

PAES Instructional Enhancement Initiative

College of Education, The Ohio State University

PAES Spring Instructional Enhancement Workshop set for May 29

Spring Workshop:
Wednesday, May 29
12:00–2:30
LUNCH PROVIDED
Room 200, Ramseyer

RSVP by May 22 to:
Darcy Haag Granello (8-4605)
or granello.1@osu.edu

Over the past year, the PAES Instructional Enhancement Initiative has worked with faculty in a variety of settings, and one thing has become clear. PAES is full of expert teachers! The Spring Workshop is an opportunity for PAES faculty to meet and share ideas about teaching. The workshop will use our faculty as resources, with plenty of time for discussions and sharing.

At the beginning of the workshop, several PAES faculty will present “teaching tips” - quick and easy ideas to implement in the classroom. These 10 minute presentations are designed to help everyone walk away with some easy-to-implement ideas.

Next, we’ll move into roundtable discussions on important teaching topics. These discussions will be led by PAES faculty, but provide an opportunity for some “give and take.” Tentatively scheduled are: incorporating technology into the classroom, leading discussions, and serving as faculty peer evaluators. If you would be willing to serve as a discussion leader for any of these topics (or would like to suggest a different topic), please contact Darcy.

Section GTAs are invited—just make sure they RSVP.

The workshop will be held on Wednesday, May 29, 12:00-2:30pm (lunch provided), in Ramseyer, room 200.

RSVP BY Wed. May 22 to:
Darcy Haag Granello
(granello.1@osu.edu) or
688-4605

12:00 lunch

12:30 teaching tips
Professor Wheaton:
An alternative format for final exams.
Professor Sainato:
Using case studies
Professor Stein:
XXXXXX
Professor Miranda:
XXXX
Professor Heron:
Tracking participation points

1:30 roundtable discussions

2:30 adjournment

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Next issue:
Autumn, 2002

Office of FTAD Announces Program for Mid-Career Faculty

The Ohio State Teaching Enhancement Programs (OSTEP) is adding a Mid-Career & Senior Faculty group to its collection of programs. OSTEP brings groups of Ohio State faculty together to explore a variety of issues in university teaching, to enhance their own teaching, and to support the teaching of their colleagues. This year-long program, which runs from autumn 2002 through spring 2003, has been designed to provide tenured faculty with the opportunity to reflect on their teaching, explore new ideas, meet regularly with a group of peers, and implement changes. The program provides some modest funding to support these efforts.

Additional information about the program and an application form are available on-line at <http://www.osu.edu/education/ftad/ostep/ostep.html>.
Due Date: May 1, 2002.

Creating a Course Web Site to Enhance on-Campus Instruction

By Christopher Zirkle, Ph.D.

Looking for a way to “painlessly” integrate technology into your on-campus classes? Interested in putting a class online, but don’t want to leap fully into cyberspace without some practice? Consider utilizing a course website as an adjunct to your on-campus instruction. This web-enhanced approach can have tremendous advantages for you and your students, and is a “low-stress” alternative to an online-only course.

Terminology

While web-based courses are offered entirely on the Internet, web-enhanced courses provide web-based information or testing as a supplement. The student typically attends a regularly-scheduled class on campus and logs on to the Internet outside of the classroom (The Ohio State University Technology Enhanced Learning and Research, 2002). Also described as “hybrid” classes (Ko and Rossen, 2001), this approach combines online and face-to-face activities in varying degrees, dependent on instructor preference and expertise.

Advantages for Faculty - Using a web-enhanced course

A lack of time for learning techniques and strategies related to distance education delivery is a common concern for faculty (Green, 2001; Paloff and Pratt, 1999; Simonson, Smaldino, Albright, and Zvacek, 2000; Zirkle, 2000) Utilizing a web-enhanced course can help faculty develop expertise and technical skills related to computers, and these skills can be learned at one’s own pace. The types of skills learned, from simple file uploading, creating a LISTSERVE, to developing online tests, can be a function of the instructor’s own goals and objectives for the web-enhanced course.

Using the course software template that comes with many products, such as Blackboard (<http://blackboard.com>) or WebCT (<http://webct.com>) can help with instructor organization. Areas for course documents, assignments, class notes, and other information can be readily categorized. The creation of a “virtual notebook” can make locating documents easier for both instructor and student. In addition, having this information easily accessed on a course site can provide faculty with a method for quickly updating and revising course content.

The course website can also be used for alternative lessons, perhaps when instructors need to be absent. Assignments and lecture notes can be posted in advance, and email notifications can be sent to all students informing them of any necessary changes.

Web-enhanced courses provide faculty a way to model effective use of technology in instruction. Additionally, incorporating web-enhanced courses into a curriculum, particularly one that involves teacher licensure, also offers the ability to assist programs in meeting accreditation standards such as those defined by the International Society for

Technology in Education (ISTE) (<http://www.iste.org>) and the National Council for Accreditation of Teacher Education (NCATE) (<http://www.ncate.org>).

Advantages for Students - Using a web-enhanced course

Students can benefit from a web-enhanced course in many ways. In utilizing the course site, they will make a commitment to learn how to use the course delivery tools and take more responsibility for their learning (Simonson, et al., 2000). Requiring students to access the course site on a weekly basis can be a way for them to stay “connected” to the course, even if they miss a class.

Completing a web-enhanced course can also develop a student’s technical skills. By interacting with a course site, students can develop many different skills, from simple keyboarding to research skills. As previously mentioned, many education programs have accreditation requirements that involve the use and development of computer-related technical skills. Students in teacher preparation programs need opportunities to incorporate the use of information technology in their studies (Wessel, 2000). Training and coursework that involves the area of technology, including software and hardware utilization, and the integration of technology into the teaching and learning process will help prepare technologically competent teaching professionals.

Web-enhanced courses can be beneficial to non-traditional learners. Many students, particularly graduate students and individuals working toward teacher licensure or renewal, are working adults, with significant work and family responsibilities (Cross, 1981). Difficulties to accessing traditional, on-campus courses may be alleviated somewhat by courses that have web-enhanced components. Dependent upon what is placed on a course site, the course can be self-paced to a degree.

What to place on a site

With a web-enhanced course, the instructor has latitude with respect to the types of documents and information that are placed on the site. Standard course documents, such as the syllabus, are certainly appropriate. Contact information for the instructor is also helpful, including email and web-page addresses. Many course software templates have sections for “external resources”, which can include URL’s for other websites that have information relative to the class, or can have links to various research tools, such as ERIC (http://www.lib.ohio-state.edu/Tools/edrs_access.html), OhioLINK (<http://olc1.ohiolink.edu/search>), and Periodical Abstracts (http://www.lib.ohio-state.edu/OhioLINK/Periodical_Abstracts.html). Assignment descriptions and scoring rubrics are another excellent set of documents to place on a course site, so students have them available at all times. Having an online gradebook as part of a web-enhanced course is a welcome addition, as students can obtain a current record of their progress. The University of Wisconsin-Stout’s Web Based Instructional Development Page at <http://www.lts.uwstout.edu/webid/onlinevsenhanced.htm> offers

Creating a Course Web Site, Continued

more ideas on what information to place on a web-enhanced course site.

Faculty - Issues with Utilizing Web-enhancements

With any course that has a web-based component, certain issues of importance to faculty arise. The first, previously mentioned, is the time constraint associated with migrating portions of an on-campus course to the Internet. Preparation time for on-campus instruction requires 6.5-7.5 hours per week, while preparation time for online instruction requires 18-19 hours per week (Paloff and Pratt, 1999). The time required to prepare for both delivery contexts, which is in essence what a faculty member is doing when supporting on-campus instruction with web-enhancements, can be substantial (Dabbagh, 2002). One strategy might be to access university resources. Technology Enhanced Learning and Research (TELR) (<http://telr.osu.edu/index.html>) offers WebCT and Course Sorcerer, two software tools for instructors wishing to place portions of their course online, eliminating the need to learn programming languages like HTML and Java. The TELR student internship program provides undergraduate students the opportunity to develop skills in web and video technologies by assisting faculty members to develop web-enhanced courses at Ohio State (<http://telr.ohio-state.edu/internships/>).

Faculty technical expertise is directly related to the issue of time. Many faculty may lack basic computer skills (Galusha, 1998; Ndahi, 1999), and with requirements for teaching, research and service, finding time for faculty professional development in technology can be difficult. TELR also offers a variety of short workshops on various topics through its Learning Technologies Institute.

Security is another concern with placing course material on the Internet. Issues of copyright and intellectual property pervade all aspects of distance education (Green, 1998; Lewis, Snow, Farris, and Levin, 1999). In addition, placing student grades and allowing the capability of testing on a course site raises privacy concerns. The use of a secure password (commonly available on software like WebCT and BlackBoard) can assist with some of these issues, but ultimately faculty must make their own determination of what material to make available on the Internet.

Students - Issues with Utilizing Web-enhancements

While many younger students have grown up with the technology explosion of the late two decades, the need for technical expertise cannot be overlooked when utilizing a web-enhanced course. Students should not enroll in such a course for the purposes of learning how to operate a computer and surf the Internet: the combination of course responsibilities and learning to use technology may overwhelm them (Zirkle, 2000). This may be particularly true for older, non-traditional students, who may lack the training needed for successful access to technologically-based

instruction (Zirkle, 2001)

With a web-based course, some assumptions may perhaps be made about student technological competence before the course begins (i.e., the students have requisite technology skills). Those assumptions may not (and should not) be applicable to a web-enhanced course. Interaction with a web-enhanced course site should supplement instruction, and not be a “make or break” requirement that determines if a student passes or fails the course.

Student availability of appropriate hardware and software (computer, modem, software, Internet service provider, etc.) may also be an issue. Gladieux and Swail (1999) found that while the Internet may be universally accessible, those at the low end of the socio-economic scale may have trouble obtaining the needed equipment and training for equitable access. This difficulty may help faculty determine what type of material, information, and activities to place on a web-enhanced site. Typically, text-based documents, such as course syllabi, can be downloaded without high-end hardware and high-speed Internet access. However, as the course site becomes more “enhanced”, with such features as online chat and audio/video streamed lectures, more sophisticated equipment is required. The quality of the material received on the student’s end is greatly determined by their skills and equipment, so the level of enhancement should be carefully considered, again in keeping with the instructor’s original goals and objectives for the web-enhanced course.

For more information about using WebCT on the OSU campus, contact Evan Straub at 688-4277 or straub.33@osu.edu

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To become more involved in the initiative,
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PAES TEACHING INITIATIVE WEBSITE:
WWW.COE.OHIO-STATE.EDU/PAES
THEN, LOOK UNDER "INFORMATION FOR FACULTY"

PAES Faculty: Focusing on Instruction

Did you know...

...27 PAES faculty have written more than 200 articles on improving instruction, both in P-12 and university teaching.

...since PAES was founded, 15 non-tenured faculty have received mentoring from more senior faculty in the PAES mentoring program.

...28 PAES faculty make use of informal methods of evaluation, in addition to the formal SEI evaluations.

...15 PAES faculty have attended FTAD programs or made use of individual consultations.

...31 PAES faculty report that they infuse technology into their instruction.

...all three assistant professor mentoring luncheons during 2001-2002 focused on instruction

...9 PAES faculty participated in a quarter-long book club around teaching during winter, 2002.

...1 assistant professor in PAES participated in the Ohio State Teaching Enhancement Program during 2001-2002.

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