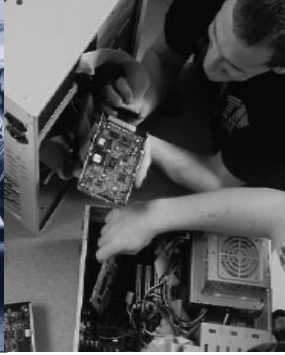


# A·T·E·C



## Academic Technologies

www.csuchico.edu/atec

Spring 2004

California State

University, Chico



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## Teaching Visual Cultures Online

Student demand is high for ART 002B: Survey of Arts of the Americas, Oceania and Africa, and the course is always full. Professor Matthew Looper has taught this course at CSU, Chico every semester since his arrival in 1998, typically to about 65 students each time. Enrollment during the 2003–2004 academic year stands at 100 students per section.

Looper was always challenged by this course, as the widely-accepted text was not nearly comprehensive enough. He always had to provide a large packet of supplemental material to give students the resources needed to complete the course. In addition, lots of in-class time was spent giving students the necessary background in geography, social structures, and subsistence issues rather than focusing on the core content of the course.

When the text ultimately went out of print, Looper discussed the challenges of this course with a number of colleagues attending a conference together in the summer of 2001. They were in agreement that the now out-of-print text was inadequate, and that they should collaborate to create a comprehensive new text. Three volunteered to collaborate, but when the rubber met the road, Looper realized that it was up to him to create what he and his students needed. And create it, he did.

### I'll Write My Own Text...Online

Three years, two Learning Productivity Project grants, and one mountain of hard work later, Looper has the text completed and is already teaching with it. The work is titled *The Visual Cultures of Africa, Oceania, and the Americas*. It is a comprehensive online resource offered in a "text bite" format. The text's 22 chapters give students an image and little chunks

of information at a time to facilitate understanding and retention. Over 600 images in the text are also included in course lectures, quizzes, study guides and exams.

### Teaching ART 002B: Online and In The Classroom

One hundred students participating in ART 002B fall 2003 depended on this online text and the accompanying chapter quizzes and study guides as the primary supplements to Looper's regularly scheduled lectures.

**"Students learn and are responsible for more information...and much more complex information."**

—Matt Looper

### Students Repeat Chapter Quizzes To "Get it Right"

One or more online quizzes follow each chapter. Each quiz can be taken repeatedly by students, with the highest score becoming their grade. While each quiz consists of 7 to 10 questions, the questions included in any single attempt are drawn randomly from a larger question bank and re-ordered to increase the challenge and provide broader coverage of the material.

Students had a 97 percent participation rate on chapter quizzes. Most students took each quiz at least two or

three times to master the material and achieve scores of 90 to 100 percent. By making the chapter quizzes available only up until the day of the corresponding lecture, students had an incentive to read the assigned material and complete the quizzes ahead of time. Thus, students came to class already understanding the requisite terminology,



Matthew Looper  
Department of Art and  
Art History

concepts, images, geography, and subsistence patterns that were the foundation of the lecture. **Bottom line: Students were better prepared to learn and discuss the lecture material in class.**

### Effective Drill and Practice with Online Flash Cards

A fall 2003 LPP grant released Looper from one course and gave him time to develop comprehensive online study guides while teaching the course. Like the chapter quizzes, study guide questions are drawn from several hundred residing in a WebCT question bank Looper created. The study guides are multiple choice

and include content from the online text and chapter quizzes. Image identification is a key part of the study guides and exposes students to each image several times. Students view the images and identify the object type, component materials, as well as the country, region, and dates of origin. All of this is good preparation for their exams. In essence, the self-assessed practice quizzes serve as drill and practice “flash cards” for each exam.

Looper thinks students benefit from having organized, well-structured study guides, and he’s right. Students who completed more than half of the online study guides averaged 92 percent on their three exams. Students who completed half or fewer of the study guides averaged 76 percent on their exams. In addition, Looper says “with the online study guides, students learn and are responsible for more information and much more complex information...” than ever before.

### PowerPoint and Scantron Exams

Looper uses PowerPoint during scheduled class time to deliver 50 exam questions drawn from the study guide. This takes about 30 minutes using a smart classroom computer and projector. Armed with a

Scantron form and a pencil, students write their responses to each question. Looper then repeats the entire exam once or twice so students can respond to any questions that may have had them stumped the first time around. Once Looper receives the Scantron scores, he types the grades into WebCT and students have instant access to their scores.

### Outcomes

By having students use his online text, resources, and study guides, Looper is able to cover more material, expose students to more cultures, and spend valuable face-to-face time on advanced topics, concepts, and discussion instead of remediation. The WebCT structure has given Looper the ability to include self-assessment activities that gave him the time in class to push more of the important theoretical concepts. Where he could previously cover only about 15 cultures he is now able to cover 22.

From a WebCT standpoint, students’ overall activity level in WebCT did not appear to have a significant impact on final grades. The 25 most active students averaged a B+, whereas the 25 least active averaged a B. However, students who took advantage of most of the study guides did far better on exams, achieving a 92 percent average exam score versus 76 percent for their less ambitious peers. Looper is intrigued by the role the online component of his course plays in student success and intends to spend more time exploring the relationship between online activity and student performance in the future.

### What do Looper and his students think about the course?

Having the course online has saved him a lot of time. Now his exam preps are much easier. He also feels that the students learned a lot from the online text and resources and that “they get a lot out of it.” He also made extensive use of the online grade-book. “I am now able to post grades within two days of the exam,” says Looper. “Students love getting prompt feedback.”

### Key Success Factors

Looper identified the following factors as being key to his success:

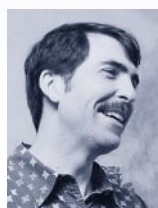
- 1) The release time and other resources provided by CELT through the LPP grants gave him the time and support needed to complete the project.
- 2) TLP consulting, support, and troubleshooting made designing and developing the course more efficient.
- 3) Scanning and image-processing support from Chico State’s library portfolio project allowed Looper to include more than 600 scanned images in the course.
- 4) Chapter by chapter student feedback opportunities within the online text allowed for quick revision, clarification, or correction in areas where students had difficulty, allowing Looper to make revisions immediately. ♦

## Course Profile

<i>Course</i>	ART 002B: Survey of Arts of the Americas, Oceania and Africa
<i>Instructor/ Developer</i>	Matt Looper, Department of Art and Art History
<i>Format</i>	Live lecture supplemented by online WebCT Course Resources
<i>Course Resources Used</i>	Syllabus tool, course content, online quizzes, scantron exams, PowerPoint, smart classroom
<i>Special Features</i>	Repetitive self-quizzes, comprehensive online study guides, online text: The Visual Cultures of Africa, Oceania, and the Americas, 22 chapters, 600 images. Exams delivered live with PowerPoint and taken on Scantron forms.
<i>Development Window</i>	Fall 2001–Fall 2003
<i>Special Acknowledgments</i>	Matt Philipps, TLP; CELT LPP Grant Redesign of Study Guides for ART 001B ♦

## More about Matthew Looper

Professor Looper received his Ph.D. from the University of Texas at Austin. He specializes in ancient Maya art and contemporary Maya textiles. When not teaching, he spends time in Honduras, Mexico, and especially Guatemala, where most of his research is conducted. He consults and collaborates with archaeologists, museum professionals, and governmental and other agencies helping document, preserve, display, and educate about cultural heritage and protection of archaeological resources. He has recently finished working on a visitor center in Quirigua, Guatemala, with a focus on outreach and education. ♦



# ATEC Delivers Jurupa Mountains Multimedia Museum Display

Less than half a mile north of the small Riverside county town of Glen Avon lay the Jurupa Mountains. In the spring of any wet year, Glen Avon's series of treeless, boulder-strewn, rolling hills and canyons bares a surprising resemblance to its namesake, the original Glen Avon of the Scottish Highlands. This seemingly pristine area and its controversial past is the inspiration for a multimedia museum display recently completed for the Jurupa Mountains Cultural Center through a contract from the California Department of Toxic Substance Control (DTSC).

## From Quarry to Superfund Site—the History of Jurupa

Many of the inhabitants of the area have worked the various Jurupa quarries pulling limestone, marble, and granite from the mountainsides. Workers loaded endless lines of trucks with the raw materials that literally became the foundations for a growing Los Angeles, 35 miles to the southwest.

It was this solid granite basin that in the late 1940s led California State geologists to conclude that the Jurupa Pyrite Canyon granite quarries would be a prime location for a series of open-pit waste acid dumps serving the vast Los Angeles area.

To make a long story short, this turned out to be a bad idea and 30 years later the area became known as the Stringfellow Superfund Clean-up Site due to severe groundwater contamination. Search Google for "Stringfellow" to read hundreds of documents and articles surrounding the cleanup if you want to learn more.

As a portion of the "reparations" for damage done to the little community of Glen Avon, DTSC contracted with

Academic Technologies (ATEC) to design, build, and deliver an interactive, multimedia museum display for the local Jurupa Mountains Cultural Center.

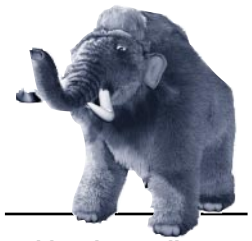
## Project Background

The project began as a request for a diorama of the Stringfellow site and surrounding areas by geologists at DTSC. The diorama soon evolved into a full 4' x 8' free-standing display complete with a large, 3-dimensional topographical map and interactive displays with LED lights showing map and details. The display is highlighted by dual liquid-crystal monitor displays playing an 8-minute animated DVD explaining the history and progression of the formation of the Jurupa Mountains. The project required the talents of ten staff and two student workers.

As part of a continuing effort to venture into new areas of educational delivery, the Jurupa project has enabled the ATEC production team to showcase their diverse creative and technical skills.

## About the Jurupa Mountains Cultural Center

The center is a not-for-profit family-oriented learning facility featuring fun programs in archaeology, geology, paleontology, and earth sciences and is located in Riverside, California. Learn more at [www.jmcc.us/](http://www.jmcc.us/) ♦



*"Eddy," the woolly mammoth, is the mascot for the Jurupa Mountains Cultural Center.*



*The IMC Production staff with the completed display for the Jurupa Mountains Cultural Center.*

*From left to right Dan Carter, Johnny Poon, Chris Ficken, John Hazzard, Eddera Gerving, Tammara Askea, Randy Wall, Dennis Yarnell, and Rick Vertolli.*

## Exemplary Online Instruction Part 3: Instructional Design and Delivery

For this issue we focus on the third category of the rubric, “Instructional Design and Delivery” ([www.csuchico.edu/celt/roi/idd.html](http://www.csuchico.edu/celt/roi/idd.html)). There are five criteria to consider in evaluating for exemplary online instruction in this category. The

chart below describes these criteria and illustrates how Jeff Bell’s genetics course, BIOL 207 evaluates in this category. (See online, [www.csuchico.edu/celt/roi/iddBio.html](http://www.csuchico.edu/celt/roi/iddBio.html).)

### Criteria for Exemplary Status

#### To be “exemplary” the rubric states:

#### Examples from Jeff Bell’s BIOL 207 course

**A.** Course offers ample opportunity for interaction and communication student to student, student to instructor, and student to content.

**A.** Discussion and e-mail are used as vehicles for communication between and among students and instructor online, as well as face-to-face. Example: **Students are given an article to read weekly and are asked to post a review in the discussion area.** They are graded for participation and asked to submit their best work via course e-mail for another written grade. Writing samples are available to review online so students know what is expected.

**B.** Course goals are clearly defined and aligned to learning objectives.

**B.** Course syllabus clearly spells out goals and learning objectives and how students will achieve these. It offers **22 separate learning outcome areas** for this course. Here is a sampling for Mitosis and Meiosis.

Students will be able to...

- Draw a cell diagram showing the nucleus, chromosomes, rough and smooth ER, ribosomes, Golgi, secretory vesicles, lysosomes, mitochondria, chloroplast, membranes.
- Draw a series of cell diagrams illustrating chromosome movement at mitosis.
- Diagram the eukaryotic cell cycle.
- Describe how sexual reproduction produces genetic variability in the progeny.

**C.** Learning objectives are identified, and learning activities are clearly integrated.

**C. Simulations, animations, and quizzes integrate learning objectives with assignments for very “active” learning and problem-solving.** Course links to MERLOT (Jeff Bell is an active member and peer reviewer) for at least 10 animations and 3 QuickTime movies which illustrate genetics concepts and allow students to interact with learning objects to measure their knowledge.

**D.** Course provides multiple visual, textual, kinesthetic, and/or auditory activities to enhance student learning.

**D.** Multiple interactions with content include engaging activities with multimedia. Interactions provide students rich and rapid feedback. **Students are asked to engage in reading; writing; critical thinking; kinesthetic activities in simulations, including verbal, audio, and visual learning activities.**

**E.** Course provides multiple activities that help students develop critical thinking and problem-solving skills.

**E. Critical thinking activities abound in simulations and assignments.** The Virtual Fly Lab is one example of an activity that engages students and produces rich learning that in the past, through normal research activities, would take years to complete. In a virtual setting, experiments can be conducted in short periods of time, allowing for more experiments to be conducted and more learning to take place. **Experiments can be replicated and results shared quickly and easily.** ♦



*Jeff Bell teaches BIOL 207: Genetics to 3rd and 4th year students. Typical enrollment is 50 per semester. Class meets face-to-face and is enhanced online and has been offered in this configuration for about five years.*

## Rapid Graphics Makes Copies Quick and Easy

Visit the Rapid Graphics Copy Center on the second floor of the Meriam Library. Originally established to modernize and add convenience to library copy-making, we now offer a complete, full- and self-service facility for the campus community:

- Create black & white and color **copies**
- **Spiral bind** documents with heavy-weight color covers
- **Laminate** any card, document, sign or poster up to 27" wide

- **Scan** documents, references, and photographs
- **Print** black & white or color from a digital file
- “Zoomer” copies—take a document and **zoom up to 18" x 48"**
- Send a **fax**

We are open into the evening and on weekends, but a word to the wise: avoid the quarter-to-the-hour mad crush of students who appear just before class. ♦

## Faculty, Student Use of WebCT Course Resources on the Rise

Faculty and students rely more on WebCT to support teaching and learning activities than ever before. It has been a year since WebCT became part of the Chico State Connection Portal. Now WebCT courses are automatically created for all courses each semester, and students are granted access based on enrollment information stored in SIS+.

In order to better understand how much faculty and students depend on online Course Resources, the WebCT support team analyzed student usage patterns in WebCT courses and developed the following statistics. From online syllabi, e-mail, and discussion groups to exams, quizzes, and self-tests—WebCT Course Resources are a growing and important part of many Chico State courses.

### WebCT Course Usage Profile (Table 1)

Usage statistics for the most commonly used features of WebCT from spring 2003 through spring 2004 are included below. Note the growth in the number of online syllabi fall 2003 in response to cost-cutting measures on campus, as well as the increase in the number of engaged courses across all three semesters.

WebCT Course Activity Profile	Spring 2003	Fall 2003	Spring 2004 As of Week 6
Courses Using WebCT	633	1024	1081
Active Courses ♦	395	561	483
Engaged Courses ♦♦	238	463	598
Syllabus tool ♦♦♦	69	341	258
Course e-mail	201	308	438
Online discussions	205	295	408
Online quizzes	66	71	89
Students view grades online	144	198	239

♦ Active courses—Minimal activity by fewer than three students

♦♦ Engaged courses—Three or more students active with WebCT content and/or tools.

♦♦♦ Faculty post syllabi in different parts of their courses using HTML, MS Word, or Adobe Acrobat. Further analysis will be required to accurately account for syllabi online.



*In a hurry? Do it yourself or drop it off at Rapid Graphics.*

### WebCT User Profile (Table 2)

One indicator of the utility of WebCT on campus is the degree to which faculty and students are using it. Note that the number of students that are actively participating in their WebCT courses is growing rapidly. In addition, the amount of course-related student activity is nearly doubling each semester.

WebCT User Profile	Spring 2003	Fall 2003	Spring 2004 As of Week 6
Faculty ♦ using WebCT	497	679	652
Students ♦ enrolled in WebCT course(s)	11,514	13,268	12,629
Students ♦ engaged in WebCT course(s)	6,719	10,885	11,514
Student activity in WebCT courses (hits)	5,774,937	9,945,550	5,903,564 ♦♦

♦ Users counted once though enrolled in multiple WebCT courses.

♦♦ 18,000,000 projected Spring 2004 ♦

## What's New in Presentation Graphics?

ATEC's Presentation Graphics Lab (PGL) in the basement of the library has new equipment designed to vastly improve large format printing, mounting, and batch DVD duplication services.

### High-Quality Large Format Printing

The large format HP 5500 uses six colors of UV fade-resistant, pigmented ink to create bright, crisp, high-resolution posters and banners that withstand just about everything father time and mother nature can dish out. Print width is up to 5 ft. and length can be as long as the roll of material. It can print onto an array of papers, vinyl, canvas, and other fabrics, as well as super tough polycarbonates. This is the same machine NASA recently used to print the giant wide-angle views of Mars displayed at recent news conferences.

### Laminate and Mount

To enhance these already durable prints, our new SEAL® pouch

laminator simultaneously lays down a smooth, crystal-clear lamination surface and a rigid foam-core backing to increase both print durability and beauty without annoying ripples and bubbles caused by humidity changes.

### DVD Creation and Duplication

There's no doubt that the DVD is here to stay...at least for a while! To accommodate rapidly increasing demand we've added a Primera 25-disc, automatic DVD batch duplicator/printer. ATEC can now assist the campus community with any level of DVD/CD creation, production, and duplication. If you've been thinking about creating a new DVD project or converting something old to DVD, contact Johnny Poon x4299 (or any of our media staff). We can help you determine what it will take to do the job right. ♦

# Tools of Mass Instruction

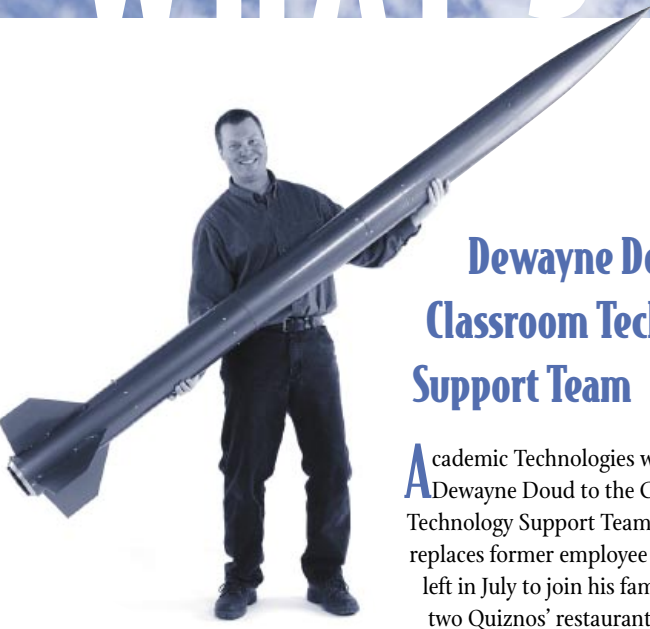
Faculty have been successful teaching large numbers of students with a variety of approaches. These often combine (1) the use of technology for content delivery, student engagement, student assessment, communication, and collaboration; (2) incorporation of guest lectures,

pre-existing resources, links, or materials; and (3) using graduate or student assistant support in clearly defined roles. Benefits of these approaches include **better use of face-to-face and one-on-one instructional time, reduced course development time and effort, reduction of**

**seat-time, increased student participation, and greater student and instructor satisfaction.** Key tools and approaches for teaching a large number of students are introduced below. For more information or assistance, contact the Technology and Learning Program at x6167.

Tool or Approach	Benefits
<b>Student Assessment</b>	
<i>Assignment Submission online (WebCT: Dropbox)</i>	Less printing, easy to submit to Turnitin.com, easy to make comments in Microsoft Word
<i>Gradebook online (WebCT: Gradebook)</i>	Immediate feedback to students; less time distributing grades and answering questions
<i>Graders, Graduate and student assistants</i>	Minimize instructor time spent on grading, tutoring, or answering remedial questions
<i>Peer Review online or in-class (WebCT: Discussion, Student Presentations)</i>	Decrease instructor's time on revisions; Students use critical thinking and interact and learn from one another; work with Online Writing Center
<i>Plagiarism checking (Turnitin.com)</i>	Submitting papers online ensures integrity of student work
<i>Quizzes and exams online (WebCT: Quizzes; Respondus)</i>	Automatically graded, recorded in grade book; provides prompt feedback to students
<i>Rubrics for students to reference (WebCT: content)</i>	Illustrates assignment grading criteria, facilitates student peer review of others' assignments
<i>Scantron-based exams (Contact Testing Office)</i>	Automatically graded, saves time grading
<i>Student Self-Assessment (WebCT: Self-Test/Quiz)</i>	Allows students to self-monitor for mastery of content, review materials repeatedly
<i>Student Portfolios (CD/DVD, WebCT: Presentation area)</i>	Demonstrates student progress and growth over an entire semester
<i>Surveys online (WebCT)</i>	Non-graded feedback on students' comprehension
<b>Collaboration and Communication</b>	
<i>Audio Conferencing (HorizonLive: multi-way Internet)</i>	Include remote guest speakers during class, conduct office hours, TA tutoring sessions, small group discussions, remote student presentations; can be used on or off campus
<i>Discussion Groups/Online Chat (WebCT: Discussion, Chat; HorizonLive: break-out rooms, shared e-board)</i>	Anytime, anywhere communication; engages students; discovery learning, increased participation, decreased student apprehension; supports multiple learning styles
<i>Group Projects/Presentations (WebCT: Discussion, Student Presentations)</i>	Promotes teamwork and critical thinking among students; students learn from one another; decreases amount of time spent on grading by the instructor
<i>Icebreakers online (WebCT: Discussion groups, student Web pages; HorizonLive chat, phone, e-board)</i>	Less class time for introductions; fosters sense of community; engages students, encourages student interaction
<i>Student Web Pages (WebCT: Student Homepages)</i>	Fosters sense of learning community; allows students to introduce themselves; provides opportunity for shy students to express and engage themselves
<b>Content Delivery</b>	
<i>Reusable and Shareable Content</i> • <i>Course e-Packs (www.webct.com/content)</i> • <i>Learning Objects (MERLOT.org)</i>	Decrease time developing course content; animations, simulations, games engage students; illustrate complex concepts, enrich the student learning experience; more time on task with relevant content
<i>Drill and Practice (WebCT: Self-Test)</i>	Allows repeated opportunities for learning; engages students
<i>Electronic Lectures – Live (HorizonLive)</i>	Serve larger numbers of students, in and out of the classroom; overcome limited seating
<i>Electronic Lectures—Archived (HorizonLive, Camtasia)</i>	Deliver content in small snippets outside of class time; multiple review opportunities
<i>Glossary online (WebCT: Glossary)</i>	Engages students; instant resource for understanding words or concepts
<i>Handouts and Lecture Outlines (WebCT: Content, MS Word, PowerPoint)</i>	Saves paper/printing costs. More effective student note-taking. Organize material for better understanding. Incentive for students to review other online materials
<i>Polling (In class ; WebCT: Surveys; QuickPolls)</i>	Measure student understanding of concepts; voting opportunity; engages students
<i>Resource Links (WebCT: Content)</i>	Link to outside experts, opinions, current events, library resources, publisher resources; remedial & support material (e.g. ALEKS for Mathematics, Online Writing Center)
<i>Syllabi, Calendars online (WebCT: Syllabus &amp; Calendar)</i>	Saves paper/printing costs; students have online access to syllabi, calendar; easy to update
<i>Tutorials (Camtasia, Flash, Web pages)</i>	Multiple review opportunities for performing a process or using computer applications 

# WHAT'S UP IN A•TEC?



## Dewayne Doud Joins Classroom Technology Support Team

Academic Technologies welcomes Dewayne Doud to the Classroom Technology Support Team. Dewayne replaces former employee Ryan Jones who left in July to join his family in opening two Quiznos' restaurants in the Eureka/Arcata area.

In addition to a fine technical acumen and knowledge of classroom presentation equipment, Dewayne is also a private pilot and holds both a commercial and amateur radio license. He is an annual volunteer for the "ARLISS" program (A Rocket Launch for International Student Satellites) sponsored by Stanford University (see [www.arliss.org](http://www.arliss.org)).

Dewayne will "rocket" to your needs whenever you call the Smart Classroom Hotline at x5475. ♦

## The Wonders of Smart Classrooms: Keys, Training, Web Site

### Wondering where to get keys to smart classroom equipment?

Keys to smart classroom equipment consoles, cabinets and booths can be obtained by filling out a pink "Faculty/Staff Key Authorization" card in your department office. Classroom media keys are issued to users by FMS just like the keys to your office or building.

### Wondering how to get training on smart classroom equipment?

Smart classroom technicians are happy to provide one-on-one training in any room you may be using. Call the Smart Classroom Hotline at x5475 to schedule a time.

### Wondering what equipment and software is available in a particular smart classroom?

Click on "Locations" at the smart classroom Web site: [www.csuchico.edu/classrms/](http://www.csuchico.edu/classrms/). ♦

## Smart Classroom Upgrades Are Ongoing

Given current budget reductions Smart Classroom upgrades have been limited but are ongoing. All Smart Classrooms are being equipped with USB extension cables to conveniently accommodate USB memory and pocket storage devices without having to "stand on your head" to find the jack. In addition, outdated podium laptop computers in PAC 134 and Harlen Adams Theatre have been replaced with faster units, while new CPUs are replacing older Dell model 110 computers located in Butte 102, Holt 359, Langdon 104, Modoc 114 and 220, OCNL 239, and Plumas 102, 106, 201, and 205.

### Fall 2003 a Busy Time for Classroom Support

During the fall 2003 term Smart Classroom Support staff responded to 289 calls for assistance and provided one-on-one training to

36 users. The most reported problems were gaining access to the room or equipment, issues with the smart classroom computer or the computer projection system. The overall number of calls was down compared to previous semesters.

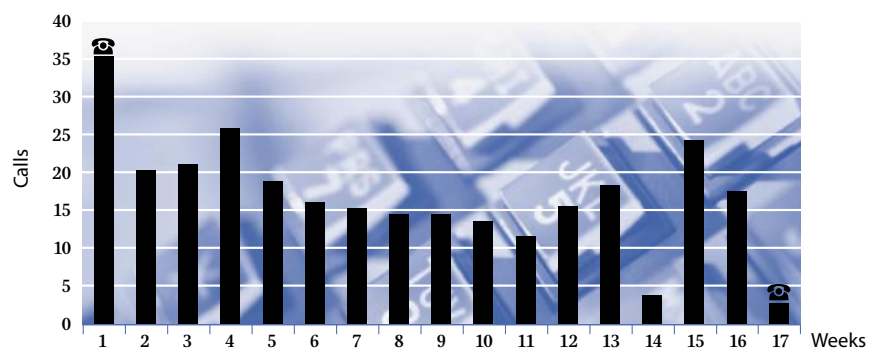
### Need Help?

#### Call the Smart Classroom Hotline!

Help is available from 7 a.m. to 8 p.m. Monday through Thursday, and 7 a.m. to 5 p.m. on Fridays. **If you need assistance** with classroom presentation systems **call the Smart Classroom Hotline at x5475**. Special arrangements can be made in advance for assistance with weekend activities or events. ♦



Smart Classroom Help Calls Per Week



## From the Director

### Work Smarter, Not Harder

Easier said than done, right? The challenge is discovering—or even having time to experiment with—new ways of working smarter, not harder in the learning and teaching environment. Two approaches that have produced good results are (1) defining expectations for communication and participation within the online learning community, and (2) providing computer-driven drill and practice opportunities for students.

#### Defining Expectations

Students are accustomed to 24/7 operations, from grocery stores, bank ATMs, gas stations, e-mail, etc. Often they expect the same kind of availability and quick response from faculty. In large courses this can lead to an overwhelming demand.

Faculty have identified a number of strategies that make communication and participation manageable.

#### Clearly communicate expectations in writing

Tell students how quickly they can expect a response from you, the kind of communications you use most, and how you prioritize your responses. Just as students expect to have face-to-face interaction during designated office hours, set expectations for days and times you will answer online course questions. This policy should be presented and posted online from the beginning.

#### Refrain from responding to general e-mail questions

Insist that you won't respond to questions posted via e-mail unless the question is of a personal nature. Require general questions be posted to a designated WebCT discussion forum where students can get their questions quickly answered by a peer. This lets you respond to questions which haven't been answered and that truly require your attention. It also builds a sense of community among students.

#### Provide a "Frequently Asked Questions" reference

Create a Web page, MS Word document, or discussion forum that lists frequently asked questions and answers. This reduces the impact of you answering repetitive questions.

#### Create online working groups

Use with WebCT to create online working groups. Each group can have its own private bulletin board shared only by the group members and the instructor.

Assign points to students who "journal" about what they have learned each week in their group's discussion board. Give additional points to students who respond to their group's postings thoughtfully. This creates a smaller community within the course where meaningful interactions and collaborative learning can take place.

#### Empower Students to Use Computers for Remediation, Drill, and Practice

All courses require that students understand basic concepts, terminology, and facts to master course content and accomplish course objectives. Yet, many faculty are

frustrated by the amount of class time spent reviewing topics students should already know. Online self-tests and quizzes can help solve this problem.

#### Let the Computer Do What It Does Best

By giving students the opportunity to use self-tests and quizzes as electronic "flash cards," they can effectively learn basic course content. Let students take quizzes repeatedly, and give them credit for their best score. Students can be empowered to master content with no impact on the instructor.

#### How do you work smarter, not harder?

Academic Technologies is looking for ways for all of us to work smarter, not harder. If you have ideas, we would like to hear from you so we can share them with others! Have a great summer! ♦



Kathy Fernandes  
Director of Academic Technologies

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*Computers are great at repeating tasks, and they never grow tired!*

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## Contributors

Dave Abbott  
Dewayne Doud  
Bill Evans  
Kathy Fernandes  
Chris Ficken  
Claudine Franquet  
Laura Kling  
Adam Morgan  
Sarah Oliver  
Matt Philips  
Davin Schreindl  
Laura Sederberg  
Jeff Teeter  
Rick Vertolli

## Academic Technologies Services

#### Classroom Technology Support

MLIB 003, 898-5475

#### Computer Graphics and Animation

MLIB 012A, 898-4421

#### Copy Center

MLIB 204, 898-4499

#### Distributed Learning Technologies

MLIB 031A, 898-6961

#### Graphic Design Studio

MLIB 012, 898-6113

#### Media Production Services

MLIB 039, 898-4077

#### Multimedia Lab

MLIB 002, 898-5317

#### Photography

MLIB 012, 898-6114

#### Presentation Graphics Lab

MLIB 010, 898-4299

#### Technology and Learning Program

MLIB 003, 898-6167 ♦

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