

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>

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<p><i>TIME MANAGEMENT IN THE ONLINE CLASSROOM</i></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, 9, 10</p>
<p><i>IDENTIFYING, DIAGNOSING, AND REFERRING STUDENT WRITING PROBLEMS</i></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><i>UNDERSTANDING THE NEEDS OF THE ADULT LEARNER</i></p> <p>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><i>USING WEBTYCHO TO ENHANCE FACE-TO-FACE COURSES</i></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>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><i>BEYOND LIBRARY BASICS: CHOOSING, USING, BUT NOT ABUSING INFORMATION RESOURCES</i></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>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><i>ACADEMIC POLICIES THAT CAN AFFECT YOU AS A UMUC FACULTY MEMBER</i></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>	

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<p><i>RUBRICS: GRADING EFFECTIVELY AND EFFICIENTLY</i></p> <p>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>
<p><i>HANDLING DIFFICULT STUDENTS IN ONLINE AND FACE-TO-FACE COURSES</i></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 UMUC 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;</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>

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<p><i>IMPATICA FOR POWERPOINT</i></p> <p>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>

Sudent 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.

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