

Spring Inservice 2003

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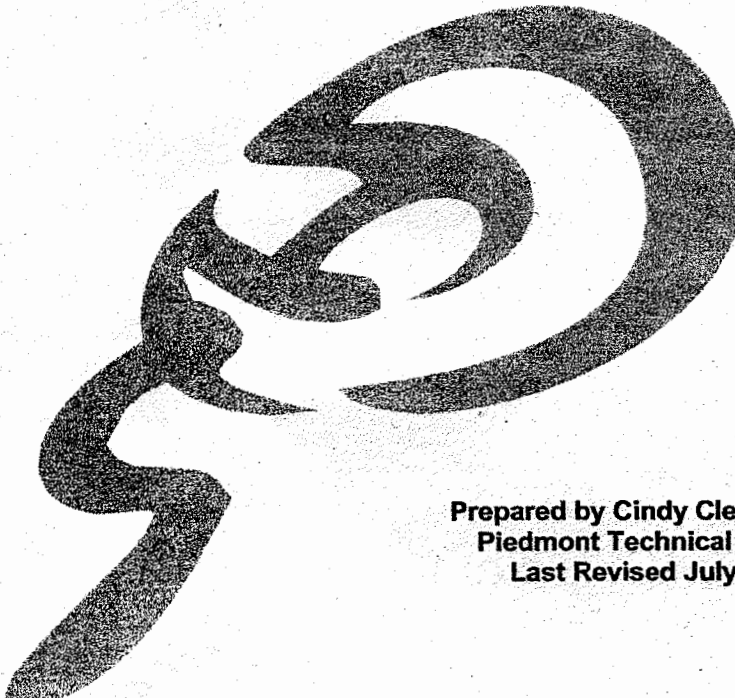
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Getting Started with Microsoft FrontPage

**By the end of this session,
participants will complete each of these steps:**

- ☞ Create and name a home page for your web site.
- ☞ Create and name secondary pages within your web site.
- ☞ Lay out your pages using tables.
- ☞ Put text into your web page.
- ☞ Use editing tools such as color, borders, and fonts.
- ☞ Add images to your web page.
- ☞ Creating links in your web site.
- ☞ Look at *html* code for your web page.
- ☞ Preview your web site in a web browser.



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Piedmont Technical College
Last Revised July 2002**

Developing An Online Course

Web 102

Web 102: Introduction to WebCT and Syllabus Module

The clearer the picture your students have of what you expect them to do at the end of your course and the greater their understanding of what their role will be and the criteria that will be used to determine success or failure, the more effective your course will be. A learner-centered syllabus is based on the question, "What information will help my students succeed in my course?" This module will assist you in understanding more about WebCT; in designing a learner-center syllabus and in entering your syllabus into WebCT.

Web 102: Introduction to WebCT and Syllabus

Presenters: Piedmont Technical College Distance Learning Staff

Course Syllabus

Course Description: Students will learn what WebCT is, the advantages of WebCT, the instructor's role with WebCT, the components of a quality online course, how to create a learner-centered syllabus, how to satisfy the college's *Directive 8 - 2* on course guides, and how to enter a course syllabus into WebCT.

Prerequisite: Web 101 or basic skill in FrontPage

Required Materials: Course syllabus information (preferably for the course being designed) either in a word or text document form and a floppy disk.

Objectives: Participants will:

- v Learn about the advantages of using WebCT.
- v Learn about creating a learner-centered syllabus.
- v Upload a course syllabus to WebCT.
- v Review the components of a quality online course.

Developing an Online Course

Web 103: Communication Module

In an online course carefully selected and effectively utilized, communication strategies such as threaded discussions and the use of a calendar help learners process content material and understand course expectations. This course will cover the WebCT communication tools and effective strategies for using them.

Syllabus

Course Description: In an online course carefully selected and effectively utilized, communication strategies such as threaded discussions and the use of a calendar help learners process content material and understand course expectations. This module will cover the WebCT communication tools of *calendar*, *mail*, *discussion*, *chat*, and *whiteboard*, and effective strategies for using them.

Course Objectives:

Faculty will be able to:

- ❖ Use the *calendar tool* to outline daily or weekly assignments and to direct students to course resources and discussion topics.
- ❖ Use the *discussion tool* to engage students in meaningful interactions such as threaded discussions and team/group discussions.
- ❖ Use the *chat tool* effectively to promote informal and formal interactivity.
- ❖ Use the *mail tool* to provide private feedback and encouragement or directions.
- ❖ Discuss the pedagogical role of online discussion and creating a community of learners.
- ❖ Manage all the discussion tools, including saving discussion or mail exchanges and cleaning a course up at the end of a semester.

Requirement: Existing online course

Required follow-up: Participation in a short online module, facilitated by presenters.

Developing an Online Course

Web 104: Content Module

The Content Module is the primary tool for presenting course material to your students within WebCT. It is also one of the most powerful and flexible tools within WebCT. The Content Module helps you to modularize your course, order your material, and direct the students' progress.

The Content Module is a dynamic tool for presenting course materials because this tool:

1. Encourages interactivity via hyperlinks and Action Menu features like Glossary, Self Test, My Notes, Video, Audio links and more.
2. Enables tracking either by each page or individual student.
3. Provides a hierarchical structure by means of a Table of Contents that makes it easy for students to find specific course content.
4. Works well with other WebCT tools, like CD-Rom, Quiz, Discussions, Mail, Chat, Search, etc.
5. With the addition of the Compile tool, students can easily compile and print content modules.

You may have as many different Content Modules as you need to effectively present your materials.

Web 105: Assessment & Evaluation Module

In this session you will learn:

- How to use the Respondus software package that allows you to create quizzes and surveys for WebCT off-line and then upload them to WebCT.
- How to use the "My Grades" tool that will help you create a quiz or assignment in WebCT that can be graded and automatically placed in the *Gradebook* for you.

Required materials or preparation for training:

- ❖ Bring a quiz or test in text format and if available in word or FrontPage on a disk.
- ❖ If you do not have the software Respondus on your office computer, please request it be loaded via the DL office. (You can do this after the class).

Agenda

1. Respondus
2. My Grades
3. Uploading Students to your Course

Please contact Harriet Christopher, christopher.h@ptc.edu, or ext. 8339 to register for either session.

**PIEDMONT TECHNICAL COLLEGE
INSTRUCTIONAL DEVELOPMENT
MAY 2003 INSERVICE
May 7, 8, & 9, 2003**

Objectives:

Faculty will Learn:

- How the “fair use” provision works in today’s digital environments.
- How to get information on copyright policy into the hands of those who need it most- faculty and students
- Strategies for detecting plagiarism.
- Reactive methods of dealing with the problem of plagiarism.
- How to use the Internet effectively to motivate students and benefit faculty as they design online courses as well as traditional courses.
- Best practices for teaching WebCT courses.
- How to use Classroom Assessment Techniques (CATS) to gather feedback from students to better understand learning.

Attendance

The total unduplicated headcount of faculty attending inservice sessions was 94. Specific sessions attendance is shown in the table below.

The following two sessions had to be cancelled due to enrollment:

- Accommodating the Learners’ Multiple Intelligences in Instructional Design
- Part I: Cooperative Learning

These will be rescheduled for Fall Inservice

Evaluation and Attendance Results

Evaluation scale: 1 – 5, with 5 being excellent.

Session	Date	Session Attendance	Mean
Web 106: Effectively Using Web Resources	5/7	3	5.5
PBS. Copyright Issues Online (Tape)	5/8	6	3.1
Classroom Assessment & Research Module	5/9	88	3.7
Train the Trainer CARI Model	5/9	16	N/A
Tips for Teaching on PEN	5/8	8	5.0
WebCT Mentor Sharing Session	5/8	15	3.4
PBS: Cheating and Plagiarism Using the Internet	5/8	9	4.2

Participant comments were shared with presenters, and may be obtained from the Instructional Development Office upon request.