TREASURE TROVE OF IDEAS FOR TEACHING ONLINE

There are an incredible number of resources to help you in developing an online course. The links below may get you started.

Where to Begin

- MCC's Distance Education committee created an extremely useful **Best Practices for Online Learning.** Use this link to access this helpful starting point: [Best Practices]

- Check out my **Top Ten Tips for Creating an Online or Hybrid Course.** Click on this link to the CTLpedia. Select Peg's Top Ten Tips for Creating an Online or Hybrid Course from the list that appears.

- There are many good ways to teach an online course. You might want to utilize tools such as podcasts, videos, text, Powerpoint, interactive lessons, and/or hyperlinks (internet sites). No matter which approach you choose, there are some basic files you should include to help your students understand the nature of your class. To get you started, here is a selection of sample statements to consider. Feel free to edit in any way you wish. Make them your own! Click on this link to see the Sample Statements. Select **Sample Statements for Your Online Course** from the list of titles that appear.

- Miami University's Center for Online Learning offers two very helpful resources, an **online workshop** for faculty creating their first online course, and a **checklist** for creating an online course. The workshop provides an excellent overview of characteristics and pedagogy you would like to include in your course.

  The checklist helps you align course objectives and/or competencies with the course resources/materials, learner interactions and assessment/measurement. The checklist reflects the Quality Matters guidelines. Quality Matters is a research-based system for evaluating and creating exemplary online courses that many colleges and universities espouse.

  Click on this link: http://www.units.muohio.edu/cool/tools/index.html. Note the options on the left side of the screen that appears. Click on **How to Begin Workshop** to view the workshop presentation. Click on **CoOL Tools** to access the checklist.

- Judith Boettcher has created an extremely helpful resource entitled **Teaching Online for the First Time - The Quick Guide**. Give it a look.

- There is a movement afoot to increase the amount of **free online material** available for to community college faculty and students. This includes textbooks. Check out what the Community College Consortium for Open Educational Resources, http://cccoer.wordpress.com/, has to offer.

- You'll need a course **calendar** for your class. Google.com offers a free calendar creation option that works well for uploading into your online class. For a short video showing you how to create your Google calendar and upload it into your WebCT class, click on this link: http://screencast.com/t/eGWdlRGc2ip

- An important feature of a well-designed online course is the interactivity it fosters among students, between students and instructor, and between students and class resources. Begin the class with an **icebreaker** and continue giving your students reasons to interact in a variety of ways online. You might try:
  1. Students and faculty post **introductions** they've created using Animoto on the Discussions board. Animoto is free software that is used to create a short video. You upload up to eleven of your own photos to Animoto, select the style of music you want, and then Animoto syncs the photos to the music. Animoto software does all the work, inserting transitions, etc. This provides a fun alternative to the text introduction your students are asked to create in so many online courses. /http://animoto.com
  2. On an introduction discussion board, each student lists **seven nouns** that describe them.
  3. Use the roster tool available within WebCT for students to upload a **photo** of themselves and/or their families/pets etc.
  4. Ask students to upload a **clip art** that they think describes them and explain why they think this is so.
  5. For more specific, creative ways to foster community in your classes, check out these recommendations: http://www.southalabama.edu/oll/jobaidsfall03/Icebreakers Online/icebreakerjobaid.htm

- Suppose you want to **create a hybrid course**, rather than a completely online course. Hybrid courses include interactive activities on the internet, but meet face to face sometimes. Rob Kelly offers some great advice in his http://www.facultyfocus.com/articles/curriculum-development/nine-tips-for-creating-a-hybrid-course/.

Syllabi for Online Courses

The **syllabus** is as important for an online class as a face-to-face class, if not more so. What should you include in your syllabus?

Maricopa Community College District has very specific guidelines for what needs to be incorporated in your class syllabus. Familiarize yourself with these guidelines and view examples of excellent syllabi crafted by MCCD faculty at http://www.mcli.dist.maricopa.edu/syllabus/index.php

The University of Delaware has information on Designing a Learning-Centered Syllabus.

Professor James Lee's Introduction to Media Production course homepage is a terrific example of a syllabus that is a strong practical tool, marketing commodity, and outreach resource. Check it out at http://www.unc.edu/~jimlee/14page01.htm.

Prince George's Community College provides a very useful Checklist for Online Faculty.

MCC's Beth Alsen, Education Faculty, has created several extremely attractive, functional documents in Word that are used in her online course and may serve as templates for you, including her course syllabus, information on contacting the instructor, before you begin, and getting started. She's given you permission to use them and/or edit them and use them as you'd like.

Viewing Online Courses

You might not have to start creating your online course from scratch. Publishers have created online courses called **E-packs**. You can edit, remove, or add to content in the E-Pack, customizing it for your students. Click on this link to see if there is an E-pack for your course! Searching for E-packs.

When you first begin to create an online course, it is extremely helpful to visit a few online courses (in your discipline if possible) to see what features appeal to you and which features you want to be sure and avoid. A starting place for finding online courses are these sites:

- Merlot http://www.merlot.org
- University of Texas World Lecture Hall http://www.utexas.edu/world/lecture/
- MIT Open Courseware Initiative http://ocw.mit.edu/index.html

  MIT has created an Open CourseWare site to make MIT course materials that are used in the teaching of almost all undergraduate and graduate subjects available on the web, free of charge, to any user anywhere in the world. Check it out to see what they have available that might help your students.

- MCLI Teaching and Learning on the Web http://www.mcli.dist.maricopa.edu/tl/
- Would you like to seem what some award-winning online courses look like? Check out the WebCT Exemplary Course winners .

Using a Learning Management System (LMS - WebCT) to Deliver Your Online Course

- WebCT is an extremely powerful way to manage your online course.If you are interested in using it for your course and want to **learn how to use WebCT**, check out the WebCT

Tutorials created by our CTL staff. After clicking on this link, select *WebCT 6.0* from the titles under *Quick Links* (left side of screen).

- If you decide to use WebCT as your course management system, there is a quicker way to **create quiz questions** than using WebCT to it. The district has a site license to Respondus software. You use it to create the questions in a data base quickly. You then upload the data base from Respondus to your WebCT course and it will deliver the quiz as you've directed. Beverly Jenkins of Phoenix College has created the resources to help you download and use Respondus.

    If you are an MCC faculty member, you can download a copy of Respondus software by clicking on this link. Use the MCC username and password that you use to log onto your MCC email account. If you encounter any downloading problems, contact Jeff Anderson in the Center for Teaching and Learning [jeffa@mail.mc.maricopa.edu, phone (480) 461-7709].

    There are links on the CTL website that give step-by-step directions for using Respondus. After clicking on this link, select *Using Respondus to Create Quizzes/Exams* from the list that appears. You can also view demo movies on how to use Respondus at http://www.respondus.com/products/demos.shtml#importing

    Many publishers provide test banks in Respondus format. Click here to check if the publisher of the textbook your students use has one available: Publishers' Respondus Test Banks. More information on Respondus Test Banks can be found at http://www.respondus.com/update/2008-11-d.shtml

    If your publisher hasn't already made its test bank available in Respondus, it is likely that you the publisher's test banks into Respondus yourself. Click on this link for a video showing you how to Import Publisher's Test Banks. If you need assistance in this task, the CTL can help.

- **Grading Forms and/or Rubrics** are very helpful to students to let them know what your goals are for an assignment. WebCT makes it easy to create a grading form that gives students the details on each criteria on which the student will be graded. As you grade the student's submission, you can input their exact score for each criteria into the grading form, which is then visible to the student. The student's grade is automatically posted into the gradebook if you have set up the WebCT gradebook tool.

Beth Alsen, of MCC's Educational Studies Department, has created a number of grading forms (rubrics) for her English as a Second Language education students. She agreed to share them with other faculty. She grants her permission to use them as is or edit them as you wish. Click on the links below to access her grading forms:

Autobiography Rubric
Discussion Rubric
Interview Rubric

Bruce Harrison kindly shares his rubric for discussions with us at
http://bruceb.harrison.googlepages.com/ Click on his link to Discussion Board Scoring Rubric
(17 April 08) at that site.

Do you want your class to do some group work? While working together has definite benefits,
students often complain that some group members don't do their share of the work. Base part of
the grade for the assignment on rankings students provide of their peers' contributions. A rubric
for this purpose is available at
http://www4.nau.edu/assessment/oaalibrary/Rubrics/Group_Participation_Rubric.htm

- **Surveys** - You can elicit candid and anonymous feedback from your students by utilizing
  an online survey tools. Two tools for creating and delivering surveys are:

  1. Respondus and WebCT - Use MCC's Learning Management System's
  (WebCT) anonymous survey function. Those of you familiar with WebCT and
  Respondus can download and "save as" the following file: dl_survey.rsp This
  Respondus file consists of survey questions drawn from the "*Student Instructional
  Rating Questionnaire*" currently in use for classroom-based courses, the online
  Distance Learning Student Survey used in 1998 and 1999, and from faculty
  feedback from members of the Distance Learning Committee during the 2003-
  2004 academic year. Faculty have the option of using these questions, editing
  them, deleting them, or creating their own in addition to those provided.

  If you are an MCC faculty member, you can download a copy of
  Respondus software by clicking on this link. Use the MCC username and
  password that you use to log onto your MCC email account. If you
  encounter any downloading problems, contact Jeff Anderson in the Center
  for Teaching and Learning [jeffa@mail.mc.maricopa.edu, phone (480)
  461-7709].

  Click here for step-by-step directions to use Respondus. After clicking on
  this link, select **Using Respondus to Create Quizzes/Exams** from the list
  that appears. Demo movies on how to use Respondus are available at
  http://www.respondus.com/products/demos.shtml#importing

  For help using Respondus, contact the MCC Center for Teaching and
  Learning.

  2. **GetFast** is a free, online assessment tool. A number of MCC faculty have been
  using this tool for course evaluations. It's web-based, totally customizable and

does not require any additional software. For more info and to set up an account, see http://www.getfast.ca.

- **GOOGLE APPS**

Consider using a course **calendar** you create using Google.com (a Google calendar) that you embed in your WebCT class. A great video available on You Tube gives you the details of how to do this simple task.

Google provides a host of free applications besides the calendar. Shelley Rodrigo provided this list of resources if you want to learn more about them:

Series of videos about Google Apps:
http://www.youtube.com/view_play_list?p=75A212616E0E1924

list-o-apps: http://www.google.com/intl/en/options/

more apps: http://labs.google.com/

some online office competition: http://www.zoho.com

thinkfree: http://www.thinkfree.com/main.jsp

* BANNER

Adding an attractive banner to your course homepage can add a lot of interest. It's quite easy to create an attractive banner using Microsoft Powerpoint software. Here's an example:

Bio 205
Microbiology

Image from estherase at flickr.com

Click on this link for step-by-step instructions to create your own banner
http://ctl.mc.maricopa.edu/wiki/index.php/Category:Help_Resources

Under the letter C on the screen that appears, click on the title Creating a Banner for Your Online Course.

Links You May Want to Provide Your Students

- The MCC Distance Learning Tutorial is a good link to include in your course to get students familiar with what they need to do in a distance ed class.

- Get your students off on the right foot with these specific tips for Starting Strong: Tips for Becoming a Top Online Student.

- The district library provides online students with 24/7 help. They've created a hilarious video advertising this resource for your students and posted it on YouTube. Give your students a link to this vide at http://www.youtube.com/watch?v=_ET7WTVRmMc

- MCC Online Tutoring http://www.mc.maricopa.edu/library/LE/online_tutor/index.html

- MCC Distance Learning Website Student Checklist
http://www.mc.maricopa.edu/other/distance

- Internet public library- Internet Public Library.

- **Social bookmarking** allows you to share your bookmarks with others. You can also see links others with your interests have bookmarked. It's one way students can share their sources with you if they are writing a research paper. Shelley Rodrigo suggests the following social bookmarking sites (I use Delicious and love it because I can access my bookmarks from any computer that has an internet connection!).

  intro video: http://www.youtube.com/watch?v =x66lV7GOcNU
  delicious: http://del.icio.us/
  diigo: http://www.diigo.com/

- **Open Source** Software is available for free for you and your students.

  Open Office: http://www.openoffice.org/ - similar to Microsoft Office

  GIMP: http://www.gimp.org/ - software similar to Photoshop

  KompoZer: http://www.kompozer.net/ - software similar to Dreamweaver

  A web site offers links for downloading the best free and open-source software for Windows.

  Audacity: http://audacity.sourceforge .net/ - audio recording & editing. Here are three documents that take you step-by-step through the process of using Audacity.

     a. Click here if you want to download Audacity.

     b. Click here if you want to record your own audio files.

     c. Click here if you want to work with audio files that have already been recorded.You need Adobe Reader to view the files listed under "b" and "c". Download this free software from Adobe if you do not already have this program on your computer.

  Research Tool: Teaching your students how to build an online research module is easy if you use Module Maker. Check it out at http://questioning.org/module/module.html

  Mindmapping: http://freemind.sourceforge.net/wiki/index.php/Main_Page

     o **Cheaper Textbooks -** Do you use just a portion of that expensive textbook for your class? If so, consider using iChapters.com. Your students can download just the chapters you want them to have, saving them big bucks. The student needs to know the name of the textbook and download a recent copy of Adobe Acrobat Reader (free at Adobe.com). When the student clicks on the **View** button by the **eChapters** option, he/she can see a list of all the chapters in the textbook. The

student selects what chapters he/she wants to download. Chapters can be charged to the student's credit card. Students can download the chapters all at once or throughout the semester as needed.

Mesa Community College and Maricopa Community College District Resources

- Your online course needs to fit the course description, competencies, and outline as described in the Maricopa coursebank. See these guidelines for your course. Enter the prefix and number of the course you want to see, and you will be able to see and print all the course information. At this site, you can also enter just a prefix to see all courses in a given discipline, or enter a keyword from the title if you're not sure which prefix the course falls under.

- The MCC Center for Teaching and Learning (CTL) provides excellent workshops on many of the tools you will want to utilize in your online course. Take advantage of its workshops. You can see the list of what is available and even register online for any class that interests you. In addition, how-to-documents and hand-outs for many of the workshops are available online. Check it out on the CTL Homepage .

- Technology Support Services (formerly the MCC Helpdesk) provides online answers to your questions on email, file transfer, virus protection, MCC portal, Webpages, Wireless Access and more. You can also get answers to your questions via the phone by dialing (480) 461-7217.

- The MCC Distance Learning Office Website has resources for online instructors and students, including an online orientation class. A useful site for answering many of your online students' questions is Distance Learning FAQ's . Students who register online are directed to visit this site to get started. See what they are being told to do at Welcome to Distance Learning. Give your students a questionnaire to determine if an online class is the right approach for them. Here is another questionnaire you can consider to help your students decide if taking an online class is likely to work for them: http://www.units.muohio.edu/cool/self_assessment.html

- The MCC Library has a link just for you - journal articles about online learning. Check out the latest findings at http://mc.maricopa.libguides.com/online

- Maricopa Community College District's MaricopaTech website is replete with links to software programs you will love. Check it out at http://maricopatech.wetpaint.com/.

- The *Journal of Educators Online* published an article describing the [Fifty-One Competencies for Online Instructors](). Click on this link for an excellent discussion of features you want to incorporate in a quality online course.

- The MCC library is a great resource for [online research materials](). Full text articles of many journals are available. You can email copies of these articles to yourself. Some textbooks are also available online through the library. Students can log on to them for two hours at a time. However, some of these sites are limited to one user at a time (Netlibrary) while others (Ebrary) allow simultaneous logins from many users. Check it out at this link: [E Resources]() .

- If you decide you want to include a proctored exam in your online course, this [Proctor Form]() may be useful to you. Modify it for your use and then your students can have their potential proctor submit it to you.

- If you are gathering data on your students which you may later want to publish or present at a conference, you are required to complete an Application for Human Subjects Research Projects. Details on human subject research is provided by Maricopa Community College District at [http://www.mc.maricopa.edu/about/orp/CRRC.html]()

- MCCD faculty share their ideas for online and face-to-face classroom ideas at the Maricopa Learning Exchange (MLX) [http://www.mcli.dist.maricopa.edu/mlx/index.php]()

Suggestions and Guidelines for Developing Online Courses

- Prince George's Community College has developed an extremely helpful checklist for items you want to include in your course. It maks you view you course from the student standpoint, which is a good thing! Check it out at [http://academic.pgcc.edu/ole/checklist_for_online_faculty.htm]()

- Sloan-C sharesl Effective Practices for learning online at [http://www.sloanconsortium.org/effective/index.asp](). There are several ways to search at this site. *Search by Pillar* allows you to search by the five Sloan-C pillars, the building blocks of quality online education – learning effectiveness, scale, access, faculty satisfaction, and student satisfaction – and/or subcategories within them. *Search by Context* allows you to search by your perspectives (roles) in online learning, organizational type, or subject area domain, as well as by special cases of online learning (such as online collaboration, or large class size), and/or by subcategories within these. *Search by Technology* allows you to search by particular technology categories – audio, video, synchronous, asynchronous, mobile, virtual, and digital resources – and/or by

subcategories within them. Finally, *What's New* returns the most recent effective practices added to the site.

- The University of Illinois offers extensive resources for improving/creating online courses. Webinars are included on a wide range of topics. Specific detailed, step-by-step instructions to creating an online course are provided, along with examples. Access this excellent site at
http://www.ion.illinois.edu/institutes/webinars/monthly/archivedevents.asp

- The University of Minnesota has an excellent self-paced tutorial for faculty considering teaching online. It offers a review of current literature in the field through readings on key topics, practical tips and suggestions for online teaching, and links to Internet resources for further study. The tutorial is divided into four modules, each of which also contain points to ponder, an instructional activity, and a short quiz.

  In this tutorial, you'll have a chance to explore some of the advantages and disadvantages of teaching in an online environment, as noted by faculty experienced in online instruction. A variety of resources is presented that should allow you to learn more about what it's like to teach online, the instructional and technical issues that must be accounted for, and key factors that contribute to student success in this new learning environment.

- MCC is part of the district's pilot program to utilize the **Quality Matters** (QM) evaluation process. QM is a peer review process designed to certify the quality of online courses and their components. The QM rubric is research-based and extensively tested. The detailed rubric and feedback provided by the QM evaluation can help you create the best online course possible. The 2005-2006 version of the QM rubric is available at
http://www.esac.org/fdi/rubric/finalsurvey/demorubric.asp

  Participation at MCC is strictly voluntary. The QM website is
http://www.qualitymatters.org/index.htm Click on the link to the FIPSE Grant Project.

  Miami University has an extremely helpful site for taking faculty step-by-step through creating an online course that reflects the Quality Matters criteria. It's available at
http://www.sloan-c-wiki.org/wiki/index.php?title=Miami_University:_Using_Quality_Matters_to_Guide_Online_Course_Development

- Perhaps you've seen articles warning of the pitfalls of using Powerpoint to deliver passive lectures. The University of Minnesota has a great short video on how to incorporate active learning strategies into Powerpoint. If you want to use Powerpoint lectures in your online course, consider incorporating some of their suggestions.
http://www1.umn.edu/ohr/teachlearn/tutorials/powerpoint/video/index.html

- The American Distance Education Consortium has some very helpful Guiding Principles for Distance Teaching and Learning.

- Encouraging students to have quality online discussions can be a challenge. It helps if students know what is expected of them, what a substantive posting is, etc. Dr. Nada Dabbagh of George Mason University has compiled a very helpful list of Online Discussion Protocols and Rubrics to help you.

- The University of Maryland's Accessibility in Distance Education can help you make your various online materials accessible to students with disabilities. The Access in Distance Education (ADE) website, supported by the NEC Foundation of America and Verizon Foundation, has been designed to "meet the needs of faculty teaching students with disabilities in the online environment." Based in the Office of Distance Education and Lifelong Learning at the University of Maryland, the site both explains accessibility problems that may be faced by students with disabilities and also helps them develop solutions within their course websites. The Best Practices area of the site contains several well-honed examples of how to adapt various course materials for effective use by those with disabilities. to find graphics, music and sound clips on the web. More information is available at the MCC University of Maryland Resource Site for Teaching with Technology

- If you decide to include proctored exams in your online course, you will find that members of the American Distance Education Consortium are a good resource for locating appropriate proctors.

  - Strategies You Might Want to Employ in Your Online Class:
    1. Discussion Board: You can divide your online class into groups. Each group is given a different question to investigate - perhaps how the concept under study applies to a particular application. Students have roles in their discussion group (manager, recorder, timekeeper etc.). The recorder has the job of summarizing the group's discussion on a class discussion board at the end of the week. Each group's contribution is necessary for understanding the whole (based on the "jigsaw model" of instruction).
    2. Discussion Board: Students are directed to find a website that helps them understand the module under study. They post the URL to the discussion board, along with an annotation as to why the site is valued. Students vote on the posting they rank as the best. The student with that posting earns extra credit. *Tip:* A side benefit is the instructor collects URL's that are useful to his/her students. Next semester they give students these URL's to start with and ask them to find more. This builds a great resource library for the course!
    3. Audio files: Using Wimba Voice tools (available in WebCT), you can quickly create audio files for your students to listen to. They can also create audio files. These can be used for assessments if desired. Directions for using Wimba Tools can be found on the CTL website at http://ctl.mc.maricopa.edu/wiki/index.php/Wimba_VoiceTools
    4. Audio files: Alternatively, students (or instructors) can use Gabcast software for free. http://www.gabcast.com/ It allows you to record an audio

file using your cell phone. This can be posted to a blog or be used as a podcast.

5. Low-Stakes Quizzes: Create a large database of questions on chapters/topics students find particularly difficult. Tell WebCT to draw a number of these questions at random from the database each time a student logs on. You can tell WebCT to record the last grade, the highest grade, or average all the students grade if you want to let them take the quiz more than once. This technique can provide strong incentive for students to complete the readings/assignments.

6. Drill and Practice: The district has a license to StudyMate software. It's a very quick and easy way to create crossword puzzles, flash cards, fill-in-the-blank, games resembling hangman and the TV show Jeopardy. Sample activities created with StudyMate are available at http://www.mc.maricopa.edu/~johnson/colors.htm, http://www.mc.maricopa.edu/~johnson/cities.htm, and http://www.mc.maricopa.edu/~johnson/MCCfacts.htm For directions on how to use StudyMate, click here: http://ctl.mc.maricopa.edu/wiki/index.php/Category:Help_Resources. Locate Using Online Games (StudyMate) under the letter "U" on the screen that appears.

7. Discussion Board: Pair-share works fine online. Ask students a question and pair them on a discussion board for answering it. "Read the third paragraph on page 101. Explain the author's opinion in your own words." or "Identify and discuss the muddiest point from chapter three. With which concept are you struggling?" Then have the group report on a whole-class discussion board.

8. Gather evidence that your students have read and understand the course syllabus, which is your contract. You can accomplish this by having students submit a form saying they accept the syllabus as shown in the course and/or administer an online quiz about what the syllabus says. If you are using WebCT as your course management system, you can allow students to take the quiz more than once. You might require them to repeat the quiz until they earn at least 70 percent on it. Some faculty hide all the course files except for a link to the syllabus and a link to the quiz on the syllabus. A course management system like WebCT allows you to automatically make the rest of the content visible to the student only when he/she has achieved a certain grade (e.g. 70%) on the quiz.

9. Simple is often the best. Students can be overwhelmed and confused by a complex online course. Consider hiding element of the course until they are needed. You can hide tools and/or files until you want students to view them.

10. Organization is very important to student success in your course. Consider organizing your course by weeks. This makes the calendar and the learning modules work well together. Students can plan their schedules better if there is a pattern they can anticipate, such as quizzes are always

due on Saturday by 11:59 P.M., discussion posts are due by Wednesday at 11:59 P.M. etc.

11. You want to help students who are struggling to understand the course, but you can't do it alone. If a student emails you that he/she "just doesn't get this week's lesson", use the tracking tool with WebCT to see how much time they've actually had the lessons open. If it looks like they are making a reasonable effort, focus them by asking them to tell you which points are baffling them. If you think the student isn't doing their part, ask them to review the lessons and their notes and send you an email outlining their understanding of the major concepts of this week's assignment.

- **COPYRIGHT** - Do you know what copyright law is? It's an important issue for all educators. Find out the latest by taking the Copyright Quiz from Tech Learning. If you didn't score well, check out the district legal counsel's site on Intellectual Property.

Hazel Davis presented a workshop on Copyright for Online Courses at the Online Learning Group meeting on October 7, 2005. Click on this link to access Hazel's excellent presentation:

http://www.mcli.dist.maricopa.edu/ocotillo/olg/notes.php?yr=0506&id=3#davis

More info on copyright for educators can be found at this site:
http://ctl.mc.maricopa.edu/wiki/index.php/Copyright_for_Educators

More information on the Teach Act can be found at
http://www.utsystem.edu/OGC/intellectualProperty/teachact.htm

TAPING TV SHOWS - Stanford University provides guidelines for videos made from publicly available television programs at
http://fairuse.stanford.edu/Copyright_and_Fair_Use_Overview/chapter0/0-e.html

Under the provisions of the Teach Act, faculty usually can keep a video they've taped from television for about 45 days. After that, permission must be granted or purchase of the video made. Education World (http://www.educationworld.com/a_curr/curr280b.shtml) gives some details:

In 1981, a congressional subcommittee developed guidelines for off-air taping of television and radio broadcasts for educational use. Those guidelines allow educators to tape a radio or television broadcast for instructional (not entertainment) use if

* the program is recorded simultaneously with the broadcast.
* the program is being broadcast without charge.
* the program is recorded only in response to a specific request.
* the program is recorded (but not necessarily used) in its entirety.

* the program is not altered.
* the tape is retained by the educational institution for no longer that 45 days after the date of the recording.
* the tape is used only once with each class during the first ten consecutive school days of the 45-day retention period.
* the tape is used from the tenth to the 45th day of the retention period for teacher-evaluation purposes only.

THE HISTORY CHANNEL

The History Channel has a special provision for educators.   Here's the scoop from their website:

The History Channel® airs commercial-free educational programming Monday through Friday, 6-7 am ET/ &PT/5-6am CT. Check local listings for channel number and airtimes in your area. Programs airing on The History Channel Classroom are copyright cleared for educational purposes for up to 2 years from the airdate. Copyright information is provided at the beginning of each show; be sure to consult this information to confirm the exact copyright length. All other programs aired on The History Channel may be videotaped and used in the classroom in accordance with the fair use guidelines. The Classroom Calendar can be viewed at the following website:
http://www.history.com/classroom/classcal/root.cgi

A & E CLASSROOM

A&E Classroom is an hour long, commercial-free, copyright cleared programming block that airs Tuesday through Saturday in the U.S. from 4-5 am ET &PT/3-4 am CT and in Canada from 8:30-9:30am NT /8-9am AT/7-8am ET/ 6-7am CT/ 5- 6am MT/ 4-5 am PT. The schedule of shows available on this resource can be found at
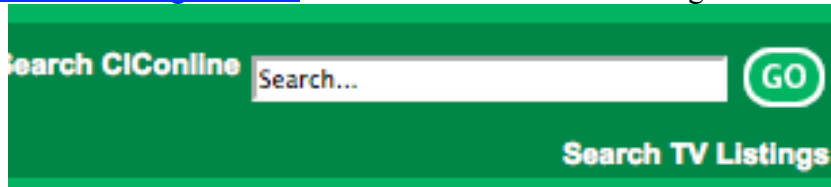http://www.aetv.com/class/classcal/root.cgi

CABLE IN THE CLASSROOM

They've made it easy for you to find out what permissions are available for specific TV shows to be used for educational purposes. Log in to this site
http://www.ciconline.org/teachers and use the Search TV Listings feature at the top of

the screen.

Search the program you are interested in by name (such as "Nature"). When the listings appear, click on the name of a particular show and the details of how long you can ost the show in your course are visible.

Public Doman Images and Music

American Memory Project (Library of Congress) http://memory.loc.gov/ammem

NASA Image Exchange   http://nix.nasa.gov and http://images.jsc.nasa.gov

Public Domain Music http://www.pdinfo.com/list.htm

Choral Public Domain Library - free choral sheet music http://www.cpdl.org

Copyright Friendly Images and Other Open Content (videos, etc.)

Flickr (be sure to do advanced searches for creative commons): http://www.flickr.com/

Pics 4 Learning http://www.pics4learning.com

Stock xchng http://www.sxc.hu/

TED: http://www.ted.com/

MLX: http://www.mcli.dist.maricopa .edu/mlx/index.php

MIT: http://ocw.mit.edu/OcwWeb/web /home/home/index.htm

MERLOT: http://www.merlot.org/merlot /index.htm

Creative Commons: http://search.creativecommons .org/

LibriVox: http://librivox.org/

Blue Web'N http://www.kn.pacbell.com/wired/bluewebn/ - a library of Blue Ribbon learning sites on the web that you can search by content area, subject area, and grade level

more: http://en.wikipedia.org/wiki /Learning_object

Public Domain Book Collections

Project Gutenberg http://www.gutenberg.org

Online Books Page, University of Pennsylvania http://onlinebooks.library.upenn.edu/

Bibliomania, free online literature http://www.bibliomania.com

Knowledge Rush Online Books (Australia) http://www.knowledgerush.com/books.htm

Useful Sites for Links You May Want to Use in Your Course

National Public Radio (NPR) interviews. http://www.npr.org/ A large number of fascinating interviews are available to you at this site.

A number of very expensive videos are available for free viewing at the Annenberg Media site. Go to http://www.learner.org/index.html Type in your discipline in the Teacher Resources search tool at this site.

TED: Ideas Worth Spreading provides short online videos of talks by the world's great thinkers and doers that you can share with your students. At http://www.ted.com, categories include technology, entertainment, design, business, science, culture, arts, and global issues.

Teacher's Domain, a service of WGBH, the PBS station in Boston, offers a collection of multimedia resources (many clips from PBS series such as American Experience, Nova, etc.) that are readily available for download and educational use. Registration is free.

Great biology animations and videos are available at http://www.molecularmovies.com/

Lola is a website where you can locate high-quality learning objects created by faculty willing to share their work. Descriptions of how the object was utilized in a classroom setting are included. Check it out at http://www.lolaexchange.org/

Tools You Might Want to Use to Develop Your Online Course

1. Create games/quizzes/activities to make learning fun for your students is easy with a number of software programs available to educators.

a. For MCC faculty, the handiest gaming software to use is StudyMate. You can log on to Softsense Downloads to download your copy (we have a district site license) of StudyMate. Follow the directions on screen to complete the download process. To see the types of games you can quickly create using StudyMate, go to these sites:

- [Example No Answer Games](#)

-[Example One Answer Games](#)

- [Example Multiple Choice Games](#)

The CTL offers workshops on creating online games using StudyMate if you are interested. Other tools you can use to create online games include:

b. [Powerpoint Games](#) - this site, developed for educators, provides templates for you or your students to create a variety of interactive educational games, such as Jeopardy, Who Wants to be a Millionaire, Twenty Questions, or Hollywood Squares.

c. [Flash Learning Games](#) - even more terrific software options!

d. [Cute PDF](#)- free software to convert any documents created on a Windows computer to a PDF file. It works just like Acrobat to create PDF files that will look the same no matter what hardware and software your student is using to view the file.

2. A WebQuest is an inquiry-oriented activity in which most or all of the information used by learners is drawn from the Web. WebQuests are designed to use learners' time well, to focus on using information rather than looking for it, and to support learners' thinking at the levels of analysis, synthesis and evaluation. Many faculty are enthusiastic about using WebQuests to facilitate learning. San Diego State University has created a site that describes how this technique works and provides examples of WebQuests other faculty have created as well as a WebQuest template. Learn more about this strategy at [The WebQuest Page.](#)

3. Are you worried about plagiarism in your class? Consider having an online discussion early in the course about plagiarism. Give specific examples and ask students to weigh in on whether or not each example would be considered plagiarism (and if so, why). This puts your students on record for understanding what plagiarism actually is.

These sites may be helpful:

a. MCC has a site license for [Turn it in.com](#), an online site that will check for a work's originality. To get information on how to use this tool with your students, go to the CTL homepage http://ctl.mc.maricopa.edu

b. Click here for more suggestions on [how to reduce plagiarism](#).

c. UCLA has a website for [calibrated peer reviews.](#) Paul Hietter, history faculty at MCC, has extensive experience using this free software for students to evaluate each other's papers. It's a powerful learning experience for both the student writing the paper and the one doing the evaluation.

4. A company called Xanedu will customize a course for you by putting together journal articles or other resources you want for your students. Check it out at Xanedu.com .

5. Your students may find it fun to use this creative online Visual Thesaurus to understand some of the terms in your discipline.

6. James Jacobs has an outstanding list of links to help you create the web pages you want. His site includes directions for making your site searchable by Google. Check it out at James Q. Jacobs Resources.

7. SoftChalk software is an extremely user-friendly way to develop attractive, well-organized web content. To see an example of a lesson created in SoftChalk, go to http://ctl.mc.maricopa.edu/wiki/index.php/Creating_Webpages_Using_SoftChalk or http://www.softchalk.com

The district has a license for SoftChalk that faculty can download to their own computers (home or office). MCC faculty can download SoftChalk by clicking on this link.

Directions for using SoftChalk can be found at this link http://ctl.mc.maricopa.edu/wiki/index.php/Creating_Webpages_Using_SoftChalk and at http://www.softchalk.com

8. If you are teaching math, check out Interactivate: Lessons at http://www.shodor.org/interactivate/lessons/ With the kind support of the National Science Foundation, the Shodor Education Foundation continues to provide a wide set of resources designed to assist educators with the formidable task of teaching young people about math and science. Since 1994, they have been responsible for the Interactivate website, which is designed to create, collect, and disseminate Java-based courseware for exploration in science and mathematics. On this part of the website, visitors can consider some of the 90 items they have created so far. The subjects covered include geometry, algebra, probability, and discrete functions. Within each activity, visitors can read more about the intended audience for each one, and also learn about the prerequisites and objectives for each lesson.

9. Alisha Cooper created a very video on Creating a Grading Toolbar in Microsoft Word. If your students will be submitting papers online for grading, you'll find her suggestions very helpful.

10. Jing software lets you quickly and easily make a mini-video of what you are doing on the computer (screen captures complete with cursor movements). Each Jing file can't be more than 5 minutes in length and you can't edit out your mistakes (but you can start over). This is a great tool for showing your students exactly what they need to do in your course (like submitting an assignment, posting a discussion etc.) . Find out more about Jing and/or download it at http://www.jingproject.com/

11. Would you like to create a cartoon caricature of yourself? You could use this graphic as the icon for the folder that contains information about you in your online course, include it when you post a message to the discussion board, add it to emails you send, or use it any time you want to

add a little interest to a document. Use the free tools available at http://www.weeworld.com to customize your image. You select the hair style/color, eye color, clothes, shoes, background, etc.

Here is Peg Johnson's weemee :

Once you've created your weemee, directions for saving it as a jpg file that you can upload anywhere you want are available at http://forums.weeworld.com/forums/p/7747/53797.aspx#53797

12. Project Management Software is available at these sites (identified by Shelley Rodrigo)**:**

zoho: http://www.zoho.com/
goplan: http://goplan.org/
backpackit: http://www.backpackit.com/
CollectiveX: http://www.collectivex.com/
Keep&Share: http://www.keepandshare.com /index.php

13. Browser Applications **-** Your browsercan be customized, especially if you use Mozilla Firefox (http://www.mozilla.com/en-US /firefox/), which is open source. Some of Shelley Rodrigo's favorites:

Google toolbar: http://toolbar.google.com/
adding search engines to your firefox search in the upper right hand corner of the toolbar: https://addons.mozilla.org/en -US/firefox/browse/type:4/cat :all?sort=name

better gmail: https://addons.mozilla.org/en -US/firefox/addon/6076

delicious toolbar: https://addons.mozilla.org/en -US/firefox/addon/3615

zotero (research guide): http://www.zotero.org/ http://www.zotero.org/

diigo toolbar: http://www.diigo.com/tools

snapper: https://addons.mozilla.org/en -US/firefox/addon/2703

search for others: https://addons.mozilla.org/en -US/firefox/

14. Personal Portals **-**Shelley Rodrigo is a big fan of these three personal start pages:

iGoogle: http://www.google.com/ig
Pageflakes: http://www.pageflakes.com/
Netvibes: http://www.netvibes.com/

15. Mobile Applications can be very handy for your students who may be accessing their online courses on computers other than their own. If they are working in a public library, they are not able to download specific software you'd like them to have. The solution can be mobile applications - software they can carry around on a thumb drive and run on any computer.Check out portable apps for the thumb drive at http://portableapps.com/

16. Comics & timelines can be useful educational tools. Alan Levine covers the issue at http://cogdogroo.wikispaces .com/StoryTools.

Information on another timeline tool, Circavi, can be found at http://www.circavie.com/

17. Mary Beth Mason and Dr. Maria Harper-Marinick developed a wonderful reading log. Students can learn so much from assigned readings, especially if they take the time to reflect on the process. This tool helps you facilitate that reflection and assess student accomplishment. Access it at http://ctl.mc.maricopa.edu/wiki/index.php/Reading_Log

18. Audio recordings made easy: **Gabcasts** provides free software you can use to make an audio recording that your students can hear. All you need is a telephone (I used my cellphone) and a Gabcast account. If you use their free option, you can record a message that is no longer than 60 minutes. You can even have your students record a message.

I posted the link on my webpage. Click on this link and then scroll to the bottom of the page for the two gabcasts I recorded: http://www.mc.maricopa.edu/~johnson/ You could paste the link to your gabcast into your WebCT course.

It took me about 10 minutes to set up my Gabcast account, read their on-screen directions, and record. When you know what you are doing, it would only take a minute or two after recording your message to upload the link to your WebCT/home page.

19. Do you want your students to create slide shows (ala Powerpoint) without purchasing expensive software? Try Slideshare at http://www.slideshare.net/. It's free!

PODCASTING

Podcasts can add a lot of interest to your class. You can have an audio podcast saved as an mp3 file that students can download to their computer, iPod or other MP3 player. If you have access to a Smart board, you can capture what you write on the board and have students view that as they listen to your discussion. Check out suggestions on how to use podcasts as well as examples of exemplary educational podcasts at Jeffrey Daniel Frey's blog:
 http://jdfrey.wordpress.com/podcasting-in-education/

Alisha Cooper at South Mountain Community College is the Queen of Podcasting in the district. You can find her excellent tips on podcasting at http://drcoop.pbwiki.com/CoopsWorld

After recording on Gabcast (see Gabcast description in #18 above), you can make your recording a podcast.. This means students would get your podcasts (Gabcast recordings) automatically downloaded to their iPod or computer. If you wanted to go this route, I'd work with Jeff Anderson in the CTL to get this into MCC's iTunesU.

Instead of using Gabcast and your cellphone, you could buy a microphone to make the recording. I purchased a nice Logitech desk microphone last semester online for about $30) and made a recording that way. But then you'd need to upload the file to the MCC server and put the appropriate link in your WebCT course. With Gabcast, they store the file for you and you just copy the HTML code they give you into your MCC homepage.

If you want to create audio, video, pictures, and text files to post from your cellphone, check out Utterli.com (http://www.utterli.com). It's free to create the "utters" you post. Listeners can record replies to your postings. After setting up your free utterli account, do the following:

1. Call (712.432.6666 in the US) to record a new utter, listen and reply to other utters.
2. Send video, pictures and text to go@utterli.com for public messages or private@utterli.com for private messages. Sending within 10 minutes of recording will match up your video, picture or text with your recording.
3. To see other peoples utters, simply go to http://www.utterli.com from your PC or visit http://m.utterli.com from your mobile browser.
4. If you have online profiles at social networks or a blog, you can use Utterli to update those profiles with video, text, pics and audio. Utterli supports cross posting to the most popular sites, such as YouTube, Flickr, Facebook, MySpace, Twitter, Blogger, WordPress, and many more. To start cross-posting, click here http://www.utterli.com/u/connections.

Shelley Rodrigo recommends these other cell phone applications sites as well:

Jott: http://jott.com/default.aspx
GrandCentral: http://www.grandcentral.com/
Radar: http://radar.net/

DukaBuzz: http://labs.jaduka.com/dukabuzz
DukaLink: http://labs.jaduka.com/dukalink /
Loopnote: http://loopnote.com/

RSS FEEDS

Once you've created podcasts, you may want to give your students RSS feeds to the podcasts. Then they receive your files without having to go out and get them (kind of like receiving a magazine subscription in the mail instead of having to go to the library to read the magazine). Shelley Rodrigo's suggested links for learning more about RSS feeds:

- Google Reader best place to start:
  http://www.youtube.com/watch?v=0klgLsSxGsU
- the funny video: http://www.youtube.com/watch?v=OEmss2lg-ug

ARTICLES OF INTEREST TO ONLINE FACULTY

Are you a little worried about teaching online? A reluctant professor shares her surprisingly positive experience teaching online when she really didn't think she'd like it. Check out the strategies she employed at
http://www.elearnmag.org/subpage.cfm?section=case_studies&article=41-1 and find out what her students thought about the process.

Critics of testing through the computer often argue that it's difficult to tell if students are doing their own work. It's also unclear to some professors whether using the technology is worth their while. A new study makes the argument that giving electronic tests can actually reduce cheating and save faculty time. Click on this link to read more...
http://www.insidehighered.com/news/2007/08/29/e_test

Seven Principles for Good Practice in Undergraduate Education: These principles are important for both face-to-face classes and online classes. Check it out at
http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/7princip.htm

A technical reportfrom a University of Houston Department of Health and Human Performance researcher finds that students in a hybrid class that incorporated instructional technology with in-class lectures scored a letter grade higher
on average than their counterparts who took the same class in a more traditional format.To read the complete article, go to

http://www.campustechnology.com/articles/60481/http://www.campustechnology.com/articles/60481/

Want your online degree accredited? All eight regional accrediting commissions identified what they identify as BEST PRACTICES FOR ELECRONICALLY OFFERED DEGEE AND CERTIFICATE PROGRAMS to guide you.
The document is available at http://wcet.info/resources/accreditation/Accrediting%20-%20Best%20Practices.pdf

There are some great articles in the free Merlot online distance education journal. It's available at http://jolt.merlot.org/ A recent article provided excellent suggestions for creating community in your online class. I especially liked their suggestions for having students introduce themselves to one another. One suggestion is to ask students to list four sentences about themselves, three of which are lies and one of which is true. The rest of the class guesses which of the statements is true.

The University of Texas was an early player in the online learning environment. They share research findings that can improve your online course in their Instructional Design website at http://www.utexas.edu/academic/cit/howto/resources/instructional_design/index.html

Research suggests that students learn more from active learning. How can you incorporate active learning in an online class? See https://cit.jmu.edu/ddls/resources/activelearning.asp for suggestions.

When and how could blogs help your students learn? Ruth Reynard offers sage advice in her article entitled "Avoiding the 5 Most Common Mistakes in Using Blogs with Students". The article was found in Campus Technology, 10/1/2008. Access it at http://www.campustechnology.com/article.aspx?aid=68089

Scrapblog.com can create slide shows complete with transitions. This free software can embed links to UTube videos (embedded videos don't work consistently within Breeze). To read more about Scrapblog, see Jeff's posting on the CTL wiki at http://ctl.mc.maricopa.edu/blogcast/?p=123

Resource Created by Peg Johnson

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