

# 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><b><i>ACADEMIC POLICIES THAT CAN AFFECT YOU AS A UMUC FACULTY MEMBER</i></b></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 UMUC's policies on Arbitrary &amp; Capricious Grading</p> <p>Understand the main provisions of Academic Dishonesty &amp; 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>are unfamiliar with UMUC's academic policies and expectations for faculty and students</p> <p>have questions or problems related to specific policy areas such as plagiarism, grading, etc.</p>	<p>#8, 9, 10, 11, 13, 14, 21</p>

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<p><b><i>THE ART OF FEEDBACK</i></b>            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>

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<p><b><i>BEST PRACTICES</i></b>            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>

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<p><b>BEYOND LIBRARY BASICS</b>            How to easily find information resources and use in effective and legal manner</p> <p>Goes beyond what is taught in CTLA 201 and is applicable to both online and face-to-face instruction</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>

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<p><b><i>DESIGNING AND ENRICHING YOUR ONLINE HUMANITIES COURSES</i></b>  Presents methods and strategies that assist teachers of history, literature, philosophy, art history, and humanities in designing and enriching their online courses</p> <p>Explores ways of improving student interaction and strengthening academic rigor in UMUC humanities courses</p> <p>Brings together humanities colleagues to share their resources and ideas in order to improve teaching and learning at UMUC</p>	<p>Articulate current themes and discussions on the state of the humanities in the United States.</p> <p>Create WebTycho conferences, study groups, and assignments around primary sources particular to the humanities, such as novels, poems, paintings, and philosophical and historical texts</p> <p>Integrate departmental learning objectives into your online courses and assignments</p> <p>Develop strategies for using video clips and static images in your online courses.</p> <p>Create plagiarism-resistant humanities assignments using current, credible secondary sources in the humanities</p>	<p>want to enliven their humanities courses with new resources and multimedia</p> <p>want to learn new approaches to provide more stimulating assignments and promote student interaction</p> <p>appreciate sharing ideas with colleagues and gaining new perspectives on teaching the humanities</p> <p>want to have a better understanding about departmental goals and diverse ways to meet course objectives</p> <p>are interested in improving the effectiveness and academic rigor of their courses</p>	<p>#6, 7, 9, 12, 15, 17, 18, 19, 22, 23, 30</p>

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<p><b><i>GOOGLE UNIVERSE: HOW TO MAKE THE MOST OF YOUR STUDENTS' FAVORITE RESOURCE</i></b></p> <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>Taught by staff of Information and Library Services</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, other grey literature using Google Scholar.</p> <p>Search for books using Google Books; determine whether full text is available online.</p> <p>Access and generate maps using Google Maps and Earth; use them as instructional tools.</p> <p>Use Google Images, understand copyright restrictions and obligations surrounding this service, 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>

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<p><b><i>HANDLING DIFFICULT STUDENTS IN ONLINE AND FACE-TO-FACE COURSES</i></b></p> <p>Participants will identify the types of difficult students that faculty may encounter in a classroom-based course and discussions will focus on the best ways to handle situations involving these students.</p> <p>Includes a review of UMJC policies and procedures that apply to managing difficult students.</p>	<p>Identify the types of disruptive behavior likely to occur in classroom-based course</p> <p>Handle situations more effectively with difficult students and 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>

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<p><b><i>HYBRID COURSES: DESIGN AND TEACHING</i></b>            Explores the two reinforcing aspects of the hybrid class-that which takes place in the f2f class sessions and those activities that take place online, and the close integration between the two</p>	<p>Identify best practices for the planning, design, and teaching of a hybrid course</p> <p>Demonstrate methods to strengthen integration of f2f and online components of a hybrid course</p> <p>Incorporate UMUC Hybrid Course Expectations guidelines and peer critiques into the design of an existing or new hybrid course.</p> <p>Critique and revise a sample hybrid course, using best practices for hybrid courses</p>	<p>have been assigned to teach a hybrid class and have previously only taught f2f or fully online courses</p> <p>have taught a hybrid course but would like to improve teaching effectiveness in this format</p> <p>need to understand the guidelines, best practices, and policies to follow in teaching hybrid courses at UMUC</p> <p>want to learn how to meaningfully integrate both the f2f and online components of the course</p> <p>want to learn ways to maximize student-student and student-instructor interaction in the context of a hybrid class</p>	<p>#5, 7, 10, 12, 13, 14, 15, 17, 18, 20, 21, 29, 30, 31</p>

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<p><b><i>IDENTIFYING, DIAGNOSING, AND REFERRING STUDENT WRITING PROBLEMS</i></b></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>

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<p><b>IMPATICA FOR POWERPOINT</b> Explains how faculty can use Impatica for PowerPoint as a means of enhancing online instruction</p> <p>Participants guided step-by-step to learn how to create presentations and upload them for use in WebTycho</p>	<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>

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<p><b><i>INFORMATION LITERACY IN THE NATURAL SCIENCES</i></b>            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>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>

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<p><b><i>INTEGRATING CRITICAL THINKING INTO YOUR COURSE</i></b></p> <p>Gives faculty a better understanding of UMUC's initiatives on integrating critical thinking into the curriculum and definitions of critical thinking in both the undergraduate and graduate context</p> <p>Presentations and activities focus on the importance of applying higher order approaches in every aspect of teaching</p> <p>Workshop participants will approach critical thinking with the objective of creating effective assignments and feedback</p>	<p>Identify UMUC definitions of Critical Thinking</p> <p>Use the operational definitions reflected in a critical thinking rubric to evaluate student work and assignments</p> <p>Demonstrate examples of ways to give feedback to stimulate critical thinking by students</p> <p>Identify reasons why students at every level need to learn and practice critical thinking skills</p>	<p>want a better understanding of how critical thinking is defined in the context of UMUC, whether undergraduate or graduate, and for different disciplines and course levels</p> <p>desire to integrate critical thinking into diverse types of course assignments</p> <p>desire to improve the quality of student-student interaction involving peer feedback, critique, and inquiry</p> <p>want to stimulate critical thinking skills among students while applying a discipline-relevant approach</p> <p>want to give feedback to students in such a way as to promote higher level thinking and further exploration</p>	<p>#6, 9, 12, 15, 22, 23, 30, 31</p>

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<p><b>OPEN EDUCATIONAL RESOURCES</b>            Delivered by staff of Information and Library Services</p> <p>Introduces faculty to Open Educational Resources-a wide variety of educational materials (learning objects, course modules, podcasts, videos, texts, etc.) made available on the Internet for free use by the public.</p> <p>Participants learn about the Open Educational Resources movement and to identify, evaluate, and incorporate Open Educational Resources that are appropriate for their own courses.</p>	<p>Define Open Educational Resources and the Open Educational Resource movement</p> <p>Reflect on the ways in which Open Educational Resources can add value to the learning experience</p> <p>Find, identify, and evaluate discipline-appropriate resources for your course</p> <p>Demonstrate different methods by which resources can be incorporated into courses</p> <p>Identify the different rules and permissions under which Open Educational Resources can be used</p>	<p>wish to enrich their courses beyond textbook and lectures with existing text and multimedia resources available for free on the Web</p> <p>want to provide diverse approaches to learning, additional perspectives and differing viewpoints on issues and topics</p> <p>want to provide focused and engaging activities revolving around an available resource</p> <p>want to help students to become more critical and aware when accessing Internet-based resources</p>	<p>#5, 6, 7, 12, 17, 18, 20, 21, 22, 23</p>

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<p><b>PRACTICAL INSTRUCTIONAL DESIGN PRINCIPLES</b></p> <p>Focuses on the use of practical instructional design principles that can aid faculty in improving the design of their presentations, conferences, and assignments</p> <p>Faculty will learn how to adapt some of the techniques used by professional instructional designers and apply them to their own courses</p> <p>Topics include understanding the issues involved with producing effective faculty writing, improving step-by-step instructions and assignments, and how to design more effective conferences</p>	<p>Identify different categories of learning outcomes through the use of a case study</p> <p>Recognize learner outcomes using learning theories and instructional design models</p> <p>Analyze writing from an instructional design perspective for readability, audience, and voice</p> <p>Apply principles of instructional design, such as task and audience analysis, for developing effective assignment instructions</p> <p>Critique and modify conference threads based on the application of instructional design principles</p>	<p>seek to improve and strengthen the overall design and coherence of their courses</p> <p>want to create more effective assignments and communicate the instructions for assignments more clearly to students</p> <p>would like to improve conferences so as to facilitate better participation, ensure that the conferences are relevant to the course objectives and promote meaningful interaction in the context of the course</p> <p>want to ensure that assignments and exams closely match up with the learning objectives for the course</p> <p>would like to create presentation and instructor commentary that is accessible and readily understood by the target student audience</p> <p>desire to diversify the current instructional approaches used in their course so as to reach more students, provide different perspectives, and stimulate interest</p>	<p>#5,6, 7, 12, 14, 15, 17, 18, 23, 29, 30, 31</p>

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<p><b><i>RUBRICS: GRADING EFFECTIVELY AND EFFICIENTLY</i></b>            Introduces the concept of grading rubrics and their benefits for both faculty and students</p> <p>Suitable for faculty from all divisions and disciplines, teaching online or f2f</p>	<p>Identify the advantages of grading rubrics for students and faculty</p> <p>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>

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<p><b><i>TEACHING TO STUDENTS WITH MATH ANXIETY (also known as IDENTIFYING AND REDUCING MATH ANXIETY)</i></b></p> <p>Provides faculty with the best practices and strategies to address students' math anxiety in an online classroom environment</p>	<p>Identify math anxiety</p> <p>Identify your teaching style</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>teach courses that have an essential quantitative element</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>	<p>#6, 7, 8, 9, 10, 11, 15, 31</p>

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<p><b><i>TIME MANAGEMENT IN THE ONLINE CLASSROOM</i></b>            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>

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<p><b><i>UNDERSTANDING THE NEEDS OF THE ADULT LEARNER</i></b>            Explores characteristics, learning concepts, and assessment strategies for adult learners</p>	<p>Identify the major characteristics of the adult learner</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 not previously taught 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>#6, 7, 9, 10, 11, 12, 15, 17, 19, 20, 22, 23, 26, 27, 30, 31</p>

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<p><b><i>UNDERSTANDING AND WORKING WITH STUDENTS WITH DISABILITIES</i></b></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 roles that faculty and Veteran and Disabled Student Affairs play in providing services to 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>

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<p><b><i>USING MULTIMEDIA TO ENHANCE YOUR WEBTYCHO CLASSROOM</i></b></p> <p>Focuses on how to create media enhancements to complement the WebTycho classroom with an emphasis on meeting course learning outcomes</p> <p>Introduces simple, low-threshold technologies all available free of charge to faculty, including Impatica for PowerPoint, audio, screen capture, and video</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>

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<p><b><i>USING POWERPOINT TO DESIGN EFFECTIVE PRESENTATIONS</i></b></p> <p>Provides a hands-on introduction to the basics of PowerPoint, touching on topics such as effective design, available features, add-ons, and tips and tricks</p> <p>Guides participants through both simple and more sophisticated uses of the application, from using clipart to importing video</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>

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<p><b><i>USING WEBTYCHO TO ENHANCE YOUR FACE-TO-FACE CLASSES</i></b>            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>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>

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<p><b>WEBTYCHO REFRESHER: FOCUS ON THE GRADEBOOK</b></p> <p>Focuses on the technical and pedagogical aspects of the WebTycho Gradebook</p> <p>Reviews basic functions of the WebTycho 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>

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<p><b>WEBTYCHO REFRESHER: FOCUS ON STUDY GROUPS</b></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 works</p> <p>Discusses assigning online group work with WT, motivating students, problem-solving, skills-building, and resolving conflict</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 them</p> <p>Understand the importance of formative/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>

## 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><b><i>WORKING WITH WIMBA</i></b></p> <p>Acquaints faculty with Wimba Voice Tools and Live Classroom, two suites of Internet tools that can be used synchronously or asynchronously</p> <p>Focuses on effectively integrating Wimba Voice Tools and Live Classroom features into UMUC courses and the WebTycho classroom</p> <p>Provide many opportunities for hands-on practice using all of the tools and to examine pedagogical uses of Wimba tools across disciplines</p> <p>Note: Faculty must have permission from their academic administrator to take this training</p>	<p>Implement technical best practices for using Wimba Voice Tools and Live Classroom</p> <p>Name the Wimba Voice Tools and Live Classroom features and distinguish between their synchronous and asynchronous uses</p> <p>Choose appropriate Wimba Voice Tools and Live Classroom features to achieve course and departmental instructional goals</p> <p>Identify how Wimba use can be integrated as part of the instructional plan for their own course</p> <p>Present instructional content effectively using appropriate Wimba Voice Tools and Live Classroom features</p> <p>Provide feedback to students and give students opportunities to interact and collaborate using appropriate Wimba Voice Tools and Live Classroom features</p>	<p>require the use of the spoken word in their courses</p> <p>wish to deliver presentations with audio rather than solely by text as a way to add interest, reinforce instruction, and reach students for whom this may be a preference</p> <p>have a need to demonstrate processes or use and provide explanations via audio, graphics, or markup</p> <p>wish to vary the means of presenting feedback, or provide new options for student projects</p> <p>would like to create podcasts for their students without need of special technical assistance</p> <p>want to provide options for synchronous sessions that also ensure archived asynchronous access for all students</p>	<p>#7, 9, 17, 18, 20, 29</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.