University students in the era of open source intelligence and course design in online course platform

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ÄMNE:

Environments for knowledge acquisition/production have dramatically changed since the advent of the Internet. One noticeable change in the field of higher education is that the Internet tools are, in various ways, increasingly infused with more traditional classroom settings. I have been active in an intervention research project where students in an internet-infused classroom setting were compared with students in a traditional classroom setting in one university in the Midwest of the United States. Some of the research outcomes provided useful information that is promising to guide efforts to maximize students' educational potentials in the era of open source intelligence. Specifically, the project identified the needed skills/qualities for students to thrive in an Internet-infused educational setting (Kim & Glassman, 2013) as well as if those skills/qualities can be improved by the design of the course (Kim, Glassman, Bartholomew, & Hur, 2013). Furthermore, the project investigated how offline classroom environment can be connected to students' online behaviors (Kim, Glassman, & Williams, 2015) as well as the mechanism of the change in students' online participation/contribution (Manuscript currently under review in one of the higher education journals). I will discuss how these findings can be translated into our course design in the university's online course platform, CANVAS.

Referenser

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