



DL Delivery

--all the news that online profs can take in print form

Meet the New Distance Learning Mentor: Michael Robertson

Greetings DL faculty,



My name is Michael Robertson and I'm the new Distance Learning Mentor at JCCC. I'd like to take this opportunity to introduce myself to those of you who may not know me

at all—or not very well.

I'm a professor of Humanities and teach both online and WebCT assisted 'brick-and-click' classes. Currently I teach Introduction to Humanities and Classical Mythology online, and Classical Mythology and World Religions in a mediated classroom. I will be adding World Religions to my online offerings in the spring. I've been here at JCCC since fall 1992.

I've been interested in, and using, technology in the classroom for several years now—well before the implementation of WebCT. For several years before that I recreated the wheel more times than I can count, building my own web pages and links for students to access online. Although I may have wasted a lot of precious time, it has helped me refine the organization of my online content. Hopefully, I can share some of my

experience with you to help you streamline WebCT functions.

I'm looking forward to learning from you as well. Since teaching is an idiosyncratic enterprise, and often discipline specific, my knowledge of distance learning is limited to the liberal arts. I would love to learn how my colleagues in other disciplines have utilized WebCT in new and exciting ways that might help me solve problems or improve pedagogy.

To facilitate this, I have created a Distance Learning Listserve for those faculty who teach online classes. The purpose of the list is to help online faculty improve pedagogy, course organization and structure, student/professor communication, creative uses of WebCT tools, etc. by sharing our expertise. I'd also like to encourage peer feedback among DL faculty by giving TA access to a colleague to review your course materials. This is not unlike what we do in Peer Review, where panel members visit the classrooms of new faculty, and new faculty visit the classrooms of senior faculty so that we can learn from each other how to be better teachers—whether in a face-to-face class or online.

Distance Learning ≠ Online Courses

Another goal as DL Mentor is to help faculty digitize their course materials and make them available to students

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Important Dates

- October 1—Spring 05 WebCT course shells created. Be sure to update (or create) your course Welcome Page. Contact the DL Mentor for help in creating a Welcome page and/or rolling over course content.
- October 15—Sabbatical proposal deadline. Contact the DL Mentor if you plan to incorporate online technology into your proposal. He's there to help!
- October 17—WebCeTera ZETC 150-03 begins. For course information to the ETC Home Page.

Meet the New DL Mentor

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using WebCT. We all have a course syllabus that we give out to students at the beginning of the semester. If you teach in a face-to-face environment, why not make this available to students in WebCT? There is already a course shell created. You already have the Syllabus in Word or WordPerfect. Why not just click "File" "Save As" and save it as an HTML file and upload it into WebCT? Make your WebCT shell the default page in Pipeline under the My Courses tab, and you're on your way to making materials available 24/7 to your students. If a student loses their syllabus and needs a copy, they can view it online and print out a copy.

Are you concerned whether your students are actually reading the text? Or are you interested in them exploring more deeply ideas in the text that you don't have time to address in class? Create a discussion topic for students to engage in outside of class time. You'll be pleasantly surprised at the quality of their responses.

The syllabus and discussion tools are two ways to engage students online without much time or training, especially if you've not taken a WebCT class. Over time, and with some training from the Educational Technology Center, you can gradually automate much of what you do in class, from making your overhead lecture outlines available to students to help them study and prepare for quizzes and/or exams, to online testing itself. Teaching "brick-and-click" classes (face-to-face supplemented with digitized materials) also is Distance Learning.

The "brick-and-click" model is a good stepping-stone to Online teaching. As you gradually add

more tools to your WebCT shell, and test them out and fine-tune them in your face-to-face classes, it is a relatively easy step to going online.

If you are interested in Distance Learning and would like help charting a course toward online teaching, please contact me at ext. 4191, or michaelr@jccc.net. I look forward to hearing from you.

WebCeTera

WebCeTera (rhymes with "etcetera") is a new course offered through the Educational Technology Center that prepares faculty to teach online classes. WebCeTera is not a self-paced course but rather a five-week interactive class that gives faculty a chance to experience being an online student--as they learn WebCT.

Participants will receive the textbook (a volume of practical tips for online groups--a fast read) and upon successful completion, a WebCeTera t-shirt.

WebCeTera is offered twice a semester. The next course begins October 17th and ends November 23rd. To register login to Pipeline/EASI and click "Add Classes." Enter the CRN 30221 to display the course number ZETC 150-03. For more information surf over to the Educational Technology Center's Home Page at <http://web.jccc.net/edtech/>.

147 Practical Tips for Teaching Online Groups: Essentials of Web-Based Education

This handy little book by Hanna, Glowacki-Dudka, and Conceição-Runlee can be yours by registering for WebCeTera. In the meantime I'll divulge some of its wisdom here each issue.

Tip 35: Expect learners to review readings and materials thoughtfully and reflectively

In an online class, instructors can create class materials in a number of forms: web-based texts, tutorials, file attachments, simulations, or other resources. Instructors can post material on the web via e-mail attachments, discussions, content pages, etc. Whatever the case, be sure to stress to your students that they must review all the material thoughtfully and reflectively. With the right direction, you'll be surprised at the quality and depth of student responses to your questions and each other's responses.

Tip 49: Myth—Technology will always work

Keep in mind the following suggestions:

- Plan your use of technology carefully
- Provide students detailed instructions on what they should do when the technology doesn't work
- Develop a backup emergency plan when all else fails

DLCC at JCCC

Bill Lamb, DLCC Chair
web.jccc.net/academic/dlcc

Jonathan Bacon
Janet Brandeau
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Clarissa Craig
Shirly Kleiner
Del Lovitt
Ed Lovitt
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Alan Swarts
Judi Vaughn
Randy Winchester

Mission of the Distance Learning Coordinating Council:

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



This issue's web links focus on sites that will give you some specific resources for making your online classes even better than they already are.

The Distance Learning Coordinating Council site (<http://web.jccc.net/academic/dlcc/>) has recently been redesigned and updated with much more material for JCCC online instructors. The site now contains an extensive document collection: Expectations for Distance Learning Faculty, Best Practices for Distance Learning, Online Faculty Checklist for Instructors New to WebCT, Online Faculty Semester-by-Semester WebCT Checklist, Online Student

Survey Results, and the WebCT Student Manual.

Each year the **WebCT Exemplary Course Project** recognizes online courses that meet high standards in the following areas: Course Design, Interaction and Collaboration, Use of Technology, Assessment, and Learner Support. You can view the winning courses from the last few years here: <http://www.webct.com/exemplary>.

Interactive online games are an effective tool for helping students learn course material. **Eclipse-Crossword**, which creates crossword puzzles from the words and definitions you provide. You can read about **EclipseCrossword** at <http://www.greeneclipsesoftware.com/eclipsecrossword/> and download the *free* crossword puzzle generator from the same page. **Eclipse-Crossword** runs only on Windows systems.

After downloading and installing **EclipseCrossword**, when you run

the puzzle generator the first time, you'll have an option of going through the tutorial (really just instructions to read). The application is very easy to use. Just have your list of words (terms) and definitions ready. The next page of this module has a crossword puzzle created using **EclipseCrossword**.

Game Show developed by AliveTek.com. You can go to <http://showcase.alivetek.com/ia/> scroll to the bottom of the page and find the link that goes to one of two *free* educational interactive games offered for educational use. Read the instructions, complete the online form, and you can generate a **Game Show** automatically that uses the questions you enter online.

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 Michael Robertson, editor, at michaelr@jccc.net.