

**Taking it Further – Content and Design**

| <b>Organizing and Preparing Your Content</b>  | <b>Tips and Additional Information</b>  |
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| <p><b>Analyze</b></p> <ul style="list-style-type: none"> <li>• Students                             <ul style="list-style-type: none"> <li>○ Know your student audience. Are they adept with online learning or is this a new experience?</li> </ul> </li> <li>• Goals – Assess at the micro &amp; macro level:                             <ul style="list-style-type: none"> <li>○ The course level</li> <li>○ The unit level</li> <li>○ The lesson level</li> <li>○ What learning outcomes have you identified for each of these?</li> </ul> </li> <li>• Lessons                             <ul style="list-style-type: none"> <li>○ Which parts are best delivered face-to-face?</li> <li>○ Which parts are best suited for Web?</li> <li>○ Will the content likely be downloaded or read on screen?</li> </ul> </li> <li>• Storyboard your course, from beginning to end                             <ul style="list-style-type: none"> <li>○ Map it out, each lesson, how one leads to another</li> </ul> </li> </ul>  | <p><b>Consider When Analyzing:</b></p> <ul style="list-style-type: none"> <li>• Analysis is the critical yet most overlooked part of course development. Plan on spending a considerable amount of time analyzing your needs. Only you know how you teach best.                             <ul style="list-style-type: none"> <li>○ Provide resources for student success                                     <ul style="list-style-type: none"> <li>▪ Learning Online</li> <li>▪ Research Information</li> <li>▪ Citation Help and Writing Resources</li> <li>▪ Plagiarism Information/Academic Integrity</li> </ul> </li> <li>○ Consider the various learning styles, even your own!</li> <li>○ Faculty Resources and Tools to assist you                                     <ul style="list-style-type: none"> <li>▪ Plagiarism Evaluation Software   <ul style="list-style-type: none"> <li>• SafeAssign – for WebCT users</li> <li>• TurnItIn.com – for face-to-face courses</li> </ul> </li> <li>▪ Copyright Law &amp; Fair Use Policy – be familiar with the restrictions and the current laws.</li> </ul> </li> </ul> </li> </ul> |
| <p><b>Additional Resources:</b></p> <p>What Makes a Successful Online Student? <a href="http://www.ion.uillinois.edu/resources/tutorials/pedagogy/StudentProfile.asp">http://www.ion.uillinois.edu/resources/tutorials/pedagogy/StudentProfile.asp</a><br/>                     BBC – The Open University – Learning Styles <a href="http://www.open2.net/survey/learningstyles/">http://www.open2.net/survey/learningstyles/</a><br/>                     Purdue University – OWL (Online Writing Lab) <a href="http://owl.english.purdue.edu/handouts/research/r_mla.html">http://owl.english.purdue.edu/handouts/research/r_mla.html</a><br/>                     How To Guard Against Plagiarism – <a href="http://www.sandiego.edu/cee/programs/preceptors/PrecepResources/HOW%20TO%20GUARD%20AGAINST%20PLAGIA.pdf">http://www.sandiego.edu/cee/programs/preceptors/PrecepResources/HOW%20TO%20GUARD%20AGAINST%20PLAGIA.pdf</a><br/>                     Copyright Policy at USD <a href="http://www.sandiego.edu/legal/documents/CopyrightBasics.pdf">http://www.sandiego.edu/legal/documents/CopyrightBasics.pdf</a></p> |   |

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| <p><b>Design</b></p> <ul style="list-style-type: none"> <li>• Inventory Current Content       <ul style="list-style-type: none"> <li>○ Determine which portions of your current content can make the transition to the online</li> <li>○ gap analysis - determine what is missing and what you need in order to create a smooth flow of topic material.</li> </ul> </li> <li>• Mine the Web       <ul style="list-style-type: none"> <li>○ No need to reinvent the wheel, see what else is out there</li> </ul> </li> <li>• Organize       <ul style="list-style-type: none"> <li>○ Categorize/group your material. This can be by week, unit, chapter, or by type of content, i.e. articles, study guides, lecture outlines.</li> <li>○ Organize the file branching on your hard drive in a way that is intuitive and easy to manage. Keep files for each course in a separate file structure.</li> </ul> </li> <li>• Sequence       <ul style="list-style-type: none"> <li>○ Use Learning Modules to sequence materials and activities.</li> </ul> </li> <li>• Chunk       <ul style="list-style-type: none"> <li>○ Post short manageable bits (documents/articles/video/audio) to augment textbook material in order to hold your student's attention. Variety is important.</li> </ul> </li> </ul> | <p><b>Consider When Designing :</b></p> <ul style="list-style-type: none"> <li>• Some material is easily delivered online while other things are more suited to the classroom. If something doesn't seem to be a good fit, don't try to force it!</li> <li>• Do some online research to find materials you are lacking. You will probably find a wealth of resources on the Web (see Additional Resources below).       <ul style="list-style-type: none"> <li>• Note: You can safely <u>link</u> to anything that is on the public domain however copy/paste of another's material is a copyright violation (see copyright info on following pages).</li> </ul> </li> <li>• Linear delivery of materials minimizes confusion among students. They are led through a continuum of materials from start to finish.</li> <li>• Many types of files and tools can work together to form a learning module. Use the integrated tools in WebCT. For example, a module could contain the following:       <ul style="list-style-type: none"> <li>○ In-Class lecture outline for upcoming week           <ul style="list-style-type: none"> <li>▪ Concise &amp; general making it necessary for in-class note taking to fill the gaps</li> </ul> </li> <li>○ An relevant article</li> <li>○ A relevant video</li> <li>○ A discussion board requirement – topic specific</li> <li>○ Text book assigned reading</li> <li>○ A podcast – maybe instructor's summary of readings</li> <li>○ Group assignment</li> <li>○ Quiz</li> <li>○ A discussion board requirement – to further understanding before moving on to next module.</li> </ul> </li> <li>• Look at some of the courses on Blackboard's Greenhouse Exemplary Course program Web site for more innovative ideas on presentation.</li> </ul> |
| <p><b>Additional Resources:</b><br/>         Scholar (Blackboard's academic bookmarking and tagging tool) – <a href="http://www.scholar.com">http://www.scholar.com</a><br/>         Blackboard Greenhouse Exemplary Course program - <a href="http://communities.blackboard.com/webapps/portal/frameset.jsp?tab_id= 130 1">http://communities.blackboard.com/webapps/portal/frameset.jsp?tab_id= 130 1</a><br/>         Web Searching, Sleuthing and Sifting <a href="http://www.thelearningsite.net/cyberlibrarian/searching/ismain.html">http://www.thelearningsite.net/cyberlibrarian/searching/ismain.html</a></p>  |  |

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| <p><b>Develop</b></p> <ul style="list-style-type: none"> <li>• File Types             <ul style="list-style-type: none"> <li>○ Provide consistency &amp; easy access                 <ul style="list-style-type: none"> <li>▪ Avoid proprietary file formats</li> <li>▪ Word or pdf most common and problem free</li> </ul> </li> <li>○ Have documents in downloadable format as much as possible so students can print them out, annotate, create study materials</li> <li>○ Avoid inserting dates into your materials, update just your course schedule &amp; calendar each semester instead.</li> <li>○ Use the file extension when creating a title for your files in WebCT                 <ul style="list-style-type: none"> <li>▪ Example: Week One Lecture (.ppt)</li> </ul> </li> </ul> </li> <li>• File Size             <ul style="list-style-type: none"> <li>○ Keep in mind download times and provide files in the most efficient possible format for faster screen loading and downloading.</li> </ul> </li> <li>• If files are very large, consider breaking them up</li> <li>• Storyboard and branch your content             <ul style="list-style-type: none"> <li>○ This will give you a complete visual layout, show how the elements are linked together                 <ul style="list-style-type: none"> <li>▪ The flow chart feature in Word can easily assist you in creating a visual</li> <li>▪ Assess your diagram and make any adjustments necessary to your material structure</li> </ul> </li> </ul> </li> </ul> | <p><b>Consider When Developing:</b></p> <p>Consider Various Types of Content:</p> <ul style="list-style-type: none"> <li>• Text - Students process text faster than audio information and is the most readily available type of information.             <ul style="list-style-type: none"> <li>○ Word documents, PDF's, html pages</li> </ul> </li> <li>• Images - can be combined with text for better comprehension, added interest, and to draw attention to an area. Visual learners need more representative information.             <ul style="list-style-type: none"> <li>○ Graphs, diagrams, photo galleries</li> </ul> </li> <li>• Audio – audio files (MP3) help to create a more 'live,' robust online environment and should be delivered in short clips to hold the learner's attention. Audio learners need this type of supplement.             <ul style="list-style-type: none"> <li>○ Podcasting, Wimba Voice Tools<br/>(See online Style Guide for more information on file sizes and formatting of video.)</li> </ul> </li> <li>• Video - brings the audio and visual content together and creates interest for many types of learners.             <ul style="list-style-type: none"> <li>○ Streaming Media Server, links to YouTube</li> </ul> </li> <li>• Web Content – Links to other web sites             <ul style="list-style-type: none"> <li>○ Check links at the start of every semester - they often change.</li> </ul> </li> <li>• Interactive Content - kinesthetic learners enjoy more hands-on activity than other forms of delivery. This type of material can be more difficult to find.             <ul style="list-style-type: none"> <li>○ Wimba Live Classroom, Virtual Worlds and gaming, Adobe Captivate simulations</li> </ul> </li> </ul> |
| <p><b>Additional Resources:</b><br/>                 Cute PDF Writer (converts many types of documents to pdf free) <a href="http://www.cutepdf.com">http://www.cutepdf.com</a><br/>                 Wimba Voice Tools &amp; Wimba Live Classroom - <a href="http://www.sandiego.edu/its/idt/techttools/wimba">http://www.sandiego.edu/its/idt/techttools/wimba</a><br/>                 Take it even further, explore virtual worlds – Second Life - <a href="http://www.secondlife.com">http://www.secondlife.com</a></p>   |   |

Streaming Media Server <http://www.sandiego.edu/its/idt/techtools/streamer>

Video Production Assistance <http://www.sandiego.edu/its/ims>

**Implement**

- Create the 'look' you want for your course before you begin to add content.
  - Refer to the 'Style Guide' portion of these guidelines for basics on color schemes, page layout, contrast and readability
- Upload Materials – your folders should now be ready to copy over to WebCT
- Integrate the tools
  - 'Build' the course
  - Use the proper tools
  - This is where you will associate the files with the tasks or the requirements and link them to the tools in WebCT
    - Example: a Word document providing instructions as to how a homework assignment is to be completed should be attached to an 'Assignment' item (not simply uploaded as a file on the home pg)
  - Proceed systematically so that you know where you left off and can easily resume your work (do not try to do this all in one sitting!)
- The first time you design and build a course it will be quite a time consuming project, however, the second time you teach the same course the work load is much reduced.

**Consider When Implementing:**

- When creating your file structure on your hard drive:
  - Keep each of your courses in separate file tree – you should be able to compress **one** folder and have complete content for one course contained therein.
  - Title the folders intuitively and date them so that when you need to find and replace updated documents it's easy to do so.
- Once your files are well organized on your hard drive, you can maintain the same organization in WebCT by copying over the content and mirroring that organization, such as the following illustrates:











**Additional Resources:**

'CE6 Resources and Training for Designers and Instructors' – available to you on your WebCT course listings page

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| <p><b>Evaluate</b><br/>         Evaluation is twofold</p> <ul style="list-style-type: none"> <li>• 1) Upon completion course creation:             <ul style="list-style-type: none"> <li>• Test It Yourself                 <ul style="list-style-type: none"> <li>• Put yourself into the role of student, click through the course materials thoroughly                     <ul style="list-style-type: none"> <li>○ Is it clear how to begin?</li> <li>○ Is it clear how to proceed week to week?</li> <li>○ Are materials easy to find?</li> <li>○ What questions would you have if you were a student in this class?</li> </ul> </li> </ul> </li> <li>• Get Feedback From a Colleague                 <ul style="list-style-type: none"> <li>• Ask for their suggestions                     <ul style="list-style-type: none"> <li>○ What would be helpful to add to the course?</li> <li>○ Are there any elements you find unclear or confusing?</li> <li>○ Did you have difficulty accessing any of the information?</li> <li>○ Did you have any difficulty determining where to start and how to proceed?</li> <li>○ What questions would you have if you were a student in this class?</li> </ul> </li> </ul> </li> </ul> </li> <li>• 2) After course goes live:             <ul style="list-style-type: none"> <li>• Students should be surveyed following various milestones of the course to see what is their level of satisfaction.                 <ul style="list-style-type: none"> <li>○ Note changes or improvements to implement for remainder of course or future offering of the course.</li> </ul> </li> </ul> </li> </ul> | <p><b>Consider When Evaluating:</b><br/>         Evaluation is a recursive process. A well designed and well delivered course is one that has gone through many cycles of evaluation and change based on feedback from colleagues and learners.</p> <ul style="list-style-type: none"> <li>• Try to identify where more clarity is needed from a student’s perspective.</li> <li>• Evaluate how current your materials are, what needs to be updated or brought current.             <ul style="list-style-type: none"> <li>○ Have new discoveries or recent events influenced or changed what you may have taught in the past?</li> </ul> </li> </ul> <p>Identify course milestones and poll your students:</p> <ul style="list-style-type: none"> <li>• After the first learning module has been completed             <ul style="list-style-type: none"> <li>○ Make possible improvements to upcoming learning modules</li> </ul> </li> <li>• Following required discussion participation             <ul style="list-style-type: none"> <li>○ Implement plans to increase participation, collaboration, and contribution. Consider a variety of question types.</li> </ul> </li> <li>• Following an online assessment             <ul style="list-style-type: none"> <li>○ What difficulties did the students run into, if any.</li> </ul> </li> </ul> |
| <p><b>Additional Resources:</b><br/>         Web 2.0 – going beyond WebCT’s tools</p>   |  |

## Taking it Further: Communication and Interaction

Blackboard/WebCT has a range of communication and interaction tools, some of which were briefly mentioned under the minimum characteristics sections of this guide. This section takes the discussion of this important benefit of e-learning further.

| <b>CE Synchronous Tools</b>   | <b>CE Asynchronous Tools</b>  |
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|  Chat/Whiteboard; Live communication<br> <a href="#">Wimba Live Classroom</a> : live remote lecture tool<br> <a href="#">Pronto</a> ; Instant messaging tool |  Announcements<br> Mail<br> Calendar<br> Discussions<br> Surveys |

The Calendar, and Announcements are used most often for class management tasks. Therefore, we will focus on the Discussion, Mail, Chat and Wimba tools here as they pertain most to communication and interaction regarding learning an collaboration.

Effective on-line interaction and communication in a course is not automatic; rather, it takes well-devised strategies and tactics, sequenced in terms of level of risk, to build trust and a sense of an on-line community even if students often meet face-to-face. The quality and frequency of on-line collaboration and interaction is directly proportionate to the degree in which this community is fostered and nurtured.

In the absence of some important steps, it would be unrealistic to simply assign discussion postings to students and expect good results. To provide these steps, Gilley Salmon of the University of Leicester, UK (and others to varying degrees) have created a model for developing a social presence for the on-line components of your blended courses.

In this guide, we will first address the larger issue of setting up a social presence at the course level prior to drilling down to some e-moderating tips.

Building a Social Presence at the Course Level Using Discussions: From the Simple to Complex

Adapted from Dr. Gilley Salmon E-Tivities: <http://www.atimod.com/e-tivities/5stage.shtml>

| Stages   | Strategies and Tactics  |
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| <p><b>Stage 1 - Access &amp; Motivation</b></p> <p><b>Strategy</b></p> <p>Access &amp; Motivation. The main focus of this stage is on exploring the technology and accessing it. Winning the learner's trust is the main goal.</p> | <p><b>Tactics</b></p> <ul style="list-style-type: none"> <li>• Tool is added and accessible from day 1</li> <li>• Training on how to use the tool is present in class or on-line or both</li> <li>• A 'Sandbox' forum is set-up for students (Ss) to practice posting/replying</li> <li>• Instructor 'Welcome' message is present</li> <li>• Welcome message includes instructions on:                             <ul style="list-style-type: none"> <li>○ netiquette</li> <li>○ how the tool will be used in course</li> </ul> </li> </ul>  |
| <p><b>Stage 2 – Socialization: 'community building'</b></p> <p><b>Strategy</b></p> <p>Socialization. Building on the first stage, this stage focuses on social presence and 'community building'.</p>                              | <p><b>Tactics</b></p> <ul style="list-style-type: none"> <li>• Post instructions as initial entries in all forums</li> <li>• Require a "About Me" posting with explicit expectations                             <ul style="list-style-type: none"> <li>○ Name/nickname, major, interests, reasons for taking course etc</li> <li>○ Due in first week</li> <li>○ 'Instructions' posting is clear</li> </ul> </li> <li>• Create un-moderated 'Chat Café forum                             <ul style="list-style-type: none"> <li>○ Inform students of purpose</li> <li>○ Make clear it is not moderated</li> </ul> </li> </ul> |

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| <p><b>Stage 3 - Information Exchange</b></p> <p><b>Strategy</b></p> <p>Information Exchange. This stage revolves around exchanging information and performing tasks.</p> <p>Interaction can take place on two levels: course content and with other participants and the instructor.</p> | <p><b>Tactics</b></p> <ul style="list-style-type: none"> <li>• Post instructions as initial entries in all forums</li> <li>• Assignment Forums             <ul style="list-style-type: none"> <li>○ A forum for each assignment</li> <li>○ May have sub-forums such as resources or Q/A</li> </ul> </li> <li>• Q/A Forums             <ul style="list-style-type: none"> <li>○ Q/A for the course in general</li> <li>○ Q/A for each assignment</li> <li>○ T and S can respond</li> </ul> </li> <li>• Shared Resources forums for assignments             <ul style="list-style-type: none"> <li>○ Ss post resources they have found helpful</li> </ul> </li> </ul>  |
| <p><b>Stage 4 - Knowledge Construction</b></p> <p><b>Strategy</b></p> <p>Knowledge Construction. Knowledge development is central to this stage. Discussion activities and group dynamics play a major role.</p>   | <p><b>Tactics</b></p> <ul style="list-style-type: none"> <li>• Discussions on Content and issues             <ul style="list-style-type: none"> <li>○ Ss post responses to instructor questions or activities</li> <li>○ Posting and <u>Replying</u> is important</li> <li>○ Postings and replies are assessed in some way; preferable with a rubric</li> <li>○ Provides coaching and mentoring as Ss interact with content and each other/teacher</li> </ul> </li> <li>• Feedback from instructor and fellow students is provided in replies to postings</li> <li>• Set up a forum for group assignments (if applicable) using CE6 Group Manager in the Teach tab             <ul style="list-style-type: none"> <li>○ Only group members access</li> <li>○ May include yourself</li> </ul> </li> </ul> |

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| <p>Stage 5 – Development</p> <p><b>Strategy</b></p> <p>Development. Reflection and group learning characterize this stage.</p> | <p><b>Tactics</b></p> <ul style="list-style-type: none"><li>• Set up a forum for group assignments (if applicable) using CE6 Group Manager in the Teach tab</li><li>• On-line meeting place</li><li>• Reflection forum (Private or Public)<ul style="list-style-type: none"><li>○ Ss reflect on process</li><li>○ Reflect on learning</li><li>○ Self-evaluation</li></ul></li><li>• Survey students to garner feedback about assignment/materials etc</li></ul> |
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Adapted from Dr. Gilley Salmon E-Tivities: <http://www.atimod.com/e-tivities/5stage.shtml>

Having looked at the more global idea of how to develop an on-line social presence in a course, let's look at some e-moderating techniques for a discussion posting. We'll segment them into Before, during and After and provide some additional resources for further investigation.

**Before Starting a Formal Discussion**

Careful consideration of discussion activities is recommended. Some ideas include:

- A clear purpose of the activity is in place and communicated
  - What are your anticipated learning outcomes?
  - Is the activity: Factual, Analysis, Application, Comprehension, Evaluation, Synthesis or Reflection?
  - Are you inviting an expert guest to the thread?
- Clear expectations of what is to be done and how/if this is to be monitored or marked is in place and communicated. This can include;
  - Points assigned (if any) Peer reviewed?
  - Word limit
  - Instructions regarding task, post, reply, citing references etc
  - Rubrics of how to achieve maximum and minimum points are recommended
- Setting a time frame and communicating it to students
  - When will the discussion be open/closed?
  - What are the ramifications (if any) if a student misses the posting?

**Applying to CE**

1. Threaded Discussions good for Factual, Analysis, Application, Comprehension, Evaluation, Synthesis or Reflection (public) activities
2. Journals: ideal for private reflection between student and instructor, work experience logs etc.
3. Blogs good for public Analysis, Synthesis, Evaluation and Reflection



## CE Discussion Settings and Behavior Options:

- a. Graggable
- b. Peer review enabled
- c. Ss can post and reply
- d. Ss can reply, but not post
- e. SS can post but not reply
- f. Ss can edit messages after posting them
- g. Topic can be selectively released/locked
- h. Ss can be anonymous
- i. CE has built-in 'Grading Forms' for discussion rubric

**Additional Resources:**

Crafting Effective Discussion Questions from Penn State: [http://ets.tlt.psu.edu/learningdesign/crafting\\_question](http://ets.tlt.psu.edu/learningdesign/crafting_question)  
 Concrete Steps for On-Line Discussion from Blackboard: <http://www.webct.com/OTL/ViewContent?contentID=2711014>  
 Example grading rubric from Harris: [http://www.phschool.com/professional\\_development/rubrics/classroom\\_discussion.pdf](http://www.phschool.com/professional_development/rubrics/classroom_discussion.pdf)

**During a Formal Discussion**

Knowing when, and when not to intervene in a thread is a skill and an art. Generally speaking, as you proceed through the 5 stages mentioned above, you will need to do so less and less. Below are some general areas where you might need to intervene:

- Refocus discussions that are off topic
- Identify and coach students who are off track in terms of comprehension
- Reinforce netiquette and standards
- Point out good postings, replies or ideas
- Ask students for clarification on unclear postings
- Identify holes in threads: areas that are not complete
- Ask additional questions to deepen thinking and increase the quality of discussion
- Point to additional resources

**Areas to avoid:**

- Judging posts prematurely
- Emphasizing there is only one answer
- Providing too much information preventing students from uncovering it themselves
- Jumping into the thread too early
- Making long postings during the discussion; keep your comments brief
- Being an overwhelming presence in the thread
- Not participating at all, or not enough

**Tip:**

Using the HTML Creator, you can make your instructor postings a different color than the students (not red!) to differentiate.

**Additional Resources:**

Multiple listings from Learning Light E-Learning Center: <http://www.e-learningcentre.co.uk/eclipse/Resources/facilitating.htm>  
Facilitating On-Line Discussions from Penn State: <http://ets.tlt.psu.edu/learningdesign/node/160>

**After a Formal Discussion**


It is critical that you conclude and close a discussion activity. This gives students the assurance that you had been present and involved even if your posting was limited. This is also a good chance to re-emphasize what you wanted students to have learned. Below are some general tips for closing a discussion:

- Close the thread to additional student postings at the time you had designated at the outset; manually or through selective release
- Provide a discussion summary which includes the following:
  - What went well in the discussion
  - Areas of particular interest
  - Good/correct ideas, postings replies (mention names)
  - Off track idea(s) and why off track (mention no names)
  - Identify and expand on any important areas students missed
  - Provide additional resources for further exploration if applicable

**Additional Tips:**

- Save your discussion summaries as word documents on your computer. These can be used again when the course is offered in the future
- Use Selective Release in CE to automatically open and close the discussion posting at your desired time and dates

Moderating synchronous communication and interaction shares many of the same features of the asynchronous type regarding netiquette and the types of items to discuss. However, there are some additional challenges with this type of communication.

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| <p><b>Synchronous Structures</b></p> <p>There are three main structures for synchronous communications in academia, whether that be in CE Chat, Wimba or other application</p> <p><b>Lecture</b></p> <p>Involves a single instructor posting lecture material in the chat room, or actually delivering the lecture via Wimba.</p> <ul style="list-style-type: none"> <li>• Effective when having external experts deliver or students are remote</li> <li>• Chats are less dynamic one person controls the discussion</li> </ul> <p><b>Moderated Live Discussion</b></p> <ul style="list-style-type: none"> <li>• Often has specific topic(s) to discuss</li> <li>• Instructor sets the tone of the session</li> <li>• Keeps the chat on topic</li> <li>• Maintains order by accepting questions and 'passing the microphone' or using the 'Raise Hand' feature in Wimba</li> </ul> <p><b>Free Flow Chat</b></p> <p>Involves no moderator or specific topics.</p> <ul style="list-style-type: none"> <li>• Effective for general Q/A sessions prior to a test or assignment due date</li> </ul> | <p>Tips for Lecture:</p> <ul style="list-style-type: none"> <li>• Have short sentences or paragraphs to copy and paste into the chat</li> <li>• Respond to questions or statements from others in the chat room or the presenter can pause between postings</li> <li>• Allow for some discussion of what has been said or posted</li> </ul>  <p>Tips for Moderated:</p> <ul style="list-style-type: none"> <li>• E-mail or hand students the chat/Wimba session "talking points" in advance to ensure better discussions</li> <li>• Provide netiquette and expectations upfront</li> <li>• See the "Before a Formal Discussion" section for further advice</li> </ul> <p>Tips for Free Flow:</p> <ul style="list-style-type: none"> <li>• Provide netiquette upfront</li> </ul> |
| <p><b>Additional Resources:</b></p> <p>Synchronous Chat Protocols from Dr. Paul Giguere: <a href="http://www.sreb.org/programs/EdTech/MOPD/Chat_Protocol.pdf">http://www.sreb.org/programs/EdTech/MOPD/Chat_Protocol.pdf</a></p>  |  |

**Taking it Further – Courser Appearance and Style Guide**

| <b>Giving course content a consistent look and feel</b>   | <b>Tips and Additional Information</b>  |
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| <p><b>Layout and Design Best Practices</b></p> <p>Page Layout:</p> <ul style="list-style-type: none"> <li>• Don't make pages too dense with text either on the web or in print. Reducing the amount of text creates "whitespace" which is recommended to increase readability. Two or three column layouts are popular on Websites and newspapers and provide a balance of whitespace and text.</li> <li>• Use the "Rule of Thirds" for off-line content you create. This rule of thumb ensures that pages are balanced and interesting by placing grouped content visually into a one-third segment of the screen, either vertically and/or horizontally. See Additional Resources for more information.</li> </ul> <p>Fonts:</p> <p>Leaving your font choice to default settings still leaves plenty of room for customization. HTML, the language of the web, provides controls to affect font styles: size, bold, italicize, underline, color, preset heading sizes etc. If you decide to use custom fonts, avoid using more than two or three types within your documents. Too many fonts used within one document will cause a reduction in readability and increase the chance that one of the fonts will not be present on a users computer resulting in an unwanted substitution which can play havoc with formatting.</p> | <p><b>Implementation</b></p> <p>Page Layout:</p> <ul style="list-style-type: none"> <li>• Customized layouts within CE6 give a course designer the ability to control white space as well as the location of icons and graphics. To create a customized select from the preformatted layouts, or customize your own.</li> <li>• Content created offline for download as pdf, Word documents or other types should be created with the concept of white space. Images that enhance lessons should be added with captions.</li> </ul> <p>Fonts:</p> <p>Serif vs. San –Serif<br/>                     San Serif fonts are those without the trailing edges. Arial for the PC and Helvetica for the Mac are popular examples. Serif fonts such as Times New Roman dominate print media. San Serif fonts are much easier to read on the relatively low-resolution of computer monitors and especially projected images. Serif fonts tend to blend together. See the "Serif vs. San Serif" link below in the Additional Resources section.</p> <p>Icons:</p> <ul style="list-style-type: none"> <li>• Using programs such as MS. Office Word and MS Office Picture Editor, icons can be custom designed to fit any course subject or theme. Icon creation can be as easy as searching for clip art in MS Word, copying, resizing and saving it from MS Office Picture Manager.</li> </ul> |

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| <p>Icons:</p> <ul style="list-style-type: none"> <li>• Icons are typically illustrations that represent an activity or category. Within computers, they are designed as a part of the navigation system and as such are fairly generic in appearance. Icons can be created and customized to add a unique look-and-feel to programs using software found on most computers.</li> <li>• Making documents 508 compliant involves creating documents that allow those requiring screen reading devices and descriptive text to navigate your documents.</li> </ul> <p>Images &amp; Video:</p> <ul style="list-style-type: none"> <li>• Stand-alone images should be sized at no larger than 640 x 480, at approx. 72-74 dpi to minimize size. Images of greater dimension should be linked to externally to avoid lengthy load times. Likewise, short, compressed videos should be used.</li> <li>• *Images embedded within documents can be larger a the greater dpi for improved printout</li> <li>• Banner images should be 720 x 150 in size</li> <li>• Video should be 320 x 240 or 640 x 480 pixels in dimension and 10 MB or less in size.</li> </ul> | <p>Illustrations should be resized within Word to a maximum dimension of 76 pixels on a side. CE6 Course Icons: W: 103 H 84 includes considerable transparent white space around it Trimmed down, icons have been w: 72 H: 57 for wide icons and W: 65 H: 76 for tall.</p> <ul style="list-style-type: none"> <li>• See the Additional Resources section for more.</li> </ul> <p>Images &amp; Video:</p> <ul style="list-style-type: none"> <li>• Choosing images that further clarify instruction isn't always an easy process. Set aside time to browse images. To find images on your computer, Picassa is a good choice. It will search for all images on your computer and categorize them according to creation date. See Additional Resources for more.</li> <li>• Avoid animated gifs. In general, these will distract rather than enhance instruction.</li> </ul> <p>Video:</p> <ul style="list-style-type: none"> <li>• Video typically is prepared as streaming media. This can be accomplished with many video-editing tools available for computers or by the Instructional Media Services department on campus. See Additional Resources for more</li> </ul> |
| <p><b>Additional Resources</b></p> <p>Fonts: Serif vs. Sans Serif <a href="http://webdesign.about.com/od/webdesigntutorials/a/aa070504.htm">http://webdesign.about.com/od/webdesigntutorials/a/aa070504.htm</a></p> <p>Icons: Creating simple icons from dingbat fonts <a href="http://desktoppub.about.com/od/editgraphics/ss/dingbats.htm">http://desktoppub.about.com/od/editgraphics/ss/dingbats.htm</a><br/> Resizing existing photos or illustrations <a href="http://webct.blogs.elinc.ca/2007/02/08/creating-icons-for-webct/">http://webct.blogs.elinc.ca/2007/02/08/creating-icons-for-webct/</a></p> <p>Images: Picasa <a href="http://picasa.google.com/">http://picasa.google.com/</a>, <a href="http://www.istockphoto.com/index.php">http://www.istockphoto.com/index.php</a><br/> Optimizing images <a href="http://webdesign.about.com/od/webdesigntutorials/a/aa070504.htm">http://webdesign.about.com/od/webdesigntutorials/a/aa070504.htm</a></p>   |  |

Video Streaming Media <http://www.rodip.org/faculty/dev-guide-03.htm>