Learning Amidst A Sea Of Information In The New Millennium
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Visualization can improve our ability to access information and construct knowledge. Information visualization is particularly well suited for the location and analysis of information found on the Internet and, for the construction of knowledge from that information. Our research has led us to develop VisIT, a tool for the visualization of Internet based information and the analysis of that information. Instead of lengthy lists of search results, the user is presented with a graphical, spatial representation of the search space. Now the user can "see" the hits returned by the search engine as well as other pages from the same site. When any of the pages are clicked, the appropriate page is displayed in the browser window. Furthermore, VisIT facilitates the knowledge construction process by allowing its graphical displays to be edited, saved and re-opened later.

An@tomedia: A New Approach TO Medical Education Developments In Anatomy
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Evaluations have indicated that students find An@tomedia very engaging (Kennedy, Eizenberg, & Kennedy, In this volume). An@tomedia supports students actively in their learning tasks, fostering a deeper understanding of human structure, with a stronger basis for clinical diagnosis and procedures. The new medical course has focused less on traditional teaching, instead emphasising on focussed dissection, problem-based and self-directed learning. An@tomedia provides multiple perspectives of the human body. Each module is independent and of equal importance. The modules are:

1. Back,
2. Abdomen,
3. Thorax,
4. Neck,
5. Upper Limb,
6. Lower Limb,
7. Head, and
8. Pelvis.

The first 3 of the 8 modules, the Back, Abdomen, and Thorax have been completed, each organised into 4 major perspectives.

1. 'Dissection' includes practical (including emergency) procedures.
2. 'Imaging' incorporates sectional and endoscopic anatomy.
3. 'Regions' incorporates surface and functional anatomy.
4. 'Systems' incorporates conceptual and clinical anatomy.

References

Offering Online Degree Programs: A Case Study Issues, Challenges, Successes, and Lessons Learned
Gerard Kickul, University of St. Francis, USA; Laurel Jeris, University of St. Francis, USA; Michael LaRocco, University of St. Francis, USA

Offering degree programs online offers an attractive option in the higher education environment. As schools confront this opportunity, familiar issues of quality, access, participation, retention, and assessment take on new meaning. Online delivery systems parallel traditional classrooms, including discussion and assignment areas, chat rooms, and online assessments. After experiencing high student dropout rates the University focused on several solutions to reduce its student dropout rate. These included online support systems with a centralized approach to addressing faculty and student technical concerns, complaints, and requests for assistance. A new assessment procedure consists of a two-phase process, a pre-course assessment and a more traditional assessment occurring during the final three weeks of the course. Finally, feedback from faculty on the various instructional design challenges including learning curve, time commitment, recommended class size, ethical issues, adaptability of subject matter content, and practical suggestions for reconceptualizing syllabi and assignments for online learning will be included.