

CENTER FOR TEACHING AND LEARNING 2008-2009 WORKSHOP SCHEDULE

TEACHING AND INTERACTION SKILLS (CTLA 200)		FA08	SP09	SU09	FA09
■ ▲	Best Instructional Practices: Rethinking Your Online Teaching		●		●
■ ▲	The Art of Feedback	●		●	
▲	Time Management in the Online Classroom	●		●	
▲	Using WebTycho to Enhance Your Face-to-Face Classes	●	●	●	●
▲	Using WebTycho to Enhance Your Face-to-Face Classes	●	●	●	●
▲	WebTycho Refresher: Focus on the Gradebook	●		●	
▲	WebTycho Refresher: Focus on Using Study Groups		●		●
▲	Handling Difficult Students in Online and Face-to-Face Classes		●		●
▲	Using Self-Review to Improve Your Course		●		●
▲	Hybrid Courses: Effective Design and Teaching	●		●	
ASSESSMENT AND EVALUATION (CTLA 300)		FA08	SP09	SU09	FA09
■ ▲	Rubrics: Grading Effectively and Efficiently		●		●
▲	Identifying, Diagnosing, and Referring Student Writing Problems	●			●
▲	Writing in All Disciplines	●			
DESIGN, INTEGRATION, AND IMPLEMENTATION (CTLA 400)		FA08	SP09	SU09	FA09
▲	Using Self-Review to Improve Your Course		●		●
▲	Using Multimedia to Enhance Your WebTycho Classroom		●		●
▲	Writing in All Disciplines	●		●	
▲	Integrating Critical Thinking into Your Course		●		●
▲	Practical Instructional Design Principles for Faculty	●		●	
▲	Hybrid Courses: Effective Design and Teaching	●		●	
TECHNOLOGY MASTERY (CTLA 500)		FA08	SP09	SU09	FA09
▲	Using PowerPoint to Design Effective Presentations		●		●
▲	Impatica for PowerPoint		●		●
▲	Using Multimedia to Enhance Your WebTycho Classroom		●		●
▲	Using WebTycho to Enhance Face-to-Face Classes	●	●	●	●
▲	Using WebTycho to Enhance Face-to-Face Classes	●	●	●	●
▲	WebTycho Refresher: Focus on the Gradebook	●		●	
▲	Using the New Text Formatting Editor	●		●	
▲	Working with Wimba	●	●	●	●

Faculty Development Workshop Certificate Program Eligibility

■ = Basic ▲ = Advanced

Workshop Format

● = On-Site ● = Online

UNIVERSITY POLICIES, GUIDELINES, AND RESOURCES (CTLA 600)				
	FA08	SP09	SU09	FA09
■ ▲ Academic Policies	●		●	
■ ▲ Best Instructional Practices: Rethinking Your Online Teaching		●		●
▲ Understanding and Working with Students with Disabilities	●		●	
■ ▲ Understanding the Needs of the Adult Learner	●		●	
▲ Identifying, Diagnosing, and Referring Student Writing Problems	●		●	
Library-Specific Workshops				
	FA08	SP09	SU09	FA09
▲ E-Books Library Services		●		
■ ▲ Beyond Library Basics: Choosing, Using, But not Abusing Information Resources	●		●	
▲ Information Literacy in the Natural Sciences		●		
▲ Google Universe: How to Make the Most of Your Students' Favorite Resource	●		●	
▲ Information Literacy in the Social Sciences			●	
▲ Open Educational Resources		●		
SCHOOL AND DISCIPLINE SPECIFIC WORKSHOPS (CTLA 700)				
	FA08	SP09	SU09	FA09
▲ Designing and Enriching Your Online Humanities Courses	●			●
▲ Teaching to Students with Math Anxiety		●		●
▲ Java Programmer's Workshop: Essential Java Classes for Instructors			●	
▲ Software Engineering				●
▲ Information Literacy in the Natural Sciences		●		
▲ Information Literacy in the Social Sciences			●	
Faculty Development Workshop Certificate Program Eligibility		Workshop Format		
■ = Basic	▲ = Advanced	● = On-Site	● = Online	

To register for workshops and learn more about the Workshop Certificate Program, visit <http://www.umuc.edu/facdev/workshops.html>



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Note: Schedule is tentative.

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Academic Policies that Affect You as a Teacher

In this workshop, UMUC staff will work with participants to examine the five UMUC academic policies that are most likely to affect faculty members while teaching for UMUC. These policies are: Arbitrary & Capricious Grading, Academic Dishonesty & Plagiarism, Code of Student Conduct, the Grade of "I" and Withdrawal, and Academic Levels of Progress. Through the use of case studies, participants will become familiar with classroom and student situations to which the policies may apply. Participants will also become familiar with the origins of the policies and with the procedures followed when the policies are invoked. Finally, participants will be introduced to the UMUC staff members, and resources such as the *UMUC Faculty Handbook*, to turn to for assistance when confronted with a policy matter.

Objectives

Upon completion of this workshop, participants will be able to:

- Understand the main provisions of UMUC's policies on Arbitrary & Capricious Grading, Academic Dishonesty & Plagiarism, Code of Student Conduct, the grade of "I" and Withdrawal, and minimum academic standards for both undergraduate and graduate students
- Identify the circumstances under which a student is likely to file an appeal
- Be able to provide documentation and other information if called upon to do so in an appeal
- Know how and where to access other UMUC policies

The Art of Feedback

This 12-day online faculty development workshop explores the "art" of providing feedback to students. The lack of adequate and focused feedback is not only a source of student dissatisfaction--it may also pose a significant barrier to student progress. This workshop will assist faculty in gaining a better understanding of the different types of feedback we can offer our students and in recognizing opportunities for providing feedback. It will also introduce some techniques, tips, and strategies for producing more effective and substantive feedback.

We will be using case studies drawn from composites of real-life student work in order to learn some techniques for effectively communicating assessment of student work. Faculty will also be encouraged to share the types of assignments and assessments that cause them the most difficulty in regard to providing meaningful feedback.

Objectives

Upon completion of this workshop, participants will be able to:

- Analyze the different types of feedback situations
- Identify common problems that faculty and in particular, they themselves face in giving feedback
- Demonstrate the use of at least one new approach or technique of giving feedback
- Identify some strategies for providing follow-up to ongoing challenges students face in their learning

Best Instructional Practices: Rethinking Your Online Teaching

Would you like to teach online more effectively? Would you like to better understand how your students respond to specific instructional approaches and techniques? Do you ever wonder how to better tailor your assignments and assessments to reflect the learning objectives of your course? Are you ever concerned that student evaluation responses don't seem to reflect the efforts you put forth in teaching?

This workshop is designed to familiarize faculty with the recent research findings from UMUC's own Institute for Research and Assessment in Higher Education's (IRAHE) Best Online Instructional Practices Study and how these findings can best be applied to faculty's own teaching situations. The workshop explores the findings of the Best Online Instructional Practices Study and introduces the most effective practices of exemplary UMUC faculty. Participants then examine their own practices, using IRAHE's Instructional Practices Inventory, with an eye to implementing one or more new or revised approaches.

This workshop is appropriate for faculty at any stage in their career who seek to better understand the relationship between instructional practices, student learning outcomes, and student satisfaction.

Objectives

Upon completion of this workshop, participants will be able to:

- To familiarize participants with the results of the Best Online Instructional Practices Study
- To identify effective instructional practices for the online classroom
- To demonstrate effective mapping of assignments to learning objectives
- To create a personal inventory of current teaching practices
- To identify opportunities for improvement of current teaching practices

Beyond Library Basics: Choosing, Using, but not Abusing Information Resources

Enlivened by scenarios and multi-media learning objects, this workshop focuses on easily finding and effectively and legally using information resources. The content, which goes beyond what is taught in CTLA201, is applicable to both online and face-to-face instruction. You will be taught tips and tricks for advanced database searching in your discipline and easier ways to select resources to create more successful assignments; discuss methods to better combat student plagiarism while learning how to avoid violating copyright law inadvertently yourself; and grapple with the challenge of getting your students to evaluate resources and cite them properly.

Objectives

Upon completion of this workshop, participants will be able to:

- Use advanced searching techniques in several library databases, and compare library databases, Google Scholar, and Yahoo Search for their effectiveness in retrieving documents
- Understand how library instruction can be tailored to a specific class;
- Understand the copyright issues involved in course development and assignment design
- Create syllabus and/or course material that teaches students about academic integrity and evaluates student understanding of the academic integrity concept and UMUC standards
- Identify advantages and disadvantages of resources, including free software for citation management, for improving students' citation skills

Designing and Enriching Your Online Humanities Course

This CTL workshop presents methods and strategies that assist teachers of history, literature, philosophy, art history, and humanities (HUMN) in designing and enriching their online courses. We will explore ways of improving student interaction and strengthening academic rigor in UMUC humanities courses. This workshop is dedicated to the collegial sharing of pedagogical insights and resources. In Europe, the United States, and Asia, UMUC teachers of the humanities have developed a plethora of engaging educational strategies and resources. *Designing and Enriching Your Online Humanities Courses* brings together humanities colleagues to share their resources and ideas in order to improve teaching and learning at UMUC.

This workshop was created collaboratively by UMUC's global humanities teachers and academic directors.

Objectives

Upon completion of this workshop, participants will be able to:

- Articulate current themes and discussions on the state of the humanities in the United States. A cross-section of seminal articles on "the humanities today" from current U.S. journals will be presented and discussed
- Create WebTycho conferences, study groups, and assignments around primary sources particular to the humanities, such as novels, poems, paintings, and philosophical and historical texts
- Integrate departmental learning objectives into your online courses and assignments
- Develop strategies for using video clips and static images in your online courses.
- Create plagiarism-resistant humanities assignments using current, credible secondary sources in the humanities

E-Books: Access to Online Book Resources

In this online workshop, learn to use UMUC's collection of over 20,000 e-Books, locating useful titles and incorporating them effectively into your course assignments. By the end of the workshop you will be able to find information quickly within a text, bookmark or highlight sections, take notes electronically, and more. Also learn about free e-Book resources on the Web. Join in a discussion of cutting edge e-Book trends and what they may mean for you.

Objectives

Upon completion of this workshop, participants will be able to:

- Understand the background of e-Books and the advantages of reading online books
- Search for e-Books in library databases and e-Book resources on the Web.
- Use the unique features of e-Books
- Learn about how to download e-Books on desktops, laptops, and handheld devices
- Understand the future of e-Books at the UMUC Library

Google Universe: How to Make the Most of Your Students' Favorite Resource

Since its debut in 1998, Google has quickly become the Web's most popular search engine and the first stop for many college students when doing research for their classes. In this workshop you will learn how to explain the pros and cons of using Google for academic research to your students; see how Google Scholar compares with library subscription databases; learn tips and techniques on using Google's advanced search features; delve into the controversies and opportunities of the Google Books scanning project, and become acquainted with significant issues - including copyright considerations - surrounding Google Images. "Google Universe" will also familiarize you with some of Google's most innovative products and services, such as Google Earth and Maps, and offer suggestions and examples of possible classroom applications.

Objectives

Upon completion of this workshop, participants will be able to:

- Explain the advantages and disadvantages of using Google as a tool for academic research to students
- Perform advanced searches in Google that afford more precise and useful results
- Link to full text of articles in Google Scholar search results using our custom "find it at UMUC" links
- Find white papers, conference proceedings, and other grey literature using Google Scholar
- Search for books using Google Books and determine whether full text is available online
- Access and generate maps using Google Maps and Earth and use them as instructional tools
- Use Google Images, understand copyright restrictions and obligations surrounding this service, and convey this knowledge in the classroom

Handling Difficult Students in Online and Face-to-Face Classes

In this workshop, participants will identify the types of difficult students that faculty may encounter in a classroom-based course. Discussions will focus on the best ways to handle situations involving these students. The course will make use of case studies, and participants will be able to share their own experiences with difficult students. A review of UMUC policies and procedures that apply to managing difficult students will be included.

Objectives

Upon completion of this workshop, participants will be able to:

- Identify the types of disruptive behavior likely to occur in classroom-based course
- Handle situations more effectively with difficult students
- Use UMUC policies that apply in these situations
- Identify personnel at UMUC who can offer support in such situations

Hybrid Courses: Effective Design and Teaching

Hybrid courses are those which mix face-to-face (f2f) and online delivery, and in which both the face-to-face and online elements are required and are pedagogically integrated and complementary. UMUC has expanded the use of the hybrid course format, and work has been completed on new guidelines for hybrid teaching. This workshop will explore 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. Case studies from different disciplines, research findings, teaching tips, and UMUC recommendations will provide needed context and guidelines. Faculty will work on their own hybrid courses to deepen their awareness of design issues and best practices.

Objectives

Upon completion of this workshop, participants will be able to:

- Identify best practices for the planning, design, and teaching of a hybrid course
- Demonstrate methods to strengthen integration of f2f and online components of a hybrid course
- Incorporate UMUC Hybrid Course Expectations guidelines and peer critiques into the design of an existing or new hybrid course.
- Critique and revise a sample hybrid course, using best practices for hybrid courses

Identifying, Diagnosing, and Referring Student Writing Problems

This workshop focuses on helping faculty from all disciplines determine and address the types of difficulties exhibited in student writing. To provide an understanding of the general writing issues faced by students, we will introduce the ways in which writing skill develops in terms of fluency, clarity, and correctness (the ability to produce writing, to present information and knowledge through writing, and to use the conventions of written language).

Through conference discussions and examination of student writing, the workshop will help faculty clarify the various writing issues that students encounter in specific disciplines and within the overall academic context. It will also familiarize faculty with the Effective Writing Center and other available student support services, and will recommend ways for faculty to facilitate their students' effective use of these services.

Using examples of actual student work, we will practice identifying writing issues of fluency, clarity, and correctness, as well as ESL issues. Faculty can bring in samples of writing problems from their students, ranging from the typical to the most difficult issues to handle, and we will model evaluation criteria and feedback strategies for faculty to use in their classrooms.

Objectives

Upon completion of this workshop, the participants will be able to:

- Explain how students develop the writing skills of fluency, clarity, and correctness within the classroom environment
- Analyze the different types of writing issues students encounter within specific disciplines
- Recognize common writing problems that students face within the overall academic writing context
- Identify specific problems that individual students exhibit in their writing assignments
- Effectively use strategies and resources to help students overcome problematic writing issues and improve their writing

Impatica for PowerPoint

This workshop explains how faculty members can use Impatica for PowerPoint as a means of enhancing online instruction. Participants will be guided on a step-by-step basis through both simple and more sophisticated uses of Impatica for PowerPoint. They will learn how to create their own presentations, Impaticize them, and then upload them for use in WebTycho. They will learn effective techniques for using narrated Power Point files with Impatica and will develop an understanding of good instructional practice with Impatica. This will be an interactive workshop dedicated to bringing faculty members together to exchange ideas about using Impatica for PowerPoint in the online environment.

Objectives

Upon completion of this workshop, participants will be able to:

- Impaticize simple PowerPoint presentations and upload them for use in WebTycho
- Impaticize narrated PowerPoint presentations and upload them for use in WebTycho
- Ensure that narrated PowerPoint files are accessible to all students
- Understand the value of Impatica for PowerPoint as a tool in effective online instruction

Information Literacy in the Natural Sciences

Information literacy is the ability to find, evaluate, and use information effectively, efficiently, legally, and ethically. It is a skill that benefits students not only in school, but in their work and personal lives as well. This 8-day workshop for faculty in the Natural Sciences and Environmental Management, developed by ILS in collaboration with the global natural sciences directors, focuses on incorporating information literacy into the science curriculum. Participants will discuss UMUC's information literacy goals and how they apply to the sciences; learn how students can best use the library's science databases; and discover how students can optimize their use of science Web sites. In a collegial and collaborative atmosphere, each participant will design an assignment that teaches subject content together with information literacy skills.

Objectives

Upon completion of this workshop, participants will be able to:

- Understand the definition, basic concepts, and importance of information literacy
- Understand the role these transferable concepts and skills play in natural science education
- Understand the role that the faculty and the librarian each have in this process
- Demonstrate an understanding of UMUC's information literacy objectives

Integrating Critical Thinking into Your Course

The goal of this workshop is to give faculty a better understanding of UMUC's initiatives on integrating critical thinking into the curriculum. Presentations and activities will focus on the importance of applying higher order learning approaches in every aspect of teaching. Critical thinking will be defined in the context of both the School of Undergraduate Studies and the Graduate School of Management and Technology. Workshop participants will approach critical thinking with the objective of creating effective assignments and feedback.

Objectives

Upon completion of this workshop, participants will be able to:

- Identify UMUC's definition of Critical Thinking and the SUS Operational and Profile definitions
- Use the operational definitions reflected in a critical thinking rubric to evaluate student work and assignments
- Demonstrate examples of ways to give feedback to stimulate critical thinking by students
- Identify reasons why students at every level need to learn and practice critical thinking skills

Java Programmer's Workshop: Essential Java Classes for Instructors

This workshop will teach essentials of the Java programming language. Attendees to the course are required to have a programming background with expertise in at least one programming language. This is an intensive 3 weeks course that requires the completion of multiple hands on programming exercises and assignments using the Java language. This workshop is intended for faculty in the CMIS and CMSC disciplines.

Topics covered include:

- 1) Java as an object-oriented programming language
- 2) Core Java APIs
- 3) Graphical User Interfaces using Swing
- 4) Introduction to Enterprise application development using Web services
- 5) Introduction to Java 6 (Mustang) - the latest Java release from Sun due out late in summer 2006.
- 6) Programming with databases in Java

Objectives

Upon completion of this workshop, participants will be able to:

- Understand and use essential Java classes and syntax
- Share teaching techniques and experiences using Java
- Help beginning students better understand objects
- Understand new features of Java 6

Open Educational Resources

Open Educational Resources (sometimes called OER) are a wide variety of educational materials (learning objects, course modules, podcasts, videos, texts, etc.) that have been made available on the Internet for free use by the public. In this workshop presented by Information and Library Services staff, participants can expect to learn about the Open Educational Resources movement and to identify, evaluate, and incorporate Open Educational Resources that are appropriate for their own courses.

Objectives

Upon completion of this workshop, participants will be able to:

- Identify sources of Open Educational Resources
- Evaluate Open Educational Resources
- Choose appropriate Open Educational Resources for their courses

Practical Instructional Design Principles for Faculty

This workshop will focus on the use of practical instructional design principles that can aid faculty in improving the design of their presentations, conferences, and assignments. Faculty will learn how to adapt some of the techniques used by professional instructional designers and apply them to their own courses. Topics will include understanding the issues involved with producing effective faculty writing, improving step-by-step instructions for assignments, and how to design more effective conferences. Some principles from the Maryland Course Redesign Initiative will also be shared with faculty.

Objectives

Upon completion of this workshop, participants will be able to:

- To identify different categories of learning outcomes through the use of a case study
- To recognize learner outcomes using learning theories and instructional design models
- To analyze writing from an instructional design perspective for readability, audience and voice
- To apply principles of instructional design, such as task and audience analysis, for developing effective assignment instructions
- To critique and modify conference threads based on the application of instructional design principles

Rubrics: Grading Effectively and Efficiently

Do you ever find grading a time consuming or unpleasant task? Do students complain that they don't know how to approach an assignment or dispute their grades? Do you sometimes find that it is difficult to give feedback on certain complex assignments? Rubrics can be an effective answer to these problems.

This workshop, suitable for UMUC faculty members from all divisions and disciplines, will introduce you to the concept of grading rubrics, and how the use of rubrics can benefit both faculty and students. Grading rubrics can make the grading process more effective and more efficient while providing guidelines by which students can approach their work on an assignment and by providing criteria for grading that students will perceive as fair and clear-cut.

Drawing from research and from the experience of other faculty members, this workshop will demonstrate how rubrics can be created and applied to a wide variety of different assignments. You will have a chance to create an authentic rubric for one of your actual assignments and learn how to use rubrics in conjunction with your WebTycho gradebook.

The learning and the practice of this workshop will enable you to easily apply these techniques to other assignments, and transform assessment and grading into a pleasant task for you and a richer learning experience for your students.

Objectives

Upon completion of this workshop, participants will be able to:

- Identify the advantages of grading rubrics for students and faculty
- Distinguish between the different types and formats for rubrics
- Demonstrate how to use rubrics as a central part of the grading process, including application to the WT gradebook
- Create an authentic rubric based on an actual assignment

Software Engineering

Workshop is being developed.

Teaching Students with Math Anxiety

This online workshop is a faculty development workshop for math teachers who want to improve their skills in dealing with students who have math anxiety. The purpose of this workshop is to provide faculty with the best practices and strategies to address students' math anxiety in an online classroom environment. A strong component of the workshop will be the sharing of techniques by faculty members – what works and what does not work for them. The academic directors for mathematics from Adelphi, Europe, and Asia will give a general introduction and welcome to the workshop.

Objectives

Upon completion of this workshop, participants will be able to:

- Identify math anxiety
- Identify your teaching style
- Develop techniques to enhance your teaching style to include all learning styles
- Develop a plan to assist students in reducing math anxiety

Time Management in the Online Classroom

New and experienced online instructors alike often remark that online teaching is more time consuming than face-to-face teaching. Many different explanations are given for this. Some faculty members note that the added flexibility in planning, writing, and facilitating online classes can pose problems that require extra work. Others point out that the high volume of student interactivity in an online course leads to additional time needed in the online classroom. This CTL workshop will offer a series of suggestions about how to best manage one's time in the online teaching environment. These suggestions will lead to better time utilization, less stress, and higher quality teaching and learning.

Objectives

Upon completion of this workshop, participants will be able to:

- Analyze how efficient they are at using their time while teaching online classes
- Identify techniques that will help them be more efficient and effective in using their time while teaching online classes
- Demonstrate to other workshop participants one or more of these time management techniques
- Devise strategies for reducing their stress through use of time management techniques
- Develop a plan to manage their time in the online classroom more efficiently and effectively

Understanding the Needs of the Adult Learner

This workshop is especially relevant to teaching for UMUC because four out of five undergraduate students enrolled at UMUC work full time: their median age is 32 years old--compared to 21 years for all other University System of Maryland institutions. Adult learners have specific characteristics, motivations, and learning styles. This one-week workshop will focus on the needs and characteristics of the adult learners. Through an interactive format this workshop will explore the characteristic, learning concepts, and assessment strategies for adult learners.

Objectives

Upon completion of this workshop, participants will be able to:

- Identify the major characteristics of the adult learner
- Define the learning concepts that work best for adult learners
- Choose assessment strategies for adult learners
- Anticipate typical problems and concerns involved in teaching adult learners
- Devise strategies for responding to problems and concerns involved in teaching adult learners

Understanding and Working with Students with Disabilities

Description

The population of students with disabilities at UMUC is growing. Most faculty will have a student with a disability enrolled in one of their courses while employed at UMUC. Therefore, it is important that faculty have some knowledge of the issues involved in teaching and working with students with disabilities. This workshop will familiarize faculty with the disability laws with which UMUC must comply. In addition, this workshop will provide faculty with information on various types of disabilities and the appropriate accommodations provided for those disabilities. Finally, this workshop will discuss the role that faculty and Veteran and Disabled Student Services play in providing services to students with disabilities and the processes involved.

Objectives

Upon completion of this workshop, participants will be able to:

- Be familiar with the legal rights and responsibilities of UMUC, the faculty and students with disabilities
- Have knowledge of various types of disabilities and their impact on a student's academics
- Be aware of the procedures in place at UMUC to assist students with disabilities
- Have knowledge of the appropriate accommodations UMUC provides to students with disabilities
- Be aware of faculty's role and responsibilities when a student with a disability is enrolled
- Be aware the responsibility of the office of Veteran and Disabled Student Services

Using Multimedia to Enhance Your WebTycho Classroom

This workshop focuses on how to create media enhancements to complement your WebTycho classroom, with an emphasis on meeting course learning outcomes. Several simple, low-threshold technologies are introduced, all available free of charge to faculty, including Impatica for PowerPoint, audio, screen capture, and video. The facilitators will demonstrate samples of diverse modes of multimedia and explain how to create each. Each week, participants will have the opportunity to create real-life applications and receive expert feedback on their work.

Objectives

Upon completion of this workshop, participants will be able to:

- To demonstrate how multimedia may be integrated into a lesson plan
- To familiarize participants with a range of easy-to-use multimedia technologies
- To create multimedia objects that can enhance content and promote learning outcomes in your own course

Using the New Text Formatting Editor

Time to give the Text Formatting Editor in WebTycho (TFE) a second look! TFE has always offered an alternative to using HTML to create a professional look and feel to your course. But with the release of the new TFE version in Fall 2005, both improved and new formatting and presentation capabilities are now available to faculty in WebTycho. With the new TFE, faculty can now create expert-looking course content without having to learn HTML or build external Web pages. This workshop will cover all the new features and provide guidance and practice on how to use the TFE effectively.

Objectives

Upon completion of this workshop, participants will be able to:

- Create formatted web documents without HTML skills or need to cut and paste code from HTML editors
- Paste directly from MS Word into the TFE with minimal format errors
- Insert images into text within the WebTycho classroom without linking to external Web pages
- Display their own course content while highlighting, emphasizing and illustrating content as desired

Using PowerPoint to Design Effective Presentations

This online workshop will offer faculty an opportunity to learn Microsoft PowerPoint. The workshop 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. Participants will be guided on a step-by-step basis through both simple and more sophisticated uses of the application, from using clipart to importing video. This will be an interactive workshop dedicated to bringing UMUC faculty members together to exchange ideas about the effective use of PowerPoint in an instructional environment. Active participation in conferences and submission of a deliverable are required for successful completion of this workshop.

Objectives

Upon completion of this workshop, participants will be able to:

- Create a PowerPoint presentation and upload it to WebTycho
- Understand the value of PowerPoint as an effective instructional tool
- Articulate pedagogical strategies for using PowerPoint and apply these to your own course
- Use PowerPoint with confidence

Using Self-Review to Improve Your Course

The goal of this workshop is to introduce faculty to two resources for self-review of their courses and teaching--the Quality Matters rubric for evaluating and guiding course design, and the UMUC Expectations documents--that can be utilized for the improvement of their own courses.

With the assistance of the workshop facilitators trained in Quality Matters, faculty will evaluate their own classes based on the QM design principles. Using these in conjunction with the UMUC Expectations documents, they will arrive at a plan for improving the design and interaction in their classes. As part of their practice, faculty will give feedback to their colleagues and evaluate a sample class. Faculty will work in small groups, based on their discipline and teaching delivery method.

Objectives

Upon completion of this workshop, participants will be able to:

- Identify strong/weak points in teaching style and course design
- Identify strategies for improvement in teaching style and course design
- Articulate areas of best instructional practices as they relate to the Expectation Documents, discipline, and course
- Develop a plan to implement improvements in your course

Using WebTycho to Enhance Face-to-Face Classes

This workshop will address enhancement issues relevant to all faculty and schools, whether stateside or in Europe and Asia. The workshop has a dual focus: first, the Web enhancement of f2f classes will be studied as a way of improving factors in classroom management such as clarification of syllabus, schedule, and assignments; second, the workshop will suggest guidelines for reinforcing and deepening course content. This will be an interactive workshop dedicated to bringing UMUC faculty members together to exchange ideas about using the WebTycho interface to improve university teaching. Three exercises will be required for successful completion of this workshop.

Objectives

Upon completion of this workshop, participants will be able to:

- Use the areas of the WebTycho interface with confidence
- Understand the value of Web enhancement for improving classroom management in face-to-face teaching and learning
- Understand the value of Web enhancement for improving the communication of course content in face-to-face teaching and learning
- Analyze the relevance of WebTycho for use in their own classes
- Prepare their own face-to-face classes for Web-enhanced delivery
- Use the WebTycho interface to improve critical thinking and information literacy in face-to-face teaching
- Understand the difference between a Web-enhanced and a fully online college course

Visual Basic for Faculty

This workshop offers a structured approach to the pedagogy and delivery of the processes and content required in developing programs using the Visual Basic programming language. Attendees will get experience developing student projects for delivery in their own classrooms. Various methodologies for project assignment will be contrasted.

Objectives

Upon completion of this workshop, participants will be able to:

- Identify and describe object-oriented, event-driven, and visual interface programming concepts and applications.
- Explain the functional capabilities of the Visual Basic 2005 environment, tools, and programming language features that help promote their use.
- Plan and devise methods and procedures for project requirement definition, program design, coding, debugging, and assessment utilizing Visual Basic 2005.
- The goal of this workshop is to give faculty a better understanding of UMUC's initiatives on integrating critical thinking into the curriculum. Presentations and activities will focus on the importance of applying higher order learning approaches in every aspect of teaching. Critical thinking will be defined in the context of both the School of Undergraduate Studies and the Graduate School of Management and Technology. Workshop participants will approach critical thinking with the objective of creating effective assignments and feedback

WebTycho Refresher: Focus on the Gradebook

This Refresher Workshop will focus on the technical and pedagogical aspects of the WebTycho gradebook. You'll have the opportunity to learn some tips for effective organization of the gradebook as well as a chance to engage in hands-on practice. Reinforcement of basic instructions will be provided via multimedia modules that lead you through the process step-by-step. This Refresher Workshop is suitable for faculty from all divisions who have already successfully completed the basic five-week CTLA201 training. If you have ever had any questions about using the Gradebook in your class, have encountered difficulties in manipulating its tools, or simply never had any formal training in its use, this workshop is for you!

Objectives

Upon completion of this workshop, participants will be able to:

- Demonstrate how to create, manage, and edit assignments within the Gradebook
- 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
- Distinguish between the different functions and views presented by the Gradebook, student Assignment Folder, and Portfolio
- Articulate pedagogical strategies for using the Gradebook and apply these to your own course
- Revisit selected online teaching issues and resolve any questions you may have about the functions, features, and use of WebTycho

WebTycho Refresher: Focus on Using Study Groups

This refresher workshop focuses on the study group feature of WebTycho for use with teams or small groups in your online or web-enhanced classrooms. We'll address both technical and pedagogical aspects of establishing and fostering a collaborative environment using cooperative activities for online work. Particularly, we'll discuss these aspects of assigning online group work with WT: motivating, problem-solving, skills-building and resolving conflict.

We will also include a more general segment of topics on various pedagogical and technical issues. This portion of the workshop will allow you to review and refresh your knowledge and skills about online teaching and receive answers to any WebTycho technical questions that you might have.

This refresher workshop is suitable for faculty from all divisions who have already successfully completed the basic five-week CTLA 201 training. If you have ever had any questions about using the Study Group feature, have encountered difficulties in applying it in your course, or have never had formal training in its use, then this workshop is for you!

Objectives

Upon completion of this workshop, participants will be able to:

- Demonstrate how to use the Study Group feature, to include the conferencing, collaborative documents, chat and email functions
- Learn how to prepare effective instructions for study group assignments
- Discuss various methods for assessing individual and group contributions
- Discuss various methods for handling special challenges with groups
- Develop and/or streamline group work assignments for the collaborative environment
- Articulate pedagogical/andragogical strategies for using the Study Group feature and apply these to your course
- Understand the importance of formative and summative feedback while teaching courses with group work
- Revisit selected online teaching issues and resolve any questions you may have about the functions, features, and use of WebTycho

Working with Wimba

This online workshop is designed to acquaint faculty with Wimba Voice Tools and Live Classroom, two suites of Internet tools that can be used synchronously or asynchronously. Wimba Voice Tools allow faculty to present and annotate content with audio through Voice Discussion Boards, Voice Presentations, Podcasts, Voice E-Mail, Voice Direct Meetings, and Voice Recorded Messages. Wimba Live Classroom allows faculty to hold synchronous meetings that can be archived for future viewing. Faculty can present and annotate content on an electronic White Board, conduct interactive polls, and share applications.

This workshop focuses on effectively integrating Wimba Voice Tools and Live Classroom features into UMUC courses and the WebTycho classroom. The workshop will provide many opportunities for hands-on practice using all of the tools. Faculty will have the opportunity to examine pedagogical uses of Wimba tools across disciplines and to create content for their own courses using Wimba tools.

The workshop is comprised of approximately 5-10 hours of participation time, depending on skill level and experience using Wimba or similar tools.

The workshop may be used toward the Technology Mastery requirement for the CTL Advanced Workshop Certificate.

Objectives

Upon completion of this workshop, participants will be able to:

- Implement technical best practices for using Wimba Voice Tools and Live Classroom
- Name the Wimba Voice Tools and Live Classroom features and distinguish between their synchronous and asynchronous uses
- Choose appropriate Wimba Voice Tools and Live Classroom features to achieve course and departmental instructional goals
- Identify how Wimba use can be integrated as part of the instructional plan for their own course
- Present instructional content effectively using appropriate Wimba Voice Tools and Live Classroom features
- Provide feedback to students and give students opportunities to interact and collaborate using appropriate Wimba Voice Tools and Live Classroom features

Writing in All Disciplines

Workshop is being developed.