



Tulane
University

SCHOOL OF PROFESSIONAL
ADVANCEMENT

Online Learning
Student Guide

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Introduction to Online Learning

The first documented college-level distance education course was a correspondence course introduced at the University of Chicago in 1892. Since 1892, college level distance education courses have been delivered by mail, radio, television, videoconferencing, and the Internet. Today, the Internet is the overwhelming choice when it comes to the delivery of online college courses.

The trend of increasing distance education enrollments in the face of declining overall higher education enrollments suggests an important shift in the American higher education landscape, with contemporary learners leaning in to online options.*

* Excerpted from the 2015 Survey of Online Learning conducted by the Babson Survey Research Group in partnership with the Online Learning Consortium.

After distance education moved online, the number of students studying online as well as the number of online courses colleges and universities offered to students increased dramatically. Now, according to the Babson Survey Research Group and the Online Learning Consortium, “[t]he number of students taking online courses has grown for the thirteenth consecutive year...” with “[m]ore than one in four students (28%) now taking at least one distance education course. Further, “[w]hile enrollments in higher education institutions decreased overall [in 2015], enrollments in online programs continued to increase (see the [2015 Online Report Card – Tracking Online Education in the United States](#)).

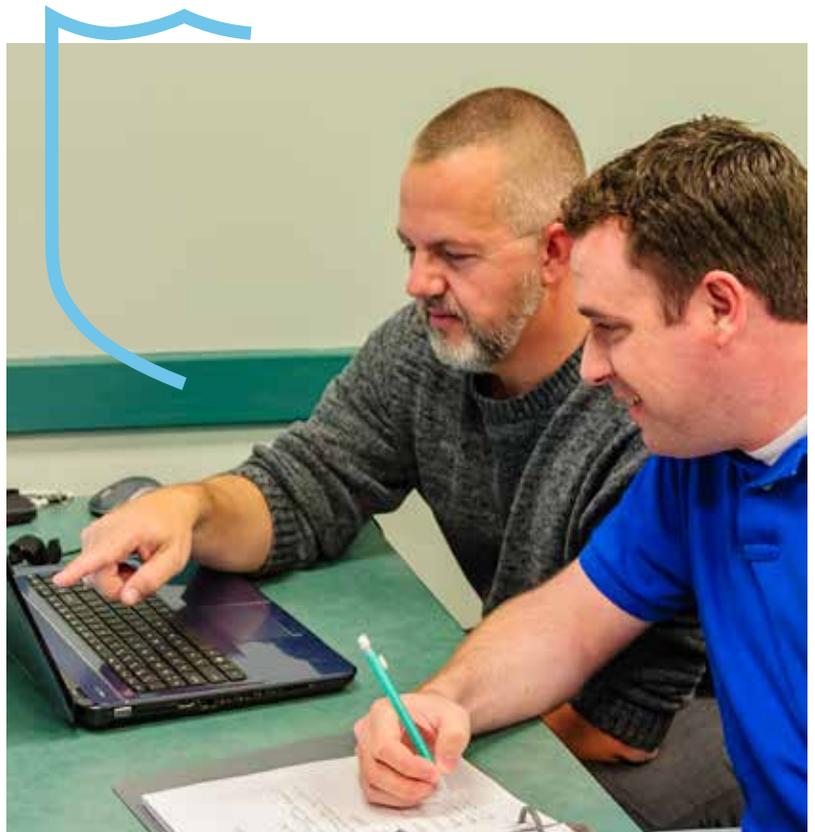
What Is Online Learning?

While the term “online learning” can include Internet-based enhancements to face-to-face courses, completely online courses, and/or a mixture of some face-to-face and some online learning activities in courses, at Tulane’s School of Professional Advancement (SoPA), online learning refers to completely online courses that are typically asynchronous when it comes to the interactions between the instructor and students. More specifically, students enrolled in online courses will find all of the materials (including instructor lectures/notes), assignments, discussion boards, and tests in the course site associated with their online class.

Why Take an Online Course?

Online learning offers many advantages at the same time researchers have concluded there is no significant difference when it comes to the quality of the learning experience (when online courses are compared to traditional face-to-face courses—see the *No Significant Difference Phenomenon* by Thomas L. Russell companion [website](#)).

- Online learning provides students with more scheduling flexibility when the learning activities are asynchronous
- Students save time by not commuting to and from campus classes
- By eliminating the time and place constraints of typical face-to-face courses, online course-related materials can be more customized and expansive
- Student-centered learning translates into greater student engagement



Hardware & Software Needed for Online Courses

All online courses at SoPA are delivered through the [Canvas](#) platform. Help may be found at the Tulane Canvas Student Resources [website](#).

System Requirements

Computer Operating System:

- PC (Windows 7 and newer)
- Mac (OSX 10.6 and newer)
- Linux (chromeOS)

Mobile Operating System Native App Support:

- iOS 7 and newer (versions vary by device)
- Android 4.2 and newer

Computer Hardware Specifications:

- Use a computer 5 years old or newer when possible
- 1GB of RAM
- 2GHz processor

Internet Speed:

- Along with compatibility and web standards, Canvas has been designed to accommodate a variety of bandwidth environments
- Minimum of 512kbps

Screen Readers:

- PC (Internet Explorer) – [JAWS](#)
- PC (Firefox) – [NVDA](#)
- Mac (Safari) – [VoiceOver](#)
- There is no screen reader support for Canvas in Chrome.

Software & Browsers

Unless specified as a prerequisite for a specific course, no software purchases are required to take an online course at SCS. Each student will access the Canvas platform using the Internet browser installed on their computer.

Software downloads typically needed by online students include:

- Some type of word processing application (like Word or [Google Docs](#))
- [Adobe Reader](#) (PDF file reader)
- [PowerPoint Viewer](#)
- Trend Micro OfficeScan Antivirus (for Windows and Mac–provided free to current students), available at the [Tulane University Software Distribution Center](#)



Canvas supports the current and first major releases of the following browsers:

- Internet Explorer 11 and Edge (Windows only—please make sure your operating system is also current as noted in the computer specifications listed above);
- Safari 9 and 10 (Mac only);
- Chrome 56 and 57;
- Firefox 51 and 52 (Extended Releases are not supported);
- Flash 23 and 24 (used for recording or viewing audio/video and uploading files); and
- Respondus Lockdown Browser (supporting the latest system requirements).

Other needed components include:

- **Flash** is required for recording or viewing audio/video as well as uploading files to a course or an assignment. Other than these features, Flash is not required to use most areas of Canvas. Please note that some browsers may no longer support Flash.
- The **Java plug-in** is required for screen sharing in Conferences. Please note that some browsers do not support Java. Otherwise, there are no other browser plug-ins used by Canvas.
- JavaScript must be enabled to run Canvas.

Browser Plugins and Extensions

Some browser plugins or extensions may conflict with Canvas and affect functionality. If you experience behavior that does not allow you to view or participate in Canvas courses, please ensure you have disabled any extensions or plugins that interact directly with your web browser.

For troubleshooting, consider logging in to Canvas using an incognito or private browser window, which will provide a browser session without any prior browsing or search history, associated browser cookies, or other factors that may interfere with the browser. If you are able to view and participate in Canvas using an incognito or private browser window, the behavior you are experiencing is likely related to the browser and not Canvas.

Is Online Learning for You?

At the same time online learning is appealing to many students, some students still prefer face-to-face learning. When considering whether online learning is right for you, keep in mind that distance learning cannot provide the same types of face-to-face interactions and extracurricular activities/learning that are typical in campus-based classes.

Also, in addition to the minimum computer and software capabilities listed above, each student enrolled in an Internet-based course will need:

- An interest in utilizing the Internet as a distance education mode;
- Self-motivation (since online students need to take the initiative to review the online course materials, keep up with the reading and project assignments, regularly check their Tulane email inbox, and participate in assigned online discussions); and
- Adequate written communication skills (to communicate effectively through the mediums of essay submissions, email, and “chat” discussions).

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Online Learning Policies & Procedures

Assuming you decide to take an online course, it will be useful for you to know what your online instructor expects from you, what you can expect from your online instructor, and how you can avoid the common pitfalls associated with online learning.

What Your E-Instructor Expects from You

Looking first at what your online instructor expects from you, there are a few general guidelines for getting off to a good start in your e-course.

How to Get Started in Your Online Course

After you gain access to the Canvas course site for your online course:

- Tour the course site to become familiar with all of the materials and resources the instructor has provided;
- Study the syllabus for the course, with the syllabus document in each and every class the most important document as well as the “road map” for how the course will be conducted; and
- Make sure you have copies of the required textbook and any other needed materials prior to the first day of classes.

In addition to the above, look for course site announcements, emails, and other guidance from your instructor. Also, do not hesitate to email your instructor if you have questions and/or concerns about any aspect of your online course.

Participation

As a rule of thumb, plan to login to an e-course class site a minimum of three times a week. Also, please keep in mind that your enjoyment of the online learning experience will be enhanced if you fully participate in all of the online learning activities (including optional online activities like joining in on ice-breaker forum discussions).

Communications with Your Instructor

Please keep in mind you must use your Tulane email account for ALL email communications with your instructor. Note: Your instructor’s Tulane email address can be found on the “Home” page in your Canvas course site.

In addition, depending on the preferences of individual instructors, you are likely to be provided with additional means for communicating with your instructor (read: through a course site “Faculty Office Forum,” Collaborate webinar classroom chats, etc.)

Note: Please be sure to identify yourself and the course you are referencing when you write to your instructor. Also, please allow up to 24 hours for your instructor to reply to your email. That is, while most online instructors will likely answer your email question(s) promptly, every now and then, it may take as long as a day for you to receive a reply.

Student Conduct

Tulane University Student Code of Conduct

All Tulane University students must conduct themselves in accordance with the policies outlined in the [Tulane University Student Code of Conduct](#).

Tulane University Computer and Information Policies

In addition to the Student Code of Conduct, all Tulane University students must abide by the [computer and information policies](#).

Important Note: Tulane provides all current students with Trend Micro OfficeScan Antivirus (for Windows and Mac). For more information, visit the [Tulane University Software Distribution Center](#).

Netiquette

Remember the general guidelines for Internet-based communications, including the following:

- As stated above, be sure to identify yourself and the course you are referencing in all of your email communications with your instructor;
- Be sure to change the subject line in an email if you are introducing a new topic;
- Do not type in all upper case letters (since using all upper case letters is the equivalent of shouting in text-based online discussions);
- Use the spell check function prior to sending/submitted all of your course-related communications;
- If your course deliverables include essay or short answer postings on group discussion boards, be sure to use the copy and paste command when possible (instead of attaching a document -- so your instructor and classmates can find your work with one click instead of two or more clicks);
- If your course deliverables include essay or short answer postings on group discussion boards, be sure to copy and paste the question/topic you are addressing at the start of your reply; and
- When in doubt (about whether a discussion comment may be too controversial or cause a “flame argument”), please consider that it is always better to discuss course material in a dispassionate and collegial manner.

More common sense netiquette guidelines can be found in [The Core Rules of Netiquette](#) by Virginia Shea.

Style Guide

College-level academic work requires attribution (read: giving credit) for the ideas of others and/or the published materials used. In addition, if your instructor assigns a paper, take your direction on the nature of the paper deliverable from your instructor but keep in mind that the use of one type of style guide for the formatting of the paper is in keeping for college-level academic work.

Further, while different disciplines use different style guides -- for example, anthropologists use the *Chicago Manual of Style*, biologists use the *Council of Biology Editors Style Manual*, chemists use the *American Chemical Society Style Guide*, many humanities scholars use the *Modern Language Association of America Style Manual* and *Guide to Scholarly Publishing*, etc. -- if your instructor does not specify a particular style guide to use, you can always use the free online guide [American Psychological Association Style Lite for College Papers](#).

Also, you can find more guidance on [How to Cite Your Sources](#) and [Citation Management Tools](#).

Disability Accommodations

Any student with a disability and in need of course or examination accommodations should request accommodations through the [Goldman Center for Student Accessibility](#) located in the Science and Engineering Lab Complex on the Uptown Campus at: (504) 862-8433 or goldman@tulane.edu.

Also, please request any needed accommodations as soon as possible. In addition, please provide a copy of your approved accommodation form from the Goldman Center for Student Accessibility to each instructor. All SoPA course instructors are committed to working with the Center for Student Accessibility to ensure all approved accommodations are provided. Still, if you do not deliver the approved accommodation form to each professor, your professors will not know you have been approved to receive accommodations and will have no basis for providing accommodations.

What You Can Expect From Your E-Instructor Course Syllabus

Each instructor will provide a course syllabus that will detail:

- Contact information for the instructor
- A description of the course and its content
- Any prerequisites for the course

- A description of the course learning objectives
- The required textbook and/or readings (and other required/optional books and/or materials)
- The course deliverables (for example, tests, papers, oral presentation, group projects, etc.)
- The value (percent) of each graded assignment
- The due dates for course assignments and/or scheduled tests/examinations

Note: The course syllabus is a “road map” for each course. Please be sure to pay careful attention to the course syllabus provided by your instructor.

Course Delivery

You will find all of your SoPA online courses in one place—the myTulane [Canvas](#) system, using the same user ID and password you use to access your Tulane email account and Gibson Online.

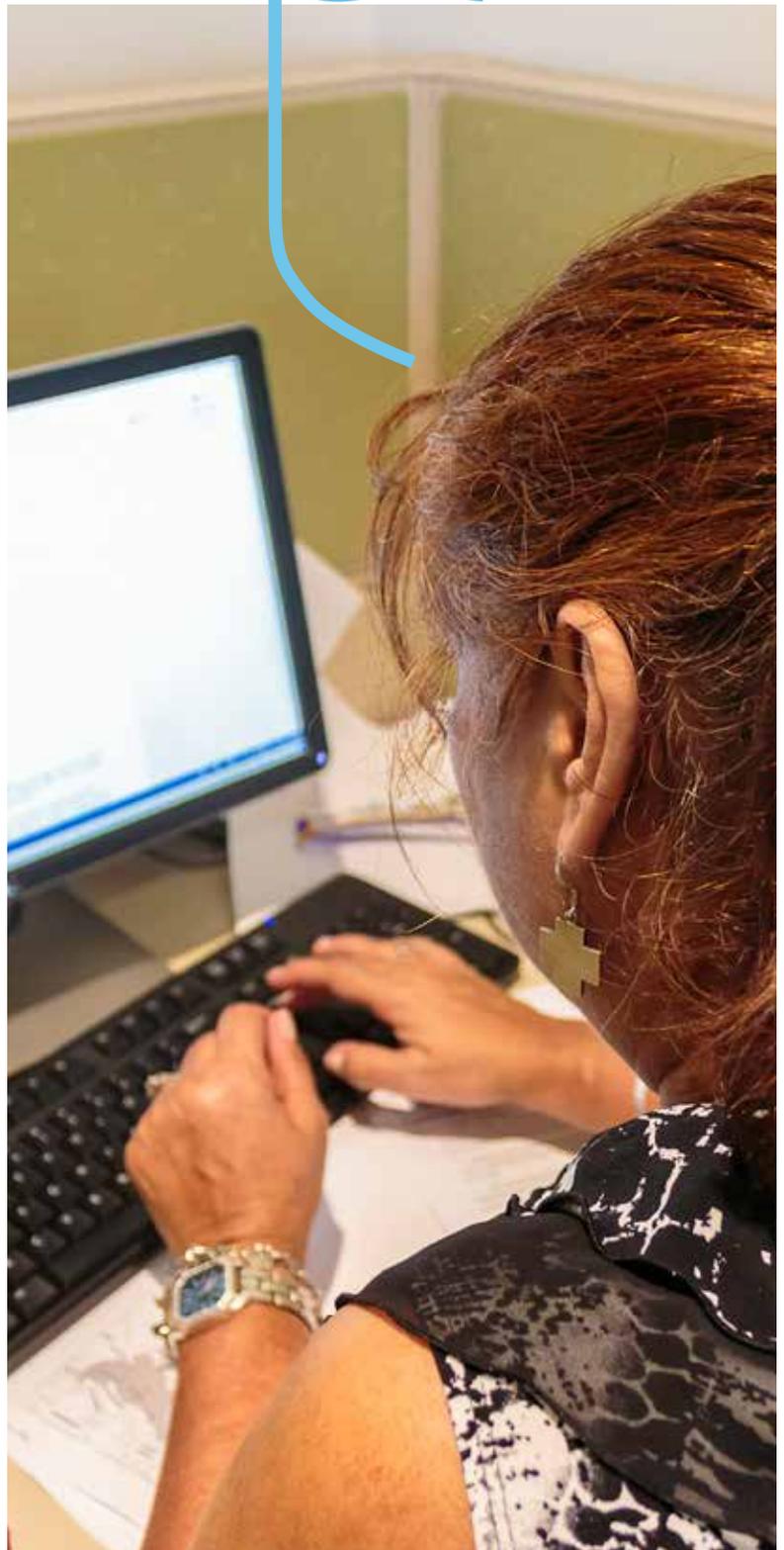
Also, your online instructor will provide you with access to their course site by the first day of classes at the latest and typically provide early access of up to a week prior to the start of a semester. Again, the rule of thumb for participation in each online course includes logging into the course site at least three times a week (to study course lectures/materials, keep up with instructor announcements, and participate in ongoing course-related discussions).

Further, unless stated in the schedule of classes, all online courses will include asynchronous learning activities and assessments (with all real time activities—like online chat reviews prior to a test/exam—optional only). Alternatively, if a course has a real time component, the day and time for the real time component will be listed in the [Tulane Schedule of Classes](#).

Course Communications

Instructors will respond to your email questions within a 24 hour timeframe and even faster, when possible. Again, please be sure to only write to your instructor from your official Tulane email account or from your Canvas Inbox account.

Important Note: While all of the e-messages generated within Canvas will be automatically forwarded to your [Tulane email account](#), the mail you receive in your Tulane email account (including mail from your SoPA advisor, SoPA director, SoPA dean, etc.) will NOT be forwarded to your Canvas Inbox. In other words, please be sure to regularly check your Tulane email account.



You can set-up your Tulane email account to forward to an email account you check more regularly but please be sure to leave copies of the forwarded mail in your Tulane email account (since you will have to use your Tulane email account to reply to a message sent to you by your instructor, advisor, or anyone else in the Tulane community). If you need help setting up your Tulane email account, you will find a user guide on the [Technology Services](#) website.

Course Test Windows and Respondus Lockdown Browsers

In keeping with the expectation that some students simultaneously take more than one course, including a mix of online and face-to-face courses, instructors will provide a minimum window of 48 hours to take all online tests and/or examinations.

In addition, some of the online tests/exams you take in online courses will be presented in a Respondus LockDown Browser format. In turn, to take a test/exam in Respondus LockDown Browser mode, you must first download and install the application on your (Windows or Mac) computer. Next, when you are ready to take the test/exam follow the steps below.

- Close all programs running on your computer.
- Locate the “LockDown Browser” shortcut on your computer and double-click on the button to launch the program.
- If prompted to close a blocked program (e.g., screen capture, instant messaging, or other application), choose “Yes” when prompted.
- Login to your Canvas course site.
- Navigate to the quiz and select the appropriate “Take a Quiz” link.
- Once a quiz has been started with the LockDown Browser program, you cannot exit until the “Submit Answers” button is clicked.

Turn-It-In Course Work Submissions

Your instructor may require you to submit assignments through Canvas’ Turnitin feature. Turnitin allows you and your instructor to validate the content of your work/paper as original content or appropriately cited works in a research paper.

When you upload your document through the Turnitin portal in your Canvas course site, a report is generated. More specifically, if applicable, the Turnitin report will list where you have not cited non-original work and provide the location of at least one source for the information that should receive credit for source materials in your paper.

The Turnitin feature allows Tulane University – and all institutions that utilize Canvas – to compare any previously submitted papers against the student’s submission (both at Tulane University and all Canvas institutions nation-wide). It also provides you with feedback on when appropriate citation is missing from your work/paper.

Avoiding Common Pitfalls

If you are contemplating taking an online course or have already signed up to take an online course, be sure you understand the nature and remedy for the common pitfalls associated with online learning (below).

Avoid: Assuming Online Courses Are Easy

Even though you will save the time you would spend commuting to and from campus, do not assume online courses are easier or less time consuming than face-to-face course. Rather, student-centered online learning is termed “active learning” owing to the requirement that students need to actively seek out and utilize the learning activities and materials provided by the instructor.

In addition, by eliminating the traditional fixed time period for a class, online learning tends to be more expansive and accordingly, more time consuming.

Avoid: Poor Time Management

The keys to success in an online course include determining what is required by your instructor, making a regular study schedule, creating a “study area/zone,” and taking responsibility for your own learning.

“Time sneaks up on you like a windshield on a bug.”
–Jon Lithgow

Each online course instructor is different and accordingly, requires different course deliverables. Prior to the start of the course (or on the first day of classes at the latest), read the course syllabus and determine what deliverables—read: tests, papers, discussion comments, essays, etc—are required. Further, some instructors make smaller, weekly assignments while other instructors assign less frequent but more thoughtful, longer contributions/deliverables from students.

Once you know what is due, map out the work needed to complete the course assignments and further, make up a study schedule based on your preferred study times. For example, if you need to read two chapters and compose two essays, realistically estimate how much time each aspect of the assignment will take and schedule the time needed for each aspect/component of the assignment on a calendar.

Finally, in the same way you need to schedule specific, regularly occurring times to study and/or work on online course deliverables, the quality of your academic

work will benefit from the use of study space or zone. Your study space or zone can be a desk, one end of your kitchen or dining room table, or part of a table in your sewing room or workshop but the simple act of designating an area where you will be “at school” when you enter the zone will help focus your attention on the work required to complete and excel in your online course(s).

Note: [Appendix One](#) includes instructions for using the Google Calendar application.

Avoid: Inadequate Preparation

Be sure to locate and use all of the resources you need to succeed in your studies. For example, if you are taking a course that requires high school level math calculations and you are a bit “rusty” when it comes to math calculations, be sure you seek out the resources needed to successfully complete the assigned work in the course.

“No student knows his or her subject: the most he or she knows is where and how to find out the things he or she does not know.”

–Woodrow Wilson (28th President of the United States)



Continuing the “rusty” in math example, if you cannot remember how to multiply fractions or calculate a percent increase/decrease, look in your local bookstore for an inexpensive study aid like a Spark Chart “crib” sheet and/or Schaum’s Outlines reference book on “Math Basics.” Alternatively, you might even find what you are looking for by simply “Googling” the search terms “tutorial” + “percent change/increase/decrease.”

If you need additional academic help, the Tulane Tutoring and Writing Center (located in the Science and Engineering Building #14 on the Uptown Campus) is available to SoPA students. More specifically, during the fall and spring semesters, the Tulane Tutoring and Writing Center offers free one on one tutoring (by appointment only) plus group “walk-in” tutoring on 30+ subject areas and writing (in English not foreign languages). Also, private tutoring is available for a fee. The private tutors are not employed by Tulane University (so the quality of the tutoring sessions can vary, with the list of private tutors on the website listed below).

For more information on the Tulane Tutoring and Writing Center, see their websites for [writing](#) and [tutoring](#), or call (504) 865-5103.

Avoid: Poor Study Skills

In the same way there are “crib” sheets and reference materials for basic math skills/formulas, there are there are “crib” sheets and reference materials on study skills.

“We are what we repeatedly do. Excellence, then, is not an act, but a habit.”

–Aristotle

“The person who does not read good books has no advantage over the person who can’t read them.”

–Mark Twain

For example, there are strategies you can use to improve your memorization skills as well as strategies for enhancing your critical thinking. For more information on study skills tips and tricks, follow the links below.

- [Study tips and tricks for college students](#)
- [Study guides and strategies](#)
- [How to study tips](#)

Tulane University Honor Code

All academic assignments in online courses are conducted under the provisions of the Tulane University Honor Code. Also, all Honor Code Board meetings will take place in New Orleans. In turn, if a student wishes to appear before the Honor Board (to counter an allegation of a violation of the Honor Code), the student must keep in mind that they will need to do so in New Orleans. Further, if a student waives the right to appear in person before the Honor Board(in New Orleans), written statements will be accepted.

What constitutes Honor Code violations?

[Note: The text below is excerpted from the [Code of Academic Conduct](#).]

Any student behavior that has the effect of interfering with education, pursuit of knowledge, or fair evaluation of a student’s performance is considered a violation. Any student found to have committed or to have attempted to commit the following misconduct is subject to the disciplinary sanctions outlined in this Code. The following are defined as violations:

Cheating

Giving, receiving, or using, or attempting to give, receive, or use unauthorized assistance, information, or study aids in academic work, or preventing or attempting to prevent another from using authorized assistance, information, or study aids.

Consulting with any persons other than the course professor and teaching assistants regarding a take-home examination between the time the exam is distributed and the time it is submitted by the student for grading. Students should assume the exam is closed book; they may not consult books, notes, or any other reference material unless explicitly permitted to do so by the instructor of the course.

Plagiarism

Unacknowledged or falsely acknowledged presentation of another person's ideas, expressions, or original research as one's own work. Such an act often gives the reader the impression that the student has written or thought something that he or she has in fact borrowed from another. Any paraphrasing or quotation must be appropriately acknowledged. Plagiarism also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. Please consult *Acknowledging Sources In Academic Work* a copy of which may be obtained in the Newcomb-Tulane College Dean's Office or the Center for Academic Advising for more information on documenting sources.

Fabrication

Submission of contrived or altered information in any academic exercise.

False Information

Furnishing false information to any University official, instructor, or Tulane University office relating to any academic assignment or issue.

Unauthorized Collaboration

Collaboration not explicitly allowed by the instructor to obtain credit for examinations or course assignments.

Multiple Submission

Presentation of a paper or other work for credit in two distinct courses without prior approval by both instructors.

Sabotage

Destroying or damaging another student's work, or otherwise preventing such work from receiving fair graded assessment.

Unfair Advantage

Any behavior disallowed by an instructor that gives an advantage over other fellow students in an academic exercise.



Facilitation Of Academic Dishonesty

Knowingly helping or attempting to help another student violate any provision of the code.

Tampering With Academic Records

Misrepresenting, tampering with, or attempting to tamper with any portion of a student's academic record.

Improper Disclosure

Failure of an honor board member or participant in an honor board hearing to maintain strict confidentiality concerning the identity of students accused of honor code violations.

Copyright Policy Statement

All instructor and/or textbook publisher provided materials in each SoPA online course site are protected by the copyright and other intellectual property laws. Accordingly, reproduction or retransmission of online course materials, in whole or in part, in any manner, without the prior written consent of the copyright holder, is a violation of copyright law. A single copy of the online course site materials may be made solely for personal, noncommercial use. Again, users may not distribute such copies to others, whether or not in electronic form, whether or not for a charge or other consideration, without prior written consent of the copyright holder of the materials.

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Online Learning Resources

The available technical, library, and computer lab resources are listed below.

Where to Get Technology-Related Help

Students can obtain technical support in a variety of ways—through online ticket submissions or chats, telephone consultations, or “walk up” service.

Online

Request help from [Technology Services](#). Services, a searchable knowledge base, and live chats are available. Email the Help Desk at help@tulane.edu.

Telephone

Call (504) 862-8888, Monday through Friday, 7:00A.M-7:00P.M.

Walk Up Service

Is available at the service desk in the Technology Connection computer store in the Lavin-Bernick Center (on the Uptown Campus) and at the Technology Desk in the Learning Commons on the first floor of the Howard Tilton Library (on the Uptown Campus).

Also, learn more about the [Technology Connection Repair Center](#) provides laptop and handheld device support.

Finally, find a copy of the [Student Guide to Tulane Technology Services](#).

Academic Calendar

The academic calendar for each semester is located on the [SoPA website](#) (as part of the “Student Information” tab). In turn, the start and end dates for each semester plus holiday observances are listed the current academic calendar.

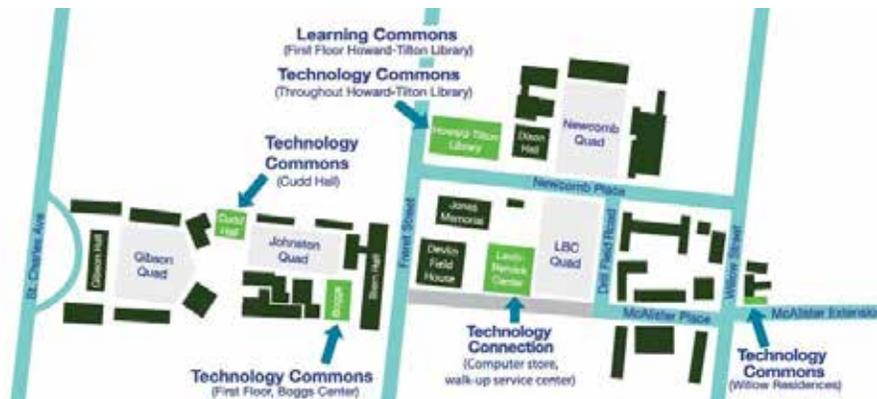
Library Resources

The online catalog (including a large collection of digital books and materials) is available from the Howard-Tilton Memorial Library [website](#).

Additional information on the extensive Tulane University library system is available [here](#).

Computer Lab Resources

Computers and other digital conveniences are available in the Tulane Technology Commons – public computing spaces located throughout the Uptown campus (see the map below) and on each SoPA campus.



Operating hours vary by location and season. The computers in the Technology Commons are only accessible to current Tulane faculty, staff and students. Guest credentials are NOT available.

In addition, there are computers students can use in SoPA offices at each SoPA campus—Uptown Campus (on the ground floor of Gibson Hall), Elmwood Campus, and Mississippi Coast Campus.

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Appendix Two: Glossary

announcement page

The section in your Canvas course site where instructors post announcements.

asynchronous

“Asynchronous” distance/online education courses or course activities refers to the schedule or timing of the exchange of information and/or ideas and the conduct of course work. More specifically, in an asynchronous course, participants utilize the course materials as well as participate by posting work and discussion threads on their own schedule. An example of an asynchronous e-communication is email. That is, email can be sent or received without both the receiver and the sender being online at the same time.

bookmarks

A browser window tool/feature for quickly locating an Internet site. After a bookmark (read: the site URL address) is saved, users can click on the bookmark to quickly access the site.

browser or browser window.

The software—such as Firefox, Google Chrome, or Internet Explorer—that is used to navigate between Internet sites.

courseware (or learning management system or LMS)

The software platform – like the myTulane Canvas platform – used for teaching online courses.

digital drop box

A feature in a LMS that allows students to confidentially send their assignments to their instructor.

discussion board

A feature in LMS platforms that enable the posting of comments, questions, work, etc.

download

The transference of one file from the Internet or a course site to another computer.

external link

A “bookmark” or URL address that provides instant access to a specific web page.

face-to-face

A term for classroom instruction [often used in conjunction with a comparison to online instruction].

flame argument

A term for sending inflammatory or highly emotional messages that are likely to receive negative responses.

forum

A subsection on a discussion board where students and instructors post their thoughts on a given topic or question (as well as read the comments made by others).

home page

The “landing” page in a Canvas course site.

hybrid (or “blended”) course

Refers to a course delivery through a combination of some face-to-face class sessions and some online class components.

netiquette

The etiquette or rule of good behavior when on the Internet.

offline

When someone/a system is not on the Internet.

online

When someone/a system is connected to the Internet.

proctor

An instructor or another designated person that oversees students taking tests and/or examinations.

real time chat

Online chat -- in the Canvas Collaborate virtual classroom -- between two or more persons by text or voice chat.

search engine

A software program that searches the web for specific topics and/or resources and/or materials (e.g., Google).

streaming video/audio

The availability of video clips and/or audio clips with instructor lecture materials and/or other instructional materials in a course site.

synchronous

“Synchronous” e-learning activities involve the exchange of ideas and information with the instructor and fellow class members logged into the learning space at the same time.

thread

A single discussion statement posted by a student or the instructor.

threaded discussion

Multiple discussion threads on one topic or multiple related topics.

upload

To transfer a document, image, or file from one computer to another computer/server.

URL (Universal Resource Locator)

The Internet address of a web page.

virtual

Used to describe a simulation on the Internet that is either two or three dimensional (like a virtual faculty office, library, campus, etc.).

web page

A single screen of information on the Internet.

website

A collection of linked pages (or linked web pages) on the Internet.

whiteboard

An application that enable two or more users to share a Web-based chalkboard-like application.



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