

## **Maintaining and Supporting Your Online Learning (Slide 1)**

Welcome to "Maintaining and Supporting Your Online Learning", a workshop series offered by the Student Success Centre at the University of Calgary.

## **Overview of This Workshop Series (Slide 2)**

or selective form of listening. Reading in advance will give you the freedom to write down from the lecture only those ideas or clarifications of ideas that you didn't get from your reading.

### **When Your Lectures Are Recorded (Slide 7)**

A potential drawback of recorded lectures--common in the online-learning environment--is that they can decrease your sense of urgency and cause you to procrastinate; that is, they can cause you to put off both watching those lectures and reading the associated readings. The

## Excerpt from Assigned Reading (Slide 10)

We don't have to read very far to find at least a partial answer to the question of how the fossil record enables us to know about human evolution. In fact the title of the reading, "Dating Rocks

We are certainly free to note that, according to the first sentence of this paragraph, "[a] fossil can be studied to determine what kind of organism it represents, how the organism lived, and how it was preserved" (Peppe, Deino, 2013, para. 2). These are certainly questions asked and addressed in the fossil record. However, they are not the main questions addressed in the reading. In accordance with the limitation of the fossil record discussed in the previous slide (namely, that an undated fossil can't tell us anything about the evolution of the species), we may observe that the main question asked of the fossil record in this reading, at least, is "How old is the fossil?" It is the answer to this question that makes possible an answer to the broader question "How do related fossil species from the same time period compare?" and the further, even broader, question: "What is the evolutionary history of a group of organisms?"

### What Your Reading Notes May Look Like (Slide 16)

After reading through the first couple of pages of the reading, your reading notes may look something like this. Important elements are the date and the lecture heading--here, I've used the topic from the course outline. The relevant course objectives provide the general framework under which we can organize any details from the reading that we choose to record.

### What Your Reading Notes May Look Like (Slide 17)

Notice that further detail from the reading--three geologic methods of dating fossils--has been inserted within our general framework of course objectives. This helps to ensure that the reading's place in the "big picture" represented by

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