



# DL Delivery

—all the news that online pros can take in print form

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## Online Guru

—your one-stop advice source

### E-mail woes

Dear Dr. Guru:

Help! Students are e-mailing me about my online course weeks before the semester even begins. What's up with that? Don't these students own a calendar? What can I do to cut down on the amount of e-mail?

—Needs E-mail Relief in OCB

Dear Needs:

Whoever promised that technology would make our lives easier? Well, OK, most everyone did. And in this case technology has made things easier — for the student at least.

What you're experi-

encing is a byproduct of tools the college has put in place to make it easier for students to contact their instructors. Most likely, these students are clicking on your e-mail address from the Credit Class Search page.



They might also be e-mailing you from the My Courses section of Pipeline.

More communication between student and teacher is a good thing, but I realize that it can be a pain when those e-mails come on New Years Day as you're trying to nurse away the headache, and the coming semester's students are the last thing on your sore mind. So what can you do?

1) You could set your Outlook settings to send an out-of office reply or other automated message to all e-mail address with **students.jccc.net** in them. Of course, if a student e-mails you from a Hotmail or AOL account, such an auto-

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### Important Dates:

- March 1: WebCT course shells created for Summer 2003 courses
- March 29: WebCT course shells created for Fall 2003 courses
- April 15: Last day for students to withdraw from a 16-week course and receive a "W"
- May 12: Finals begin
- May 16: Grades due
- June 2: First day of Summer classes
- June 13: Spring 2003 classes deleted off WebCT server.

## Online Pedagogy

### Using the Group Presentation tool in WebCT

Many JCCC professors incorporate student group work into their on-campus classes, and with good reason. Among other things, group work encourages communication,

problem solving and peer evaluation of work. Good skills for college and even better skills for the working world after school.

Because of the lack of on-campus class meetings, it would seem that group work would not be conducive

to the online environment, but with the Group Presentation tool and private discussion topics on the Discussion Board, group work can work well even when students never meet face to face.

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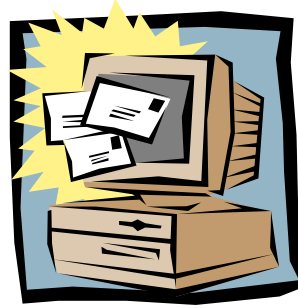
## Guru continued

(Continued from page 1)

mated reply won't do you much good.

2) Set up a system where you can reply quickly to all the student e-mails you receive. For example, save a standard paragraph in Microsoft Word. This paragraph might give directions for how to access the course once the semester begins. Whenever a student e-mails you before the start of the semester, simply open the MS Word file, copy the paragraph, and then paste it into the e-mail reply to the students.

3) Ignore the students until the start of the semester. Sure they will get angry on the other end and may eventually send you subsequent e-mails, each more hostile than the one before it. But they don't know your home address, and they're probably not likely to track you down at your campus office (there's a reason they're taking online classes right?) Plus, it let's them



know who's in control. Level of difficulty with this method—0; knowing that you're causing extreme frustration for the student on the other end—Priceless.

(Note: Online Guru strongly urges step 2.

Step 3 should only be used by online instructors who wish to have a miserable semester.)

## WebCT Quick Tips

### 1. Use WebCT e-mail

- It is private and specific to each course you're teaching.
- It requires students to include subject lines for each e-mail.
- It identifies each student by name; no more snoopydog67@hotmail.com or wiseass32@aol.com

### 2. Create topics on the discussion board

**Got multiple sections of the same course? Customize the page colors for each WebCT shell to distinguish the different sections quickly.**

- Topic can be created for specific course modules and for general issues such as course questions.
- Multiple topics on the bulletin board keep the Main topic from becoming overcrowded with postings.

### 3. Use Track Students to provide date of last attendance for failing students

### 4. Activate the Compile tool so students can print pages from Content Modules easily

## What's online?

JCCC students can choose from more than 100 different online courses. Here is just a sampling of what's offered:

AAC 130: Medical Terminology  
ACCT 131: Federal Income Taxes  
ADMJ 127: Criminology  
ASTR 120: Fundamentals of Astronomy

BIOL 122: Principles of Biology  
BUS 225: Human Relations  
CHEM 124: General Chemistry  
CPCA 117: Databases/Access III  
ECON 230: Economics I  
ENGL 123: Technical Writing  
FASH 224: History of Costume

HUM 164: Civilization  
LIB 125: Intro to Library Research  
PHIL 138: Business Ethics  
RRT 150: Railroad Operations  
SOC 122: Introduction to Sociology  
SPD 122: Introduction to Speech



## Pedagogy continued

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The Group Presentation tool allows students to create a web presentation. Students do not need FrontPage or an FTP because each student group gets a folder in the Manage Files section of WebCT. Students upload html files in pretty much the same way that instructors upload html files for the Content Modules or for single pages.

If students don't have much experience with html or web page design, it's best to simply have them create the work in Microsoft Word and then save as html files when finished.

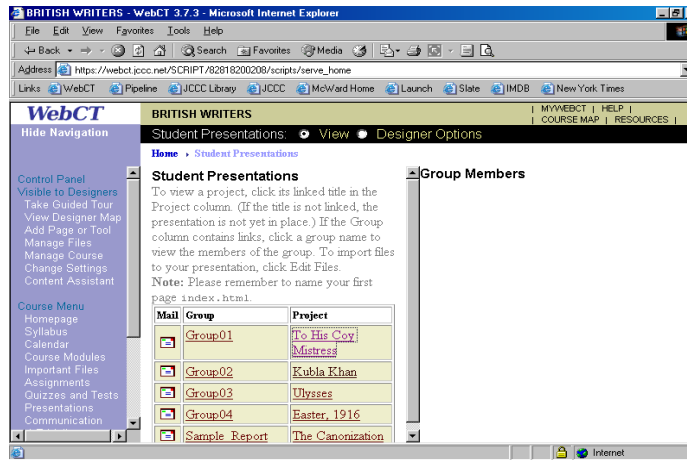
WebCT requires that every

**The Group Generator tool in the "Manage Presentation Groups" in WebCT creates student groups automatically**

group create a Home Page titled `index.html`, which will contain hyperlinks to the other pages in the presentation.

In an online literature class, a group of four students

might create a web site for a specific author. The index page might include an author picture and then links to the other pages on the site. Students might have the following pages: author biography, history of the time period, overview of the author's works, and an annotated bibliography of secondary sources on the author and time period.



The student presentation page in WebCT. Students can click on the Project hyperlink titles, and the web page that the student group created will load in another window.

To create the student presentation groups, you'll need to go to the Manage Presentation Groups in the Manage Course section of WebCT. From there you can choose to set up the groups yourself or use the Group Generator tool to create the groups automatically.

Whichever method of group creation you select, be sure to also create private group topics on the bulletin board for each group. (You can do private topics at the same time you're forming the student presentation groups by clicking the appropriate boxes in WebCT.) I recommend making yourself a member of each discussion group as well so that you can monitor the discussions between students and keep track

of their progress.

### Tips:

- Activate the Student Presentation tool by going to the Add Page or Tools section of the course.
- Limit group sizes to something manageable — 3-5 students
- Create private discussion topics on the bulletin board to make group communication easy. Encourage groups to make use of the chat tool.

- Give students plenty of time — the lag time between discussion board postings means that things take a little longer to come together than they would in an on-campus class.
- Be aware of student technological limitations. Tell students how to save .doc files as .html files. Remind them that graphic files are not automatically incorporated into web pages, etc.
- Be ready to do some web page tweaking yourself once the pages have been uploaded into the WebCT presentation folder.

## What's on the CD-Rom?

For several semesters, Academic Computing Services has offered a CD-Rom that you can mail to your students. Here are some of the features of the CD:

- A distance learning tutorial that walks students step-by-step through specific WebCT tasks.
- Software such as Adobe Acrobat and Internet Explorer for downloading.
- Tips on being a successful online student.
- Web pages for important JCCC student services.

## DLCC at JCCC

Bill Lamb, DLCC chair  
[web.jccc.net/academic/dlcc](http://web.jccc.net/academic/dlcc)

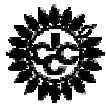
Jonathan Bacon  
Janet Brandeau  
Donnie Byers  
Cody Copeland  
Clarissa Craig  
Shirly Kleiner  
Del Lovitt  
Ed Lovitt  
Jim McWard  
Cathie Peterson  
Marilyn Rhinehart  
Denise Scofield  
MargE Shelley  
Ronda Staton  
Kathryn Stiller-Reck  
Alan Swarts  
Judi Vaughn  
Randy Winchester

## Distance Learning Coordinating Council Mission

We will explore barriers and opportunities related to education and services outside the face-to-face classroom model. We will develop goals and implement action plans to coordinate Distance Learning initiatives across campus.

### Charge:

- \* To identify barriers to the development of distance education courses and to eliminate them.
- \* To develop processes that encourage and enhance the delivery of distance education courses.



# Johnson County Community College

## Web Resources for the Online Instructor

Need some technology help? Want some ideas for your online classes? Here are some important links:

**The JCCC Distance Learning Home-page** at <http://web.jccc.net/academic/dl/> While this site primarily is for current DL students or students interested in taking DL classes, there's some info that might be helpful to online instructors as well, such as the minimum hardware and software requirements for using WebCT.

**The WebCT Resource Page on the ETC site** at <http://web.jccc.net/edtech/resources/webctresources.htm> Among other things, this page contains

links to instruction manuals for integrating specific WebCT tools into your course.

**WebCT's "Ask Dr. C"** at [http://www.webct.com/ask\\_drc](http://www.webct.com/ask_drc) If you have a question on how to do something in WebCT, this is the place to go. In addition to an FAQ page, you can also type a question directly into the Dr. C search engine.

**Seven Principles for Good Practice in Undergraduate Education** at <http://www.hcc.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/7princ.htm> A good place to go to see if your online course can meet all seven principles.

**Bobby** at <http://bobby.watchfire.com/bobby/html/en/index.jsp> is a software



tool that lets you see how accessible your web pages are to students. Simply type in your URL and let Bobby do the rest.

*DL Delivery*, a newsletter for online instructors at JCCC, will be published on a semi regular basis during the academic year.

Send all questions, comments, praise, insults, flames, and spam to Jim McWard, editor, at [jmeward@jccc.net](mailto:jmeward@jccc.net)