services to the people with vision and hearing impairment, placing further demand on assured equal access to information. (Bonnici, Maata, & Wells, 2009, p. 521)

Findings from this survey can assist librarians in planning the delivery of information services to disabled patrons. Librarians can help create awareness to shift services from special access (a segregated area to deliver services to the disabled) to universal design (services embedded throughout all-access areas). The article concludes with the authors asserting that professional librarians will play a central role in assuring equal access for patrons with disabilities.

Article #2

Samson, S. (2011). Best practices for serving students with disabilities. *Reference Services Review, 39*(2), 260-277.

This paper written by Sue Samson seeks to establish a set of best practices for serving disabled students using library services. The author writes extensively about the effects and implications of the American with Disabilities Act (ADA) of 1990 and more recently, about compliance to new 2010 Department of Justice regulations. The article underscores the importance of universal design. The author contends that while equal access is a civil right to disabled Americans, best practices can also help improve services for all patrons.

Samson conducted exhaustive research by making on-site visits of eight academic libraries in four states in the Rocky Mountain region. The author interviewed the librarian most directly responsible for library services to disabled patrons. She also observed and

documented physical access to and within each library facility. Further, she collected data on services, management practices, and investments for future services to disabled patrons. Finally, the author examined if each library's service model was either reactive (responded to complaints of disabled students to comply with reasonable accommodations) or proactive (initiating universal design).

The article produced some interested results. For example, self-reporting students with disabilities were the largest minority group and three universities and second largest at another three campuses. Five libraries based their service to this user group only on complaints while three were ardently pursuing universal design. None of the eight campuses had best practices protocol in place.

Samson (2011) concludes her research by stating: "All decisions about services, collections, and redesign should automatically include the perspective of universal access" (p. 274). The author closes her article by proposing a list of best practices based on her research in the areas of demographics of library users, physical accessibility, services, and management and investment.

Attachments: 8484_article5_dsr.pdf 8484_article6_dsr.pdf

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Robertson-Articles   **Topic:** Discussion Three
Author: David Robertson   **Date:** September 27, 2011 9:48 PM

Kelly - Thank you for reading my post. Did you realize that it takes some low vision or blind students up to 8 hours to do their research in finding the right articles for the assignments? Further, once they find an article of choice, in the publisher elected not to publish in a PDF format that will talk to screen readers, then it's a bust and the poor student has to start over. One would that PDF means that anybody with a Mac, Windows, Linux, etc. device can easily read them, right? Wrong. Text-to-speech readers are picky and one type PDF does not fit all end user needs. As I am digging into my articles with my refined research question, I am discovering that the marginilization of visual impairmed users is still a stark reality in an enlightened society albiet much progress has been made. - David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Robertson-Articles   **Topic:** Discussion Three
Author: David Robertson   **Date:** September 29, 2011 6:50 PM

Richard - Thanks for commenting on my posting. There is an abundance of high quality research articles on visual impairments and I'm certain there would be on the hearing impaired as well. - David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Cieutat - Approaches, Context, and   **Topic:** Discussion Three
Target Population I learned from the Articles
Author: David Robertson   **Date:** September 28, 2011 3:23 PM

Sherry - I enjoyed reading your post. As I was pondering what lessons I've learned

from this module's exercise, a big idea surfaced when I read your statement:

"The 'default culture' refers to out of date school practices such as a focus on high stakes testing. These schools are becoming irrelevant and disconnected from reality (Roberson, 885)."

I appreciate that you are looking into this topic because its relevance is paramount. I couldn't help but think of my friends who are missionaries to Jamaica. If you want to talk about high stakes testing, Google the practice in Jamaica. My friend tells me that the children he serves often have only one shot - a single test - to determien not where they will attend high schooll but if they will get to attend. He said that their entire future in many cases rests on a single test score. He lives among the indigenous people group and this is the life they live as recent as the past 5 years. School reform is a great idea but what if there are not enough seats to accomodate the huge influx of students? Who or what determines who gets an education and who will be an uneducated laborer in the culture? According to the missionary, the determining factor is one colossal high stakes test. - David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Purcell-Approaches, Context, and Target Population I Learned from the Articles

Author: David Robertson

Topic: Discussion Three

Date: September 28, 2011 3:15 PM

Hi Laura - I am glad you are interested in digital portfolios as it pertains to art. This is an intriguing field and I can see why you are interested in researching it.

I saw a stark difference in your first article summary as the authors took a full two-years to study the research problem while mine own design plan for researching innovative, creative adaptations for visually impaired students spans a mere two-weeks of surveys and interviews!

Theoretically, I might get better results if I proposed research over a two-year period of time but the problem with working with college students is that much of your target population will have graduated if you wait too long! - David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Tompkins-D3.Articles

Author: David Robertson

Topic: Discussion Three

Date: September 27, 2011 10:50 AM

Joe - You were able to locate 2 good articles for your research problem. Thanks for helping me understand "multimodality" and "interactivity," two new terms to me. -- David

🔒 (Message locked, no replies/forwards allowed)

Subject: Robertson-Approaches, Context, and Target Population I Learned From the Articles

Author: David Robertson

Topic: Discussion Three

Date: September 28, 2011 12:47 PM

NOTE: Re-post with the appropriate subject title - DSR

Now that I have a research problem nailed down, it helps bring focus to my article procurement. My primary and secondary questions are:

"What makes library services for the visually impaired patron innovative, effective, and successful? What are the indicators based on the literature?"

For this posting, I have located two refereed articles that are helping me begin to answer my research questions.

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The purpose of this research paper is to determine the current status of user services in libraries to persons with disabilities in the United States. It seeks to offer insight on how emerging technologies are impacting disabled students and presents the case for equal access and universal design to benefit all patrons.

After conducting a literature review, the authors released a web-based survey to 128 library professionals in every state in the continental United States. The survey consisted of 27 questions with one open-ended question to provide additional information. The survey solicited information in six primary areas: user services, LIS education, patron demographics, career opportunities, state & local services, and librarian demographics. The survey population was limited to active members serving the National Library Service for the Blind and Physically Handicapped (NLS/BPH).

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Findings from this survey can assist librarians in planning the delivery of information services to disabled patrons. Librarians can help create awareness to shift services from special access (a segregated area to deliver services to the disabled) to universal design (services embedded throughout all-access areas). The article concludes with the authors asserting that professional librarians will play a central role in assuring equal access for patrons with disabilities.

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- David

Attachments: 8484_article5_dsr.pdf 8484_article6_dsr.pdf

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Robertson-Approaches, Context, and Target Population I Learned From the Articles

Topic: Discussion Three

Author: David Robertson

Date: September 28, 2011 2:16 PM

Joe - Your post here helped me a great deal in putting together my on comments. I think you are absolutely correct in that the empathy I feel for my target population will only enhance the conclusions I arrive at. Many thanks!! David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Robertson-Approaches, Context, and Target Population I Learned From the Articles

Topic: Discussion Three

Author: David Robertson

Date: September 30, 2011 11:38 AM

Nan - Your media center is blessed to have you as part of of it. Because your heart is tender towards those with impairments (self-reported or not), then your media center has a bright future indeed. Just a thought particularly with the K-12 group

where young bodies are growing at a frenetic rate...keep your eyes peeled for students that may be having discreet problems that they are not telling their teachers. My impairment, for example, which has claimed nearly all of my peripheral vision field, is an "invisible" disability. In other words, you could never tell by looking at me that I have a problem. That is, unless you hold out your hand to shake my hand and I don't respond. It's the little things that might be clues to young students who may not feel comfortable disclosing what's really going on with their bodies that is not working very well. Just a thought. David

🔒 (Message locked, no replies/forwards allowed)

Subject: Robertson-My Planned Approach, Target Context and Population   **Topic:** Discussion Three

Author: David Robertson   **Date:** September 28, 2011 2:37 PM

My primary and secondary questions are:

"What makes library services for the visually impaired patron innovative, effective, and successful? What are the indicators based on the literature?"

My journey to the above research questions has started broad and increasingly narrowed much like a shotgun blast compares with the trajectory of a rifle shot.

My target population is blind, low vision, or print disability students who utilize the Adaptive Technology Lab (ATL) at the James E. Walker Library at Middle Tennessee State University (MTSU) located in Murfreesboro, Tennessee.

In the article "US National Accessibility Survey: Librarians Serving Patrons With Disabilities," the team of three authors used a survey instrument to collect data from 128 library professionals from the 50 United States and the District of Columbia (Bonnici, Maatta, & Wells, 2009). Doubtless their survey followed the 15 principles of effective questionnaire construction demonstrated in our textbook in Exhibit 7.3 on pages 185-188 (Johnson & Christiansen, 2012). Using a qualitative research approach (more specifically an exploratory process), I intend to construct a similar questionnaire based on these principles for my target population. The questionnaire will be no more than 25 questions in length and will include demographic data, the nature of the visual disability, what reasonable accommodations has the student utilized in the ATL, and what innovative hardware/software has made them more effective. The survey I design will in particular gather the visually impaired student's perception of accomodations that they consider to be innovative, have equipped them to be more effective, and have contributed to their success in their college studies.

To supplement the survey instrument, I will also be conducting face-to-face interviews with the target population to ask open-ended questions to gain perspective on whether they feel marginalized or accepted on campus as a minority group.

Finally, I will be provide an appendix section in my research cataloguing adaptive technology hardware, software, and associated web sites for further research. The appendix will contain photo images of assistive technology in the ATL, the library,

and throughout the campus plus any other ADA compliance indicator that impacts blind or visually impaired students.

My rationale for conducting this research is that I have a vested interest in the subject matter. As a visually impaired graduate student, I personally benefited from the use of the ATL and the adaptive technology they offered on- and off-campus. My association with Amy Burks, Janet Norman, and Watson Harris are ongoing relationships and serve as a tremendous asset for my past and current success as a campus employee working in the Digital Media Studio at the library. In this case, as a researcher who shares the disability of the target population, I might offer a unique perspective that may make my conclusions more believable.

References:

Bonnici, L.J. Maatta, S.L, & Wells, M.K. (2009). US national accessibility survey: Librarians serving patrons with disabilities. New Library World, 110(11/12), 512-528.

Johnson, B., & Christiansen, L. (2012). Educational research: Quantitative, qualitative, and mixed approaches (fourth edition). Los Angeles: Sage.

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Robertson-My Planned Approach, Target Context and Population
Author: David Robertson

Topic: Discussion Three
Date: October 1, 2011 3:05 PM

Lori - Thank you for taking the time to read my post. You have posed two thoughful questions, and the last one gives me a fresh perspective on how I could better accomodate students' schedules by offering phone and electronic (Skype or WebEx) interviews. To answer your first questions, I may use either Survey Monkey or the forms feature on Google Docs to conduct online surveys which will automatically collect my data for me. Good questions and observations. Many thanks!! David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Robertson-My Planned Approach, Target Context and Population
Author: David Robertson

Topic: Discussion Three
Date: October 2, 2011 5:39 PM

Kaelin - Thank you for taking time to look over my proposed research plan. As I have been reading through my next series of six journal articles, I have discovered that although federal legislation with ADA and Section 508 of the federal code to address discrimination and compliance for disabled persons and technology access was implement more than a decade, there are still huge gaps that exist in bringing equitable access to persons with visual impairments in particular. This is especially true of database searching of scholarly articles like we are doing in this class. Most databases, as the research is showing, do not accomodate text-to-speech readers for blind persons and what would take seconds for you to do, according to quantitiative data, takes minutes or hours for others or is altogether not possible. - David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Discussion post 3 tonight   **Topic:** The "B" Lounge
Author: David Robertson   **Date:** September 29, 2011 10:50 AM

I saw that too and resubmitted mine with the correct heading. I did in within the deadline so I expect that it's not too late to do what is right. - David

Reply | Forward

Subject: Re:Kicklighter- Articles   **Topic:** Discussion Three
Author: David Robertson   **Date:** September 28, 2011 3:11 PM

Hi Cliff - Your article on SpicyNodes captures my attention with this statement:

"The authors of the article believe that the SpicyNodes application will promote creativity among students and may be a helpful application for students with disabilities."

This is similar to my own research with students with visual disabilities in library settings. I look forward to reading more about your findings in future posts. - David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Upshaw - My Planned Approach, Target Context and Population   **Topic:** Discussion Three
Author: David Robertson   **Date:** September 29, 2011 3:57 PM

Cassie - You are studying a really relevant subject with blogs in the classroom. I hope you are finding lots of good articles on the topic for your next series of critique & synthesis. -- David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Sanker-Articles   **Topic:** Discussion Three
Author: David Robertson   **Date:** September 28, 2011 3:09 PM

Hi Mark - You have an interested topic to research in student response systems.

Have you used these successfully in your classes? Is your principal a firm supporter of this technology in your school and allocates funding for it?

David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Fearrington - My Planned Approach, Target Context and Population   **Topic:** Discussion Three
Author: David Robertson   **Date:** September 30, 2011 11:40 AM

Chris - I was at a meeting at McDonald's just this morning with my iPad in hand

conduocting my meeting. How cool is it for you to be in charge of 40 of these devices and be able interacts with your students with this exciting tech? David

🔒 (Message locked, no replies/forwards allowed)

Subject: Robertson-Approach, Context, and Population

Topic: POST 3: Approach, Context & Population

Author: David Robertson

Date: October 1, 2011 3:34 PM

Just to keep my research questions at the forefront of the conversation:

"What makes library services for the visually impaired patron innovative, effective, and successful? What are the indicators based on the literature?"

I will use a qualitative research approach as my research strategy.

My target population is blind, low vision, or print disability students who utilize the Adaptive Technology Lab (ATL) at the James E. Walker Library at Middle Tennessee State University (MTSU) located in Murfreesboro, Tennessee.

My second article in this latest series of submissions (articles #5 & #6) provided another key element that I will include in my research approach. Sue Samson (2011), in her article "Best Practices for Serving Students With Disabilities," conducted site visits to eight academic libraries to conduct interviews with the librarian most responsible for innovative, effective, and successful user services to disabled patrons.

Similarly, I will conduct a site visit to the ATL at MTSU. I plan to interview the ATL Coordinator, Amy Burks (aburks@mtsu.edu), and after securing her buy-in, will target 50 visually impaired students who utilize the ATL regularly to survey and interview.

The survey and interviews will be conducted in a private meeting space in the ATL over a 2-week period of time between Fall and Winter Break, 2011. For blind or visually impaired students who cannot come into the ATL during the test period, I will offer an option for Skype, WebEx, or telephone interviews at the patron's discretion.

I will also interview Janet Norman (jnorman@mtsu.edu), Assistant Director of Disabled Student Services at MTSU, to collect data regarding the campus-wide initiative to assist visually impaired students. Ms. Norman can also provide statistics of the target population of self-reporting visually impaired students at MTSU. Finally, I will interview Dr. Watson Harris (Watson.Harris@mtsu.edu), the ADA Coordinator for MTSU, and record her commentary on what reasonable accomodations the University is providing for the blind or visually impaired student population and how ADA compliance has impacted the budget.

Based on the reading in chapter 5 of the course textbook on "Research Ethics," I will design and incorporate a consent form based on Table 5.2 – Information to include in a consent form (p. 107) – and Exhibit 5.3 – Consent form (p. 108).

Artifacts will include:

* Photographs of each adaptive technology device for the visually impaired in the ATL

* Photographs of adaptive technology for the visually impaired student in the library

* Photographs of adaptive technology for the visually impaired in other campus locations

* Photographs of ADA compliance indicators (ie., ramps, grab bars in restrooms, automatic doors that open with sensors, etc.)

* A list of web site addresses for the adaptive technology hardware for further research

* A list of the software utilized in the ATL and on the MTSU campus to accommodate the visually impaired (ie., ZoomText, JAWS, Kurzweil 3000, and other text-to-speech readers, etc.)

I will be collecting data from the surveys to determine the number of service animals that are utilized by the target population and including open-ended questions on my questionnaire to capture data for students falling into this subset of the target population. I will intentionally design my survey and interview instruments to provide specific data and input to sufficiently answer the research question: "What makes library services for you personally as a visually impaired patron innovative, effective, and successful?"

My rationale for conducting this research is that I have a vested interest in the subject matter. As a visually impaired graduate student, I benefit from the use of the ATL and the adaptive technology they offered on- and off-campus. My association with Amy Burks, Janet Norman, and Watson Harris are ongoing relationships and serve as a tremendous asset for my past and current success as a campus employee working in the Digital Media Studio at the library. I feel like a researcher who shares the disability of the target population might offer a unique perspective that might make my conclusions more believable.

Finally, in my original collection of four journal articles, there was one particular article that I would like to pull from as I construct my research plan. In the article, "Emerging Technologies Changing Public Library Service Delivery Models" by by Mary Ann Kajewski, she writes about how emerging technologies like blogs, wikis, podcasts, RSS aggregators, etc. are transforming the library system in Australia for librarians and patrons alike. I am curious to find out if these same emerging technologies and Web 2.0 tools are having a similar impact on visually impaired patrons in my target population. Is this user group benefitting from wikis, blogs, instant messaging, web conferencing, and social media like Facebook? Does adaptive technology hardware/software accomodate such Web 2.0 tools?

This should be fun! - David

References:

Johnson, B., & Christiansen, L. (2012). Educational research: Quantitative, qualitative, and mixed approaches (fourth edition). Los Angeles: Sage.

Kajewski, M.A. (2011). Emerging technologies service delivery models. Reference & User Services Quarterly, 50(4), 380-391.

Samson, S. (2011). Best practices for serving students with disabilities. Reference Services Review, 39(2), 260-277.

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Robertson-Approach, Context, and Population

Author: David Robertson

Topic: POST 3: Approach, Context & Population

Date: October 3, 2011 8:19 PM

Dr. B. - Once again I have overshot the runway! I will zero in on one target population and source of data. If I dial it down as you have said is triangulation still necesary? - David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Herrin-Approach, Context and Population

Author: David Robertson

Topic: POST 3: Approach, Context & Population

Date: October 2, 2011 5:41 PM

Jessica - I love this word that was part of the title of one of your articles - "renaissance." I encountered it as well in my own research on emerging technology in libraries and the visually impaired. I hope both of our respective fields experience the meaning of this word. -- David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Tompkins-Approach, Context and Population

Author: David Robertson

Topic: POST 3: Approach, Context & Population

Date: October 3, 2011 12:29 PM

Joe - I like your six week approach. You have thought this through and since you work in a middle school anyway this is synergy for you. Your articles just add to your knowledge base on this subject. Nice work! David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Farrington-Approach, Context, Population

Author: David Robertson

Topic: POST 3: Approach, Context & Population

Date: October 3, 2011 12:31 PM

Kaelin - I like your approach to this study for two reasons in particular: (1) It offers a departure from K-12 and involves graduate level students. The vast majority of research seems to pool in the K-12 realm at least in this class. (2) I like very much

that you are are planning research of online students. This also is a refreshing twist.

This is a terrific study from my vantage point. Thanks! David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Barnes - Approach, Context, & Population   **Topic:** POST 3: Approach, Context & Population

Author: David Robertson   **Date:** October 3, 2011 12:33 PM

Eddie - I like the specificity of your research question. I had a bit of a problem with my own until Dr. B. helped me narrow it down to a more bite-sized chunk. I also am impressed with you allocating an entire semester to do the work. This reduces the pressure on you and permits the meeting schedules to be more accomodating with your interview subjects like teachers and parents who have demanding schedules. - David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Purucker-Approach, Context, & Population   **Topic:** POST 3: Approach, Context & Population

Author: David Robertson   **Date:** October 3, 2011 12:35 PM

Sharon - Your month-long study using surveys, interviews, and observations looks like a very strong approach. You have obviously done a nice job thinking this through. David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:GRADES?   **Topic:** The "B" Lounge

Author: David Robertson   **Date:** October 3, 2011 8:23 PM

Richard - Once again, thank you for asking key questions and sharing responses. - David

Reply   Forward

Subject: Re:GRADES?   **Topic:** The "B" Lounge

Author: David Robertson   **Date:** October 4, 2011 7:47 PM

Great job, Richard. Interesting comment about the textbook web site study guide. I have been reviewing the flashcards and taking every chapter's online quiz until I consistently get 100% and if the quizzes were based on this it would be wonderful but with few exceptions that has not been my experience - David

Reply   Forward

Subject: Re:Brazile - Approach, Context, & Population   **Topic:** POST 3: Approach, Context & Population

Author: David Robertson   **Date:** October 3, 2011 9:50 PM

Shane - Nice work - beautifully layed out - very clear. David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Fearrington - Approach, Context and Population

Topic: POST 3: Approach, Context & Population

Author: David Robertson

Date: October 4, 2011 10:38 AM

Chris - I just love your researach project. I love the way it collects data but does so in a reasonable amount of responsibility for the user group. Well done. David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:White - My Proposed Methods for This Project

Topic: Discussion Four

Author: David Robertson

Date: October 9, 2011 10:57 PM

Richard - I have you to thank for a potential addition to my research plan. I had never considered a self-reporting questionnaire of administrators until I read your post. I think that's a great idea. I incorporated possibly developing a questionnaire to survey the paid student workers in the Adaptive Technology Lab for my research with visually impaired patrons. Thanks alot for the idea! - David

🔒 (Message locked, no replies/forwards allowed)

Subject: Robertson-Methods I Learned From the Articles

Topic: Discussion Four

Author: David Robertson

Date: October 9, 2011 9:44 PM

ARTICLE #7

Dermody, K., & Majekodunmi, N. (2010). Online databases and the research experience for university students with print disabilities. Library Hi Tech, 29(1), 149-160.

RESEARCH PROBLEM
What are the challenges facing visually impaired students in accessing online research databases using adaptive technology?

SUMMARY
The research design of this study involved conducting research with visually impaired students at the Ryerson University Library and the Scott Library at York University, both located in Toronto, Canada. Blind and visually impaired (also referred to as low vision or print disabled) students face significant challenges when using adaptive technology to access online academic databases. The authors contend that "libraries can assist students by providing database instruction tailored to users of screen readers and by assisting database vendors in usability feedback and in marketing options" (p. 149).

APPROACH /RESEARCH METHOD
The authors chose a qualitative research approach using a data collection process including observation and the recording of subjects using various screen readers (for

example, JAWS, Zoomtext and Kurzweil 3000).

TYPES OF DATA AND DATA SOURCES
Data were reported in two tables: Locating and reading full text articles by database (Table I, p. 154) and student rating of using screen readers to complete specific tasks by database Expanded Academic ASAP (Table II, p. 155). Two examples of the type of data the authors collected are:

1. 55% of test subjects were successful at locating two readable full text articles
2. 35% of test subjects were successful in locating scholarly articles using the Expanded Academic database.

DATA COLLECTION STRATEGY / INSTRUMENT
A total of ten undergraduate students at Ryerson University and York University participated in a study conducted in computer labs equipped with various screen readers. Subjects were asked to complete a series of search tasks in three different online databases (Expanded Academic ASAP, CBCA Complete, and Sociological Abstracts).

"For each database participants were instructed to use their screen readers to: (1) search the database for academic articles on 'women with disabilities in Canada'"; (2) identify two full-text scholarly articles; and (3) access the articles and read the first page of each article" (p. 152).

DATA ANALYSIS APPROACH
Participants in this qualitative research study completed search tasks using three different academic databases using Camtasia screen recording software to capture the results. Both video and audio documentation of the process occurred. Survey data was collected before and after each test session (p. 149).

ARTICLE #8

Byerley, S.L., Chambers, M.B., & Thohira, M. (2007). Accessibility of web-based library databases: The vendors' perspectives in 2007. Library Hi Tech, 25(4), 509-527.

RESEARCH PROBLEM
Are database vendors exceeding the bare minimum for ADA compliance to make their products accessible to the blind and visually impaired user group?

SUMMARY
The authors of this research paper contend that web-based research databases are commonplace in today's academic libraries but contend that there is a lack of accessibility for the visually impaired patron. Consequently, libraries rely on vendors to sell them database that are ADA and Section 508 compliant. This paper is unique in that it explores online database accessibility from the vendors' perspective as opposed to a more common consumer perspective.

APPROACH /RESEARCH METHOD
The authors selected a qualitative research approach.

TYPES OF DATA AND DATA SOURCES
The research design included questions and responses to vendors about their database products (Table I, pp. 513-515) and compliance with Section 508 standards (Table II, pp. 517-521).

DATA COLLECTION STRATEGY / INSTRUMENT
The research design included a web-based survey released to vendors of 17 databases offered through the Kraemer Family Library. In May 2007, the authors emailed customer service representatives with a description of the study and request to be referred to the appropriate person to survey in their organization. Using Survey Monkey, the authors designed a study composed of three main parts: General questions about product accessibility, compliance with Section 508 standards, and accessibility testing/usability studies. Featured were more commonly known vendors including EBSCO, H.W. Wilson, JSTOR, LexisNexis, ProQuest, CSA Illumina, and Thompson
Gale.

DATA ANALYSIS APPROACH
The authors of this qualitative study used a web-based questionnaire to collect data from makers of academic search databases concerning the accessibility of their products. The data was tabulated and categorized in tables using percentage values. The authors then explained the data analysis in their written commentary.

Both of these referred articles are research papers rich in data.

David

Attachments: 8484_article7_dsr.pdf 8484_article8_dsr.pdf

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Robertson-Methods I Learned From the Articles

Topic: Discussion Four

Author: David Robertson

Date: October 10, 2011 3:36 PM

Kelly - Thank you for responding. I'm with you. I like the qualitative approach much better. If I were a professional researcher, this would be my bent. - David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Robertson-Methods I Learned From the Articles

Topic: Discussion Four

Author: David Robertson

Date: October 11, 2011 4:14 PM

Nancy - Good points here. Vendors obviously want to position themselves in the most favorably light possible because the bottom line is profits. The reseachers did a good job at reporting which databases did not work well and pulled no punches in reporting it. Some vendors would not participate and they were noted as well in the study. - David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Robertson-Methods I Learned From the Articles

Topic: Discussion Four

Author: David Robertson

Date: October 17, 2011 11:04 AM

Richard - Thank you so much for taking time to respond. I know your research will be high quality because of the conscientious approach you have taken to this course in general. David

🔒 (Message locked, no replies/forwards allowed)

Subject: Robertson-My Proposed Method for this Project

Topic: Discussion Four

Author: David Robertson

Date: October 9, 2011 10:54 PM

My research question is: "What makes library services for the visually impaired patron innovative, effective, and successful? What are the indicators based on the literature?"

The pursuit of answers to these questions continues to be a process of refinement. I am seeing trends in the literature that are helping bring focus as I design my own research plan. After reading 8 articles now, I realize that I still have overshot the runway and the original scope of my research plan has been too ambitious.

My research design will include a qualitative approach and consist of observation, a survey, and interview with my target population of visually impaired patrons utilizing the Adaptive Technology Lab (ATL) at Middle Tennessee State University (MTSU). I have some great examples to help me construct my survey instrument from the articles I have read in addition to chapter 7 in our textbook on "How to Construct a Questionnaire" (p. 161). I will be guided by the 15 principles presented in the chapter and will attempt to incorporate both closed- and open-ended questions as well as some rankings.

One of the articles I attached in my previous post in the Discussion Four forum zeros in on a key obstacle to effective and successful experiences for visually impaired patrons, and that is their academic research efforts using screen readers. My research plan will include weaving this critical topic into my data instruments to collect feedback. All participation will be voluntary and my plan includes using a consent form.

The possibility exists to formulate a questionnaire for the paid student workers who provide user services for the blind or low vision patrons who frequent the ATL. I will have to create an observation checklist to guide me as I observe the patrons. It is possible that I could engage participants more conveniently by providing an alternative to take the survey in an online format. Also, I could offer the option of scheduling a telephone interview to augment a face-to-face interview. I will be collecting demographic information, data about the patron's visual disability, preferred adaptive technology, what technology is making them more successful, and how they are coping with research database challenges. The two-week data

collection period should be sufficient to collect data from up to 50 visually impaired patrons.

I believe my rationale to reduce my research plan from a campus wide approach to a single lab with the target population is appropriate to answer my research question.

- David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Robertson-My Proposed Method for this Project   **Topic:** Discussion Four

Author: David Robertson   **Date:** October 13, 2011 8:29 PM

Laura - Yours is a good word and timely too. It helps to hear another perspective. My tendency is to take way too big a bite on most projects at home or church and as a result I've gotten egg all over my face sometimes! This class is helping me to tone it down and zero in on a specific topic, a specific research question, using a specific approach. I am learning valuable lessons in this class that I believe will pay off as I go forward in my degree. - David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Robertson-Similarities   **Topic:** Discussion Four

Author: David Robertson   **Date:** October 17, 2011 11:05 AM

Traci - Hi! You found a common denominator in both of our studies. Audio books are a wonderful tool for the visually impaired and these days there are many viable options to deliver the content. Thank you! - David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Massey-My Proposed Methods for This Project   **Topic:** Discussion Four

Author: David Robertson   **Date:** October 10, 2011 3:53 PM

Kelly - I find myself fascinated with your research question. I think it is so relevant in our educational system. I have read many articles throughout my courses in this degree and a recurring theme from many teachers is once they publish class web pages, blogs, etc. often the parents aren't motivated enough to use it. There seems to be a tension that exists between busyness and apathy when it comes to parent motivation and involvement in the education of one or multiple children in the system. - David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Tompkins-Methods I Learned from the Articles   **Topic:** Discussion Four

Author: David Robertson   **Date:** October 10, 2011 3:46 PM

Joe - Great post! Your first article provide an obvious difference from my own

collection. You write:

" The study had a staggering population of over 140,000 respondents... including middle and secondary students and their parents."

Staggering is the right adjective here! One of the research studies I have in my collection used a test group of ten visually impaired students! In fact, I cited this as one of the limitations of the research. Another author did site visits to 8 academic libraries to assess accessibility to formulate her best practices recommendation. Here again it is difficult to present valid best practices on a cluster of universities instead of a target population of around 140,000!

David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Tompkins-My Proposed Methods for this Project

Author: David Robertson

Topic: Discussion Four

Date: October 10, 2011 3:50 PM

Joe - As I read your post today I had a question. I know your focus is on computer related instructional games but I wonder if low-tech instructional games not requiring computer technology would also have an affect on student outcomes?

Students just plain like to have fun. When the work becomes play then it's no longer work! - David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Tompkins-My Proposed Methods for this Project

Author: David Robertson

Topic: Discussion Four

Date: October 10, 2011 9:54 PM

Kelly - I loved your post here! It doesn't get much better than students learning and having a good time while doing it. It reminded me of a project that I'm doing for another class where I am reporting on improving child and adolescent health. The University of South Florida is doing some sensational research in developing "active learning" labs where they are combining exercise with learning.

The joyful link I included in my project that provides about 3 minutes of fun can be viewed at this link:

http://www.youtube.com/watch?v=wBv1LBpHGIM

David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Herrin-Methods I Learned from the Articles

Author: David Robertson

Topic: Discussion Four

Date: October 10, 2011 7:22 PM

Jessica - I just have to tell you that you nailed it with your article search relating perfectly to your research question! - David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Massey-Methods I Learned From the Articles

Topic: Discussion Four

Author: David Robertson

Date: October 10, 2011 3:41 PM

Kelly - I enjoyed reading your post today. I found similarities between your collection and mine in that one of my earlier article dealt with blog usage in libraries in Austalia. Blogging is so cool and I currently author 4 blogs personally.

According to Wikipedia, "As of 16 February 2011 (2011 -02-16)[update], there were over 156 million public blogs in existence."

Source: http://en.wikipedia.org/wiki/Blog

David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Jones-methods I learned from the articles

Topic: Discussion Four

Author: David Robertson

Date: October 12, 2011 3:51 PM

Patrick - I noticed that your first article is from Turkey. Two of my articles featured studies from countries outside the USA. I think it is important to bring that perspective into our discussions. Sometimes, as Americans, we can get narrow sighted and suppose that we are ont the cutting edge. Having traveled international for missions work with my church, I have noted that there are other countries like Malaysia, Singapore, etc. that enjoy better technology, more modern aircraft, etc. than we do. - David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Ethics modules

Topic: The "B" Lounge

Author: David Robertson

Date: October 13, 2011 8:55 PM

The more I read this thread the better I feel! I spent at least 7 hours on this course and had to do the 100% one over and over and over again! :) David

Reply   Forward

Subject: Re:Sanker-My proposed methods for this project.

Topic: Discussion Four

Author: David Robertson

Date: October 13, 2011 9:03 PM

Mark - I personally appreciate you taking on a study involving my own demographic, students with disabilities. Thank you for doing work in this area and for considering what to this day remains at times a marginalized user group. - David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Sanker-My proposed methods for this project.   **Topic:** Discussion Four

Author: David Robertson   **Date:** October 13, 2011 10:40 PM

Hanging in there buddy. You're going to make it!! David :)

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Huss- My propsed methids for this project.   **Topic:** Discussion Four

Author: David Robertson   **Date:** October 13, 2011 9:01 PM

Megan - I am impressed with your research design. The survey using the Likert scale and hybrid approach to teaching are nice touches. - David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Williams-My proposed methods for this project   **Topic:** Discussion Four

Author: David Robertson   **Date:** October 13, 2011 8:59 PM

Traci - Your research plan is involved and will doubtless produce some helpful findings. A question I had concerned the time frame. If your test subjects are going to listen to 4 audio books (2 of their choice and 2 assigned), how long are you going to give them to complete this? - David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Williams-My proposed methods for this project   **Topic:** Discussion Four

Author: David Robertson   **Date:** October 14, 2011 4:31 PM

Traci - I love the audio book research. Students can fulfill your research requirements over a wide vareity of hardware, Internet, and mobile device platforms. - David :)

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Template   **Topic:** The "B" Lounge

Author: David Robertson   **Date:** October 14, 2011 4:41 PM

Dear All - Here's what I know: all of us are smarter than any one of us! I so appreciate Nancy digging into details that I missed on my last template. But I did quite well with my grade on the four-article C&S and I am pleased to carry it forward to my six-article review. In case anyone is interested, I have attached my six-article review just to take a peek at for template purposes, or whatever. I submitted it to Smarthinking.com 3 times and I had a Research Coach at MTSU scrutinize it for 1 hour yesterday and he was pleased with it.
Of course, Dr. B.'s opinion is ultimately the only one that matters on whether my

content is good, but as far as the template goes, I think it's a keeper for at least the six-article C&S. -- David

Attachments: 8484_sixarticlecritique__new3_dsr.docx

Reply   Forward

Subject: Re:Template   **Topic:** The "B" Lounge
Author: David Robertson   **Date:** October 14, 2011 7:01 PM

I just submitted mine after reading through it with a fine tooth comb (as best a visually impaired guy with trifocals can! ha ha)

It's crazy...I found some spacing errors, grammar erros, a lousy sentence or two, and I completely left out the "methodology" section on one article! Arghh!!!

My advice - proofread that puppy!

I also have my mother-in-law look over my stuff too and she catches alot I just can't see because I'm all up into the paper.

Here's an idea from the peanut gallery: Select a partner in this class and offer to proofread their paper if they will proofread yours. The "buddy system" is a good thing!

Best and blessings to each of you on this submission!

David

Reply   Forward

Subject: Re:Template   **Topic:** The "B" Lounge
Author: David Robertson   **Date:** October 15, 2011 4:07 PM

Mandy and Nancy - It is so funny that you should make the remarks on a 15 point assignment. I just turned in a case study I did for another class worth 200 points. At the end of the day it's the grading scale that matters but I can't remember ever working harder for 15 points!! David :)

Reply   Forward

Subject: Re:midterm survey?   **Topic:** The "B" Lounge
Author: David Robertson   **Date:** October 14, 2011 4:44 PM

Hi Laura - I think this is no longer applicable. In an email to the class on OCT 9th, Dr. B. wrote:

"Given that these articles need to be research based and should have data and data analysis, I decided to EXTEND the due date to October 15, Saturday. We will do away with the midpoint reflection survey that is due that day."

David

Reply Forward

Subject: Re:White - Types of Data   **Topic:** Post 4: Data and Data Collection Strategies
Author: David Robertson   **Date:** October 17, 2011 12:15 PM

Richard - Good explanation and I like your Word survey instrument. Very easy for the participant to take. - David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Stratton-Types of Data   **Topic:** Post 4: Data and Data Collection Strategies
Author: David Robertson   **Date:** October 17, 2011 2:11 PM

Alicia - Nicely done! - David

🔒 (Message locked, no replies/forwards allowed)

Subject: Robertson - Type of Data   **Topic:** Post 4: Data and Data Collection Strategies
Author: David Robertson   **Date:** October 17, 2011 4:13 PM

Research question (slightly modified): "What opportunities and challenges do visually impaired patrons face in academic libraries? What are the indicators based on the literature?"

Data Collection: Using a nonexperimental qualitative approach, I want to use surveys and interviews as my primary instruments of choice. My target population is 50 students who are (a) registered with the Disabled Students Services office at Middle Tennesee State University (MTSU), and (b) users of the Adaptive Technology Center (ATC) in the James E. Walker Library.

The attached Word document contains a series of instruments that I will employ including:

* Consent form (target: 50 subjects)

* Survey of visually impaired patrons to the ATC (target: 50 subjects)

* Student workers questionnaire (self-reporting)(target: 5 subjects)

* Target population interview questions (target: 20 subjects)

* Observation test (target: 5 subjects)

Since taking the research ethics course and reading about it in our textbook, I wanted to practice developing a consent form so that's why I included it in my instruments. - David

Attachments: 8484_researchplaninstruments_dsr.docx

🔒 (Message locked, no replies/forwards allowed)

Subject: Robertson - Issues/Limitations   **Topic:** Post 4: Data and Data Collection Strategies
Author: David Robertson   **Date:** October 17, 2011 4:49 PM

Research question: "What opportunities and challenges do visually impaired patrons face in academic libraries? What are the indicators based on the literature?"

Isssues: Life in general is more complicated for persons with visual impairments and working with this population may involve some extenuating issues. Just as teachers must provide "reasonable accomodations" for students with disabilities (longer test times, digital recording of instructions for later playback, assignments in an alternative format, etc.), so as a researcher I must be prepared to provide the same reasonable accomodations if necessary. Life occurs at a slower pace for those who have to take extra time to navigate to class and through web pages. I may have to expand the time allocated (2 weeks for the research period initially) and 15-minute interview periods accordingly. The emphasis in this research plan will be on the comfort level of the participant not the convenience of the researcher.

Limitations: I already know that since I have limited the research to students who (a) are registered with Disabled Student Services on the MTSU campus and (b) those who utilize the Adaptive Technology Center in the library, that I will miss a large sampling of the visually impaired population who do not meet these criteria. My journal articles have reported that there is a significant number of visually impaired students who do not self-report due to the stigmatization factor. Patrons of academic libraries who are visually impaired are either not using adaptive technology at all or quite possibly using it incorrectly because they have never been trained on these devices and/or software to help them. Sadly, this is a missed opportunity for them to overcome their challenges.

Data Collection: Realizing that I cannot devote two entire weeks to "camp out" in the ATC 8-10 hours per day to collect data ove a 2-week period, my data collection strategy includes producing the instruments (hardcopy and online versions of the survey) and then training ATC student workers how to implement the survey to ATC patrons. I can train them indivdually or in a group face-to-face, or I can host a webinar using WebEx at a mutually agreed upon time and record it for those who cannot attend the webinar.

My plan is to pay daily on-site vists to the ATC to distribute surveys, conduct on-the-spot interviews with willing participants, and schedule future interviews. Further, I will conduct observation tests on the database search criteria using speech reader technology until my quota is met.

All the survey, interview, and observation data will be funneled to me from which I will write my research report. Further, I will look for trends in the data to create tables of statistics to include in the report.

I would be seeking to identify greatest opportunities and greatest challenges the visually impaired patron is facing. I will be exploring and investigating what are the best hardware / software solutions that are providing opportunities for patrons to

overcome (or at least co-exist) with their visual disability. I will compare their perspectives with the results of the student volunteer self-reporting surveys to see if any discrepancies exist between the two groups.

Finally, I would take the findings and share them with the Coordinator of the ATC (Amy Burks), the Assistant Director of the Disabled Student Services office at MTSU (Janet Norman), the ADA Campus Coordinator (Dr. Watson Harris), and the James E. Walker Library subcommittee in charge of providing reasonable accomodations for patrons with disabilities. - David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Mortensen - Issues/Limitations   **Topic:** Post 4: Data and Data Collection Strategies
Author: David Robertson   **Date:** October 18, 2011 5:37 PM

Nancy - I admire your plan of action. I am also interesting in your quantitative approach. I am using a qualitative approach for mine and my interest is tweaked on others in the class who are using a quantitative perspective. - David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Brackett-Issues/Limitations   **Topic:** Post 4: Data and Data Collection Strategies
Author: David Robertson   **Date:** October 18, 2011 5:40 PM

Lauren - I really like that you are using Camtasia Studio to capture data. In one of my research articles with visually imaired students, the research team did exactly the same thing (including audio) to capture the experience of the participants click-by-click. - David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Cieutat - Challenges/Issues/Limitations   **Topic:** Post 4: Data and Data Collection Strategies
Author: David Robertson   **Date:** October 18, 2011 5:41 PM

Sherry - I really appreciated this particulary explanation in your post:

"Technology integration questions are the best way to elicit details concerning teachers technology use and comfort level. If the goal is to find out "what" teachers are to know and "do" to successfully integrate technology in the classroom, then qualitative data will be necessary in order to attempt to answer this research question."

I like how you are thinking your way through this plan. Nicely done. - David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Farrington-Challenge/Issues/Limitations   **Topic:** Post 4: Data and Data Collection Strategies

Author: David Robertson   **Date:** October 18, 2011 5:38 PM

Kaelin - Your plan sounds well thought out. Your qualitative approach with open-ended questions should yield some good results on your research question. - David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Huss- Types of Data   **Topic:** Post 4: Data and Data Collection Strategies
Author: David Robertson   **Date:** October 20, 2011 3:19 PM

Megan - It looks like you put some thought into your 20 questions on your testing instrument. I see that it is anonymous. I wonder if it might be helpful to put the numbers 1..10 underneath so that respondents might find it easy to just circle their rating? - David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:quiz comments   **Topic:** The "B" Lounge
Author: David Robertson   **Date:** October 25, 2011 7:33 PM

I did better too but still way below par of what's "normal" for me! David

Reply | Forward

Subject: Re:new computer updates   **Topic:** The "B" Lounge
Author: David Robertson   **Date:** October 24, 2011 10:49 PM

While it is true that you can save all your docxs, PPTXs, XLSXs, etc. to PDF, CutePDF still came in handy when I needed to use it as a print driver. I used it quite a bit in Internet Tools class with Dr. Bray. You may want to download it just in case. - David

Reply | Forward

Subject: Re:Tompkins-Most Liked Example   **Topic:** Discussion 5: Critique a Proposal
Author: David Robertson   **Date:** October 25, 2011 9:03 PM

Joe/Richard - I appreciate you guys taking the lead to provide excellent posting examples in DB 5. It helps me to validate what I'm seeing in the readings as well. David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Research Plan Instructions   **Topic:** The "B" Lounge
Author: David Robertson   **Date:** October 25, 2011 7:31 PM

As a staff pastor, I have speaking responsibilities every Wednesday night If it weren't for the fact that I'm in a different time zone I would have to miss 5 entire services! I'm 30 minutes late as it is slide into position to speak just in the nick of time! The synchronous meetings (6 total) is really a challenge! David :)

Reply | Forward

Subject: Re:Research Plan Instructions **Topic:** The "B" Lounge
Author: David Robertson **Date:** October 27, 2011 1:44 PM

Hey Richard - I think many of us are empathetic to how you are feeling right now. I'm getting my money's worth out of this course on building my character! My bent to be a very postive person is being severely tested!

I'm going to work this weekend on taking the guidelines rubric and a few good examples of vetted research design plans and build my own outline. I think I will actually cut & paste into each section the minimum requirements (like 150-300 words) and shoot for the minimums to try to keep the paper more manageable, at least in my mind.

Further, I emailed a former professor and a former student who I know have taken 8484 with Dr. B. and asked for advice and a sample paper that is a topic notch example. I've attached an article on mixed research that one student who got an "A" in 8484 sent me in reply. I'm going to read this example, take a good look at the literature review in paper #1 in our DB5 exericse, and then see what I can cut & paste out of my 4- and 6-article C&S assignments. I'm going to allow myself to think "draft" and not final submission to help me emotionally get through to NOV 3rd deadline.

Hope that helps somebody a little bit.

David
"Inch by inch it's a cinch, yard by yard it's hard!"

Attachments: teachers_beliefs_palak.pdf

Reply Forward

Subject: Re:Research Plan Instructions **Topic:** The "B" Lounge
Author: David Robertson **Date:** October 28, 2011 1:30 PM

Nan - Thank you for your comment. I can't speak for Richard but I feel some comfort in exchanging ideas and doing what we can to lend support to one another. - David

Reply Forward

Subject: Re:Research Plan Instructions **Topic:** The "B" Lounge
Author: David Robertson **Date:** October 28, 2011 1:30 PM

Traci - You are going to make it! One foot in front of the other....David

Reply Forward

Subject: Re:Research Plan Instructions **Topic:** The "B" Lounge
Author: David Robertson **Date:** October 28, 2011 1:37 PM

Alicia - I am laughing out loud as I read your post! I was thinking the same thing! - David

Reply   Forward

Subject: Re:Research Plan Instructions   **Topic:** The "B" Lounge
Author: David Robertson   **Date:** October 28, 2011 1:41 PM

Nancy - I hate to even face the obvious, but in addition to this paper somehow I/we have to find time to read 4 chapters of the text and prepare for the quiz! Who hoo! David :)

Reply   Forward

Subject: Robertson-Most Liked Example   **Topic:** Discussion 5: Critique a Proposal
Author: David Robertson   **Date:** October 25, 2011 8:10 PM

While research plan # 3 had a pair of well designed tables and I thought the "Next Steps and Reflection" section was a nice touch, I still preferred research plan #1. The research question being the first sentence was a bold and wise move whereas research plan #2 buried the question deep into the paper.

The literature review was a model for me to read and re-read to understand how to do it right. Unless my math is wrong, I counted no less than 25 in-text citations in this section. What that tells me is that the author allowed the literature to write the review section with the author providing phrases to connect ideas in a logical fashion. Everything appeared to meet rubric requirements including APA formatting and styling. The timeline table looked especially good and I liked that it wasn't double-spaced like in research plan #2 - it looked cleaner and sharper.

The author goes into thorough detail to express precisley how the plan would be executed (open- or close-ended questions, chi-squares, etc.). Another researcher could likely take the paper "as is" and replicate the study in another academic location with good results.

The five italicized points for teacher professional development helped the reader to capture big ideas from the literature. The citations point to a good reference section if further study is desired. The survey in Appendix B seems to have used the 15 principles for creating good questions that we learned about in chapter 7 of our textbook entitled "How to Construct a Questionnaire" (161).

For these reasons, in my opinion, research plan #1 represented the best sample of the group. - David

Burke, J., & Christensen, L. (2012). Educational research: Quantitative, qualitative, and mixed approaches (fourth edition). Los Angeles: Sage.

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Robertson-Most Liked Example   **Topic:** Discussion 5: Critique a Proposal
Author: David Robertson   **Date:** October 27, 2011 12:10 PM

Jessica - Like you, I was impressed with the literature review portion of example #1

in particular. I think this may be a good model to follow as well. - David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Robertson-Most Liked Example   **Topic:** Discussion 5: Critique a Proposal
Author: David Robertson   **Date:** October 27, 2011 12:09 PM

Patrick - I'm with you. Just because a paper is longer doesn't necessarily mean it is better than a shorter one. I'm trying to cultivate a writing skill where I am able to be more succint and eliminate as many words as possible and still get my point across. - David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Robertson-Most Liked Example   **Topic:** Discussion 5: Critique a Proposal
Author: David Robertson   **Date:** October 27, 2011 12:12 PM

Kelly - Great question you pose. I tend to agree with what you wrote as your shared your own opinion on the matter. I think a reader can tell if an author is just trying to add superfluous citations, points, data, etc. that isn't really helpful or meaningful. I've read lots of reports where the author droned on and on and took a paragraph to say a sentence. - David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Herrin-Most Liked Example   **Topic:** Discussion 5: Critique a Proposal
Author: David Robertson   **Date:** October 25, 2011 9:41 PM

Jessica - You, Richard, Joe, and myself, so far, all have SIMILAR opinions on research plan #1 being the best of the three plans offered as examples. I will be interested to read your take later in the postings on what you select as your least liked to see if there is even further consensus. - David

🔒 (Message locked, no replies/forwards allowed)

Subject: Robertson-Least Liked Example   **Topic:** Discussion 5: Critique a Proposal
Author: David Robertson   **Date:** October 25, 2011 9:35 PM

Of the three examples provided, research plan #2 appears to be the weakest, in my opinion. The author would have benefitted from partnering with the UWG Writing Center or submitting his or her paper to Smarthinking.com. The abstract seemed to be superfluous and contained multiple paragraphs. The research question required diligence from the reader to locate. While there are no page numbers on the document, I printed it out and on the second printed page, there is a quotation that looks to be more than forty words requiring a block quote format. The paper is littered with APA formatting and styling violations including the reference page.

There was excessive use of the first person in the paper which may have more appropriately been written in the third person. Some sentences did not make sense. For example:

"I would like research to find out what technology is available and what technology would (sic) appropriate for students in my age group."

Statements are made that beg a citation to back them up but none are provided. For example:

"The difficult part of incorporating technology is finding software programs or Web 2.0 applications that are effective." [Here is a good place for elaboration, a citation from a literature review study, etc. to help the reader understand the claim.]

Another example:

"Also, planning for the incorporation of technology can be time consuming." [Strong statement, no explanation, evidence, proposed plan to explore, etc.]

Here's one final example: "Through reading and writing, the use of technology can allow students to interact with other students in another state or even in another country." [Even in context the sentence doesn't seem to make sense.]

In comparison with the other two research plans, this effort, however well-intentioned, falls considerably short.

The author makes a statement in the research plan that helped me to select an article that might have been helpful to include in the literature review. Here is the statement:

"The difficult part of incorporating technology is finding software programs or Web 2.0 applications that are effective."

I want to give credit to Terrie Ponder who originally exposed me to the article I would like to recommend in way back in our Discusson Board Two postings. Her article, in my opinion, is precisely what the author of research plan #2 needed to help his or her research have a better grasp of how to successfully diffuse Web 2.0 technologies in the classroom.

Light, D. (2011). Do Web 2.0 right. Learning & Leading with Technology, 38(5), 10-12,. Retrieved from http://www.eric.ed.gov/PDFS/EJ914323.pdf.

Attachments: 8484_db5article_dsr.pdf

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Robertson-Least Liked Example   **Topic:** Discussion 5: Critique a Proposal
Author: David Robertson   **Date:** October 27, 2011 12:13 PM

Hi Cassie - Thank you so much for your comments. I am encouraged! Holding authors accountable for what they write is a good thing, I should think. -- David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Kicklighter-Lessons Learned   **Topic:** Discussion 5: Critique a Proposal
Author: David Robertson   **Date:** October 27, 2011 12:17 PM

Cliff - Thanks so much for replying to my post. This particular post has been one of my more pleasant experiences in this class. I really learn alot from looking at samples and seeing what is working and not working in comparison.

I'm seeing a consensus emerge that example #1 was a top contender, but I even still this author wrote a good deal in the first person. I thought that was a no-no. What do you think and what would you suggest I write in my rough draft for November 3rd? Should I write it all in third person? David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Kicklighter-Lessons Learned   **Topic:** Discussion 5: Critique a Proposal
Author: David Robertson   **Date:** October 28, 2011 1:31 PM

Hi Nan - I would be very interested in what you find our regarding Dr. B.'s preference on first- or third-person. I want to incorporate what you find out into my draft. Muchas gracias! David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Kicklighter-Lessons Learned   **Topic:** Discussion 5: Critique a Proposal
Author: David Robertson   **Date:** October 30, 2011 6:40 PM

Hi Nan - Thanks very much for conveying this info to me. I will write accordingly in third person. I appreciate it so much. David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Robertson-Least Liked Example
PONDER SIMILARITIES   **Topic:** Discussion 5: Critique a Proposal
Author: David Robertson   **Date:** October 28, 2011 1:33 PM

Terrie - Choosing the same article is too funny! As I was re-reading the posts, I felt your article was simply perfect to strengthen example #2. You are doing a good job! David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Robertson-Least Liked Example   **Topic:** Discussion 5: Critique a Proposal
Author: David Robertson   **Date:** October 28, 2011 1:34 PM

Sherry - I'll share a little secret with you. I hire my mother-in-law to proofread all of my papers before submission. I pay her in chocolate Dairy Queen milkshakes! No kidding! - David :)

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Robertson-Least Liked Example   **Topic:** Discussion 5: Critique a Proposal

Author: David Robertson   **Date:** October 30, 2011 6:44 PM

Hey Richard - I love the Word markup features and use it constantly when asking for proofreading assistance.

David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Robertson-Least Liked Example   **Topic:** Discussion 5: Critique a Proposal
Author: David Robertson   **Date:** October 28, 2011 5:11 PM

Alicia - Your post is a bright spot for me as I took a break from writing my research proposal! Thanks so much. David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Robertson-Least Liked Example   **Topic:** Discussion 5: Critique a Proposal
Author: David Robertson   **Date:** November 2, 2011 1:32 PM

Chris - You are right on in your observations. The tough part about critiquing someone else's work is that we are painfully aware of our own shortcomings. Nevertheless, it is always good for people to look at our work in a fresh perspective and see things that we overlook simply because we are so close to the work. - David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Robertson-Least Liked Example   **Topic:** Discussion 5: Critique a Proposal
Author: David Robertson   **Date:** November 3, 2011 12:14 PM

Kenny - It is so funny how you perfectly described some of the journal articles I've had to read in my research that are not written plainly and are filled with words that make the reader strain to comprehend exactly what the author is trying to say. I've always tried to say more with less words and keep the cookie jar on the lower shelf so everybody can easily reach them. - David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Herrin-Least Liked Example   **Topic:** Discussion 5: Critique a Proposal
Author: David Robertson   **Date:** October 27, 2011 12:18 PM

Jessica - Nice article you attached! David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Kicklighter- Most Liked Example   **Topic:** Discussion 5: Critique a Proposal
Author: David Robertson   **Date:** October 27, 2011 12:21 PM

Cliff - I appreciate you catching something that I missed in my look-over of example #1. The difference lies in your good observation that a conclusion was missing. I think you are exactly right in pointing out that this exercise is a research plan and

not a full-blown program evaluation. No implications can be made because the research plan was not executed. Thanks for helping me see a little more clearly. -- David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Kicklighter- Most Liked Example   **Topic:** Discussion 5: Critique a Proposal
Author: David Robertson   **Date:** October 28, 2011 1:36 PM

Cliff - Hmmm. Now you've got me thinking! Do you think it wise to email Dr. B. on your concern? I would love for you to share your findings in the B lounge. David :)

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Farrington-Least Liked Example   **Topic:** Discussion 5: Critique a Proposal
Author: David Robertson   **Date:** October 27, 2011 1:28 PM

Hi Kailin - Good post. A lesson or two I learned after working my way through the posts include:

* An abstract doesn't always help make things clearer

* Avoid writing in first person

* Carefully proofread your work (reading it out loud, have others read it, partner with the UWG Writing Center or Smarthinking.com, etc.)

* Learn from consensus - even in this discussion board alone, I have observed that example #1 was uniformly admired and example #2 was by and large crticized as being weak. Wisdom is established in a multitude of counselors.

* Pay meticulous attention to APA formatting and styleing

* Back up big claims with research

* Be detailed but not unnecessarily detailed

* Longer research papers are not necessarily better research plans

These are a few of the take aways for me from this very helpful discussion board. - David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Farrington-Least Liked Example   **Topic:** Discussion 5: Critique a Proposal
Author: David Robertson   **Date:** October 30, 2011 7:08 PM

Richard - Coincidentally I used the instrument that the author used for #3 in my Henry County Project with Dr. Huett in my Introduction to Distance Education class. David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Research Plan Outline **Topic:** The "B" Lounge
Author: David Robertson **Date:** October 28, 2011 1:46 PM

Sharon - Please bear in mind that the sample paper is a Mixed Research Approach, but nevertheless according to the UWG professor I got it from, it's a classic paper. Hope it helps at least a little. David

Reply   Forward

Subject: Re:Blum-Most Liked Example **Topic:** Discussion 5: Critique a Proposal
Author: David Robertson **Date:** October 29, 2011 4:21 PM

Kenny - It seems that example #1 was definitely the research design of choice in our class. As you pointed out, the clearly marked section headers were helpful to organize the paper for readers. - David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Research Plan Question **Topic:** The "B" Lounge
Author: David Robertson **Date:** October 30, 2011 6:38 PM

Nancy - I agree with you - the example I shared from the student who got an "A" in 8484 is way above my head.

I just got feedback from Dr. B. on my suggested outline for my paper and I needed clarification on the timeline element because the guidelines specified a narrative (not table) format. Here is the reply from Dr. B. to give you a quick look at an approved outline and clarification on the timeline format. -- David

David,

This is a good outline.

The only comment I have is the timeline. You may include a table for better formatting but you still need a narrative to introduce the section as well as to end the section. Hope that makes sense.

Let me know if you have more questions.

Dr. Baylen

| From: David Robertson
| Subject: RE: Draft Research Plan Format/Protocol
| Date Sent: October 28, 2011 3:33 PM
| To: Danilo Dr. B Baylen(dbaylen)

| |
| |
| Hi Dr. B. - Thanks so much for this timely email! I'm working on my plan right now so this is perfect.
| |
| May I ask you to take a quick look at the outline I have put together for my plan as I have scrutinized the guidelines rubric? As a visually impaired person, I often inadvertently overlook things even though they are right in front of my face. I would feel much better moving forward with your guidance. Here's everything I thought you wanted included (in exact order):
| |
| Opportunities and Challenges for the Visually Impaired Patron
| in Academic Libraries
| David S. Robertson
| November 3, 2011
| |
| * Introduction (300-500 words)
| * Literature Review (500-1000 words)
| * Problem Statement (100-250 words)
| * Research Methodology (300-500 words)
| - Research Design
| - Types of Data
| - Data Collection Strategy
| - Data Instruments
| |
| * Plan for Data Analysis (100 to 350 words)
| - Surveys
| - Interviews
| - Observations
| |
| * Limitations or Challenges
| |
| * Timeline (Am I to understand that you DO NOT want this in table format but in narrative text only as the Guidelines indicate? - 100-300 words)
| |
| * Concluding Summary (100-350 words)
| |
| * References
| * Appendix A
| - Consent form
| * Appendix B
| - Survey 1
| * Appendix C
| - Survey 2
| * Appendix D
| - Interview questions
| * Appendix E
| - Observation parameters

End

Reply   Forward

Subject: Re:Discussion 6   **Topic:** The "B" Lounge
Author: David Robertson   **Date:** October 30, 2011 9:21 PM

Eddie - Good advice, my friend. Thanks for taking time to encourage us. David

Reply   Forward

Subject: Re:Blum-Draft   **Topic:** Discussion 6 Post your Draft Research Plan
                                                              or Proposal
Author: David Robertson   **Date:** October 30, 2011 7:12 PM

Kenny - Way to break the ice and be the first bold person to post! You are a
courgeous soul!

I just scanned your Word document but and I liked your topic headings and timeline.
I wonder if left justifying your text instead of blocking it might make some of the text
read easier and control spacing issues. Just a thought. - David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Blum-Draft   **Topic:** Discussion 6 Post your Draft Research Plan
                                                              or Proposal
Author: David Robertson   **Date:** October 31, 2011 10:11 PM

Kenny, it's my pleasure. I have had such positive experiences with my peers in this
Ed.S. degree program who have stopped what they were doing to help me, email me
samples of their work, and giving me advice when I was confused, that I am very
eager to pay it forward. David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Blum-Draft   **Topic:** Discussion 6 Post your Draft Research Plan
                                                              or Proposal
Author: David Robertson   **Date:** November 1, 2011 1:04 PM

Kenny - An easy DIFFERENCE that was I was able to spot from your paper and mine
is that you have elected to take an quantitative research method approach while I
have chosen a qualitative aproach. I would be interested to see how these play out. -
David

🔒 (Message locked, no replies/forwards allowed)

Subject: Robertson-Draft   **Topic:** Discussion 6 Post your Draft Research Plan
                                                              or Proposal
Author: David Robertson   **Date:** October 31, 2011 10:41 AM

Attached is my first draft of my research proposal. I look forward to receiving
feedback to improve it and refine it for final submission. Thanks! David :)

Attachments: 8484_proposaldraft_dsr.docx

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Robertson-Draft

Author: David Robertson

Topic: Discussion 6 Post your Draft Research Plan or Proposal

Date: October 31, 2011 1:02 PM

Traci - Well, I had it there but checked the guidelines and it didn't mention that and I replaced it with the date. I even double-checked Dr. B.'s email listing the protocol (see #6 below). What do you think I should do? David

A follow up from Wimba session on formatting protocols
| |
| | 1. Font size = 10
| |
| | 2. Font type = verdana or arial
| |
| | 3. Margin = 1 inch all over
| |
| | 4. Spacing = double spaced
| |
| | 5. Headings = all key sections
| |
| | 6. Title, Name, Date = Upper and Lower case
| |
| | 7. Footer = number at the bottom of the page and center
| |
| | 8. In-text citation = Accurate APA format 6th ed.
| |
| | 9. References = Accurate APA format 6th ed.
| |
| | 10. Orientation = portrait except for some pages in your appendix
| |
| | 11. Appendix = may not follow the margin protocol given that you may have big tables and using landscape orientation.

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Robertson-Draft

Author: David Robertson

Topic: Discussion 6 Post your Draft Research Plan or Proposal

Date: November 1, 2011 12:04 PM

Traci - Thanks alot. I will update that right away. I'm learning it pays to ask and not to assume in this class! I want to do things right! Muchas gracias! David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Robertson-Draft

Author: David Robertson

Topic: Discussion 6 Post your Draft Research Plan or Proposal

Date: November 3, 2011 8:49 PM

Richard - I'll do it. Thanks for your advice, I'll take it! David :)

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Robertson-Draft

Author: David Robertson

Topic: Discussion 6 Post your Draft Research Plan or Proposal

Date: October 31, 2011 10:20 PM

Kelly - I read your note twice because it encouraged me so much. It made spending almost my entire Saturday at my PC worthwhile! :)

I'm looking forward to reading your work. -- David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Robertson-Draft

Author: David Robertson

Topic: Discussion 6 Post your Draft Research Plan or Proposal

Date: November 1, 2011 12:03 PM

Kelly - You have done well with your draft. I started reading it last night and taking notes but I had to quit for the night. I will post later today some thoughts. I really like the way you write. It is so easy to read and you have something to say! I know your final submission is going to be outstanding. - David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Robertson-Draft

Author: David Robertson

Topic: Discussion 6 Post your Draft Research Plan or Proposal

Date: November 4, 2011 4:13 PM

Kelly - Congrats on the grant! Yay! Judging someone else's writing style can be very subjective. As long as it meets the rubric I think writing is a wonderful way to express yourself. At the end of the day, an author's writing is meant to be read. If the reader finds it so boring, technical, or wordy to wade through our words then aren't we defeating the whole purpose?

Have a wonderful weekend and thank you for your encouragement!! David :)

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Robertson-Draft

Author: David Robertson

Topic: Discussion 6 Post your Draft Research Plan or Proposal

Date: November 6, 2011 9:05 PM

Mandy - If you objective in your post was to encourage me, you succeeded! I read and re-read your post and printed off a copy to send to my 94 year old grandma (just kidding). Seriously, I have not met the person who does not, at one time or another, need encouragement and need to know, is my work even in the ballpark?

You realize, of course, that I am one of the few students in this entire Ed.S. degree that is not a full-time professional teacher. I'm a part-time minister who also works at the MTSU library who can't see worth a lick.

Comments like yours help me to see beyond my impairment, age, and unusual life circumstance all to the way to potential. Blessings to you, Mandy. - David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Robertson-Draft PONDER-DIFFERENCES   **Topic:** Discussion 6 Post your Draft Research Plan or Proposal
Author: David Robertson   **Date:** November 6, 2011 9:55 PM

Terrie - Thank you as well for taking time to read some of the things I post. It is nearly impossible to read every word everybody writes but I have to admit that I am learning a great deal from the posts I am able to read. Many thanks, Terrie. David

🔒 (Message locked, no replies/forwards allowed)

Subject: Robertson-Elements   **Topic:** Discussion 6 Post your Draft Research Plan or Proposal
Author: David Robertson   **Date:** October 31, 2011 8:24 PM

I will be reviewing Kenny Blum's research design. I enjoyed reading this paper. I have a few thoughts for Kenny to consider...

STRONG ELEMENTS

* In-text citations: Nice use of APA format in-text citations in your literature review.

* Definition of terms: I like how you defined an e-book as being an "electronic book" the first time the term appeared in the paper.

* Web referral: Nice touch to add a web site URL that the reader can go to for further study in this sentence: "…TumbleBooks (www.tumblebooks.com)."

* Quantitative approach: Since I am conducting qualitative research, I am looking forward to seeing how others like you are going to integrate a quantitative research design.

* Great sentence: "Lexile can be used to determine both a book's readability and a student's reading ability. "
Group division: I think it is helps your research validity to have an experimental group and a control group.

* Proposed Timeline – It looks like you put some thoughtful effort into developing this timeline.

* Concluding summary: I like that you restate your research question firs thing in the conclusion.

IMPROVEMENT SUGGESTIONS:

* Existing Title: Improving reading comprehension through the use of e-books. Suggested Title: Improving Reading Comprehension Through the Use of E-Books

* Acronyms: I suggest that you define for the reader what a "PDF" is in this sentence: "…In its simplest form, a PDF…" Not everyone automatically knows what a PDF is.

* Clarification: What exactly are you trying to say in this sentence: "In ever-increasing technology states, e-books can take on a very different format than the PDF file. "

* Suggestion: The word "whereas" in the following sentence could be deleted and would, in fact, help the sentence structure. Whereas usually comes after a comma or semi-colon and rarely begins a sentence. "…Whereas, TumbleBooks and Bookflix…"

* Placement of research question: Your research question appears lonely at the end of your introduction and just before your literature review section. Do you think a sentence setting up the research question might help? For example, "This data gathered from this study will help answer the following research question: What is the effect of e-books on learning comprehension among elementary students?" Alternatively, perhaps your presentation of the research question in the "Problem Statement" section is sufficient and the stand-alone line in the introduction can be omitted altogether.

* Formatting: I would suggest using a left alignment format instead of a block format to control spacing issues.

* Suggest capitalizing the title of the article. In this sentence: "In "Promoting reading: Using eBooks with gifted and advanced readers", Weber (2006)…" I'm not sure you have to use an APA reference section format. I went to the MTSU Writing Center on this for my four-article review and they had me capitalize it. You might look it up at the Owl at Perdue APA web site or in your APA 6th edition book.

* Participant selection: How many students are you expecting to participate in your study? Do you haave a consent form?

* Suggest change this citation in conclusion from: (Guernsey, 2011 and Seyit, 2010) to (Guernsey, 2011; Seyit, 2010).

* Quotation marks instead of apostrophes? "It could simply be the 'newness' of…"

* References: In the "Jones, T., & Brown, C. " reference there is no page numbers. Is that on purpose?

* In the "Robinson, S. (2011) Student Use of a Free Online Textbook. " reference you may want to use lower case on your APA reference for a journal article.

* Same with "Roskos, K., Burstein, K., You, B., Brueck, J,. & O'Brien, C." reference.

* Weber reference, are the page numbers you listed correct? 29(4), 56-56-63.

* Should "Appendices" be :Appendix A" and then list what it is?

I found Kenny's paper to very interesting on a fascinating topic. - David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Robertson-Elements

Author: David Robertson

Topic: Discussion 6 Post your Draft Research Plan or Proposal

Date: November 2, 2011 1:38 PM

Joe - Thank God you have retained your sense of humor! Not only do I agree with your comment about acronyms but the winsome way you ended your note was a hoot! Love it.

David :)

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Massey-Research Draft

Author: David Robertson

Topic: Discussion 6 Post your Draft Research Plan or Proposal

Date: November 1, 2011 1:03 PM

Kelly - As I was reading your paper, a SIMILARITY that I noticed in your literature review was that, like you, some of my articles were not research papers. This was totally my issue in the four-article criticque & synthesis assignment, which I totally resolved in the subsequent six-article critique & synthesis assignment. - David

🔒 (Message locked, no replies/forwards allowed)

Subject: Robertson-Elements

Author: David Robertson

Topic: Discussion 6 Post your Draft Research Plan or Proposal

Date: November 1, 2011 1:01 PM

It has been my pleasure to read Kelly's research draft. I have really enjoyed reading this interesting topic. I think that Kelly has a very strong start on her draft and will not have too much work to do for her final submission. Below are a few commendations and recommendations that stood out to me. - David

COMMENDATIONS
• I like the title page
• Nice abstract – much better than the one that was provided in example #2 in our discussion board 5 postings
• I through the "home element" and "school element" concept was very insightful in your introduction
• Great use of punctuation (i.e., after a colon you did not capitalize the next word)
• • I really like how you collected your information in your literature review. Your description is excellent.
• I really like the way you have italicized key statements in your review of literature and then built your supporting statements around these key phrases.
• Restatement of the research questions in the conclusion – good job on this

RECOMMENDATIONS
• Do you need a running head in the top right margin on the title page in addition to your running head on the left?
• Your running head SHOULD BE IN ALL CAPS on the first page according to APA
Page 4: You write: "According to Hornby and Lafaele…) but provide no in-text citation year. Also, since it is a direct quote, you will need a page number at the end of the sentence.
• In your introduction, you write: ".Researchers report that…" Do you think that this would be a good place to place an in-text citation at the end of your sentence listing a researcher or two?
• You may want to consider changing from first-person to third-person writing. For example, you write on page 4: "I fully anticipate that I will not only…"
• Your opening sentence in your research problem states: "What motivates parents to participate in school activities is my primary research question and directly aligns to our school improvement plan. " You have posed a question in this sentence without making it a question. Do you suppose it might be better to separate out your research question as the first sentence, as in: "My primary research question is, what motivates parents to participate in school activities? This question directly aligns to our school improvement plan."
• Would this also be true for your second question? Here it is embedded in this sentence: "This was how does the effective use of a school or class blog motivate parents to participate in school activities. "
• Nice timeline. Dr. B. emailed me that he prefers some descriptive statement(s) both before and after the timeline table in that section.

Here are a few suggestions as I looked through your reference section:

* Epstein, J. L. (1988). How do we improve programs for parent involvement? Educational Horizons, 66(59), 58-59. [you need to italicize the 66]

* Hornby, G., & Lafaele, R. (2011). Barriers to parental involvement in education: an explanatory model. Educational Review, 63(1), 37-52. [You need to capitalize "An" and italicize 63.]

I hope this helps! You are well on your way to a great research design, Kelly!

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Huss-Reseacrh Draft   **Topic:** Discussion 6 Post your Draft Research Plan or Proposal

Author: David Robertson   **Date:** November 2, 2011 1:36 PM

Megan - First, nice job on your draft. You sure don't have far to go for the final submission, to my view.

You might consider centering the Problem Statement header. Also, I noticed that your reference section front was different than the body of your paper. You used Arial 10 during the body and Verdana 7.5 in the reference section. You may want to change your reference section to match the body content and also meet Dr. B.'s styling requirement.

David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Tompkins-Research Draft

Author: David Robertson

Topic: Discussion 6 Post your Draft Research Plan or Proposal

Date: November 2, 2011 1:58 PM

Joe - I have some LESSONS LEARNED almost immediately when I opened your paper. You are one of those classmates (there's a few in every class) that when you post, I want to read it. I've been tracking with several of you in this class because I learn something about every time I read your stuff.

Your PDF assessment cycles are off the charts. Nice work. I like the "DRAFT" in the top margin - nice touch.

Here's a thought: you might consider moving the period after the quote in your first sentence to behind the in-text citation. It's only 26 words and not blocked.

I like your research question first sentence in your literature review. The attention to detail is good - even 1 space after a period instead of 2 which catches some of us.

You used the word "pedagogical" in one of your paragraphs. I am always impressed with people who use the word "pedagogical" in a sentence.

Under the "conext" section, I would suggest you add a dash to six-week: "This is a six week study."

Under participants, should you start out a sentence with a number? "8th grade mathematics..." Would it be better as Eight-grade mathematics...?"

Great bullet points in your description of data and alignment to research questions. Very nice.

You might consider putting your references starting on it's own page.

Great work, Joe!!! David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Tompkins-Research Draft

Author: David Robertson

Topic: Discussion 6 Post your Draft Research Plan or Proposal

Date: November 3, 2011 12:18 PM

Joe - One of the aspects of this Ed.S. degree that I have enjoyed a great deal is the cohort concept. That is, tracking along a similar path with a group of students where I am finally getting to know some folks and make some friends, albiet via distance education.

I'll tell you how nice some UWG peers are - I even emailed a classmate from last

semester who had just graduated to see if I could review her research plan and this dear lady emailed it to me to look over for ideas and concepts right away. It makes me want to pass it forward to anybody in this or any other class that we can help out in any way. - David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Lanford - Draft

Topic: Discussion 6 Post your Draft Research Plan or Proposal

Author: David Robertson

Date: November 3, 2011 8:55 PM

Nan - Nice work on your draft! Wow. It's obvious you put alot of through into this.

A few minor observations, you may want to center your headings that are left justified:

Data collection
Data instruments
Limitations and challenges

Are these major categories requiring their own sections or would you prefer them to be a subset of your Research Methodology section?

David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Lanford - Draft

Topic: Discussion 6 Post your Draft Research Plan or Proposal

Author: David Robertson

Date: November 3, 2011 10:59 PM

Nan - I know you'll make the right decision because after all, it is your paper and you can choose to emphasize what you think should be emphasized. You have done a really good job on your draft, in my opinion. - David

🔒 (Message locked, no replies/forwards allowed)

Subject: Non-APA format is Dr. B.'s preferred...

Topic: The "B" Lounge

Author: David Robertson

Date: November 3, 2011 8:47 PM

Thanks to Richard who rightly pointed out to me that Dr. B. is not requiring APA style on our paper, including a title page. I was admiring Kelly's title page and I emailed him about it asking if a title page was preferred or optional and this was his response:

David,

You are correct about the in-text citation and reference list adhering to APA format. I prefer that we stick to the non-APA formatting for the rest of the paper except for those mentioned above or in the instructions.

Let me know if you have more questions related to this.

Dr. B

Reply   Forward

Subject: Re:Non-APA format is Dr. B.'s preferred...   **Topic:** The "B" Lounge
Author: David Robertson   **Date:** November 3, 2011 10:57 PM

Nancy - Wow. I'll say it again, wow. I guess you go with what he emailed you and I'll go with what he emailed me! I thought his email to me would settle it and hopefully posting it in the B lounge would help others. :) David

Reply   Forward

Subject: Re:Tompkins-Theoretical Framework   **Topic:** Post 5: Theoretical Framework
Author: David Robertson   **Date:** November 6, 2011 9:13 PM

Joe - Another great post. I can readily see how your data could be run through the B.F. Skinner grid. - David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Purucker-Theoretical Framework   **Topic:** Post 5: Theoretical Framework
Author: David Robertson   **Date:** November 6, 2011 9:16 PM

Sharon - I just completed a case study of a 3-year old girl named Zoe for my Lifespan Human Devlopment. I used Piaget's framework extensively to write about Zoe's cognitive, social, emotional, and sociomotor development. Very interesting stuff. - David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Massey-Theoretical Framework   **Topic:** Post 5: Theoretical Framework
Author: David Robertson   **Date:** November 6, 2011 9:17 PM

Kelly - Excellent choice in a framework and good resource for us to add to our collection. Many thanks. - David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:White - Theoretical Framework   **Topic:** Post 5: Theoretical Framework
Author: David Robertson   **Date:** November 6, 2011 9:21 PM

Richard - I took the class Diffusion of Innovations first semester and I can see how Roger's framework would work with your research question. Good choice. David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Kicklighter- Theoretical Framework   **Topic:** Post 5: Theoretical Framework

Author: David Robertson   **Date:** November 6, 2011 9:52 PM

Clliff - Your rationale makes sense to me. - David

🔒 (Message locked, no replies/forwards allowed)

Subject: Robertson - Theoretical Framework   **Topic:** Post 5: Theoretical Framework
Author: David Robertson   **Date:** November 6, 2011 9:51 PM

As a reminder, my research question is, "What opportunities and challenges do visually impaired patrons face in academic libraries?"

I had a difficult time wrapping my mind around the theoretical framework concept as it applied to interpreting and analyzing my research data until our last Wimba session. When I asked for some coaching, Dr. B. mentioned the framework of ADA (Americans with Disabilities Act), and instantly it all came into clear focus for me.

Thankfully, in our nation, there have been significant legislative strides taken in recent decades that have transformed the landscape of potential for the visually impaired citizen.

My research data can be logically understood through the lens of compliance to federal statutes set in place to protect the rights of the visually impaired. For example, four of the articles in my six-article critique & synthesis isolated an overarching issue that plagues the visually impaired library patron, that is, academic search databases working incorrectly with the text-to-speech readers adaptive technology. The results were not good in most cases. The bottom line is vendors must put the human resources and capital into their products to meet federal standards of ADA compliance and accessiblity.

So, the framework that I believe would be excellent in my research findings would be the federal requirements. Running them through this grid, the findings could report which specific challenges the visually impaired patron faces in academic libraries are a result of vendors' non-compliance to federal laws like the Americans with Disabilities Act (ADA).

For my Diffusion of Innovations class, I created a blog where I posted an audio interview that I conducted with Amy Burks, Coordinator of the Adaptive Technology Center at MTSU. This enlightening interview supports the framework approach that I am proposing here. The blog also contains important legislative resource links.

The Civil Rights Movement of the 1960s laid the foundation for the eventual passage of the The Rehabilitation Act of 1973. This legislation made discrimination due to disability unlawful.

In 1998, the Rehabilitation Act was amended by Congress to add Section 508 (29 U.S.C. § 794 (d) § 794d) which required government agencies to make their information technology accessible to people with disabilities.

Finally, I wrote a paper for my "Legal Issues in Higher Education" class during my Master's degree program entitled, "Legal Issues Impacting Disabled Students" that I

want to make available to anyone in this class who is interested.

My blog URL is: http://difussionofinnovations.blogspot.com/

David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Robertson - Theoretical Framework   **Topic:** Post 5: Theoretical Framework
Author: David Robertson   **Date:** November 7, 2011 12:57 PM

Sharon - I am pleased with paper not so much for the research I reported on the legal aspect of disabilities as much as the Appendix. I collaborated with the Disabled Student Services office on the Appendix and I have compiled a really decent list of web resources that it truly worth a look. - David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Robertson - Theoretical Framework   **Topic:** Post 5: Theoretical Framework
Author: David Robertson   **Date:** November 7, 2011 12:58 PM

Dr. B. - Perfect! Is your expectation that this approved framework will put in writing to our final submission of the research design paper (along with the IRB form)? - David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Cieutat-Theoretical Framework   **Topic:** Post 5: Theoretical Framework
Author: David Robertson   **Date:** November 7, 2011 1:00 PM

Sherry - Way back when I took Diffusion of Innovations with Dr. Moller, we reviewed these theories and Ely's was far and away one of the most popular and practical that students thought would be useful on a number of levels. - David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Ridgeway - Theoretical Framework   **Topic:** Post 5: Theoretical Framework
Author: David Robertson   **Date:** November 7, 2011 5:23 PM

Mandy - I like the combination approach. You could get a lot of mileage out of this. David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Stratton-Theoretical Framework   **Topic:** Post 5: Theoretical Framework
Author: David Robertson   **Date:** November 8, 2011 2:49 PM

Alicia - I think your research plan with the Kindle usage is so cool. Coming at it from Piaget's perspective is also a good approach, in my opinion. - David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:Lanford - Theoretical Framework   **Topic:** Post 5: Theoretical Framework
Author: David Robertson   **Date:** November 8, 2011 2:52 PM

Nan - I like what you are thinking about using Roger's framework which includes the five-fold grid of relative advantage, compatibility, complexity, trialability, and observability. Our class textbook in Diffusion of Innovations stepped us through this theory and it makes sense as you have decribed it working with your data analysis. - David

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:what are we doing?   **Topic:** The "B" Lounge
Author: David Robertson   **Date:** November 8, 2011 8:20 PM

Shane - I wonder if the "lilterature review" is really the final the copy of the research design paper will all of our edits applied???

Also wondering if we have to add - IN WRITING - a written explanation of how the theoretical framework we talked about in the most recent postings into the final copy of the research design. Any ideas?

David

Reply   Forward

Subject: Re:what are we doing?   **Topic:** The "B" Lounge
Author: David Robertson   **Date:** November 8, 2011 8:21 PM

I emailed Dr. B. to specify exactly which IRB form he was talking about not wanting to venture into the wrong form...but no reply. Can someone definitively tell me exactly which form it is?

David

Reply   Forward

Subject: Re:what are we doing?   **Topic:** The "B" Lounge
Author: David Robertson   **Date:** November 9, 2011 10:47 AM

Nancy - I think we will get our final "home stretch" details tonight in our last (or hallelujah!) Wimba session. David :)

Reply   Forward

Subject: Info for students in I.T. Ed.S program   **Topic:** The "B" Lounge
Author: David Robertson   **Date:** November 10, 2011 12:00 PM

Thanks to Cassie for getting great info for the SLM students. Hers is more recent and up-to-date than what I have on the I.T. side of things, so bear that in mind as I share the resources I got off the mid-point assessment wiki prior to them changing it.

I will share 5 resources with you in this post:

1. Revised UWG wiki about assessments
2. The original Field Experience template that we were assigned to do (blank with a UWG sample attached)
3. My own effort to fulfill the assignment that I have not turned in yet. (NOTE: The wiki links won't work as they are password protected on our private wikis, so you can ignore that.)
4. The UWG standards matrix template
5. A sample of my partially filled out standards matrix that I was going to turn in at mid-point by the deadline that got changed so I never submitted it.

Dr. B. said it last night in the Wimba session, he will coach us through the process in Program Evaluation.

Hope this helps some of you in class to at least get an idea of what these assignments involve.

MIT EdS Program Resource Wiki - http://miteds.wikispaces.com/New+EdS+Students

David

Attachments: mid_fieldexp_dsr.doc mid_fieldexp_xyz.doc mid_standards_dsr.doc mid_standards_xyz.doc

Reply   Forward

Subject: Re:Info for students in I.T. Ed.S program   **Topic:** The "B" Lounge
Author: David Robertson   **Date:** November 10, 2011 6:25 PM

Hey Richard - I had done a ton of work on my electronic portfolio by building an exit portfolio wiki. I'm going to keep it up because I have found that with all my artifacts in one handy place, it will make the Field Experience and Standards Matrix easier to complete at the end.

If there's anything I can do to lessen your stress, please let me know. David

Reply   Forward

Subject: Re:Info for students in I.T. Ed.S program   **Topic:** The "B" Lounge
Author: David Robertson   **Date:** November 10, 2011 6:27 PM

Nan - I'm think of the Pixar movie "A Bug's Life" where all the ants got together and stood up to the bully grashoppers. My dream is for all of us to not just "survive" this class but to succeed in it. I am willing to share every resource I've got to help out because I know what goes around comes around. - David

Reply   Forward

Subject: Re:Info for students in I.T. Ed.S program   **Topic:** The "B" Lounge

Author: David Robertson   **Date:** November 11, 2011 11:16 AM

Hey Traci - It's awesome that you are willing to help others get through this course next semester!

I have saved every paper, project, PPT, and reflection for every course in my UWG degree program. I keep them all in an exit portfolio wiki for ease of access. After this semester, I'm 3 classes away from my diploma and I'm finding the further I get into it the more I have to offer others by way of sharing resources, providing examples, etc. - David

Reply | Forward

Subject: Re:Info for students in I.T. Ed.S program   **Topic:** The "B" Lounge
Author: David Robertson   **Date:** November 11, 2011 11:18 AM

And I agree with you, Traci, Nancy Mortensen was a HUGE help to me as I was struggling to make sense of this class early on. Richard as well. I have also learned much from Joe too by reading his work. I hesitate on mentioning names because I have learned so much for so many. A piece here, a piece there. This has been by far the hardest class I have ever taken, ever, but it has been bearable having a place to collaborate, share, gripe, vent, and try to make it through one unglamorous, controversial day at a time. - David

Reply | Forward

Subject: Re:Info for students in I.T. Ed.S program   **Topic:** The "B" Lounge
Author: David Robertson   **Date:** November 11, 2011 11:31 AM

Joe - Two things really helped me get my act together on these mid-point field experience and standards matrix:

1. Storing every project for every class on an exit portfolio wiki

2. Chipping away at this project a little bit a a time. I set a daily quota to do at least 2 or three entries to reduce stress and being overwhelmed.

If anyone would like to see an example of my exit portfolio wiki, I'm glad to share it but it's a private wiki and I have to invite you. Send an email to drobertson777@aol.com and I'll add you.

David

Reply | Forward

Subject: Re:Info for students in I.T. Ed.S program   **Topic:** The "B" Lounge
Author: David Robertson   **Date:** November 11, 2011 3:08 PM

From what I could gather from the Wimba session, Dr. B. inherited quite a bit of the exit requirements pieces of the assessments (like final SWOT, final disposition rubric, final Field Experience, and final Standards Matrix). I think all those I mentioned will

be due in Program Evaluation. My hope is that he will embed these assignemnts right into the syllabus as part of our bi-weekly work and not in addition to a heavy load. -- David

Reply   Forward

Subject: Robertson - IRB forms   **Topic:** Post 6: IRB Forms
Author: David Robertson   **Date:** November 12, 2011 3:23 PM

I am posting my IRB forms for my research study involving visually impaired patrons in academic libaries. - David

Attachments: 8484_informedconsentform_dsr.docx 8484_uwgirbapplication-exempt_dsr.docx
8484_uwgirbcoverpage-v1_dsr.docx

🔒 (Message locked, no replies/forwards allowed)

Subject: Re:This week's reading and quiz 5   **Topic:** The "B" Lounge
Author: David Robertson   **Date:** November 13, 2011 5:43 PM

Joe - At times, I tried to describe to my wife the information in the textbook that I am reading for this class and I am almost speechless. I am honestly trying to grasp the multitude of new terms and concepts that I am encountering in these chapters but it's like trying to drink from a fire hydrant.

I have resorted to scanning the chapters just to know where to locate info, printing out the companion web site study guides/answers, and reading those as best I can in an attempt to wrap my mind around 4 chapters of statistical concepts. It's like eating sawdust for me.

I'm was at church all Sunday morning and at work at MTSU all Sunday night so I'll have to take the quiz on Monday. Thanks for the tip about the index. David

Reply   Forward

Subject: Re:Feedback   **Topic:** The "B" Lounge
Author: David Robertson   **Date:** November 15, 2011 11:54 AM

Ah Kenny - thank you for not losing your sense of humor! I agree with Nancy, I press the LIKE button on your post! David :)

Reply   Forward

Subject: Re:tk20   **Topic:** The "B" Lounge
Author: David Robertson   **Date:** November 21, 2011 7:30 PM

Friends - I may be a day late and a dollar short on this but I just opened an email to Dr. B. on this subject. He sent me to the Tk20 fact page and there is a document at the bottom of the page for graduate students. When opened, it says:

"FOR GRADUATE STUDENTS:

• Graduate students who enrolled in their program, degree or non degree, in May 2011 or later, are required to purchase Tk20.
• Graduate students who enrolled in their program prior to May, 2011 are not required to purchase Tk20."

I'm not sure the graduate date is the key date, rather the enrollment date.

Here is the tk20 UWG page link:

http://www.westga.edu/coe/index_550.php

David

Reply   Forward

Subject: IRB forms   **Topic:** The "B" Lounge
Author: David Robertson   **Date:** November 27, 2011 8:41 AM

I may be one of the few students in class whose research design plan deals exclusively with university students. I am only turning an adult informed consent form along with my IRB cover sheet and exempt IRB application. Does that sound right?
Here is a listing of the required forms:

REQUIRED: IRB Cover Page - to be used with all submissions

REQUIRED BUT CHOOSE ONE. If in doubt, complete the IRB Application

• IRB Application
• IRB Exempt Application

ALL ARE REQUIRED IF COLLECTING DATA FROM CHILDREN

• Informed Consent Template (REQUIRED COMPLETED FORM WITHOUT PARTICIPANT SIGNATURE AND PRINTED NAME)

• Parental Permission (REQUIRED COMPLETED FORM WITHOUT PARTICIPANT SIGNATURE AND PRINTED NAME)

• Child Assent (REQUIRED COMPLETED FORM WITHOUT CHILD'S SIGNATURE AND PRINTED NAME)

REQUIRED OTHER FORMS – NEED COMPLETION EXCEPT FOR THE SIGNATURE

• District/Principal Letter of Agreement - required for all research taking place in K-12 schools.

Thanks! David

Reply   Forward

Subject: Re:IRB forms   **Topic:** The "B" Lounge
Author: David Robertson   **Date:** November 27, 2011 5:27 PM

Hi Mandy - I appreciate the confirmation. He did not address it and only said for me to to include my data instruments. Thanks! David

Reply   Forward

Subject: Re:IRB forms   **Topic:** The "B" Lounge
Author: David Robertson   **Date:** November 28, 2011 10:41 AM

Kaelin - I reviewed the "requirements" multiple times and even put the question to the B Lounge crew - the requirements state that the principal's letter is for K-12 schools only.

I am confident to submit mine without it since I have an informed consent form for adults. I think you and I are in the same boat. Since you have until 11/30 to submit the assignment, perhaps you would feel better if you emailed Dr. B. I am submitting mine today though to be done with it. - David

Reply   Forward

Subject: Final submissions   **Topic:** The "B" Lounge
Author: David Robertson   **Date:** November 27, 2011 8:42 AM

Dear All - Where do we submit our...

* final IRB forms with instruments?
* final research design plan?
* retrospective paper?

David

Reply   Forward

Subject: Re:Final submissions   **Topic:** The "B" Lounge
Author: David Robertson   **Date:** November 27, 2011 5:37 PM

Thank you, Sherry, and everybody else who commented. David

Reply   Forward

Subject: Re:Final submissions   **Topic:** The "B" Lounge
Author: David Robertson   **Date:** November 27, 2011 5:43 PM

I did as well, Richard. I called him on Saturday and emailed him as well but evidently he took some time off. - David

Reply | Forward

Subject: Re:Final submissions

Topic: The "B" Lounge

Author: David Robertson

Date: November 28, 2011 10:37 AM

Yes, I saw that, Nancy. Perhaps a gesture of grace as we prepare to fill out evaluations (if you have not done so already). - David

Reply | Forward

Subject: Re:Final Comments

Topic: The "B" Lounge

Author: David Robertson

Date: November 28, 2011 10:36 AM

Cliff - Thank you for your prayers! I am taking Dr. next semester in Program Evaluation. I hope to see some of you in the class and perhaps we can re-connect in the B Lounge again to support one another!

It's true, we work better together. God bless each of you for your support and encouragement. - David

Reply | Forward

Subject: Re:IRB forms grade

Topic: The "B" Lounge

Author: David Robertson

Date: November 30, 2011 4:39 PM

OK everybody, time for David to make a confession. I actually missed the deadline of taking quiz 6 because of an oversight on my part. I cannot believe it happened; first missed deadline on anything in 2 degrees. Nevertheless, I did.

I contacted Dr. B. by phone and told him I had no right to ask him for this, but would he please extend me some grace. We talked it through and I arranged a time when my day job and my night job would allow me a window to take the final quiz, which was today.

So, we found the problem - it was David Robertson. All your scores should be fine so please don't fire off an email to Dr. B. except to tell him that David is an idiot. :)

Sorry for any confusion I caused and I was pretty upset about the whole thing. Dr. B. allowed me to submit it as late and may take off some points for a late submission but any points are better than no points as my final grade is hanging in the balance.

Thanks! David

Reply | Forward

Subject: Re:IRB forms grade

Topic: The "B" Lounge

Author: David Robertson

Date: December 1, 2011 8:40 AM

Dear All - I didn't quite know what to expect when I logged in this morning from my classmates since I was the cause of some extra stress (as if we needed it!) and was so grateful that we really are here to support one another and give some extra

grace. I sure do appreciate it.

If there's anything I can do for any of you as you finish this degree, please email me at drobertson777@aol.com. I am keeping ever single project/assignment of every class on my electronic portfolio wiki and I would be more than glad to share anything I've got with you. Just shoot me an email and I'll invite you to the wiki and maybe you'll find something there that will bless you.

In spite of the amazing workload of this class, I have met some really terrific people here who are obviously outstanding educators. I have learned a great deal from reading your posts and work. Thanks!!!!

God bless each of you!!
David

Reply   Forward

Subject: Re:Reflection Paper   **Topic:** The "B" Lounge
Author: David Robertson   **Date:** December 2, 2011 12:22 PM

Not only to I have him for Program Eval next semester, he is my advisor! I am grateful for a "grace card" this semester with my botched quiz fiasco...

Blessings all!
David

Reply   Forward

Subject: Re:Reflection Paper   **Topic:** The "B" Lounge
Author: David Robertson   **Date:** December 2, 2011 12:21 PM

The evaluations are really the most realistic was a student can express himself or herself in such a manner that it will be taken seriously. If there is a trend, the powers that be will find it, discern it, and I'm confident will respond to it. - David

Reply   Forward

Subject: How to archive all your discussion board posts into a single PDF   **Topic:** The "B" Lounge
Author: David Robertson   **Date:** December 1, 2011 10:52 PM

Dear All - In case you want to export all of your discussoin board posts into a single PDF file for your electronic portfolio or personal records, follow these simple steps:

http://dl.dropbox.com/u/9142040/courseden_discussoin_boards_to_pdf.pdf

David

Reply   Forward

Close this window