

CTL Online Workshop Program Referral Resource Sheet

Title and Focus of workshop	Learning Objectives	Beneficial for faculty who	May be relevant to student evaluation question(s) #
<p><i>BEST PRACTICES</i></p> <p>Identifying and applying proven instructional strategies to the online classroom</p> <p>Explores findings of Best Online Instructional Practices Study</p> <p>Participants examine their own practices, using Instructional Practices Inventory</p> <p>Suitable for faculty at any point in their academic career</p>	<p>To familiarize participants with the results of the Best Online Instructional Practices Study</p> <p>To identify effective instructional practices for the online classroom</p> <p>To demonstrate effective mapping of assignments to learning objectives</p> <p>To create a personal inventory of current teaching practices</p> <p>To identify opportunities for improvement of current teaching practices</p>	<p>need to introduce new strategies and vary current approaches</p> <p>have difficulty finding the right level of interaction with students</p> <p>feel students are not meeting course learning outcomes</p> <p>are experiencing low student evaluation scores</p> <p>seek to better understand the relationship between instructional practices, student learning outcomes, and student satisfaction</p>	<p>#5-11, 15, 23, 26, 30-31</p>
<p><i>THE ART OF FEEDBACK</i></p> <p>How to give more effective feedback in the classroom and on different types of assignments;</p> <p>Recognizing when the feedback problems stem from flawed assignments</p>	<p>Analyze the different types of feedback situations</p> <p>Familiarity with a diverse set of feedback techniques</p> <p>Identify common problems in giving feedback</p> <p>Learn techniques for giving feedback in online conferences</p> <p>Introduction to rubrics as one method of feedback</p>	<p>have difficulty giving feedback on one or more types of assignments</p> <p>frequently experience misunderstandings in communications with students</p> <p>teach large classes or are pressed for time in giving adequate feedback</p>	<p>#8, 9, 11, 23, 26, 31</p>

<p>TIME MANAGEMENT IN THE ONLINE CLASSROOM</p> <p>How to best manage one's time in the online teaching environment, leading to less stress and higher quality teaching and learning</p>	<p>Analyze how efficient participants are at using their time while teaching online classes</p> <p>Identify techniques that will help participants be more efficient and effective</p> <p>Devise strategies for reducing stress through use of time management techniques</p> <p>Develop a personal plan to manage time in the online classroom more efficiently and effectively</p>	<p>teach online classes and experience difficulty in managing their time</p> <p>are experiencing feelings of burn-out</p> <p>teach large classes or carry a large class-load</p> <p>are concerned about juggling teaching with job and/or family responsibilities</p>	<p>#5, 10</p>
<p>IDENTIFYING, DIAGNOSING, AND REFERRING STUDENT WRITING PROBLEMS</p> <p>Helping faculty from all disciplines determine and address the types of difficulties exhibited in student writing.</p> <p>Applicable to both online and face-to-face instruction</p>	<p>Explain how students develop the writing skills of fluency, clarity, and correctness within the classroom environment</p> <p>Analyze the different types of writing issues students encounter within specific disciplines</p> <p>Recognize common writing problems that students face within the overall academic writing context</p> <p>Identify specific problems that individual students exhibit in their writing assignments</p> <p>Effectively use strategies and resources to help students overcome problematic writing issues and improve their writing</p>	<p>have little or no expertise as writing instructors but are responsible for creating and/or implementing writing assignments</p> <p>teach core courses in which writing facility is emphasized</p> <p>have many students who are poorly prepared in regard to writing skills</p> <p>teach a math or science course and are not certain how to create authentic and relevant writing assignments</p>	<p>#11, 19, 21, 23, 26, 27</p>

<p><i>UNDERSTANDING THE NEEDS OF THE ADULT LEARNER</i></p>	<p>Identify the major characteristics of the adult learner</p>	<p>have not previously taught adult-learners</p>	<p>#6, 7, 9, 10, 11, 12, 15, 17, 19, 20, 22, 23, 26, 27, 30, 31</p>
<p>Explores characteristics, learning concepts, and assessment strategies for adult learners</p>	<p>Define the learning concepts that work best for adult learners</p> <p>Choose assessment strategies for adult learners</p> <p>Anticipate typical problems and concerns involved in teaching adult learners</p> <p>Devise strategies for responding to problems and concerns involved in teaching adult learners</p>	<p>have had problems communicating with their students</p> <p>have had difficulties creating assignments, tests, and meaningful activities</p> <p>have received lukewarm evaluations from their students despite their expertise in the field</p>	

<p>USING WEBTYCHO TO ENHANCE FACE-TO-FACE CLASSES</p>	<p>Use the areas of the WebTycho interface with confidence</p> <p>Understand the value of Web enhancement for improving classroom management in face-to-face teaching and learning</p> <p>Understand the value of Web enhancement for improving the communication of course content in face-to-face teaching and learning</p> <p>Analyze the relevance of WebTycho for use in their own classes</p> <p>Prepare their own face-to-face classes for Web-enhanced delivery</p> <p>Use the WebTycho interface to improve critical thinking and information literacy in face-to-face teaching</p> <p>Understand the difference between a Web-enhanced and a fully online college course</p>	<p>have not used WebTycho for their f2f classroom or want to improve their use of the WT enhanced classroom</p> <p>seldom use Web resources in courses or have had difficulty finding appropriate Web resources</p>	<p>#17, 18, 20, 21, 30</p>
<p>Web enhancement of f2f classes as a way of improving factors in classroom management and suggest guidelines for reinforcing and deepening course content</p>			

<p>BEYOND LIBRARY BASICS: CHOOSING, USING, BUT NOT ABUSING INFORMATION RESOURCES</p>	<p>Use advanced searching techniques in several library databases, and compare library databases, Google Scholar, and Yahoo Search for their effectiveness in retrieving documents</p> <p>Understand how library instruction can be tailored to a specific class</p> <p>Understand the copyright issues involved in course development and assignment design</p> <p>Create syllabus and/or course material that teaches students about academic integrity and evaluates student understanding of the academic integrity concept and UMUC standards</p> <p>Identify advantages and disadvantages of resources, including free software for citation management, for improving students' citation skills</p>	<p>seldom incorporate library-related assignments in their courses</p> <p>have had difficulty getting their students to use non-Internet research sources</p> <p>are not familiar with customized library services or what the library can offer their students</p> <p>have experienced problems with plagiarism or other forms of academic dishonesty in their classes</p>	<p>#12, 15, 17, 19 21, 23</p>
<p>How to easily find information resources and use in effective and legal manner.</p> <p>Goes beyond what is taught in CTLA201 and is applicable to both online and face-to-face instruction</p>			

<p>ACADEMIC POLICIES THAT CAN AFFECT YOU AS A UMUC FACULTY MEMBER</p>	<p>Understand the main provisions of UMUC's policies on Arbitrary & Capricious Grading</p>	<p>are unfamiliar with UMUC's academic policies and expectations for faculty and students</p>	<p>#8, 9, 10, 11, 13, 14, 21</p>
<p>Familiarizes faculty with UMUC Academic Policies and their effect on faculty responsibilities and expectations for students</p> <p>Intended for all UMUC faculty</p>	<p>Understand the main provisions of Academic Dishonesty & Plagiarism, Code of Student Conduct, the grade of "I" and Withdrawal</p> <p>Understand the minimum academic standards for both undergraduate and graduate students</p> <p>Identify the circumstances under which a student is likely to file an appeal</p> <p>Be able to provide documentation and other information if called upon to do so in an appeal</p> <p>Know how and where to access other UMUC policies</p>	<p>have questions or problems related to specific policy areas such as plagiarism, grading, etc.</p>	

<p><i>RUBRICS: GRADING EFFECTIVELY AND EFFICIENTLY</i></p>	<p>Identify the advantages of grading rubrics for students and faculty Distinguish between the different types and formats for rubrics</p> <p>Demonstrate how to use rubrics as a central part of the grading process, including application to the WT gradebook</p> <p>Create an authentic rubric based on an actual assignment</p>	<p>need to apply more efficient and consistent methods of grading</p> <p>need a better understanding of how to apply rubrics that have already been created for their classes</p> <p>have complex assignments that could benefit from clear indicators and criteria to guide students in their work</p>	<p>#5, 8, 9, 14, 15, 26</p>
<p><i>HANDLING DIFFICULT STUDENTS IN ONLINE AND FACE-TO-FACE COURSES</i></p>	<p>identify the types of disruptive behavior likely to occur in classroom-based course;</p> <p>handle situations more effectively with difficult students;</p> <p>use UMUC policies that apply in these situations;</p> <p>identify personnel at UMUC who can offer support in such situations.</p>	<p>would like to learn some effective techniques for handling rude or disruptive students</p> <p>are not sure how to handle students who are troublesome to other students</p> <p>teach online and are not sure how to handle difficult students in the online environment</p>	<p>#7, 8, 10, 26</p>

IMPATICA FOR POWERPOINT	<p>Impaticize simple PowerPoint presentations and upload them for use in WebTycho</p> <p>Impaticize narrated PowerPoint presentations and upload them for use in WebTycho</p> <p>Ensure that narrated PowerPoint files are accessible to all students</p> <p>Understand the value of Impatica for PowerPoint as a tool in effective online instruction</p>	<p>would like to build on their skills in PowerPoint</p> <p>think their students can benefit from an alternate approach to presenting content</p> <p>want to appeal to students with different learning styles</p> <p>teach courses that contain content better understood with the addition of images or narration</p> <p>want to include multimedia in their courses without incurring great investment of time</p>	<p>#6, 7, 17, 18, 20, 29</p>
--------------------------------	--	---	------------------------------

<p>USING POWERPOINT TO DESIGN EFFECTIVE PRESENTATIONS</p>	<p>Create a PowerPoint presentation and upload it to WebTycho</p> <p>Understand the value of PowerPoint as an effective instructional tool</p> <p>Articulate pedagogical strategies for using PowerPoint and apply these to your own course</p> <p>Use PowerPoint with confidence</p>	<p>would like to improve their skills in PowerPoint in order to present class material more effectively</p> <p>want to better understand how to use PowerPoint in a WebTycho classroom</p> <p>want to improve their PowerPoint skills as preparation for taking the Impatica workshop</p>	<p>#6, 7, 17, 18, 20</p>
<p>USING MULTIMEDIA TO ENHANCE YOUR WEBTYCHO CLASSROOM</p>	<p>To demonstrate how multimedia may be integrated into a lesson plan</p> <p>To be familiar with a range of easy-to-use multimedia technologies</p> <p>To create multimedia objects that can enhance content and promote learning outcomes in their own courses</p>	<p>would like to enhance their classroom with easy to learn and use multimedia tools, including the use of audio, narrated slides, or screen capture</p> <p>are interested in adding different approaches to teaching and learning that go beyond the focus on text</p> <p>are interested in finding new ways to give feedback to students</p> <p>teach courses that contain content better understood with the addition of images or narration</p>	<p>#6, 7, 9, 12, 17, 18, 20, 29</p>

<p>TEACHING TO STUDENTS WITH MATH ANXIETY (also known as IDENTIFYING AND REDUCING MATH ANXIETY)</p>	<p>Identify math anxiety</p> <p>Identify your teaching style</p>	<p>teach courses that have an essential quantitative element</p>	<p>#6, 7, 8, 9, 10, 11, 15, 31</p>
<p>Provides faculty with the best practices and strategies to address students' math anxiety in an online classroom environment</p>	<p>Develop techniques to enhance your teaching style to include all learning styles</p> <p>Develop a plan to assist students in reducing math anxiety</p>	<p>find it a challenge to teach students who may have minimal background or command of mathematics</p> <p>want to know how to deal with the special challenges of math anxiety in a distance education format</p> <p>would like to develop an approach geared toward the different learning styles and issues that students may have about math</p>	

GOOGLE UNIVERSE: HOW TO MAKE THE MOST OF YOUR STUDENTS' FAVORITE RESOURCE			
<p>Discusses the pros and cons of using Google for academic research</p> <p>Demonstrates how Google Scholar compares with library subscription databases</p> <p>Discusses tips and techniques for using Google's advanced search features and innovative products and services such as Google Earth and Maps</p>	<p>Explain the advantages and disadvantages of using Google as a tool for academic research to students.</p> <p>Perform advanced searches in Google that afford more precise and useful results.</p> <p>Link to full text of articles in Google Scholar search results using our custom "find it at UMUC" links.</p> <p>Find white papers, conference proceedings, and other grey literature using Google Scholar.</p> <p>Search for books using Google Books and determine whether full text is available online.</p> <p>Access and generate maps using Google Maps and Earth and use them as instructional tools.</p> <p>Use Google Images, understand copyright restrictions and obligations surrounding this service, and convey this knowledge in the classroom</p>	<p>would like to be better informed about Google's advantages and limitations in order to better guide their students</p> <p>have difficulty getting students to comply with research requirements and use of UMUC library resources and would like students to become more selective and aware in their use of resources</p> <p>are interested in using Google's resources to enhance their classrooms</p> <p>would like to know more about how to take advantage of both UMUC and Google supplied resources</p>	<p>#5, 6, 7, 11, 15, 17, 18, 20, 21, 23, 29</p>

<p>INFORMATION LITERACY IN THE NATURAL SCIENCES</p>	<p>Understand the definition, basic concepts, and importance of information literacy</p> <p>Understand the role these transferable concepts and skills play in natural science education</p> <p>Understand the role that the faculty and the librarian each have in this process</p> <p>Demonstrate an understanding of UMUC's information literacy objectives</p>	<p>want to do a better job of assisting their students with critical thinking and research skills for the sciences</p> <p>would like to become more familiar with the resources the UMUC library has to offer as well as how to find (and help their students find) the Web resources that can enhance their science classes</p> <p>would like to improve their own abilities as well as those of their students to find, evaluate, and use information effectively, efficiently, legally, and ethically</p>	<p>#5, 6, 7, 12, 15, 17, 18, 20, 21, 23, 29</p>
<p>Focuses on incorporating information literacy into the science curriculum</p> <p>Discusses UMUC's information literacy goals and how they apply to the sciences</p>			

<p>WEBTYCHO REFRESHER: FOCUS ON USING STUDY GROUPS</p>	<p>Demonstrate how to use the Study Group feature, to include the conferencing, collaborative documents, chat and email functions</p> <p>Learn how to prepare effective instructions for study group assignments</p> <p>Discuss various methods for assessing individual and group contributions</p> <p>Discuss various methods for handling special challenges with groups</p> <p>Develop and/or streamline group work assignments for the collaborative environment</p> <p>Articulate pedagogical/andragogical strategies for using the Study Group feature and apply these to your course</p> <p>Understand the importance of formative and summative feedback while teaching courses with group work</p> <p>Revisit selected online teaching issues and resolve any questions you may have about the functions, features, and use of WebTycho</p>	<p>have not taken the CTLA 201 course since August 2004 or have not taught online for some time and have questions about the WebTycho software or would like to explore pedagogical issues</p> <p>have had some difficulty in planning, organizing, or assessing the work of study groups in their class</p> <p>would like to explore some group strategies that would be appropriate for their subject matter</p>	<p>#5, 8, 9, 14, 15, 29, 30</p>
<p>Focuses on the study group feature of WebTycho for use with teams or small groups</p> <p>Addresses both technical and pedagogical aspects of establishing and fostering a collaborative environment using cooperative activities for online work</p> <p>Discusses assigning online group work with WT, motivating students, problem-solving, skills-building and resolving conflict</p>			

<p>WEBTYCHO REFRESHER: FOCUS ON THE GRADEBOOK</p>	<p>Demonstrate how to create, manage, and edit assignments within the Gradebook</p> <p>Demonstrate use of the major functions of the Gradebook, such as procedures for downloading and viewing student work, entry of grades, and export of the Gradebook to Excel</p> <p>Distinguish between the different functions and views presented by the Gradebook, student Assignment folder, and Portfolio</p> <p>Articulate pedagogical strategies for using the Gradebook and apply these to your own course</p> <p>Revisit selected online teaching issues and resolve any questions you may have about the functions, features, and use of WebTycho</p>	<p>have not taken the CTLA 201 course since August 2004 or have not taught online for some time and have questions about the WebTycho software or would like to explore pedagogical issues</p> <p>have not previously used their online gradebooks in a consistent or comprehensive manner</p> <p>would like to give their students improved feedback and faculty-student interaction via the gradebook</p>	<p>#8, 9, 11, 14, 31</p>
<p>Focuses on the technical and pedagogical aspects of the WebTycho gradebook</p> <p>Reviews basic functions of the WebTycho gradebook</p>			

<p>UNDERSTANDING AND WORKING WITH STUDENTS WITH DISABILITIES</p>	<p>Be familiar with the legal rights and responsibilities of UMUC, the faculty and students with disabilities</p> <p>Have knowledge of various types of disabilities and their impact on a student's academics</p> <p>Be aware of the procedures in place at UMUC to assist students with disabilities</p> <p>Have knowledge of the appropriate accommodations UMUC provides to students with disabilities</p> <p>Be aware of faculty's role and responsibilities when a student with a disability is enrolled</p> <p>Be aware the responsibility of the office of Veteran and Disabled Student Services</p>	<p>would like a better understanding of how UMUC accommodates students with disabilities</p> <p>want to know their responsibilities as faculty for assisting students with disabilities, and referring students to appropriate resources</p>	<p>#8, 9, 10, 11, 31</p>
<p>Familiarizes faculty with the disability laws with which UMUC must comply</p> <p>Provides faculty with information on various types of disabilities and appropriate accommodations</p> <p>Discusses the role that faculty and Veteran and Disabled Student Affairs play in providing services to students with disabilities</p>			

Student class evaluation question key:

5. The instructor was well-prepared
6. The instructor presented the subject matter clearly
7. The instructor stimulated my interest
8. The instructor graded my work fairly
9. The instructor gave helpful feedback on my assignments and projects
10. The instructor was accessible to me
11. The instructor demonstrated concern for my progress in the course
12. The course was intellectually challenging
13. Course objectives were clearly stated in the syllabus
14. The grading criteria were clearly stated in the syllabus
15. Assignments were valuable in helping me master the stated course objectives
17. Other course materials (not texts) were valuable in contributing to my overall understanding of the course content.
18. Technology (such as CDs, slide shows, multimedia, etc.)was used effectively in this course
19. This course enabled me to write more effectively.
20. This course helped me develop or improve my computer skills
21. This course enabled me to effectively use research resources to complete course requirements.
22. This course encouraged me to develop a more global or intercultural perspective
23. This course enabled me to improve my critical thinking skills
26. I would recommend this faculty member to other students.
27. My personal goals were met by the course
28. My professional goals were met by the course
29. The structure/design of the course contributed to my overall learning
30. This course encouraged student-to-student interaction
31. This course enhanced faculty-student interaction.

Center for Teaching and Learning, April 5, 2007