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# Award-winning Tools, Tips, and Techniques for Online Instruction

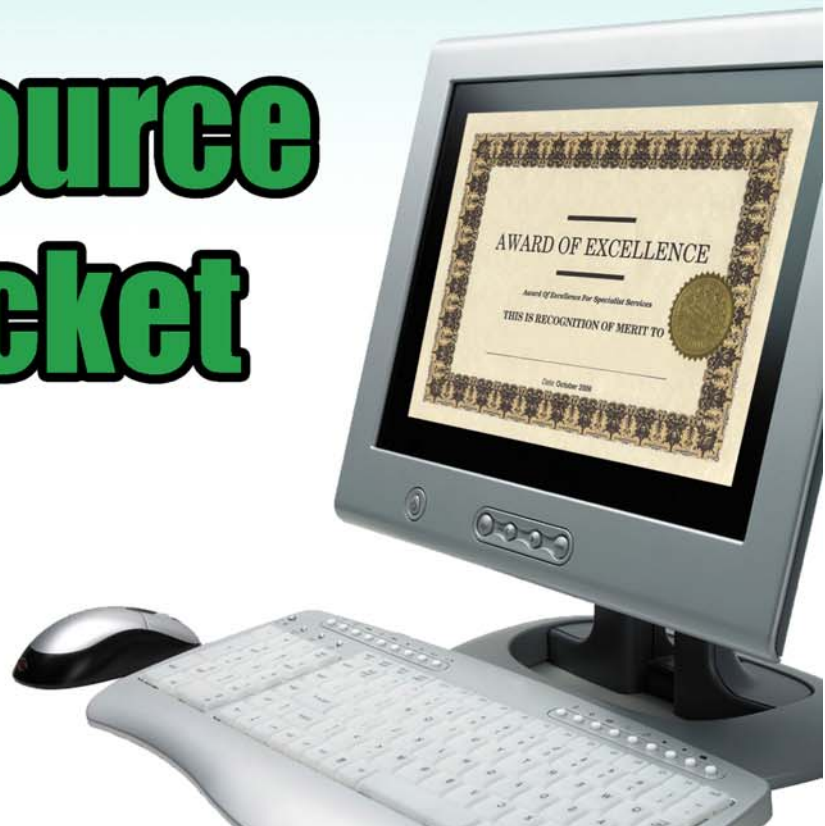
This seminar is for the experienced online teacher. It will feature successful teaching strategies and demos that award-winning instructors have found to be their best practices.

Online 24/7

February 9 - 23, 2009

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## Resource Packet



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## AGENDA

**Introductory Remarks:**

Dr. Peter Shea

**Community of Inquiry Framework: Establishing Teaching Presence through Good Instructional Design:**

Peter Shea, Susan Oaks, Deepa Godambe & Betty Lawrence

**Community of Inquiry Framework: Teaching Presence Encourages Student Motivation:**

Dr. Peter Shea & Terry Morris

**Community of Inquiry Framework: The Next Component: Social Presence:**

Dr. Peter Shea, Alexandra M. Pickett, & Dr. Curtis J. Bonk

**Community of Inquiry Framework: Social Presence can be Supported Through Web 2.0 Tools:**

Dr. Peter Shea Alexandra M. Pickett, Dr. Curtis J. Bonk, & Susan Oaks

**Community of Inquiry Framework: The Third Component: Cognitive Presence:**

Dr. Peter Shea

**Closing Remarks**

## Panelist Roster

**Dr. Peter J. Shea**, is Director of Teaching, Learning and Technology at SUNY and with the Department of Educational Theory and Practice Department of Informatics at the State University of New York-Albany. He is a recipient of several awards including the EDUCAUSE Award for Systemic Progress in Teaching and Learning and the Sloan Consortium Award for Excellence in Faculty Development an Asynchronous Learning Networks Programs. Dr. Shea is also co-author of “The Successful Distance Learning Student.”

Dr. Peter J. Shea  
Senior Researcher: SUNY Learning Environments  
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**Susan Oaks** is Professor and Area Coordinator of Writing and Literature courses at Empire State College, State University of New York. She received the Sloan-C ALN Award for Excellence in Online Teaching in 2006, and previously received the State University of New York Chancellor’s Award for Excellence in Teaching and an Empire State College award for Excellence in Mentoring. Her co-creation (with Elaine Handley and Larry Greenberg, among others) of The Writer’s Complex, an online writing center, won a Lightspan Study Web Academic Excellence award.

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**Deepa Godambe, Associate Professor of Chemistry & Faculty Coordinator, Department of Instructional Technology, Harper College**, and winner of the Glenn Reich Award for the effective use of technology in Teaching and Learning. Dr. Godambe has pioneered the blended course delivery method. She teaches a blended chemistry course, where all the quizzes, assignments and some labs are performed online and some labs are performed in person.

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**Dr. Elizabeth Hurley Lawrence, professor and Area Coordinator – Science, Mathematics, and Technology**, is with the Center for Distance Learning at Empire State College. She has been working on developing and revising online courses in mathematics. Including Discrete Mathematics: This advanced level courses uses Maple as a tool for learning and submission of student work.

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**Terry Morris** is an Associate Professor at William Rainey Harper College. She has taught web development, e-commerce, programming, database, and instructional technology courses. Terry has also developed and taught professional development workshops for the faculty at Harper College.

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**Alexandra M. Pickett** is the Associate Director of the SUNY Learning Network (SLN), the asynchronous learning network for the State University of New York. Her leadership and direction of this area of the program were recognized when in 2001 SLN was honored to receive the first Sloan Consortium Award for Excellence in ALN Faculty Development. Most recently SLN was honored with the 2006 USDLA 21st Century Award for Best Practices in Distance Learning.

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**Curtis J. Bonk** is Professor of Instructional Systems Technology in the School of Education at Indiana University and adjunct in the School of Informatics. He has received the CyberStar Award from the Indiana Information Technology Association, the Most Outstanding Achievement Award from the U.S. Distance Learning Association, and the Most Innovative Teaching in a Distance Education Program Award from the State of Indiana. Curt has given more than 800 talks around the globe related to online teaching and learning. He is author of the Handbook of Blended Learning: Global Perspectives, Local Designs (2006) as well as Empowering Online Learning: 100+ Activities for Reading, Reflecting, Displaying, and Doing (2008). Curt is President of CourseShare and SurveyShare.

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## Workshop Outline

### Introductory Remarks:

Dr. Peter Shea  
Assistant Professor of Educational Theory  
University at Albany  
Albany, NY

\*NOTE: Dr. Shea's article "A Preliminary Investigation of "Teaching Presence in the SUNY Learning Network" can be found in the addendum to this packet

### Good Learning Environments:

- Learner-centered
- Knowledge-centered
- Assessment-centered
- Community-centered

### Community of Inquiry Framework:

Establishing presence:

- Teaching presence - Instructional Design

### Instructional Design:

- How to facilitate productive discourse among students in ways that lead to good learning

### Keys to Success:

- Entire course must be designed in advance vs. prior to each class
- Focus on Learning Outcomes
- Start at the end & work backwards

Dr. Susan Oaks  
Professor of English  
Empire State College  
Saratoga Springs, NY

### Online Course Structure:

- Provides opportunity to create spaces that are more organic/personalized to the learning you want to occur

### Writing Course Example:

- Created spaces that mirror the writing process:
  - Workshop Space
  - Discussion Space
  - Reading Space

### Benefit:

- Students' understanding of the overall process is increased by way course is structured

### College Writing Course:

- 4 pieces of writing required

- Students allowed to choose which piece/when
- Due dates given

Key point:

- Students are given more control of their learning through making choices

Benefit of this Course Structure:

Helps students understand commonalities between types of writing as they:

- Discuss writing processes
- Share writing samples
- Give feedback
- Do reflective pieces

Online Course Structure:

Can be more personalized because they allow instructor to interact w/students in very different ways, i.e.:

- Co-discussant
- Co-investigator
- Co-writer

Dr. Deepa Godambe  
Associate Professor of Chemistry  
Harper College  
Palatine, IL

Use Discussion Board:

- As intuitively/often as possible
- To communicate effectively/frequently

Advantages:

- Students learn to write more thoughtfully

Example:

"Blood Substitute Paper"

- Write analysis
- Research information
- Causes deeper thought
- Broadens their scope

ChemMystery Assignment:

"Solve a Murder"

- Ties previously learned concepts together by using them to reach correct conclusion
- Promotes critical thinking as students learn to ask the right questions

Course Design Tips:

- Site should be easy to navigate
- Make expectations clear
  - What you want from them
  - What they need to do to achieve success

- Provide accessibility to help
- Considerations for difficult material:
  - Write out notes
  - Give additional websites for more info/practice
  
  - Make sure technology works
  - Give alternatives
  - Be available to students - give generous feedback

Assessment:

- \* Make it relevant
- \* Take into account work done/concepts covered
- \* Make sure it addresses course objectives

Dr. Peter Shea  
Assistant Professor of Educational Theory  
University at Albany  
Albany, NY

Community of Inquiry Framework:

- Establishing Teaching Presence Through Good Instructional Design

Students want to know how they're doing:

- Provide ideas /plan for of good performance, i.e., rubrics

Betty Lawrence  
Professor of Math & Technology  
Empire State College  
Saratoga Springs, NY

*(See page 16 for rubric example)*

Dr. Peter Shea  
Assistant Professor of Educational Theory  
University at Albany  
Albany, NY

Community of Inquiry Framework:

- Teaching Presence Encourages Student Motivation

Terry Morris  
Associate Professor of Computer Information Systems  
Harper College  
Palatine, Illinois

Build Community by:

- Giving early feedback (establishing teacher presence)
- Carefully structuring discussion questions

Benefits:

- Reduces sense of isolation online learners may feel

## Online Ice-breaker:

- Ask a fun question to start discussion board
- Instructor responds the same day to each posting to welcome & comment

## Provide Format for Responses, i.e.:

- Insert name on subject line
- A special interest/activity they enjoy

## To Meet Goals of Early Feedback/Teacher Presence:

- Respond within 1 wk of due date
- Typically 1-2 days
- Reply to emails by the next day Check email each morning
- Specific online office hrs. for response within hour
- Offer virtual classroom sessions for synchronous Q&A

## Foster student-to-student communication:

- Step back from discussion after 1<sup>st</sup> week
- Monitor, but only jump in if needed

## How to Structure Discussion Questions to Facilitate this:

- Require students to post 3 separate days per week
- First response due mid-wk
- Remainder due end of week

## Discussion Rubric:

- Participate several times throughout week
- Participate early and often
- Content
- Timeliness
- Responsiveness

## Benefits:

- Promotes extensive discussion
- Facilitates reflection
- Productive exchange

Dr. Peter Shea  
Assistant Professor of Educational Theory  
University at Albany  
Albany, NY

## Community of Inquiry Framework:

- The Next Component: Social Presence

## Establishing presence

- Teaching presence
- Social presence
- Cognitive presence

Alexandra M. Pickett  
Associate Director  
SUNY Learning Network  
Albany, NY

## Turning Theory into Practice – What Works:

- Consider Improving your Online Presence

## Creating an Effective Teaching and Learning Environment:

- Leverage online medium to create engaging interactions with teacher, students, and content

## Ways You Might do This:

- Incorporate a variety of internet tools that sit outside of the traditional course management system

(See references in on page 22 )

Dr. Curtis J. Bonk  
Professor, Instructional Systems Technology  
School of Education  
Indiana University Bloomington

## Collaborative Technology:

- Skype
- Yahoo Groups
- Google Docs, etc.

## Collaborative Technology:

- Work as teams
- Pairs
- Class to class

## Collaborative Pedagogy:

(Basic)

- Critical Friend
- Web Buddies
- Email Pals

## Collaborative Pedagogy:

(Complex)

- Jigsaw Activity
  - Students each read part of book
  - Work together to summarize
- Cross-institutional Wiki:
  - Students from 2 colleges/locations co-design project
  - Project evaluated by multiple instructors

## Complex Technique Requirements:

- Advance coordination
- Procedural support
- Technology/skills training
- Patience
- Benefits far beyond course!

Key to Success:

- Plan everything beforehand!

Case Study Findings:

(see reference on pg 26 )

- Role of online instructor shifts from “Deliverer” to “Guide” who:
  - Plans
  - Coordinates
  - Facilitates
  - Assesses

Betty Lawrence  
Professor of Math & Technology  
Empire State College  
Saratoga Springs, NY

Student Collaboration in an Online Environment

(See page 35 for team assignment)

Dr. Peter Shea  
Assistant Professor of Educational Theory  
University at Albany  
Albany, NY

Community of Inquiry Framework:

- Social Presence can be Supported Through Web 2.0 Tools

Alexandra M. Pickett  
Associate Director  
SUNY Learning Network  
Albany, NY

Don't Use Technology for Technology's Sake:

- Make sure it serves an instructional objective
- Should allow instructor to teach better, faster, safer, easier, or cheaper!

Dr. Curtis J. Bonk  
Professor, Instructional Systems Technology  
School of Education  
Indiana University Bloomington

Asynchronous Learning:

- Provides a sense of permanency to coursework

- Can make additions to previous material
- Allows reflection & debriefing on previous chat archive, etc.
- Allows usage of supporting media to anchor learning more thoroughly

i.e., YouTube videos:

- Summary/reflection papers
- 1 minute papers
- Muddiest Point papers
- 

Dr. Susan Oaks  
Professor of English  
Empire State College  
Saratoga Springs, NY

Make use of the Medium:

- Incorporate visuals as well as text

Literary Interpretation

Method of Inquiry:

Map Blog:

- Course reading relates to various cultures
- Students list facts about particular culture on map
- Synthesize how it relates to novel
- Answer directed-reading questions
- Engage in discussions

Dr. Peter Shea  
Assistant Professor of Educational Theory  
University at Albany  
Albany, NY

Community of Inquiry Framework:

- The Third Component: Cognitive Presence

Community of Inquiry Framework:

- Establishing presence
  - Teaching presence
  - Social presence
  - **Cognitive presence**

Alexandra M. Pickett  
Associate Director  
SUNY Learning Network  
Albany, NY

**\* Focus On Learning, Not Teaching**

(Alex's Discussion Grading Rubric can be found on page 19)

**Closing Remarks** - Dr. Peter Shea

## Susan Oaks Online Teaching Tips

### **Tip: Make course structure organic with the type of learning you want to foster**

Example: College Writing

College Writing stresses the iterative nature of writing by using spaces for reading, discussion, and a writing workshop that students perpetually access throughout the whole term. This is a change from a course management system that's set up in a linear fashion (e.g., module 1 weeks 1-2, module 2, weeks 3-4). Now, the creation of spaces by their function gives a visual cue to reinforce the iterative nature of writing processes.

The use of a writing workshop in the course also gives students a way to view the development of their writing in one place, from drafts to final versions.

There's still a timeline in the course, so that students know what's due when, but the course structure emphasizes the fluid, iterative nature of writing processes.

### **Tip: Make use of the personalized nature of the medium**

- **Create opportunities for students to engage with the material in different ways.**
- **Create opportunities for instructors to engage with students in different ways.**

Example: College Writing

Although there is a clear timeline (1st completed essay due on a certain date, 2nd completed essay due on a certain date, etc.), students can choose what type of writing to do first, second, third, fourth.

Students have three different types of discussion: discussion of sample writings, feedback on drafts, reflective thoughts on writing. They're expected to participate in all, but having different types provides flexibility for them to gravitate toward one or another type.

Although students choose what type of writing to work on when in the course, they gain from the reflective discussion on writing as they share thoughts on writing processes and start to identify similarities in processes, no matter what type of writing they are doing. Courses that are project-based or process-based often focus a common discussion on processes.

Instructors come into process discussions in a different way – they are able to model a method of inquiry and approach that may be more effective than simply talking about it.

Instructors in the College Writing course function as readers and co-writers, sometimes. Students can invite them into their writing workshop spaces for feedback and comments on drafts as they develop. Some instructors questioned this, but have found that they evaluate students on how well the students understand and incorporate feedback.

### **Tip : Offer concepts visually as well as via text**

## **Multiple ways help students with different learning styles.**

Examples:

MapBlog in the course, Literary Interpretation as a Method of Inquiry  
Fashion Timeline in the course, Fashion in U.S. History

We are experimenting with a visual interface as well as a linear/text-based interface for the online course's main menu – example of the visual course map from the Fashion in U.S. History course. This is also a way of personalizing the course, as students can choose to interact with the course via the non-linear visual or the linear text organizational strategies.

Simple clip art from the course, College Writing, can reinforce an abstract concept such as simple vs. sophisticated writing.

## **Tip: Foster Collaboration among Students**

Example: Literary Interpretation as a Method of Inquiry MapBlog

Students help create some of the “teaching texts” of the course.

The purpose of the course is to investigate what it means to interpret information – for the students to identify their own and other various lenses through which one can understand and interpret literature. Students read literature that focuses on different cultures, and often a clash of cultures.

In the mapblog, students do a:

1. Fact list – with facts most pertinent to the novel
2. Synthesis – an abstract of how what they've learned applies to the novel
3. Reading Guide – a list of what other readers should notice as they read

Then this student-generated information is used to focus discussions of the novels in the course. This example highlights both collaboration and the use of the visual.

## **Tip: Develop an informal, welcome, supportive tone**

Use conversational language, shorter sentences.

Use indicators of emotion – but not necessarily emoticons.

Use the students' names frequently in writing.

Use visuals (e.g., doppleme.com, upload photos, use a visual that represents you) to give a sense of self.

## “CHEMYSTERY” Assignment by Deepa Godambe

You will be performing an experiment that shows you several changes. You will mix FOUR chemicals together. The chemicals that you will be mixing are:

- Calcium chloride. ( Salt)
- Sodium bicarbonate. (Baking soda).
- Phenol Red. (Red indicator – changes color when a chemical change takes place)
- Water.

The phenol red is dissolved in water, so whenever you add phenol red to anything, you also add water.

### **Directions:**

In a ziplock bag, add all four chemicals that you are dealing with:

- One teaspoon of sodium bicarbonate.
- Two teaspoons of calcium chloride.
- Mix the two chemicals together, and note if you see any changes.
- Add 10 mL of phenol red+ water into the bag. Remove air from the bag and zip up the bag.
- Note any chemical changes that you see.

The changes that you are looking for are:

- Change in color.
- Evolution of a gas.
- Evolution of heat.

Your next assignment is to find out the LEAST number of chemicals that you need to bring about each individual change. Eg. What is the LEAST number of chemicals that you need for the evolution of heat? Etc.

In order to do this, you need to mix the chemicals by turn, and note the results. You will be trying the following combinations:

Chemicals	Result	Change?
Calcium chloride + Sodium bicarbonate		
Calcium chloride + Water		
Sodium bicarbonate + Water		
Calcium chloride + Phenol red + Water		
Sodium bicarbonate + Phenol red + water		
Calcium chloride + Sodium bicarbonate + Water		
Calcium chloride + Sodium bicarbonate + Phenol red + Water		

Results:

Least number of chemicals required to produce heat. \_\_\_\_\_.

Least number of chemicals required to produce a gas \_\_\_\_\_.

Least number of chemicals required to get a color change to yellow: \_\_\_\_\_.

## Betty Lawrence' Rubric For Class Discussions

Characteristic/ Level	Unacceptable	Minimally Acceptable	Acceptable	Excellent
Quantity	Does not participate or submits at end of time period	Submits one response to original question	Submits a thoughtful response to original question and to at least one other student	Engages with questions and with other students in a way that their presence is apparent
Quality	If there is a response, it is brief and does not contribute to the discussion.	Response is given in a timely manner and moves the discussion forward.	Response to original question and to other students helps class interpret material in a novel way.	The response is one that heightens the interaction and leads group to a higher level of understanding.
Overall Impression	The student doesn't care about online discussions.	The student is perceived by others as "there" but not fully engaged.	Can be depended on for a helpful response.	When this student has contributed, others make sure they read the contribution because they know this person will make a worthwhile contribution.

Goldman, S.R., Williams, S.M., Sherwood, R., Hasselbring, T. with Bransford, J.D., and CTGV. (1998). *Technology For Teaching And Learning With Understanding*. In J. Cooper (Ed.), *Classroom Teaching Skills* (pp. 181-219). NY: Houghton-Mifflin.

## **Betty Lawrence Online Team Assignment**

### **Math for the Inquiring Mind**

#### **Directions**

In Chapter 11 of Foundations of Learning, you read about communication skills and team roles. Before you start working on the assignment itself, decide who will take the following roles: captain, recorder and spokesperson. Make sure all members of your team are aware of the expectations for their participation in this group activity. You will be communicating with team members by means of your team's "Communication" folder within this Module. Also, in this assignment activity, reflect on your communication skills and effective ways to communicate online - you can add some of your reflections to your learning journal if you'd like.

This assignment will require you and your team to apply your knowledge of the problem solving process and analytical tools to a realistic situation. How you analyze the problem and determine the appropriate recommendation is up to you.

Within increasing costs for: owning a home, raising a family, driving a car, saving for vacation, college, and emergencies, maintaining a household budget is very important. Do you know where your money is going? If not, how can you make good financial decisions about where to focus your spending or how to increase your savings? The budget spreadsheet is your critical analysis tool. It will enable you to do quantitative analysis and make decisions based on the math and spreadsheet skills you have learned.

#### **Background**

John and Betty Smith live in a small suburb in upstate New York. They both work and own a small home. Being the forward thinking people, they want to increase their monthly savings by 50%, in anticipation of purchasing a larger home within the next five years. However, they are not sure where the money will come from to increase their saving for the larger down payment that is required. John and Betty have come to your analytical team for advice on how to achieve their goals. You gladly welcomed the opportunity to use your critical thinking and analytical skills to solve this problem.

They have asked your team to document their current monthly budget based on the information they provided, determine areas of financial opportunity (where can they save additional money), create a revised budget and provide John and Mary with a summary of your recommendations.

#### **Team Requirements**

##### **(Assignment submission items in BOLD)**

##### Current Budget

1. Based on the budget information provided in the Budget Item Table (see next document in this Module), use your spreadsheet to **create a monthly budget for the next 12 month period**. Assume no change in the income or expenses throughout the 12 months. The spending data that you have is all that is necessary to do the assignment.
2. **Create a data table showing the percentage of spending in each major category and illustrate the percentage using an appropriate graphic.**

3. **Calculate the new savings goal (50% increase).**
4. **Identify the five expense areas (not a major category) where there may be opportunities to reduce spending. Use a data table and appropriate graphic to illustrate the data.**

## New Budget

1. **Create a problem solving statement**
2. Using the problem solving process, determine where they could reduce their spending to achieve 50% goal. Identify what budget changes need to be made to enable a 50% increase in savings
3. **Create a new budget spreadsheet (for the same 12 month period) to reflect the changes in spending.** Income and expense must balance and savings goal achieved.
4. What specifically is changed? **Create data table and appropriate graphic to illustrate/compare the recommended changes in expenses.**

## Recommendation Summary

Provide a **2-3 paragraphs** summarizing the budget actions that need to implement. This summary should be directed to John and Betty.

Your response to this assignment is to be submitted as a team. This means that you will submit a single set of documentation. **See the course schedule for the due date for this assignment.** Submit the assignment using the "Team Activity Assignment Drop Box" at the end of this assignment module. Be sure to include your team letter (A, B, C.....) when submitting the assignment.

## Alexandra Pickett's Blog Rubric

Blog posts are graded on a 0 – 4 point scale according to the **Reflections Blog Post Grading Rubric** presented below. Note that both the **Post Field** and the **Subject Line** figure into the quality score the post receives.

1. **Student Self-Evaluations:** Every post you submit to your blog (new posts and comments) should end with the quality score (0 - 4 points) you think your post deserves. Place your self-evaluation score in parentheses at the end - like this (4).
2. **Professor Evaluations:** I will record the official 0 - 4 point value for each blog post (up to the maximum of 12 per student) as I read it. At the conclusion of each module, I will update your gradebook with your final grade on each blog activity, and provide you with a record of how many posts you submitted and your total quality score.

<b>Points</b>	<b>Interpretation</b>	<b>Grading Criteria</b>
4	Excellent (A)	The blog post is thoughtful, original, relevant, and provides insight to your learning and your engagement with your classmates, the activities, and course content. It also provides feedback and suggestions on how and what would improve the course and your own learning. Four point posts are reflections on your learning process in the course and that also reflect, apply, report, explain, defend, refute, question, self-assess, summarize, synthesize, and analyze your engagement with course content and as a member of our class community. Four point posts make your thinking and learning visible, are supported by specific references from course discussions, the course manual, the presentations, the courses for observation/interviews, course readings, diigo resources and/or external sources and also incorporate specific suggestions on how the course and your learning might be improved.
3	Above Average (B)	The blog post lacks at least one of the above qualities, but is above average in quality. A three point post makes a significant contribution to our understanding of you, your learning process, your feedback, and your thinking about the course content.
2	Average (C)	The blog post lacks two or three of the required qualities. Comments that are based upon personal <u>opinion</u> or personal experience often fall within this category.
1	Minimal (D)	The blog post presents little or no reflection or insight. However, one point comments may provide important social presence and contribute to a sense of class community. Supportive comments often fall within this category.
0	Unacceptable (F)	The blog post adds no value to our understanding of you, your learning process, your feedback, or your thinking about the course content.
<b>Subject Line</b>	No penalty	The post title is a complete sentence and conveys the main point of the post. The reader clearly understands the main point of the post before reading it.

- 1 Minor problem with subject line      The post title provides key word(s) only. The reader knows the general area that the post deals with.
  
- 2 Major problem with subject line      The post title provides little or no information about the post.

## The Reflections Blog Grading Scale

<b>Blog Grade</b>	<b>Total Quality Points</b>	<b>Additional Requirement</b>
A+	40+	At least eight 4-point ratings.
A	31-39	At least four 4-point ratings.
B	25-30	At least four 3 or 4-point ratings.
C	12-24	At least four 2, 3, or 4-point ratings.
D	6-11	None.
F	1-5	None.
0	0	None.

## REFERENCES

**\*Pease NOTE: This article can be found in its entirety in the Addendum to this Packet  
A PRELIMINARY INVESTIGATION OF “TEACHING PRESENCE” IN THE SUNY LEARNING NETWORK--References**

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## WEB LINKS, EXAMPLES, AND RESOURCES

Excerpted with permission from **Empowering Online Learning: 100+ Activities for Reading , Reflecting, Displaying, and Doing**. Bonk, C. J., & Zhang, K. (2008). San Francisco , CA : Jossey-Bass

### Literature Resources:

Complete Works of William Shakespeare: <http://wild-turkey.mit.edu/Shakespeare/>

Google Book (the writings of Charles Darwin):

<http://books.google.com/books?q=darwin>

Google Book (the writings of John Dewey):

<http://books.google.com/books?q=dewey>

Google Book (the complete plays of William Shakespeare): <http://books.google.com/googlebooks/shakespeare/>

Poets: <http://www.poets.org/page.php/prmID/6>

Poetry teaching ideas: <http://www.poets.org/page.php/prmID/85>

Romantic Poetry Project: <http://ssad.bowdoin.edu:8668/space/snipsnap-index>

### Music-Related Resources:

Musical Acoustics Training: <http://www.phys.unsw.edu.au/music/>

### Online Mentoring and Coaching:

Ask a Mad Scientist: <http://www.madsci.org/>

Ask Dr. Global Change: <http://www.gcric.org/doctorgc/index.php>

Ask Dr. Universe: <http://www.wsu.edu/DrUniverse/>

ePALS Classroom Exchange: <http://www.epals.com/>

IECC: <http://www.iecc.org/>

International Education and Resource Network (iEARN): <http://www.iearn.org/>

MentorNet (for engineering, science, and mathematics): <http://www.mentornet.net/>

My Language Exchange: <http://www.mylanguageexchange.com/>

NetMentors.org (for teen mentoring): <http://netmentors.org/>

Write to Dr. Math: <http://mathforum.org/dr.math/ask/>

### Online Tutorials:

pubMed tutorial: [http://www.nlm.nih.gov/bsd/pubmed\\_tutorial/m1001.html](http://www.nlm.nih.gov/bsd/pubmed_tutorial/m1001.html)

### Podcasting and Vodcasting:

The Daily Source Code (Adam Curry): <http://dailysourcecode.podshow.com/>

Education Podcast Network (EPN): <http://epnWeb.org/>

Learning 2006 University (from Elliott Masie): <http://www.learning2006.com/university>

NPR podcast directory (Beta): [http://www.npr.org/rss/podcast/podcast\\_directory.php](http://www.npr.org/rss/podcast/podcast_directory.php)

Podcast Alley: <http://www.podcastalley.com/>

Podcasting News: [http://www.podcastingnews.com/forum/link\\_6.htm](http://www.podcastingnews.com/forum/link_6.htm)

Podcast.net: <http://www.podcast.net/cat/47>

Podcast directory: <http://www.podcast.net/>

SonoSite ultrasound training: <http://www.sonosite.com/trainingmodules/>

## Reading and Writing Resources:

National Council of Teaching of English: <http://www.ncte.org/>

Reading and Writing on the Web (from NCTE): <http://www.ncte.org/collections/Weblit>

Classroom Practices: Research on the Web (from NCTE): <http://www.ncte.org/collections/Weblit/strategies/117192.htm>

Oh, What a Tangled Web We've Woven: Helping Students Evaluate Web Resources (from NCTE):  
<http://www.ncte.org/library/files/Free/Journals/ei/EJ0891What.pdf>

## Synchronous Conferencing/Virtual Classrooms

Acrobat Connect Professional (formerly known as "Breeze"): <http://www.macromedia.com/software/breeze/>

Centra (from Saba): <http://www.saba.com/centra-saba/>

Elluminate™ Live!™: <http://www.illuminate.com/>

HorizonWimba: <http://www.horizonwimba.com/>

Interwise: <http://www.interwise.com>

LiveMeeting (from Microsoft): <http://www.microsoft.com/uc/livemeeting/default.aspx>

WebEx: <http://www.Webex.com/>

Webinar: <http://www.nten.org/Webinars>

## Technology Tools:

Captivate: <http://www.adobe.com/products/captivate/>

Camtasia: <http://www.techsmith.com/camtasia.asp?CMP=KgoogleCStm>

Flash: <http://www.adobe.com/products/flash/flashpro/>

## WebQuests and Scavenger Hunts:

Scavenger hunts: <http://www.spa3.k12.sc.us/Scavenger.html>

WebQuest Lesson Template: <http://Webquest.sdsu.edu/LessonTemplate.html>

WebQuest Portal: <http://Webquest.org/>

WebQuest Template: <http://www.spa3.k12.sc.us/WebQuestTemplate/Webquesttemp.htm>

## Chapters Four and Five: Reflective and Observational Learning

### General Web Resources

Anatomy and Physiology Websites: <http://science.nhmccd.edu/BioL/ap1.html>

Computer Assisted Learning Method (CALM): <http://calm.indiana.edu/>

Hot Potato from Half-Baked Software: <http://hotpot.uvic.ca/>

Human Anatomy self tests (Dr. James Strauss): <http://www.bio.psu.edu/people/faculty/strauss/anatomy/biology29.htm>

MedCases: <http://optionstraining.org/login>

Muscular System (self test): <http://www.bio.psu.edu/people/faculty/strauss/anatomy/musc/muscular.htm>

### Collaborative Writing Tools:

Groove: <http://www.groove.net/home/index.cfm>

Windows Sharepoint: <http://www.microsoft.com/technet/windowsserver/sharepoint/V2/default.aspx>

### Online Group Tools or Sites:

Google Groups: <http://groups.google.com/>

MSN Groups: <http://groups.msn.com/>

Yahoo Groups: <http://groups.yahoo.com/>

### Online Learner Reading Checklists

Distance Learning Reading Checklist (from the Nursing Program at the University of Alabama at Huntsville):

[http://onlinenurse.nb.uah.edu/distance/online/readiness\\_list.htm](http://onlinenurse.nb.uah.edu/distance/online/readiness_list.htm)

Distance Learning Self-Assessment (from Manatee Community College):

[http://www.mccfl.edu/Self\\_Assessment/Self\\_Assessment.cfm](http://www.mccfl.edu/Self_Assessment/Self_Assessment.cfm)

Online Readiness Checklist (San Juan College) [http://www.sjc.cc.nm.us/documents/DistanceLearning/stu\\_or.htm](http://www.sjc.cc.nm.us/documents/DistanceLearning/stu_or.htm)

Perception from Questionmark: <http://www.questionmark.com/us/perception/>

### Podcast Tours:

Indianapolis Museum of Art: <http://www.ima-digital.org/podcast/spurse/>

Smithsonian American Art Museum: <http://americanart.si.edu/collections/interact/gallery/coverage.cfm>

Walker Art Museum (Minneapolis): <http://newmedia.walkerart.org/aoc/index.wac>

Stephen's Web: <http://www.downes.ca/>

### Blogging Software

Blogger: <http://www.blogger.com/>

Diaryland: <http://www.diaryland.com/>

Live Journal: <http://www.sixapart.com/livejournal/>

Movable Type: <http://www.sixapart.com/movabletype/>

Pitas: <http://www.pitas.com/>

TypePad: <http://www.sixapart.com/typepad/pricing>

Xanga: <http://www.xanga.com/>

#### Other Social Networking Software:

Classmates: <http://www.classmates.com/>

Facebook: <http://www.facebook.com/>

Friendster: <http://www.friendster.com/>

MySpace: <http://www.myspace.com/>

Orkut: <http://www.orkut.com/GLogin.aspx?done=http%3A%2F%2Fwww.orkut.com%2F>

Tribes: <http://www.tribe.net/>

YouTube: <http://www.youtube.com/>

#### Portfolio Tools and Resources:

Avenet Web Solutions (efolio); <http://www.avenet.net/>

Chalk and Wire: <http://www.chalkandwire.com/>

The Electronic Portfolio Consortium: <http://www.eportconsortium.org/>

ePortaro: <http://www.eportaro.com/>

Helen Barrett's Electronic Portfolios: <http://electronicportfolios.com/>

LiveText: <http://college.livetext.com/college/index.html>

McGraw-Hill's Folio Live: <http://www.foliolive.com/>

NuVentive: <http://www.nuventive.com/>; e.g. iWebfolio: [http://www.nuventive.com/products\\_iWebfolio.html](http://www.nuventive.com/products_iWebfolio.html)

PebblePad: <http://www.pebblepad.co.uk/eportfolio/>

Task Stream: <http://www.taskstream.com/pub/>; e.g., Electronic Portfolios: <http://www.taskstream.com/pub/electronicportfolio.asp>

Process Writing from the North Central Regional Education Laboratory (NCREL):

<http://www.ncrel.org/sdrs/areas/issues/methods/instrctn/in5lk11.htm>

Tegrity: <http://www.tegrity.com/>

Useful URLs for E-Moderators from e-Moderators: <http://www.atimod.com/e-moderating/links.shtml>

Weblogg-ed (blog by Will Richardson): <http://www.Weblogg-ed.com/>

Writing Across the Curriculum in the Disciplines (Purdue University Online Writing Lab):

<http://owl.english.purdue.edu/handouts/WAC/>

#### Chapter Six and Seven: Visual Learning

##### General Resources:

Active Worlds: <http://www.activeworlds.com/>

Active Worlds and Education: <http://www.activeworlds.com/edu/index.asp>

DNA from the Beginning: <http://www.dnaftb.org/dnaftb/>

E-Read Ohio: <http://www.readingfirstohio.org/?pid=6>

The GLOBE (Global Learning and Observations to Benefit the Environment) Project: [http://www.globe.gov/globe\\_flash.html](http://www.globe.gov/globe_flash.html)

Google Blog Search: <http://blogsearch.google.com/>

International Council of Graphic Design Associations (Icograda): <http://www.icograda.org/Web/>

Icograda Education Network: <http://www.education.icograda.net/Web/home.shtml>

Inquiry Learning Forum: <http://ilf.crlt.indiana.edu/>

Interactive Autopsy: <http://www.hbo.com/autopsy/interactive/#>

International Council of Graphic Design Associations: <http://www.icograda.org/Web/>

The Journey North: A Global Study of Wildlife Migration and Seasonal Change: <http://www.learner.org/inorth/>

Kids as Global Scientists: <http://www-personal.umich.edu/~mlhartma/kgs.html>

Learnbydoing: <http://www.learningbydoing.net/>

Mathematics Visualization Toolkit: <http://www.cfkeep.org/html/snapshot.php?id=83229305765805>

Omnium Project: <http://www.omnium.edu.au/project/>

Omnium Project (Creative Waves component): <http://www.omnium.edu.au/promo/creativewaves/>

Omnium Project Photomedia Examples:

<http://www.omnium.edu.au/project/galleries/creativewaves2005/photomedia/>

Technorati: <http://www.technorati.com/>

Valley of the Shadows: <http://valley.vcdh.virginia.edu/>

Virtual Autopsy (from the University of Leicester, UK): <http://www.le.ac.uk/pa/teach/va/welcome.html>

##### Adventure Blogging and Interactive Expeditions:

Adventure Weather: <http://www.adventureweather.com/>

Ben Saunders: [http://www.bensaunders.com/2004\\_expedition.htm](http://www.bensaunders.com/2004_expedition.htm)

ExplorersWeb (see <http://www.explorersWeb.com/>)

Mount Everest: <http://www.mounteverest.net/>

Mark Fennell: <http://www.markfennell.com/>

Mark Fennell sample video: <http://www.markfennell.com/video/arktica/index.html>

Mark Fennell sample adventure:

<http://www.markfennell.com/panoramas/frames.php?pan=http://www.markfennell.com/adventure/arctic/index.html&lat=90.0000&lon=90.0000>

Mount Everest: <http://www.mounteverest.net/>

The Oceans: <http://www.theoceans.net/>

One World Expeditions: <http://www.oneworldjourneys.com/expeditions/>

Polar Quest Ambassadors: [http://polarquest.co.uk/polar\\_ambassadors.php](http://polarquest.co.uk/polar_ambassadors.php)

The Poles (see <http://thepoles.com/>)

### Concept Mapping Tools:

BrainMine Standard (from Neural Matters): <http://www.neuralmatters.com/>

Cmap tools (University of Western Florida): <http://cmap.ihmc.us/>

Freemind: [http://freemind.sourceforge.net/wiki/index.php/Main\\_Page](http://freemind.sourceforge.net/wiki/index.php/Main_Page)

Inspiration: <http://www.inspiration.com/>

Kidspiration: <http://www.inspiration.com/productinfo/kidspiration/index.cfm>

Mind Genius: <http://www.mindgenius.com/Website/presenter.aspx#topofpage>

MindManager (from MindJet): <http://www.mindjet.com/us/>

MindMapper: <http://www.mindmapper.com/>

Visual Mind: <http://www.visual-mind.com/vv.htm?0015>

Visual Understanding Environment (i.e., VUE from Tufts University) <http://vue.tccs.tufts.edu/>

### Interactive News and News Documentaries:

Andrew Revkin, New York Times (Postcards from the Arctic): <http://www.nytimes.com/pages/science/sciencereport/index.html>

Andrew C. Revkin, New York Times: [http://topics.nytimes.com/top/reference/timestopics/people/r/andrew\\_c\\_revkin/](http://topics.nytimes.com/top/reference/timestopics/people/r/andrew_c_revkin/)

Andrew C. A scene from the Ice Age: <http://www.cyberjournalist.net/news/001450.php>

Behind the Scenes: NYTimes' multimedia reporter: <http://www.cyberjournalist.net/news/000887.php>

BBC News: <http://news.bbc.co.uk/>

Building Bodies (Becoming Human) (explorative): <http://www.becominghuman.org/>

CNN Videos (see also Video Resources and Portals): <http://www.cnn.com/video/>

Enron Example (narrative): <http://www.msnbc.com/modules/enron/>

How Tornados Form (instructive): <http://www.msnbc.com/modules/tornado/default.asp>

Oil: A Travelogue of Addiction (Chicago Tribune): <http://www.chicagotribune.com/news/specials/broadband/chi-oilsafari.html,0,7894741.htmlstory>

LA Times: Altered Oceans: <http://www.latimes.com/news/local/oceans/la-oceans-series.0,7842752.special>

Printing Process: <http://www.moma.org/whatisaprint/flash.html>

Web Log of Interactive Narratives: <http://www.interactivenarratives.org/>

### Lesson Plan Sites

Busy Teachers' WebSite K-12: <http://www.ceismc.gatech.edu/busyt/>

CEC Lesson Plans: <http://www.col-ed.org/cur/>

Discovery School (Kathy Shrock's Guide for Educators): <http://school.discovery.com/schrockguide/>

Education World: <http://www.education-world.com/>

Edutopia Instructional Modules (George Lucas Education Foundation): <http://www.edutopia.org/foundation/courseware.php>

Funderstanding: <http://www.funderstanding.com/constructivism.cfm>

Lesson Plans Page: <http://teachers.net/>

New York Times Learning Network (includes Daily Lesson Plan): <http://www.nytimes.com/learning/index.html>

PBS TeacherSource: <http://www.pbs.org/teachersource/index.htm>

Teachers.net: <http://teachers.net/>

Teachers Helping Teachers: <http://www.pacificnet.net/~mandel/>

Teaching Tips: <http://www.teachingtips.com/>

Tech Learning: <http://techlearning.com/>

### Library and Museum Portals:

LibraryShare: <http://www.libraryshare.com/>

The Metropolitan Museum of Art Timeline of History: [http://www.metmuseum.org/toah/splash.htm?HomePageLink=toah\\_1](http://www.metmuseum.org/toah/splash.htm?HomePageLink=toah_1)

The Museum of Online Museums (MoOM): <http://www.coudal.com/moom.php>

Theban Mapping Project: <http://www.thebanmappingproject.com/>

### Timeline Tools:

JRR Tolkien's Oxford (a timeline): <http://www.chem.ox.ac.uk/oxfordtour/tolkientour/index.html>

Learning Tools Project (University of British Columbia) <http://www.learningtools.arts.ubc.ca/timeline.htm>

National Council of Teachers of English (NCTE), and the Verizon Foundation.

<http://www.readwritethink.org/materials/timeline/>

ReadWriteThink, a partnership between the International Reading Association (IRA), the TeAch-nology: [http://www.teach-nology.com/Web\\_tools/materials/timelines/](http://www.teach-nology.com/Web_tools/materials/timelines/) (K-12)

#### **Video Resources and Portals:**

Alan Kay (Google Video): Education in the Digital Age: <http://video.google.com/videoplay?docid=-1109203988787201616&q=alan+kay>

BBC News: Video and Audio: [http://news.bbc.co.uk/2/hi/video\\_and\\_audio/default.stm](http://news.bbc.co.uk/2/hi/video_and_audio/default.stm)

CNN.com Video (see also Interactive News and News Documentaries): <http://www.cnn.com/video/>

Google Video: <http://video.google.com/>

Harvard Business School (December 16, 2002). Moving Beyond the Classroom With Executive Education: Distance Learning: What the Experts Think (view 2-3 of the videos) <http://hbswk.hbs.edu/pubitem.jhtml?id=3217&sid=0&pid=0&t=innovation>

MIT World: <http://mitworld.mit.edu/index.php>

Thomas Friedman's MIT World lecture, "The World is Flat": <http://mitworld.mit.edu/video/266/>

TeacherTube: <http://www.teachertube.com/>

Yahoo! Video: <http://video.search.yahoo.com/>

You Tube: <http://www.youtube.com/index>

#### **Virtual Archeology:**

Digital Archeology: <http://www.digital-archaeology.com/>

Discover Babylon: <http://www.discoverbabylon.org/index.asp>

UCLA Cultural VR Lab: <http://www.cvrilab.org/>

Virtual Archeology: <http://www.mnsu.edu/emuseum/archaeology/virtual/>

Virtual Archeology portal: <http://www.ku.edu/~hoopes/virtual.htm>

#### **Virtual Field Trips:**

How to create a virtual tour: [http://www.uen.org/utahlink/tours/tourFames.cgi?tour\\_id=6018](http://www.uen.org/utahlink/tours/tourFames.cgi?tour_id=6018)

Internet4Classrooms Virtual Fieldtrips: <http://www.internet4classrooms.com/vft.htm>

Virtual Field Trips: <http://www.uen.org/utahlink/tours/fieldtrips2.htm>

Virtual Field Trips at Tramline: <http://www.field-guides.com/vft/index.htm>

Virtual Field Trip of Nova Scotia: <http://www.gov.ns.ca/natr/meb/field/start.htm>

Virtual Hawaii: <http://satftp.soest.hawaii.edu/space/hawaii/virtual.field.trips.html>

Virtual Tours and Field Trips: <http://www.theteachersguide.com/virtualltours.html>

#### **Virtual Tours:**

The British Museum: [http://www.thebritishmuseum.ac.uk/explore/online\\_tours.aspx](http://www.thebritishmuseum.ac.uk/explore/online_tours.aspx)

Smithsonian: National Museum of Natural History: <http://www.mnh.si.edu/museum/VirtualTour/index.html>

US Capital Virtual Tour: <http://www.senate.gov/vtour/index.html>

Virtual Tour of Antarctica: <http://astro.uchicago.edu/cara/vtour/>

Virtual Tour of the Louvre: [http://www.louvre.fr/llv/commun/home\\_flash.jsp?bmLocale=en](http://www.louvre.fr/llv/commun/home_flash.jsp?bmLocale=en)

Virtual Tour of Oxford: <http://www.chem.ox.ac.uk/oxfordtour/>

Virtual Tour of the Sun: <http://www.michielb.nl/sun/>

Virtual Jerusalem Tour: <http://www.md.huji.ac.il/vjt/>

#### **Case Study**

Bransford, J.D., Brown, A.L. & Cocking, R.R. (2000). *How People Learn: Brain, Mind, Experience, And School*. Washington, DC: National Academy Press.

[http://www.newhorizons.org/neuro/neu\\_review\\_bransford.htm](http://www.newhorizons.org/neuro/neu_review_bransford.htm)

<http://faculty.washington.edu/bransj/>

## PROGRAMS VIA DVD AND THE INTERNET – AVAILABLE 24/7

November 10 – 24, 2008	“Strategies from the Front Line: Best Practices from Hybrid Instructors”
December 1 – 15, 2008	“Safe and Secure in the Academic Environment: Multi-faceted Approach for Faculty Administrators and Staff” - Part 2
January 26 – February 9, 2009	S&L Series 4 “Stress Less: Strategies for Students” with Joe Martin
February 23 – March 9, 2009	“Family Involvement in Classroom Education: Promoting Retention and Persistence”
March 2 – 16, 2009	S&L Series 5 “Building a Better Brand” with Tony Hsieh
April 6 – 20, 2009	S&L Series 6 “Evolve Your Brain: The Science of Changing Your Mind” with Joe Dispenza
April 20 – May 4, 2009	“Online Teaching Tips from Award Winning Professors”



## EVALUATE “STRATEGIES FROM THE FRONT LINE”

On a scale of 1-5, with 5 being the highest, rate the videoconference in terms of its value to you.

	Excellent				Poor
Timeliness of topic	5	4	3	2	1
Program’s format	5	4	3	2	1
Program Host	5	4	3	2	1
Panelists or Instructors	5	4	3	2	1
Handouts	5	4	3	2	1
Technical quality	5	4	3	2	1
Overall evaluation of program	5	4	3	2	1

Local site activities were held  YES  NO

1. Institution name: \_\_\_\_\_

2. My current position is: (circle one)

a. Faculty

b. Administrator/Professional Staff

c. Classified Staff

d. Other \_\_\_\_\_

3. What did you like most about the videoconference?

4. What could have been done to make it move valuable to you?

5. What topics would you like to see addressed in future videoconferences?

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