

## SECTIONS - Independent Factors

Technology	e-mail	List Servers	CMS/LMS	Personal Videoconferencing	Web Conferencing	Room based conferencing	CAI	ELGG/Athabasca Landing	Web 2.0	Podcasts
S=Students										
Demographics	<ul style="list-style-type: none"><li>- <b>Age and Gender</b> - Generally female students between the ages of 19 and 55.</li><li>- <b>Education</b> - Secondary graduation (or equivalent), or mature applicants 19 years of age and have been out of full-time secondary school for at least one year prior to the commencement of the course and must satisfy all general admission requirements. Admission requirements include an official transcript. If transcripts are unattainable, students must write a math and English assessment exam and obtain a passing grade of 70 percent.</li><li>- <b>Geographic</b> - Most students are BC residents. Less than 10 percent are out-of-province residents. Some students may live in isolated BC communities.</li></ul>									
Access	<ul style="list-style-type: none"><li>- <b>Home computers</b> - majority of students have home computers.</li><li>- <b>Computer labs</b> - a minority of students may not have a personal computer or an Internet connection and require to access computers and/or Internet connection. Labs may be available at the student's registering college/university.</li><li>- <b>Internet connection</b> - preferably a high-speed Internet connection.</li><li>- <b>Mobile devices</b> - students may access this course via a mobile device.</li><li>- <b>Online Learner Success course</b> - prior to taking this course students are required to take an introductory course to become familiar with the LMS.</li><li>- <b>Word processing skills</b> - recommended</li></ul>									
How Students Learn	<ul style="list-style-type: none"><li>- Learning styles are unknown.</li><li>- Recent graduates refer to their high school study habits and they can easily adapt to new technology.</li><li>- Mature students who have been away from the learning environment for any length of time tend to require support and reassurance.</li><li>- Often motivation differs among students and tend to depend on the source of funding. Students who are paying for the program on their own are often more motivated than those being funded or supported by agencies or parents.</li><li>- A large majority of students have been in the workforce and relate new concepts to previous experiences and past employment history.</li></ul>									
T=Teaching and Learning										
Epistemology and pedagogy	<ul style="list-style-type: none"><li>- Student - teacher and student - student interactions.</li><li>- Much of the learning draws on previous knowledge and experiences of others through the use of discussion forums.</li><li>- Relies on real situations and application of knowledge.</li></ul>									
Content and Skills	Self-assessment, employability skill testing, job search strategies and research, using the Internet for job search and career planning, networking, resumes, employment-related communications, application forms, portfolios, and interviews.									
Assessment	<p>Assessments include assignments and participation in discussion forums.</p> <ul style="list-style-type: none"><li>- <b>Resume and Cover letter</b> - Students submit a resume and cover letter.</li><li>- <b>Company Research</b> - Students research a company's mission statement, purpose, structure etc. and report on their findings.</li><li>- <b>Interview</b> - Students prepare and participate in a mock interview and report on their experiences and identify their interview strengths and weaknesses.</li></ul> <p>- <b>Reflection</b> - Students reflect on their newly developed job search strategies.</p> <p>- <b>Self Assessment results</b> - Students submit their results; this assignment is graded based on done/not done.</p> <p>- <b>Participation</b> - Students are required to post various related comments throughout the course and are graded on their participation.</p>									
O=Organizational Issues										
Support	<ul style="list-style-type: none"><li>- Administration support is provided by participating institution's registering office.</li><li>- Administration support is provided by BC Campus.</li><li>- Participating colleges provide an online coordinator who works with student's administration needs i.e. Grades, withdrawals etc.</li><li>- Help desk is available for student and instructor support.</li><li>- Collaborative support among instructors throughout BC.</li><li>- Resistance to support exists with department heads and faculty. This resistance exists because department heads feel that online instruction jeopardizes f-2-f enrollment figures which can potentially contribute to a decrease in government funding.</li></ul>									

sECTloNS - Dependent Factors											
	e-mail	List Servers	CMS/LMS	Personal Videoconferencing	Web-based Videoconferencing	Room-based Videoconferencing	CAI	ELGG/Athabasca Landing	YouTube (Web 2.0)	Podcasts	Mahara
E=Ease											
Computer & Information Literacy	<b>Very easy to use.</b> Intuitive software making e-mail easy to use. Basic keyboard skills and basic literacy (both verbal and computer). Requires managing, sending, receiving e-mail messages, downloading and uploading documents. Students enrolled in the Job Search course possess these basic skills.	<b>Very easy to use.</b> Similar to e-mail list servers are easy to use. Basic keyboarding skills and basic literacy (both verbal and computer). Requires managing, sending messages, downloading and uploading documents to list servers. Familiarity with managing email contact lists. Knowledgeable with creating and deleting an account or list, posting and responding. Most students enrolled in the Job Search course possess these basic skills.	<b>Reasonably easy to use.</b> Software that is designed to deliver distance education to students. Students will have exposure to LMS through the orientation process or from previous experience with other distance education courses.	<b>Easy to use.</b> Basic keyboard and mouse skills. Familiar with installing, connecting, and using peripheral devices such as web camera, microphone and speakers. Knowledgeable with downloading software. Students enrolled in the Job Search course possess basic skills. However installing and connecting peripheral devices may be new to the student.	<b>Moderately difficult to use.</b> Basic keyboard and mouse skills. Familiar with installing, connecting, and using peripheral devices such as web camera, microphone and speakers. Students enrolled in the Job Search course possess basic skills. However installing and connecting peripheral devices may be new to the student.	<b>Moderately difficult to use.</b> Knowledge of videoconferencing equipment such as camera and monitor/screens. Often this is setup in a designated room. The setup for the instructor may be difficult.	<b>Easy to use.</b> Basic keyboard and mouse skills required. Students using a mobile device may consider install an app. Literacy in navigation search engines is highly recommended. Students enrolled in the Job Search course possess basic skills. However may require installing and connecting peripheral devices (speakers) may be new to the student.	<b>Fairly easy to use.</b> Basic keyboarding skills and basic literacy (both verbal and computer). Requires managing, posting and responding to blogs may include downloading and uploading documents. Students enrolled in the Job Search course possess basic skills.	<b>Easy to use.</b> Students should be familiar with Internet basics, a basic understanding of multimedia sharing. Students enrolled in the Job Search course possess basic skills. However installing and connecting peripheral devices such as web camera, microphone and speakers may be new to the student.	<b>Fairly easy to use.</b> Students should be familiar with Internet basics, basic understanding of multimedia sharing. Students enrolled in the Job Search course possess basic skills. However installing and connecting peripheral devices such as web camera, microphone and speakers may be new to the student.	<b>Difficult to use.</b> Basic keyboard and mouse skills required. Literacy in website design, uploading, html text editors recommended.
Orientation	<b>Minimal Orientation.</b> All students must be orientated to new e-mail software. E-mail software products tend to be similar and operate the same way.	<b>Minimal Orientation.</b> Basic structure, students will need to be orientated to list server software to learn how to create an account, remove an account, post messages, respond, upload and download documents, restrict access and user preferences.	<b>Moderate Orientation.</b> Students enrolled in the Job Search course are required to take an introductory course is designed to familiarize students to common LMS software features.	<b>Minimal Orientation.</b> Orientation to using a webcam, typically an instruction booklet or a electronic document that accompanies the device. Personal Video conferencing software provides quick use start guide and other helpful tutorials.	<b>Moderate Orientation.</b> Web-based Videoconferencing software packages provide links to a quick use start guide and other helpful tutorials that demonstrates features such as whiteboards, voting, text chat etc.	<b>Moderate Orientation for setup, Minimal Orientation for use.</b> Room-based Videoconferencing initial setup orientation for instructor is necessary.	<b>Minimal Orientation.</b> Most CAIs provided step-by-step instructions to getting started.	<b>Moderate Orientation.</b> ELGG provide help pages and tutorials. Initially, students may find ELGG confusing to navigate through.	<b>Minimal Orientation.</b> Students need to be orientated with the type of applications that are considered part of Web 2.0 along with the uses and purposes of each application. YouTube is very intuitive. To use students could easily maneuver around with only minimal orientation.	<b>Moderate Orientation.</b> Job Search students would need to understand the purpose of Podcasts. They would need orientation on how to manage, upload, and download. Subscribing to RSS feeds to receive information about new podcasts.	<b>Difficult Orientation.</b> Students in Job Search would be introduced to e-portfolios and its purpose. Mahara provides support in the form of website links. Students are able to view sample sites.
Interface design	<b>Very easy to use.</b> Most e-mail software interface tends to be similar such as: Contact lists, file folder structures, message area, icons or commands that allow the user to successfully execute and maintain.	<b>Very easy to use.</b> Intuitive software. Commands easy to execute, contains typical message boxes, similar to email.	<b>Reasonably easy to use.</b> Interface is well laid out, contains a command bar at the top of the screen. Course content is structured in expanding and collapsing lists.	<b>Easy to use.</b> Web cam software is easy to use with minimal amount of options and features. Students that have participated in discussion forums, or have used Skype will be familiar with the interface.	<b>Moderately difficult to use.</b> Initial setup of software can be difficult. Takes time to get to know the software, not quite intuitive as one may think. The students will have no problem maneuvering within the interface.	<b>NA</b>	<b>Easy to use.</b> Well laid out, stop and start technology.	<b>Fairly easy to use.</b> Slightly more cumbersome than Facebook or other social networks.	<b>Easy to use.</b> Web-based desktop applications or document tools that replicate desktop applications. YouTube is easy to use, videos include thumbnails, tags, and descriptions that aid in searching for a particular video.	<b>Fairly easy to use.</b> Finding, maintaining, and organizing content may be difficult. Those with iPod, iPhone, or iPad experience may find this software easy to use.	<b>Difficult Orientation.</b> Takes a some time to become familiar with the structure and how to add text, links, pictures etc.
Reliability	<b>Very Reliable/Stable.</b> E-mail relies on an Internet connection; therefore, if there is no connection e-mail cannot be accessed. Overall e-mail software is reliable and seldom experiences technical issues. E-mail has been around for sometime; therefore, common problems have been addressed. These students enrolled must have access to this course; therefore, a Internet connection is mandatory.	<b>Very Reliable/Stable.</b> List servers rely on an Internet connection; therefore, if there is no connection list servers cannot be accessed. Overall, list server software is reliable and seldom experiences technical issues. Lists has been around for sometime; therefore, common problems have been addressed. These students enrolled must have access to this course; therefore, a Internet connection is mandatory.	<b>Very Reliable/Stable.</b> LMS relies on an Internet connection; therefore, if there is no connection e-mail cannot be accessed. Scheduled server maintenance is required causing limited access to the LMS. These students enrolled must have access to this course; therefore, a Internet connection is mandatory.	<b>Reasonably Reliable/Stable.</b> Personal Videoconferencing relies on an Internet connection; therefore, if there is no connection videoconferencing software cannot function. The Job Search students must have functioning equipment for successful results. These students enrolled must have access to this course; therefore, a Internet connection is mandatory.	<b>Reasonably Reliable/Stable.</b> Web-based Videoconferencing relies on an Internet connection; therefore, if there is no connection web-based videoconferencing cannot be used. The Job Search students must have functioning equipment for successful results. These students enrolled must have access to this course; therefore, a Internet connection is mandatory.	<b>Very Reliable/Stable.</b> Room-based videoconferencing relies on an participants, and proper setup, Internet connection and bandwidth. This is already setup at Okanagan College making this technology very reliable.	<b>Reliable/Stable.</b> CAI relies on an Internet connection; therefore, if there is no connection the CAI cannot be accessed. Overall CAI is reliable and seldom experiences technical issues. Depending on bandwidth and videos may take time loading. The students enrolled in Job Search must have access to this course; therefore, a Internet connection is mandatory.	<b>Reasonably Reliable/Stable.</b> The Landing relies on an Internet connection; therefore, if there is no connection the Athabasca Landing cannot be accessed. This is fairly new software, may still be experiencing technical difficulties. Depending on bandwidth and videos may take time loading. The students enrolled in Job Search must have access to this course; therefore, a Internet connection is mandatory.	<b>Reasonably Reliable/Stable.</b> YouTube (Web 2.0) and other Web 2.0 applications are reliant on and Internet connection. The quality of the recording may be poor or the audio might be hard to understand. The students enrolled in Job Search must have access to this course; therefore, a Internet connection is mandatory.	<b>Reasonably Reliable/Stable.</b> Podcasts rely on an Internet connection; therefore, if there is no connection the podcast cannot be accessed. Overall podcasts are reliable and seldom experiences technical issues. Depending on bandwidth and file size videos may take time loading. The students enrolled in Job Search must have access to this course; therefore, a Internet connection is mandatory.	<b>Reasonably Reliable/Stable.</b> Mahara relies on an Internet connection; therefore, if there is no connection the Mahara cannot be accessed. Overall Mahara is reliable and seldom experiences technical issues. Depending on bandwidth and file size videos may take time loading. The students enrolled in Job Search must have access to this course; therefore, a Internet connection is mandatory.

	e-mail	List Servers	CMS/LMS	Personal Videoconferencing	Web-based Videoconferencing	Room-based Videoconferencing	CAI	ELGG/Athabasca Landing	YouTube (Web 2.0)	Podcasts	Mahara
<b>C=Costs</b>											
Development costs	<b>N/A - Low.</b> E-mail is provided by the LMS used for this distance education course. The costs for the institution be included in purchase and maintenance price and of the LMS.	<b>NA - Low.</b> This software is a third party software; therefore, there is no developmental costs.	<b>NA.</b> This is third party software; therefore, there is no developmental costs.	<b>NA.</b> This is a third party software; therefore, development costs are not applicable.	<b>NA.</b> This is a third party software; therefore, development costs are not applicable.	<b>High.</b> Videoconference equipment is very expensive. Internet access costs can also be expensive. Costs can range between \$500 and upwards depending on the equipment.	<b>NA.</b> This is a third party software; therefore, development costs are not applicable.	<b>NA.</b> This is a third party software; therefore, development costs are not applicable.	<b>Low - Moderate.</b> Development would not be necessary since the topics covered in Job Search are readily available; therefore, it would not be necessary for YouTubes to be developed. However costs are incurred to create YouTubes such as instructors production costs.	<b>Low - Moderate.</b> Development would not be necessary since the topics covered in Job Search are readily available; therefore, it would not be necessary for YouTubes to be developed. However costs are incurred to create YouTubes such as instructors production costs.	<b>NA.</b> This is a third party software; therefore, development costs are not applicable.
Delivery costs	<b>NA</b> - Low. Costs incurred to deliver e-mail to students in the Job Search would be maintenance costs within the IT department. The email system is built into the LMS.	<b>NA</b>	<b>Low - Moderate.</b> Institutions providing LMS incur costs for licensing fees that are calculated on FTE per user. IT maintenance costs.	<b>NA</b>	<b>Low - Moderate.</b> Institutions providing web-based videoconferencing software incur costs for licensing fees.	<b>NA</b>	<b>Low - Moderate.</b> Educational institutions can acquire a licenses for a fee of 5 licenses for \$350, 10 licenses for \$325 or 20+ for \$300 per year.	<b>Low - Moderate.</b> The setup to deliver this software may be required by the IT department. Obtaining licenses will also cost \$.	<b>NA</b>	<b>NA</b>	<b>Low - Moderate.</b> The setup to deliver this software may be required by the IT department. Obtaining licenses will also cost \$.
Average cost for students	<b>Low - Moderate.</b> Students working on a home computer or a mobile device will pay a monthly fee for Internet access. Public computers with Internet access can access this software for free. In addition, students taking this course will use the e-mail system provided by the LMS (Desire to Learn). Student's cost for accessing this technology would be included in tuition fees and would typically cost a student \$20 - \$30 per course.	<b>NA</b> - Job Search students working on a home computer or a mobile device will pay a monthly fee for Internet access. Public computers with Internet access can access this software for free.	<b>Low - Moderate.</b> Students working on a home computer or a mobile device will pay a monthly fee for Internet access. Public computers with Internet access can access this software for free. In addition, students taking this course must access the LMS. Student's cost for accessing this technology would be included in tuition fees and would typically cost a student \$100 - \$125 per course.	<b>Low.</b> Students working on a home computer or a mobile device will pay a monthly fee for Internet access. Public computers with Internet access can access this software for free.	<b>Low.</b> Students working on a home computer or a mobile device will pay a monthly fee for Internet access. Public computers with Internet access can access this software for free.	<b>NA</b>	<b>Low - Moderate.</b> Job Search students can acquire a membership fee of \$25 per month with unlimited access to courses (depending on the CAI).	<b>Low.</b> Students working on a home computer or a mobile device will pay a monthly fee for Internet access. Public computers with Internet access can access this software for free.	<b>Low.</b> Students working on a home computer or a mobile device will pay a monthly fee for Internet access. Public computers with Internet access can access this software for free.	<b>Low.</b> Students working on a home computer or a mobile device will pay a monthly fee for Internet access. Public computers with Internet access can access this software for free.	<b>Low.</b> Students working on a home computer or a mobile device will pay a monthly fee for Internet access. Public computers with Internet access can access this software for free.
<b>I=Interactivity</b>											
Learner participation Feedback mechanisms Learner material interaction Social Interaction Quality of Interaction	<b>Moderate.</b> Allow students to reply to individualized conversations. Students are more comfortable to voice their opinion and concerns privately. Allow students and instructors to communicate with one another. Provides a private communication environment.	<b>Moderate.</b> Allow students to communicate to a group. Students are able to respond to the entire group.	<b>Moderate to High.</b> LMS includes and can incorporate a variety of tools that encourage learner participation and interactions.	<b>High.</b> Personal Videoconferencing allows for f-2-f interaction between individual students.	<b>High.</b> Interactivity includes all students simotaneously. This includes group work, chat, shared documents, polling, whiteboard, and documents.	<b>High.</b> Room-based videoconferencing simulates a classroom orlecture type enviroment. Students can easily verbally interact with instructor and fellow students.	<b>Low.</b> Overall with many CAI products learner participate is minimal. Learners must be self-motivated to participate ie. Practice their newly learned skill. Feedback mechanims may be available, depending on the software. Learner material interaction is minmal however, this type of technology is could be a adequate in reinforcing job interview techniques.	<b>Moderate.</b> Establishes a collaborative community. Job Search students would benefit from this type of software. Presently there is no social software available to Job Search students.	<b>Low.</b> Similar to CAI the learner participation is low. Learner interaction/social interaction is low. Learner material interaction is minimal however, this type of technology is could be a adequate in reinforcing job interview techniques.	<b>Low.</b> The quality of the recording my be poor or the audio might be hard to understand making the interaction difficult for the learner. Similar to CAI the learner participation is low. Learner interaction/social interaction is low. Learner material interaction is minimal however, this type of technology is could be a adequate in reinforcing job interview techniques.	<b>Moderate.</b> Job Search students can access each other's Mahara site, view each others blogs, socially interact with each other. Comment and make suggestions on each others site.
<b>N=Novelty</b>											
User-interface design Reliability	<b>Low.</b> E-mail has been around for years, making the user-interface common and ordinary. In other words "the novelty has worn off." This technology is reliable and all the potential technical problems with e-mail have been addressed.	<b>Low.</b> List servers can be updated easily. All data is stored centrally. Changes can be made from one location. List servers have existed prior to the Internet; therefore, list servers technical issues have been addressed over time.	<b>Medium.</b> For students first entering distance education the novelty of LSM will stimulate and intimidate the students at the same time. Students will find themselves relying on the LMS to access grades, course content, support, assignments etc.	<b>Medium.</b> Job Search students might find this software novel; rather than posting thoughts in forums they can actually see and talk with fellow students.	<b>Medium.</b> Job Search students might find this software novel; rather than posting thoughts in forums they can actually see and talk with fellow students.	<b>High.</b> This is neat technology many of the online Job Search students have not experienced learning in this type of environment; therefore, this technology may be considered a novelty to students.	<b>Medium.</b> Job search students many find CAI software as a great alternative to reiterate learned materials.	<b>Low.</b> There are many other applications that are similar to ELGG that are more user-friendly and novel.	<b>Medium.</b> Creating or seeking out relevant YouTubes for the Job Search course can be time consuming. The end result is reliable, and very easy for Job Search students to use.	<b>Medium.</b> Creating or seeking out relevant Podcasts for the Job Search course can be time consuming. The end result is reliable, and very easy for Job Search students to use.	<b>Medium.</b> Students with limited computer and web-based programs may become frustrated with this program. The Job Search course is very short. Time is a drawback for this software.

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<b>S=Speed</b>												
Implementation	Flexibility	<b>Fast.</b> E-mail accounts can be easily created. Sending and receiving emails occur within seconds. User preferences are available to customize personal settings allowing for flexibility.	<b>Fast.</b> Users subscribe to a list on a server. List servers can be updated easily. List servers are a quick and efficient way to distribute information.	<b>Moderate.</b> Instructors can quickly and easily edit course content using a html editor; upload updated materials; and edit and adjust course settings.	<b>Fast.</b> There is no need for fast-developing, or making changes. Personal Videoconferencing is very quick and easy to use.	<b>Moderate.</b> Creating materials for the Web-based conference may take time. Access to Web-based Videoconferencing is quick and easy.	<b>Moderate.</b> The set up and working through the logistics of the lecture room or classroom may take time. Chairs and equipment may need to be rearranged.	<b>Fast.</b> There is no need for fast-developing, or making changes. Accessing free CAI is very quick and easy.	<b>Moderate.</b> Integration for LEGG takes the length of time it takes to install the software on the server.	<b>Moderate.</b> To update or change YouTubes available to Job Search students takes time, the instructor would have to re-recorded and edited the Podcasts. Once YouTubes are created they are quick and easy to upload.	<b>Moderate.</b> To update or change Podcasts available to Job Search students takes time, the instructor would have to re-recorded and edited the Podcasts. Once Podcasts are created they are quick and easy to upload.	<b>Moderate.</b> Integration for LEGG takes the length of time it takes to install the software on the server.