Directions: Determine whether or not you agree with the following statements. Write (A) for Agree and (D) for Disagree

1. ___I enjoy going to school everyday
2. ___I would enjoy using a computer to learn
3. ___I would enjoy not listening to a teacher each day
4. ___Being given extremely challenging assignments is unfair
5. ___Learning with technology is much easier
6. ___I would rather use a computer to play games than learn
7. ___Learning is more fun when it is cooperative
8. ___I use an e-book, kindle, ipad or tablet to read at home
9. ___My teacher shares lots of useful knowledge with me
10. ___I am very good at working with machines and gadgets

Directions: In 3-5 sentences, explain your decision for one of the above ideas.

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Directions: Read the following excerpt from The Guardian about e-learning. Highlight examples that show online learning is effective.

Can a computer screen make up for human interaction, and how can distance learning students avoid isolation?

If you are choosing to study online, chances are you have other commitments – work, children or other caring responsibilities – and you may be studying for purely academic reasons. The benefits of flexible study can outweigh the downside of not meeting people in real life.

But being part of an online community when studying at a distance is important, says Richard Reece, associate vice-president for teaching, learning and students at the University of Manchester.

He says: "Academically, support from other learners is as important on campus as it is off campus. We encourage students who are on campus to form peer-assisted study schemes."
We do the same for distance learning students as well."

Online forums, Facebook groups and email lists with the contact details for other students can help online learners connect with their peers and ask questions about their studies.

Reece says: "It really benefits the learners if they have a sense of community rather than feeling like an isolated person tapping away at a computer."

Instead of tutorials or lectures, support from lecturers comes through online forums, email exchanges, phone conversations and Skype.

Tony Priest is course director for the foundation degree in drug and alcohol counseling at the University of Leicester and says his course uses "e-tutors" to support students.

He says: "Each e-tutor has a certain number of students who they follow through their comments on the discussion boards and answer their questions. They'll also contact them if they don't appear for a while and ask if they have problems and how they can help."

It might seem a little impersonal not meeting your tutor in real life, but distance learning students can sometimes have even more support than campus students, says Reece.

He says: "I would say that there are some things that you do need face-to-face interaction for, but our distance learning students do have significant access to teaching staff. In a number of cases they get even greater amounts of contact than students who are on campus and come in for a few scheduled lectures but not much more."

Amy Woodgate, project coordinator of distance education initiative and Massive open online courses at the University of Edinburgh, agrees.

She says: "People tend to think that online learning is very detached and less of a community. It has a remote aspect so people think it is remote. But actually with online earning, students have something in common so build up good relationships."

Article Excerpt Taken From:
Page, L. (2013, November 13). Can virtual classrooms beat face-to-face interaction?
A Short Story by Isaac Asimov

The Very Little Thing

The Fun

Journal Writing
and wore until her mother had shaken her head sorrowfully and sent her for the county inspector.

He was a round little man with a red face and a whole box of tools with dishes and wires. He smiled at her and gave her an apple, then took the teacher away. Margie had hoped he wouldn't know how to put it together again, but he knew how all right, and after an hour or so, there it was again, large and ugly, with a big screen on which all the lessons were shown and the questions were asked. That wasn't so bad. The part she hated most was the slot where she had to put homework and test papers. She always had to write them out in a punch code they made her learn when she was six years old, and the mechanical teacher calculated the marks in no time.

The inspector had smiled after he was finished and patted her head. He said to her mother, 'It's not the little girl's fault, Mrs. Jones. I think the geography teacher was rated a little too quick. Those things sometimes. I've slowed it up to an average ten-year level. Actually, the overall pattern of her progress is quite satisfactory.' And he patted Margie's head again.

Margie was disappointed. She had been hoping they would take the teacher away altogether. They had once taken Tommy's teacher away for nearly a month because the history teacher had blanked out completely. So she said to Tommy, 'Why wouldn't anyone write about schools?'

Tommy looked at her with very superior eyes. 'Because it's not our kind of school, stupid. This is the kind of school that they had hundreds and hundreds of years ago.' He added loftily, *pronouncing the word carefully, 'Centuries ago.'*

Margie was hurt. 'Well, I don't know what kind of school they had all that time ago.' She read the book over his shoulder for a while, then said, 'Anyway, they had a teacher.'

'Sure they had a teacher, but it wasn't a regular teacher. It was a man.'

'A man? How could a man be a teacher?'

'Well, he just told the boys and girls things and gave them homework and asked them questions.'

'A man isn't smart enough.'

'Sure he is. My father knows as much as my teacher.'

'He can't. A man can't know as much as a teacher.'

'He knows almost as much as I betcha.'

Margie wasn't prepared to dispute that. She said, 'I wouldn't want a strange man in my house to teach me.'

The mechanical teacher had been giving her test after test in geography and she had been doing worse and worse.

Tommy screamed with laughter. You don't know much, Margie. The teachers didn't live in the house. They had a special building and all the kids went there.

'And all the kids learned the same thing!'

'Sure, if they were up the same age.'

'But my mother says a teacher has to be adjusted to the mind of each boy and girl, it teases and that each kid has to be taught differently.'

Just the same, they didn't do it that way then. If you don't like it, you don't have to read the book.

'I didn't say I didn't like it, Margie said quickly. She wanted to read about those funny schools.

They weren't even half finished when Margie's mother called, 'Marge! School!'

Margie looked up. 'Not yet, Mama.'

'Yes,' said Mrs. Jones. 'And it's probably time for Tommy, too.'

Margie said to Tommy, 'Can I read the book some more with you after school?'

'The,' he said, monotonously. He walked away whistling, the dusty old book tucked beneath his arm.

Margie went into the schoolroom. It was right next to her bedroom, and the mechanical teacher was on and waiting for her. It was always on at the same time every day except Saturday and Sunday, because her mother said little girls learned better if they learned at regular hours.

The screen was lit up, and it said: 'Today's arithmetic lesson is on the addition of proper fractions. Please insert yesterday's homework in the proper slot.'

Margie did so with a sigh. She was thinking about the old schools they had when her grandfather's grandfather was a little boy. All the kids from the whole neighborhood came, laughing and shouting in the schoolyard, sitting together in the schoolroom, going home together at the end of the day. They learned the same things so they could help one another on the homework and talk about it.

And the teachers were people.

The mechanical teacher was finishing on the screen: 'When we add the fractions 3/6 and 1/6—'

Margie was thinking about how the kids must have loved it in the old days. She was thinking about the fun they had—

3. selects, Area of division
4. fairly, in a good or superior tone of voice
5. denotes, Necessities