Appendix A

The on-line interview outline emailed to the course presenter on aspects of the RBO Virtual Classroom

The responses to this interview will inform a description of an application of a selected medium within a specific tertiary institution.

The chosen medium is the Web (as in this case, supplemented by a listserv/email list) and the 1997 RBO course via the 'virtual' classroom is the specific application. (In the questions 'virtual' classroom is abbreviated to VC).

The interview is based on a "10 question" model as taught in the RTO 810 course on Technology in Adult Education. From the basic questions, sub-questions help to 'dig down' into each topic. As a result there are a total of 68 questions.

The 68 questions are grouped into nine sections.

A. Course and objectives
B. Setting up the course and resources used
C. Target group /students
D. Maintenance
E. Course process(es) /assignments
F. Learning principles
G. Interaction and feedback
H. Evaluation of student progress
I. General

Should you wish to provide additional information on these or other aspects, please feel free to do so.

SECTION A: THE COURSE & COURSE OBJECTIVES

Q1: How long has the RBO course been included in the M. Ed.?

Q2: What are the objectives of the RBO course?

Q3: Have these objectives changed during the period of time during which it has been presented?

Q4: How was this RBO course taught prior to 1997?

Q5: (A) What instructional problem or issue(s) was the VC intended to solve/address?
(B) What other e.g. logistical problem or issue(s) was the VC intended to solve /address?

Q6: Were options other than the VC considered when setting up the 1997 course?

Q7: If so - what were they and why were they rejected?

Q8: If other options were not considered - why is this?

Q9: What inspired the idea of teaching this course by means of a VC?

Q10: Which - if any - examples elsewhere of teaching via the WWW were helpful in setting up the VC?

Q11: Did you consider the option of having face-to-face classes to supplement the VC?

Q12: If so why did you decide against this?

Q13: If you ran/run the course again would you still not included face-to-face classes?

Q14: What would you change - if anything - about the RBO course in future years?

Q15: What would you change - if anything - about the VC in future courses?

SECTION B: SETTING UP THE COURSE & RESOURCES USED

Q16: Was any special permission or authorisation required from university authorities to set up the VC?

Q17: Did you encounter any resistance from any quarter in any form to your idea of setting up the VC or to any other aspect of the VC?

Q18: How long did the VC take to set up before it was up and running (excluding on-going maintenance)?

Q19: What specific SOFTWARE resources were required to set it up?

Q20: What HARDWARE resources were required to set it up?

Q21: What NETWORKING resources were required to set it up?

Q22: What OTHER resources were required to set it up?

Q23: How many staff OTHER than yourself were required to set up the VC?

Q24: In what capacity were other staff required in setting up the VC?

Q25: Can you give an estimation of the COST of resources required to set up the VC?

Q26: Would you change anything about the resources used or the way they were used, should you set up this course again?

SECTION C: TARGET GROUP (STUDENTS)

Q27: How many students registered for the RBO course?

Q28: Of these how many were external students to the 1997 M. Ed. course?

Q29: Please give some idea of the intellectual/academic ability/levels of the registered RBO students in terms of how homogenous or mixed they were?

Q30: Please comment similarly on the levels of:
- computer literacy/experience of the students, and
- email, Internet, WWW literacy/ experience of the students.

Q31: How many students dropped out of the RBO course?

Q32: Of those who dropped out, how many were students external to the 1997 M. Ed. class?

Q33: Please provide some information on the time frame in which there were drop outs e.g. early, later, before they started assignments etc.

Q34: Please provide some information on the reasons given for students who did not continue the course.

Q35: If you consider there were reasons NOT given why students did not continue - could you also comment on these?

Q36: If not already covered, could you comment on the extent to which the following (may have) contributed to students not continuing the course:
- inadequate networking/email/WWW skills
- inadequate resources
- technological problems e.g. with links
- motivation levels
- expectations
- logistical problems
- other

Q37: Where were students located around the country? (Either in terms of distances or actual areas of residence - or employment).

Q38: Were all students in employment? (Any comments on the employment sectors if you have easy access to this?)

Q39: Would you change the pre-requisites for this course in future? If so how and why?

SECTION D: MAINTENANCE OF VC

Q40: How much time (per hour/day/ week/month or whatever is meaningful) was necessary for maintenance of the VC by:
- yourself and
- other staff?

Q41: Could you provide brief information on what type of maintenance was required and why required?

Q42: Could any intervention/extra resources/other changes have reduced the maintenance required?

Q43: Would you make any changes to facilitate maintenance if you set up such a course again?

SECTION E: COURSE PROCESS(ES) /ASSIGNMENTS

Q44: Please comment on any problems students experienced and that you are aware of, which were caused by the distance nature of the VC or other aspects, with regard to:

- individual assignments
- collaborative assignments.

Q45: Please comment on possible solutions/interventions that assisted with such problems or could do so with future courses.

Q46: Please provide information on the way in which the VC facilitated student's progress and enabled then to resolve any difficulties/problems experienced.

Q47: Could you comment on any other interventions that facilitated student progress in the assignments provided either by you or by students as individuals or groups?

Q48: Please comment on any changes you would make in future courses with respect to assignments, to facilitate progress, or reduce any problems experienced this year (1997).

SECTION F: LEARNING PRINCIPLES

Q49: Which (adult) learning principles are addressed by the VC and/or how was the VC intended to address these?

Q50: To what extent do you consider that the VC was successful in meeting the learning needs of the students?

Q51: To what extent was the VC NOT successful in meeting the learning needs of the students?

Q52: What changes would you make - if any - in future courses of this nature with respect to meeting learning needs?

SECTION G: INTERACTION AND FEEDBACK

(The addition of an email/list-server to supplement the VC made up the interactive component of the RBO course.)

Q53: Did you use any other means of feedback to students during the course e.g. telephonic or face-to-face?

Q54: Did you as course leader have a planned strategy to provide regular feedback via email to:

- all students as a group?
- individual students
- collaborative study groups ?

Q55: Was the emailed feedback you gave individual students always 'public' on the list-server, or were there occasions when private/individual feedback was provided?

Q56: Do you know of any instances where students by-passed the list-server e.g. via email messages not to the listserver and/or face-to-face meetings among students for the purposes of RBO work of collaboration?

Q57: What changes would you make to methods and frequency of feedback/interaction in any future course of this nature?

SECTION H: EVALUATION OF STUDENT PROGRESS

Q58: Outline the criteria you plan to use to evaluate student progress/the success of the VC.

Q59: Comment on the ease or difficulty of establishing such criteria and which resources may have assisted you in the quest and establishment of criteria.

Q60: Comment on any evaluation problems you consider to be part of teaching via a VC.

Q61: What suggestions would you offer to assist solve such problems?

Q62: What changes might you make to the student evaluation aspects of the course in any future course of this nature?

SECTION I: GENERAL

Q63: What advice would you give to anyone else who plans to set up a VC to present a course such as this?

Q64: Are there specific types of courses where you would particularly recommend setting up a VC?

Q65: Are there specific types of courses where you would specifically NOT recommend setting up a VC?

Q66: Can you think of any other situation or circumstances where you would consider the VC NOT a good idea?

Q67: Though the course is not completed, would you comment on the extent to which the course has been a success?

Q68: Similarly please comment on any aspects that you feel have NOT been successful.

[End of interview questions]

Appendix B

Emailed questionnaire from U.K. course observer to students halfway through the course

I am sending this note to everyone on the course, but addressed to you personally because I would very much appreciate a reply directly to me...please!

I was hoping that you could find a few minutes to answer the following questions:

1. What are your feelings with regard to the course and your own progress?

2. What aspects of working in your team have worked well?

3. What could be improved on?

4. How do you feel about your contribution to the team?

5. Has there been an especially helpful or inspirational person for you either on your team or the course?

6. What have you learnt so far with regard to the i) task, ii) the team and iii) yourself?

7. How do you feel about the next stage of the course?

Please be assured that your replies will remain in confidence.

Sue English

Appendix C

Questionnaire emailed to students after completion of group projects

1. How was the work distribution negotiated?

2. How effective was the work distribution? What worked - what did not?

3. Did the group work include any of the following:

    - Face-to-face contact (how much/often?)
    - telephone contact (how much/often?)
    - email (how much/often?)
    - other (specify, and how much/often)

4. What factors HELPED group processing/cooperation either electronically or otherwise?

5. What factors HINDERED group processing/cooperation?

6. What suggestions would you make to IMPROVE anything about group/collaborative work done via electronic means in future?

7. Overall, do you think from your experience of this group project that it was a 'success' in terms of what you gained from it?

8. Do you have any comments on what your co-group members may have gained from it?

9. Any other related comments?

Appendix D

20 Questions on the 1997 RBO Virtual Classroom emailed to students after completion of the course

1. Were you doing this course

a. as a credit for the M. Ed. (CAE)?
b. as an 'extra' module for the M. Ed. (CAE)?
c. neither of the above?

2. What was the main expectation you hoped the course would fulfil?

2. Which of the following projects did you complete:

- Who Am I?
- Virtual Desktop
- Group project
- Proposal for exam project
- Completion of exam project
- Sharing useful web-site addresses to the email list

4. If you were unable to or decided not to complete any of the above, give the main reason(s) for this.

4. In what way(s) did the course:

a. meet your expectations?
b. fall short of your expectations?

5. During the course did you have any problems with any of the following? If YES, describe the problem(s) briefly:

- Computer use
- Software use
- Internet connection
- Email communication with the course facilitator
- Communication with the class members
- Other (state what)

7. Did you keep copies of messages you SENT to the RBO mail list(serv) during the course, and if so, how?

8. Did you keep copies of email messages you RECEIVED during the course, and if so, how?

9. How often did you access your email during the course? (Give approximately daily, weekly or other appropriate rate).

10. Approximately how many hours a week did you spend on this course overall?

11. If you completed the course, do you consider the mark you received for the course a fair reflection of the work that you did?

12.a. If you were a student of the M. Ed. (CAE), how would you rank this course in comparison with others,
in terms of the following factors? Use 1 to indicate the highest/best/top and 2 for the next etc.

- Your interest
- Your learning
- Your enjoyment
- Marks achieved
- Other (state what).

OR

12.b. If you were NOT a student of the M. Ed. (CAE) course, do you think there were any disadvantages you
experiences fom not having been in a previous study class with the other participants?

13. Would you have preferred some face to face interaction rather than email only?

14. Were there any issues around email communication - other than the technology - that were problematic
e.g. misunderstandings of meanings or intentions?

15.a. Did you use any other means of communication during the course with the facilitator or other students
e.g. phone, fax, face-to-face?

15.b. If yes, why did you use this alternative method of communication?

16. Indicate approximately how many messages you sent to individuals related to the course that did NOT go via the RBO mail list.

17. Did you forward these non-list messages to Sue English, the external 'observer' of the course, as had been requested?

18.If you did not forward all of them, was there a reason for this?

19. If you did not complete the 1997 RBO course,

- have you re-enrolled for an RBO course ?
or
- are you considering doing so in future?

20. If you have any suggestions to improve this method of distance learning or anything further that you would like to add concerning your experience of the RBO course/'virtual' classroom, please feel free to comment.

[End of questions]
Thank you for your participation.

Appendix E

Welcome page from the Web site of the RBO Virtual Classroom

University of Pretoria

M.Ed. (Computer-Assisted Education)

Welcome

To the 1997 module of Computer-Assisted Communication and Management.
As you know the whole course will be presented on line.
To this end a Virtual Classroom has been created.
All of you have keys to the classroom and my visit whenever you wish.

You will notice that the classroom is under construction. This is because YOU will be helping to construct it.
In the process you will also be helping to construct the learning of your fellow students.
In this way you will be seeing the virtual classroom expand before your own very eyes.

You may, for instance wish to write on the board, by altering the .JPG file.

To the left of the board you will find the roster containing DEADLINES.

To the right of the board you will find your individual and cooperative tasks.

Clicking on the board itself will bring you to the COURSE OBJECTIVES.

You may approach the instructor's desk and send email to him from there.

Against the walls of the classroom are posters. A part of your learning task will be to add more to the collection.

Your other two learning tasks involve filling your own desk with specific information and building your portfolio.

You will also find various interesting resources about Web-based learning in the Resources cupboard.

The door will take you to the C@TTS home page, where you can see what your fellow M.Ed. students have been up to over the past years. From there you can also go to the University of Pretoria home page.

SOME CAUTIONS

Please remember that, like in any real classroom, none of your possessions are absolutely safe, so keep backups at home!!!

You all have keys to the classroom, so you can go in there and put up your own posters, or work at your desks or on your portfolios. Please do this responsibly and without damaging other learners' property.

Be careful also that you do not duplicate other learners' filenames and overwrite them. List all files before you begin. Also remember to give file names which are likely to be unique to you.

DON'T turn off the lights when you leave!

Appendix F

Course objectives from the Web site of the RBO Virtual Classroom

University of Pretoria

Department of Didactics

M.Ed. (CAE) 1997

RBO-880 Core Curriculum and Administrative Arrangements

Aim

The aim of this module is to provide you with the theoretical and practical know-how to use computer-mediated communication via the Internet as a tool for managing and facilitating resource-based learning.

Assumption

It is assumed that you are familiar with the principles of constructivism and cooperative learning.

Course Structure

Introduction and definition of terms

Theory

1. The Internet: past, present and future
2. Aspects of distance learning and the Internet
3. Taxonomies of network-based learning
4. Management of network-based teaching:
   a. academic for learners for teachers
   b. administrative

Practical

1. electronic mail
2. listservers
3. newsgroups
4. gopher, ftp
5. the world-wide web
6. accessories: uuencode/uudecode, pkzip/pkunzip/pkzipfix

Deliverables

Group Project: Students will be placed in cooperative learning groups. The groups and their projects will be placed on a poster in the classroom.

Individual Project: Fill your desk with the following:

Your ears (Mailto: ...)
Your utility bag (Links to handy stuff such as HTML editors, Search Engines, Clipart libraries, etc.)
Your textbooks (Links to useful sites)
Your work (Interesting stuff you have done in other MEd modules)

Your hobbies (Links to sites of special interest to you)
Your Class Work (Your answers to all the objectives of the course)
Your portfolio (A link to the portfolio of your examination project)

Examination Project: Identify a specific context where the Internet could be used to facilitate learning. Design a sustainable project, which will ensure that the Internet is used for at least two months on a weekly basis. Post your proposal to rbo@cbt.up.ac.za for comment from the rest of the group. After incorporating any valid comments/suggestions for the group run this project and publish a collection of web pages on your results. This publication should be in the form of a portfolio, which contains the following sections:

Rationale for your project
Literature review
Description of project and execution
Findings (data)
Conclusions and recommendations.

Evaluation

Activity	%
Contribution to online discussion	10
Cooperative project (Poster)	20
Contents of Desk	20
Two month project (Exam)	50

Roster

Phase	Date	Purpose	Activity & Deadlines [Time = SA Standard time (GMT + 2)]
1. Pre Intro	Wed 15 Jan	Familiarisation	Students enrol on listserver and browse virtual classroom
2. Intro	Mon 20 Jan	Introduction	Students introduce themselves and get to know one another by their *Whoami* postings. All students must have introduced themselves by 16:00 on Tues 22 Jan 1997.
3. Prelim.	Wed 22 Jan to Tues 4 Feb 1997	Getting Ready	Individuals arrange their desks. Desks will be assessed on Tues 28 Jan. Groups complete their posters. Posters to be ready for viewing and assessement by 16:00 on Tues 4 Feb 1997.
4. Proposals	Wed 5 to Tues 11 Feb	Discussion	All students must post their project proposals before 16:00 on Tuesday 11 Feb. Discussion of the proposals will continue up to Monday 17 Feb.
5. Kickoff	Tues 18 Feb	Launch project	Students launch their individual projects. These will run for two months, i.e. till *about* Tues 15 April. This allows enough time to process data and create the portfolio.
6. Publish	Tues 22 April	Publish Results	The report on the individual project is published on the Web in the form of a portfolio. Deadline 22 April, 16:00 SA standard time.

Appendix G

Individual assignment instructions from the Web site of the RBO Virtual Classroom

RBO880 - 1997

Course Objectives (Individual)

Click here for COOPERATIVE tasks

Proof of your having reached these objectives should be placed in your desk by the specified deadline.

Syllabus Theme 1: Introduction and Definition of Terms

On completion of this theme you should have done at least the following.

Define the following terms and acronyms:

- **account**
- **acronym**
- **archie**
- **atm**
- **cyberspace**
- **domain**
- **email**
- **emoticons/smileys**
- **faq**
- **flame**
- **ftp**
- **gateway**
- **gopher**
- **hackers**
- **homepage**
- **html**
- **http**
- **internet**
- **ISDN**
- **listserver**
- **login**
- **lurk, lurkers, lurking**
- **modem**
- **netiquette**
- **newbie**
- **protocol**
- **rfc**
- **signature**
- **surfer**
- **usenet**
- **newsgroups**
- **url**
- **veronica**
- **yahoo**

Here is some stuff for free:

IMHO: in my humble opinion
RTFM: read the F&%$@># manual
BTW: by the way
HTTP: Hypertext transfer protocol
VERONICA: Very Easy Rodent-Oriented Net-wide Index to Computerized Archives rodent=gopher, get it?
Inventor of WWW: Tim Berners-Lee
Net enemies no 1 Canter & Siegel ;add your own to the list as we go along

Syllabus Theme 2: The Internet, yesterday, today and tomorrow

On completion of this theme you should have done at least the following.

Make a timeline to indicate the development of the Internet. Also place other significant occurrences on the line.
Make a concept map/picture of the Internet.
Discuss the current educational use of the internet in schools and in teacher education both locally and internationally.
Make your own assumptions in terms of future developments.

References

Departement van onderwys (1995) .Streekkursus: rekenaarstudie st 10. Ongepubliseer
Galbreath, J. en Andreotta, R.J. (1994). Developing and Using the National Information Infrastructure. Educational Technology, 34(4), 15-19.
Gates, W.H. (1995). The Road Ahead. New York, NY: Penguin.
And, of course, surf the net for your own fresher references.

Syllabus Theme 3: Aspects of distance teaching and the Internet

On completion of this theme you should have done at least the following:

Mention and discuss the required roles, outputs and competencies of a distance teaching practitioner, and discuss how the internet could have an impact on these.

Describe the different types of teaching material which could be used to facilitate good distance teaching.

Discuss the relationship between learning objectives, selection of transmission medium and cost. Show how developments on the internet, particularly in terms of Moore's law, could impact on this.

References

Barron, A. and Ivers, K.S. (1994). Training Materials for Telecommunications: Eliminatinig "Teleconfusion". Journal of Technology and Teacher Education, 2(2), 129- 142.
Gates, W.H. (1995) The Road Ahead. New York, NY: Penguin.
Grigas, G. (1994). Distance Teaching of Informatics: Motiviations, Means and Alternatives. Journal of Research on Computing in Education, 27(1), 19-28.
Hummel, H.G.K. (1993). Distance Education and Situated Learning: Paradox or Partnership? Educational Technology, 23(12), 11-22.
Thatch, E.C. and Murphy, K.L. (1995). Competencies for distance education professionals. Educational Technology Research and Development, 43(1), 57-79.

Syllabus Theme 4: A taxonomy of network-based learning

On completion of this theme you should have done at least the following.

Develop a taxonomy of various uses of the internet for learning.

Develop a model by which the Internet could be used to facilitate learning in your subject/field of interest.

References

Fresen, J.L., Freeman, P., Mahne, W. and Miller, P.A. (S.a.). Using the Internet as a source of learning. Available online http://hagar.up.ac.za/catts/group4.html
Kaye, A.R. (ed.). (1992). Collaborative Learning Through Computer Conferencing. New York, NY: Springer- Verlag.
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Syllabus Theme 5: Networks

On completion of this theme you should have done at least the following:

Describe the various forms of electronic networks in increasing complexity.
Discuss the various factors you need to consider when you decide on a network.
Navigate the WWW with confidence and put together your own collection of links to useful sites, together with a short description of each.

Syllabus Theme 6: Email and listservers

On completion of this theme you should have done at least the following.

Send and receive messages using an E-mail package such as Pegasus Mail.
Compile your own address books and mail folders for your mailer.
Compile your own distribution list for your mailer.
Design your own catchy "signature" for your email.
Subscribe to "Itforum" and another listserver of your choice.

Syllabus Theme 7: The "Usenet" newsgroups

On completion of this theme you should have done at least the following.

Explain the hierarchies of newsgroups
Subscribe to ZA Schools and read the postings
Post your own notice to a newsgroup of your choice.
Forward interesting items on any news group to rbo@cbt.up.ac.za
Uudecode and Uuencode documents and pictures

Syllabus Theme 8: Gopher and ftp

On completion of this theme you should have done at least the following.

Explore the University of Pta Gopher and move freely through Gopherspace
Retrieve documents from Gopher Servers
Retrieve documets from ftp servers, ftp your own documents to hagar.up.ac.za and Telnet them into position.
PKunzip, Pkzipfix and Pkzip documents.

Syllabus Theme 9: The World Wide Web

On completion of this theme you should be able to do at least the following:

Surf the Web with Netscape
Retrieve documents from various sites
Design your own Web Page
Compose your own HTML documents

Other Resources:

See the index to DISK1 and DISK2

Back to the Classroom

Appendix H

Collaborative project instructions from the Web site of the RBO Virtual Classroom

Cooperative Learning Tasks

The Groups

Below are two matrices. You will notice that both have the same home group and expert group names. That is because both will be doing the same work. You may collude if you wish, but I want *unique* products from each home group.

Matrix One

Groups	Expt A	Expt B	Expt C
Home 1	Naidoo	Viljoen	Vorster
Home 2	Lazenby	Pete	Steyn
Home 3	Coetzee	Cilliers	Clarke

Matrix Two

Groups	Expt A	Expt B	Expt C
Home 1	De Jager	Strehler	Du Preez
Home 2	Mokoka	Carstens	Jordaan
Home 3	Another	Onemore	Nogeen

The Tasks

Homegroup One:

Construct a Website for a Who's Who in Computer-Assisted Education.

Ideally the site should contain a picture, a brief (five line) resume and a link to the person's own home page. A starting point may be the current site on http://hagar.up.ac.za/catts. Here is a further hint of names you might want to include. Donald P Ely, Tjeerd Plomp, RM Gagne, Donald L Kirkpatrick, Fred S Keller, Stan Trollip, Steve Alessi, Mike Hannafin, Rob Riser, Walter Dick, etc etc. You may also want to look at the list of most often quoted authors I gave you in the LRO module last year. **Matrix One**'s group should concentrate more on the *technological experts* while **Matrix Two**'s group should concentrate on people of primarily *educational* importance.

Homegroup Two:

Construct a Website to discuss the implications of computer-based communication for human resource development.

Consider the *possibilities and constraints* in the disourse between educational institutions by means of electronic networks. Discuss the implications of electronic data resources for life long learning. Consider the needs of learners with regards to worldwide networks in institutions of learning. Discuss the possibilities provided by computer-mediated communication for improved learning, and the possibilities which the internet provides for third-world countries. (i.e. Show how the net can be used to counter the increasing polarisation between the technological "haves" and "have nots". Here are some references to start you off.

- Broholm, J.R. and Aust, R. (1994). Teachers and Electronic Mail: Networking on the Network. Journal of Technology and Teacher Education, 2(2), 167-182.
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Home group 3:

Create a Web Site about the sociological issues of the Internet and Learning.

Consider stuff such as

- Road kill on the Information Highway: Here you might look at various abuses of the net, such as confidence tricking, scams, rumor mongering, credit card fraud, etc. You might also consider hazards such as "mail bombs", etc. Also show what measures there are to counter this, e.g. netiquette, etc.
- Child Safety on the Information Highway: Include aspects such as pornography, gender bias, racial stereotyping, etc. Discuss various ways of dealing with these hazards. You might want to start with my article on Cybersex and Dirty Teaching.
- The birth of the Cybernerd: Traditionally computers have been the realm of the socially unadjusted misfit - the nerd. Now, with the growth of the Internet, this nerd has become a powerful, potentially wealthy species. In a way this is empowerment to a previously disempowered group. On the other hand, does this not create a bunch of people who are unable to communicate face to face, and need to communicate only through the safety of cybercomms?
- The Colonisation of Cyberspace: The principle of colonisation is that any space which does not belong to anyone can be claimed. This is why it was possible for various countries to colonize Africa. In fact, the country *did* belong to people, but they did not have the resources to defend it. Much the same is happening with the Internet. It used to belong to "nobody" in the form of the US Government and Universities. It has, however been effectively "colonized" by big business. This has led to vast improvements in infrastructure and technology, but it has also meant that the original owners, the academics and educators, have been marginalised, having to struggle with insufficient bandwidth and, now also having to pay for access which, in the past, was free. Another issue is that of language colonisation - Why is the net so English? You may find more information from John Litchfield litchfld@central.murdoch.edu.au

The Experts

Expert Group A: The Designers.

You are the Home Group Chairperson. It is your responsibility to make sure your work is evenly distributed among all three your home group members. Apart from this you need to develop expertise in Web Site design. What constitutes a good website? How is a website best designed to yield its information easily? What attracts people to your website? What is the optimum grain size? How can you prevent people from getting lost in cyberspace? Checkout

Expert Group B: The Surfers.

You are the hunters. You need to conduct searches to find the information required for your teams. Also use this to build up a network of *contacts*. Web pages all have "Mailto" functions. Send mail to the creators of the pages and see what other info they can give you.

Expert Group C: The Authors.

You are responsible for the creation of the page. You need to collect resources such as HTML editors, graphics editors, JAVA script editors, etc. You also need to determine the level of HTML in which you are going to work, for instance, are you going to use frames, etc. It is also your responsibility to FTP the material onto Hagar and to Telnet it across into position.

General Comments

- A good starting point for all expert groups would be http://hagar.up.ac.za/catts/weblearn.html
- Use unique filenames which give a clue to the content of your page, but will not easily be used by another group.
- Use **lower case filenames only**. Unix, as you know, is case sensitive. Our Webmaster has decided to standardise on *lower case*. If you ignore this, some of your links may not work.
- Enjoy your project. Remember this is a team effort. Each team member is responsible for the success of this venture.

Back to the Classroom

Appendix I

Introductory email message to the RBO class email list

*Received: from MAILQ by CBT (Mercury 1.21); 16 Jan 97 09:38:52 GMT+2
From: "Johannes Cronje" <JCRONJE@cbt.up.ac.za>
To: "MEd (CAE) The Internet in Education" <rbo@cbt.up.ac.za>
Subject: Welcome to the RBO course
Date: Thur 16 Jan 1997 09:38:45 GMT+2

Welcome to the RBO listserver.

This is the electronic discussion forum for the MEd (CAE) module on the Internet in Education. This forum runs alongside the web page on http://hagar.up.ac.za/rbo, where you will find the rest of the virtual classroom.

Any message you send to rbo@cbt.up.ac.za will automatically be forwarded to the rest of the class and the instructor.
Remember that selecting the "reply" option on your mailer will have the same effect, so if you wish to send a "private" message to another subscriber you will have to delete the rbo address and type in the desired private address. At the end of this message you will find a list of commands you may use to address the listserver directly.

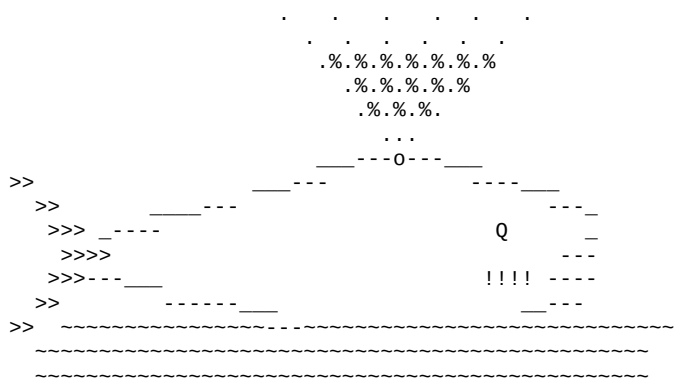
If you wish to contact the instructor directly you may address mail to jcronje@cbt.up.ac.za, but remember there is no guarantee that he might not forward your message to the rest of the group :-)

Your first TASK now, is to send a message to rbo@cbt.up.ac.za in which you do the following.

PLEASE DO NOT DO THIS BEFORE MONDAY 20 JAN 97
TO ALLOW EVERYONE TO SUBSCRIBE.

1. Introduce yourself to the rest of the class.
2. Tell us WHY you are following this module (no not just to complete the M.Ed. what is your specific internet interest?)
3. Describe your support system. Significant others, friends, colleagues, class mates, pets etc.
4. Produce a piece of "Keystroke art" to show how artistically you can manipulate a computer keyboard.

In case you wonder what keystroke art is, here is an example of a whale, produced by J F of last year's group.



If the whale looks "all funny" remember that keystroke art is best viewed with a non-proportional font such as "system".

To unsubscribe from this list, send email to maiser@cbt.up.ac.za containing the words

unsubscribe rbo

in the body of your message.

The following commands may be issued to this listserver, by sending it in the body of an email message to maiser@cbt.up.ac.za:

1. subscribe rbo : subscribe yourself to the list <list-name>.
2. unsubscribe rbo : remove yourself from the list <list-name>.
3. add rbo <email address> : add another user to the list.
   This must first be approved by the list supervisor.
4. remove rbo <addr> : Remove a subscriber from the list, this
   is subject to approval from the list supervisor.
5. enumerate rbo : see who is subscribed to the list.
6. list : see which lists are available for subscription.

Messages may be distributed to list subscribers by simply sending email to rbo@cbt.up.ac.za.

N.B. You have already been subscribed to the listserver. You need not DO step ONE now. You need only do step 2 in case you don't want to participate in our discussion group.

Johannes Cronje

Appendix J

Extracts from a short email communication thread

[Initial message from student]

"I have to share this with you, as my mind needs some clearing. I requested lacking information from some of the GGs***** [*] in IT. This is the response I got from one of the gods, *SH******* [**]

>Stop bothering me.

Great, hey? (BTW: I had never contacted him in this regard before. Have you, *A*?)
I must confess I was left rather speechless by the blunt rudeness from such an eminent scholar, especially after the positive, encouraging and friendly responses from many of his peers. After all, this is additional advertising for them, isn't it?
My reaction, once I had recovered from the slight shock, was an equally rude equivalent of
"Go forth and multiply" (to quote *JC).* I have amended the text in the Who's Who to read as follows:
>>*H, S*
>>Upon a request to check whether the information that previously
>>appeared here was correct and satisfactory, Professor *H*
>>responded: "Stop bothering me."
>>Therefore we had no choice but to remove the entry, since it might
>>contain information of which he did not approve.
I propose we remove his entry completely, since he is obviously not keen on having it there.
I am not sure how one should reply to his e-mail. Should one try to rise above the pettiness of replying in kind?
Should one reply at all?
Should one simply thank him for the kind message?
I can think of quite a few nice and nasty things to say, but will it serve any purpose other than soothing my own wounded ego?
……...
[Reply from a second]
Leave what you had originally. I tend to be quite philosophical about these things. You know - different strokes for different folks. I know it sounds trite, but accept the fellow the way he is. Maybe he's stressed out. Maybe he was born obnoxious.
...
[Reply from a third student]
Who knows- the bod in question may have an automatic filter on that sends automatic (& blunt) replies automatically to any message that includes a request or some phrases that he thinks are to do with commercial/ ad emails.
OR - as happened on our campus - perhaps the bod left his computer unattended and his email un-password protected and some malicious student sent the message without his knowledge. On our campus the offending message was to a lecturer AND the message was pretty diabolical from what I hear.
The result of this latter is that the dept. in question has made a ruling that any message that goes out from your email is YOUR responsibility even if someone else sent it without your knowledge.
The penalty the dept imposes for not complying is complete and permanent removal of all email priveleges.

As the dept is electronic engineering they feel they are making good electronic practises compulsory.
(I have always password protected my mailer(s) and never leave my mailer resident when I leave my desk.).
Having said all of the above - I would still have been VERY tempted to send an exceedingly gentle and REALLY polite, low key kind of message that made reference to the sharing of knowledge and 'hands across cyberspace" etc in such a way to make the receiver squirm with embarassment.
Of course if you have read stuff written by the man and could quote an extract or two so that he knows that he would have been really a useful link to have - and perhaps how he could have benefited from the link - you know a freebie w/e at Stilwater Sun casting pearls of wisdom before us poor 3rd world swine------ or something?
But hang in there guys - he is only a nanoblip in the vast, warm cyber - ocean. regards from…
……..
[Reply from a fourth student]
I tend to agree. Lets leave the poor "s..". Perhaps he thinks we are part of some kind of old SA intelligence service. Or he is like our own Joost who can't even walk in public without being harassed.
Perhaps CBT is BIG where he comes from and people never leave him alone.
What would the *ES* thing be to do? ….
……....
[Reply from original student]
Thanks for all the wise responses to my ethico-moral dilemma in handling the *H* phenomenon!
I got so many equally valid points of view that I might register it as a research project ;-) No, seriously: Thanks! You've all been wonderfully supportive! Groetnis …..

[*] Great Gurus or Groot Geeste (Afrikaans for spirits or ghosts). Terminology used by the students to refer to well-known IT professionals.
[**] All individual's names have been replaced with initials.