

2009 Summary Report Technology Fellows Program

*Office of Instructional Technology
Nevada State College*

September 30, 2009

Executive Summary

The Nevada State College Technology Fellows Program is based on a holistic vision of enhancing the student experience as well as evaluating and promoting teaching with technology excellence throughout the southwestern region. Nevada State College faculty and staff have an opportunity to participate in the Technology Fellows Institute and then present their projects to a juried review at the regional Technology Showcase.

Technology Fellows Institute

Specifically, in an effort to create a best-practice learning community for NSC students, the Technology Fellows Institute embraces the total learning environment by addressing student needs from two directions: instruction and student support. The vision of the Technology Fellows Institute is to develop a cadre of professors, administrators, and staff members who will be distinguished leaders in using technology at NSC to improve the overall student experience – from teaching to student services. The first Technology Fellows Institute was conducted in Summer 2009; a summary of the 2009 Institute is outlined in this report. For a detailed description of the Technology Fellows Program Proposal, please see Appendix A.

Southwest Technology Showcase

The Showcase will highlight excellence in teaching and serving students with technology throughout the southwestern region. Nevada State College is in the process of organizing and hosting the first annual Southwest Technology Showcase in November 2010. Call for submissions will include faculty and staff from colleges and universities using Blackboard Learning Management Systems throughout Nevada, Arizona, Utah, California and New Mexico.

2009 Technology Fellows Institute Summary

The first annual Nevada State College Technology Fellows Institute (TFI) ran from May 19 through June 26, 2009 and was comprised of five enterprising NSC faculty. The Institute consisted of three faculty from the School of Education, one from the School of Nursing, and the Director of the Library. The Fellows were selected from a pool of applicants by an interdepartmental committee.

Fellows participated in an intensive six-week workshop that consisted of weekly seminars and three webinars. Additionally, Fellows conducted intensive research and developed a project of their choice. During Fall 2009, fellows participated in monthly peer coaching sessions to support further project development. In Spring 2010, each fellow will conduct a presentation of their work at the NSC Spring 2010 *Faculty Welcome Back* session as well as participate in best practice projects including reviewing a Blackboard Exemplary Course, presenting at conferences, submitting course materials for various awards (i.e. WOW Award, Blackboard Exemplary Course Program, Southwest Technology Showcase hosted by NSC in Nov 2010, etc.).

Institute Projects – see Appendix B for a summary of projects

Instructional Projects

- *School of Nursing* – Enhancing Learning Activities in an Online Class
- *School of Education* – Making Online Learning Possible for Speech Language Pathology Courses
- *School of Education* – Bringing Life to Literature

Community/Student Services Projects

- *Library Services* – From Assignment to Zotero
- *School of Education* – School of Education Student Learning Community

Achievements

- Each Fellow produced a course, workshop or student center that will be used in either the Fall 2009 or Spring 2010 semester.
- Fellows bonded and developed interdepartmental partnerships which enhanced each participant's progress.
- Each Fellow demonstrated a high level of energy and excitement for developing new courses as well as reshaping existing course materials.
- All Fellows agreed to participate as a reviewer in the Blackboard Exemplary Course Program (ECP). This will reinforce exemplary practices and provide Fellows access to course materials that are considered to be best in class.
- Each Fellow agreed to mentor a peer during the 2010 – 2011 Fellowship.
- Fellows agreed to be a technology leader in their respective departments.
- Fellows were given a comprehensive Development Checklist of best practice activities to incorporate into their WebCampus course or workshop.
- Fellows received a six module printed learning guide in addition to a WebCampus work area complete with a discussion and resource materials.
- Fellows were provided a wide range of high quality readings. The readings served as prompts that lead to excellent discussions and sharing of information, insights, and ideas.

- Fellows were provided materials on best practices addressing the following topics: audience analysis, communication and universal design, assessment, security and cheatability, as well as engaging participants and building community.

Program Communication Plan and Implementation

Designing and implementing the TFI Program was a challenging but highly rewarding process. The design team as well as the fellows did an excellent job working together to make the 2009 program a success. The biggest challenge in 2009 was the pace of the program implementation and development process. Additionally, several highly qualified candidates did not apply in 2009 due to the short timeframe and inability to modify previously scheduled activities to attend the Institute.

The main recommendation for the 2010 TFI is to start the process much earlier so prospective fellows can make arrangements to attend the TFI. This will also allow the development team more time to create the manuals and modify the curriculum based on 2009 participant feedback, the 2010 cohort needs as well as changes in technology.

2009 Institute Timeline

February – March	Program Proposal Development and presentation to Dean's Council
March	Program received approval
April	Determined application process, developed and distributed applications; Finalized Program
May 6	Applications due
May 7	Application review by committee
May 11	Applicants notified
May – June	Learning materials published in print and online; sessions conducted
May 19 – June 26	Program conducted
August 17	Awards given to recipients at NSC Faculty and Staff Welcome session
September - October	Wimba Collaboration Suite Training
September – December	Monthly follow up sessions with TFI to prepare for presentations
January 2010	Present project at Spring 2010 Faculty Welcome Back
Spring 2010	Participate in the Blackboard Exemplary Course review program and prepare to present at a instructional technology conference or lecture of their choice

2010 Institute Timeline (Proposed)

December 2009	TFI advertisements and applications distributed
January 30	Applications due
Early February	Applications reviewed by 2009 Fellows
February 15	Applicants notified
February- March	Materials prepared
May -June	Six week program conducted

September - December	Monthly follow up sessions with TFI to prepare for presentations
January 2011	Present project at Spring 2011 Faculty Welcome Back
Spring 2011	Participate in the Blackboard Exemplary Course review program and prepare to present at a instructional technology conference or lecture of their choice

2009 Application Process

The TFI program was announced via Email Announcements and WebCampus at Nevada State College. An application was included in the announcement. Interested parties had one week to complete the application and returned to the Office of Instructional Technology on May 6. Due to the short timeline, applications were reviewed on May 7 and the results published within 5 days.

Six applications were received by the submission deadline. One application arrived after the deadline and was not included in the applicant pool. The applications were reviewed by the committee and rated using the eleven criteria shown below. While the hope was to include a minimum of three faculty (one from each school) and three administrative faculty from different departments in the 2009 cohort, applicants were not selected based solely on their affiliation with a School or operational unit. Instead, participants were selected by how well they defined their projects, their attendance at online workshops and open labs, and their level of comfort using NSC's online technologies. Fellows candidates were required to show a level of proficiency with WebCampus as well as a well formulated project plan that would improve teaching or NSC community. See Appendix C for Application Materials.

Review Committee

- Nicole Norian, Director of Human Resources
- Brian Chongtai, Director of Information Technology

Application Review Criteria

Applicants were scored by the review committee based on the criteria below:

General Information

Rating Scale: Yes or No

- Participant agrees to be available for all sessions of the TFI
- Agrees to assist w/ TFI activities for upcoming year
- Full-Time NSC employee
- Staff & Admin - has supervisor approval

Experience with WebCampus and development of a project plan

Rating Scale: 4= Excellent, 3= Well formulated, 2= Good, 1= Fair, 0= None or N/A

1. History of interest & response to online teaching issues
2. Has attended Instructional Technology sponsored workshops and lab sessions
3. Utilizes the WebCampus Faculty Resource Center
4. Well defined project with an implementation and promotional plan
5. Project aligns with TFI mission and vision

6. Project benefits NSC community
7. Strong WebCampus user (uses online tests, discussions, groups, etc.)

Program Objectives

The program was designed to develop instructional projects as well as community/student services projects. Specifically, instructional projects focused on incorporating the framework provided by NSC's Standards for Online Instruction Rubric. The rubric establishes four standards of instruction for **any** course at NSC. The standards include:

1. Learning objectives/outcomes,
2. Assessment & measurement,
3. Course overview, navigation and course design, and
4. Resources and materials.

Similarly, community/student service projects focused on enhancing the student experience through improved communication, streamlining committee work and process improvement.

Seminar Topics

Seminar topics were chosen to enhance Instructional Technology's existing WebCampus Training Program curriculum (see Appendix D). The existing Program focused on the mechanics of the WebCampus tool and was missing important theoretical perspectives on andragogy, instructional design and best practice. The curriculum framed the content into six workshops including:

1. Who is My Audience
2. Communication Strategies
3. Best Practices & Resources for Content Development
4. Technology Tools
5. Engaging Participants / Building Community
6. Fellow Presentations and Future Planning

Three special sessions were scheduled to incorporate two pertinent webinars as well as a guest speaker.

1. Session 1: Webinar: Training Peer Mentors in First Year Student Experience Programs
2. Session 2: Audio Conference: "Now is When They Need Us Most: Retaining Students in Tumultuous Times" presented by Xeturah Woodley, Central New Mexico Community College
3. Session 3: Webinar: "Universal Design" presented by Steve Fadden Ph.D., Landmark College

A curriculum map highlights the course content for based on the audience focus of the project.

Additionally, each Fellow was provided with a Development Checklist to identify workshop objectives to incorporate in their program. See Appendix D for details.

Institute Development Team

The Technology Fellows Institute materials were developed by a small team consisting of instructional technologists and a facilitator.

Fran Boyett – Institute Facilitator

Fran graduated from UNLV with a Bachelor's of Science in Elementary Education and taught elementary education in Las Vegas for a several years. Fran eventually moved into the computer training industry and worked for the Clark County Information System Department where she worked in training and develop for County employees. Fran worked her way from training supervisor to the Manager of Customer Service in the IT Department with a staff of 26 technical professionals before retiring in 2005.

Tonya Buchan, M.S. Ed. – Office of Instructional Technology

Tonya Buchan is an Instructional Technologist at NSC. She has taught graduate Educational Technology courses online and has experience using a variety of Learning Management Systems including WebCT, Blackboard and Angel. In addition, she has developed and taught online courses in both sociology and anthropology at the College of Southern Nevada. Tonya holds the Professional of Human Resources certificate and worked in the Training and Organizational Development field for five years. During this time, she developed and facilitated employee development workshops as well as coordinated the Student Intern Program for Sierra Pacific Resources. Tonya earned her BA in Social Science from the University of Northern Colorado and M.S. Ed. in Curriculum and Instruction from Purdue University.

Sam McCool, M.A. – Office of Instructional Technology

Sam McCool is the manager of Instructional Technology at NSC. He holds a BA degree in English from University of Pittsburgh, and an M.A. in English Literature from West Virginia University. Sam is best known for his popular *How to Speak Pittsburghese* (Pittsburgh Goodwill Inc., 1982) and *How to Speak Bostonian* (out of print). He has also co-authored three books on topics in total quality management and higher education. Since 1992 as an innovator in composition and linguistics instruction, Sam has designed and developed as well as taught on-line and hybrid courses for four colleges and universities. In collaboration with five colleagues at Miami-Dade College in 1998, Sam developed a fully realized distance education program that included print, audio, and video resources as well as online interaction. As his experience with teaching technologies grew – Web Course in a Box , FirstClass, HTML, Norton TextraConnect, Lotus LearningSpace, SkillsBank – Sam's career shifted in 2002 to working full-time as a trainer and instructional designer. Sam received the Blackboard Community Collaboration Award in both 2008 and 2009.

Technology Fellows

The 2009 Fellows included three faculty from the School of Education, one from the School of Nursing and one from Library Services.

Clairin DeMartini, Ed. M. – School of Education

Clairin DeMartini is a lecturer of the School of Education at Nevada State College where she began as a part-time instructor in 2002 and joined as a full-time faculty in 2006. She is a third-year doctoral student at the University Nevada, Reno where she pursues a Ph.D. in Literacy Studies. She earned a masters degree in human development and psychology with an emphasis in language and literacy from Harvard University at the Harvard Graduate School of Education. In 2003, she was the recipient of an award sponsored by the Fulbright Memorial Fund Teacher Program and in 2000 accepted the Crystal Apple Award Elementary Teacher award from the Santa Barbara County Education Office. In 2009, she was awarded a fellowship in conjunction with the NSC Technology Fellows Institute. Her research interests include literacy and language, writing development for English language learners, developmental orthography across languages and pre-service teacher development.

Susan Growe, MSN, RN, OCN – School of Nursing

Susan Growe is a lecturer of the School of Nursing at Nevada State College where she began as a full-time faculty in fall of 2006. She is a first-year doctoral student at the University of Phoenix, where she pursues a Ph.D. in higher education administration. She earned a Masters degree in nursing with an emphasis in education. Susan originally received her associate degree in nursing at the Community College of Southern Nevada. In 2009 she received the Teaching Excellence award for Nevada State College. Also in 2009, she was awarded a fellowship in conjunction with the NSC Technology Fellows Institute. Her research interests include online education as well as philosophy of nursing. Before Susan began her profession in nursing, she designed shoes for Buster Brown and Naturalizer. Students in clinical groups are expected to assess a patient from head to toe. Students in Susan's clinical groups never forget about the toes because of her background with the foot.

Kate Hahn, MLS – Library Services

Kate Hahn is the Director of Library Services at Nevada State College. She joined NSC in 2006. Kate received her Masters of Library Science from the University of North Texas.

Joyce Marston, M.A., CCC-SLP – School of Education

Joyce Marston received her B.S. degree from Boston University and her M.A. degree from San Jose State University. Joyce holds the Certificate of Clinical Competence from the American Speech-Language-Hearing Association (ASHA) in Speech-Language Pathology. Joyce is a Lecturer and Coordinator of the Speech Pathology program at Nevada State College. She is working toward developing a Speech-Language-Hearing Center at the college to further the education of speech pathology students and to serve the community. Joyce has been a driving force behind providing Child Find services to 3-5 year olds in Henderson and surrounding areas, a collaborative project between Nevada State College and Clark County School District. Prior to coming to Nevada State College, Joyce practiced Speech-Language Pathology, pre-K through grade 12, in the Clark County School District, per diem in outpatient rehabilitation with children and adults, and in private practice. She has held the position of part-time

instructor in the field of Speech-Language Pathology with San Jose State University, University of Nevada, Las Vegas, and Nevada State College. Joyce's particular interests are in the areas of language and literacy development.

Roxanne Stansbury, M.A. – School of Education

Roxanne Stansbury, Assistant Dean of the School of Education, began her career in Cleveland, Ohio where she earned a Bachelor's of Science in Elementary Education with a concentration in Mathematics from Kent State University and a Masters Degree in Curriculum and Instruction. She spent 13 years honing her skills at the 2nd, 3rd, 4th, 5th, and middle school grade levels in Ohio and California. Roxanne discovered her true calling when she became a curriculum trainer for Thinking Maps Inc., Words Their Way, and Pat Wolfe's Brain Matters. Recognizing that the future of education relies not only in students but more importantly in teacher education, Roxanne has devoted her career to instilling teachers with the desire to use innovative teaching strategies that generate critical, analytic, and creative thought. She is currently a doctoral candidate at the University of Nevada, Las Vegas where she is pursuing a Ph.D. in Teacher Education with an emphasis in literacy. Roxanne is committed to making an impact on education through her work with pre-service teachers and enjoys guiding beginning teachers on their journey to becoming educators.

Implementation

Workshop Setting

The facilitator-led workshop was delivered in a seminar style format with weekly readings, discussion research, and project development components. Each participant received a Learning Guide for each week; in addition, a WebCampus shell was created to parallel the format of the Learning Guide and house online content placed in the Learning Guide. The Learning Guide discussed each module's Goals and Objectives, Resource Materials and Workshop Overview. For example, each workshop session adhered to the following activity format:

Read	<ul style="list-style-type: none"> • Pre-activity (Suggested readings prior to the session.
Discuss	<ul style="list-style-type: none"> • Review - Group discussion of readings • Outline – Outline three goals/objectives based on readings.
Your Turn	<ul style="list-style-type: none"> • In-class practice activities
Reflection and Personal Change Checklist	<ul style="list-style-type: none"> • Review – Identify one or two strategies to implement project goals • Outline – Describe design and development plans including: design initiative, tools needed and development steps.
Design Plan	<ul style="list-style-type: none"> • Identify strategy, the tools needs and steps involved
Implement	<ul style="list-style-type: none"> • Hands-on time
Wrap up	<ul style="list-style-type: none"> • Opportunity for facilitator feedback

TFI Timeline

- May 7 – Application review by committee
- May 11 – Applicants notified
- May 19 – Orientation Session for fellows
- May 22 – Who is My Audience
- May 29 – Communication Strategies
- June 5 – Best Practices & Resources for Content Development
- June 11 – Optional WebCast
 - Training Peer Mentors in First Year Student Experience Programs
- June 12 – Technology Tools
- June 19 – Engaging Participants / Building Community
- June 23 – Special Sessions
 - Audio Conference: Now is When They Need Us Most: Retaining Students in Tumultuous Times by Xeturah Woodly
 - Web Conference: Universal Design by Steve Fadden
- June 26 – Program Close & Planning Future Events

What They Learned/Applied

Summary

The Fellows engaged several challenging aspects of online instruction related to teaching and learning styles, student engagement, Internet etiquette or Netiquette, course design, and integration of media content for purposeful instruction. They critically analyzed the obstacles and opportunities of teaching remote learners and developed strategies as a group and individually in their projects to enhance online instruction. They examined a variety of web based instructional resources, and after evaluating the resources as a group, the participants incorporated one or more in their individual projects. They experimented with real-time and voice technologies and incorporated the new tools not only in their projects but also in their daily routines.

The overall result of the Technology Fellows Institute was a wave of change throughout departments and schools of the College. New and exciting technologies are now part of College life as well as instruction. The Standards for Online Instruction have been established as a critical base design for all academic and academic support WebCampus sites. Student engagement and retention strategies are now incorporated in both instructional and student services sites. A by-product of the Institute was a faculty support site – School of Education Part-time Instructor Mentoring – developed by Roxanne Stansbury for the Fall 2009 term. It is a good example of how the Fellows have applied their knowledge and influenced the larger instructional community.

Specific Participant Feedback:

- I enjoyed the self assessments and the class discussions.
- I like the interaction of the discussions regarding the readings. I feel like we all have a lot to offer and am very excited that we seem to work well together in our discussions. On a personal note, I am adding some other suggestions into my online course that I didn't even think about due to these readings so these readings are very helpful.
- I really enjoyed the articles. The content helped me recognize the change in learning styles as a result of the connectiveness of technology.
- The articles are extremely informative.
- Great organization.
- Sharing information with my colleagues is important. ____ has a wealth of resources. She astounds me each time I work with her. ____ provides practical, experiential advice. I look forward to hearing more about her planning and delivery. In addition, I look forward to feedback from my colleagues.
- I am learning lots of proactive strategies for improving my on-line communication.
- I really liked looking at the exemplary courses. I learned about using voice and snapshot and closed caption with these voice-overs. I also liked the faculty member actually have an activity checklist which would be nice for students to use with their readings.
- In this module I found the information on how to protect online courses from student's ability to cheat to be most helpful.

- The Merlot resource is so valuable.
- I like the link for Webquest and plan on spending a lot of extra time on how I can utilize this tool.
- Sam provides one on one support to model and provide feedback about online learning, formats and the use of technology. Sam demonstrates Web 2.0 technologies during a class meeting. 3) Sam and Tanya respond to email with immediacy and provides helpful feedback. Sam and Tanya provide resources as a follow-up to class meetings. Links to WebCasts and simulations were sent in email messages. 5) I enjoyed working with my NSC colleagues.

What We Learned

Several highly qualified candidates did not apply in 2009 due to the short timeframe. In 2010, we recommend starting the process much earlier so prospective fellows can make arrangements due to teaching load, vacation plans, etc. to attend the TFI.

Lessons Learned

- Bonding and partnerships between participants is critical to the success of the Institute. More time and activities to foster these relationships must be incorporated into the program to ensure this takes place.
- Benefits might be realized from “chunking” technology tool instruction provided throughout each class sessions rather than concentrated in one session.
- The process for announcing and marketing the Institute needs to take place with greater lead time. This is especially true if participation in the Institute is to be in lieu of teaching during the summer session.
- Institute expectations need to be fully documented and shared early with applicants prior to submitting an application.
- InTech staff will need to be more proactive and set up a one-on-one consultation schedule with all participants during the Orientation.

Recommendations from Fellows for InTech Campus-wide Initiatives

- Implement a prerequisite requiring all students to take the WebCampus training workshop before they enroll in an online course. This requirement would be communicated within the admissions letter.
- Develop and incorporate of a Netiquette course (or module) to ensure students are both aware of guidelines and internalize the practices. Additional methods to accomplish this might be to publish an article (or a series of articles) in the student newspaper and inclusion of the information in the initial handout package (upon enrollment) given to students.
- Provide time management training for students to increase student success and retention.
- Develop and implement Frequently Asked Questions area about NSC in general and school specific in WebCampus courses.
- Provide Fellows with the Development Checklist at the beginning of the TFI as a roadmap to planning their development experience.
- Encourage all faculty to use the proposed NSC rubric and move it from draft status to full acceptance.

- These recommendations all require adequate time and resources to accomplish. While the TFI was considered a success given the level of resources, future cohorts will require additional resources to increase participants and implement all recommendations addressed on the list above.

Appendix Items

Appendix A – 2009 Technology Fellows Proposal

Appendix B - 2009 Fellow Project Descriptions

Appendix C – Application Materials

- Sample Application
- Evaluation Matrix

Appendix D – Curriculum Materials

- Instructional Technology WebCampus Training Program
- Seminar Topics
- Development Checklist

Appendix E – Institute Learning Guide (Training Materials)

Appendix A – 2009 Technology Fellows Proposal

Technology Fellow Program

Instructional Technology
Nevada State College
Revised March 25, 2009

Mission

Sustain an ongoing, annual program to challenge pioneering faculty, administrators, and staff to stretch the boundaries of instruction and technology use at Nevada State College. The program is intended to advance excellence in teaching, student and customer service while embracing NSC's Core Values (Innovation, Teaching Excellence, Economic Development, Assessment, Customer Service, and Heritage).

A Holistic Vision

In an effort to create a best-practice learning community for NSC students, the Technology Fellows Program embraces the total learning environment by addressing student needs from two directions: instruction and student support. Our vision is to develop a cadre of professors, administrators, and staff members who will be distinguished leaders in using technology at NSC to improve the overall student experience – from teaching to student services.

Vision for the Faculty Technology Fellow

A Faculty Technology Fellow is a subject expert in designing and implementing an exemplary, student-centric learning experience using technology in the classroom. Utilizing skills in course design and delivery as well as in WebCampus technologies, the Faculty Technology Fellow will build and sustain the bridge between pedagogy and WebCampus. Finally, a Faculty Fellow will be a strong contender (and, we hope, a winner) in the Blackboard Exemplary Course Award for outstanding course design and delivery.

Vision for the Administrative or Staff Technology Fellow

An Administrative/Staff Technology Fellow is an expert in using WebCampus integrated technologies in innovative ways to enhance the student experience and ultimately retention at NSC. Utilizing skills in WebCampus as well as communication and student services, the Administrative or Staff Fellow will develop programs to innovate and improve processes for students at NSC.

Purpose

The purpose of the program is to encourage technology leaders from faculty, staff, and administrators to use technology to enhance the student experience at NSC. This can be done through both instructional and community/student service projects that use technology to improve program delivery, both academic and administrative. Projects will address an identified challenge and incorporate technology to improve program delivery.

Faculty Fellows will:

1. be distinguished leaders in teaching with technology at NSC.
2. be a source of inspiration and innovation and serve as coaches for their peers in online course development.
3. benchmark and implement best practices in online pedagogy.
4. incorporate the NSC Online Learning Rubric developed by the Online Learning Taskforce into their teaching methodology.
5. present at the fall faculty orientation program.

Staff and Administrative Fellows will:

1. benchmark and implement best practices in using WebCampus integrated technology to increase retention at NSC.
2. be a source of inspiration and innovation and serve as coaches for their peers in enhancing the student experience through technology.
3. develop initiatives to augment the student experience by improving communication with students.
4. develop technology solutions to streamline projects and committee activities.

Program Goals

Instructional Projects

1. Each faculty cohort will review a Blackboard Exemplary Course Award recipient. Subsequently, faculty will develop and submit a course for review in the Blackboard Exemplary Course Award program.
2. Technology Fellow graduates will assist in developing the curriculum and teaching the next cohort of prospective fellows.
3. Each Fellow will receive a stipend.

Community/Student Service Projects

1. Each administrator and staff cohort may develop a WebCampus community (i.e., organization, workgroup, etc.) that will enhance the student environment or communication.
2. Use technology as a means to increase retention or stream-line processes that affect students.
3. Technology Fellow graduates will assist in developing the curriculum and teaching the next cohort of prospective fellows.
4. Fellows will receive professional development release time or comp time, as applicable to their position, to participate in the Program.

Logistics

Faculty, administrators, and staff will apply to the program in the Spring semester. One faculty, one administrator and one staff member will be invited by the Provost and Instructional Technology to participate in the six-week summer program. The program will be conducted in a seminar style and will meet once a week for three hours; additional hours to conduct research will be required.

Program Objectives – Instructional Projects

The NSC Technology Fellows Program for Faculty incorporates the framework provided by the NSC Online Learning Rubric. The rubric provides four standards of instruction for **any** course at NSC. The standards include:

1. Learning objectives/outcomes,
2. Assessment & measurement,
3. Course overview, navigation and course design,
4. Resources and materials

Program Outline

- *Best Practices and Ongoing Development*
- *Self-Assessment: What is My Teaching Style?*
- *Student-Centric Pedagogies*
 - Environmental Scan: Who's in my NSC classroom?
 - Student Accountability
- *Course Management Skills (Collaborative Learning Environment)*
 - Honoring Adult Learners
 - Understanding the Challenges of First Generation College Students
 - Instructor as Role Model
- *Content Integrated with Technologies*

Program Objectives – Community/Student Services Projects

The NSC Technology Fellows Program for Administrators and Staff incorporates a spirit of enhancing the student experience through improved communication, streamlining committee work and process improvement.

Program Outline

- *Best Practices and Ongoing Development*
- *Developing and Implementing Community/Student-Centric Projects*
 - Environmental Assessment: Who is My Audience?
 - Program Goals: What Does My Audience Need and How Do I Address Their Needs?
 - Project Plan: How Will I Get There?

Innovation in Action: PALs and Wimba

The academic advising program in nursing employs students as Peer Advising Leaders (PALs). The Nursing Advisor, Malinda Greeley, conducts periodic training sessions for the PAL but some students cannot attend all of the sessions. By incorporating Wimba into the training program, Malinda can offer interactive training via computer allowing students to attend from remote locations. Additionally, the PALs training will be recorded so other PALs can watch the training at another time.

Appendix B - 2009 Fellow Project Descriptions

Bring Life to Literature

Roxanne Stansbury, MA

My TFI project is centered around my on-line course, EDRL 407 Teaching Literature. My goal is to deliver the content and model the pedagogy in this on-line course with the same effectiveness that I have teaching the in person version of this course. My project includes the use of Wimba as a tool for the instructor but also for the use of group presentations. I will use Wimba at the beginning of the course to capture my students' attention, introduce myself, share my passion for teaching literature, answer questions about the course, and to explicitly set the stage for all assignments and expectations. I will also use Wimba to teaching Thinking Maps, Author Studies, and Webquests. In return, students will become the instructors when they do individual Q&A's on their author studies and again during their group Webquest presentation. Another focus for my on-line course is creating a learning community. Using icebreakers and reflection activities presented in the reading material from our TFI seminars, I will take the time to help my students become a community. I have designed rubrics to help guide students through productive group discussions and have added a "words of wisdom" component to each weekly module. These additions have helped students to see that I am actively involved as an instructor and I am in touch with their weekly posts. By next semester, I plan to incorporate many of the tools introduced last summer such as StudyMate, netiquette activities, group project agreements and participation feedback, and a syllabus quiz.

Enhancing Learning Activities in an Online Class

Susan Growe, MSN, RN, OCN

What I have learned and developed into my class are activities for students to participate in class. The first activity students have to complete is to listen and watch my presentation of how to navigate around the class (from Captivate). There are two icons posted when the class opens for them. The first icon is the welcome and the second is the navigation or START here icon. After they complete this activity, the syllabus icon will appear, they need to review the syllabus because this is what is stated in the presentation. After they review the syllabus they will need to complete the syllabus quiz so they can then receive the rest of their icons for this class. Once the students are in class they can read learning modules from the textbook that has activities for them to play with during their readings. They will then create StudyMate questions from the readings to help them study for exams. Each exam will have their own StudyMate and then the final StudyMate will be that the students need to review these questions they created. Each exam will be based on the questions the students are learning so this is also their study guide. I have also posted an anonymous survey this time just to see what the students think about my icons because I use different icons and different colors for each page. Once I receive these results I will be able to share this with the faculty in the Spring.

From Assignment to Zotero

Kate Hahn, MLS

In the digital age, searching through vast amounts of information can be overwhelming and even crippling for students conducting research. Therefore, it is essential to provide students with the

resources and tools that will help them effectively search, use, and cite information correctly. The purpose of the *From Assignment to Zotero* learning module project is two-fold: First, the module will provide students with an orientation about the NSC Library and fundamental information literacy skills, and second, the module will show students how to use Zotero, a free online tool developed by the Center for History and New Media at George Mason University, to organize, store, share, and output their research. This project will seamlessly walk students through the research process by developing their information literacy skills and educating them on how to properly cite sources. This project is being designed as a standalone module and once completed the project could be included in any WebCampus course at NSC.

Making Online Learning Possible for Speech Language Pathology Courses

Joyce Marston, M.A., CCC-SLP

The course SPA 400 Assessment of Communication Disorders is designed to provide students with the knowledge of concepts and procedures in speech and language assessments and to develop competencies necessary to conduct such assessments. The students will be provided with a variety of information, materials, and procedures for use in the assessment of communicative disorders in an online format. The ease and flexibility of Wimba within WebCampus will allow students to feel more connected to the material as the instructor will be able to use audio to expand PowerPoint presentations. Demonstrations of how to perform assessments will be able to be videostreamed to the students. These and other online tools will help to break the barrier between in class and online instruction.

School of Education Student Learning Community

Clairin DeMartini, Ed. M.

With the use of multiple technologies, the School of Education will host a virtual community with on-demand resources to deliver information and stimulate interaction with students. The goal is to provide a student experience that will increase communication and citizenship. Components include study guides for Praxis exams using StudyMate, webcasts to introduce students to NSC services, and advising appointments using WIMBA collaborative learning software and webcams.

Appendix C – Application Materials

- Sample Application
- Evaluation Matrix

Application – Technology Fellows Institute

The purpose of the TFI program is to encourage technology leaders from faculty, staff, and administrators to advance their technology skills and produce engaging and innovative WebCampus sites.

The Summer 2009 Institute seeks applicants who are full-time NSC employees with intermediate to advanced online technology experience. Participants will be selected by how well they define their projects, their attendance at online workshops and open labs, and their level of comfort using NSC's online technologies.

Part-time and full-time employees interested in getting started with WebCampus or developing their online technology skills should consider attending one or more of the monthly InTech online workshops.

Name: _____ Department: _____

Title: _____ Position: ☐ Staff ☐ Administrator ☐ Faculty

Phone: _____ Email: _____

1. The Institute is scheduled to meet 9 a.m. – 12:00 noon on Fridays, from May 22 through June 26: Are you available to fully participate during this timeframe? ☐ Yes ☐ No

2. An important component of the Institute is to create a self- sustaining learning environment, aside from attending the Institute in Summer 2009, will you be able to assist in planning the Summer 2010 program? ☐ Yes ☐ No

3. Supervisor Approval (Administrative and Staff employees must have supervisor sign here):

Supervisor's Full Name (print): _____

Signature _____ Date: _____

4. Describe your previous experience with WebCampus (specify tools used and examples):

5. What type of project would you like to complete during the Institute?

6. Describe how your project aligns with the Mission and Vision of the TFI program?

7. How would this project benefit the NSC community?

8. Upon completion of the Institute, how do you plan to implement and promote your project?

9. If applicable, list any specialized applications and/or equipment required for this project?

*****Email application to nsc.intech@nsc.nevada.edu by 5pm on May 6, 2009.*****

Rating Matrix 04-29-09

[illegible]

Appendix D – Curriculum Materials

- Instructional Technology WebCampus Training Program
- Seminar Topics
- Development Checklist

Instructional Technology Webcampus Training Program*

6 Week Intensive Program	NSC Technology Fellow Institute									
WebCampus 90 minute workshop	Assessments Basics	Assignment Basics	Communication Basics	Content Basics	Gradebook Basics	Overview	Respondus Basics	Standards & Best Practice	Learning Theory & Practice	Effective Online Discussions
30 minute mini-workshops/lessons/webinars								NSC Standards for Online Instruction	Creating community in online class	Threaded discussion
								Blackboard Exemplary Course Rubric	Audience Analysis: Adult Learners, first generation, etc.	Blogs
								Quality Matters	Giving Meaningful Feedback	Journals
								Retaining Online Students	NSCafe	Grading Discussions
								Universal Design	Learning Styles	
									Best Practices: Assignment Construction	
									Constructing a Grading Form	
									Best Practices: Test Construction	
15 minute (or less) lesson/demos	Creating Assessments	Creating Assignments I	Creating Calendar Entries	Building Learning Modules	Creating Grade Book Columns	Course Setup Using a Template or Content from a Prior Course	Updating Respondus			Grading Threaded Discussions
		Creating Assignments II	Creating Calendar Entries in a Course	Creating Learning Modules	Entering Grades					New Discussion Features
		Grading & Publish Assignments	Creating Calendar Entries from MyCampus		Navigating the Grade Book					
	New Assessments Features	New Assignments Features			New Grade Book Features	New Interface Features				
					Reporting a Grade of Multiple Instances of Same Exam					
Tipsheets / Teaching Tips Announcements	Settings to Reduce Cheating on Assessments	Creating Assignments	Creating Calendar Entries in a Course		Creating Calculated Columns	Course Setup Using a Template or Content from a Prior Course	Respondus & Study Mate Download and Installation Instructions		Using the Student Tracking feature	All About Discussion Tool
	Exporting Quizzes between Courses	Downloading in Batch All Student Submissions per Assignment to Desktop	Creating Calendar Entries from My WebCampus		Creating Letter Grade Column Schemes	Preparing the Internet Explorer Browser for WebCampus	Using Respondus		Creating Goals	Grading Discussions
		How to use WebDav			Popular Grading Formulas	Logging into WC & Changing the Password	Updating Respondus			Enabling Discussions
		Creating a PDF file of your assignments			Using MS Word Tracking Options to Embed Editing / Comments in Graded Papers	General tipsheets: HTML creator, Notes, People Links, Roster, Search & WebEQ				
		Grading Forms			Exporting grades to Excel					
		Save File in RTF format			Grading Forms Tool: Creating a Scoring Rubric					
Manuals	Assessments	Assignments and Groups	Communications	Presenting Content	Grade Book	Fundamentals				
			Mail							

Bold = Existing/DONE
Blue Italics = Proposed
Red = May want to remove
Topic addressed in the Tech Fellows Institute

* Intend to align program with NSC Standards for Online Instruction once standards are finalized

Online Assignment Ideas	Evaluating Students	General WebCampus Settings	Preparing your Syllabus	Media	Group Learning	Selective Release	ADA Accomodations	Wimba Classroom Pt 1 & 2	Wimba Pronto	Wimba Create	Wimba Voice	StudyMate
WebQuest	What's Your CQ? Cheatability Quotient	Student Tracking	Managing student expecations	Merlot	Learning Communities		Grade Tutorial (weblink)					StudyMate Teaching Scenarios
Interactive Learning Strategies	Rubrics / Grading Forms	My settings	NSC Code of Conduct & Netiquette	Creating Learning Objects	Using the Chatroom for graded assignments							Creating a Class Glossary
	Uploading quizzes	Posting Announcements		Copyright Tutorial (web link)								
	Preventing Printing in Assessments	Creating Announcements Demo		Creating Media Library Collections and Entries	Creating Groups with Sign-Up Sheets	Creating Selective Release Critiera	Duplicate Quizzes	Customizing Portfolio				
		Backup			Group Manager	Selective Release Tool	Selective Release of Quizzes	Creating Artifacts				
								Managing Portfolio Guests				
				New Media Library Features		New Selective Release Features		Presenting Portfolio Materials				
		Creating Announcements	PDF Converter (web link)	Creating & Editing Web Links				Creating Course Artifacts				
	Preventing Printing in Assessments	Backup file of course	Smarthinking	Setting Up Goals, Key Performances & Artifacts				Recording a Session in Wimba				
		My settings	Converting Word 2007 doc to HTML	Adding Audio to PPT & converting to Impatica								
				Converting MS PowerPoint (2007) Presentations to HTML								
		Managing Course		Presenting Content	Assignments & Groups	Managing Course		Owner-Designer Reference				
								Owner Quick Start				

Technology Fellows Institute – Seminar Topics

<i>Week</i>	<i>Weekly Topic</i>	<i>Resource Materials</i>	<i>Facilitator–led discussion</i>	<i>Faculty Reflection & WebCampus Implementation</i>	<i>Admin/Staff Reflection & WebCampus Implementation</i>
PRE May 19	ORIENTATION SESSION Orientation Individual Consults – Goal setting with InTech	Reading list TFI WebCampus NSC Rubric Faculty Resource Center	<ul style="list-style-type: none"> • Introduction • Philosophy & Goals • Team Ground Rules • Teambuilding • Reading list • NSC Rubric 		
1 May 22	Welcome message from Administration Who is my Audience?	<ul style="list-style-type: none"> • Adult Learners • First Generation Students • Commuter Campus • Students with Disabilities • A Learning Theory for 21st Century Students 	<ul style="list-style-type: none"> • Learner Profile vs. Learner Style • What are the needs of your audience? • Types of NSC students & rural students • Learning Style & Multiple Intelligences • Self Analysis 	<ul style="list-style-type: none"> • Audience Analysis • Online Learn Readiness Self-Assessment (note: recommend participants use w/ students) • Online Learning Styles Assessment • WebCampus Implementation 	<ul style="list-style-type: none"> • Stakeholder Analysis • WebCampus Implementation
2 May 29	Communication	<ul style="list-style-type: none"> • Online etiquette • Effective Communication Strategies • StudyMate 	<ul style="list-style-type: none"> • Weekly project update & process check • Managing student/user expectations • Discussion boards <ol style="list-style-type: none"> 1. Office (impt. Q's) & 2. Café (non-crs discuss) 	<ul style="list-style-type: none"> • What is the issue? (project formulation) • Scenarios (TFI shell)-role playing communication models • WebCampus Implementation • StudyMate Glossary – discuss and do 	<ul style="list-style-type: none"> • What is the issue? (project formulation) • Scenarios (TFI shell) • WebCampus Implementation • StudyMate Glossary
3	Best Practices & other Resources	<ul style="list-style-type: none"> • Rubric tool (WC) • Blackboard Exemplary Course • Merlot Learning Objects 	<ul style="list-style-type: none"> • Weekly project update & process check • Meaningful feedback (narrative) 	<ul style="list-style-type: none"> • What have others already done? • Self-assessment: CQ 	<ul style="list-style-type: none"> • What have others already done? • WebCampus Implementation

<i>Week</i>	<i>Weekly Topic</i>	<i>Resource Materials</i>	<i>Facilitator-led discussion</i>	<i>Faculty Reflection & WebCampus Implementation</i>	<i>Admin/Staff Reflection & WebCampus Implementation</i>
June 5		Repository <ul style="list-style-type: none"> • Cheatability Module (WC) • Wow • Innovate • Wimba Distinguished Lecture Series • Merlot Virtual Speakers Bureau • YouTube • TeacherTube • iTunes University • Start Here! Folder (WC) 	& rubrics) <ul style="list-style-type: none"> • Blackboard Exemplary Course –Read/peer review • Merlot Learning Objects- Read • NSC Resources <ul style="list-style-type: none"> ○ NSC Rubric-Sam/Tonya present ○ Cheatability ○ Start Here! folder 	assessment – do <ul style="list-style-type: none"> • Must do- find a best practices to use as model • WCampus Implementation • StudyMate Glossary 	<ul style="list-style-type: none"> • StudyMate Glossary
June 11	OPTIONAL SESSION Peer Mentors	<ul style="list-style-type: none"> • WebCast (10:00-11:00 PST): Training Peer Mentors in First-Year Student Experience Programs 			
4 June 12	Engaging Participants / Building Community	<ul style="list-style-type: none"> • Creating community and interactivity • e-Learning Games book • WebQuest activity about webquests • 	<ul style="list-style-type: none"> • Weekly project update & process check • Creating a sense of community • Peer Teaching • Learning Communities • e-Learning Games • Webquests • Weekly status update & process check • 	WCampus Implementation StudyMate Glossary	WCampus Implementation StudyMate Glossary
5 June 19	Technology Tools	<ul style="list-style-type: none"> • Wimba • StudyMate • StudyMate Module (WC) • Impatica • Smarthinking 	<ul style="list-style-type: none"> • Weekly project update & process check • Wimba demo by Gina C. 	WCampus Implementation StudyMate Glossary	WCampus Implementation StudyMate Glossary
June 23	SPECIAL MINI-SESSION Retention Universal Design	<ul style="list-style-type: none"> • ITC Audio Conference (11:00-Noon PST BW2-102): Now is When They Need Us Most: Retaining Online Students in Tumultuous Times • Guest Speaker: Steve Fadden - Universal Design (1-3pm BW2-1- 			

<i>Week</i>	<i>Weekly Topic</i>	<i>Resource Materials</i>	<i>Facilitator–led discussion</i>	<i>Faculty Reflection & WebCampus Implementation</i>	<i>Admin/Staff Reflection & WebCampus Implementation</i>
		2)			
6 June 26	Program Closing & Future Planning		<ul style="list-style-type: none"> • Project Presentations (invite depts.) • Planning for the future <ul style="list-style-type: none"> ◦ Monthly progress updates ◦ Professional Development <ul style="list-style-type: none"> ▪ Webinars ▪ Blackboard Exemplary Course / Merlot reviewer ▪ Innovate article ▪ WOW award • Planning for 2010 • Institute photo 	Project Presentation	Project Presentation

Resource List by Topic

Philosophy

- *The Leader in Me: How Schools and Parents Around the World Are Inspiring Greatness, One Child At a Time* by Stephen Covey
- *The Art of Possibility* by Rosamund and Benjamin Zander
- Introducing Online Learning at a Small College through a Faculty Learning Community: <http://www.westga.edu/~distance/ojdla/spring121/long121.html>

Learning Style and Audience Characteristics

- Khanh Van T. Bui "[First-generation college students at a four-year university: background characteristics, reasons for pursuing higher education, and first-year experiences - Statistical Data Included](http://findarticles.com/p/articles/mi_moFCR/is_1_36/ai_85007762)". College Student Journal. FindArticles.com. 25 Feb, 2009. http://findarticles.com/p/articles/mi_moFCR/is_1_36/ai_85007762
- Michelle M. Merwin "[Let sleeping students lie?: Using interpersonal activities to engage disengaged students](http://findarticles.com/p/articles/mi_moFCR/is_1_36/ai_85007772/)". College Student Journal. FindArticles.com. 25 Feb, 2009. http://findarticles.com/p/articles/mi_moFCR/is_1_36/ai_85007772/
- Multiple Intelligences: What are Multiple Intelligences? http://www.bgfl.org/bgfl/custom/resources_fbp/clientftp/ks3/ict/multiple_int/what.cfm
- Multiple Intelligences for Adult Literacy and Education - Assessment: Find Your Strengths: <http://literacyworks.org/mi/assessment/findyourstrengths.html>
- MarienSontag "A Learning Theory for 21st Century Students" <http://www.innovateonline.info/index.php?view=article&id=524>
- "Characteristics of Adult Learners With Implications for Online Learning Design": http://www.editlib.org/index.cfm?fuseaction=Reader.ViewAbstract&paper_id=24286
- Dana L. Heisserer "[Advising at-risk students in college and university settings](http://findarticles.com/p/articles/mi_moFCR/is_1_36/ai_85007770/)". College Student Journal. FindArticles.com. March 2002. http://findarticles.com/p/articles/mi_moFCR/is_1_36/ai_85007770/

Communication and Establishing Community

- "Guidelines for Establishing Interactivity in Online Courses": <http://www.innovateonline.info/index.php?view=article&id=12&action=article>
- *E-Coaching Tips for Learning Online (MERLOT)* Rita-Marie Conrad & Judith Boettcher, <http://www.designingforlearning.info/services/writing/ecoach/inventory.htm>
- Three Ways to Get Three Quarters: <http://www.youtube.com/watch?v=zEkQrwFneEE>
- Email Etiquette: <http://owl.english.purdue.edu/owl/resource/636/01/>
- Email Etiquette for Students (Power Point presentation): <http://owl.english.purdue.edu/owl/resource/694/01/>
- Email Etiquette for Professors (Power Point presentation): <http://owl.english.purdue.edu/owl/resource/710/01/>
- Email Etiquette (or how to make sure you don't annoy your professors and colleagues) http://www.nursing.ualberta.ca/flex/email/Email_Etiquette.html
- Virginia Shea THE CORE RULES OF NETIQUETTE: <http://www.albion.com/netiquette/corerules.html>

Best Practices & Research

- *Assessing Online Facilitation: An optional, voluntary aid for individuals seeking an objective self- or peer-assessment of their facilitation of online courses.* <http://www.humboldt.edu/~aof/index.html>
- *Court flunks high schoolers' appeal on plagiarism database.* <http://arstechnica.com/tech-policy/news/2009/04/headline-here.ars>
- Educational Technology for Teaching and Learning by Tim Newby, Donald Stepich, James Lehman & James Russell
- Predicting Student Performance in Web-Based Distance Education Courses Based on Survey Instruments Measuring Personality Traits and Technical Skills: <http://www.westga.edu/%7Edistance/ojdla/fall113/hall113.html>
- Teaching and Learning at a Distance: Foundations of Distance Education by Michael Simonson, Sharon Smaldino, Michael Albright & Susan Zvacek
- Team-based Online Course Development: A Case Study of Collaboration Models: <http://www.westga.edu/%7Edistance/ojdla/winter114/hixon114.html>

Engaging Participants / Building Community

- Building Online Learning Communities: Effective Strategies for the Virtual Classroom (Jossey Bass Higher and Adult Education Series) by [Rena M. Palloff](#) & [Keith Pratt](#)
- Alfred P. Rovai. **Building Sense of Community at a Distance** <http://www.irrodl.org/index.php/irrodl/article/view/79/152>
- Assessing Asynchronous Discussions: An Exploratory Hybrid Model: <http://www.westga.edu/~distance/ojdla/fall103/gant103.htm>
- Conditions for the Success of Online Mentoring a Case Study: <http://www.westga.edu/%7Edistance/ojdla/summer102/nchindila102.htm>
- Generating and Facilitating Engaging and Effective Online Discussions: <http://www.uoregon.edu/~tep/technology/blackboard/docs/discussionboard.pdf>
- Just in Time Teaching: <http://www.glendale.edu/economics/jitt.mov>
- **Janette Hill & Arjan Raven. Online Learning Communities: If You Build Them, Will They Stay?:** <http://it.coe.uga.edu/itforum/paper46/paper46.htm>
- Swan, K. (2002). Building communities in online courses: the importance of interaction. *Education, Communication and Information*, 2 (1), 23-49. <http://www.kent.edu/rcet/Publications/upload/SocPres%20ECI.pdf>
- [Maor, Dorit](#). The Teacher's Role in Developing Interaction and Reflection in an Online Learning Community. <http://ms4dz3dx8q.scholar.serialssolutions.com/?sid=google&auinit=D&aualast=Maor&atitle=The+Teacher%CA%BCs+Role+in+Developing+Interaction+and+Reflection+in+a+n+Online+Learning+Community&id=doi:10.1080/0952398032000092170&title=Educational+media+international&volume=40&issue=1&date=2003&page=127&issn=0952-3987>
- [E-Learning Games: Interactive Strategies for Digital Delivery \(Neteffect Series\)](#) by Kathleen M. Iverson
- It Takes a Virtual Community: Promoting Collaboration Through Student Activities: <http://www.westga.edu/%7Edistance/ojdla/summer112/battista112.html>
- Role Online Discussion Facilitator <http://www.sonoma.edu/users/n/nolan/facilitator.htm>

- Building Sense of Community at a Distance <http://www.irrodl.org/index.php/irrodl/article/view/79/152>
-

Technology Tools

- Academic Research Makes a Case for the Wimba Collaboration Suite: *Benefits of Multi-Modal Online Collaboration Include Enhanced Learning, Improved Student Outcomes, and Increased Retention Rates* (http://www.wimba.com/assets/resources/Academic_Research_Makes_A_Case_For_Wimba_Whitepaper.pdf)
- Blackboard Communities (links to Blackboard Communities and Exemplary Courses): <http://www.blackboard.com/Communities/Overview.aspx>
- Multimedia Educational Resource for Learning and Online Teaching: <http://www.merlot.org/merlot/index.htm>
- Wimba Webinar (Online Orientation): Increasing Enrollment by Using Collaborative Online Technology

Other Interesting Things

- Interpreting Feedback from Students: <http://www.youtube.com/watch?v=OTcoWcE8Ab4>

Technology Fellows Institute – Development Checklist

Use this checklist to determine and plan the activities you would like to implement in your TFI project. Based on what you have learned in the TFI, address the following in your project:

Module	Activity	By When
Module 1 Who is My Audience? (choose 3)	<input type="checkbox"/> Add the Online Readiness Assessment into your project. <input type="checkbox"/> Incorporate opportunities for students to assess their learning style as well as determine strategies they could use to succeed in your class. <input type="checkbox"/> Implement at least one goal/objective you identified during the TFI to advance <i>student engagement</i> . <input type="checkbox"/> Incorporate at least one goal/objective you identified during the TFI to meet the needs of <i>non-traditional students</i> .	
Module 2 Communication (choose 3)	<input type="checkbox"/> Convert syllabus into HTML so all students can access file without downloading. <input type="checkbox"/> Post a <i>Welcome Message</i> in the <i>Start Here! Folder</i> to greet students and set the stage for your expectations. Possible topics include: <ul style="list-style-type: none"> ○ your biography ○ your expectations (how often they should log-in, preferred method of communication, netiquette, how much time you expect students to spend on the course, etc.) ○ what they can expect from you (email response time, your log-in schedule (i.e., once daily Mon-Fri), etc.). <input type="checkbox"/> Address your expectations of <i>Student Conduct</i> and <i>Netiquette</i> in your syllabus. <input type="checkbox"/> Refer to the NSC Student Code of Conduct as appropriate. <input type="checkbox"/> Collect frequently asked questions from students and create a <i>FAQ</i> list in the <i>Start Here! Folder</i> . <input type="checkbox"/> Require students to take the Online Readiness Assessment in the <i>Start Here! Folder</i> . <input type="checkbox"/> Have students demonstrate that they have read and understand the Syllabus by completing a <i>Quiz</i> or using the <i>Selective Release Tool</i> . <input type="checkbox"/> Incorporate at least one goal/objective you identified during the TFI to <i>foster effective communication</i> .	
Module 3 Standards and Best Practices (choose 4)	<input type="checkbox"/> Ensure your WebCampus password is not a variation of nsc2k_. <input type="checkbox"/> Change your WebCampus password each semester. <input type="checkbox"/> Incorporate one standard from the <i>NSC rubric</i> . <input type="checkbox"/> Review an exemplary course and determine one or two best practice(s) you would like to incorporate in your class. Develop a plan to put this into action. <input type="checkbox"/> Incorporate “cheatabilty” WebCampus settings in class assessments. <input type="checkbox"/> Implement at least one goal/objective you identified during the TFI to <i>incorporate NSC online instruction standards in your class</i> . <input type="checkbox"/> Incorporate at least one goal/objective you identified during the TFI to <i>incorporate best practices in your class</i> .	

Module	Activity	By When
Module 4 Engaging Participants and Building Community (choose 3)	<input type="checkbox"/> Incorporate discussion assignments which foster learning communities and encourage students to take on roles within the group. <input type="checkbox"/> Add a discussion board allowing students to have non-course specific “hallway” conversations in your online course (i.e., NSCafe or Virtual Hallway)? <input type="checkbox"/> Encourage students to add a photo or avatar to the <i>Course Roster</i> in WebCampus. <input type="checkbox"/> Bring closure to discussion assignments by posting a closing summary. <input type="checkbox"/> Encourage students to use the <i>Group Project Agreement</i> form when working in a team environment. <input type="checkbox"/> Ask students to complete the <i>Group Participation Feedback</i> form to hold each other accountable in group activities. <input type="checkbox"/> Develop a <i>WebQuest</i> for a topic you would like students to research. <input type="checkbox"/> Implement at least one goal/objective you identified during the TFI to <i>engage participants</i> in the online classroom. <input type="checkbox"/> Incorporate at least one goal/objective you identified during the TFI to <i>build community</i> in the online classroom.	
Module 5 Technology Tools (choose 3)	<input type="checkbox"/> Prepare PowerPoint presentations with audio and convert with <i>Impatica</i> to HTML format to be accessible by all students. <input type="checkbox"/> Add the <i>WebCampus Tour</i> into your project. Require students to complete the Tour to ensure they know how to use WebCampus. <input type="checkbox"/> Incorporate <i>StudyMate</i> into a course. <input type="checkbox"/> Export student created questions from <i>StudyMate</i> into an assessment. <input type="checkbox"/> Identify situations that would align with using <i>Wimba</i> in the online classroom. <input type="checkbox"/> Incorporate an interactive <i>Web 2.0</i> component into your class. <input type="checkbox"/> Implement at least one goal/objective you identified during the TFI to <i>incorporate technology</i> in the online classroom.	
Module 6 Program Close & Future Planning	<input type="checkbox"/> Create an overall timeline to complete your TFI tasklist. <input type="checkbox"/> Attend regular progress update sessions with Fellows. <input type="checkbox"/> Schedule follow-up appointments with Instructional Technology. <input type="checkbox"/> Implement the bold Activities identified in this checklist. <input type="checkbox"/> Present at Faculty/Staff Fall 2009 Welcome Back <input type="checkbox"/> Mentor a colleague for 2010 Technology Fellows Institute <input type="checkbox"/> Participate in Blackboard Exemplary Course Program as Reviewer / Nominee <input type="checkbox"/> Submit course site / project for recognition at regional/national competitions in 2010 – i.e., Blackboard, Wimba, WCET, Campus Techology, and NSC Technology Showcase	

Appendix E - Institute Learning Guide (Training Materials)

Nevada State College

Learning Guide - Summer 2009

Technology Fellows Institute

Presented by Office of Instructional Technology

May 22 - June 26, 2009

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1125 Nevada State Drive, Henderson, Nevada 89002

Dear Technology Fellows,

Welcome and congratulations on having been chosen to participate in the Nevada State College's Technology Fellows Institute. Your selection signifies your achievements using technology to teach or serve students and the promise of future innovation. The Institute is designed to advance your skills and enable you to incorporate new tools and design innovative WebCampus sites.

To succeed in this venture, you will need to read, discuss, reflect upon, and apply the materials provided in the Learning Guide and resources you may discover yourself. Depending on your project, you will also learn how to use one or more new technologies, such as Wimba or StudyMate, to advance student engagement and participation. In addition, your success will depend on your commitment and persistence toward completing your project.

Contact the Institute facilitator, Fran Boyett, and consult with InTech staff regularly, at least once a week. Staying focused on building your project and setting a goal for each week will make the Institute a successful experience. You may want to schedule weekly appointments to review your progress. They can be face to face, by phone, or in Wimba - especially if you want to master this new live classroom tool. This weekly project check-up will help you apply what you learn in the class sessions.

Please review the Learning Guide carefully before the first class session. The Institute presents challenging topics for discussion and encourages creative responses using advanced technologies. You should expect to spend 3 to 6 hours weekly outside of the class sessions to complete assignments. Class sessions focus on conceptual knowledge, design planning, and some course site work. You may need to spend additional time with an InTech consultant to develop new technical skills.

We wish you great success and look forward to assisting you in meeting your project goals.

Sincerely yours,

The InTech Team
Office of Instructional Technology

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Meet Your Facilitator



Frances Boyett

Hello!

I am excited and honored to be your facilitator for the first Technology Fellows Institute at Nevada State College. My professional career started when I graduated from UNLV with a Bachelor's of Science in Elementary Education. I taught elementary education in Las Vegas for a few years but then I was "bitten" by the technology bug. The year was 1982 and I had just purchased my first computer, a Texas Instrument TI99-4A. It had a whopping 16MG of memory and no hard drive!

In 1991, Clark County Information System Department hired me to develop a training program for County employees who were just getting personal computers. Under my direction, the technology training program grew from one mainframe course to fifteen topics for the personal computer.

My role went from developer and instructor to supervisor of four trainers. In 1998, the highly successful training program became part of the Human Resources Department. Eventually when I left the County in 2005, I was Manager of Customer Service in the IT Department with a staff of 26 technical professionals.

The Institute brings me back to my lifelong love of education. As with many other aspects of our current society, education has unique challenges. We must find new and stimulating ways to engage our students. I look forward to working with you to accomplish this endeavor.

Contact information:

Phone: 702-992-2744

Email: frances.boyett@nsc.nevada.edu

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Learning Guide

Table of Contents

Introduction

Module 1 – Who Is My Audience?

Module 2 – Communication Strategies

Module 3 – Best Practices & Resources for Content Development

Module 4 – Technology Tools Survey

Module 5 – Engaging Participants / Building Community

Module 6 – Program Close & Planning Future Events

Learning Guide

Introduction

How to Use the Learning Guide

The Learning Guide includes all of the learning activities recommended or required of the Technology Fellows Institute participants. Use the guide to prepare for class learning activities and to plan your time over the six-week Institute as you develop your project. If you have urgent questions about the schedule of events, requirements, or materials, contact the Institute facilitator immediately. The Guide should be able to answer general questions about class activities, expectations, and what's next from week to week.

Each module is divided into several learning activities. Depending on the subject matter, any or all of the following may be included in the guide.

Read

These activities link you to articles available on the Web and easily read online or downloaded to your computer. In most cases, the files are in PDF format and are easy to print. Depending on your learning style, read the article(s) and make notes in preparation for group discussion during class sessions.

Discuss

From notes and personal experience, you and your peers will engage in a moderated discussion about readings and exercises. Exchanging examples and recounting specific challenges you have faced in the past will enable you to answer questions about how to overcome issues with new concepts and technologies.

Your Turn

These activities provide you with opportunities to experience the student perspective or practice concepts through exercises, surveys, or role-playing.

Reflect

After discussion and exercises, you will have time to consider how you will apply new knowledge and insights to your project. Reflection time will help you answer questions about how you will apply the concepts to the development of your project.

Implement

Each class session will culminate with a period devoted to project development. The goal is to start on the project and identify issues or challenges that need additional work outside of the class session.

About the Institute

The summer TFI is the equivalent of a 3-credit course in utilizing technology to augment instruction or streamline services to students. Aside from learning best practices, Fellows will complete a project during the Institute to enhance the service to their students or stakeholders. Upon completion of this professional development program, Fellows will be involved in planning and mentoring the following cohort of Fellows.

Modules

The Modules offer a variety of subjects and technologies for you to explore. From the experience, we hope you discover a best practice for advancing student success in your WebCampus site, either for instruction or student services, and a method for implementing the practice. Each module is briefly described here:

Module One - Who Is My Audience?

This module introduces participants to the diversity of students attending Nevada State College. Gaining insight to the nature and challenges of our learners will foster course development that takes into consideration their personal situations. Further, this module introduces participants to best practices in working with a variety of learning styles, learner needs, and online readiness. Assessing learning styles and understanding their impact on student learning strategies and persistence are critical to good course design and to the overall success of NSC. This module will enable participants to develop sites that meet the needs of first time students as well as adult students returning to higher education while employed or transitioning in the workforce.

Module Two - Communication

This module introduces participants to best practices in communicating with students and providing suitable feedback. Creating a positive learning environment through respectful, authentic, and timely communication and setting standards for netiquette (and adhering to them) sets the stage for professional correspondence and understanding. In this module, participants will develop protocols for online communication and provide links and models for students (and themselves).

Module Three - Best Practices & Other Resources

This module introduces participants to exemplary course content and design resources. Participants will review standards for online course design and development that have been developed for NSC. In addition, regional and national programs that promote excellence in course design and the use of technologies to improve higher education will be explored for opportunities to showcase exemplary projects.

Module Four - Technology Tools

This module introduces participants to five WebCampus integrated technologies that support real-time voice and media interaction and student centric learning activities. Mini-training sessions in Wimba, StudyMate (a glossary and game building tool) and

YouTube media management will enable participants to select one or more technologies that fit with their projects. Additional training and support will continue outside of class time.

Module Five - Engaging Students - Creating Community

This module introduces participants to learning activities that engage students and create appealing learning activities. Participants will be introduced game strategies and alternate assessment tools.

Module Six - Future Planning

This module concludes the Institute with participant presentations of work in progress and analysis of the challenges they faced. Participants will plan how to prepare their projects for submission to regional and national competitions. Additionally, participants will determine how to develop as a team to evolve this experience into a sustaining Institute to mentor future Fellows.

Understanding the Guide Format

This Learning Guide will direct you through a series of activities starting with reading or learning activities that lead to group discussion and individual reflection and eventually to development work on your project. We recommend the following approach:

1. Review the entire Guide before the first class session and get accustomed to the organization of the materials and learning activities. Become familiar with the location of resources. You may want to download and print the materials so that you can make notes for discussions.
2. Review the objectives for each module. The objectives tell you what you are expected to accomplish as you work through the module. Understanding the objective and synthesizing it with the goals of your project will help you focus your efforts.
3. Read the Notes box on the left side of each page. It will include specific directions, prompts, and hints that may help you find ways to apply the concepts to your project.
4. Try out any of the assigned technologies. As you review the Learning Guide, if you see that you might need to use a technology, try it out before the class activity. Don't wait until the due date to discover issues or challenges. If you encounter issues, contact the Institute facilitator and/or InTech staff.
5. Remember that the Learning Guide facilitates the learning experience, but only you, with the help of the facilitator can make this experience a success. Stay in touch with your peers, the facilitator, and InTech staff as you proceed through the Institute program and work on your project.

Module One

Who is my audience?

Goals and Objectives

- 1) Advance awareness of learners needs
- 2) Advance awareness of the variety of learning styles
- 3) Create a student-centric learning activity

Resource Materials

- 1) Adult Learners
- 2) First Generation Students
- 3) Commuter Campus
- 4) Students with Disabilities
- 5) Online Learning Readiness Self Assessment
- 6) Online Learning Styles Assessments

Overview

In Module One participants will research and develop a conceptual picture of the characteristics and diversity of NSC students. This information may be helpful throughout the program and help determine an approach to meet the different student characteristics such as traditional vs. non-traditional, commuter-campus needs, first-generation, etc. Assessing learning styles and understanding their impact on student learning will be another aspect in developing a project.

Module One

Schedule of Activities

<i>Activity</i>	<i>Description</i>	<i>Media</i>	<i>Time</i>
1. Introductions	<ul style="list-style-type: none"> Welcome/ agenda Review of materials Review and Q&A regarding Activities 		10 min.
2. Discussion	<ul style="list-style-type: none"> Articles Read -Commentary 		45 min.
	Break		10-15 min.
3. Your Turn	<ul style="list-style-type: none"> Readiness Self Assessment Online Learning Styles 		45 min.
4. Reflection & Personal change checklist	<ul style="list-style-type: none"> Discussion on exercises 		30 min.
5. Design Plan	<ul style="list-style-type: none"> Discussion on the need for a project plan/roadmap 		10 min.
6. Implement	<ul style="list-style-type: none"> Hands-on time 		15 min.
7. Wrap-up	<ul style="list-style-type: none"> Feedback 		10 min.

Module One

Notes:

Maintain notes and questions in journal in the TFI WebCampus shell.

Share thoughts, questions, ideas, and a-ha moments with colleagues in an online log (Blog) in the TFI WebCampus shell.

Who is my audience?

Summary of Module 1 Activities

The activities listed here are presented in detail on subsequent pages.

Read – Pre-Activity

Suggested readings for first class session: Choose four to five that interest you and relate well with you project.

Learner Profiles

- Khanh Van T. Bui "[First-generation college students at a four-year university: background characteristics, reasons for pursuing higher education, and first-year experiences - Statistical Data Included](http://findarticles.com/p/articles/mi_m0FCR/is_1_36/ai_85007762)". College Student Journal. FindArticles.com. 25 Feb, 2009. http://findarticles.com/p/articles/mi_m0FCR/is_1_36/ai_85007762
- Kathleen Cercone "Characteristics of Adult Learners With Implications for Online Learning Design" http://www.editlib.org/index.cfm?fuseaction=Reader.ViewAbstract&paper_id=24286
- Michelle M. Merwin "[Let sleeping students lie?: Using interpersonal activities to engage disengaged students](http://findarticles.com/p/articles/mi_m0FCR/is_1_36/ai_85007772/)". College Student Journal. FindArticles.com. 25 Feb, 2009. http://findarticles.com/p/articles/mi_m0FCR/is_1_36/ai_85007772/
- MarienSontag "A Learning Theory for 21st Century Students" <http://www.innovateonline.info/index.php?view=article&id=524>

Learning Styles

- Multiple Intelligences: What are Multiple Intelligences? http://www.bgfl.org/bgfl/custom/resources_ftp/client_ftp/ks3/ict/multiple_int/what.cfm
- Multiple Intelligences for Adult Literacy and Education - Assessment: Find Your Strengths: <http://literacyworks.org/mi/assessment/findyourstrengths.html>
- Dana L. Heisserer "[Advising at-risk students in college and university settings](http://findarticles.com/p/articles/mi_m0FCR/is_1_36/ai_85007770/)". College Student Journal. FindArticles.com. March 2002. http://findarticles.com/p/articles/mi_m0FCR/is_1_36/ai_85007770/

Discuss

Your Turn

Reflect

Implement

Module One

Notes:

Use the Quick Notes sections to write brief notes or sketches of teaching recollections or resolutions triggered by the readings.

Share these responses with peers in F2F sessions.

New Lingo

F2F: Face to Face

Who is my audience?

Pre-Activity

READ

READ

- Khanh Van T. Bui "[First-generation college students at a four-year university: background characteristics, reasons for pursuing higher education, and first-year experiences - Statistical Data Included](http://findarticles.com/p/articles/mi_m0FCR/is_1_36/ai_85007762)". College Student Journal. FindArticles.com. 25 Feb, 2009.
http://findarticles.com/p/articles/mi_m0FCR/is_1_36/ai_85007762
- "Characteristics of Adult Learners With Implications for Online Learning Design":
http://www.editlib.org/index.cfm?fuseaction=Reader.ViewAbstract&paper_id=24286

QUICK NOTES: (50 - 100 words: Your thoughts now.)

READ

- Michelle M. Merwin "[Let sleeping students lie?: Using interpersonal activities to engage disengaged students](http://findarticles.com/p/articles/mi_m0FCR/is_1_36/ai_85007762)". College Student Journal. FindArticles.com. 25 Feb, 2009.
- Dana L. Heisserer "[Advising at-risk students in college and university settings](http://findarticles.com/p/articles/mi_m0FCR/is_1_36/ai_85007762)".

QUICK NOTES: (50 - 100 words: Your thoughts now.)

Module One

Notes:

Use this page to prepare a report on lessons learned from readings.

The final report should include a plan for DESIGN and DEVELOPMENT for your TFI Project.

Who is my audience?

DISCUSS

REVIEW

Share your notes with TFI cohort from readings about adult learners.

OUTLINE

Outline goals/objectives for meeting the needs of non-traditional students in your project:

Objective 1:

Objective 2:

Objective 3:

Module One

Notes:

Use the Quick Notes sections to write brief notes or sketches of teaching recollections or resolutions triggered by the readings.

Share these responses with peers in F2F sessions.

Who is my audience?

YOUR TURN

How ready are your students to use online technologies? How ready are you? Many of our students have many reasons to take online courses or need to use online services, but they lack the resources to be effective online users.

Assess your own readiness:

- WebCampus – On-line Training- Assessments

QUICK NOTES: (50 - 100 words: Your thoughts now.)

What did you discover about online readiness?

How would you address these issues in your project?

Module One

Notes:

Use the Quick Response sections to write brief notes or sketches of teaching recollections or resolutions triggered by the readings.

Share these responses with peers in F2F sessions.

Who is my audience?

YOUR TURN

Assess your own learning style:

- <http://literacyworks.org/mi/assessment/findyourstrengths.html>
- OR
- <http://www.learning-styles-online.com/>

QUICK RESPONSE: (50 - 100 words: Your thoughts now.)

What did you discover about your learning preferences?

How would you apply this to your project?

Module One

Notes:

Use this page to prepare a report on lessons learned from readings.

The final report should include a plan for DESIGN and DEVELOPMENT for your TFI Project.

Who is my audience?

DISCUSS

REVIEW

Share your notes from readings and learning styles assessments with TFI cohort

OUTLINE

Outline goals/objectives for advancing student engagement, for instance, in Project:

Objective 1:

Objective 2:

Objective 3:

Module One

Notes:

Use this page to synthesize group discussion with your project goal: What objectives could improve student engagement with your WebCampus site?

Who is my audience?

REFLECT

REVIEW

Identify one or two objectives that fit with your Project initiative.

OUTLINE

Outline design and development plans for Project:

Design Initiative:

Tools Needed:

Development Steps:

Module One

Notes:

Project work should reflect the individual and group work that you have completed so far.

Share project work with TFI cohort during "Your Turn" opportunities during F2F sessions.

Who is my audience?

Implement

THIS IS A REQUIRED ACTIVITY

Project Work Time:

You may wish to consult with InTech Instructional Technologists

Add features to WebCampus site that will support objectives.

YOUR TURN - SHARE OPPORTUNITY

Module One- Use this time to develop or enhance a project plan or roadmap of how the course will flow. Make sure to document key components you want to include in the course.

For future modules, you will have about 10-15 minutes to share a new activity, event, or feature in your WebCampus Project Site.

Feedback: (keep track of feedback from cohort peers)

Module One

Who is my audience?

Notes:

CONGRATULATIONS!

You've completed all of the objectives of Module One.

We appreciate your feedback on this Module, please complete the Module One Participant Survey now. The survey is located in WebCampus and is comprised of 9 questions. Estimated survey time: 5 - 10 minutes.

Your feedback helps us serve you better.

Module Two

Communication

Goals and Objectives

- 1) Recognize challenges and limitations of online communication.
- 2) Understand and model effective online communication practices.

Resource Materials

- 1) Rules of Netiquette
- 2) Stephen R. Covey, "7 Habits of Highly Effective People"
- 3) NSC Student Conduct Codes and Policies

Overview

In Module Two, participants will become aware of best practices related to communicating online. Understanding the challenges and limitations that face both the instructor and student when communicating online will facilitate better learning and relationships. Creating and modeling respectful, timely and valuable communication will establish a foundation that students will need now and into the future.

Module Two

Schedule of Activities

<i>Activity</i>	<i>Description</i>	<i>Media</i>	<i>Time</i>
1. Introductions	<ul style="list-style-type: none"> Welcome/ agenda Review and Q&A regarding Activities 		10 min.
2. Discussion	<ul style="list-style-type: none"> Articles Read -Commentary 		30 min.
	Break		10-15 min.
3. Your Turn	<ul style="list-style-type: none"> Write a sample communication Read Habit 5 Summary Write a sample whole class communication 		30 min.
4. Discussion	<ul style="list-style-type: none"> Samples of communication scenarios Student Conduct Codes and Policies StudyMate Glossary Tool 		30 min.
5. Your Turn	<ul style="list-style-type: none"> Building a Glossary in StudyMate 		20 min.
6. Reflection & Personal change checklist	<ul style="list-style-type: none"> Thoughts on how to incorporate quality communication. 		10 min.
7. Design Plan	<ul style="list-style-type: none"> Adjust project plan to incorporate communication and/or StudyMate tool. 		10 min.
8. Implement	<ul style="list-style-type: none"> Hands-on time 		15 min.
9. Wrap-up	<ul style="list-style-type: none"> Feedback 		10 min.

Module Two

Notes:

*Keep notes here
in an online log
(Blog) in the TFI
WebCampus
shell.*

Communication

Summary of Module 2 Activities

The activities listed here are presented in detail on subsequent pages.

Read – Pre-Activity

Suggested readings for first class session:.

Netiquette

- Email Etiquette: <http://owl.english.purdowl/resource/636/01/>
- Email Etiquette for Students (Power Point presentation):
<http://owl.english.purdue.edu/owl/resource/694/01/>
- Email Etiquette for Professors (Power Point presentation):
<http://owl.english.purdue.edu/owl/resource/710/01/>
- Email Etiquette (or how to make sure you don't annoy your professors and colleagues)
http://www.nursing.ualberta.ca/flex/email/Email_Etiquette.html
- Virginia Shea -The Core Rules of Netiquette:
<http://www.albion.com/netiquette/corerules.html> Learning Styles

Effective Communication Strategies

- "Guidelines for Establishing Interactivity in Online Courses":
<http://www.innovateonline.info/index.php?view=article&id=12&action=article>
- E-Coaching Tips for Learning Online (MERLOT) Rita-Marie Conrad & Judith Boettcher
<http://www.designingforlearning.info/services/writing/ecoach/inventory.htm>

Discuss

Your Turn

Reflect

Implement

Module Two

Communication

Notes:

Use the Quick Notes sections to write brief notes or sketches of teaching recollections or resolutions triggered by the readings.

Share these responses with peers in F2F sessions.

Pre-Activity

READ

READ

- Email Etiquette: <http://owl.english.purdowl/resource/636/01/>
- Virginia Shea – The Core Rules of Netiquette: <http://www.albion.com/netiquette/corerules.html> Learning Styles

OR

- Email Etiquette (or how to make sure you don't annoy your professors and colleagues) http://www.nursing.ualberta.ca/flex/email/Email_Etiquette.html
- Virginia Shea THE CORE RULES OF NETIQUETTE: <http://www.albion.com/netiquette/corerules.html> Learning Styles

QUICK NOTES: (50 - 100 words: Your thoughts now.)

Module Two

Communication

Notes:

Use the Quick Notes sections to write brief notes or sketches of teaching recollections or resolutions triggered by the readings.

Share these responses with peers in F2F sessions.

Pre-Activity

READ

READ

- "Guidelines for Establishing Interactivity in Online Courses":
<http://www.innovateonline.info/index.php?view=article&id=12&action=article>
- E-Coaching Tips for Learning Online (MERLOT) Rita-Marie Conrad & Judith Boettcher
<http://www.designingforlearning.info/services/writing/ecoach/inventory.htm>

Required: Tip #2, Tip #4, Tip #5, Tip #25, Tip #51, Tip #59

QUICK NOTES: (50 - 100 words: Your thoughts now.)

Module Two

Communication

Notes:

Use this page to prepare a report on lessons learned from readings.

The final report should include a plan for DESIGN and DEVELOPMENT for your TFI Project.

DISCUSS

REVIEW

Share your notes with TFI cohort from readings about netiquette and communication strategies.

OUTLINE

Outline goals/objectives for fostering effective communication.

Objective 1:

Objective 2:

Objective 3:

Module Two

Communication

Notes:

Use the Quick Notes sections to write brief notes or sketches of teaching recollections or resolutions triggered by the readings.

Share these responses with peers in F2F sessions.

A copy of the NSC Student Code of Conduct is located in the TFI WebCampus shell.

YOUR TURN

How ready are you to respond to communication issues? Do you have a predictable approach that:

- 1- seeks to understand all the factors of the event or issue and then;
- 2- respond with empathy for all of the participants?

Review the following scenario and write your response.

Scenario #1

Student posts confrontational message in the Discussion Board which attacks a second student's personal beliefs.

How would you respond?

Module Two

Communication

Notes:

Use the Quick Notes sections to write brief notes or sketches of teaching recollections or resolutions triggered by the readings.

Share these responses with peers in F2F sessions.

READ

Go to the following URL and read the summary of Steven R. Covey's Habit 5 from *The 7 Habits of Effective People*.

- http://blog.lodewijkvdb.com/2007/06/coveys_habit_5_.

QUICK NOTES: (50 - 100 words: Your thoughts now.)

Module Two

Communication

Notes:

Use the Quick Notes sections to write brief notes or sketches of teaching recollections or resolutions triggered by the readings.

Share these responses with peers in F2F sessions.

YOUR TURN

Let's try another situation involving the whole learning community's online communication.

Scenario #2

Class discussion is minimal, with cursory responses to the initial discussion questions and little follow-on interaction among students.

How would you respond?

QUICK NOTES: Identify the "Understanding" Strategies you used in your response.

Module Two

Communication

Notes:

*Use this page to
prepare a report
on lessons
learned from
readings.*

DISCUSS

REVIEW

Share your notes from readings and scenarios with TFI cohort.

OUTLINE

Outline strategies for establishing good communication on your Project site:

Strategy 1:

Strategy 2:

Strategy 3:

Module Two

Communication

Notes:

Use the Quick Notes sections to write brief notes or sketches of teaching recollections or resolutions triggered by the readings.

Share these responses with peers in F2F sessions.

YOUR TURN

StudyMate – Glossary building application integrated into WebCampus.

Adding StudyMate Content Link to course – Tip Sheet available from facilitator and online in Faculty Resource Center.

Exercise: Using StudyMate, create a glossary of online teaching and learning terminology.

Module Two

Communication

Notes:

Use this page to synthesize group discussion with your project goal: What objectives could improve student engagement with your WebCampus site?

REFLECT

REVIEW

Identify one or two strategies that fit with your Project initiative.

OUTLINE

Outline design and development plans for Project:

Design Initiative:

Tools Needed:

Development Steps:

Module Two

Communication

Notes:

Project work should reflect the individual and group work that you have completed so far.

Share project work with TFI cohort during "Your Turn" opportunities during F2F sessions.

Implement

THIS IS A REQUIRED ACTIVITY

Project Work Time:

You may wish to consult with InTech Instructional Technologists

Add features to WebCampus site that will support objectives.

YOUR TURN - SHARE OPPORTUNITY

Module Two- Use this time to develop or enhance a project plan or roadmap of how the course will flow. Make sure to document key components you want to include in the course.

For future modules, you will have about 10-15 minutes to share a new activity, event, or feature in your WebCampus Project Site.

Feedback: (keep track of feedback from cohort peers)

Module Two

Communication

Notes:

CONGRATULATIONS!

You've completed all of the objectives of Module 2.

Please complete the Module Two Participant Survey now. We appreciate your feedback on this Module. Take a moment to respond to the 9 questions. Estimated survey time: 5 - 10 minutes.

Your feedback helps us serve you better.

Module Three

Best Practices

Goals and Objectives

- 1) Learn local, regional and national standards for online instruction.
- 2) Recognize and incorporate best practices for online instruction.
- 3) Advance awareness of academic dishonesty and how to reduce cheating in your online courses.

Resource Materials

- 1) Local Standards: NSC proposed Standards for Online Instruction
- 2) Regional Standards: CSU Chico
- 3) Regional Standards: Nevada Learning Network Course Checklist
- 4) National Standards: Quality Matters Checklist
- 5) National Standards: Blackboard Exemplary Course Rubric
- 6) Michael Simonson, Sharon Smaldino, Michael Albright & Susan Zvacek, (4th ed.), Chapter 5, Teaching and Learning at a Distance: Foundations of Distance Education
- 7) Assessing Online Facilitation: An optional, voluntary aid for individuals seeking an objective self or peer-assessment of their facilitation of online courses.
- 8) "Vandy Taboos," Student Media at Vanderbilt Investigates Cheating.
- 9) What's Your CQ? Determine the Cheatability Quotient of Your Online Course *and* How to Increase It

Overview

In Module Three, participants will be introduced participants to exemplary course content and design resources. Participants will review standards for online course design and development that have been developed for NSC. In addition, regional and national programs that promote excellence in course design and the use of technologies to improve higher education will be explored. Participants will also become aware of methods to reduce cheatability.

Module Three

Schedule of Activities

<i>Activity</i>	<i>Description</i>	<i>Media</i>	<i>Time</i>
1. Introduction	<ul style="list-style-type: none"> Welcome / Agenda Review and Q&A regarding Module 2 activities 		10 min.
2. Discussion	<ul style="list-style-type: none"> Presentation of the NSC Rubric Articles Read & Commentary on Standards 	Sam	30 min.
3. Your Turn	<ul style="list-style-type: none"> Review a winning course - 2009 Blackboard Exemplary Course Award Recipient 	Online	20 min.
	Break		10 min.
4. Discussion	<ul style="list-style-type: none"> Articles Read & Commentary on Best Practices 		30 min.
5. Your Turn	<ul style="list-style-type: none"> What's your CQ? (Cheatability Assessment) 	Online	20 min.
	Break		10 min.
6. Discussion	<ul style="list-style-type: none"> Suggestions to reduce cheating in online courses. 	Tonya	20 min.
7. Reflection & Personal change checklist	<ul style="list-style-type: none"> Thoughts on how to incorporate best practices and design standards into your project. 		10 min.
8. Design Plan	<ul style="list-style-type: none"> Adjust project plan to incorporate standards and best practices. 		10 min.
9. Implement	<ul style="list-style-type: none"> Hands-on time 		15 min.
10. Wrap-up	<ul style="list-style-type: none"> Feedback 		10 min.

Module Three

Notes:

*Keep notes here
in an online log
(Blog) in the TFI
WebCampus
shell.*

Best Practices

Summary of Module 3 Activities

The activities listed here are presented in detail on subsequent pages.

Read – Pre-Activity

Suggested readings for the third class session:

Standards

- Local Standards: NSC proposed Standards for Online Instruction – Week 3 link in TFI course site.
- Regional Standards:
 - CSU Chico – Week 3 link
 - NLN Course Checklist – Week 3 link
- National Standards:
 - Quality Matters Checklist – Week 3 link
 - Blackboard Exemplary Course Rubric – Week 3 link

Best Practices

- Teaching and Learning at a Distance: Foundations of Distance Education by Michael Simonson, Sharon Smaldino, Michael Albright & Susan Zvacek, Chapter 5 (4th ed.) – Week 3 link
- Assessing Online Facilitation: An optional, voluntary aid for individuals seeking an objective self or peer-assessment of their facilitation of online courses. <http://www.humboldt.edu/~aof/index.html>
- "Vandy Taboos," Student Media at Vanderbilt Investigates Cheating. http://www.insidevandy.com/specialfeatures/taboo/index.php?show=article_students_disagree#

Discuss

Your Turn

Reflect

Implement

Module Three

Best Practices

Notes:

Use the Quick Notes sections to write brief notes or sketches of teaching recollections or resolutions triggered by the readings.

Share these responses with peers in F2F sessions.

Pre-Activity

READ

READ (All readings are available in the Week 3 link in TFI course site)

- Local Standards: NSC proposed Standards for Online Instruction
- Regional Standards:
 - CSU Chico
 - NLN Course Checklist
- National Standards:
 - Quality Matters Checklist
 - Blackboard Exemplary Course Rubric

QUICK NOTES: (50 - 100 words: Your thoughts now.)

Module Three

Best Practices

Notes:

Use the Quick Notes sections to write brief notes or sketches of teaching recollections or resolutions triggered by the readings.

Share these responses with peers in F2F sessions.

Pre-Activity

READ

READ (All readings are available in the Week 3 link in TFI course site)

- Teaching and Learning at a Distance: Foundations of Distance Education by Michael Simonson, Sharon Smaldino, Michael Albright & Susan Zvacek, Chapter 5 (4th ed.) – Week 3 link
- Assessing Online Facilitation: An optional, voluntary aid for individuals seeking an objective self or peer-assessment of their facilitation of online courses. <http://www.humboldt.edu/~aof/index.html>
- "Vandy Taboos," Student Media at Vanderbilt Investigates Cheating. http://www.insidevandy.com/specialfeatures/taboo/index.php?show=article_students_disagree#

QUICK NOTES: (50 - 100 words: Your thoughts now.)

Module Three

Best Practices

Notes:

Use this page to prepare a report on lessons learned from readings.

The final report should include a plan for DESIGN and DEVELOPMENT for your TFI Project.

DISCUSS

REVIEW

Share your notes with TFI cohort from the readings about local, regional, and national standards.

Notes from presentation on Online Learning Task Force and the Nevada State College standards initiative.

Module Three

Best Practices

Notes:

Share these responses with peers in F2F sessions.

YOUR TURN

Visit the Blackboard Exemplary Course program site:

<http://kb.blackboard.com/display/EXEMPLARY/Exemplary+Course+Program>

Check the list of 2009 Exemplary course award winners. Note that you can sort the exemplary courses by institution, discipline, and level of learning. Find a course in your discipline and level of learning.

What element or elements of the course design are new to you?

How well does the course you chose match the Blackboard Exemplary Course Rubric?

How well do your past courses fit with the Blackboard Rubric?

How does the NSC Rubric align with the Blackboard Rubric?

Module Three

Best Practices

Notes:

Share these responses with peers in F2F sessions.

DISCUSS

REVIEW

Share your notes with TFI cohort from the readings on best practices for course design.

Course Navigation

Building Community

Engaging the Audience

Test Security/Cheatability

Module Three

Best Practices

Notes:

Use the Quick Notes sections to write brief notes or sketches of teaching recollections or resolutions triggered by the readings.

Share these responses with peers in F2F sessions.

YOUR TURN

Assess the cheatability of your course design and online testing.

Link to Assessments in WebCampus or access Week 3 module online for What's your CQ? Cheatability Quotient self- assessment.

QUICK NOTES: How to's for reducing cheatability.

Module Three

Best Practices

Notes:

Use this page to synthesize group discussion with your project goal: What objectives could improve student engagement with your WebCampus site?

REFLECT

REVIEW

Identify one or two strategies that fit with your Project initiative.

OUTLINE

Outline design and development plans for Project:

Design Initiative:

Tools Needed:

Development Steps:

Module Three

Best Practices

Notes:

Project work should reflect the individual and group work that you have completed so far.

Share project work with TFI cohort during "Your Turn" opportunities during F2F sessions.

Implement

THIS IS A REQUIRED ACTIVITY

Project Work Time:

You may wish to consult with InTech Instructional Technologists

Add features to WebCampus site that will support objectives.

YOUR TURN –APPLY

Module Three- Use this time to develop or enhance a project. Make sure to document key components you want to include in the course.

Feedback: (keep track of feedback from cohort peers)

Module Three

Best Practices

Notes:

CONGRATULATIONS!

You've completed all of the objectives of Module Three.

Please complete the Module Three Participant Survey now. We appreciate your feedback on this Module.

Take a moment to respond to the 9 questions.

Estimated survey time: 5 - 10 minutes.

Your feedback helps us serve you better.

Module Four

Engaging Participants and Building Community

Goals and Objectives

- 1) Understand the importance of engaging participants in an online class
- 2) Research and implement strategies to engage participants in an online environment
- 3) Define and understand the concept of building community in an online educational setting
- 4) Research and implement strategies to build community in the online educational environment

Resource Materials

Engaging Participants

- 1) Dorit Maor. The Teacher's Role in Developing Interaction and Reflection in an Online Learning Community.
- 2) Karen Swan. Building Learning Communities in Online Courses: The Importance of Interaction
- 3) Generating and Facilitating Engaging and Effective Online Discussions
- 4) Keys to Facilitating Successful Online Discussions
- 5) Just in Time Teaching
- 6) Kathleen Iverson. E-Learning Games: Interactive Learning Strategies for Digital Delivery

Building Community

- 1) Ludmila Battista, Carol Forrey & Carolyn Stevenson. It Takes a Virtual Community: Promoting Collaboration Through Student Activities
- 2) The Role of Online Discussion Facilitator
- 3) Online Learning Communities: If you Build Them, Will they Stay?
- 4) Building Sense of Community at a Distance

Related Topics

- 1) Assessing Asynchronous Discussions: An Exploratory Hybrid Model
- 2) Conditions for the Success of Online Mentoring a Case Study

Overview

In Module Four participants will become familiar with a variety of methods to engage students and create interactive and appealing learning activities. Participants will learn about the need to build community and methods on how to manage and achieve it.

Module Four

Schedule of Activities

<i>Activity</i>	<i>Description</i>	<i>Media</i>	<i>Time</i>
1. Introductions	<ul style="list-style-type: none"> Welcome/ agenda Review and Q&A regarding Activities 		10 min.
2. Discussion – Engaging Participants	<ul style="list-style-type: none"> Articles Read –Commentary on Engaging Participants Using the StudyMate Glossary 		30 min.
	Break		10-15 min.
3. Your Turn – Engaging Participants	<ul style="list-style-type: none"> Just in time teaching 		20 min.
4. Discussion – Building Community	<ul style="list-style-type: none"> Articles Read –Commentary on Building Community Using the WebCampus Roster Tool Role of the NSCafe 		30 min.
5. Your Turn – Building Community	<ul style="list-style-type: none"> WebQuest: Building Community 		30 min.
6. Reflection & Personal change checklist	<ul style="list-style-type: none"> Discussion on exercises 		10 min.
7. Design Plan	<ul style="list-style-type: none"> Adjust project plan to engage participants and build community. 		10 min.
8. Implement	<ul style="list-style-type: none"> Hands-on time 		15 min.
9. Wrap-up	<ul style="list-style-type: none"> Feedback 		10 min.

Module Four

Notes:

*Keep notes here
in an online
discussion in the
TFI WebCampus
shell.*

Engaging Participants and Building Community

Summary of Module 4 Activities

The activities listed here are presented in detail on subsequent pages.

Read – Pre-Activity

Suggested readings for the fourth class session. All readings are available in the Week 4 link in the TFI course site.

Engaging Participants

- Dorit Maor. The Teacher's Role in Developing Interaction and Reflection in an Online Learning Community
- Karen Swan. Building Learning Communities in Online Courses: The Importance of Interaction
- Generating and Facilitating Engaging and Effective Online Discussions
- Keys to Facilitating Successful Online Discussions
- **Activity**-TFI Glossary

Building Community

- Ludmila Battista, Carol Forrey & Carolyn Stevenson. It Takes a Virtual Community: Promoting Collaboration Through Student Activities
- The Role of Online Discussion Facilitator
- Online Learning Communities: If you Build Them, Will they Stay?
- Alfred Rovai. Building Sense of Community at a Distance
- **Activity**-Build a Roster Profile

Related Materials

- Assessing Asynchronous Discussions: An Exploratory Hybrid Model
- Conditions for the Success of Online Mentoring a Case Study

Discuss

Your Turn

Reflect

Implement

Module Four

Notes:

Use the Quick Notes sections to write brief notes or sketches of teaching recollections or resolutions triggered by the readings.

Share these responses with peers in F2F sessions.

Add to your knowledge base: Build a glossary of terms in the StudyMate – application integrated into WebCampus.

Engaging Participants

Pre-Activity

READ

READ – All readings are available in the Week 4 link in the TFI course site

- Dorit Maor. The Teacher's Role in Developing Interaction and Reflection in an Online Learning Community.
<http://ms4.dz3dx8q.scholar.serialssolutions.com/?sid=google&auinit=D&aualast=Maor&atitle=The+Teacher%2FCA%2FBCs+Role+in+Developing+Interaction+and+Reflection+in+an+Online+Learning+Community&id=doi:10.1080/0952398032000092170&title=Educational+media+international&volume=40&issue=1&date=2003&spage=127&issn=0952-3987>
- Karen Swan. Building Learning Communities in Online Courses: The Importance of Interaction
<http://www.kent.edu/rcet/Publications/upload/SocPres%20ECI.pdf>
- Generating and Facilitating Engaging and Effective Online Discussions
<http://www.uoregon.edu/~tep/technology/blackboard/docs/discussionboard.pdf>
- Keys to Facilitating Successful Online Discussions
<http://www.uwsa.edu/ttt/raleigh.htm>

QUICK NOTES: (50 - 100 words: Your thoughts now.)

Module Four

Engaging Participants

Notes:

Use the Quick Notes sections to write brief notes or sketches of teaching recollections or resolutions triggered by the readings.

Share these responses with peers in F2F sessions.

Pre-Activity

ACTIVITY

ACTIVITY: TFI Glossary in WebCampus

1. Add new concepts and terminology to the TFI Glossary.
2. Experiment with the different learning tools or games available in the Glossary immediately after inputting your content.
3. Revisit the Glossary several days later (i.e., Thursday before the Week 4 TFI session) and try the learning tools again now that all participants have input content.

QUICK NOTES: (50 - 100 words: Your thoughts now.)

How could StudyMate be used to engage participation in your classroom?

Module Four

Building Community

Notes:

Use the Quick Notes sections to write brief notes or sketches of teaching recollections or resolutions triggered by the readings.

Share these responses with peers in F2F sessions.

Add to your knowledge base: Build a glossary of terms in the StudyMate – application integrated into WebCampus.

Pre-Activity

READ

READ - All readings are available in the Week 4 link in the TFI course site

- Ludmila Battista, Carol Forrey & Carolyn Stevenson. It Takes a Virtual Community: Promoting Collaboration Through Student Activities
<http://www.westga.edu/%7Edistance/ojdl/summer112/battista112.html>
- Role Online Discussion Facilitator
<http://www.sonoma.edu/users/n/nolan/facilitator.htm>
- Online Learning Communities: If you Build Them, Will they Stay?
<http://it.coe.uga.edu/itforum/paper46/paper46.htm>
- Building Sense of Community at a Distance
<http://www.irrodl.org/index.php/irrodl/article/view/79/152>

QUICK NOTES: (50 - 100 words: Your thoughts now.)

Module Four

Building Community

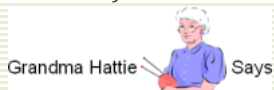
Notes:

Use the Quick Notes sections to write brief notes or sketches of teaching recollections or resolutions triggered by the readings.

Share these responses with peers in F2F sessions.

New Lingo

Avatar: A computer user's visual representation of himself or herself.



Pre-Activity

ACTIVITY

ACTIVITY: Build a Roster Profile

- Add your photo or avatar to the Roster Tool in the TFI WebCampus course. Instructions to upload the file can be found in Week 4 WebCampus Module (Course Module >Week 4>scroll to Activities Heading, select Build Your Roster)

QUICK NOTES: (50 - 100 words: Your thoughts now.)

Describe a pro to placing a roster in your online classroom.

Describe a con to placing a roster in your online classroom.

Could this activity help establish a community in your class? Why or why not?

Module Four

Notes:

Use this page to prepare a report on lessons learned from readings.

The final report should include a plan for DESIGN and DEVELOPMENT for your TFI Project.

Engaging Participants

DISCUSS

REVIEW

Share your notes with TFI cohort from readings about engaging participants.

How can *StudyMate* be used to engage participation in your online classroom?

OUTLINE

Outline goals/objectives for engaging participants in the online classroom.

Objective 1:

Objective 2:

Objective 3:

Module Four

Engaging Participants

Notes:

Use the Quick Notes sections to write brief notes or sketches of teaching recollections or resolutions triggered by the readings.

Share these responses with peers in F2F sessions.

YOUR TURN

Just in time Teaching You tube video -

<http://www.glendale.edu/economics/jitt.mov>

Review the following video and discuss the following:

- Is this concept an effective method to engage participants in the classroom?
- Could this format be adjusted for the online classroom?

QUICK NOTES:

Module Four

Building Community

Notes:

DISCUSS

REVIEW

Share your notes from readings and scenarios with TFI cohort.

What role could the *NSCafe* play to build a sense of community in the online classroom?

How can the *Roster Tool* in WebCampus be used to build community?

OUTLINE

Outline strategies for establishing community on your Project site:

Strategy 1:

Strategy 2:

Strategy 3:

Module Four

Building Community

Notes:

Use this page to prepare a report on lessons learned from readings.

New Lingo

WebQuest: An inquiry-oriented lesson in which most or all the information is located on the internet. For more information visit: webquest.org

YOUR TURN

WebQuest: Building community in an online course

In this WebQuest, you will do the following:

- Find and define the concept of community-in general
- Discover and define the term learning community
- Explore the strengths and weaknesses of building community
- Determine methods to build community

Creating sense of community in your online course provides students with a “safe” environment to experiment with new thoughts, ideas, and concepts. Learning communities allow students to use higher order skills to synthesize, collaborate and communicate new concepts.

Conduct an internet search using Google to locate additional information about building community in the online classroom. Be sure to note the websites and articles you discover.

Analyze and evaluate the information you collect and compose a 1 – 2 page summary of your findings. Excellent WebQuests will contain the following:

- Your definition of a learning community
- The characteristics of a successful online community
- 2 sample activities you could use to build community
- List of additional websites and articles you found helpful in your decision.

You may not have enough time to complete this activity during the class session; please post your summary to the Module 4 Discussion Board by Monday @ 9am PST. Read the posts of fellow group members, ask questions, and provide support.

Module Four

Engaging Participants and Building Community

Notes:

Use this page to prepare a report on lessons learned from readings.

Build a glossary of terms in the StudyMate application integrated into WebCampus.

REFLECT

REVIEW

Identify one strategy to engage participants that fits with your Project initiative.

Identify one strategy to build community that fits with your Project initiative.

OUTLINE

Outline design and development plans for Project:

Design Initiative:

Tools Needed:

Development Steps:

Module Four

Engaging Participants and Building Community

Notes:

Use this page to prepare a report on lessons learned from readings.

Implement

THIS IS A REQUIRED ACTIVITY

Project Work Time:

You may wish to consult with InTech Instructional Technologists

Add features to WebCampus site that will support objectives to engage participants and build community.

YOUR TURN - SHARE OPPORTUNITY

Module Four- Use this time to develop or enhance a project plan or roadmap of how the course will flow. Make sure to document key components you want to include in the course. OR Share your progress or challenges.

Feedback: (keep track of feedback from cohort peers)

Module Four

Engaging Participants and Building Community

Notes:

CONGRATULATIONS!

You've completed all of the objectives of Module 4.

Please complete the Module Four Participant Survey now. We appreciate your feedback on this Module.

Take a moment to respond to the 9 questions.

Estimated survey time: 5 - 10 minutes.

Your feedback helps us serve you better.

Module Five

Technology Tools

Goals and Objectives

- 1) Become aware of the technology resources available for online courses. Resources include: Merlot, YouTube Education Channel, TeacherTube and the WebCampus Tour.
- 2) Become familiar with the technology tools available at Nevada State College. Tools include: Wimba, StudyMate, and Impatica.

Resource Materials

- 1) Academic Research Makes a Case for the Wimba Collaboration Suite: Benefits of Multi-Modal Online Collaboration Include Enhanced Learning, Improved Student Outcomes, and Increased Retention Rates
- 2) Training for Collaboration 2009 (Archived Session) by Jill Wallace
- 3) StudyMate User Guide - Instructor
- 4) Multimedia Educational Resource for Learning and Online Teaching: <http://www.merlot.org/>
- 5) YouTube Education Channel: <http://www.youtube.com/edu>
- 6) Teacher Tube Community: <http://www.teachertube.com/>
- 7) Impatica: Web Presentation: Impatica in Higher Education
- 8) WebCampus Tour (tutorial located in the StartHere! Folder in WebCampus)

Overview

In Module Five, participants will become familiar with WebCampus integrated technologies that support real-time voice and media interaction and student centric learning activities. Mini-training sessions in Wimba, StudyMate (a glossary and game building tool) and YouTube media management will enable participants to select one or more technologies that fit with their projects. Additional training and support will continue outside of class time.

Module Five

Schedule of Activities

<i>Activity</i>	<i>Description</i>	<i>Media</i>	<i>Time</i>
1. Introductions	<ul style="list-style-type: none"> Welcome/ agenda Review and Q&A regarding Activities 		10 min.
2. Discussion	<ul style="list-style-type: none"> Articles Read –Commentary on Technology Tools 		20 min.
3. Your Turn	<ul style="list-style-type: none"> Wimba Demonstration 	Sam	60 min.
	Break		10 min.
4. Discussion	<ul style="list-style-type: none"> Articles Read –Commentary on StudyMate 		30 min.
5. Your Turn	<ul style="list-style-type: none"> Demo and Practice: Exporting assessment questions from StudyMate into WebCampus 	Sam	20 min.
6. Reflection & Personal change checklist			5 min.
7. Design Plan	<ul style="list-style-type: none"> Adjust project plan to incorporate technology tools into your project. 		5 min.
8. Implement	<ul style="list-style-type: none"> Hands-on/sharing time 		15 min.
9. Wrap-up	<ul style="list-style-type: none"> Feedback 		5 min.

Module Five

Notes:

*Keep notes here
in an online log
in the TFI
WebCampus
shell.*

Technology Tools

Summary of Module 5 Activities

The activities listed here are presented in detail on subsequent pages.

Synthesize – Pre-Activity

Read – Pre-Activity

Suggested readings for the fifth class session. All readings are available in the Week 5 link in the TFI course site.

Impatica

- Web Presentation: Impatica in Higher Education

Wimba

- Academic Research Makes a Case for the Wimba Collaboration Suite
- Training for Collaboration 2009 (Archived Session) by Jill Wallace

StudyMate

- StudyMate: Quick Start Guide and Teaching Scenarios

WebCampus Tour

- Brief tutorial of WebCampus

Discuss

Your Turn

Reflect

Implement

Module Five

Synthesize

Notes:

Use the Quick Notes sections to write brief notes or sketches of teaching recollections or resolutions triggered by the readings.

Share these responses with peers in F2F sessions.

Pre-Activity

ACTIVITY

REFLECTION AND SYNTHESIS

- Before learning more about instructional tools, take a moment to reflect on Weeks 1 – 4 of the TFI.

List 5-9 “a-ha” moments you have experienced or witnessed during the TFI thus far.

How do these “a-ha” moments impact using technology in your WebCampus classroom?

How can you ensure that these items are incorporated into your online environment?

What can you do to ensure that you are not using technology “just for the sake of using technology?”

What questions do you have regarding implementing this technology in your online classroom?

Module Five

Technology Tools

Notes:

Use the Quick Notes sections to write brief notes or sketches of teaching recollections or resolutions triggered by the readings.

Share these responses with peers in F2F sessions.

Looking Forward: *If you are interested in using Impatica to add narration to a presentation and distribute it in WebCampus, see the **Adding Audio to PowerPoint Presentations** tutorial in the TFI WebCampus shell*

Pre-Activity

READ

READ/REVIEW – All readings/videos are available in the Week 5 link in the TFI course site.

- Impatica in Higher Education: <http://www.impatica.com/higher-ed/higher-ed.html>
- StudyMate: Quick Start Guide and Teaching Scenarios
- WebCampus Tour: (Located in Course Content > Start Here! > WebCampus Tour)

QUICK NOTES: (50 - 100 words: Your thoughts now.)

Module Five

Technology Tools

Notes:

Use the Quick Notes sections to write brief notes or sketches of teaching recollections or resolutions triggered by the readings.

Share these responses with peers in F2F sessions.

Pre-Activity

ACTIVITY

RESEARCH

- Visit www.Youtube.com/edu, www.Teachertube.com and www.MERLOT.org. Conduct a project-related search on each site.

List 5-9 resources you found on these websites that you could use in your project.

Chose 2 resources. How could you incorporate these into your online classroom?

What are the benefits to using each resource?

What are the challenges to using these resources in your online course?

Could you use either or both resources to distribute your content to students or share it with other faculty? Why or why not?

Module Five

Technology Tools - Wimba

Notes:

Use the Quick Notes sections to write brief notes or sketches of teaching recollections or resolutions triggered by the readings.

Share these responses with peers in F2F sessions.

Pre-Activity

READ

READ – All readings are available in the Week 5 link in the TFI course site.

- Academic Research Makes a Case for the Wimba Collaboration Suite:
http://www.wimba.com/assets/resources/Academic_Research_Makes_A_Case_For_Wimba_Whitepaper.pdf
- Training for Collaboration 2009 (Archived Session) by Jill Wallace:
http://unr2.horizonwimba.com/launcher.cgi?room=unr_s_328417580031_292805_2009_0305_1205_42

QUICK NOTES: (50 - 100 words: Your thoughts now.)

Module Five

Technology Tools - Wimba

Notes:

*Use this page to
prepare a report
on lessons
learned from
readings.*

DISCUSS

REVIEW

Share your notes with TFI cohort from readings about Impatica and Wimba.

OUTLINE

Outline goals/objectives using WebCampus compatible technology in your online environment.

Objective 1:

Objective 2:

Objective 3:

Module Five

Technology Tools - Wimba

Notes:

Use the Quick Notes sections to write brief notes or sketches of teaching recollections or resolutions triggered by the readings.

Share these responses with peers in F2F sessions.

YOUR TURN

Wimba demonstration by Instructional Technology staff.

Quick Notes:

Module Five

Technology Tools - StudyMate

Notes:

*Use this page to
prepare a report
on lessons
learned from
readings.*

DISCUSS

REVIEW

Share your notes from readings discussing the three types of StudyMate teaching scenarios with TFI cohort.

OUTLINE

Outline strategies for using StudyMate on your Project site:

Strategy 1:

Strategy 2:

Strategy 3:

Module Five

Technology Tools - StudyMate

Notes:

Use the Quick Notes sections to write brief notes or sketches of teaching recollections or resolutions triggered by the readings.

Share these responses with peers in F2F sessions.

YOUR TURN

StudyMate demonstration by Instructional Technology staff.

StudyMate demonstration and exercise – Glossary building application integrated into WebCampus.

Adding StudyMate Content Link to course – Tip Sheet available from facilitator and online in Faculty Resource Center.

Exercise: Using StudyMate, create a glossary of online teaching and learning terminology in your WebCampus Practice Course. Create a small database of *five* sample questions in StudyMate and then export questions to an assessment.

Quick Notes:

Module Five

Technology Tools

Notes:

Use this page to synthesize group discussion with your project goal: What objectives could improve student engagement with your WebCampus site?

REFLECT

REVIEW

Identify one or two strategies that fit with your Project initiative.

OUTLINE

Outline design and development plans for Project:

Design Initiative:

Tools Needed:

Development Steps:

Module Five

Technology Tools

Notes:

Project work should reflect the individual and group work that you have completed so far.

Share project work with TFI cohort during "Your Turn" opportunities during F2F sessions.

Implement

THIS IS A REQUIRED ACTIVITY

Project Work Time:

You may wish to consult with InTech Instructional Technologists.

Add features to WebCampus site that will support objectives.

YOUR TURN - SHARE OPPORTUNITY

Module Five- Use this time to develop or enhance a project plan or roadmap of how the course will flow. Make sure to document key components you want to include in the course. OR, share your progress and/or challenges.

Feedback: (keep track of feedback from cohort peers)

Module Five

Technology Tools

Notes:

CONGRATULATIONS!

You've completed all of the objectives of Module Five.

Please complete the Module Five Participant Survey now. We appreciate your feedback on this Module.

Take a moment to respond to the 9 questions.

Estimated survey time: 5 - 10 minutes.

Your feedback helps us serve you better.

Module Six

Program Close and Planning

Goals and Objectives

- 1) Recognize and plan how to incorporate key elements for retaining students.
- 2) Recognize and plan how to incorporate key elements in universal design.
- 3) Identify and plan continuing TFI roles and responsibilities.

Resource Materials

- 1) Now is When They Need us Most! Retaining Online Students in Tumultuous Times Audio Conference. Presenter: Xeturah Woodley
- 2) Universal Design to Promote Education for all Students. Presenter: Steven Fadden
- 3) Technology Fellow: Clairin DiMartini
- 4) Technology Fellow: Susan Growe
- 5) Technology Fellow: Kate Hahn
- 6) Technology Fellow: Joyce Marston
- 7) Technology Fellow: Roxanne Stansbury

Overview

In Module Six, participants will bring closure to the instructional component to the TFI. Participants will analyze the challenges they faced throughout the Institute and plan activities for the 2009-2010 year. Participants will plan how to prepare their projects for submission to regional and national competitions as well as determine how to evolve this experience into a sustaining Institute to mentor future Fellows. Finally, each Fellow will conduct a presentation showcasing their progress to date.

Module Six

Schedule of Activities

<i>Activity</i>	<i>Description</i>	<i>Media</i>	<i>Time</i>
1. Introductions	<ul style="list-style-type: none"> • Welcome/ agenda • Review and Q&A regarding Activities 		10 min.
2. Discussion	<ul style="list-style-type: none"> • Commentary on Presentations <ul style="list-style-type: none"> • Retaining Online Students • Universal Design 		45 min.
	Break		5 min.
3. Your Turn – Program Close	<ul style="list-style-type: none"> • Project Presentations by Fellows 15 minutes (10 min. presentation, 5 min. Q&A) 		75 min.
4. Planning	<ul style="list-style-type: none"> • Schedule Progress Updates • Development Opportunities • 2010 TFI 		45 min.
5. Wrap-up	<ul style="list-style-type: none"> • Lunch at Macaroni Grill 		

Module Six

Notes:

*Keep notes here
in an online log
in the TFI
WebCampus
shell.*

Program Close and Planning

Summary of Module 6 Activities

The activities listed here are presented in detail on subsequent pages.

Attend – Pre-Activity

Attend the following workshops on June 23 and be prepared to discuss your thoughts:

Retaining Online Students

- 11am – Noon in BW2 - 102
Now is When They Need us Most! Retaining Online Students in Tumultuous Times Audio Conference.
Presenter: Xeturah Woodley

Universal Design

- 1pm – 3pm in BW2 - 102
Universal Design to Promote Education for all Students.
Presenter: Steven Fadden

Discuss

Your Turn

Reflect

Implement

Module Six

Program Close and Planning

Notes:

Use the Quick Notes sections to write brief notes or sketches of teaching recollections or resolutions triggered by the readings.

Share these responses with peers in F2F sessions.

Pre-Activity

ATTEND

ATTEND - Attend the following workshops on June 23 and be prepared to discuss your thoughts:

Retaining Online Students

11am – Noon in BW2 - 102

Now is When They Need us Most! Retaining Online Students in Tumultuous Times Audio Conference.

Presenter: Xeturah Woodley

QUICK NOTES: (50 - 100 words: Your thoughts now.)

Module Six

Program Close

Notes:

Use the Quick Notes sections to write brief notes or sketches of teaching recollections or resolutions triggered by the readings.

Share these responses with peers in F2F sessions.

Pre-Activity

ATTEND

ATTEND - Attend the following workshop on June 23 and be prepared to discuss your thoughts:

Universal Design

1pm – 3pm in BW2 - 102

Universal Design to Promote Education for all Students.

Presenter: Steven Fadden

QUICK NOTES: (50 - 100 words: Your thoughts now.)

Module Six

Program Close

Notes:

*Use this page to
prepare a report
on lessons
learned from
readings.*

DISCUSS

REVIEW

Share your notes with TFI cohort from presentations about retaining online students and universal design strategies.

OUTLINE

Outline goals/objectives for retaining online students.

Objective 1:

Objective 2:

Outline goals/objectives for incorporating universal design strategies.

Objective 1:

Objective 2:

Module Six

Program Close

Notes:

Use the Quick Notes sections to write brief notes or sketches of teaching recollections or resolutions triggered by the Fellow presentations.

YOUR TURN

Project Presentation by Fellows

10 minute presentation followed by 5 minutes question and answer session.

QUICK NOTES: (50 - 100 words: Your thoughts now.)

Presentation #1:

Presentation #2:

Module Six

Program Close

Notes:

Use the Quick Notes sections to write brief notes or sketches of teaching recollections or resolutions triggered by the Fellow presentations.

YOUR TURN

Project Presentation by Fellows

10 minute presentation followed by 5 minutes question and answer session.

QUICK NOTES: (50 - 100 words: Your thoughts now.)

Presentation #3:

Presentation #4:

Module Six

Planning

Notes:

DISCUSS

Tentative Milestones/Timeline

August

- Fellow presentations at Fall Orientation Session

December

- Blackboard Exemplary Course submissions due
- Sign up to be an Exemplary Course Reviewer
- Promote TFI & distribute applications

2010

January

- TFI applications due

February

- Review Exemplary course as a team

April

- WOW Award proposals due

Progress Updates

Determine schedule for project TFI updates (weekly, monthly, etc.).

Module Six

Planning

Notes:

DISCUSS

TFI Future

Development Opportunities

- Wimba
- SmartThinking
- Eduventures
- MERLOT
- Instructional Technology Council (ITC)
- Campus Technology Innovators Award
- Wow Award
- WCET
- Others

What is the role of a Fellow?

What are the responsibilities of a Fellow?

Module Six

Planning

Notes:

Implement

THIS IS A REQUIRED ACTIVITY

1. Completion of Project

- You may wish to set up a consultation schedule with InTech Instructional Technologists
- Add features to WebCampus site that will support objectives.

2. Continuing Education

- Identify your participation in workshops and other growth opportunities.

Module Six

Program Close and Planning

Notes:

CONGRATULATIONS!

***You've completed all of the objectives of Module 6
and the
Technology Fellows Institute!***

***Please complete the Module Six Participant Survey now.
We appreciate your feedback on this Module. Take a
moment to respond to the 9 questions. Estimated
survey time: 5 - 10 minutes.***

Your feedback helps us serve you better.