2002

The Ultimate WebCT Handbook

A Practical and Pedagogical Guide to WebCT

1st Edition

Georgia State University

The Ultimate WebCT™ Handbook
A Pedagogical and Practical Guide

Written by
The Web Resources Staff
Division of Distance & Distributed Learning
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Although twice the size, "The Ultimate WebCT Handbook" is based upon an earlier book, the "WebCT Handbook of Tools, Tips and Techniques Or Almost Everything You Wanted to Know About WebCT" that was written and edited by the entire staff of the Web Resources Department of the Division of Distance and Distributed Learning at Georgia State University. The editors and authors of this version are indebted to the authors of the previous version. Without their assiduous contributions, this text would not exist. We would like to offer our sincere gratitude to the many employees of the Web Resources Department of Distance and Distributed Learning who have contributed to this body of work.

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Dedicated to:

Carla Relaford, Ed.D.
whose vision and hard work have made all of this possible,
her encouragement has kept us going,
and her guidance has shown us the way;

and

The Georgia State University Faculty
who have helped to stretch our skills and our minds, and
who have always shared their WebCT success stories and
their renewed joy of teaching with us;

and

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To the entire staff of the Division of Distance & Distributed Learning:
without the commitment of the entire group we would not be able to produce
a fraction of the quantity and quality of the service that we offer to our faculty;
we are proud of our staff and the level of service that they provide;

and

to Michelle Lamberson
whose enthusiasm, input, and editorial brilliance
helped shape this handbook and motivate the authors.

Preface to "The Ultimate WebCT Handbook"

Every guide has a responsibility to show you how to get where you want to be. Many guides point out the highlights and problems along the way. Only the best guides go in advance, mark the potholes, and then fill them so that you don't experience the bumpy ride. This guide to using WebCT is the best. It virtually eliminates software "bumps":

> It shows you how to perform each step along the way, giving both instructions and clear screen-capture illustrations.
> It makes translating course components to the Web environment possible for faculty and others who have limited experience with WebCT software.
> It makes you effective by giving you the direct route to your goal and by eliminating time-consuming mistakes.
> It gives you time to work on creative pedagogy that engages students.

I am fortunate to work with the authors at Georgia State University. Being right down the hall has definite advantages. I can walk in, ask my questions, get my answers, and advance my courses. In fact, many of the questions you see illustrated, I have asked. I know that the answers work. I know firsthand the frustration of trying to go it alone. Distance and Distributed Learning gave me this ten-minute rule, "If you can't figure it out in ten minutes, call or come by. Don't spend your time trying to decipher something that we can already show you how to do." Having this guide in hand will make it possible for you to follow the ten-minute rule, too.

Of course, I also have questions outside of the ten-minute rule (more like a ten-day rule). The Distance and Distributed Learning group has worked on those, too. I am already using a draft of this guide. I am looking forward to the next one that describes the very creative applications that they have developed to engage students, to facilitate use of commercial materials, and to meet guidelines in the Americans with Disabilities Act.

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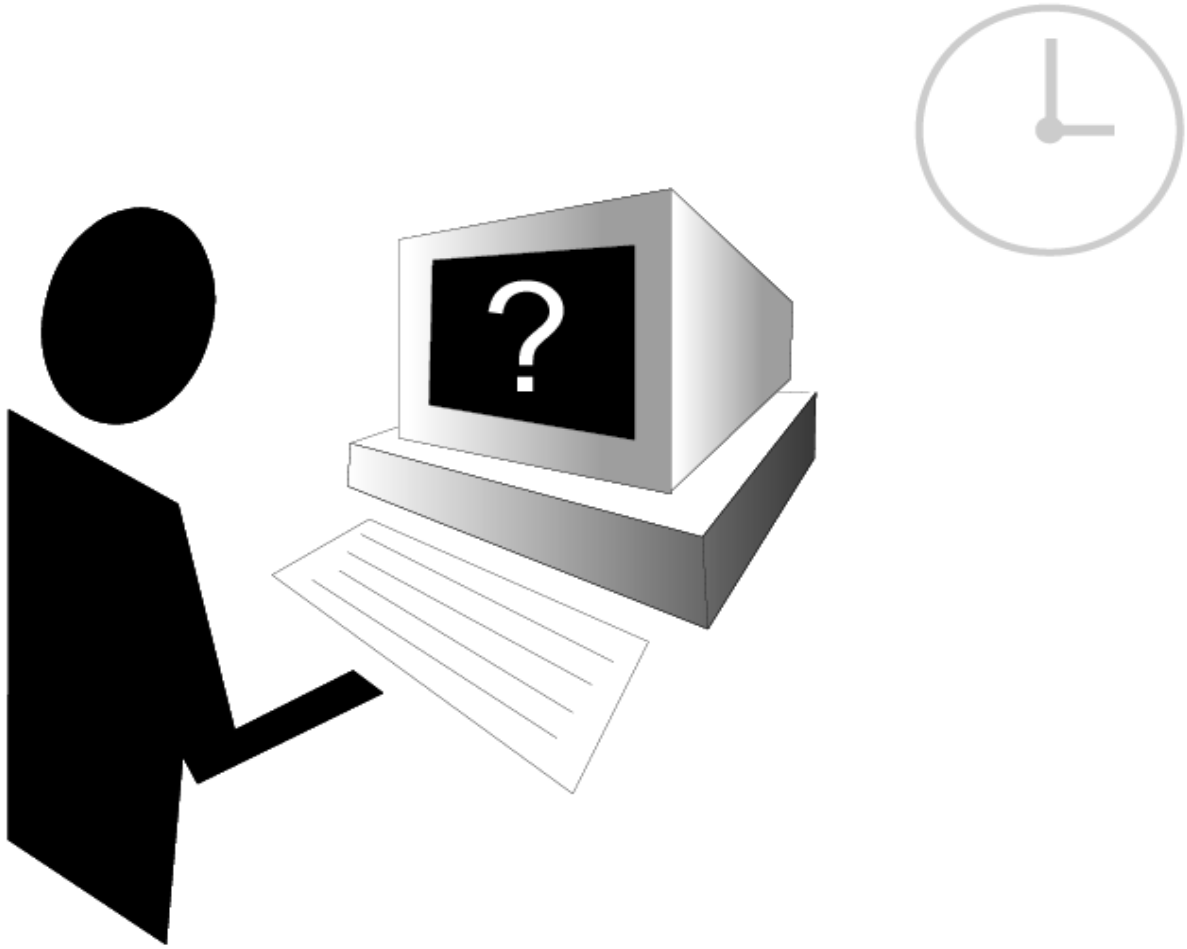
Remember the 10 minute rule!



The 10-Minute Rule means spending no more than 10 minutes trying to figure something out. If you have not solved the puzzle after 10 minutes, ask for help either from a co-worker, tech person, help desk, senior staff, or online (HELP files or “Ask Dr. C”). If none of those options are available, check the Index of “The Ultimate WebCT Handbook.”

It’s that simple.

When the authors and our staff use the 10-Minute Rule, each problem becomes a good learning exercise, but without causing too much frustration.

Dear Colleagues, Faculty, and Friends,

The Division of Distance and Distributed Learning at Georgia State University is happy to bring to you The Ultimate WebCT Handbook: A Practical and Pedagogical Guide to WebCT, a comprehensive handbook designed to provide extensive strategies and references for successful teaching and learning with WebCT. This handbook will benefit beginners and advanced users of WebCT and is a valuable tool for those users who have limited resources or support for instructional design and technical assistance.

Beginning in 1996, Georgia State University became a Beta Test Site (BTS) for the WebCT course management system (CMS). We became a BTS to assess WebCT's potential to enhance teaching and learning at Georgia State University. Eventually, the University compared WebCT to five other CMS programs. After a successful experience in several pilot courses with WebCT and a thorough review, WebCT was selected as Georgia State University's licensed course management system. In 1998, the University purchased its first license and launched twelve WebCT courses. The University currently offers over 1200 WebCT courses each semester. In the Fall of 2000, Georgia State University became a WebCT Institute and has trained users, faculty, and students from around the world.

From the inception, Distance and Distributed Learning (DDL) staff members have been instrumental in the implementation and application of WebCT at the University. As the utilization of WebCT exploded, DDL accepted the challenge to serve faculty and students with specialized services including consulting, instructional design, training, production, and assessment of WebCT courses. In addition, new models, learning aids, and design strategies have been developed. One of our proudest accomplishments has been working with WebCT to make WebCT courses accessible for students with disabilities. DDL's staff members have developed a team service approach that assists faculty members regardless of their knowledge of online learning strategies or technical experience. These tiers of service are reflected in the development of this handbook.

As the Director of Distance and Distributed Learning, I am immensely proud of the innovative and creative approaches developed by our dedicated staff members to enhance teaching and learning at Georgia State University and throughout the world. I anticipate that you will benefit from this handbook as much as the faculty, students, and users at Georgia State University have benefited from DDL's services.

Best regards,

Carla Relaford, Ed.D., Director
Distance and Distributed Learning
Georgia State University

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Who Needs This Handbook and How to Use It

This book is designed for the whole array of WebCT users from beginning to advanced users.

It is especially designed for users who have limited resources or support for technical assistance and instructional design.

We have organized this book in a semi-chronological way for someone just starting out and who is thinking about creating and teaching an Internet course using WebCT. It is not our intention to whisk you through building an online course in 7, 14 or 21 days. Rather it is meant to be a more thoughtful and constant companion to those who are interested in teaching online, or those who want to use WebCT as a resource enhancement to their traditional class.

This book puts together most of the things you will need to think about before actually beginning such a task. It also gives you guidance on how to proceed with the whole enterprise. For example, there is a chapter on how and where to get training, another on how to build a simple, intermediate or advanced course, and there is the end chapter that gives you rationales and ways on how to assess the success of your course for both yourself and your students.

Recommendation of Tools:
We have given each of the WebCT tools designations of Simple (S), Intermediate (I) and Advanced (A). In Section 6B, each tool has a thorough explanation of why that designation is there. We specifically rate the various WebCT tools in our chapter "Examples of Simple, Intermediate and Advanced Designed WebCT Courses and the Tools You Might Use." We address it again in the chapter "Tools for Content Uploading, Presenting and Adding Interaction. " In some cases a tool will even have all three (S, I, and A), in which case it means it is a good tool to begin with and one that has the flexibility to grow with your course into a more advanced instructional design. We hope these designations will bring some peace of mind to the new user.

Chapter Design for the WebCT Tools:
The authors have worked with each of the tools in real world, academic courses. The review of each tool is broken out into the following sections (where appropriate):

- "Overview" of the tool. This is a short, concise description of the tool and its application.
- "Uses and Advantages" is a bulleted list of common uses and advantages of the tool.
- "Pedagogy" addresses the pedagogy surrounding the usage of the tool (where possible) drawing from several sources, Gamson and Chickering, Gagne, and Bloom.
- "Accessibility" of the tool for students with disabilities using the ADA and other guidelines. This section also addresses the usability of the tool for students with disabilities.
- "Suggestions and Tips" is another bulleted list that comes from actual faculty usage of the tool in an academic setting.
- "Common Problems Encountered by First Time Users". This bulleted list alone may make the purchase of this handbook worth every cent. This list should always be double checked as you use the tool more and more.
- "Special Vocabulary" that the instructor or student may need to get the most out of using this tool.
- "How To" set up and use this tool demonstrated with screen captures. This area is included for those tools or steps that the authors feel can be complicated. Our intention is to augment the online HELP files.

New Users:
For new WebCT users this handbook will be a great companion book to the online HELP files. In addition, there are many checklists to help you (see the Table of Contents). There are pictures, graphs, and tables to make concepts and tools easier to use as well as easier to compare to

one another. There is also a good bit of basic Internet information and instruction that precedes and facilitates your use of WebCT.

Intermediate and Advanced Users:
Intermediate and advanced users will find this book a valuable collection of tips, tricks and techniques within WebCT that you are not likely to find other places. It is also full of tables, checklists, and comparisons that should make designing your course easier. The general layout of most chapters address pedagogy and design before the how to's of the tool.

Questions and Comments:
You may e-mail the authors with questions about the text. Please, send us your suggestions or comments to ddl@gsu.edu

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The Top Ten Questions You Should Ask Before Creating an Online Course

The Five Top Technical Questions:

1. **Who provides the technical support at your institution?** Before attempting to build your course, you should find out what resources your institution offers as support. This includes support for all technology as well as any production or conversion support for your course materials.
2. **Do you know some of the common tools for teaching online and methods of communicating with your students?** Having a good general understanding of the Internet and the tools you will be using will make your upcoming choices about teaching easier. You do not have to be a super user of technology to build a good online course. You do need a good basic understanding of how communication and interaction over the Internet occur. Hopefully, you will get some ideas from this handbook.
3. **Do you have a mentor or a buddy?** Working with someone else can improve your chances for success and significantly reduce the stress on each individual, which allows learning to progress more quickly. This way, if you cannot remember how to accomplish your desired outcome, you can ask your partner.
4. **Is there a users' group on your campus?** Faculty helping other faculty is often the best solution to most of the problems you might encounter when you go online. Faculty sharing with faculty benefits everyone. If there is not a users' group, help start one. This is very different from a mentor. In a users' group you get the benefit of the innovative members as well as the wisdom of those who have already began implementing good online practices into their own courses. Innovation and pedagogy are great reasons for starting a users' group. Also, without a users' group each instructor will have to reinvent the wheel of online teaching for him/herself. Where else can you go when you are feeling overwhelmed to get sympathy, and better yet, solutions?
5. **Are you trying to do too much at first?** This is probably the single largest error made by instructors going online for the first time. No one can make a great online course all at once. They evolve. More importantly, it is you, the teacher, who makes a successful online course, not the technology. Add the technology as you become comfortable with it. Students may enjoy the technology, but they enrolled in the class for your instruction.

The Five Top Instructional Design Questions:

6. **Where is the teacher?** This relates to the fifth item discussed above. Try to build an online classroom where you can go and teach. Very few students are self-taught, and even those who are, generally prefer having a real teacher even in a virtual world. Remember to include yourself in your class. You are the most important participant in a successful online course.
7. **Who are your students?** If you address a nebulous body of students then teaching becomes more difficult. Visualize your target audience, your ideal students, your struggling students, your English-as-a-Second-Language students, your in-town and rural students, and your special needs students. All these may come to your class at some point. When you are building your course, make sure you keep the door open for all students.
8. **Needs Assessment and Storyboard for your course?** A thorough Storyboard and Needs Assessment may be the single best exercise you can do before going online. It will bring your focus back to teaching and not let it get lost in technology. Take the time to perform this exercise. (See the Storyboarding chapter later in this section). It may seem like quite a bit of work, but, in fact, it will make all the subsequent work much easier. Remember to match technology to your teaching instead of trying to fit your teaching into a technology.
9. **Is your course ADA compliant?** Compliance is basically answering the questions: "If it is not plain text, what is it? What is its purpose? Can everybody use it?" Compliance is equal access, equal engagement, and equal participation. Compliance should be the

responsibility of your institution and not the responsibility of the teacher. Awareness, sensitivity and compassion are the responsibilities of the instructor.

10. **Are you enjoying teaching?** Nothing is more important to the success of an online course than a teacher who is happy in teaching. Teachers who do not enjoy teaching online are almost always teachers who are trying to do too much alone and who have inadvertently let technology come before the teacher.

Checklist of Things to Think About and Do Before Putting Your Course Online

What you will need? *This section addresses the services, instructional design and physical elements you will need while building your WebCT course.*

Service Elements:

Basic computer and web skills. Is training and support available?
Training in the courseware.
Technical support for the courseware. Is there a help desk you can contact?
Help for your students.
Other help resources for instructors.

Instructional Design Elements:

Support for instructional design as related to the courseware.
Good pedagogy for online instruction and/or peer input from those already teaching online.

Physical Elements:

A courseware/software to publish your course.
A syllabus.
Course content either your own original or from other sources.
Copyright or copyright permission on all content.

Where to begin? *This section addresses the actions you will need to complete.*

Seek a consultation with a technical/instructional design expert if available. At least try to talk with someone who has taught online.
Perform a Needs Assessment and/or Storyboard of your course. This is usually done in a consultation but you can do your own.
An empty online course. Apply for one from your WebCT administrator.
Convert your current course materials to a web-ready format. You may need training or help with this one.
Enroll in WebCT or other courseware training. Allow yourself plenty of time for this action before you have to go online.
Locate all support resources available to you both technical and instructional design.

Where to go to fill all of these needs? *This section gives you ways to meet your needs.*

Use "The Ultimate WebCT Handbook". Use of this book and the various resources it gives you will help fill the void many new and experienced users confront when creating an online course.
"Ask Dr. C" forums at http://www.webct.com/ask_drc.

Where Is the Teacher? Who Is the Student? A Practical Approach to Instructional Design and Accessibility

Where is the Teacher?

If you are not enjoying teaching online, are feeling overworked by the software, or just think you can improve your course, then you could probably benefit from some instructional design tips. What can instructional design do for you?

Good instructional design can help you address the needs of your students and your own needs as a teacher. It can help you improve the learning outcomes of your course. It can help you provide more effective communication. Instructional design should not be just theory and quotes from various authorities; instructional design should also be personal. It should be based on your personal teaching style while trying to embrace as many learning styles as possible.

If you try to teach online in exactly the same way you have taught in a traditional class, you may or may not succeed, but you will definitely make the transition much harder on yourself than necessary. Just talking regularly with other faculty who has taught online and keeping a healthy spirit of trial and error can make a world of difference in your transition.

There are several components that go into creating a successful online experience: pedagogy, content, teaching style, *Seven Principles* (Gamson & Chickering. 1987) (see section "Using the '*Seven Principles for Good Practice in Undergraduate Education* in WebCT,' a Practical Approach", Ferguson, 2001), and a flexible Course Management System (CMS) such as WebCT that has an array of Internet teaching tools.

What kind of class are you trying to create?

When you are asked to teach online, remember that the optimum word is YOU. What you have been asked to do is to create a virtual classroom where you can go to teach as a content expert and educator. This premise is the basis for this entire section.

An online course is a teaching and learning tool; it is not the teacher. You are the teacher. As someone new to teaching online, always ask yourself, "Where am I in this course? How do the students know me? How do they address me? How available am I to them? Does any of my personality come through?" Any teacher can answer these questions about his/her traditional class and in fact would think these questions almost silly. However, in the online environment what is most often missing is the TEACHER. Even in courses that are enhancements to traditional classroom instruction, the teacher still needs to be an integral part of the enhancement.

When a new student walks into your traditional classroom, you probably speak and either assign the student a seat in the class or let him/her choose a seat. You are in the front of the room and the students are facing you. You are probably surrounded by teaching aids, but the students never confuse these aids with you, the teacher. If you move around the room, all eyes follow you. You are the focus.

When a new student enters a virtual classroom (completely online course or enhancement), s/he has to discover his/her place, look for the teacher, look for the other students, and even try to distinguish between the teaching aids and the teacher. It can be a very unsettling experience. When a student enters your online classroom, your presence needs to be felt immediately. The student needs to know when you are in the room; will you have virtual office hours, when s/he can contact you; how s/he can contact you; how much guidance you will provide; how much interaction s/he will have with you; and what is expected of the student whenever s/he enters your class.

Many online course designers inadvertently build a classroom, send the students there and leave them alone to learn. That would be like shutting up your class in a room with all the textbooks and materials you plan to use; then coming back at the end of the semester to see how many had a successful experience. Some would still learn because they will always learn,

but most students would be angry and frustrated and use more energy to try to get out of the class than they would to learn anything.

An online course with you leading it, even in a self-directed course, should always be more successful than one without you.

Throughout the designing of your online course keep asking, “What is my role here? What do the students expect from me? What do I expect from the students?” These are basic questions that you are probably not used to asking in class because the answers are so obvious. Online the answers are usually not as obvious. Do not take for granted that because you built the course that you are actually in it. You have to place yourself into your virtual classroom. Once there, you can move about. You can change roles. But you cannot assume that the students will know any of this without instruction from you.

Instructional design is more than just helping you place yourself inside your course. It deals with learning theories, learning styles, teaching styles, types of memory, and anything to do with the measurable design features of any teaching and learning experience.

In a web course the lack of instructional design is more apparent than in the classroom where a teacher can instantly make up for any oversight or make immediate adjustments when s/he sees that the students are confused. Online these common visual and aural cues are missing for the teacher and the student. Does that mean that online teaching is not a valuable educational experience or that is it less than a traditional experience? No. It means that you need to be aware of the limitations, advantages and the differences of the virtual classroom from the traditional classroom.

Thinking about your place in this new virtual classroom helps address some of the instructional design issues such teaching style, what kind, how much and how fast your feedback will be, and how to foster interaction between you and the students. Some of the other instructional design concerns will emerge when you answer the question: who is the student?

Who is the student?

Another aspect to teaching online is identifying your audience. Are they working professionals, freshmen, English as a second language, rural with a slow modem, or disabled?

When you know in your mind what kind or how broad a range of students may be taking your course, then there is an additional element to consider: compliance with the Americans with Disabilities Act (ADA) in the USA and similar laws in other countries.

The good news is that by building a compliant course you automatically address many of the instructional design issues that surround teaching and learning. You will definitely be addressing multiple learning styles. We will spend a significant portion of this section dealing with compliance and how that helps your design.

The Americans with Disabilities Act (ADA) “requires Federal, State and local governments and the business sector to provide effective communication whenever they communicate through the Internet.” There is extensive legal discussion that further explains that this effective communication must be equal to that given to others. Waiting for a disabled person to request access is not adhering to the law, and that setting any policy regarding compliance must be done with the input from those with disabilities.

To be more succinct: an online course must be equally accessible, equally engaging, and allow for equal participation by all students and before anyone asks.

This sounds like a very tall order that will require a great deal of expertise and time. At first it will certainly require more thought, but that is another reason for seeking the help of an expert, especially an instructional designer who understands all the aspects of the law. Use the instructional designer’s expertise and time. If you do not have any help readily available, continue reading for some practical approaches for an instructional designer to the accessibility requirements.

Consider this simple metaphor to help you sort through all the technical details of access and compliance. How would you explain how your course looks to a student on the telephone if he or she could not access the Internet? Is your description both clear and complete? Making your course accessible requires a similar approach.

When you put in a picture or graph, you should also describe it like you would over the phone in text as an alt tag or as a paragraph. If you have a movie clip, you narrate it along with the sound or add a narration afterward. If you have a data table full of numbers you identify, as you would over the phone what each column contains and what each row refers to. You make navigating in the course easy. You give multiple exposures to content. You never assume that only one form of communication will do for all. Finally, more than anything else, you continue a dialogue with your students with all the tools you have available to you online.

Just as putting in the curb cuts to help people with wheelchairs has turned out to help more people who are not disabled such as those who push baby carriages or drag wheeled suitcases or equipment, making an accessible, compliant, online course will probably be more popular with all your students because it gives them greater flexibility and exposure to the material as well as allowing various learning styles to blossom.

The Internet can be an equalizing medium that gives virtually every person the opportunity to participate in lifelong learning without restrictions.

Here is the simplest test to apply to any part of a course or web site. Ask yourself these four simple questions:

1. If what I am viewing is not plain text, then what is it?
2. What does it mean?
3. What does it look and sound like?
4. Can everybody use it with a normal effort?

You can apply these questions to graphics, pictures, audio files, tables, charts, interactive games, Java applets, scrolling text, image maps, hyperlinks, communication tools, attached files, forms, animations, and anything else you can dream up for your course.

Basically, anything that is not plain text may need some technical tinkering to make it accessible, comprehensible, and usable by all students. This technical tinkering is where you enlist the help of experts until the software companies and your own experience make it a simple matter for all instructors.

Try not to feel overwhelmed and that you have to start all over again if you have already been teaching online. What you need to do is start questioning the accessibility of the elements within your course and finding the resources at your institution to assist you in making them accessible.

Accessibility of the physical classroom is not the responsibility of the instructor, and ultimately, it could be ruled that the accessibility of the virtual classroom is likewise the responsibility of the institution and the software manufacturers that created it.

One significant advantage to all this online activity is that instructors, institutions and technicians have begun to think more creatively about teaching and learning than they have in many years.

Conclusions:

Finally, what are the practical things you can do to create a better online course with sound instructional design?

1. Look for opportunities to insert your personality, teaching style, and presence into your online course.
2. Think about who your students are, and how they might access your course.
3. Build your course gradually adding tools as you become comfortable with them.

4. Make note of any elements that you feel may not be accessible (basically anything that is not text).
5. Locate the instructional designers at your institution or online who can help you build your course.
6. Locate the technical resources that can help you with WebCT, create multimedia and other non-text elements, and put these elements onto the Internet.
7. Locate the ADA compliance resources that can help you make the best course that you can.
8. Talk with other instructors who have online teaching experience.
9. Get feedback from your students about what they like or do not like about learning online.
10. “Think outside the box.” You can unleash your creativity for teaching.
11. Enjoy teaching; nothing else is as important to the success of your course.

Storyboarding to Success: How to Begin Building Your Online Course©

Editor's note: This chapter is modified from a presentation at the 2001 WebCT conference in Vancouver. The presentation was a collaborative effort by Lorraine Stanton and Sam Eneman of the University of North Carolina-Charlotte and Stephen Rehberg and Jeanne McQuillan of Georgia State University. This chapter was written by these four authors and is substantially different in tone from most of the other chapters in this book. We include it because we felt it was an important part of "Where Do I Begin?" and has proven to be quite popular with faculty.

Overview:
Faced with the uncertainty of how to translate their courses from classroom to online, many instructors shy away from the task. They may have limited access to instructional design support for adapting their lecture materials, current teaching style, and methods to best suit the online medium. To help smooth this transition, our answer is to first create a storyboard of an online course before going through the process of actually building it.

Storyboarding is a method used by educators, web developers, and media artists to graphically map out in rough format how a project and its associated events will appear in the final state. Without a step-by-step course design method such as this, instructors sometimes attempt to go online by first putting all of their course materials on the Internet and then trying to build a course around them. Storyboarding can provide instructors with some tools to make the transition to online teaching a more rational process, reducing the stress that may be associated with being unsure of how to proceed effectively. This chapter is aimed at providing you, the instructor, with these steps and tools, summarized as follows:

I. A Needs Assessment is performed to identify your target audience, determine your teaching style, and consider the academic components of your course.
II. Organizing your Material helps you gather and assess what you currently have for materials, as well as begin to organize your material into modules.
III. Matching the Tool to the Task helps you learn which Internet tools are useful for various teaching objectives, using the *Seven Principles for Good Practice* as a guideline for best teaching practices (Chickering & Gamson, 1987).
IV. Building the Storyboard helps you organize your thinking by visually mapping out your online course.

Our process draws from the first four steps of the classic ASSURE model of instructional design (Heinich, Molenda, Russell, & Smaldino, 1999), which describes a process of 1) analyzing the learners, 2) stating course objectives, 3) selecting methods and materials, and 4) utilizing the materials (i.e., conduct the instruction) (Heinich et al., 1999). Making a storyboard prior to utilizing the materials can help the instructor plan, design, and troubleshoot the web course before actually putting it online, saving time and effort as well as preventing problems that may be associated with unsystematic design.

In order to make the storyboarding process easier, we have created a Storyboarding Worksheet (the worksheet follows this article) that takes you through each step (Rehberg, McQuillan, Stanton & Eneman, 2001). The goal is for you to build the worksheet as you progress through the first three steps, then move toward actually creating the storyboard in step four.

I. Performing the Needs Assessment:

A. Identification of your Target Audience

This process involves assessing the demographic characteristics and needs of your students. Are they adults, teachers, full-time students, or professionals? Consider their skills and resources, as well as potential barriers to learning. For instance, if your audience is rural, the Internet connection lines may be limited. Some students may not be native English speakers. Some may be using assistive technology because of a disability. Fill in whatever audience characteristics you are aware of in your worksheet (Rehberg et al., 2001). If you are uncertain of

your students' demographics, it is always best to design your course with the broadest audience in mind.

B. Defining your Traditional Teaching Style

You have your own personal teaching preferences, techniques, and talents. To help you design a course that allows for expression of your personal style, you should perform an assessment of your teaching methods by creating an inventory of the techniques, tools, and methods you currently use. For example, is your teaching style Socratic, constructivist, teacher-centric or learner-centric? What teaching aids do you use in class? How do you approach/facilitate communication with/between your students? What kind of assignments and exams do you require? Fill in your worksheet as appropriate.

C. Consideration of Goals and Objectives

The third important process in this Needs Assessment is to list your teaching goals and objectives along with the methods, tools, and assessments associated with each one in the worksheet. You may need to rethink some of your in-class teaching methods for the online medium and your learners' characteristics as appropriate.

II. Organizing your Current Material:

A. Gather Your Current Course Materials

What kind of teaching methods or course materials do you use to enhance your class, and how do they each help you to meet your teaching objectives? Consider each of the individual components of your course as taken from your Syllabus (for example quizzes, lectures, presentations, assignments, and activities), and note the teaching method you currently use. Then, take stock of your associated texts, handouts, slides, electronic documents, and audio/visuals, and fill in the appropriate place in your worksheet. If you have some electronic files, they will be easier to translate into a web page or put online as a downloadable document. However, some materials will probably need to be reworked or created specifically for web purposes.

B. Organize your Material into Modules

Your in-class lessons are probably arranged according to weeks, chapters, themes, or assessments. We recommend that you arrange your web course content into similarly self-contained units of instruction (modules). These modules should then be arranged in a sequence of lessons that can be deployed consecutively, giving the students a sense of order and direction. Consider that each module should take approximately the same amount of time for your students that in-class lessons and associated homework do.

C. Assess Your Current Materials

Now that you have begun to outline your course, you will need to see where the online version may need enhancement. Do you need assessments, images, or worksheets? Here are some questions you might ask yourself as you rethink your current materials for translation for the web.

1. Presentations

If you rely heavily on electronic presentation methods such as PowerPoint in your traditional course, you may wish to add narration or otherwise increase their interactivity for the web, as they may lose effectiveness without a live speaker.

2. Communications

Live chat provides immediate feedback, and is excellent for virtual office hours. However, asynchronous discussion allows time to formulate replies, creating a more equal opportunity for participating in the exchange of ideas.

3. Quizzes

Online quizzes are excellent for promoting interactivity with content, but quizzing is a more advanced tool and is often added after becoming more familiar with the online medium.

4. Images

Consider the images you need to use, as well as download constraints and copyright concerns, and choose your images carefully. Compile and organize them as early as possible if they need to be digitized.

III. Matching the Tool to the Task:

A. Determining your Online Presentation Style

Now that you know what you need to accomplish, you need to determine how you will present it. Here are some items to consider as you decide upon presentation style:

Course Component	Presentation Style Examples
1. Engagement: Graphics, interaction, immediacy of feedback, and easy navigation can all encourage engagement with the material.	Well-chosen graphics, self tests, interactive glossaries, external links.
2. Accessibility: Remember that not everyone has the same technology or physical abilities to access your course.	Plain text and images with alt tags are best suited for wider accessibility.
3. Personality: How can you help your own personality come through on the Internet?	Use of fonts, colors, language, images.
4. Communication: How will you communicate with your students, and how much communication is appropriate for your learning objectives?	E-mail, live chat, discussion boards (moderated or not).
5. Audio and Visuals: Do you have media in a format that will enhance your material and the students' learning experience?	Images, streaming audio or video, Flash movies, narrated PowerPoint presentations.
6. Use of Text: The presentation of lecture material can come across quite differently depending on length of web pages, font size, typeface, and use of space.	A clean style with some use of white space, bulleted points, and shorter pages is more readable than long, text-heavy pages.

B. Becoming Familiar with Available Technology

What tools are available and appropriate for presenting your materials the way you envision? Taking an online course yourself is an excellent way to become acquainted with some of the tools for teaching online, for example, discussions, live chat, or online quizzes. Storyboarding Worksheet provides examples that you can use for these purposes, along with the associated *Seven Principles* (Chickering & Gamson, 1987) they encourage. An instructional designer may also be of help in choosing the tool for the task, if you have access to one.

IV: Creating the Storyboard:

A. Organizing the Components of the Storyboard

Now that you have thought about what you will teach and how you might teach it, you are ready to begin Creating the Storyboard (Eneman, Stanton, Rehberg, & McQuillan, 2001). Though the worksheet by itself would be helpful, putting the information from the worksheet into storyboard format will give you a better picture of the appearance and flow of the course. You may storyboard your whole course, or begin by storyboarding only one module for practice.

B. Methods of Storyboard Creation

Your storyboard will help bring all of the worksheet information into a visual representation of your course and its components. Traditional storyboarding usually looks like a cartoon-like series of cells or pictures along with text, but it can also be text-only. Your storyboard should include an overview of each page's content, the linear/hierarchical flow of subject matter, the steps students will take to learn the material, and the tools and methods connected with each objective.

You may use a series of numbered and labeled boxes with directional arrows, a simple numbered list, or even index cards that you can arrange as desired. Whatever the format, make sure your storyboard shows the sequence and order of teaching and learning events, along with associated files, actions and assessments. This is what makes a storyboard different from a simple flowchart, which merely denotes sequence. We have included several examples of course storyboards to better illustrate possible formats (Eneman et al., 2001).

Summary:

We have seen how it is possible to use the technique of storyboarding to create a representation of a web course before building it. We feel that this process will help reduce anxiety in creating an online course by making planning and organizing the course more effective and associated tasks seem more manageable. If you have already had training in web course creation tools, then with your syllabus and storyboard in hand you are ready to build your online course. If you are new to building web courses, then you are prepared to learn the basics of web course creation with a greater understanding of how you will apply them in your own course.

References:

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3. Heinich, R., Molenda, M., Russell, J. D., & Smaldino, S. (1999) Systematic planning for media use. In *Instructional Media and Technologies for Learning, 6th Edition*. Columbus: Prentice Hall
4. 4. Rehberg, S., McQuillan, J., Stanton, L., & Eneman, S. (2001). *Storyboarding Worksheet* [Online]. Available: http://www.uncc.edu/webcourse/sb/worksheet.htm

Storyboarding Worksheet

During the course of filling in this worksheet you will notice a progression. The worksheet is designed to get you thinking about teaching in general and about your course in particular. Each table or chart you fill in may, at times, feel redundant, but they really are not. They are building on each other with a purpose. The more pre-planning that goes into your course, the faster you will be able to build a course, the faster you will be able to learn WebCT, and the less frustration you will have to work through in the process.

I. Needs Assessment Master Worksheet:

A. Overall Course Objective(s) (what the course is about, the overall expected outcome. Individual learning outcomes are in a later section.)

B. Target Audience (brief description such as: Graduate, currently working, distance, computer literate, some rural with slow modems, may have disabilities, may not be native English speaking)

C. Teaching Style Description and Checklist (in traditional classroom setting; use any method for identifying your style. Examples, lecturer, teacher-centric, constructivist, facilitator, symposium, practicum, learner-centric, etc.)

Teaching and Assessment Methods Checklist *(Reviewing your syllabus, check all Teaching Methods that apply to your course. You will use this checklist later.)*

Teaching Methods	Assessment Methods	Comments
☐Assigned readings	☐Attendance	☐Written Assignments (long and short)
☐Class Discussion	☐Class Participation	☐Written Test/Essay
☐Debate	☐Open Book Test	
☐Field trips	☐Oral Exams	
☐Group Work	☐Peer Assessment	
☐Laboratory	☐Practice Tests	
☐Lecture (you or guest lecturer)	☐Pre-assessment testing	Any Other Methods or Assessments (fill in your own)
☐Oral Presentations (by students)	☐Problem analysis, diagnosis, & solving	
☐Performance of skill, technique or talent	☐Proctored Tests	
☐Question and answer period	☐Pop Test	
☐Repetitive drill	☐Self-test	
☐Students question each other?	☐Take	

II. Organizing Your Materials:

A. Inventory: With each Teaching Method used, there will also be files or tools or software associated with it. Identify all the types of materials in the "Materials Inventory Checklist" below, and then go to the next table to fill in more specific information about your materials.

Course Materials Inventory Checklist *(Check all materials and types of materials that you use or will use in your course. You will use this checklist later.)*		
☐Syllabus	☐PowerPoint Presentations	☐Charts
☐Textbooks	☐Overheads and overlays	☐Blackboard or whiteboard
☐Exercises in the textbook	☐Vocabulary exercises	☐Audio files, tapes, CDs
☐Lecture Notes	☐Flash Cards	☐Photographs
☐Case studies	☐Math problems	☐Slides (photo)
☐Handouts	☐Maps	☐Video files, clips or films
☐Study guides	☐Graphs	☐Learning Aids (3D –globes, skeletons)
☐Word processing documents	☐Spreadsheet documents	☐Database documents
☐Files of questions or quizzes	☐Worksheets	☐Drawing materials
☐Building materials		

B. Name and Location of Materials:
Now that you know the kinds or types of materials you will be using in your course, you should write down the actual file name (electronic) and where it is stored. If your materials are not electronic, be sure to note that and that you need to have them typed, scanned or digitized for use on the web. Follow the example below and then fill in the form on the next page. You may not be able to fill in the last column at this time if you are not sure what action you will need to take, however, fill in the other columns and then go on with your storyboarding.

Type of Material	File Name of Material and Location	Format of file	Action Needed to be Web-ready
Syllabus	Eng101syllabus.doc	Word	Save as Web Page (convert to HTML)
Example of Shakespeare's handwriting	"Shakespeare and his Works" page 47	Paper	Scan it as an image for the web.

Materials List, Location, Format and Action Needed:

Type of Material	File Name of Material and Location	Format of file	Action Needed to be Web-ready

C. Start Putting Your Materials into Modules:
Putting your materials into modules is a major suggestion for teaching on the web, but it is only a suggestion.

You will need to start with a part of your course and think of it as a complete and cohesive unit such as Week 1, or Chapter 1 or some similar grouping based on your syllabus. The student-learning objective pertains only to this module's expected outcome. The objective should be tied to the course syllabus. You can begin filling in your worksheet as soon as you have the student-learning objectives; none of the other information should be filled in hastily. Be sure to give it plenty of thought. Pre-planning when creating a web course is essential and will save you many, many hours of frustration and re-design. Note that before you fill in the Internet Tool to be used information you should read the next part of this worksheet (Matching the Tools to the Task) and then finish filling in that column. Remember that this is a worksheet, you can erase, change your mind, and tear it up and start again; the important thing is to start.

Module Name _____ (*Week One, Lesson One, etc.)*

Teaching Principle*	Questions to think about.	List Learning Outcomes for this Module and Internet Tools used to communicate them to the students.
Setting Expectations*	• What are the student-learning objectives for this module? • How will you communicate the module's learning objectives to the students?	

Teaching Principle*	Questions to think about.	List Learning Outcomes for this Module and Internet Tools used to communicate them to the students.
Presentation	• How is the module's content to be presented to the student? See "Teaching & Assessment Methods Checklist" for ideas. • Will the content be linked to a glossary or other learning aid? • How will students find or revisit material for studying? • Can the students make electronic notes about the material?	

Teaching Principle*	Questions to think about.	List Learning Outcomes for this Module and Internet Tools used to communicate them to the students.
Communications & Interaction*	• How will the student communicate with you regarding this module or the course? • How will the students communicate with each other regarding this material? • How will you communicate with the students? Will it be private or public or both? • Will there be more than one way to communicate in the class? • How quickly can a student expect an answer from an electronic question (e-mail, discussion, listserv)?	

Teaching Principle*	Questions to think about.	List Learning Outcomes for this Module and Internet Tools used to communicate them to the students.
Active Learning*	• Will the student have work to accomplish? • Will the student have work to present to you or the class? • Will this work be done individually? • Will this work be done as a group? • Will students be expected to comment on each other's work? • Will activities have choices or alternatives?	

Teaching Principle*	Questions to think about.	List Learning Outcomes for this Module and Internet Tools used to communicate them to the students.
Feedback*	• When can students expect feedback from you? • Will you have office hours (real or virtual)? • How much feedback will you provide students on their work? • Will students be able to assess their own ranking within the class? • Will the feedback be generic, individualized or some of both?	

Teaching Principle*	Questions to think about.	List Learning Outcomes for this Module and Internet Tools used to communicate them to the students..
Diverse Learning Styles	• Do your presentation and interaction accommodate multiple learning styles? • Have you considered the needs and abilities of the students? • Have you considered their access to the material, the course and you? • Are you addressing the visual, aural and kinesthetic learners in your course?	

Teaching Principle*	Questions to think about.	List the Internet Tools to be used that might help keep the students on task.
Time on Task	• Is there any mechanism that helps the student stay on target? This could be a calendar, a reminder, a private or public communication, or something else? • Being organized and disciplined is generally more important than in a traditional class. How can you encourage the students to develop these skills?	
* Adapted from Chickering & Gamson's "Seven Principles of Good Teaching in Undergraduate Education" 1987		

III. Matching the Tools to the Task or Determining Your Internet Presentation Style:

This is the last piece to fill-in for this module worksheet. Look over the following list of "Internet Presentation Tools/Styles & the Good Teaching Principles They Embody." You should be able to use it to complete the module worksheet above.

Internet Presentation Tools/Styles and the Good Teaching Principles They Embody *(A sampling of some of the tools currently used on the Web for teaching & learning; use this chart to assist you in filling in "Your Internet Presentation Style or Tool" column of your worksheet above.)*		
Communication Tools:		
Internet Tool or Feature	**Uses and Advantages**	**Good Teaching Principle(s)**
E-Mail	One-to-one and one-to-many communications; Private communications; Reminders of events and due dates; personal encouragement; Group work; searchable Attachment of other files.	Teacher-to-student, student-to-student, depending on usage other principle may apply.
Bulletin Board or Threaded Discussions	One-to-many communications; moderated discussions; anonymous interaction; thoughtful debate; peer review; group work; searchable.	Teacher-to-student, student-to-student, depending on usage other principle may apply.
Listservs	One-to-many communications; often too public for some discussions.	Teacher-to-student, student-to-student, depending on usage other principle may apply.
Chatrooms	One-to-many communications; brainstorming; virtual office hours; often not accessible by all students; immediate feedback.	Teacher-to-student; student-to-student; rich, rapid feedback.
Whiteboards	One-to-many communications; some are synchronous drawing slates; some may not be recorded; good for visual work or communication.	Teacher-to-student, student-to-student.
Calendars	Good for posting due dates, reminders, last minute changes. Some allow attachments or hyperlinks; some allow students to make postings to the class; some can be printed and/or searched.	Depends on usage and features, but can be: Time on task, set high expectations; Teacher-to-student and student-to-student communications.
Student Homepages	Good way to introduce some personality online; valuable source of data for classmates; helps build community.	Student-to-student communication.
Faculty Homepages	Good way to introduce personality to the students; last minute reminders, other resources.	Teacher-to-student communication.
Content Presentation Tools and Features		
Internet Tool or Feature	**Uses and Advantages**	**Good Teaching Principle(s)**
Animations	High engagement factor, not equally accessible to all, good for visual learners, if used for vital content text alternatives should be given.	Depending on the usage whether it is used to present content; in a test; as a game; as entertainment or navigational device. Different learning styles and usually time on task if engaging.
Hyperlinks to other sites	Present outside authorities and resources, which can be extremely rich. Many have interactive options. Check out NASA, and other government sites; URL may change too often (except the government sites); government sites must be compliant with accessibility issues.	Promotes active learning.
Content Presentation Tools and Features		

Internet Tool or Feature	Uses and Advantages	Good Teaching Principle(s)
Syllabus (some systems have separate tools for the syllabus)		Time on task; Teacher-to-student communication.
Single, stand-alone HTML pages	Allows for special non-linear material in a course; examples; special resources.	Promotes active learning
Linked pages in a module or lesson		Promotes active learning.
Glossary tools	Can be a stand alone tool; can have hyperlinks of terms from module pages to glossary; can have hyperlink of glossary terms to other terms in glossary; students do not have to guess the keywords they should be learning because the hyperlinks indicate what the instructor thinks is important.	Promotes active learning; different learning styles.
Audio and Video files	Present moving images and sound bites to bring the subject to life.	Different learning styles; active learning.
Streamed media	Video recorded classes, presentations, meetings, etc. can be viewed at a later time by those who were not present.	Different learning styles; active learning
Special file formats		Different learning styles.
All web-ready formats	Allows the inclusion of text, graphics and hyperlinks and the students can easily navigate the material.	Different learning styles.
Controlled release of materials	Allows students to learn at their own pace, or forces them to keep up depending on how you manage the release; can release different materials to different students depending on how you chose to group them.	Promotes active learning; time on task.
Branching		Promotes active learning; time on task.
Self-directed material		Promotes active learning; time on task.
Student Participation/Study Tools		
Internet Tool or Feature	**Uses and Advantages**	**Good Teaching Principle(s)**
Search tools or engines	Enables the student to find materials electronically; takes the place of the index at the back of book.	Promotes active learning.
Interactive games	Engages and entertains the student while they master the subject.	Promotes active learning.
Flash cards	Permits a student to drill himself until he is comfortable with the material.	Promotes active learning.
Progress tools & bookmarks	Allows student to assess how much effort he has put into the course.	Communicates high expectations; time on task.
Grades made available	Students receive their grades quickly and can assess if they need to put more effort into the course.	Rich, rapid, feedback (depends on what and how much is released); communicates high expectations.
Comparison of performance to class	When they see where they rank against their peers, it can either motivate them to try harder or encourage them on a job well done.	Communicates high expectations.
Site Maps	Is an alternate method of navigating through a course.	Different learning styles; time on task.
Calendars	Reminds students when assignments are due and when exams will take place; can also remind them of school holidays so they can plan their studying.	Time on task.
Student Participation/Study Tools		

Internet Tool or Feature	Uses and Advantages	Good Teaching Principle(s)
Practice Tests	Enables the students to become familiar with the instructors testing style so they can focus on the subject and be prepared for the questions; ups the students comfort level before tests; it has been shown that students who take the practice tests score well on the real exams.	Promotes active learning, rich rapid feedback.
Self-test	Allows the student to exhibit his mastery of the material; he can repeat the self-test until he gets it correct; repetitive drill reinforces it in his memory.	Promotes active learning, rich rapid feedback.
Help files	Clarifies for the student the steps he needs to take in order to achieve an outcome	Promotes active learning, rich rapid feedback
Surveys	Allows the students to voice their opinions anonymously; provides the instructor with an understanding of how his material is being received.	Promotes active learning; rich rapid feedback.

Assessment Tools

(Many quiz modules allow for automatic grading and release of scores and feedback for right and wrong answers; some of these should appear in the Learning Objectives section and the Class Activities section of the worksheet)

Internet Tool or Feature	Uses and Advantages	Good Teaching Principle(s)
Pre-enrollment assessment tests	Assesses the student's readiness for the course and indicates if they need to do some remedial work in preparation.	Communicates high expectations.
Timed quizzes	Students have to have good mastery of the material in order to complete the test in the allotted time; timed quizzes can make take home tests feasible.	Promotes active learning; time on task; rich, rapid feedback.
Proctored quizzes	The intention is to eliminate the possibility of cheating.	Communicates high expectations.
Randomized quizzes	Lessens the likelihood of cheating.	Communicates high expectations
Essay quizzes or questions	Requires that the student demonstrate an understanding of the material; indicates a higher level of thinking.	Promotes active learning; Communicates high expectations.
Hand-in assignments	Requires that the student present work in a form other than electronic files.	Promotes active learning
Group projects	Allows the students to help each other and they become aware of their own strengths and weaknesses; prepares the students for the future because most jobs require a high level of group work.	Encourages student to student interaction.
Contributions to course building	Students make suggestions for the enhancement of the course	Promotes active learning; Student-to-teacher interaction
Construction of online course	Students can help create the documents or suggest web sites	Promotes active learning; Student-to-teacher interaction

Seven Principles of Good Teaching	
1. Promotes Teacher-to-Student Interaction	5. Promotes Active Learning
2. Promotes Student-to-Student Interaction	6. Facilitates Time on Task
3. Encourages High Expectations	7. Addresses Different Learning Styles
4. Provides Rich, Rapid Feedback	

Once you have completed your module worksheet you are ready to start constructing your actual storyboard. We have included several blank samples following the full example we used for an English 101 course.

IV. Building the Storyboard:

Now, with your syllabus and the various checklists and forms you have already completed, you are ready to look at one example of a storyboard. Turn to the next page and look over the filled in sample storyboard. See if you can follow the flow of the course and if you can begin to see the advantage of laying out your own course in a similar manner.

Things to look for: learning objectives, teaching methods (TM), materials, Internet Presentation Styles (IPS), and flow. The order of the storyboard boxes is determined by the course syllabus, the arrangement is determined by the size of the paper. With larger paper, we could have merely arranged the boxes in a row.

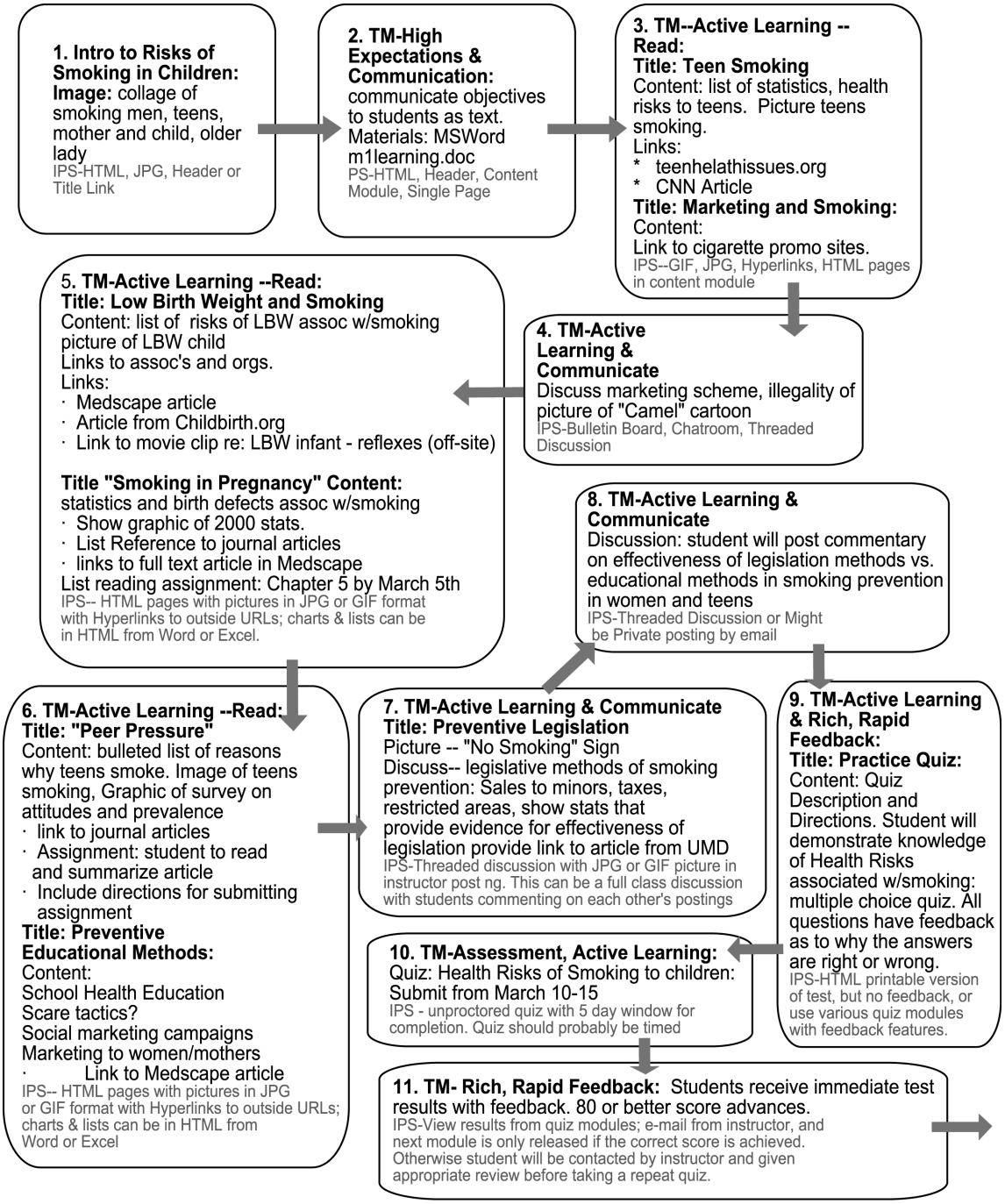
Notice that all the information in each box could be placed in a master outline if you prefer a less visual representation. Regardless of the type of storyboard you use, the point is that when going online with a course, you are best served by having a blueprint then you can focus more on the teaching and less on the technology.

Storyboard of Module 1, Community Health Promotion 101, Dr. Sarah H. Johnson

Summary of Content: Health risks of smoking in teens and children of mothers who smoked during pregnancy.

Learning Objectives/Assessment:

- Student will demonstrate knowledge of health issues and prevention methods re: smoking in teens and children of women who smoke, as demonstrated by a score of 80 or above on a multiple choice quiz
- Student will recognize dilemmas associated with various smoking prevention methods and be able to discuss several different pros and cons of the various methods in a planned, online discussion.



This first storyboard sample may seem complicated and a little difficult, but keep in mind that it was not created all at once, but one box at a time. On the next pages you will find several more storyboard samples, some empty for your own use, others with a different flow. Your storyboard can be an outline as we mentioned earlier, or you can put everything on index or file cards and then arrange them in the order you wish.

How Do I Build My Storyboard?

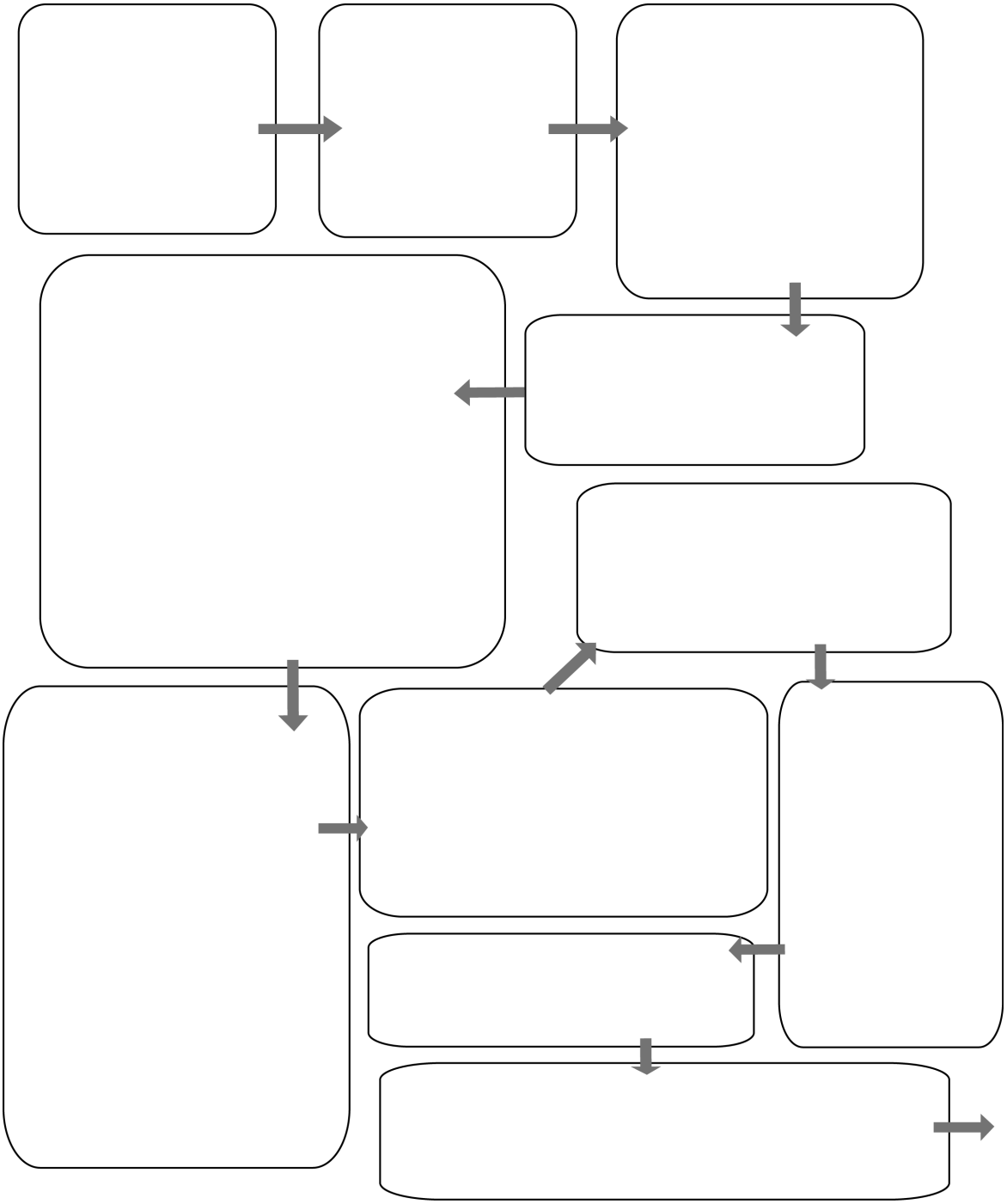
Now, how do you go about creating your storyboard? Well, you can use the various worksheets in this paper and simply fill in the blanks as you go, or you can work with an instructional designer to create your storyboard. You can also, take things slowly and try building one yourself.

1. We recommend starting with the simplest example. Choose a course of your own or that you are extremely familiar with, be sure you have the course syllabus too.
2. Do each of the exercises in the workbook; fill in all the blanks, then when you get to the storyboard for your first module, fill it in a bit at a time. You can make copies of the blanks for each module of your course. Again, a module can be a lesson, a chapter, a week; whatever helps you organize your course for breaking into modules.
3. You might choose to use a separate module form for Orientation, Mid-term, Finals week and work you have to do after the students have finished the course.
4. You should begin filling in your storyboard module form in chronological order as you follow the syllabus. Going back and forth from the syllabus to the Teaching Method Checklist, place each activity, Teaching Method, assignment, reading, quiz, discussion in a separate box on the storyboard. Use as many module blanks as necessary.
5. Then you will go through the inventory checklist and choose the materials that are associated with each activity.
6. After you study the partially filled in storyboard form(s), go back over your checklists and your syllabus and make sure that everything is on the storyboard. Create some new boxes if you need to or add more sheets. The important thing is to make sure that everything associated with your course is on the storyboard.
7. Now go back over the flow of your storyboard, reorder the lessons if necessary, draw new arrows to change the flow in any module, but again, make it match the syllabus, or else you will have to change the syllabus to match the storyboard flow. Either way, they should be in agreement.
8. Remember the storyboard is a tool, a way to help you think about your course and prepare for going online (note storyboarding is a good idea for traditional courses as well). When you are finally done, you will take all your materials, but especially the syllabus and storyboard workbook and begin to translate your course to the web.

Storyboard of Module 1,_____

Summary of Content:

Learning Objectives/Assessment:



Storyboard of Module 1, (Simple, Non-Linear model, abbreviated example)

Summary of Content:

Learning Objectives/Assessment:

Title of Module:
TM--Communicate, High Expectation
Post Learning Objectives

(when reading the following chapters, order is not important)

TM-Active Learning: Read
Chapter 4

TM-Active Learning: Read
Chapter 7

TM-Active Learning: Read
Chapter 17

TM-Active Learning, Rich Rapid Feedback, communicate:
Oral Review of Chapters 4, 7 & 17

TM-Active Learning, *Communicate:*
Discuss unifying theme of above chapters

TM-Active Learning, *Rich Rapid feedback*
Multiple choice practice quiz

TM-Active Learning,
Turn in paper on one of the essay questions at the end of any of the 3 chapters

TM-Rich Feedback
Return Marked Paper for re-writing.

TM-Active Learning
Hand in edited papers.

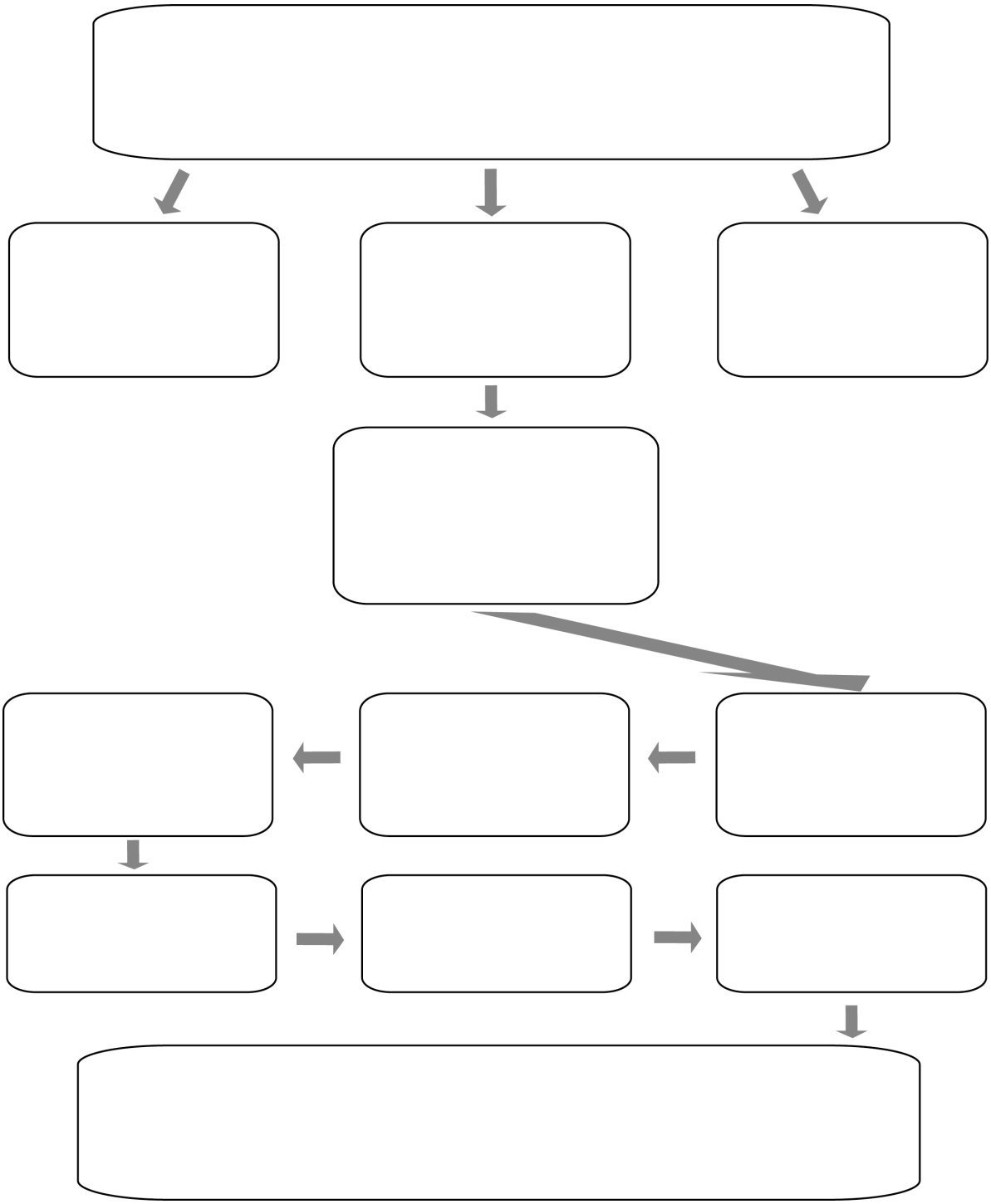
TM-Set High Expectations; Communicate
Post 3 best papers

TM-- Assessment, setting High Expectations, Active Learning, Feedback:
Combination Essay, short-answer and multiple choice quiz. Students should score 80 or above on the multiple choice/short answer section and a passing grade on the essay.

Storyboard of Module 1, (Simple, Non-Linear model, abbreviated example)

Summary of Content:

Learning Objectives/Assessment:



Storyboard of Module 1, (This model has no progression arrows; fill in your own)

Summary of Content:

Learning Objectives/Assessment:

Learning WebCT
Where and How Do I Learn WebCT?

In the beginning, it was only the self-starters and early adopters who undertook learning WebCT. Slowly most campuses are providing a variety of resources for training faculty. Hopefully, the stress in the development of an online course has been minimized by the formation of users' groups and the availability of other training resources both on your own campus and online at webct.com. The collective expertise that is now available is absolutely staggering. If WebCT is new to your campus, there are many online resources that can make learning and using WebCT a fairly easy proposition. We hope you will employ the resources in this book so that you can enjoy the maximum benefits that WebCT offers for teaching and learning.

Here are some training sources for everyone:

For the traditional classroom learner:

- Check out the various institutions at the webct.com Institutions section. There are also calendars for these fee-based training workshops that are usually open to everyone.
- At your own institution, first find out who or what department is in charge of the WebCT server. This department will generally be able to tell you where on campus you may receive either classroom or one-on-one training.
- Check with your own department to see if they have made any provisions for WebCT training or mentoring.
- Check with your college to see if the college has resources for training. This is also a good place to check for users' groups and mentoring programs.
- Check with your Distance Learning department to see if they offer training for those using WebCT in a distance course.
- Check with Teaching and Learning Center or its equivalent.
- Check with your faculty coordinator.

For the online classroom learner:

- Webct.com offers some online, facilitated courses for instructor/designers. These have a charge, but are not self-directed.
- Check the webct.com site for other institutions offering online courses.

For the self-directed learner there are many resources:

- http://webct.com/ has many tutorials for students and instructor/designers from beginners to the somewhat more experienced.
- At the webct.com website you will also find other resources from various institutions and contributors who offer both free and fee-based courses.
- The online HELP files within WebCT regarding the mechanics of the various WebCT tools are useful and user friendly. The HELP files are also page specific. Whenever you click the HELP link, it will present you with the HELP file for that page or function that you are currently using.
- The Ask Dr. C forums at the webct.com site are also extremely valuable for all levels of users. These are addressed more fully under the various Help sections of this book.

One or all of the above may offer training in WebCT. It is a common training paradigm to offer one or two day training sessions followed by one-on-one assistance, users' groups, mentoring, and half day or two hour workshops.

Typing for the Web

Overview:

Typing for the web is not quite the same as typing for printed materials. The Internet does not have the same formatting capabilities as most word processing programs. However, alternatives (workarounds, approximations or substitutions) are available, so your print and web materials appear similar.

This chapter will hopefully save you some time when you use a word processing program to create web pages. Many people use MSWord and then the Save as Web Page option rather than a regular Save as to create their web materials. Saving as a web page converts the document into HTML code and therefore, does not require you to know how to code for the web. The document still looks like a Word document, but it may look somewhat different when viewed on the Internet. In particular, this chapter is for users who convert from word processing to web pages.

General Guidelines:

1. **The Internet is a scanning medium:** People do not usually come to the Internet to read. Instead they quickly skim over the material by scanning it visually. Therefore, rethink your material into smaller sections. Use headings, bullets, numbering, and indentation to make your material easier to scan for the important elements.
2. **No tab key:** Tabs do not convert to HTML. Therefore, if you need to have objects align do not use the tab key; use tables instead and make the borders invisible.
3. **No newspaper style columns:** Do not use the columns features in word processing programs. The conversion will give you inconsistent results. In a syllabus if you need to type in columns, use tables. (Note: Do not let the word column confuse you. The newspaper column feature is not the same as a column in a table.)
4. **Use bullets or numbers:** Instead of wingdings (a type of font) or images to denote a new item in a list.
5. **Avoid underlining:** Underlining on the web implies a hyperlink. Use **bold** or *italics* instead for emphasis. In citing certain sources, use italics and quotation marks.
6. **No extra paragraph returns:** Do not put an extra hard return between paragraphs for double spacing. The conversion to HTML from any word processing program will end up doubling each paragraph return and therefore giving you much too much white space. If your material must be in a hard copy format and a web format, make a copy of your document for the web and then go through it and remove the extra returns before converting to HTML.
7. **Too much bold:** If you make everything bold on your web page, then the emphasis it once conveyed is lost. It also becomes harder to read the longer it goes on.
8. **Avoid fancy, unusual fonts:** Browsers rely upon the client (user) computer to render fonts. If a particular font is not installed on your students' machines, the page will not display properly. Stick with common fonts such as Arial, Times New Roman, Helvetica, or Courier.
9. **Use a simple HTML editor:** Dreamweaver™, Netscape Composer™ and FrontPage™ are fairly easy for people who have used word processing, and they eliminate the need for conversion.
10. **Lists:** Items in your text often work better as numbered or bulleted lists on the Internet. Even a short series of three items is easier to read on the web if it is bulleted.
11. **Long paragraphs:** Can be broken into smaller paragraphs or even bulleted phrases or sentences make for easier reading and a higher engagement of the viewer.
12. **Images and clip art:** Both function a little differently in hard copy versus the Internet. Watermarks and clip art that may add interest in hardcopy can often be distracting on a web page.
13. **Math formulae require special handling:** In MSWord and other similar programs, typing mathematical formulae has become much easier in the last few years. However, Math standards are still evolving for the Internet. Most formulae are converted into images (i.e.

.jpeg, .gif files) for the web. There are alternatives like WebEQ, MathML, and others. If your material has quite a bit of mathematical formulae, check with the web designers available to you to help make this conversion easier. Even if you use the MSWord Save as Web Page option and it appears that the formulae have been successfully converted, this is probably not the case. What looks fine in Internet Explorer might look completely different in Netscape and vice versa. Even different versions of the same browser can affect the visual outcome. It is best to test in multiple browsers. Do not panic about math, but keep in mind that it requires experienced people to accomplish this one conversion to a web format.

14. **Special Characters and Symbols:** Similar to math formulae, special characters and symbols like the trademark symbol, the English Pound symbol, the cent symbol, the copyright symbol and many others may not convert correctly to the web. If you need special symbols, consult your web designers or experienced web developers to make sure the symbols you will need are going to convert or else what the workaround method is for using these symbols.
15. **Color:** You find many colors on the web. Not all of it is good. Here are some simple guidelines:
    a. Use high contrast between text color and background color. This is why the most common usage is black text on a white background. Do not use dark colors on dark colors. Avoid pastels as text.
    b. Do not use red and green together. Many people are red/green colorblind and will not be able to read your material.
    c. Do not use blue and yellow together for the same reason. Blue/yellow colorblindness is more unusual but is still a factor to consider.
    d. Do not use too many colors. If you are using color for emphasis and you use too many, then the whole concept of emphasis is lost. Also bear in mind that a screen reader would not convey the emphasis to the student with a sight disability.
    e. Red and other colors carry different connotations around the world. It is always good to think carefully before over emphasizing any one color.

Converting Excel™ Documents to HTML

Overview:

If you wish a document to be viewed within a browser, the file must be converted to a type the browser can read. Commonly this requires a file to be saved as HTML. Some files will display in the browser if the program is installed on the users machine (e.g., Microsoft Word documents may open in Internet Explorer, but it is not the browser that is actually displaying the file - it is Microsoft Word). As a result, it may take considerably longer for a document to display, since it must download and launch another application. To make everything more user-friendly for the viewing audience the authors recommend converting your documents to HTML.

Most software packages today contain a feature for converting to HTML that does not require the author to understand HTML. This conversion is often as simple as Save as a Web Page as it is in MSWord and it is nearly that simple in Excel. This article will help you accomplish this task and give you the pros and cons of the conversions using this method.

Special Note: This chapter is only addressing converting an Excel™ document to HTML. Using Excel as an offline Gradebook is covered in another section of this book.

Uses and Advantages of the Save as a Web Page Feature:

- Speed. This is probably the quickest way to convert an Excel document to HTML.
- No HTML Lessons: You also do not have to know HTML in order to accomplish this conversion
- Convenience: Students will not have to have any additional software on their computer.
- Creates a web page, very much like the original document.

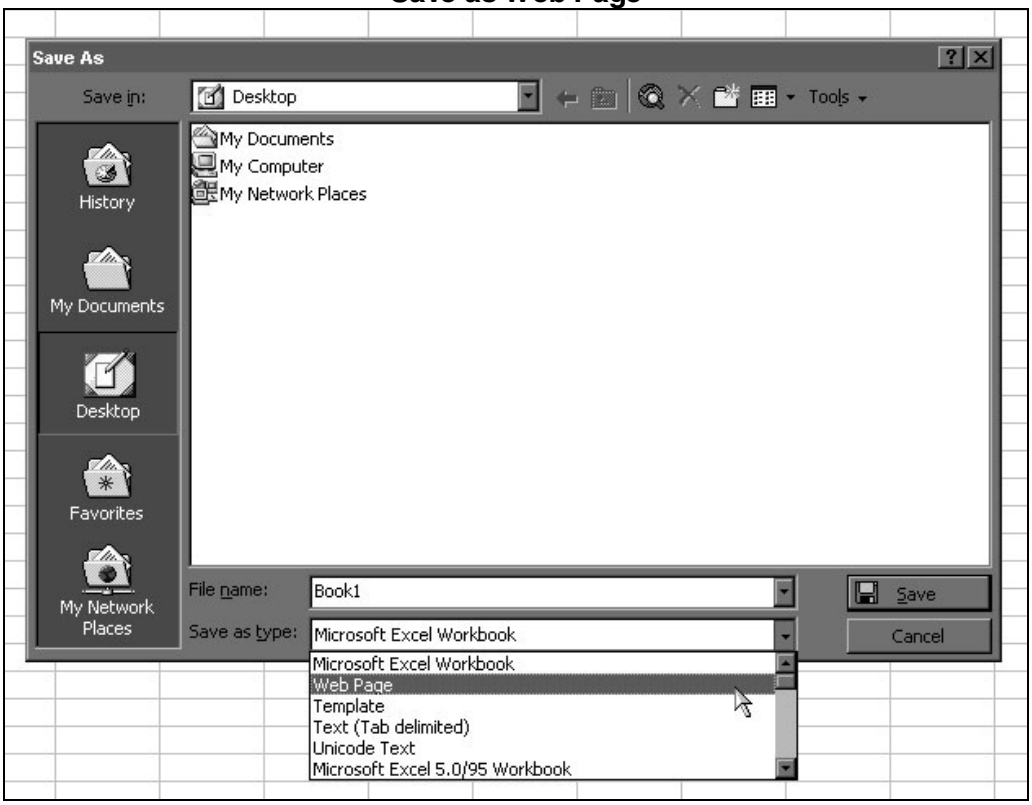
Short Comings of the Save as a Web Page Feature:

- Fonts and Special Characters: The web does not interpret all fonts correctly. If your document has used special fonts or special characters, then your converted document may look different. It actually may be missing certain special characters because they did not convert.
- Although Microsoft products do convert documents to HTML, they may use proprietary coding. Consequently, documents may not display as expected in all browsers. See the "Cleaning Up Microsoft-Specific HTML Tags" later in this section for more detail.

How To Save as Web Page:

1. Make sure that the filename contains no spaces or special characters. Any spaces that should be there can be imitated using the underscore character _. WebCT will not upload and display files properly if there are spaces or special characters in the file name.
2. Under File on the main menu bar, click Save as Web Page.

Save as Web Page



This is the simplest method. Excel offers additional options when converting to HTML that are worth reviewing.

For advanced users of Excel, the Publish feature offers additional options. These include such things as adding interactivity to your web page based in certain criteria and cell ranges within the spreadsheet. These options are quite intuitive, and can be explored quickly.

Converting PowerPoint 2000™ to HTML

Overview:

PowerPoint presentations may be converted into HTML for web-based presentation. Although the process is not difficult, the results may not be exactly as expected. The options available for conversion vary with the version of PowerPoint - Microsoft 97 behaves quite differently from PowerPoint 2000. We recommend you read this section thoroughly prior to converting your files.

Uses and Advantages of the PowerPoint Save as Web Page Feature:

- Simple to use the built-in feature.
- Convenient for users who do not know HTML.
- Works really well for simple, straightforward presentations.
- Gives a very fast access time over the Internet since each slide is converted to its own web page rather than one large document.

Shortcomings of the PowerPoint Save as Web Page Feature:

- Converting animations or slide transitions is not recommended, as these items increase the amount of time a page takes to load.
- If you have narrations in PowerPoint 97, you must convert the presentation using PowerPoint 2000 or the narrations will not be recognized.
- It will not convert embedded objects like sound and movie clips.
- It will not convert layers on a slide.
- Your converted document will be in frames. There is not a “no frames” option as there was in PowerPoint 97
- It is not as intuitive as other Microsoft conversions.
- It generates multiple files, about 3 or 4 documents per slide.
- There are so many options to choose that many people become confused.

Alternative Ways to Putting PowerPoint on the Web:

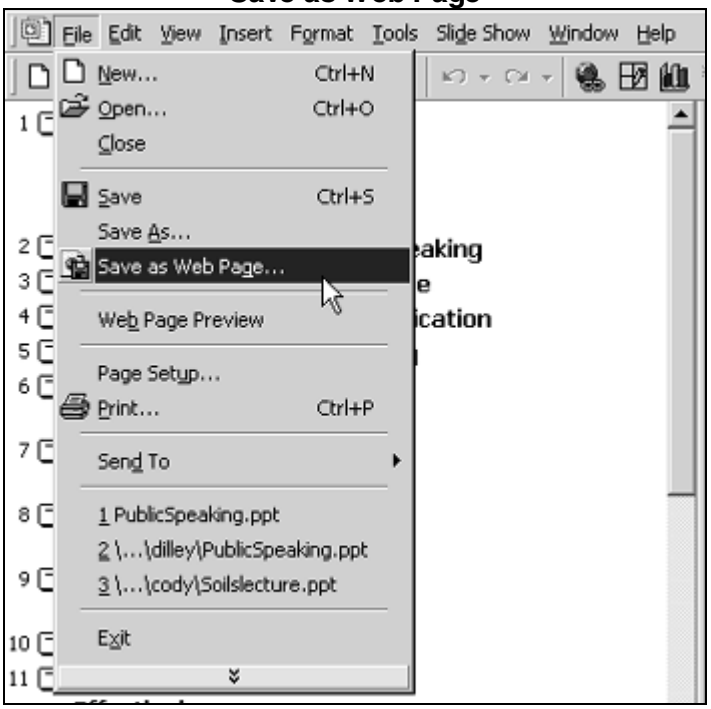
- Print as PDF and upload that document. This will give you many fewer files but also lacks enhancements.
- Put up the original document on the web with a link to the free plug-in PowerPoint Viewer. The biggest downside to this method is the download time for large presentations. However, this method is often included along with a converted presentation because it gives the students the original material and the opportunity to print out handouts if they choose.

How To Save as Web Page:

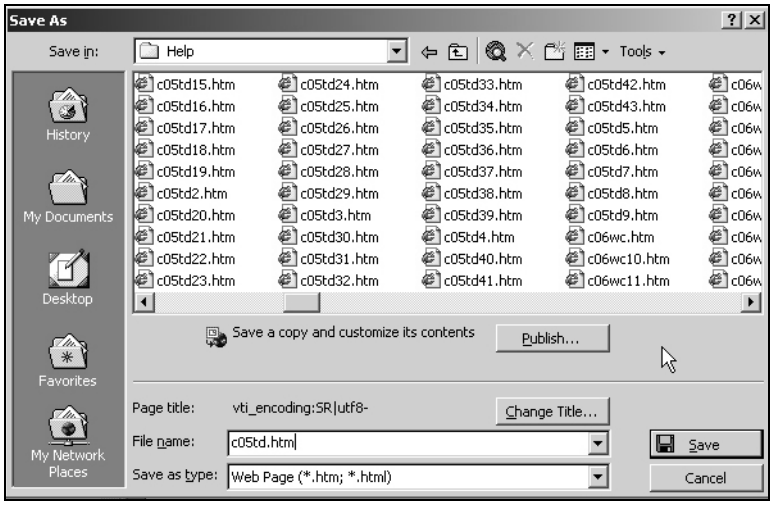
After creating and saving your PowerPoint presentation, you have several options as to how you want to display the HTML version. Some of these options are important if you want your presentation to display appropriately on the Web.

1. The first step is to click File on the main menu bar, then Save as Web Page

Save as Web Page



2. The next window displayed will look like this:

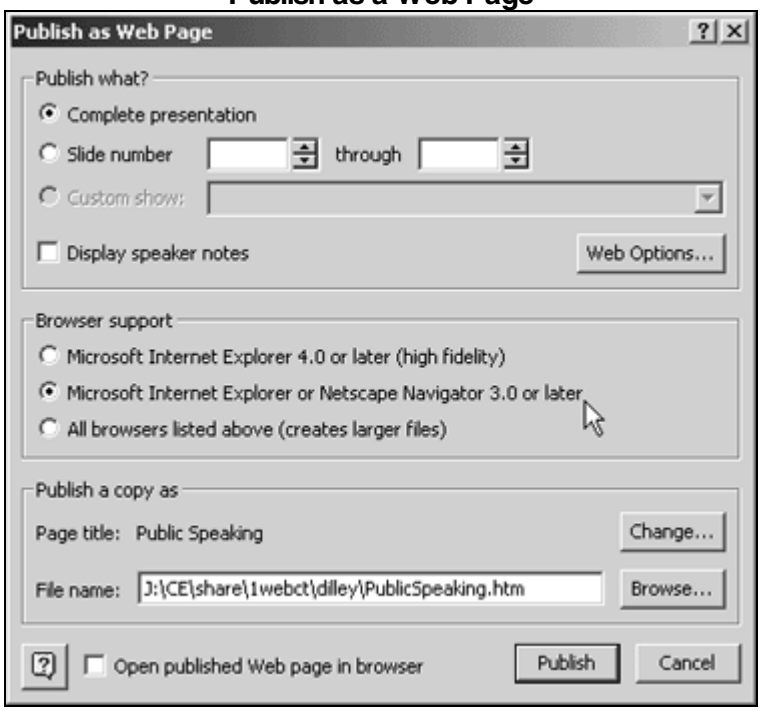


If you were to click Save at this point you would convert the entire PowerPoint to HTML, and depending upon your default settings you would most likely not be able to view it online or the converted version would not be at all what you wanted.

Remember if this converted presentation is to be put into WebCT, before you Save or Publish, you need to make sure the filename has no spaces or special characters (/#%$@* etc.)
From this window, you need to click on the Publish button, located next to the Save a copy and customize its contents in the middle of the window.

3. Publish is a term that different softwares use in different ways. However, one common meaning is to publish your material to a web-ready format and to choose the options for doing so.

Publish as a Web Page

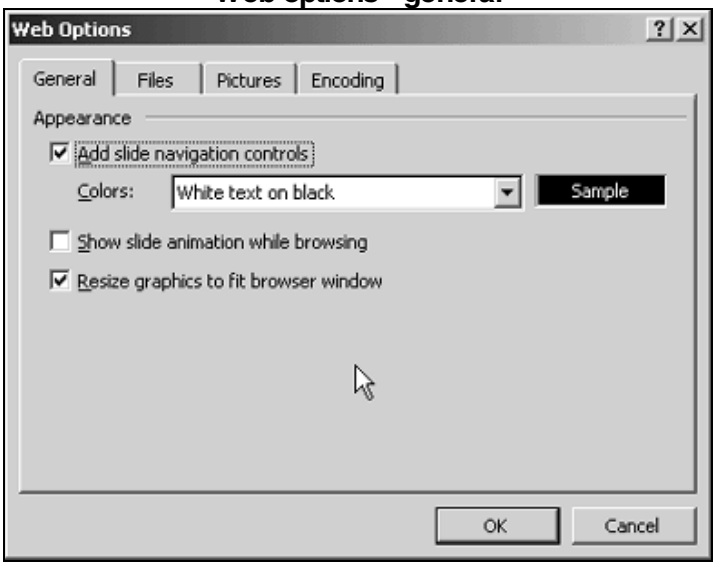


4. The most important parameter to specify after clicking Publish is the **Browser support**. Clicking the radio button next to **Microsoft Internet Explorer or Netscape Navigator 3.0 or later** (located next to the mouse arrow on the above image) ensures that your presentation is viewable by the most browser types.
    a. This window also gives you the options of converting only selected portions of the presentation (under Publish what?), displaying speaker notes, if any.
    b. You must also decide about changing the path where the presentation is located or not.

Although you can complete the process at this stage by pressing "Publish", it is advisable to check the settings under "Web Options".

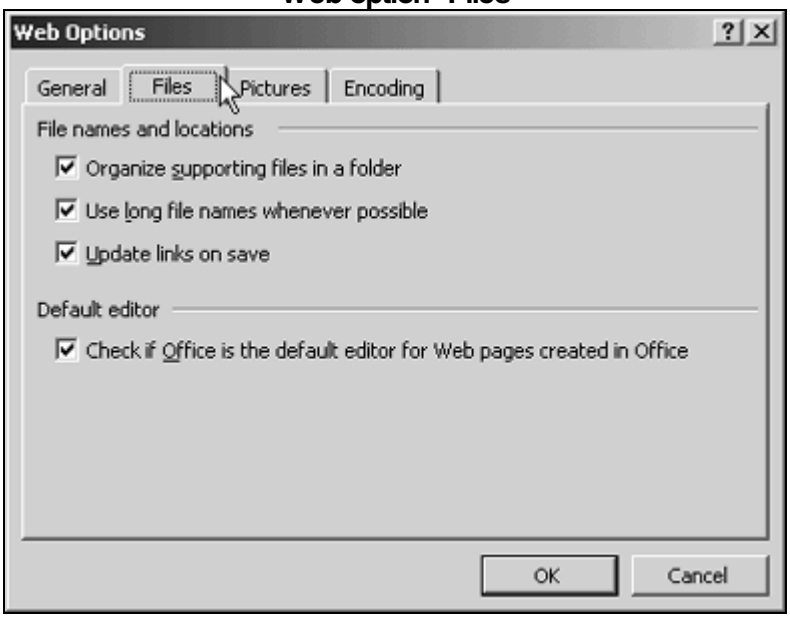
5. Clicking the 'Web Options' button will give more specific options concerning how your PowerPoint is viewed online. Note that the options fall under several categories, as indicated by the tabs in the dialogue box. Some may need to be altered:

Web options - general



6. Make sure that 'Resize graphics to fit browser window' is always checked; this way your presentation will maintain its layout regardless of what browser you are using.
7. Checking 'Add slide navigation controls' is optional, and sometimes unnecessary; depending upon where you are going to place your presentation on the web you may not need them. Remember: a slide show can be gone through simply by clicking on the mouse, or using navigation controls. We do not recommend this action.
8. If you have incorporated animation into your presentation you can check 'Show slide animation while browsing', but be warned; PowerPoint animation may move very slowly on the web causing viewers to become frustrated or to ignore the presentation altogether. This is why it is not recommended.
    a. If you have incorporated animation into the presentation not checking this box will not affect the content of your presentation, merely the way it is presented. Instead of moving, each slide will be shown as the end product of all animation involved.
9. From here you want to click 'Files' located next to 'General' at the top of the window:

Web option- Files



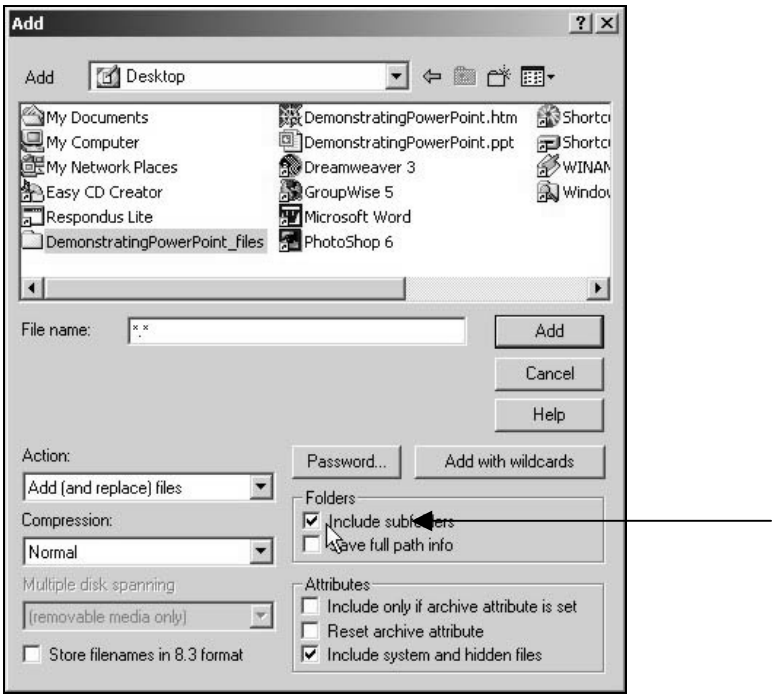
10. On our systems, the authors have had good result with all boxes checked in this window.

a. The first check box you see at the top of the window is probably the most important; without the creation of a folder to contain all the files involved with your presentation, uploading onto the Web can be very cumbersome.
b. The only box you may need to leave unchecked would be under 'Default editor', and only if Microsoft Office is not the default editor for web pages created within the Microsoft Office Suite.

11. Once you have finished, click 'OK', and return to the earlier screen.
12. Then click 'Publish'
13. The HTML version of your presentation is now located in the same folder as your presentation on your hard drive and is ready to be put onto the web.

When uploading onto the web, remember that you must upload the HTML version of your PowerPoint as well as the folder containing all the files. This folder is automatically generated when saved as a web page and will have the same name as the presentation. Uploading both at the same time can be accomplished using Winzip to create one file with both the HTML version and the files folder in it. Note: the Winzip program may not automatically include subfolders. Make sure the item Include Subfolders is selected as indicated in the following figure.

Select the checkbox for Include subfolders



Suggestions and Tips:

- A PowerPoint presentation can be uploaded into WebCT, by either an instructor or by students with the addition of the Student Presentation Tool; it can also be attached to a Discussions posting or e-mail. However, in order to view it in WebCT, a student must have the PowerPoint software or a plug-in which can be obtained from Microsoft's website at http://www.microsoft.com/Office/000/viewers.htm, look for PowerPoint viewers, either 97 or 2000 based on type of operating system.
- If you have a large presentation or several presentations, you may want to consider using the CD-ROM Tool.
- Streaming media: There are several ways to convert a PowerPoint presentation into a streamed format for delivery over the web. Talk with your multimedia people for these possibilities. If you do not have a multimedia department, the authors always begin searching for alternatives and ideas in the "Ask Dr. C" forums at the e-Learning Hub of WebCT: http://www.webct.com/ask_drc
- QuickTime movie: There is also a way to convert PowerPoint presentations into a QuickTime movie format. Consult with the multimedia people on how to do this.

Converting Word™ Documents to HTML

Overview:

If you want your students to view a file within a browser without the use of special programs or plug-ins, the document must be converted to HTML. This includes Word Processor files. In some instances, such as Microsoft file formats, a browser can display a file in the browser frame, however, the external program needs to be installed on the student's machine. To make everything user-friendlier for the viewing audience the authors recommend converting your documents to HTML.

Most software packages today contain a feature for converting to HTML that does not require the author to understand HTML code. This conversion is often as simple as Save as a Web Page as it is in MSWord. This chapter will give you information about the pros and cons of converting your documents.

If you have read the earlier chapter in this book, Typing for the Web, then you will already recognize some of the shortcomings. Using the Save as a Web Page feature will give you an approximate web copy of your document. It will not look exactly the way it does in MSWord, and, in fact, may look very different. This chapter together with the chapter Typing for the Web should help you to get a much better web version of your document without having to learn HTML.

Uses and Advantages of the Save as a Web Page Feature:

- Speed. This is probably the quickest way to convert a Word document to HTML.
- You do not have to know HTML in order to accomplish this conversion
- Convenience: You will not have to have any additional software on your computer.

Shortcomings of the Save as a Web Page Feature:

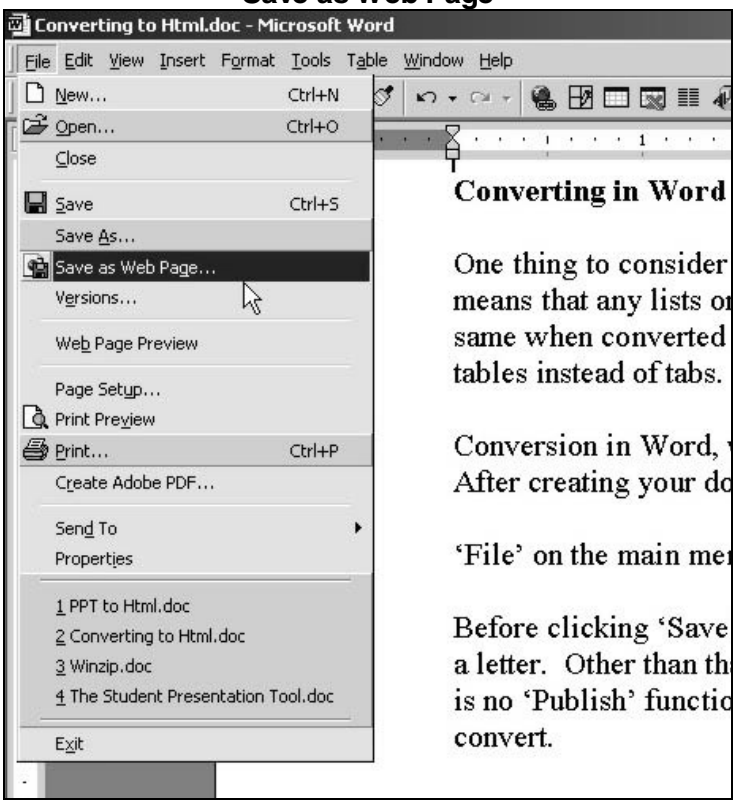
- No WYSIWYG (What you see is what you get). This conversion will not give you an exact copy of your Word document for the web.
- No Tabs. Tabs do not convert to HTML code. Therefore, if tabs were used for alignment then everything would be misaligned in the HTML file. Tables should be used for alignment.
- Extra Spacing. The HTML paragraph tag automatically provides a line of space before and after a paragraph. Hence, one does not need to add this spacing manually in a document prior to conversion to HTML. However, if you have typed your document with a blank line between paragraphs, then your web document will have much too much empty space in it and you may wish to remove the extra spacing before converting to HTML.
- Fonts and Special Characters: The web does not interpret all fonts the way you intend. If your document has used special fonts or special characters then your finished web document after conversion may be missing certain special characters because they did not convert.
- Math Formulae: Math formulae that are converted from word processors to HTML using the Save as Web Page feature some math formulae may not convert to HTML correctly.
- Microsoft special HTML code: Microsoft may include proprietary code upon conversion to HTML, resulting in improper display on non-Microsoft browsers. This may or may not cause a problem in your final web page. See the chapter on Cleaning Up Microsoft-Specific HTML Tags (advanced) in this section.

How To Save as Web Page:

1. Before doing a conversion be sure to read the chapter Typing for the Web and to make whatever adjustments to your Word document that are necessary. First time users can just follow these instructions to see how the conversion is done. Then compare the converted document to the original to see why we recommend doing a little clean up before conversion.

2. Make sure that the filename contains no spaces. Any spaces that should be there can be imitated using the underscore character _. This is important if your web documents are to be uploaded into WebCT.
3. Under 'File' on the main menu bar, click 'Save as Web Page'

Save as Web Page



That is all there is to it. This is why we recommend spending a little more time on the chapter Typing for the Web and then cleaning up the areas of your Word document that may not convert as nicely.

HTML: Cleaning up the Microsoft-Specific Tags in HTML Documents Created in Word™ and Excel™

Overview:

In Microsoft Word and Excel you have the option to save a document as a web page. This converts your document into HTML code so that it can be posted on the Internet. When Word converts your document to HTML, it adds Microsoft-specific tags. The results of Microsoft conversions to HTML inside WebCT are inconsistent depending on what browser and what version.

Microsoft now offers an HTML Filter that allows you a second option to convert Word and Excel files to HTML. After you download and install the filter from Microsoft's website some additional functions for saving documents as web pages are added to Word and your computer. This filter will allow you to save Word documents as web pages without the Microsoft-specific tags, decreasing the file size and writing cleaner code that will be less likely to cause problems on the web. If you use the filter, you will not maintain the Word or Excel editing features. It is recommended that you save a copy of your original document in the Word or Excel file format.

More information on how the HTML Filter is beneficial and full instructions on how to download and use the filter is provided in this link to Microsoft's website:
http://office.microsoft.com/downloads/2000/Msohtmf2.aspx

Uses and Advantages:

- Gives you more options without taking away the very simple conversion previously demonstrated in the chapters about converting Word and Excel to HTML.
- Works with Word and Excel documents that have already been converted to HTML to remove the extraneous coding.
- Allows you to copy from Word or Excel into an HTML editor with a much cleaner paste that also leaves out the extra coding.
- Allows you to create a Cascading Style Sheet (CSS) based upon a Word document. This option is not covered in this version of the book. However, CSS are becoming very widespread and will be dealt with in the our next edition.

How To Use the HTML Filter in Word:

1. When you are ready to convert your new document to HTML, you should pull down the File and select Export To.
2. Two options are displayed: Compact HTML and CSS Style Sheets. Compact HTML is for converting a Word document into HTML without the Microsoft-specific coding.
3. Choose Compact HTML.
4. After selecting Compact HTML, you then proceed saving your document, as you normally save a document.

Using the HTML Filter on Excel documents and documents already saved as web pages in Word:

1. You can also use the HTML Filter outside of Word on Word documents you have already saved as web pages and Excel documents saved as web pages.
2. Bring up the Start Menu, choosing programs, and then Microsoft Office Tools, then Microsoft Office HTML Filter 2.0.
3. This will bring up a small window where you can add files to process.
4. Choose Add and the Select Files to Process Dialog Box opens. Navigate to the file you want to run through the filter and choose Open. You can process multiple documents at one time.
5. Then choose Apply.

6. The file is run through the Filter and the HTML code is cleaned up. A back-up file is also generated with a .bak file extension. This can be deleted. You can also go into Options and turn creating a back-up file option off.

Ping: How To Obtain the IP Address Using the Ping Command

Overview:
PING is a simple utility program that is normally used to diagnose server problems from a remote location. The authors and other WebCT users use PING to obtain an IP address; in reference to WebCT, your institution's WebCT server. PING is a command that can be executed on most computer systems; there are different ways of executing this command, depending on the operating system that you use. Note: PING can be disabled at the local level by your server administrator.

Uses and Advantages:
Why would you want the IP address of your WebCT server or any other server?

- The most common use would be to put an IP mask on a quiz to prevent students from taking a quiz unless they were in a particular location.
- In other advanced uses and innovations of WebCT, you will sometimes need to have the exact number IP address of your server.
- Using this number can allow you to switch back and forth between being a student and being an instructor/designer using the same browser.
- The IP address is also handy in making certain hyperlinks within a course or to another course. However, these applications are all fairly advanced.

This Ping information will be most useful to the advanced users who want to use the same browser while simultaneously being logged in as a WebCT instructor/designer and a student.

How to Ping An IP Address:

1. **How to open your command line.**
   If you are in Windows 95 or 98:
   a. Go to programs from your Start menu.
   b. Open MS-DOS prompt or go to 'Run' and type "command".

   If you are in Windows 2000:
   a. Go to programs from your Start menu.
   b. Open Command Prompt. It can be found under Programs>Accessories (see b. above).

2. **Type: ping, a space, and the name of your WebCT server or server whose IP address you are looking up.**

   Here is an example of pinging a server:

   ping www.webct.yourinstitution.edu/

   space all lower case letters

   Here is what the response might look like:

   C:\users\default>ping webct.yourinstitution.edu

   Pinging lyceum.learning.edu [132.96.5.100] with 32 bytes of data:

   Reply from 132.96.5.100: bytes=32 time<10ms TTL=253
   Reply from 132.96.5.100: bytes=32 time<10ms TTL=253
   Reply from 132.96.5.100: bytes=32 time<10ms TTL=253
   Reply from 132.96.5.100: bytes=32 time<10ms TTL=253

   Ping statistics for 132.96.5.100:
   Packets: Sent = 4, Received = 4, Lost = 0 (0% loss),
   Approximate round trip times in milliseconds:
   Minimum = 0ms, Maximum = 0ms, Average = 0ms

C:\users\default>

The IP number is the one displayed in brackets:

[**132.96.5.100**]

Unfortunately there are older versions of PING that will not give you any valuable information. They will merely say that your hostname is alive.

You would ping your WebCT server in this way:

ping webct.xxx.edu

Substitute your institution's ID or acronym for the xxx.

Note: These above instructions are correct, but the information displayed is fictitious

Common Plug-ins

Overview: What is a Plug-in?
A plug-in is software that is used to expand the functionality of an existing program during its runtime.

Plug-ins for the web are used to view movies (Flash, Windows Media player, Real Player, QuickTime, etc.), play games (Shockwave), view slideshows (PowerPoint Viewer), and play sound (Windows Media player, Real Player, QuickTime).

Plug-ins have the ability to open in a separate page or inside of the existing page; both the user and the developer determine the different forms of execution.

If a plug-in is needed to view the content of a certain webpage and has not previously been installed, in most instances the web browser will inform you that the plug-in is required. The plug-ins listed on this page are some of the most common plug-ins used online.

We have included links so that you may download the plug-ins discussed in these pages.

Be sure to look at the comparison table at the end of this section. This table contains valuable information about all eight plug-ins listed here.

1. PowerPoint Viewer Plug-in:
PowerPoint Viewer is a plug-in developed by Microsoft that allows people with PowerPoint to share their presentations with those that do not have PowerPoint. If the plug-in is installed, the presentation is launched through the web browser. It is important to note that the plug-in is intended for users who DO NOT have PowerPoint.

Here is some additional information per Microsoft's web site:

Features:

- Provides full fidelity display of PowerPoint 97 files, including the animations, graphics effects, action settings, hyperlinks, and custom shows.
- Opens presentations saved in PowerPoint for Windows 2.0 or later and PowerPoint for Macintosh 3.0 or later.
- Supports printing of PowerPoint presentations.
- Allows printing and password protection for kiosk-style slide shows.
- In addition to running as a stand-alone application, Microsoft PowerPoint Viewer 97 is optimized for displaying PowerPoint presentations inside Microsoft Internet Explorer 3.x and above.
- PowerPoint presentations can be displayed within Netscape Navigator 2.x or higher.

System Requirements for PowerPoint Viewer Plug-in:

- A personal computer with a 486 or higher processor
- Microsoft Windows 95, 98, or 2000 operating system, or Microsoft Windows NT Workstation operating system 3.51 (with Service Pack 5.x or later) or 4.0
- 7 MB of hard disk space (9 MB free for installation only)
- VGA or higher-resolution video adapter. Microsoft Mouse or compatible pointing device
- Download the PowerPoint Viewer plug-in at: http://home.att.net/%7Ejlmondro/powerpointviewer.htm/

Note that download URLs for plug-ins change often. You may have to search around at the Microsoft web site if this link has changed.

2. Word Viewer Plug-in:
Word Viewer is a plug-in developed by Microsoft that allows people with Word to share their presentations with those that do not have Word. If the plug-in is installed, the document is launched through the web browser. It is important to note that the plug-in is intended for users

who DO NOT have Word. It does not allow the documents to be edited, but they can be copied and pasted into other applications.

System Requirements:

- A personal computer with a 486 or higher processor
- Microsoft Windows® 95 operating system or Microsoft Windows NT®
- Workstation operating system 3.51 or later
- 4 MB of memory for Windows 95 (8 MB recommended)
- 12 MB of memory for Windows NT Workstation
- 7 MB of hard disk space (9 MB free for installation only)
- VGA or higher-resolution video adapter
- Microsoft Mouse or compatible pointing device
- Download the Word Viewer plug-in at: http://office.microsoft.com/downloads/2000/wd97vwr32.aspx/

3. Flash Plug-in:

The Flash player is used for viewing web pages that have been created with Macromedia's Flash software. Sites designed with Flash are a fairly new addition to the Internet but are becoming more prevalent every day.

- Download the Macromedia Flash 5 plug-in: http://www.macromedia.com/shockwave/download/index.cgi?P1_Prod_Version=ShockwaveFlash/

4. Windows Media Player Plug-in:

The Windows Media Player is used to play streaming video (.mpg, .avi) and audio (.mp3, .wav) off both the Internet and directly from your computer. The most recent version can also play mp3's and audio CD's directly from your computer.

- Download Windows Media Player Plug-in from: http://windowsupdate.microsoft.com/

You will have to select it from a list of updates for your computer.

5. Shockwave Player Plug-in:

Macromedia Shockwave Player is the Web standard for entertaining, engaging, rich-media playback. Shockwave Player displays destination web content such as interactive multimedia product demos and training, e-merchandising applications, and rich-media multi-user games." --- Quote taken from www.macromedia.com

- Download the Shockwave Player from: http://www.macromedia.com/downloads/

6. Real Player:

RealPlayer lets you play streaming audio, video, animations, and multimedia presentations on the web. Find and watch the best audio and video content including online radio stations from all over the world. New RealVideo® 8 technology offers enriched video quality and smoother playback over both narrow and broadband connections. Plays RealAudio, RealVideo as well as the vast majority of popular media file types such as .mp3.

Download the Real Player from:
http://scopes.real.com/real/player/player.html?src=001207realhome_2a,001204rpchoice_h1&dc=121212111210/

7. Apple QuickTime Player:

The QuickTime player is used to view audio, video and 360 degree still images, called Ipics (.mov, .qt, and .moov) streaming, or stored on your hard drive. The .mov, .qt, and .moov file formats can only be viewed with the QuickTime player.

- Download the Apple QuickTime Player from: http://www.apple.com/quicktime/download/

8. Acrobat Reader Plug-in:
The Adobe Acrobat Reader allows anyone to view, navigate, and print documents in the Adobe Portable Document Format (PDF). Although, sometimes large in size this format has become a standard on the web because it preserves the formatting of the author. Acrobat Reader can also be used to fill out forms created with Adobe Acrobat in your Web browser, view documents with digital signatures, and view PDF documents on the Web in a variety of browser viewing scenarios.

- The acrobat reader is free for download and can be found at http://www.adobe.com/products/acrobat/alternate.html/

Plug-in Comparison Table

Availability	PowerPoint Viewer	Word Viewer	FLASH Player	Window Media Player	Shock-wave	Real Player	Apple Quick Time Player	Adobe Reader
Free or Cost	Free	Free	Free	Cost	Free	Both	Both	Free
Download Required	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes
Installation Required	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
If not available will student be prompted to get or download?	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes
Performance								
Compatible with Netscape 3.0 and higher	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes
Compatible with IE 3.0 and higher	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes
Compatible with AOL 4.0 and higher	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Compatible with WebCT (all areas)	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Is a plug-in required?	Yes	Yes	Yes	N/A	Yes	Yes	Yes	Yes
Uses High Memory or Low	Medium	Medium	High	High	High	High	High	Low
Internet Connection Speed a factor for students?	Yes	Yes	Yes	No	Yes	Yes	Yes	No
Form versus Function -- used to teach or used for engagement only	Function	Function	Both	Function	Both	Depends on content	Both	Function
Does the software perform reliably or has problems	Reliable	Reliable	Reliable	Reliable	Reliable	Problems	Reliable	Reliable
Experience								
Is its use intuitive for students?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Is its use intuitive for designers?	Yes	Yes	No	Yes	No	No	No	Yes
Is training required for students?	No	No	No	No	No	No	No	No
Is training required for designers?	No	No	Yes	No	Yes	Yes	Yes	Yes
Is the learning curve high or low?	Low	Low	High	Medium	High	Medium	Medium	Low

Zipping and Unzipping
On Your Computer

Overview:
Zipping is a procedure that allows you to package multiple files together so that they can all be transferred as one bundle instead of transferred one at a time. Zipping a file or multiple files will reduce the file size. This utility program is especially useful when uploading and/or downloading files from WebCT. WebCT, similar to most software, is incapable of uploading and downloading multiple files at a time. WebCT has its own internal zipping capabilities, which are discussed in a separate chapter Zipping and Unzipping in WebCT. This chapter will take you through the process of using the shareware program Winzip (which is one of many zip programs available). The authors use this one because it is commonly used. The authors are not offering a recommendation of Winzip over any other zipping program.

Uses and Advantages:
- Saving time when uploading or downloading multiple files.
- Zip your entire course files and structure from your hard drive, upload and then unzip it in WebCT. This is called mirroring your file structure.
- Conversely, you can do the opposite by zipping and downloading your file structure from WebCT.

Common Problems Encountered by First Time Users:
- Not taking the time to learn this simple software or similar software. Some of the options can be easily overlooked and create problems for you when you try to unzip files. You do not need to be a pro with this program, but you might take a 15 or 30-minute lesson from a co-worker who has been zipping and unzipping successfully for a while. This lesson will save you many, many hours of work and even more of frustration.
- Not asking for help. The instructions provided here are a good starting point for learning such software, but if you are using another program, be sure to ask for help.
- Zipping files with names that WebCT will reject. Remember before you zip any files make sure that the file names have no spaces or special characters.
- Before Zipping files make sure that the files all have a file extension such as .doc .txt, .html .gif, etc.
- Not paying attention to where you store the zip file on your hard drive is a common error. Always take the time to name your zip files meaningfully and to note down where on your hard drive you are storing them.

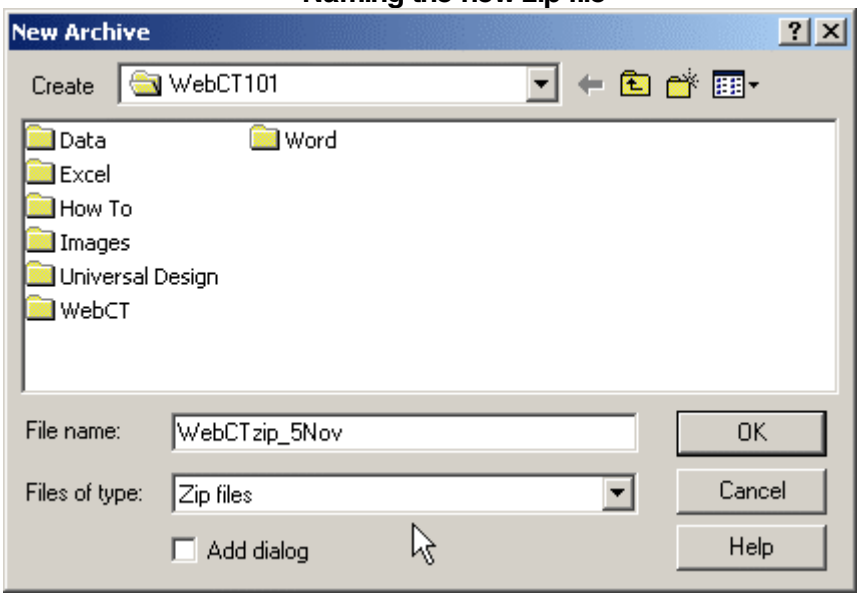
How To Download and Installation of Winzip™:

1. To download Winzip™, go to http://www.winzip.com/ and click on the link 'Download Evaluation version'
2. Download the file to your desktop so you can access it easily. Once the download is complete close all open applications.
3. Double-click the Winzip icon on the desktop and follow the installation instructions.

How To Create Your Own Zip Files:

1. To create a new zip file, open Winzip by clicking on the icon.
2. Click 'I agree' in the display that follows.
3. Click 'New' and name the zip file you are creating as well as choose a location on your hard drive where the zip file will be stored. Click 'OK'. Remember: no spaces or special characters can be used in the filename.

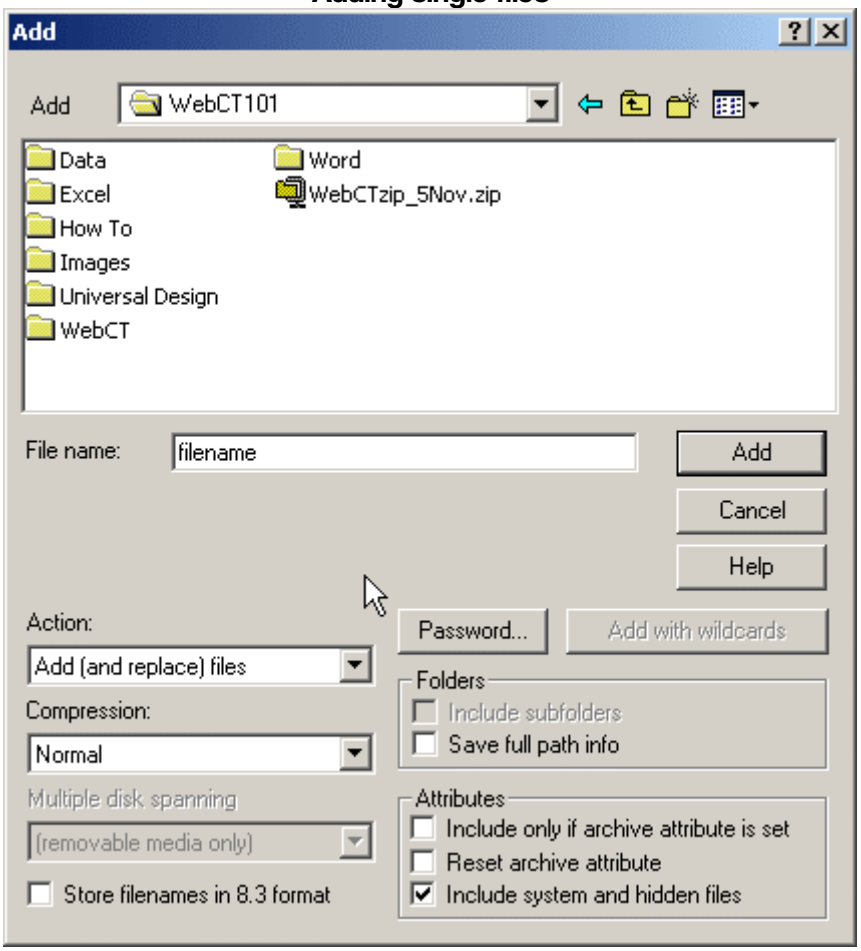
Naming the new zip file



4. Click 'Add' and select the files you want to upload. You can add one at a time or multiple files using the normal Windows selection methods of dragging, holding down the shift or control keys and clicking.

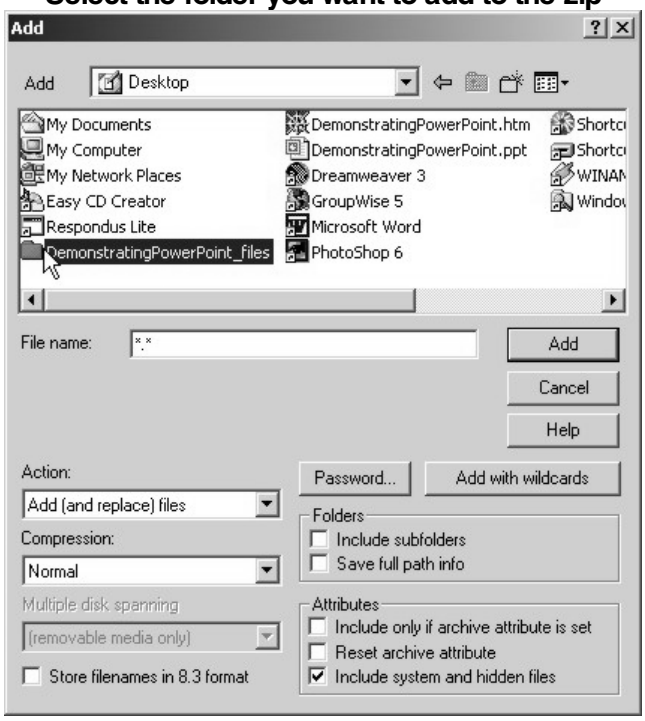
Click Add to add files to your zip

Adding single files

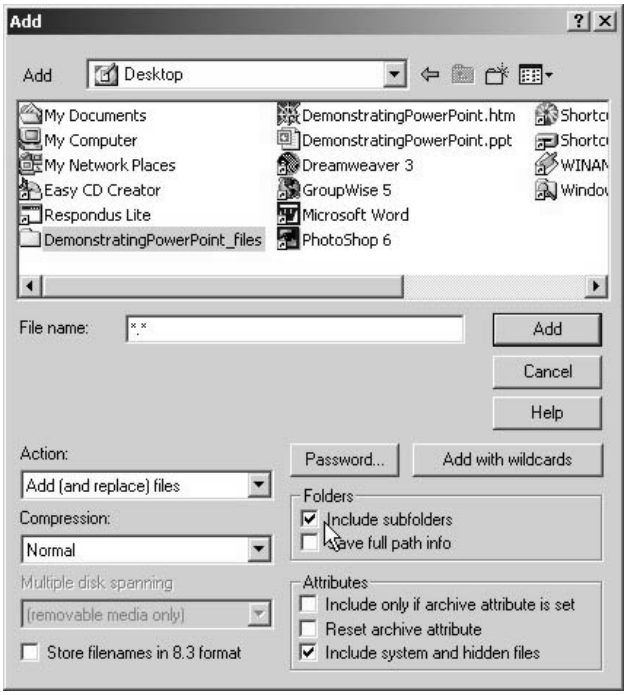


5. You can add an entire folder (including all of the files within the folder) by highlighting the folder then select the checkbox next to 'Include subfolders'.

Select the folder you want to add to the zip

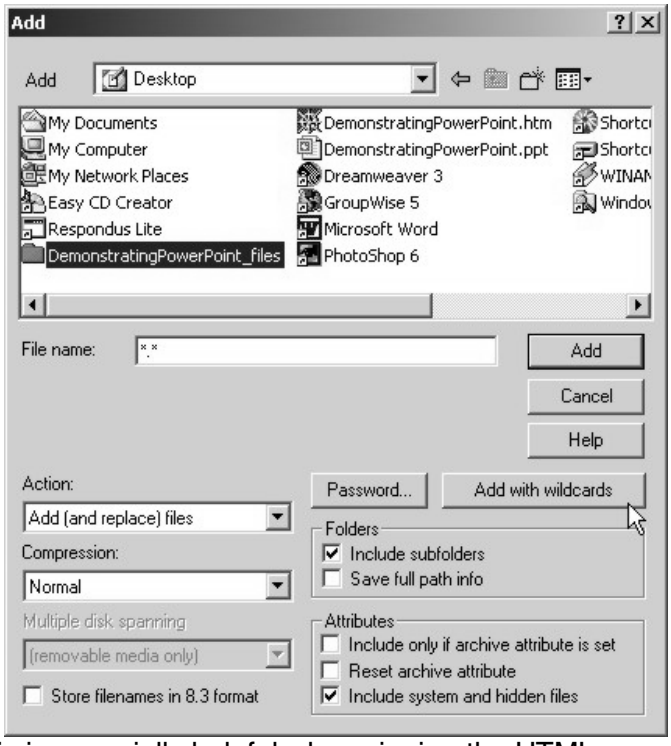


Select the checkbox for Include subfolders



6. Clicking on ‘Add with Wildcards’ button puts all the files from a directory and sub-directories into the zip file. This can be very useful when zipping a large number of files at once.

Click Add with wildcards' to add folder and contents to zip



(This is especially helpful when zipping the HTML version of PowerPoint files).

7. Once you have added all the files you can close Winzip. You do not need to save, as Winzip automatically saves each zip file you create.

How To Extract Files From A Zip File Using Winzip:

1. Open the zip file you wish to unzip or from which you want to extract files.
2. Click on 'Extract' and choose a location to place files on your hard drive.
3. Click 'Extract'. The files have now been unzipped and are accessible to alter or view. **Note:** Once files have been extracted from a zip file you can still extract them again if you want to move them or have access to the original versions of files you may have altered.

Why WebCT: An Overview

WebCT is a Course Management System (CMS) that is housed on a web server and accessed via the Internet through a web browser. The server can either be housed and administered on your campus or hosted on another server in a separate location for a fee.

WebCT brings instructors and students together in a virtual classroom, creating a learning community. WebCT is a password-protected environment providing various levels of access to administrators, instructors/designers, and students. S/he will have an ID and password (generally set by the administrator) to log into WebCT and gain access to their courses from a customized "myWebCT" page. myWebCT displays courses that you have access to either as an instructor/designer, teaching assistant, or student. It can also show related Course news, such as new Assignments, Quizzes, Discussions and Calendar postings, Mail (E-mail Tool), Institutional Announcements, and Institutional and Personal Bookmarks.

WebCT stands for Web Course Tools: a suite of educational tools that allows the instructor/designer to create an interactive learning environment. These tools enable the instructor to impart information and foster communication between the faculty and students as well as enhance interactivity between students. WebCT offers a student Presentation Tool for group or individual work. This allows the students access to a section of the course's file manager so s/he can upload, download and share files with one another.

The tools are user friendly and easily added to your course. The ability to customize each course allows instructors to structure their course in the manner that suits their teaching style. WebCT can display any manner of content that can be displayed through a web browser (web pages, images, animations, PDF files. etc.). The server administrator may have to add the proper mime types before all files display properly. Mime type refers to code that identifies the file extensions and matches them to the correct software for viewing or editing. Note: some content may require special "plug-ins" (e.g. video, flash, sound files, etc.) so the browser can correctly display the file. Netscape and Internet Explorer are the preferred browsers for viewing WebCT. If you use America Online as an ISP, you will need to download Netscape or IE to access your WebCT course (see http://www.webct.com/exchange/viewpage?name=exchange_browser_tuneup#preparing for more information).

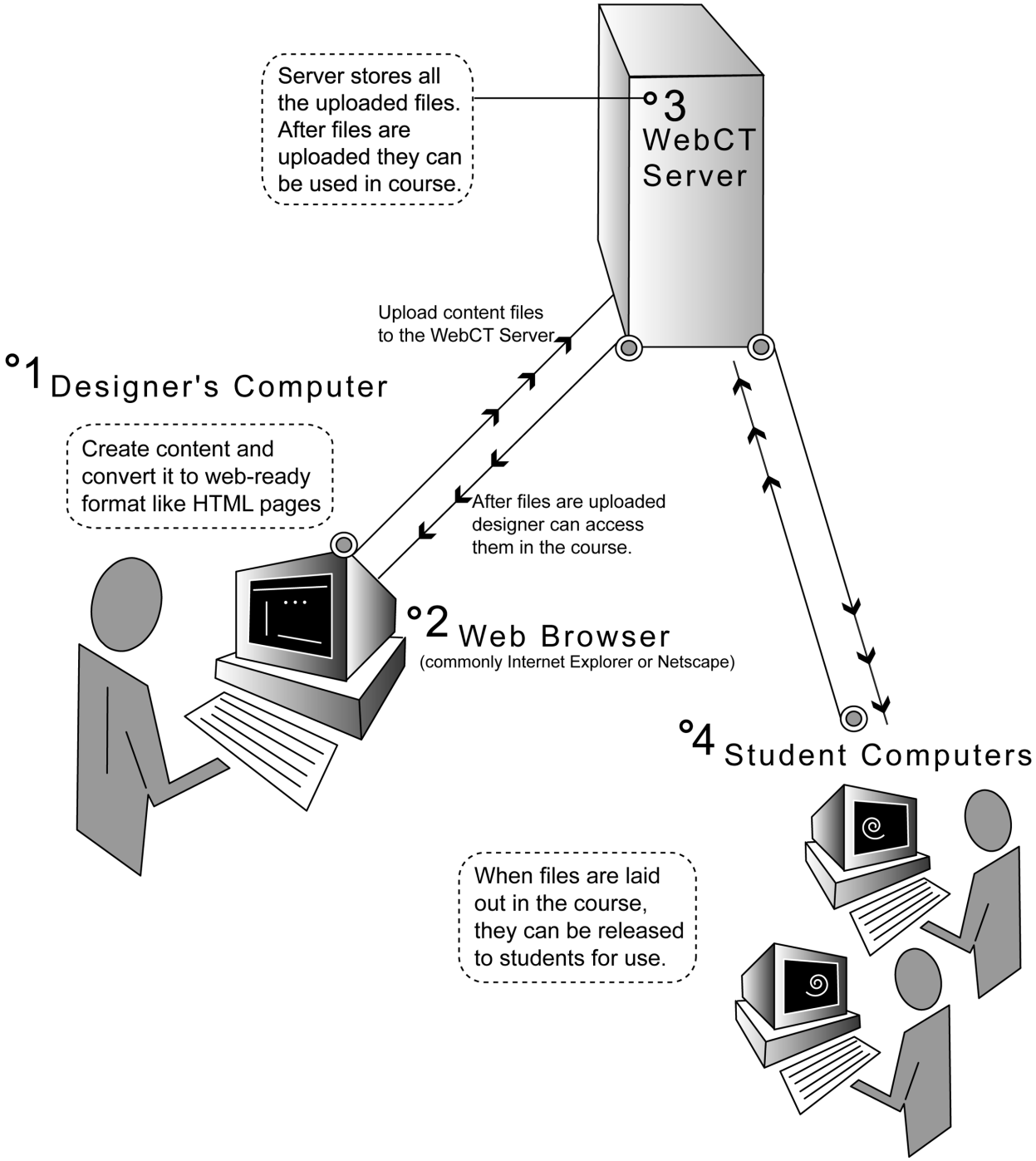
WebCT can be used to deliver a course completely online, or as a complement to a face-to-face course. Murray Goldberg, a Computer Science Instructor at The University of British Columbia, created WebCT with the assistance of a team of student programmers. The product has improved largely as a result of the suggestions provided by other college instructors, instructional support staff, and system support staff. WebCT's tools relate well to such pedagogical barometers as The Seven Principles of Good Practice in Undergraduate Education (Chickering & Gamson, 1987), The Nine Learning Events by Gagne (Gagne, R. M., & Driscoll, M. P. (1988). Essentials of Learning for Instruction. Englewood Cliffs, NJ: Prentice Hall).

Institutions throughout the world use WebCT to provide flexible online learning solutions. Each installation of WebCT is licensed; license cost varies according to the version of WebCT and the size of the Institution. More information can be found at the WebCT home Page (http://www.webct.com).

The HELP resources within WebCT are user friendly. In version 3.x, the top frame has a HELP link that is page specific for students, and instructor/designers. WebCT.com has the e-Learning Hub at www.webct.com that has a tremendous database of information for the instructor. Ask Dr. C., www.webct.com/ask_drc , is a question and answer forum that offers help around the clock. Users are also encouraged to e-mail support@webct.com with any problems and suggestions@webct.com with any suggestions for new features or tools for WebCT. WebCT has a history of listening to its users and has often incorporated their suggestions and requests into the ever-evolving iterations of its product.

The WebCT Server

All Communication runs through the Server.



How the Client-Server Relationship Works in WebCT

In the preceding figure, you will notice that the Server is central to the working of WebCT. The instructor/designer stations and the student stations are defined as Clients of the Server. The Server handles all the centralized functions and houses the WebCT software and the files for every WebCT course.

This arrangement (or architecture) requires that the individual workstations have very little software loaded. In the WebCT design, the individual workstations only need a web browser and a web connection.

Notice in the figure that all communication and all work goes from one workstation to the Server and then back down to another workstation (or Client). This is true even if the data is returned to the originating workstation.

The advantages of this arrangement are flexibility, increased security, synchronization of versions, and the ability to work from anywhere.

Keep in mind that this is a simple rendering of a complex situation. We include it to give some visual context to the overall workings of WebCT and how you will be exchanging data and communicating with your students.

What is not in the figure?
To keep the image a simple one, we left off the Login ID and Password requirements for every user and how that protects the Server from being accessed by any random Internet user. It is this Password protected environment that also allows for the inclusion of certain copyrighted materials in your course.

The WebCT versions 3.5 and up have a Campus Edition. We also did not try to depict that in the figure. The Campus Edition allows the WebCT Server to connect with other student information systems such as registration. There are other features that distinguish the Campus Edition from the Standard Edition, but most of those distinctions are more relevant to the WebCT Administrator.

Help Resources for Students and Instructors

Overview:
Help resources for WebCT are abundant and varied. Users have the HELP files in the software, look through online support resources, as well as consult a unique online community resource called "Ask Dr. C". Below, we list commonly used resources. Many institutions also contract with WebCT for additional support.

No instructor/designer or student today needs to sit around at night or over the weekend trying to figure out a problem. Use the help that is listed here and find the help on your own campus to augment it.

Help Resources:

1. Use the **online HELP** option at the top of your screen within your WebCT course. It is topic and tool specific and will usually answer most questions**.** It is also user specific, offering help to students and instructor/designers, depending on your role in the course**.** Most of the tips in this handbook, however, are not in the online files.
2. **Ask Dr. C:** WebCT maintains and excellent online help forum for administrators, instructor/designers and students. The forums are easily found on the main page of WebCT www.webct.com or at www.webct.com/ask_drc. You will have to register and create a login for yourself in order to post to these discussions, but it is free and provide a wealth of helpful hints as well as a very fast response time to most questions. Two of the authors of this handbook serve on the international panel of experts who monitor these forums, and we cannot recommend them highly enough to all faculty. When you are sitting alone at 10 p.m. on a Sunday night, Ask Dr. C is the only place you can get help. It may not be instantaneous, but you will usually get an answer faster than waiting on the phone for some other tech support.
3. **Help on your own campus**. The next page in this section is a worksheet for you to fill in. You should know all the information requested on this sheet. Primarily, because it puts all of your help resources at your fingertips. It will tell you who to call on your own campus, and it will contain some of the information that you should always include in any tech request either from support@webct.com or even Ask Dr. C.
4. Fill out the **Help Resources Worksheet** in the next section. Copy and distribute as necessary on your campus. There is an extra copy of this worksheet at the end of the book that tears out for easier copying.
5. Start a **WebCT users' group** on your campus. Get your administrator or distance learning team to help set this up. The authors have found this to be invaluable not only for faculty sharing with other faculty but also because it keeps all the support personnel up on the latest innovations by any other faculty or staff member.

Server Side Decisions on Your Campus:
Note: If you are new to WebCT, you might want to skip this section and return to it at a later date. Unless you are already using WebCT some of these options and issues will not be meaningful to you.

There are some options in WebCT that are controlled by the WebCT administrator. Commonly, these include:

1) integration of certain functions with external e-mail (internal e-mail notification, quiz submission, assignment submission);
2) how accounts are created (administrator only, self register, etc.)
3) how students are enrolled (e.g., by direct connection to the campus registrar, or entered by the instructor)
4) ability to change passwords and set password hints.

These are a few of the administrator options.

- In addition, your institution may decide to provide faculty with a common course template, equipped with a standard set of tools and content customized to the campus, or provide instructors with a blank course that will require significant modification. We will discuss this in more detail in later sections. See chapter on “Examples of Simple, Intermediate and Advanced Designed WebCT Courses and the Tools You Might Use.”

The WebCT administrator has a significant role to play in the working of your WebCT installation. If there are options or suggestions discussed in this handbook that are not available to you, consult your administrator to see if they have been disabled for security or other reasons.

Help Resources and Services Work Sheet

Server information for your institution:

1. Server URL _____

2. Server IP number _____

3. Server administrator _____

4. Server administrator e-mail _____

5. Help Number _____

6. Other help resources on campus? _____

7. Student Help _____

8. Online help for instructor/designers: http://webct.com/

9. Online help for students: http://webct.com/students

10. Ask Dr. C forums: http://www.webct.com/ask_drc/

11. Local user group(s) _____

Does your campus provide 24/7 computer labs for the students, faculty, or staff?

Hardware and Software Recommendations

Overview:
This section lists the computer and Internet recommendations for students or instructors that want to use WebCT from off campus locations. To access WebCT you must have the following items:

- A computer with modem.
- A browser either Netscape or Internet Explorer. It may be necessary to download some plug-ins.
- An Internet Service Provider (ISP).
- A telephone line (for dial-up modems).

These items will be broken down by the following topics:

- Computer Requirements
- Internet Service Providers (ISPs)
- Browsers (Internet Software)

Computer Recommendations for Functionality:

- Pentium class processor (minimum), Pentium II or AMD equivalent (recommended), PC with Windows 95, Windows 98, or Windows2000/NT, 32MB of RAM (minimum). 64MB of RAM or greater (recommended). WebCT will work with slower computers, but the slowness may make taking an online course extremely frustrating. instructor/designers should manage their courses with a PC that meets or exceeds the recommended hardware/software requirements.
- Macintosh PowerPC with 32MB of RAM or any Macintosh with a 68040 processor and at least 32MB of RAM (minimum). 64MB of RAM or higher (recommended). The faster the computer, the better your online experience will be.
- Many courses may require a computer with a CD-Rom drive.
- For courses that use audio files, you will need speakers and a sound card for your computer. Check with your computer manufacturer or computer store for the compatible equipment.
- Modem (recommended speed of 28.8 kbps or faster) and a telephone line. The faster your modem or Internet connection, the easier working online will be. Note: cable modems are 30 to 100 times faster than telephone modems but are not available in all areas. There are high-speed telephone connections such as DSL. Please check with your local Internet, cable or phone service provider for availability and pricing information.

Internet Service Providers (ISP) and How to Find One:
You can get Internet access through a commercial Internet Service Provider (ISP). In some areas you may be able to find an ISP that offers free service, or other providers such as AOL, Earthlink and CompuServe. Many ISPs can be obtained for around $20 per month or less for unlimited Internet access. You can get a listing of ISPs in your area by visiting one of these web sites in the table below.

ISP Listing Site and Commonly Used ISP's:
http://thelist.internet.com/ **http://www.earthlink.com** **http://www.interland.com** **http://www.superb.net**
Other Links of Interest: 1. A review of ISPs: **http://www.zdnet.com/pcmag/stories/reviews/0,6755,2242302,00.html** 2. A discussion of cable modems, DSL, etc.: **http://www.zdnet.com/pcmag/stories/reviews/0,6755,2233480,00.html**

Browsers (Internet Software) and Plug-ins:
The only two browsers that WebCT supports are Netscape and Internet Explorer. Other browsers may work with some tools, but you might experience intermittent problems or inconsistencies.

The following link (http://www.ndcpd.org/analysis.html) will tell you which browser is on your computer as well as which plug-ins and where to get the updated versions of your currently installed plug-ins. If you need additional plug-ins, check the section on "Computer Plug-ins."

Browsers are free. Most updates to browsers are free. If you are not using the latest version of your browser or software, then you should update. Using an old browser can make your online experience more difficult than it should be. Also, support for technical problems with older versions of browsers is disappearing rapidly. It is best to check
http://webct.com/exchange/viewpage?name=exchange_browser_tuneup/
to see which version of Netscape or Internet Explorer are currently recommended.

Browser Considerations

- A web browser that supports Java and JavaScript, usually called "java-enabled."
- Netscape 4.0 and higher is recommended. Netscape 6.0 was having problems with WebCT.
- Internet Explorer 4.0 or higher (Windows, Macintosh). Caution: Macs using IE browsers may cause problems when using Chat or Whiteboard and is not recommended for synchronous classes.
- AOL 5.0 and higher. The most recent versions of AOL perform well with WebCT. Some of the earlier versions (before 5.0) have intermittent problems.
- AOL Plug-in to avoid timeouts. There is a plug-in (a simple software) for AOL users to avoid the timeout problem. Contact AOL for this plug-in.
- Another way to avoid being timed out by AOL is to go into a private chat room. As long as a private chat room is open, AOL assumes there is activity.
- WEBTV will not work with your WebCT courses.

Enable Java:

Netscape Communicator (Navigator 4.05 and Higher)	Select Edit Preferences Select Advanced Make sure the Enable Java and Enable JavaScript boxes are checked Click OK
Internet Explorer 4.0 and Higher	Select Tools Internet Options Select the Advanced tab Locate Microsoft VM Make sure the Java console enabled and Java logging enabled boxes are checked Click OK Restart your computer if you checked the Java console enabled box

Set Cache to Always Reload a Page:

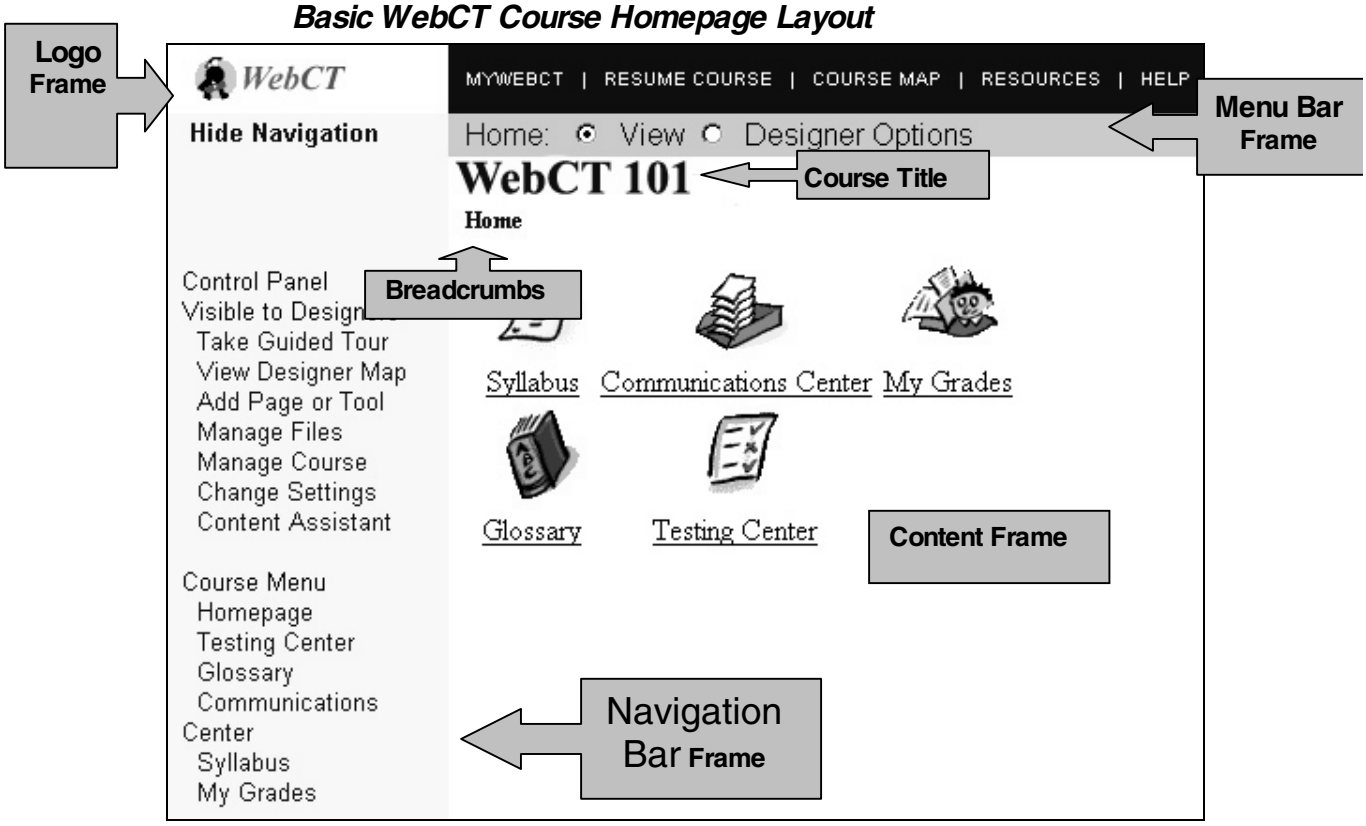
Netscape Communicator (Navigator 4.05 and Higher)	Select Edit, Preferences Click the + sign next to Advanced to see more options Select Cache Select the Every Time radio button at the bottom Click OK
Internet Explorer 4.0 and Higher	Select Tools, Internet Options Select the General tab Select Settings from Temporary Internet Files Select the Every Visit to the Page radio button Click OK

Overview of the WebCT Designer Interface

Overview:
This chapter will talk briefly about the basic layout and features accessed from the Homepage interface for instructor/designers. This chapter is intended to set the stage for more in-depth material later on.

We will begin with a screen capture of the basic layout:

Basic WebCT Course Homepage Layout



WebCT's interface has five frames.

There is the frame with the Logo in it.

There is the Menu Bar frame with the links to MYWEBCT, RESUME COURSE, RESOURCES, COURSE MAP, and HELP and beneath that row are the VIEW and Designer Options choices. View is an approximation of what the end user or student will see and Designer Options is the view that allows the Instructor/Designer to make changes to pages and tools.

There is the Navigation Bar frame that contains the Control Panel for Instructor/Designers and the Course Menu.

There is the Course Title and Breadcrumbs frame beneath the Menu Bar frame.

There is the Content frame that houses the majority of the page's content and materials.

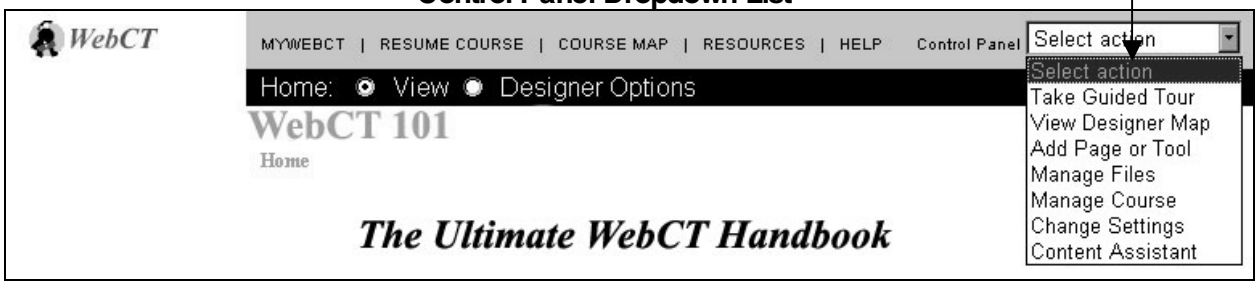
At times within WebCT some or all of these frames may change or disappear, but for the most part you and your students will be viewing some version of this basic layout. See Customizing Your Course later in this section.

What Can Be Done With the Frames?

1. The Logo frame: Only your institution's administrator can exchange this WebCT logo for a school logo.
2. The Menu Bar frame: You can change the colors in this frame. You cannot add to the links or edit them.

3. Navigation Bar frame: You can temporarily hide this frame (as can your students) or you can completely remove it with the option under Change Settings. If you completely remove the Side Navigation via Change Settings, in Designer Option, you will see a dropdown list of Control Panel options.

Control Panel Dropdown List



The Instructor/Designer also controls what links are added to the Course Menu, the link names as well as the order of the links. As with all the frames (except Logo) the instructor/designer can change the color of the frame as well as the links in Change Settings.

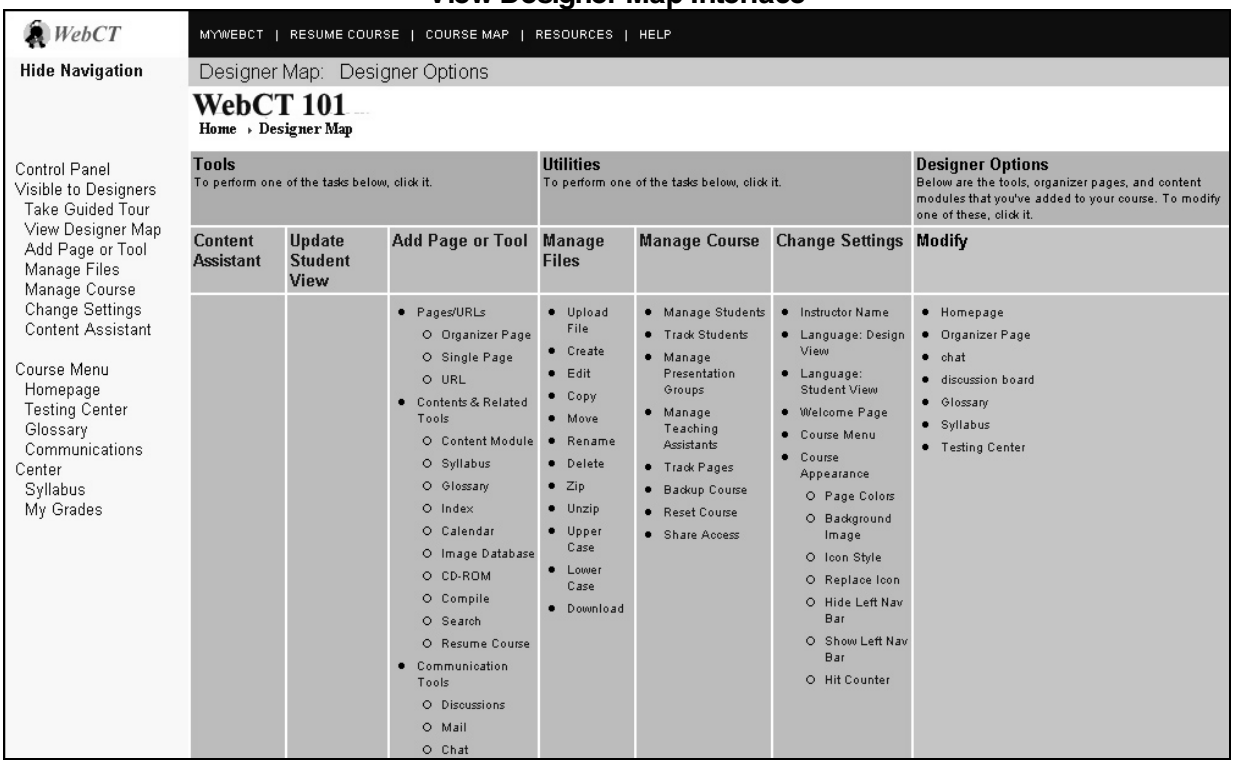
4. Course Title and Breadcrumbs frame: You can change the background and links colors in this frame.
5. Content frame: This frame is almost completely under your control. There is not much you cannot do inside this frame. For the most part, this is your main teaching arena or presentation area. The majority of what you do will be reflected in this frame. However this is simplifying the WebCT interface in the extreme, but you will learn more as you read through the other portions of this book.

What Are The Links And Options In These Frames?

1. The Logo frame is just a graphic image. It is not a hyperlink to WebCT. Only the institution's WebCT administrator can change this frame.
2. The Menu Bar frame is designed principally for students. However, some of the links have come to be invaluable to instructor/designers as well.
   a. MYWEBCT links to your myWebCT interface both for you or the students. There is a reason it is the first link in this frame. It is the most used and is one of the most valuable links.
   b. RESUME COURSE is strictly for students. This link will return a student to the last page in a Content Module that s/he was reading. This is especially useful in the event that there is a technical or power failure. This link is not functional for instructor/designers.
   c. COURSE MAP is a site map containing a listing of all of the major links in the course. This tool is especially useful for navigational purposes, as one can move from place to place in the course by a link that is found on every course page. Both students and instructors find this tool useful.
   d. RESOURCES link is only for instructor/designers. This link takes you to WebCT's e-Learning Hub and the Online Teaching and Learning Community where there are many resources for instructors. You can spend hours just exploring this site, and we recommend that you take some time to browse here. In most new course templates there is a link to the e-Learning Hub for student resources. If there is no link to the e-Learning Hub, then you might want to add one for your students at www.webct.com .
   e. HELP in the 3.x versions of WebCT is available for students and instructors. In both cases the HELP files are page-specific so give information on the tool you are using. See the later chapter on Help Resources for more details.
3. Navigation Bar frame: This frame has three parts but is only one frame.

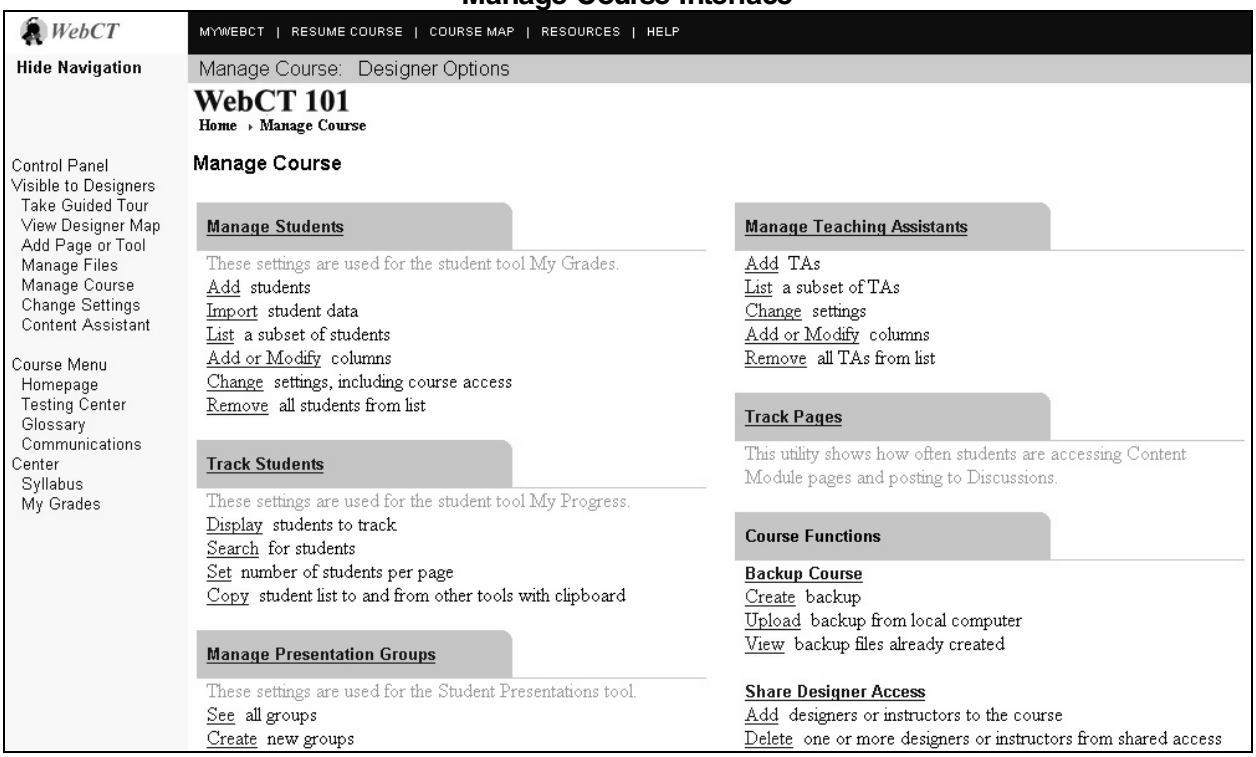
1. The upper section allows the instructor/designer or students to temporarily hide or reveal the entire frame.
2. The second section is the Control Panel for Instructor/Designers Only:
   a. Take a Guided Tour gives the instructor/designer a very good overview of WebCT and only takes about 30 minutes. The authors highly recommend taking this tour if you have not.
   b. View Designer Map is sort of an instructor/designer's view of your course. The authors think this is one of the best new ideas in version 3.x for instructor/designers. Not only does it link to all the materials and tools that you add, but in one screen it gives you hyperlinks to almost every tool and action you can perform as an instructor/designer. We could not get around as quickly in our courses if it were not for this wonderful map. Use it; use it; use it.
   c. Add Page of Tool link will probably be used by you more than any other link while building your course. This is where you go to add any tool to your course. This is also where you would go to add Organizer Pages, Single Pages, Content Modules, etc. Click on this link and take a glance at the many tools and their classifications that you can put into your WebCT course.

View Designer Map Interface



   d. Manage Files link takes you to your personal WebCT filing cabinet and to the built-in files that come with your course. See the chapter titled "Manage Files".
   e. Manage Course link is another of the big links that gives you access to many parts of your course; however, they all deal with some aspect of managing your course. See the chapter on "Manage Course".
   f. Change Settings link allows you most of the options for customizing your course and its look. See the chapter "Customizing your Course".
   g. Content Assistant link takes you to a special section of the e-Learning Hub that deals with content for many disciplines. You are invited to contribute as well as borrow from this part of the hub. See chapter on "Content Assistant".

Manage Course Interface



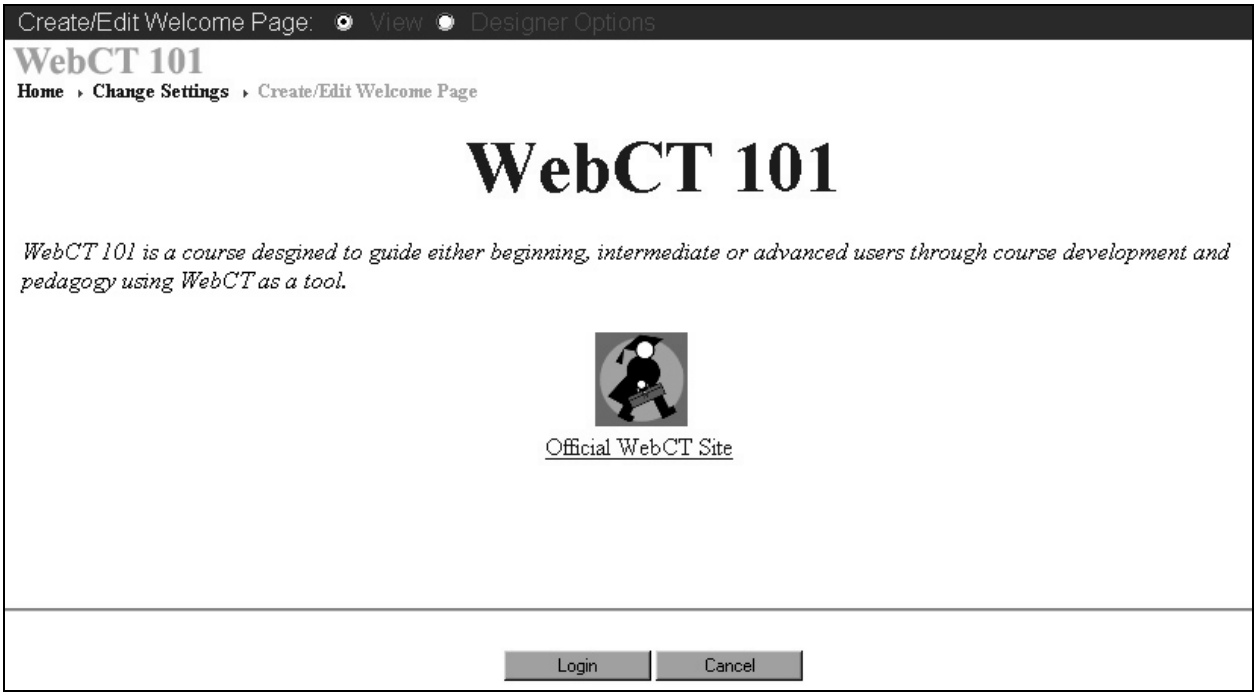
4. The third section of the Navigation frame is the Course Menu: This section is completely under the control of the instructor/designer. Like the Course Map, the Course Menu is a navigational aid that has proven beneficial for students. When present, students are able to access various components of the course easily, without having to use the Browser Back button or returning to the Home Page.
5. Course Title and Breadcrumbs frames provide navigational aids for you and your students. You may change the color of these items through the Change Settings menu. The Course Title (as defined by the Administrator for your course) remains on the screen at all times. The Breadcrumbs help trace the sequence of pages you have visited, akin to dropping breadcrumbs so you can find your way home. The Breadcrumbs feature is new in 3.x, and has proven a popular and helpful innovation. It always displays the title of the course to help everyone remember which course they are using. The breadcrumbs that appear underneath the title of the course, helps to trace your steps through the course. Each step is like dropping a breadcrumb so you can find your way back "Home". Each step is also a hyperlink to an earlier step. This again is one of the most popular and helpful innovations in 3.x.
6. Content frame. The Content Frame is the main display area of the course and completely customizable by the Instructor/designer. Many Institutions provide templates, a set of commonly used tools and links, to get their instructors up and running quickly. Depending on your Institution, this area may be blank, awaiting you to add links, tools and content. The exception to this is if your institution is using one of the built-in WebCT course templates. If that is the case then there will be some links and tools already on your Homepage when you first open your course. However, you have complete control over this frame and what goes into it.

That is the basic interface of WebCT and what you can expect as an instructor/designer.
Prepare yourself for a new adventure in teaching.

Welcome Page in WebCT

Overview:
The Welcome Page feature within WebCT serves a very particular purpose. This is the only section of WebCT that is open to the public on the Internet. No one needs a password or ID to view your Welcome Page since it is a public page. However, the WebCT administrator for your institution must allow Welcome Pages to be viewed. This public page allows you, the instructor/designer to have a web presence as well as serve as an introduction to your course. This page is intended for prospective students and is most commonly accessed from the server Entry Page, by clicking on See Courses. The page cannot be accessed by students directly from the myWebCT interface, or from within the course.

The Designer's View of Welcome Page



Pedagogy:
- Set high expectations.
- Communicate learning objectives and outcomes.
- Address the advanced organizer.

Uses and Advantages:
- Allows the instructor to establish a web presence that can be accessed by anyone.
- Can be picked up by various search engines on the web.
- Can put hyperlinks on the Welcome Page to other important sites in the department, college or university.
- Can give in-depth information on the course for prospective students.
- Many faculty use the Welcome Page as a mini-syllabus for their course.

Accessibility and Usability (versions 3.0 to 3.6):
Accessibility is entirely up to the design and content the instructor places in this part of WebCT.

Suggestions and Tips:
- Welcome Page is reached through Change Settings.
- Put your syllabus on your Welcome Page. This will often satisfy department heads and deans about publishing your syllabus to the web.

- You can design your Welcome Page in an HTML editor; then cut and paste the HTML code into the main Upper textblock field.

Common Problems Encountered by First Time Users:

- Because this page is generally passed by with the myWebCT interface, many instructors ignore it altogether or are unaware of its existence. Remember this page is mostly for prospective students for your course and not students enrolled in your course.

WebCT Vocabulary (see documents at www.webct.com for comparison of terms from earlier versions):

Upper Textblock: used to be called a Header.
Lower Textblock: used to be called a Footer.
Welcome Page is reached through Change Settings. Welcome Page had its own buttons in earlier versions.
Customize: Changing the look or colors or a page.
Self-registration: This option will allow students to enroll themselves in your course including creating their own myWebCT ID. The system administrator controls this option. Check with your administrator to see if self-registration is allowed on your server.

"How To's" for Instructor/Designers:

From the Homepage or most pages within WebCT, click on Change Settings in the left Navigation frame under the Control Panel for Instructor/Designers only.

Once on the Change Settings screen, you may have to scroll down the page to find the Create/Edit Welcome Page option and its Go button.

When you click Go on this screen it opens a new interface that will look exactly like the Homepage Designer Options screen. You will have a section for adding tools (URLs in this case) and Upper and Lower textblocks. It is in the Upper textblock that most instructor/designers create their Welcome Page or place their syllabus or other material.

Because you have the flexibility to use HTML coding if you want to, there is significant freedom in design. If Instructor/designers select image files from within the course using the Browse button, the files will be copied and made accessible to people outside of your course for viewing.

Things you cannot do on the Welcome Page:

You cannot add any of the WebCT Tools to this page other than the URL Tool. URLs on this page should be to other sites outside of your course. If you try to link to something inside the course, the visitor will be asked for a login ID and password. If the person is already a member of your course, then it will work, but this is probably not the best place for internal links.

Customizing WebCT's Design

Overview:
Although WebCT has a particular look in the 3.x series, there is quite a bit that instructor/designers can do to customize their courses to suit their tastes, preferences and ideas. In WebCT the term "customize" generally refers to an aspect of the look of a page or tool. Throughout WebCT you can:

- Alter the colors in your course provided your server administrator allows it.
- Add headers (Upper Textblocks) and footers (Lower Textblocks).
- Add counters.
- Add banners.
- Add background images.

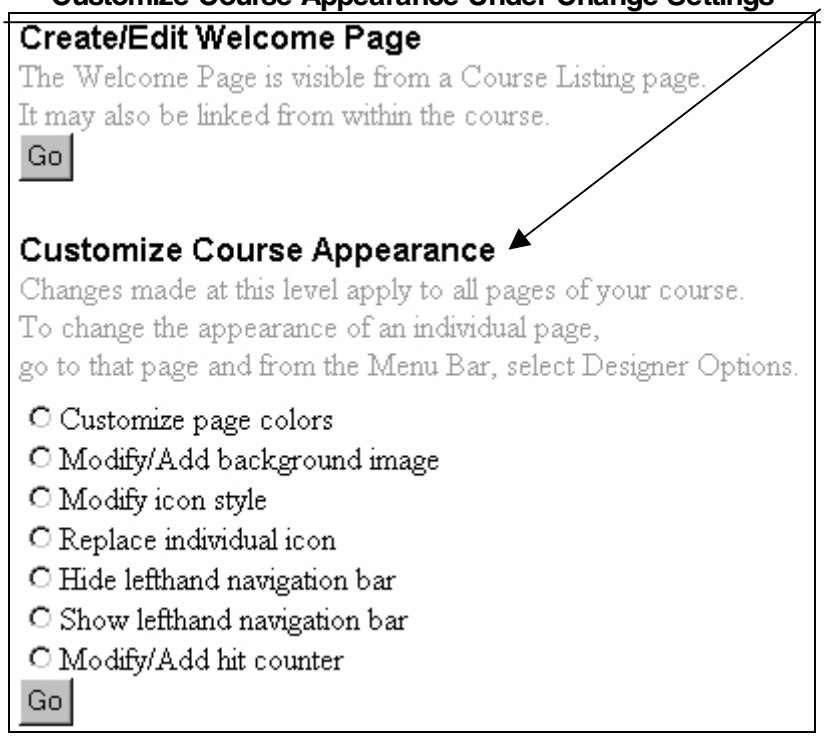
All of the above are built-in ways to customize your course and put your personal stamp or personality into the online experience. You can do a global change to your course or change individual pages.

There are additional features you can alter the look of: for instance, the icons in your course can be customized to any number of preloaded choices, or you can create your own. You can even decide whether or not to use the Course Menu in the left navigation. Our point is that there is always more and more customization available to instructor/designers in each new version of WebCT. Although WebCT will continue to increase its flexible design, customizing the look of your course has a definite place in teaching online, but it is probably not the most important aspect of teaching online.

Many of the whole course customization features can be found under Change Settings. It is also possible to customize the look of any Organizer Page including the Homepage and the individual pages in a Content Module. To change the look of individual pages, you would go into Designer Options and scroll down to see your choices. Customization within WebCT works in the same sequence as most instructor/designer actions. Item, Action, Go. Choose Item, then Select the Action, then click Go:

- In Change Settings you are changing the look for the entire course.

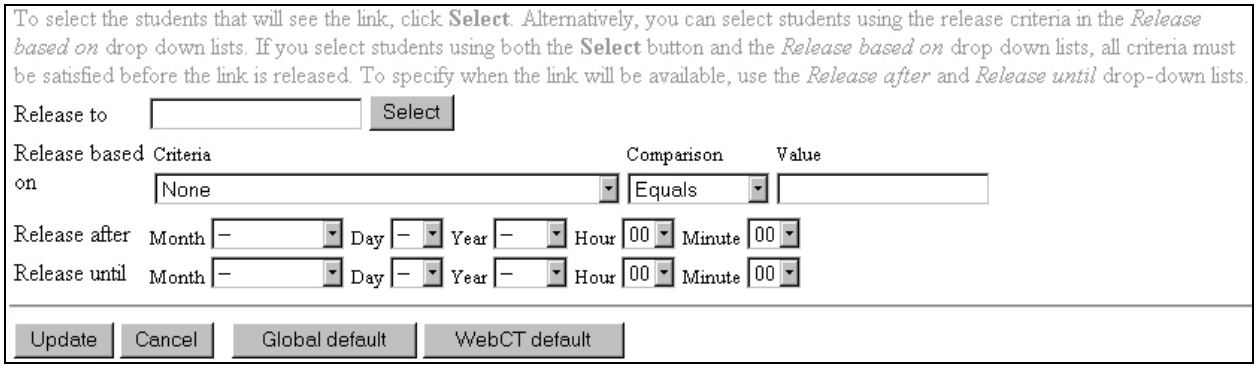
Customize Course Appearance Under Change Settings



Edit Course Menu

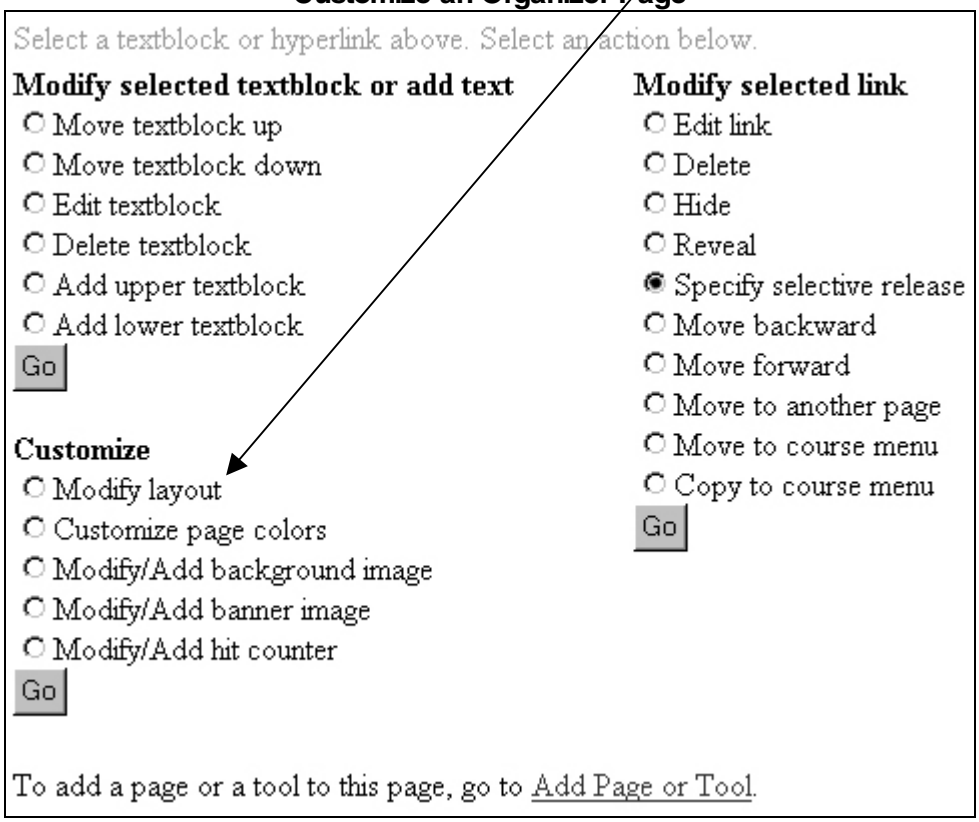
- This allows you Hide, Reveal or Edit link for releasing information on the left navigation bar.

Edit link



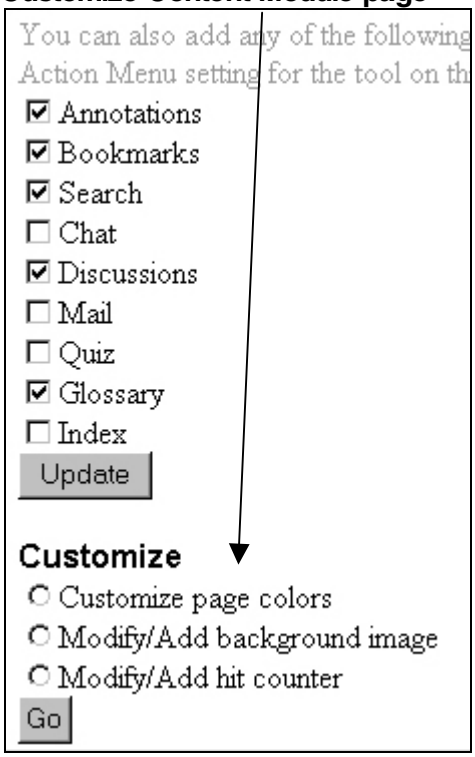
- This allows you to place selective criteria on the release of a link in your Course Menu
- In customize an Organizer Page you are overriding the course settings for that one page. Choose Designer Options and scroll down.

Customize an Organizer Page



- If you are new to WebCT this section on the Content Module can be skipped until a later time. If you are already familiar with WebCT then you may remember that within a Content Module you can override at the page level all the settings that come before it. This override sequence allows any individual page to have a specific look without changing all the pages. This is important to remember: once a page has been customized, and then you go to Change Settings and change your colors, they will not override that one page.

Customize Content Module page



Pedagogy:

- Can show respect for diverse learners.
- Can add engagement for the students in general by making the look of the course fun and inviting.

Uses and Advantages:

- Allows an instructor to bring some personality to his/her course without having to know HTML.
- Can be used to accommodate almost any idea or look an instructor may have or feel the need to duplicate.
- Can be used to brand a department, college or institution's online presence.

Accessibility and Usability (versions 3.0 to 3.6):

Accessibility is not usually discussed for instructor/designer functions, however, the authors recommend that instructor/designers read the chapter on Accessibility because the use of colors, fonts, and images plays an important part in making a course accessible to all students.

Suggestions and Tips:

- Customizing is fun. Plain and simple: it's fun. The authors use the various customization options to help instructors get comfortable with WebCT in general. The authors also use customization as a release from stress. Whenever the frustration of learning something

new gets too strong, we recommend going to Change Settings and experimenting. Not only is it fun, but also it tends to have a calming effect on technology frustration.

- Consider having a template or set of colors and icons for a department or college. This is simple and a good way of branding. It can also give students a sense of ease because the courses look very much the same.
- Use customization to get away from branding or sameness of look. This is a judgment call. There are good arguments for both approaches. Customization makes it possible to choose an approach.
- By pasting into the Upper Textblock (header) an instructor/designer can create almost any look possible except taking WebCT out of frames. The authors have seen faculty use this workaround to create a wide range of individualized looks.
- Be creative. We are familiar with an instructor who uses the Course Menu for all navigation. This allows the Homepage to be used like a web page that changes weekly. This Nutrition instructor puts announcements, Word of the Week, Food of the Week, Question of the Week and short articles related to the discipline on the Homepage.

Common Problems Encountered by First Time Users:

- Probably the most common error is spending too much time on customizing a course and too little time on building the content or other materials. Customizing has a real place but it should probably follow some of the other aspects of teaching online.
- Doing too much customizing, especially with colors. New instructor/designers to the web tend to over use color or use combinations of color that make it difficult to read the text on the page.
- Red and green are not good color combinations because readers who are colorblind cannot see them. Yellow and blue together is also discouraged. A light background with dark text works best.
- Too much customization can be distracting in some instances.
- Blinking text can cause seizures in some sensitive readers. To other readers it is just plain annoying. Animated icons seem clever at first, but they can be very distracting when you are looking for something on a web page.
- Sometimes institutions decide to make all the courses uniform in appearance. The WebCT administrator will therefore not allow instructors to change colors. Check with your server administrator to see what your institution's policy is.
- Other than the above-mentioned possible issues, the authors highly recommend customizing to instructor/designers, both because it is so non-problematic and because it is a good method for learning to experiment with WebCT.

WebCT Vocabulary (see documents at www.webct.com for comparison of terms from earlier versions):

- Upper Textblock: used to be called a Header.
- Lower Textblock: used to be called a Footer.
- Change Settings was generally found behind Customize buttons in earlier versions.
- Welcome Page is reached through Change Settings. Welcome Page had its own buttons in past versions.
- Course Menu is located under the Change Settings link. Course Menu is new to 3.x. Remembering where you go to edit the Course Menu is confusing at first.

"How To's" for Instructor/Designers:

The online HELP files are explicit. The authors recommend going to Change Settings and experimenting with the various options particularly those that involve color or icons. There is no harm that you can bring to your course by experimenting with the colors, icon settings, banners, background images or counters. Welcome Page is covered in a separate chapter. Enjoy!

Examples of Simple, Intermediate and Advanced Designed WebCT Courses and the Tools You Might Use

The suggestions and recommendations in this chapter are only guidelines to aid you in designing your courses and do not cover every teaching situation. Your choices should be made for your specific course and in support of your own specific teaching objectives.

A WebCT course environment can be designed to support a few course functions, or to administer almost every aspect of the course. In this section, we present three course design structures and provide some recommendation on tools' use. These designs are designated as Simple, Intermediate and Advanced. The terms reflect the relative amount and complexity of course functions being supported by the WebCT environment, and to a certain extent, the relative ease of use of the tools.

The classifications represent a framework for instructors to consider in terms of their use of WebCT over a period of time. Typically, instructors start using a WebCT course to communicate with students, provide course logistical information and report grades. The Simple Course Design corresponds to this type of usage.

Sometimes a first time user must use advanced tools. Although this is possible and fairly easy with good support, if tackled alone it will require additional preparation time for the instructor/designer. These may include using the Quiz Module, the Assignments Tool, the Image Database or the CD-ROM Tool.

As the instructor's comfort level increases, s/he often begins to use more tools (possibly to support new teaching strategies), provide more content and use the content and assessment and evaluation tools (e.g., Quiz, Assignment Drop Box) in a more sophisticated manner. Note that the major difference between the Intermediate and Advanced designs is not in the tools, but the extent to which the more advanced capabilities of the tools are used. For example, the Content Module is listed as an Intermediate tool; an Advanced use of this tool would include separating content into multiple Content Modules and selectively releasing the individual units based on student performance.

This section is geared for those that are building courses from scratch. Your institution or Publisher (if you are using an e-Pack) may already have provided some of these tools in your course. Please note, if there are tools in your course you do not want to use, you can choose to hide or delete the tools. They can always be revealed or added later, when you find you have a use for them.

I. A Simple WebCT Course Design and Some Easy Tools to Use

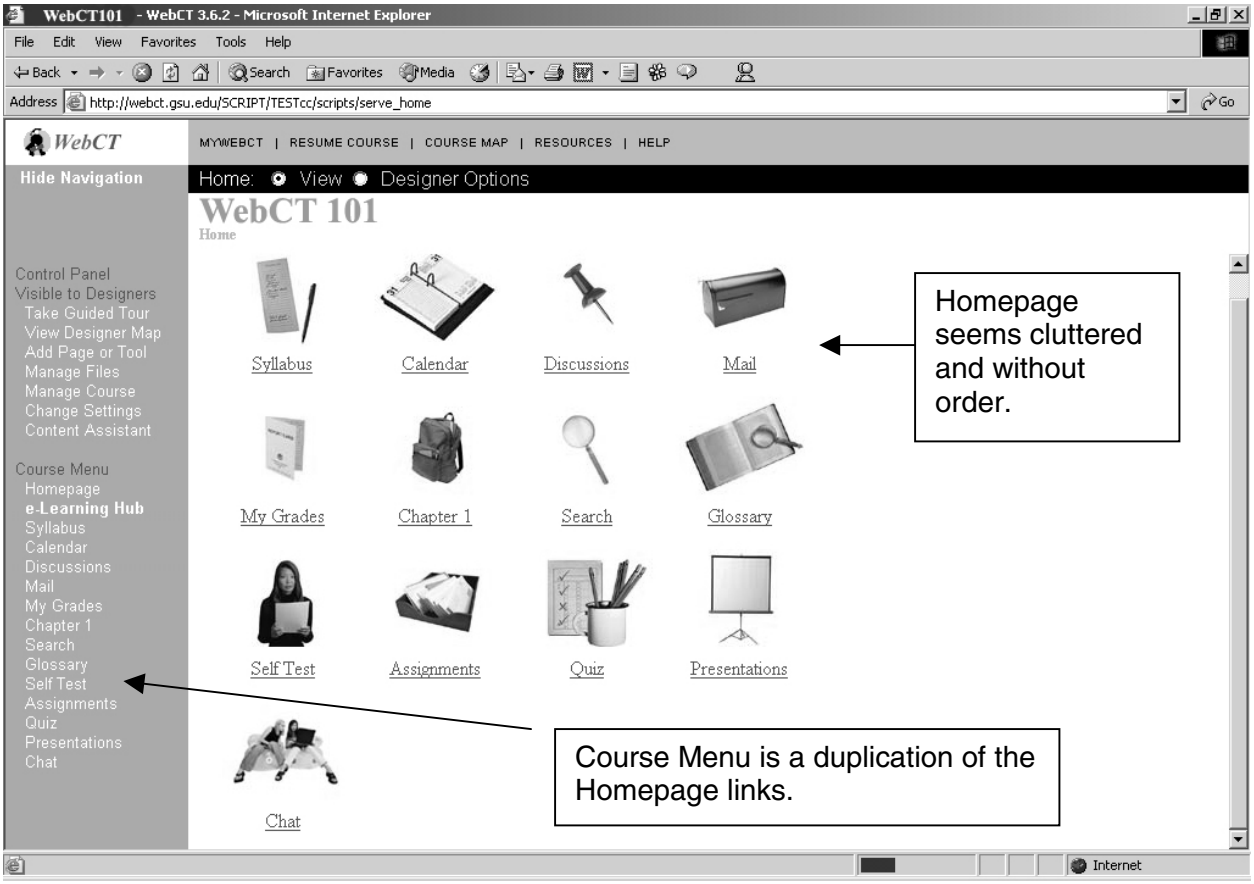
A strong advantage of this type of course structure is that it is straightforward to set up. In our experience, instructors can learn to set up and use the Simple Course Design in 1-2 hours. The structure is particularly effective for blended learning situations.

1. **Syllabus Tool:** Attach your current syllabus file to this tool, or create one online using this very easy and fairly intuitive tool. (See chapter on Syllabus Tool).
2. **Calendar:** Attach and let students use it as their own personal calendar while you learn how to post announcements to this tool. (See chapter on Calendar Tool).
3. **Discussions Tool:** Adding this tool is easy. Configuring it to get the most out of it for your class will take a little planning and a little practice. This is the number one tool used for teaching online and you can master it enough to start teaching in less than an hour. (See chapter on Discussions Tool).
4. **E-mail:** This is for all personal contact with your students and for them to contact one another. (See chapter on Mail).
5. **My Grades:** This is the number one tool in popularity with students. This is their personal view of the online Gradebook. (See chapter on My Grades).

6. **Manage Students:** Also referred to in this handbook as the online Gradebook. This comes built-in to WebCT, but learning to use it effectively can be done as you go along even after the class has begun. (See chapter on Manage Students).

II. An Intermediate WebCT Course Design and Some Additional Tools to Use

An intermediate online course for a somewhat experienced user of WebCT does not have to be flashy or hi-tech. By adding a few more tools to the Simple Design Course, you allow for more interactivity and engagement as well as address multiple learning styles. Also, using some of the same tools as in the Simple Design above but adding some of the tools' enhancements, can also help evolve your course into an intermediate design.



As you add more tools and materials to your course you will have to give more thought to organization. If the example above with everything put on the Homepage it has become cluttered and difficult for students to navigate. WebCT has a tool called the Organizer Page that makes it easy to group together tools or materials into a meaningful order. A common design is to put all communication tools on an Organizer Page. You might also put all content related tools and links on an Organizer Page. If you are teaching multiple sections in the same class, then the Organizer Pages can enable you to keep the sections separated. Notice also that the Course Menu on the left seems to have no rhyme or reason to the order of links. In the revised course design below, we have used Organizer Pages to simplify the navigation for students, and in the Course Menu we have only put links that we felt would benefit the students from anywhere in the course.

The authors do not intend that you add all the tools listed below, but that you choose a few as your comfort with the online teaching environment grows. We have listed so many in this section to try and cover a wider range of teaching strategies. Large and multi-sectioned classes require extra work to manage the students, and may also require that you create groups and/or make group assignments. This is not an absolute but a suggestion.

1. An intermediate course design might be achieved by deeper use of the tools used in the Simple Design. Some suggestions are provided below.
    a. **E-mail:** Students can hand in work or assignments by e-mail attachment. (See chapter on Mail Tool).
    b. **Discussions Tool:** Create private topics to enable easy group work. Create a Frequently Asked Questions page (FAQs) as a single page by compiling previous discussion postings. Assign topics to individual groups and then have one member of the group summarize their findings. (See chapter on Discussions Tool).
    c. **Calendar:** Allow students to make public postings to facilitate group activity. Assign a class monitor to post the events from the Syllabus as a reminder to the class. (See chapter on Calendar Tool).
    d. **Manage Students:** Learn how to use spreadsheet software like Excel to make using this tool not only easier, but also safe from hackers. For very large and multi-section classes, this method of combining Excel and WebCT is almost essential for managing your students. (See chapter on the chapter on Using an Excel Gradebook with WebCT).
2. **Manage Files:** While not a tool, this is one area of WebCT that you will have to learn so you can add to what you have already created. The time you spend learning the ins and outs of Manage Files will make the rest of these intermediate enhancements much simpler. (See chapter on Manage Files).
3. **Content Module:** This is the best tool for presenting content within WebCT and although it can be complex, you can start out with a simple Content Module for only one lesson or chapter until you are ready to move on. This tool also allows you to track your students' activity. (See chapter on Content Module).
4. **Search Tool:** This requires no effort on your part, just add it to the course. It will allow students to search the content pages as well as the Discussion topics. (See chapter on Search).
5. **Glossary:** Although this too was originally designed to work together with the Content Module, you can also use the Glossary as a stand-alone tool with all your course's special vocabulary. (See chapter on Glossary).
6. **Self Test Feature and Tool:** Very easy to use, but unless you learn how to format for batch uploading, creating a large number of questions can be time-consuming. This feature allows you to upload but you cannot download the questions. (See chapter on Self Test).
7. **Assignments Tool:** If you are using e-mail for assignment submission then you can skip this now and add it later. This tool controls the students' submission of assignment with a more formal structure and built-in extras. It is not difficult to learn. Students may find it difficult to use at first, so you might want to put up instructions as to how to submit an assignment. (See chapter on Assignments Tool).
8. **Quiz and Survey Tool:** Students tend to work practice quizzes online much more than they would ever work the same problems out of a book. Many books come with built-in question databases or have them online. If you choose to use those, then you do not have to add them to your course with the Quiz Tool. However, if you have created a large number of questions and quizzes then you will probably want to put them into your course. This tool is often taught in a full-day workshop because it can become extremely complex and powerful. However, if you only want to start with multiple choice quizzes, then you can learn what you need in a shorter time. We suggest starting simple with multiple-choice practice quizzes and then building to more complex quiz designs. (See chapter on Quiz and Survey Module).

9. **Student Presentations:** This is a very easy tool to configure and set up and can be used to generate random work groups in your course and automatically set up private discussion topics in the Discussions Tool. Students catch on to this tool quickly since it facilitates doing group projects. However, we would suggest adding instructions to the course explaining how to use the Student Presentation Tool. (See chapter on Student Presentations).
10. Other tools you might choose for your Intermediate Design:
    a. **Chat Tool:** Can be added and given to the students to facilitate their group work or for your virtual office hours or to host guest speakers. (See chapter on Chat Tool).
    b. **Whiteboard:** Is a graphical, synchronous tool. If you do not create graphics in your class, maps or charts, you might wish to hold off on this one. It is simple to use but more difficult to master for teaching. (See chapter on Whiteboard).
    c. **Compile:** Is highly recommended if you use the Content Module. This allows students to easily print out content pages. (See chapter on Compile).
    d. **Student Homepages:** A good tool that allows students to tell each other about themselves and infuse some of their personality into the class. Requires nothing on the instructor's part except to add the tool. (See chapter on Student Homepages).
    e. **URL Tool:** Allows you to add links to outside web sites without knowing HTML. Could be a tool for a simple course, but we include it here because we wanted to keep the simple course with few tools. (See chapter on URL).

III. An Advanced WebCT Course Design:

An advanced online course design usually requires that you have both online teaching comfort and experience. However, whether you have evolved your course though a couple of iterations or are being asked to create an advanced designed course your first time online, you should always let your teaching dictate the tools you select. If the online tool does not address a need or goal or learning outcome, then it might be best to hold off on adding the tool. The exception, of course, is if you have the time to experiment and want to try something new. This desire to try new approaches has led to a significant portion of the tips in this handbook.

As in the case of the Intermediate course design, deeper use of the tools used in the Simple course design can make an advanced online course design. If your teaching strategies and desired learning outcomes require the addition of some of the more advanced WebCT tools then do not hesitate about adding them. In most courses that the authors have assisted faculty in creating, there has always been time during the semester to add more tools without having to have them all ready for the first day of class. In some cases, instructor/designers have been only a week or two ahead of the students, but this has always been a workable scenario. This is not a bad time to remind you of the online resources for help available to you, especially the Ask Dr. C forums www.webct.com/ask_drc.

1. Using the tools in the first two sections with greater ease and confidence may be all you need to do to turn your course into an advanced design.
2. Using the tools in the first two sections in more innovative ways, or utilizing other features within the tools. Examples:
    a. **Content Module:** This tool has many features and options. It interacts well with your online Glossary, Discussions, Self Test, Quizzes, Index and Links. It also can be used in innovative ways for presenting student projects that can then be tracked and made to interact with the Glossary. (See chapter on Content Module).

b. **Assignments Tool:** Although this is an intermediate tool, advanced uses become more sophisticated by utilizing selective release and adding additional files to your assignments. (See chapter on Assignments Tool).

c. **Selective Release:** This allows you to place conditions for release for Assignments, Quizzes, Icons, and Content Modules. The release can be based upon test scores, dates, times, groups, assignments, or any column in the gradebook. (See chapter on Selective and Conditional* Release).

d. **Self Test Feature and Tool:** Not only can you batch upload from your question database of multiple-choice questions, you can give extensive information in student feedback within each question. With the use of HTML you can place hyperlinks that will take them to content either within your own course or outside web pages. There is no record of student answers so use this for study questions. Encourage students to click on wrong answers so they can get rich information. (See chapter on Self Test).

e. **Glossary:** Within the definition you can place graphics, sound files, and links to outside URLs in your Glossary using HTML. You can also hotlink words within the definitions**.** (See chapter on Glossary Tool).

f. **Annotations:** This is a feature within the Content Module that allows students to take their own notes in a virtual notebook. The instructor does not have access to these notes. They are strictly for personal use. No more fumbling with loose-leaf papers, disorganization, or losing floppy disks. (See chapter on Take Notes).

g. **Student Presentations:** You can use this in a variety of ways. Group work, of course, but also, independent work (one student per group), link it to a Content Module and Glossary, use in place of the Assignments Tool because you can zip and download all the assignments in one easy step. (See chapter on Student Presentations Tool).

h. **Discussions:** You might give each student a private topic for journaling or other personal work that you wish to comment upon regularly. You might have students take a greater role in assessing discussion postings. (See chapter on Twelve Suggestions to Keep the Discussions Topics Lively Without Overwhelming the Instructor with Work).

i. **E-mail:** Use E-mail instead of essay questions within a quiz, since with E-mail you can compile, download and respond to the questions much quicker and with greater ease. Using this method, you would need to manually create a column in the Gradebook. (See chapter on Mail Tool).

j. **Quiz and Survey Module:** Use the short-answer questions, the matching questions, the calculated questions or many combinations of them. You can use the calculated question to generate answer sets that you can then repost as multiple-choice questions (advanced innovation). You can also pull questions from a large question database and randomize the questions to make it more difficult to cheat. You can use Perl or Unix regular expressions to make the short-answer question extremely powerful (advanced). You can add FLASH, graphics, animation, audio, film, and almost anything you can imagine to your questions if you know HTML (advanced). (See chapter on Quiz and Survey Tool).

3. **CD-ROM Tool:** This can be a spectacular addition to your course. If you have a course with memory intensive materials such as film clips, audio files, large PowerPoint files, graphics, maps or PDFs, you can quickly get around the slow Internet speeds by using this tool. You can also use it to keep such material context

specific with your other course materials. This is perhaps the most difficult tool to set up and master, but the results have always been worth it. Even streaming video cannot surpass this tool in the final evaluation. Give yourself ample time to set up this tool and test it, and be aware that some students have trouble configuring this tool at first without guidance. (See chapter on CD-ROM Tool for explicit instructions on how to set up this tool).

4. **Image Database:** This tool is easy to use and set up, but does require a bit of organization on your part. Perfect for putting all the course pictures, images or maps into a searchable and accessible format. It requires labor on the instructor's part but is not difficult to learn. It is in the advanced tools because currently you cannot copy an image database from one course to another and so the work that goes into constructing one (unless you have your students do it as a group project) is too much for a new user to undertake the first time teaching a course. There are always exceptions and this could be the perfect tool for an art, geology, biology or geography course from day one. (See chapter on Image Database).
5. **Student Tips:** This can be a simple, intermediate or advanced tool. Students can turn it off, so if you use it for crucial information, the students may not get it. However, you can use it for rather sophisticated applications and as a study tool. We have downloaded our Glossary, done a little search and replace and re-uploaded the file into the Student Tips to use as an accessible flash card study tool (advanced). (See chapter on Student Tips Tool).

Remember that it is not what tool you use in your WebCT course that makes a good course, but how YOU use the tool.

Using HTML Within WebCT

Overview:

HTML (Hypertext Markup Language) is the basic language of the Internet. It is used in building web pages. WebCT allows you to use this coding in many areas to enhance your course. Part of the flexibility of WebCT is that it allows instructor/designers to add in their own HTML coding. Most products and software on the market do not allow instructor/designers to add in their own coding or other programming because it interferes with the way the software functions. WebCT has taken a different route by encouraging the use of HTML coding so that instructor/designers may improve their courses. This gives back the innovation to the instructor/designers instead of keeping it in the hands of programmers who may or may not be educators.

Naturally, there are certain limitations to this open design, but they are far outweighed by the advantages.

This chapter is intended for those instructor/designers who are familiar with HTML coding or who have people available to them to do the coding.

Uses and Advantages:

- Add images and graphics into areas that might not normally include them such as Discussions postings, headers, footers, feedback in quizzes, and many other places.
- Add font tags to enhance the look and accessibility of your course. e.g., Communication Center
Discussions, Course E-mail, Chat, Calendar. With this particular coding your title will look something like this:

  Communication Center *(would be Navy and bold)*

  Discussions, Course E-mail, Chat, Calendar

  If you will deselect Link shows icon, it will be more accessible to students using assistive technology as well as the low-end technology user.
- Add in FLASH animation or other applications into Quizzes, Calendar or Content Modules.
- Modify the basic WebCT look by using HTML. Some instructor/designers elect to replace the entire Homepage with a page of their own design. This is particularly true for instructors who may be converting from another Course Management System to WebCT. These instructors elect to stay with a look that is familiar to them and their students.
- Almost anything that can be done on the Internet with HTML can be done in your course. This allows instructors to dream freely about teaching online. However, they usually have to consult an experienced HTML designer to accomplish these dreams, but HTML instructor/designers are much more plentiful than innovative teachers.

Suggestions and Tips:

- Always assume the error is yours. When something goes wrong and you have been inserting HTML coding, the debugging process always progresses more quickly if you first assume that the error is in your coding. Double-check the coding before checking the WebCT tool for a potential problem.
- Avoid the HTML table coding in areas of WebCT that are already use tables such as the Homepage icons, other Organizer Pages and Manage Students. The reason is if you forget to close a table tag you can create havoc in these areas. You may not really destroy any data, but it may take you a while to figure out the problem. These two areas in particular are vulnerable to open HTML tag mistakes.
- Have a good reason for adding in HTML coding in a textbox that does not specifically offer or encourage it. These areas include most fields in the Manage Students area, title

fields for icons, instructor's name fields, and Chat room names. Read the rest of this chapter for in-depth reasons for caution in each of these areas.

- In Netscape, if you are missing a closing HTML tag your course will disappear. We have found Internet Explorer to be more forgiving and it will open the course and allow you to add the closing tag.
- Remember, when using coding to change your font size, it will require the HTML equivalent.

Plain point	HTML Equivalent
12	3
14	4
16	5

Common Problems Encountered by First Time Users:

- Too much HTML coding. The temptation is to put in bells and whistles that really do not enhance the learning experience. Too much clever coding can be distracting.
- Easy to make a mistake. Putting HTML code in some areas may make tracking down a mistake much harder. For instance, if the error is in your HTML coding and you think it is WebCT, then the debugging process could start off in the wrong direction and take extra time to fix.
- Not using the correct size formula for font size.

How and Where to Use HTML:

- **Where HTML can be used**
  Nearly anywhere text can be entered within WebCT. Some tools specifically state that you may use HTML; others do not.
- **How HTML can be used:**
  1. Change fonts (size, color, style).
  2. Display images.
  3. Create hyperlinks within text.
  4. Add FLASH or streaming media to quizzes.
  5. Add images to the Syllabus.
  6. Incorporate anything that can be done on the Internet into your course.
- **Where HTML cannot be used:**
  1. Chat Rooms, or any part of the Chat Tool.
  2. Manage Students. You can use some HTML, but be very careful so as not to corrupt your database or make it unreadable.
  3. Quiz Titles.
  4. Course Menu.
  5. If a text block does not give you the option of use HTML, it does not mean that HTML will not work, but it is a sign to be cautious with your coding.
- **What not to do with HTML**
  Never leave an HTML tag open. Example: **** Where is the closing tag? The correct way: **.** This is equivalent to a size 12 font**** (the closing tag which is also known as the end font tag). Even leaving a simple tag, such as a font tag, open can sometimes create problems within a course. As has been mentioned, however, the open table tags seem to cause the most mischief within WebCT.

Using the *"Seven Principles For Good Practice in Undergraduate Education"* in WebCT, A Practical Approach©

Editor's Note: *This document was prepared and presented by Donna M. Ferguson in 2001 at the 12th International Conference on College Teaching and Learning Conference in Jacksonville, Florida and at the 3rd Annual WebCT Users' Conference in Vancouver, British Columbia. Ms. Ferguson is the Assistant Manager of the Web Resources Department of the Division of Distance & Distributed Learning at Georgia State University in Atlanta, Georgia. She is also the Assistant Editor of this handbook as well as a Certified WebCT trainer and a Dr. C.*

Turning a simple, online course into one that utilizes the "*Seven Principles For Good Practice in Undergraduate Education"* (Chickering & Gamson, 1987) need not be overwhelming. I will demonstrate ways to approach learning the technology that incorporates the Seven Principles of Good Practice without additional burden to faculty. Instead, it should make learning the technology easier since it has a purpose, a place and pedagogy.

Imagine that your Department Chair enters your office and says, "Next semester, I want your course to have an online component". An overwhelming feeling of gloom and doom takes over. "Where do I start? How do I begin?" In this presentation we will discuss some simple WebCT Tools that can enhance your course and how they apply to the Seven Principles of Good Practice (Chickering & Gamson, 1987).

1. Facilitates Student-to-Faculty Interaction
2. Facilitates Student-to-Student Interaction
3. Promotes Active Learning
4. Gives Rich, Rapid Feedback
5. Promotes Time on Task
6. Communicates High Expectations
7. Incorporates Diverse Learning Styles

Most faculty preparing to go online are forced to think only about the how's of online and almost never why. Teaching the technology of WebCT is much less difficult when the trainer incorporates either the pedagogy or good teaching principle that it embodies. The tools in WebCT are pedagogically sound which lend themselves to flexibility and implementation of the Seven Principles of Good Teaching. Whether or not you believe in the concept of the Seven Principles approach or not, one fact cannot be argued, teachers want to teach effectively. Determining how the basic tools and features of WebCT embody the Seven Principles of Good Practice and to translate that into, not just an online substitute for that principle, but an enhanced experience of that principle through online technology. My experience in faculty development and web design has shown that addressing the why makes the how much easier to grasp. This approach keeps the focus on teaching and off of technology.

Good pedagogy engages the learner. Building an online course that encompasses all seven principles and engages the learner is really not as difficult as it may appear. A simple WebCT course design that uses of all seven principles could consist of a detailed Syllabus, an organized Discussions Board, and the Grade tool for students and Progress Tracking for students and instructor.

A good online Syllabus should include learning objectives, a timetable of all course activities, the required resources, a grading chart and anything else that facilitates time on task and communicates high expectations. Listing dates for assignments, exams, and discussion topics is great for the concrete, sequential and advanced organizer. The WebCT Syllabus tool allows you to build a syllabus online. It prompts you for specific information while allowing you to customize it to meet any special needs for your course. As an alternative to using the Syllabus Tool, you can create your syllabus offline and convert it to HTML.

An active and organized Discussions Board can facilitate student-to-student and student-to-faculty interaction. It was designed to promote active learning and provide rich, rapid feedback.

It also caters to the verbal, social and textual learners. It is the responsibility of the instructor to post good topic questions to facilitate good debate. If your question has only one definitive answer, this does not allow for any discussion. Put thought in your organization and topics. Setting parameters for your Discussions Board will help make it a better teaching tool. Some of these parameters are:

- How many original postings and follow-up replies should a student make in a semester
- How quickly they can expect instructor response to a posting
- How casual or formal the writing style within a posting should be
- How much of their final grade will count from their participation in the discussion forums.

For the students, the My Grades Tool is one of the more popular tools. It gives the students feedback, which can vary from immediate to timely. This tool allows flexibility for the instructor. The instructor can include a comment column for private written comments, can release statistics on any numerical column and use calculated column to give a running total of the student's progress. The statistical option allows the students to compare his/her score with the rest of the class. The amount of feedback this tool provides is left entirely up to the instructor.

The Tracking Tool allows a student and instructor a "behind the scenes" view of details to content in the course. It shows the student how many times s/he has accessed the Homepage, tool pages, content pages and other tools and features in WebCT. An instructor often requires a specific amount of postings per semester. Tracking shows how many topics were read, how many original posts were initialized and how many posts were actually replies within the Discussions Board. It shows the instructor the average time spent on a content page along with the accumulative time. This tool is also utilized for grading justification. If the student wants to dispute a grade, the Tracking Tool gives the instructor hard evidence if there was a lack of participation. The tracking tools can promote time on task, facilitates instructor-to-student interaction, communicates high expectations and rich, rapid feedback. This accommodates the constructivist learner and advanced organizer.

Of course, as time continues, you can begin incorporating some of the more advanced WebCT tools as your comfort level improves. This will make your course a richer more meaningful online presence. Two of the more pedagogically robust tools are the Content Module and the Quiz and Survey Tool.

A Content Module can incorporate all of the seven principles through the features it provides. These features include: Annotations (My Notes), Audio, Bookmarks, Chat, Discussions, Glossary, Goals, Index, Links, Mail, Quiz, References, Search, Self Test, and Video. I will only have time to discuss a few of these Content Module options.

The Glossary offers the ability of placing many vocabulary terms and phrases for course study and accommodates the active learner. The Links option allows the addition of hyperlinks to outside web resources that facilitates the non-sequential learner. Self Test can be used as review for the active, reflective and sequential learners and provides rich, rapid feedback. Annotations (My Notes), allows the student to take notes on each file attached to the content path and this accommodates different learning styles such as, the active and detail-oriented learners. Attaching audio and video clips allows for diverse learning, and working with ADA compliance offers alternatives for the visual or hearing impaired. The Goals feature accommodates time on task and communicates high expectations. Overall the Content Module accommodates the linear learner as well as the advanced organizer as it facilitates directed instruction through constructivism, and provides a global picture of your teaching model.

The Quiz and Survey Module offers an online approach for student assessment. The Survey gives the instructor the option of anonymous evaluation of their class. This anonymity can facilitate extremely high value student-to-faculty communication. The Quiz addresses many different learning styles according to how you design your quiz. These designs include randomized test, timed test, proctored test, test questions released all at once or one at a time,

and practice tests for unlimited attempts. The Quiz also allows for rich, rapid feedback, promotes active learning and communicates high expectations.

Summary and Conclusion:

The tools of WebCT have the potential to embody all of (Chickering & Gamson, 1987) Seven Principles of Good Practice. Tools are not teaching; tools are for teaching. Teaching will always remain the responsibility of the instructor. Knowing why you would use a tool makes the how, an easier task. No matter how good any course management software is, without the underlying pedagogy, it will be an empty tool. Good online courses do not happen; they are created.

References

Chickering, A W & Gamson, Z F (1991). Applying the Seven Principles for Good Practice in Undergraduate Education. *New Directions for Teaching and Learning*. Number 47, Fall 1991. San Francisco: Jossey-Bass Inc.

WebCT Tools and the Good Teaching Principles They Support
http://www.webct.com/Communities/library/iteminformation?source=browse&objectID=2627458
This document illustrates how WebCT tools support the Seven Good Teaching Principles outlined by Chickering and Gamson (1987). Updated for version 3.x by Mark Hallam.

Accessibility:
WebCT, Accessibility, Usability and the Disabled Student©

Editor's Note: This document was prepared and presented by Caroline Gergely and Stephen Rehberg in 2001 at the 12th International Conference on College Teaching and Learning Conference in Jacksonville, Florida and at the 3rd Annual WebCT Users' Conference in Vancouver, British Columbia. Ms. Gergely is the Director of the Office of Disability Services at Georgia State University in Atlanta, Georgia. Mr. Rehberg is the Web Resources Manager of the Division of Distance and Distributed Learning at GSU. He is also the Editor-in-Chief of this handbook as well as a Certified WebCT trainer and a Dr. C.

WebCT has made a commitment to conforming with the industry standards for accessibility. This commitment is extremely encouraging for all people interested in access, and we applaud their efforts that are underway. However, the student who currently enrolls in a WebCT course still faces significant barriers. The good news is that these barriers, with a little preplanning, can be reduced or, in some cases, removed entirely.

A word about WebCT version 3.6: The table in this section deals with 3.x up through 3.5. 3.6 was issued as a direct response to the 508 guidelines by the U.S. government for accessible web sites. It also was meant to address the American with Disabilities Act (ADA) guidelines. Our findings show that in general it is more accessible with one major exception. When 3.6 is used with JAWS 3.7 and lower, its performance is degraded from that of JAWS 3.7 with the WebCT 3.5 version. However, when the JAWS 4.0 (just out September 2001) is used with WebCT 3.6, it is by far much more accessible and usable. Of course, using JAWS 4.0 with earlier versions of WebCT also make them more accessible and user friendly.

The first easily remedied barrier is information. WebCT does not currently offer a tutorial on using its software with assistive technology. However, this kind of information can make a critical difference in the level of access for a student with certain disabilities.

Software and hardware solutions exist for people with visual, aural, physical and other disabilities. These products are broadly known as assistive technologies. WebCT does not currently provide documentation related to using the software in conjunction with assistive technology, although resources that support this type of use are currently being collected at http://www.webct.com/products/viewpage?name=products_accessibility .

As a result, supplying information may fall to the instructor, department or institution. At Georgia State, the Division of Distance and Distributed Learning and the Office of Disability Services work together to supply students with this type of information.

The second barrier, for many students, is the use of frames. WebCT version 3.x uses four named frames for its basic design. Frames are especially difficult for individuals using screen readers or refreshable Braille displays since each frame is read like a separate page.

1. **The logo frame:** This contains only a logo for WebCT or the institution, and the Hide/Show Navigation link.
2. **Top Menu frame:** This contains important links for the students. This frame is not as easy to return to because screen readers often ignore redundant information. Breadcrumbs are also in this frame. This refers to the generating navigation aid that gives the path a student has taken through the course from the Homepage.
3. **Navigation frame:** This frame contains whatever links to material and tools the instructor chooses. The instructor has the option of using or not using this frame entirely, however, this removes any element of choice for the student. The student has the option to hide this frame if the instructor uses it, and this is the option that we recommend for the greatest benefit to all students.
4. **Mainframe:** This frame provides the bulk of the workspace, content area and interactivity space for the course. Note that within the Main frame certain tools such as Self Test will divide the frame into additional frames.

The third barrier is the use of specific tools in WebCT, which are not accessible. If these tools are used to provide required or important content or interaction, the instructor/designer must also provide an accessible alternative. This is the most insurmountable of all the barriers. Often, it can only be overcome with extraordinary effort and, even then, only to provide a less desirable solution. These tools will be broken out and discussed in the table below.

The fourth barrier is the use of popup windows and opening content in new browser windows. Although the advantages of these are obvious to many of us, to other students they go completely unnoticed or require unusual effort to access.
The fifth barrier is the use of fields that allow instructor/designers to add images easily to certain areas of their course, but these fields are not given an option to include an alt tag.

The sixth barrier is the placement of certain elements so close together that they are difficult to click, especially for students with motor skill limitations.

A four-column table within this section discusses various WebCT tools and features along with their web interfaces. Column 1 lists the tool or feature. Column 2 states whether the tool is accessible. Column 3 rates the ease of use of each tool for students using assistive technology. This is done on a scale of 0 to 10; zero being inaccessible, and ten being fully accessible. Column 4 gives the authors' observations and recommendations for using or improving the tools.

Ten Things Any WebCT Course Instructor/Designer Can Easily Do to Greatly Increase the Accessibility of a Course:

1. Provide simple instructions for using each WebCT tool for students who use assistive technology.
2. Avoid using Chat and Whiteboard for giving significant or vital course materials or instructions.
3. Have all tools open in the same window when given the option.
4. Either do not use the icons for course tools or cut and paste the icon image source <img src> into the title field.
5. Provide a text alternative for all Self Test questions and feedback.
6. Make copies of timed quizzes if you have students with disabilities. The copied quizzes can be left open-ended or given an extended time frame.
7. Use the Discussions Tool with as much division by topic as possible.
8. Image Database and CD-ROM Tool offer excellent opportunities for making the course more exciting and accessible.
9. Add Search, My Grades, My Progress and Glossary to the Homepage.
10. Do not put too many hyperlinks or data on any one web page.

WebCT Tool Accessibility Evaluation

(This data was gathered and compiled at Georgia State University by Stephen Rehberg, Web Resources Manager of the Division of Distance & Distributed Learning, Caroline Gergely, Director of the Office of Disability Services, Thomas Hall, Web Designer and JAWS expert, and Corey Bray, undergraduate Math major and JAWS user. Therefore, they are still considered subjective data. Testing for WebCT versions 3.0-3.5 using Internet Explorer, Jaws 3.7 (for the visually impaired.)

Tool or Feature	Access Yes/No	Ease of Use	Observations / Recommendations
Assignments Tool	Yes	4	Does not use images as links at the first level. Can be made inaccessible by the inclusion of files that are not accessible. Submitting assignments is more complex for the student using a screen reader.
Audio Links	Yes/No	N/A	Text equivalents need to be provided. Difficult to navigate to with a screen reader.
Bookmark	Yes	5	Navigating to the bookmark link in a Content Module can be difficult for those with motor skill limitations.
Calendar	Yes	3 to 6	All new events open in new window. The calendar itself can be navigated with a small amount of difficulty. However, there are at least 30 links on the page, and the farther inside any tool one goes in WebCT, the less accessible it generally becomes for the student. Version 3.5 has a weekly view of the calendar which is much more user friendly.
CD-ROM	N/A	N/A, 8	Instructor/designer issues. If well designed, should work just fine and still be the powerful tool it is. Note: multimedia will still need accessible, synchronized alternatives.
Chat Rooms	No	0	This Java applet is currently not accessible One option is to link to an outside chat tool that is accessible while staying inside WebCT. Students with disabilities are not able to participate in real time with out assistance. However, if the instructor makes it available, they will have access to the chat logs, which are accessible.
Compile Tool	Yes	5	Would be more useful for an instructor to compile each module and post it for students who find it cumbersome to use. Too many links for anyone with motor skill limitations to choose only some files. Lists all the pages in a Content Module that have to be selected before viewing in a new window. Easy to choose all or none. Have not tested this with a Braille printer.
Content Module	Yes/No	3 to 6	Many designer choices with this tool. First, an instructor/designer may choose to have the Table of Contents show all the time creating extra frames. Second, if the headings and indented items are used and create the blue triangle twisty, then screen readers do not know what it is nor how to interpret it. Content under a twisty is inaccessible until it is expanded. Three, if the files themselves are not designed for access then the screen reader is of no real use; this however, is not a WebCT issue, but relevant. Four, the action menu is hard to access both with a screen reader and by someone with motor skills limits. Individual options in the action menu will be discussed separately.
Discussions	Yes	2 but 6 or higher in 3.6	Navigating the message board can be very confusing. With no tutorial or data on how to use it, someone with a screen reader would probably give up. Would be nice to be able to jump from subject to subject or have a subject line with a number of replies view. Dropdown boxes are accessible, but not user friendly. One option is to link to an outside discussion tool that is more accessible and user-friendly while staying inside WebCT. Version 3.6 corrects many of these issues.
E-mail (Mail)	Yes	4 6 or higher in 3.6	Although this tool is accessible, it is difficult to navigate and very easy to get lost. Version 3.6 corrects many of these concerns.
Goals	Yes	6	May be difficult to reach in the Action Menu, but otherwise, very accessible.

WebCT Tool Accessibility Evaluation			
Tool or Feature	**Access Yes/No**	**Ease of Use**	**Observations / Recommendations**
Glossary	Yes	6	Too many links can make navigation difficult. Images in glossary must have alt tags. Links to other terms okay in full glossary view. Using links to glossary from content module pops up new windows that are ignored by screen readers other than JAWS 4.0.
Help	No/Yes	5	Opens in new window. Contains two frames. Maybe there should be assistive technology help for tutorial help as well as tool help.
Homepage	Yes	8	But Homepage should be two words, home and page to make sense to screen readers. Otherwise sounds like ho-ma-pahgz. Also myWebCT is a nonsensical pronunciation. Although frames are named, they are not user friendly for screen readers. It helps to close left hand navigation. Also, links in Course Menu may be a little too close for people with any motor skill issues. Way too many links on one page for ease of navigation with screen readers. The Homepage can be easily navigated through but the content they are linked to may not be.
Homepage Icons for tools	Yes/No	3 to 8	Icons have alt tags, but the alt tag is the file name and thus will read something like “image 2345.jpg.” This gives the student no idea of what the image is or does. Also, screen readers read this information twice, once for the icon, once for the title. Some of this can be worked around. Images are used as links. Placing the images after the text link will fix this problem. Need to know HTML to place the <img src> tag inside the title field. This then works quite nicely.
Image Database	Yes	6	Image database is accessible as long as alt tags are used. Good opportunity to give long descriptions and other vital information. Could be used as a depository for all charts and graphs with long descriptions for the course. Could also be conditionally released just to certain students if interpreting the chart or graph is part of the teaching style.
Index	Yes	6	Can be too many links, like the Course Map, but can help with other issues of access.
Movie Links	No	0	If a movie must be seen to be understood, a text equivalent is required. Difficult to navigate to with a screen reader.
My Grades	Yes	8	This is a table, which reads fine with a screen reader except it will be hard to determine what grades go with what column heading because it reads the first row from left to right and then row two from left to right. Accessing the statistics for any grade column however is not accessible since the link presents a bar graph.
My Notes (Annotations)	No	5	Difficulty navigating to the link. Getting to the Action Menu is not user friendly with a screen reader. Also, motor skills issues with the size of the links and closeness to each other. Note: Accessible with JAWS 4.0.
My Progress	Yes	8	Although it produces a bar graph, the numbers are accessible and can fairly easily be of use to most students.
Student Presentations	No/Yes	2	Not all presentation formats are accessible. Depends on students knowing how to use Universal Design. Can be a good opportunity to teach more people about Universal Design and Access. Also, once a student using a screen reader clicks on the Edit Files link, then dealing with the Manage Files interface could be a nightmare. Would take a good deal of instruction for this population to use.
Quiz	Yes	5	Opens in new window. All questions and answers are preceded by the check box or radio button, a student would have to listen to all choices and then navigate backwards to the answer choices. Any link that opens a new window makes a barrier to ease of use with earlier versions of JAWS. Timed tests would be inappropriate for several populations. A student with screen reader will not know if s/he has saved his/her answer.

WebCT Tool Accessibility Evaluation			
Tool or Feature	**Access Yes/No**	**Ease of Use**	**Observations / Recommendations**
References	Yes	8	Although getting to the link is difficult for some students. Can be accomplished with a simple link in the text itself.
Search	No	4	Dropdown lists are not terribly friendly for people with motor skill limitations or screen readers, and forms require special attention on the part of those using screen readers. With a little modification such as eliminate the dropdown list and include the Image Database, Discussions, Calendar, E-mail, Single Pages, Home and Organizer Pages, Assignments, Glossary, and any area that a student might have to revisit or remember where it was in the search options this could be a real learning aid for all populations but especially those using a screen reader or those with learning disabilities. This tool would allow them to get to their goal quickly.
Self Test	No	1	Screen readers have to know the option is there. Then find it in the Action Menu. Then it launches two frames. The question and answers are in one; the feedback is in yet another frame. A screen reader will not know that anything has happen when clicking an answer and will entirely miss all feedback. Defeats its purpose. Needs an alternative. Even when added to the Homepage the split frame is unworkable for some students.
Student Homepages	No	4	The tool makes accessing the Student Homepages easy. However, the students who create the homepages would have to be aware of accessibility issues. Design issues with the homepages mean that the pages may be of little or no help to certain populations. Also, for a student with a screen reader to post HTML code to put up a homepage is not a very good option. Creating a homepage would be very difficult for someone with visual limitations due to the dropdown lists.
Student Tips	No/Yes	4	Technically, yes, but since it opens a new popup window, some students' will never see it or know it is there. Therefore any information in the tips should be available through another means. Exception: JAWS 4.0.
Syllabus Files	N/A	N/A	If the files are designed to be accessible, but this is not well understood by most instructors.
Syllabus Tool	Yes	10	Navigation not really necessary. Allows instructor to create an accessible syllabus rich with information. Unfortunately, this can be time consuming especially if an instructor already has a syllabus in electronic form.
Twisties	Yes	6 or higher once students are informed of their meaning	Twisties are the blue triangles that appear in Content Module, Discussions Board and Mail. A triangle pointing to the right towards a message or a header indicates that there is more material related to that message or header. The message or header is said to be "collapsed". By clicking on the blue twisty the rest of the material cascades downward and is now accessible. When the blue twisty points downwards it is said the message or header is "expanded". Screen readers read "triangle right" or "triangle down". Students would need to be advised of the significance of the direction of the triangle and the need to click on triangle right to obtain the rest of the material.
Whiteboard	No	0	If significant course work is done using this tool, then several populations will be totally excluded from participating. One option is to link to an outside whiteboard tool that is accessible while staying inside WebCT.

How Do I Cut Down on Cheating or Making Cheating Moot

Overview:
As anyone can tell you, you can never completely prevent cheating. The single best piece of advice that the authors have come across is to get to know your students whether in an online or traditional class. Other strategies are:

- Make cheating almost too much effort
- Make the effort to cheat equal to the effort to study
- Use alternative grading methods that preclude cheating over the length of the semester rather than exams.

In general, to cut down on cheating, an instructor will need to be more involved in the online process by monitoring the work of all students and their time online. This may involve more work for the instructor because more reading and writing interaction would be required to determine if any one student is actually doing his/her own work.

The authors will tackle cheating in a general way and then address specific tools within WebCT that may be of interest to the instructors.

General Approaches to Minimize Cheating:

1. Have a very clear and well-documented process for determining or questioning a student's work. You will probably need your department's permission or input for such a statement. For instance, If the instructor has any questions about the authenticity of a student's work, the instructor will submit all student work to the department chair for a second opinion or may require a proctored exam on work submitted. This is not to imply that a student so questioned has been cheating but that his or her work does not seem in line with the student's prior efforts.
2. Do not rely on online quizzes that are not proctored for the total grade in any course.
3. Look for alternatives to assessing a student's success such as frequent participation in online class activities. These could include group projects, Discussions and Chat.
4. Require frequent enough postings or activities that getting someone else to do the work for the student would be extremely inconvenient.
5. Take a baseline of a student's writing style at the beginning of the semester. The first day of class have students write a brief biography. You can then use it as the semester progresses as a comparison to see if the style is gradually improving or took a quantum leap. Perhaps you might require a thoughtful e-mail or posting from each student to have a good idea of their writing style and command of language. This could also be helpful in motivating students whose command of the language may not be as good as you feel it should be.

Specific Suggestions for WebCT Tools and Events:

- **Assignments Tool (Dropbox):** The concern here would be that a student would submit work done by someone else as his/her own. This concern is true even in traditional classes. Some of the same techniques for verifying a student's work as his/her own would also be appropriate:
    - Have the student send you the various drafts and outlines of the work submitted.
    - Talk to the student by phone or in person regarding the content in the work. It seems to be reasonably accepted that a student should be able to defend his/her own work.
    - Compare the questionable assignment to others by the student to check for tone, style and or dramatic vocabulary differences.
    - Set up a private topic in Discussions so the student can journal how the project is developing. This is similar to a phone interview but less intense.

  - Advise your students that the Internet works both ways, if they are tempted to use the online term paper mills. It really should not take you very long to cut and paste passages from any paper into a search engine to see if you get any hits.

- **Discussions Tool:** This tool carries a similar concern about authorship:
  - Again we would suggest obtaining a baseline of a student's writing ability at the start of the course. For instance, Assignment One would require the student to post why they are taking this course and what they hope to get from it.
  - Require frequent postings. It is not as easy to get someone to cheat for you everyday, as it is to get him to write a single paper.
  - Use alternative assessments of Discussions participation. Grades would be based on quality and quantity of postings.
  - Have students work in groups to answer specific topic postings.
  - An impromptu debate on the issues, data or themes of a student's posting may help. The possibility of such a debate might dissuade many students from cheating.
- **Mail Tool:** This depends on the usage you attribute to e-mail in your course. If you are using e-mail for assignment submissions or essay questions, you should refer to the suggestions mentioned above in Assignments and Discussions Tools.
- **Group Work:** Group work may be accomplished by using the Student Presentation Tool, the Discussions Tool with a private group topic, the chat rooms and even e-mail. To ensure that the entire group is working on the project rather than an ambitious few, you will need to put some safeguards in place:
  - Have the members of the group rate each other's participation as part of the project.
  - Let the groups know that you will be monitoring the groups' chat logs regarding the project to ensure that all group members are participating.
  - Also, read the suggestions under Assignments Tool. Those suggestions can be applied to group work as well as individual work.
- **Quiz Tool:** The online quiz seems to offer the greatest opportunities for cheating of all online learning events. Why? For the same reasons that a quiz in a traditional classroom does. A student has the most incentive to cheat on a quiz or test that constitutes a significant portion of the final grade. Some students will go to extremes under these circumstances. Online the problems are compounded. Here are some suggestions to help with this situation.
  - Value other parts of your course more and quizzing less. Having a course in which there is only a mid-term and a final exam that are graded, opens the floodgates for cheating. However, if there are more frequent exams online that count for less of the total grade, but can be added together, then this helps cut down on cheating since a student would have to have a more consistent cheating plan in action for the whole semester.
  - Give greater value to student participation in other class work. This seems to be the major trend online. Judging a student's work by the whole body of work for the semester versus one or two tests seems to make cheating on tests less important and not quite worth the effort. Some instructors only use online quizzes for work exercises or practice.
  - No graded online quizzes. Some instructors use quizzes online as a learning aid for the students but administer the actual exams in a different manner (usually proctored) or give no exams for grades.
  - Some instructors design all online quizzes to be take-home or open book quizzes and encourage students to use whatever resources they can to complete them. Here use of a time element may or may not cut down on cheating. For example, an open resource quiz that cannot possibly be completed within one or two hours may be graded only on those questions that are completed. More is better but looking at the whole class only A students should complete the highest number of questions. If a C

student suddenly completes more questions than the A students, red flags go up. How an instructor deals with those red flags should probably be in the policy statement regarding questions of authorship.

- Using WebCT Quiz Settings to help cut down on cheating may work.

  For example, a quiz that delivers all the questions one-at-a-time without the possibility of revisiting a question may help.

  Set a small window of opportunity for starting the quiz so that all students will take the quiz at the same time. This does not address former students in your class from taking the quiz for a current student.

  Setting a time limit for the working of a quiz which will preclude any student from finishing may be necessary for a mid-term or final. This is never popular with the students.

  Set a password for the quizzes to be taken in a proctored environment. This also insures all students are taking the exam at the same time.

  Randomize the quiz questions so that all students see the same questions in a different order. This will make it more difficult for students to help each other in the same lab. It also prevents them from sharing the order of the answers. This is especially effective when combined with one or more of the suggestions above.

One last suggestion: There are cameras for as little as $20. This will allow instructors to view their students during quizzes or chats. It offers some real benefits for community building and breaking down the distance often felt by students.

Good news: Some Internet articles and schools that use distance learning extensively are reporting that cheating online seems to be no greater or less than in traditional classrooms. The opportunities are different and the technologies to slow it down are different.

Still, it usually comes down to two main things:

1. Know your students
2. Give proctored exams if they count for a significant portion of the final grade.

All the suggestions above are ways to know your students better online and are alternatives to giving proctored exams.

Overview of the myWebCT Interface

Overview:
This section will give you an overview of the myWebCT interface; however, two aspects of the myWebCT will be dealt with in their own sections, the Bookmarks and the Global Calendar (version 3.6 only). Everything else about myWebCT will be addressed in this section including changing your WebCT password.

myWebCT is the gateway or portal for all your WebCT courses, whether you are a student, designer, instructor, guest, or teaching assistant. Every person who can get into any WebCT course on your campus has a myWebCT account.

The myWebCT portal began in Version 2.0 and has changed with each new version of WebCT. Learning from previous versions, its main purpose is to keep the user from having to enter a User ID and Password for each course in which s/he participates. Some students may be taking two, three or even more courses that use WebCT. Their roles may vary, particularly graduate students. S/he may be a student in one course, a teaching assistant in another course, and the instructor/designer in yet a third course. The WebCT user with more than one course was the target audience for myWebCT. However, even if you only have one WebCT course, the myWebCT portal can be a benefit and time saver for you.

Pedagogy:
- Accommodates the advanced organizer.
- Promotes time on task.
- Facilitates faculty-to-student communication.

Uses and Advantages:
- Without doing anything to myWebCT, students, designers and teaching assistants get the benefit of organization among their courses.
- Offers all users the opportunity to modify specific sections of the interface. See Bookmarks in the next chapter.
- Offers a Global Calendar (version 3.6) that gives users the chance to check any and all course calendars without having to go between courses to see if there is a conflict.
- Allows the instructor to make certain course events appear at the myWebCT level such as new postings to Discussions, new E-mails, new Calendar listings, new Quizzes, new Assignments and new grades.

Accessibility and Usability (versions 3.0 to 3.6):
myWebCT interface although in columns is accessible. This interface can be a great advantage for students with assistive technology because s/he can find all the class news at this one interface without having to search through each course.

Suggestions and Tips:
- Ask the Administrator to post a message for your course. Only the Administrator can add a message to the myWebCT interface. This can be helpful as a reminder, but it should probably not be the only way an announcement is presented to the students.
- The authors recommend showing the course news in the myWebCT interface. If the instructor has a strong reason for not having the news posted, s/he can suppress or modify the news that is displayed within Change Settings for that course.
- The WebCT administrator determines who can change passwords. Usually students can change their passwords themselves. The HELP files give directions on how to change a password.
- If the administrator gives the faculty the ability to change passwords, we recommend publishing guidelines to your students about changing their passwords. Once students realize an instructor can reset their password, s/he may take advantage and keep calling

or e-mailing you to have it reset. Give them the conditions under which you will reset their password and what the procedure is for them to request a reset.

- Suggest to the students the value of the Global Calendar and the Bookmarks. These tools are here for the benefit of the students, but s/he might need a push in that direction.

Common Problems Encountered by First Time Users:

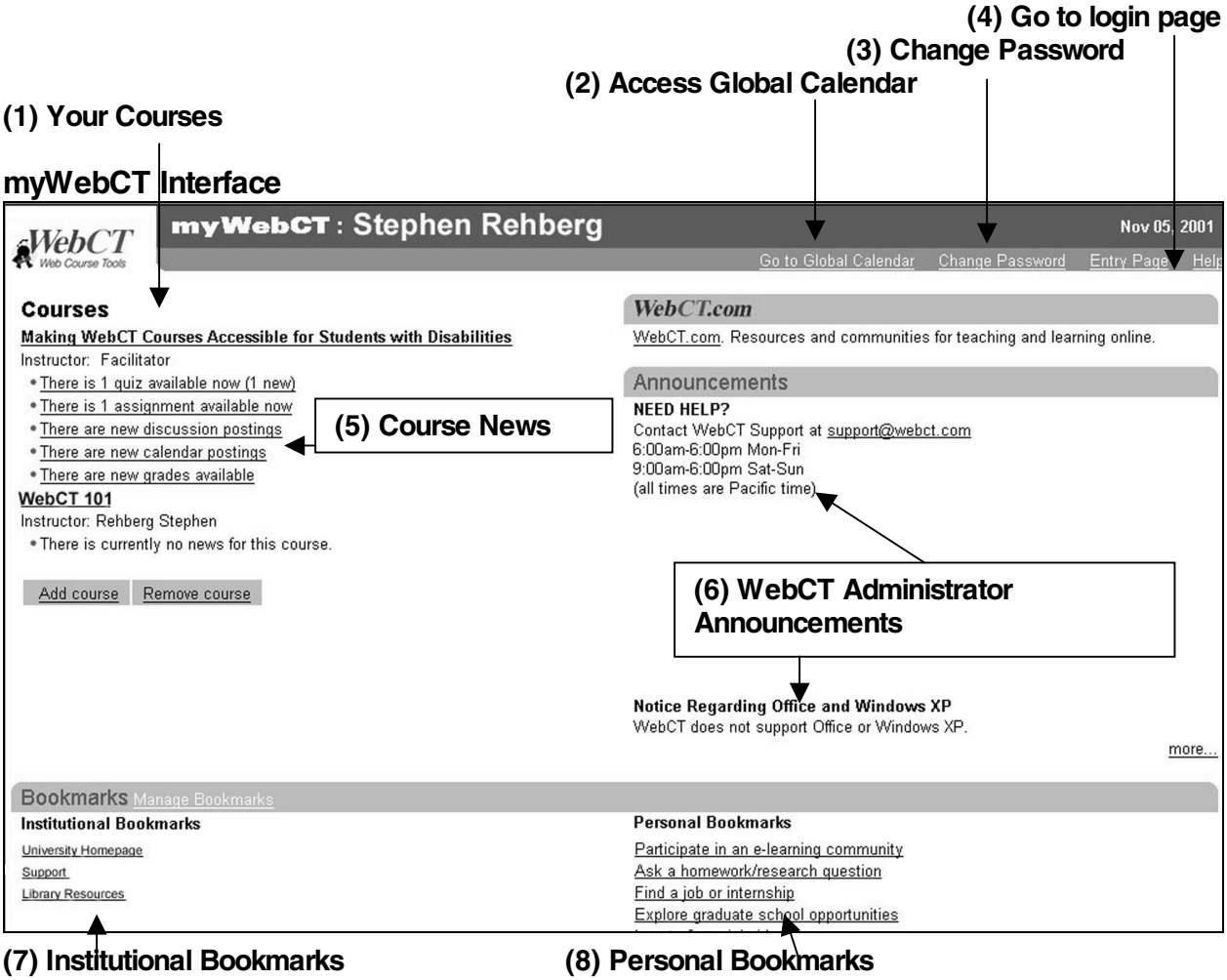
- Not explaining the myWebCT interface to your students and pointing out the benefits it offers them.
- Not explaining to students how you will use myWebCT for your course. Let students know that new work or activity in the course will appear at this level, and it will accurately reflect the activity in the course provided you have continued with the course news release defaults. These defaults announce new Discussions and Calendar postings, e-mails, Quizzes, Assignments and grades. From myWebCT course news, students can click on hyperlinks, which will take them directly to the new items.
- For campuses that allow students to create their own WebCT ID's: Often if students forget their password, s/he creates another ID rather than having the primary ID reset. Not realizing that the second ID is not the one that is uploaded in the class database, s/he either complains or does not realize why s/he cannot get in their course.
- If the students are also allowed to add themselves into the course, this brings up a new situation. If students have created multiple ID's, s/he will complete work under these various identities and the faculty may find themselves frustrated trying to figure out where to place grades for the student.

WebCT Vocabulary (see documents at www.webct.com for comparison of terms from earlier versions):

- Bookmarks - Not to be confused with the "bookmarks" feature within the Content Module that is used to bookmark pages within a Content Module.
- Global Calendar - new for version 3.6.

"How To's" for Instructors:

The online HELP files are very complete. Refer to the online Help files for specific instructions.



Explanation of the Different Parts of the myWebCT Interface:

(1) Your Courses: The left hand side of the myWebCT interface lists all of the courses in which you participate. Your participation in these courses could be as a student, instructor/designer, shared designer or teaching assistant.

(2) Access Global Calendar: New in version 3.6. This hyperlink takes you to the Global Calendar. This tool allows you to view any calendar for any course in which you participate that contains a Calendar, combine any number of calendars into one, or create a new calendar that is outside of any course and only part of myWebCT as your private calendar. See chapter on Global Calendar.

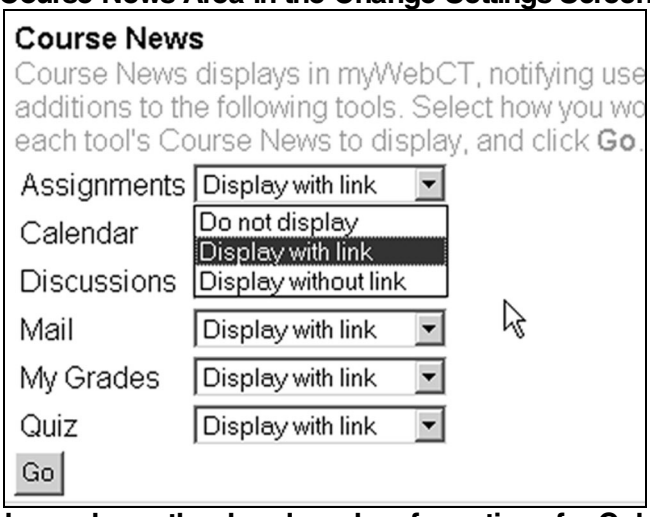
(3) Change Password: This hyperlink brings up the Change Password Screen where a user can change his/her WebCT password.

(4) Go to login page: This hyperlink takes the user out of myWebCT and back to the WebCT main login page for your institution.

(5) Course News: This area provides hyperlinks to areas of the course that have changed. The users can click on the hyperlink to go directly to the area of the course that has changed since your last visit. This means some new activity has occurred in Assignments, Calendar, Discussions, Mail, My Grade or Quiz. The instructor/designer controls this under Change

Settings in the Designer Control Panel of each course. The default setting is Display with link. The other options are Do not display and Display without link.

Course News Area in the Change Settings Screen



This above shows the dropdown box for options for Calendar.

(6) WebCT Administrator Announcements: The right hand side of myWebCT is controlled by the WebCT server administrator at your institution. Typically this is where planned outages are announced. The administrator can put other announcements or announcements for a particular course here as well.
(7) Institutional Bookmarks: These are bookmarks added by the WebCT administrator. See the chapter on Bookmarks.
(8) Personal Bookmarks: These bookmarks are added by the individual user. What is nice about these bookmarks is they can be accessed from any computer that has Internet access. See the chapter on Bookmarks.

For many instructors and students there is no action that you have to take to activate or use myWebCT. When your WebCT ID (User's ID) is created, your myWebCT interface is also created.

Creating your myWebCT:
For instructors and students at institutions that allow you to create your own myWebCT account, the effort is minor.

1. On the login page, there will be a hyperlink that reads Create myWebCT. Click it.
2. The next few screens will walk you through a fairly simple process. There will be a form asking for certain personal information (name, etc.).
3. You will be allowed to create your own WebCT ID and Password. Choose wisely. Choose something you will remember and write it down to be sure.
4. Once you complete the process, you will have a link "go to myWebCT. When you click it, you will be asked for your User ID and Password. This will be the ones you just created.
5. Each time you log into WebCT, you will be asked for your User ID and Password. **Note:** In Netscape this will stay in the browser's memory until you close all instances of your browser.

Changing Your Password:
At the myWebCT level, anyone can change his/her WebCT password provided your WebCT server administrator allows this action. Just click the link that says Password or Change Password or Options. These links depend on the version of WebCT you are currently using.

Be advised that once someone changes his password that it is changed throughout the WebCT server, meaning all courses with that identity. If you have more than one WebCT account, one as an instructor/designer and an account used to test your course as a student, you must change your password separately for each identity.

The thing to watch out for is a student changing his/her password and forgetting it almost as fast as s/he changes them. S/he can burden you with requests for resets. It is important that you establish parameters regarding the students' responsibilities. Remind students that s/he is responsible for remembering their password. You may have to set a policy for the situation where s/he forgets their password. If you are not available to reset it, and s/he misses their test or assignment due date, whose problem does it become?

Institutional and Personal Bookmarks on myWebCT Interface

Overview:
Bookmarks, a term borrowed from Netscape and other browsers, are electronic markers to link you quickly to a web site or page of interest. The major difference between these bookmarks and bookmarking using your web browser is that the myWebCT bookmarks are portable and can be used from any computer. Browser bookmarks are specific to one machine.

There are two kinds of myWebCT bookmarks, Institutional and Personal. Institutional Bookmarks are bookmarks set by your administrator and are generally links to sites of interest to all students. The administrator of your local WebCT server is the only one who can add or delete Institutional Bookmarks. You can hide and organize the Institutional Bookmarks. The Personal Bookmarks are your own bookmarks. When you first log on to WebCT, there may already be some bookmarks that have been preset by your administrator, but those are put there only as suggestions of helpful sites. The Personal Bookmark area is yours to manage. You can add/delete, hide/reveal, move, and edit the Personal Bookmarks. Only you will see the Personal Bookmarks that you create.

Pedagogy:
- Accommodates the sequential learner and the advanced organizer.

Uses and Advantages:
- Bookmarks enable you to keep handy links to web sites that you use in reference to your course.
- Putting links in the Bookmarks section of your myWebCT page makes those links portable since you can log into WebCT at any computer with Internet access. This differs from bookmarking in the browser of your personal computer since those bookmarks would only be available to you if you were on that computer.

Accessibility and Usability (versions 3.0 to 3.5):
Bookmarks in myWebCT are accessible and compliant with the laws regarding access for students with disabilities.

Suggestions and Tips:
- Using Internet Explorer you can find out the URL to any page in the course by going to the page, right-clicking, select Properties from that right-click menu, and you will see the URL there. Note that you must left click your mouse and drag it across the URL to get the entire address. Sometimes the URL continues on a third line which is not visible unless you do the click and drag. You would then paste the entire URL into the Location (URL) box of Add a Bookmark.
- Using Netscape you can find out the URL to any page in the course by going to the page, right clicking, and selecting View Info. The full URL will appear in the top frame, just copy and paste it into the URL field for bookmarks.
- WebCT users can hide the Institutional Bookmarks but not remove them. Under their Personal Bookmarks s/he have the choice of hiding or deleting Bookmarks that were added by the WebCT Administrator.

Common Problems Encountered by First Time Users:
- Using either of the first two tips above, students and faculty may make a link to a frame within a WebCT course and then try to perform course functions outside of the WebCT frame set. The course functions will not work and this may cause some confusion.

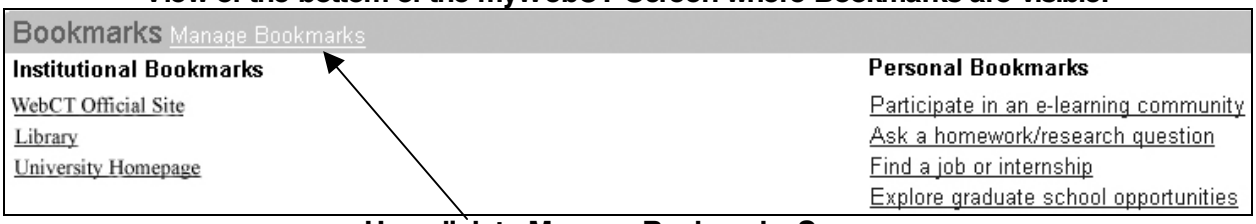
WebCT Vocabulary (see documents at www.webct.com for comparison of terms from earlier versions):
- Bookmarks should not to be confused with the “bookmarks” feature within the Content Module that is used to bookmark pages within a Content Module.
- The Bookmarks tool that was available in 2.x is no longer available in 3.x

- Internet Explorer users are more familiar with the term Favorites or My Favorites. WebCT uses Bookmark instead of the term Favorite, but they mean essentially the same thing.

"How To's" for Instructors:

1. **Manage Bookmarks:**
   Upon logging onto WebCT, you will see your myWebCT page. Below your list of courses is a header called Bookmarks. Next to the title Bookmarks is a hyperlink titled Manage Bookmarks. Select Manage Bookmarks and you are brought to a list of both the Institutional and Personal Bookmarks. To make changes to either set of Bookmarks, you select the checkbox next to the Bookmark you want and then choose the change option above that list. You can only edit one Personal Bookmark at a time.

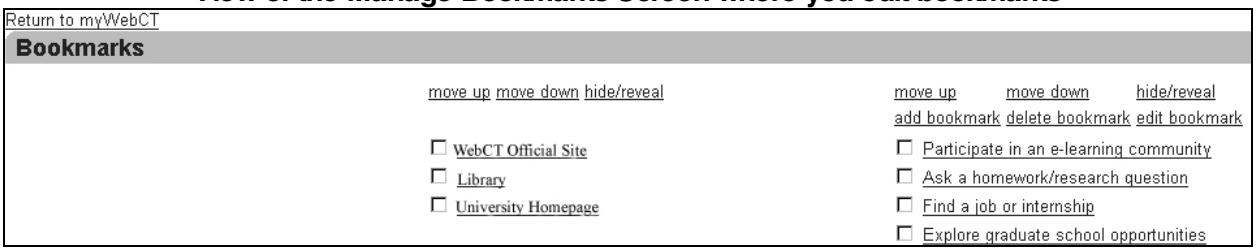
View of the bottom of the myWebCT Screen where Bookmarks are visible.



Hyperlink to Manage Bookmarks Screen

2. **Hide an Institutional Bookmark:**
   - Select the Bookmark you want to hide and choose hide/reveal. You can select multiple Bookmarks.
   - Each hidden Bookmark will now have the word hidden in parenthesis next to it. If you go back to your myWebCT page they will no longer be visible.
   - If you want to make them visible again you would go back into Manage Bookmarks and select the links that are hidden and again click hide/reveal. The word hidden will disappear and the Bookmarks are restored.
3. **Add a Personal Bookmark:**
   - To add a Personal Bookmark select the add Bookmark hyperlink above the list of Personal Bookmarks.
   - A new page is opened where you can create a title for the Bookmark and input its web address. The title is what will appear in the list. The hyperlink must be typed in the format http://(URL) for example: http://www.webct.com.
   - When you are finished, click Add Bookmark and the Bookmark is added to your Personal Bookmark list. You may want to go and test the link to make sure it works.
   - If it is not working, you can go back into Manage Bookmarks and select the Bookmark and choose edit Bookmarks to see if you typed the link incorrectly.

View of the Manage Bookmarks Screen where you edit bookmarks



The Global Calendar Tool

New to version 3.6

Overview:

The Calendar Tool provides interactivity within a familiar layout within each WebCT course. The Global Calendar is a tool at the myWebCT interface level. This tool enables students and instructor/designers to look at all their course calendars one at a time from the myWebCT interface. In addition to being able to go from one course calendar to another, Global Calendar will allow the user to combine any two or more course calendars into one Customized course list Calendar. This Customized course list Calendar and the Course Title for each of the user's courses are listed in a convenient dropdown box at the top of this tool. Finally, the Global Calendar has a separate calendar labeled myWebCT Calendar that is not associated with any course, but rather with the user. This allows the user to build a personal calendar well past the time of any one course. Only the owner of that WebCT ID controls this calendar.

The user also has all the same functionality to post, compile and edit personal postings for these various calendars without having to enter a course. The one exception is that the instructor/designer only has the Student View of Calendar from the Global Calendar. If an instructor wants to change the options for the class, the instructor must go into the course itself and change the Calendar while within the course.

This tool comes with myWebCT and requires no action on the part of the instructor/designer. Once you add the Calendar Tool to any WebCT course, then it can be read using the Global Calendar Tool in myWebCT.

Pedagogy:

- Promotes time on task.
- Facilitates faculty-to-student communication.
- Can be used to communicate high expectations.
- Allowing students to post publicly initiates student-to-student communication.
- Caters to the sequential learner and the advanced organizer. This tool especially enables the advanced organizer.

Uses and Advantages:

- This tool is very new, so look for increased usage as well as more tips once it is more widely used. Many of the same uses apply to the Global Calendar that applied to the Calendar only they are multiplied. See the section on Calendar Tool.
- Rather than thinking of the Global Calendar as a separate tool, it might help to think of it as a portal or interface for viewing and interacting with all the class calendars in a variety of ways. Because the Global Calendar helps students to organize across course boundaries, more faculty will probably start to add the Calendar Tool to their individual courses. The list of Uses and Advantages here come from the Calendar Tool and is repeated because with Global Calendar they apply to all courses a student may be taking.

Course Calendar and Global Calendar:

- Some use the Calendar as a course organizer. It outlines each day and directs students to course resources within the course and externally through URLs.
- Students can make entries that only s/he can see (private), making it also a personal organizer. Allowing students to make private entries provides a personal level of organization, such as adding entries for their other classes and even personal appointments. Note that personal entries are italicized.
- Allowing students to make public entries can facilitate group work if students post group activities, meetings and chats with one another.

- Can be used as the official class notification area. This only works if the instructor makes it extremely clear that all class announcements will be posted in the calendar and the calendar only. This usually takes a bit of practice by faculty and students to remember to post all announcements in the calendar.

Accessibility and Usability (versions 3.0 to 3.6)

Although accessible, Global Calendar has all the same limitations as the Calendar Tool. It also has an additional screen for customizing the Global Calendar that is inaccessible and not very user friendly. In the Customize screen, there are a variety of icons a user may select to identify a course in the customized Global Calendar, icons such as a square or triangle or other symbol. These symbols are images and all bear the same alt tag Course icon. This inability to distinguish one icon from another without vision makes it inaccessible.

The Calendar Tool within a course is accessible, but the monthly view has too many links for students using certain assistive technology. However, in version 3.5 and higher, a weekly view has been added and this view makes the tool much easier to use because it significantly reduces the number of links on the page. Also, compiling the entire semester calendar into a text file and re-posting it within the course gives an extremely user friendly, accessible view of the Calendar, but it ignores the interactivity that can be built into the course. It also ignores any changes made to the calendar unless it is recompiled and re-posted. Still combining the weekly view with a compiled view makes the tool accessible, usable and compliant.

Suggestions and Tips:

- Each Global Calendar contains three ways to view course Calendars:
  - Any one course Calendar: A user may select which course from a dropdown list and view that one calendar.
  - A Customized course list Calendar: A user clicks on the customize hyperlink and chooses which courses s/he would like to see combined into one calendar. The user also chooses an icon to represent the name of each course on the calendar. Note: This interface is not accessible for visually impaired users.
  - A myWebCT Calendar view that gives you all the private entries for the course in your Customized course list Calendar. The myWebCT Calendar is a personal calendar outside of any course and tied only to the myWebCT interface. Students and faculty may use this as their personal calendar. If s/he does and wants to see the entries on the myWebCT Calendar combined with others, then s/he must choose the myWebCT Calendar in the customize view to be added to the Customized course list.
- If a departmental program requires students to take more than one course in a discipline, faculty can share calendars. They do this by putting the other faculty in into each course as a student allowing the faculty to view the class calendars for all courses in a program. This gives the faculty an opportunity to schedule quizzes and assignments without overburdening the students in that program. It also allows them to coordinate lab schedules or other important events within the department program.

Common Problems Encountered by First Time Users:

- The Global Calendar is a calendar portal to all your course calendars and it also contains its own calendar labeled myWebCT Calendar. This tool grants a user assess to each WebCT course calendar that user has access to either as a student, instructor/designer or teaching assistant. Keeping these distinctions clear in an instructor's or the students' minds can lead to a bit of confusion at first. As with all WebCT tools, start simply and then build into more complexity.
- If you have elected in Change Settings to not display new Calendar entries in the course news of the myWebCT interface, it does not prevent them from being visible in the Global Calendar interface.

- If you add Calendar to your course, it is automatically viewable through Global Calendar. As an instructor/designer you cannot prevent the Calendar from being accessed through the Global Calendar.
- Although a user may post to any course calendar from the Global Calendar interface, the posting must be assigned to a particular course. This allows for errors for all users by posting to the wrong course. If your students are allowed to post publicly, then the potential for error and embarrassment increases. This is not a reason to not use calendars. It is important for students and instructors to be aware of the possibility of posting to the wrong calendar.
- An instructor cannot change the settings for any course calendar from the Global Calendar. If you wish to upload or download calendar entries, the instructor must go into the course that houses that calendar and then click on that calendar.
- If you have combined several courses into the Customized course list and you happen to overlook one, you may make invalid assumptions.
- In courses that use the course calendar for posting large amounts of material and also include hyperlinks to sections of that course, the potential for students to become confused about how s/he got to a site is increased.
- Not setting parameters for use of the calendar both for the instructor and the students can result in unhappy outcomes.

WebCT Vocabulary (see documents at www.webct.com for comparison of terms from earlier versions).

- Global Calendar: refers to the calendar interface accessed only from the myWebCT interface and includes all course calendars that a user would see from within each individual course.
- Course icon: refers to the graphic you select to represent a course on the Customized course list view of the Global Calendar.

"How To's" for Instructors:

The online HELP files are very complete. We have nothing more to add so we will direct you to the online HELP. Below we are illustrations of what you should see.

Hyperlink from myWebCT to Global Calendar

Dropdown List of all the courses in myWebCT

November 2001

Date: Month November Year 2001 View: Customized course list Go

To customize your global calendar, click customize

Previous Month Next Month

To view, add, or edit the daily schedule, click a hy

Note: All private entries are italicized.

myWebCT
Accessibility in WebCT
Art History 101
Calculus III
Computer Science I
English Literature
Journalism 301
Political Science 201
WebCT 101
Customized course list

	Sun	Mon	Tue			Fri	Sat
View Week						2	3
View Week	4	5	6 ▲ Research Presentations	7	8 ▲ Telecommute Class Session	9	10
View Week	11	12	13 ▲ Telecommute Class Sesion	14 - Today	15 ▲ Research Papers DUE Class Session Lecture	16	17

Customize, Compile and Go to myWebCT hyperlinks

WebCT Web Course Tools

myWebCT : Sep 04, 2001

Go to myWebCT Help

September 2001

Date: Month September Year 2001 View: Customized course list Go

To customize your global calendar, click customize. To compile a list of entries, click Compile.

Previous Month Next Month

To view, add, or edit the daily schedule, click a hyperlinked date below.

Note: All private entries are italicized.

	Sun	Mon	Tue	Wed	Thu	Fri	Sat
View Week							1
View Week	2	3	4 - more...	5	6	7	8
View Week	9	10	11 more...	12	13	14	15

The above is an illustration of the Monthly View of the Global Calendar

View of Compile in Global Calendar

Compile Calendar Entries

To compile and display entries, select a date range and criteria for your search and click **Display**.

From Month November Day 1 Year 2001

To Month November Day 15 Year 2001

Select a course entry or a customized course list to compile Customized course list

Criteria	Comparison	Value
None	Contains	

* Only applies to public entries.

- Public entries only
- Private entries only
- Both

Display Cancel

Customize Screen of Global Calendar

Global Calendar Options

Return to monthly calendar

Customize Course List

Select the course calendars to display in your global calendar. Note: your myWebCT calendar contains private entries only.

- ☑ myWebCT
- ☑ WebCT 101
- ☑ TEST(McQuillan)
- ☑ Test(Rehberg)

Customize Course Symbols

To change a symbol that represents a course, select the course, select a symbol, and then click update.

Select course

- × myWebCT
- ∴ WebCT 101
- – TEST(McQuillan)
- = Test(Rehberg)

Select symbol

- × ∴ – = + △ ▼ ▲ ○ ◉ ● □ ◆ ■

Symbols assigned to various courses

You can change symbols here. These symbols are not accessible.

Update

You must click Update for the changes to take effect.

Illustration of how the course symbols appear in Global Calendar

View Week	25	26	27
			▲ Class session will cover Chapters 17-19

Key

▼ Computer Science I

▲ WebCT 101

The 27th applies to WebCT 101

Mail Tool
(E-Mail)

Overview:
The Mail Tool is one of WebCT's Communication Tools. It is a course-contained mail tool. Although copies of these e-mails may be forwarded to an outside address, all communication done with this tool is stored within the course. All e-mail is private; the instructor does not have access to the e-mail of any student. Mail enables you to communicate one-on-one or privately to students within the course without having to keep track of outside (and constantly changing) student e-mail addresses. Additionally, it enables students to communicate with each other within the course facilitating group work.

It is important to point out that even though Mail and Discussions have similar interfaces, they are generally used for different purposes. The Mail Tool is used for private conversation, whereas the Discussions Board is for class-wide or group discussions of a topic. The WebCT Mail Tool has many of the same options that any external e-mail program has, such as sending and receiving mail, replying to and forwarding mail, organizing mail into folders, attaching a file to mail, and deleting mail. What it lacks is the ability to retract an e-mail once it has been sent. It also gives you and the students the ability to compile e-mails into a text file that can be downloaded. If the WebCT administrator allows it, Mail offers an automatic forwarding option that sends a copy of all e-mails received to an external e-mail address. These forwarded copies do not include any attachments and cannot be responded to because of the WebCT password protection firewall.

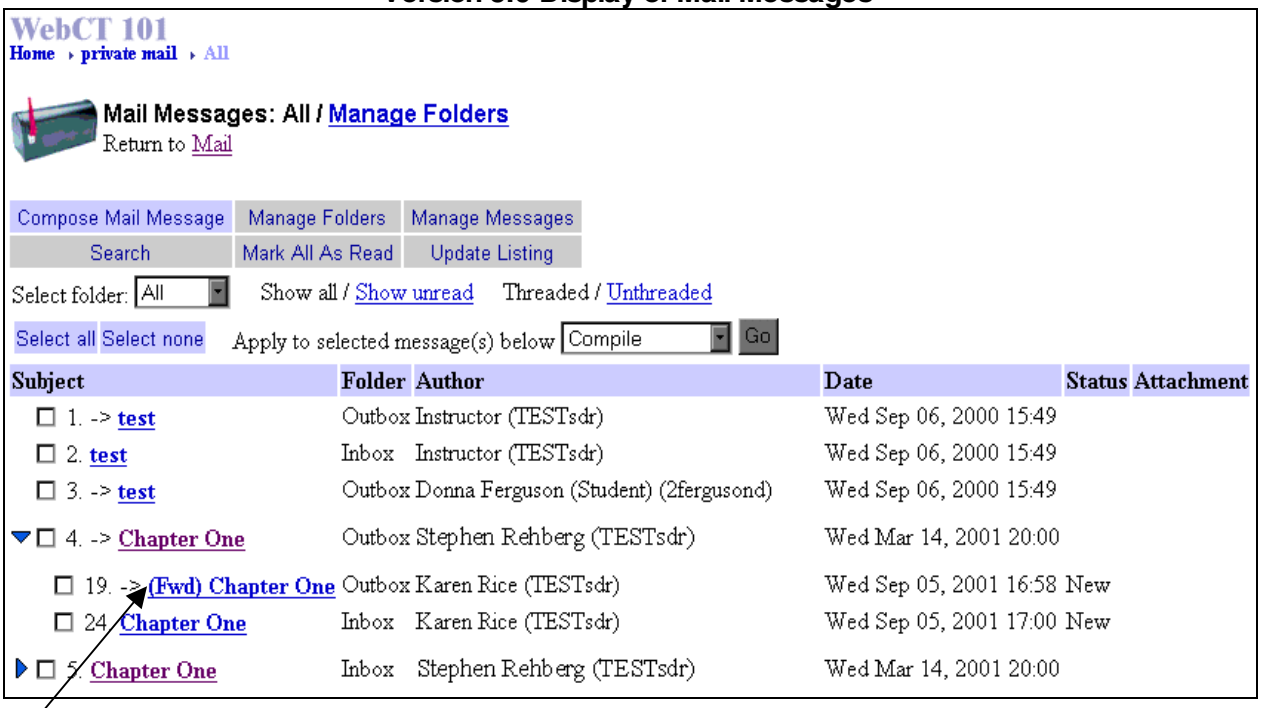
Pedagogy:
- Accommodates the advanced organizer.
- Instructor can give rich, rapid feedback.
- Promotes time on task.
- Facilitates student-to-student interaction.
- Facilitates faculty-to-student interaction.

Uses and Advantages:
- Communicate privately to students without having to keep track of all of their e-mail addresses.
- Provide students an easy outlet to communicate with each other without having to keep track of other students' e-mail addresses.
- Attach files to e-mails and send to all students quickly.
- Compile e-mail to download or print out. The Compile feature makes this tool ideal for a variety of innovative uses especially as alternatives to essay exams or assignments that require students to attach files.

Accessibility and Usability (version 3.0 through 3.5; & version 3.6 separately):
The Mail Tool is accessible, but it is not as easy to use as some of the independent e-mail services that many students with disabilities currently use. However, the e-mail can be forwarded to an outside address (but neither responded to nor does it include attachments).

WebCT Version 3.6 release notes states, "Improved interface for message listings and thread toggling." You will notice in the following image that in version 3.6 the way threaded messages are displayed has changed. They are now collapsible which makes navigation through the messages easier for someone using assistive technology. A blue twisty (triangle) pointing towards a message indicates that there are replies to that message. To see the replies you would click on the blue twisty, which will then point downward and the messages cascade under the original message. The messages are indented to show the flow of the messages.

Version 3.6 Display of Mail Messages



Also notice in the image the new way that a forwarded message is displayed.

Suggestions and Tips:

- If you are writing what turns out to be a long e-mail, save it often as a Draft so that your work will not be lost in the event of a technical failure.
- Another suggestion for doing a long e-mail is: Compose offline. At this point, WebCT does not have a spellchecker. However, you can type your message in a word processor such as MSWord or WordPerfect, run a spell check and then copy and paste it into the message field.
- Use the Search option in Mail to help you organize your folders if you wind up with too many e-mails to manage easily in one folder.
- We suggest that the instructor emphasize that e-mail is used only for private correspondence (e.g., grades or private matters). All questions that are course related or WebCT-related should be posted to the Discussions Board. This will lessen the burden of answering the same question multiple times.
- You can send mail directly from the Manage Students page within Manage Course. In Manage Students you will see a list of the students in your course. Next to their names you will see a little mail icon if you have added the Mail Tool to your course.
    1. If you click on that icon it brings up a new mail message automatically addressed to that individual that you can complete and send.
    2. You can change the view of students to see all students by selecting show all students under the Manage Students dropdown list or you can select certain students to view.
    3. Use the copy records command to copy all student ID's you are viewing to address an e-mail to the multiple students at once. Under the Advanced options dropdown list, choose copy records to clipboard.
    4. You will get a message that records have been copied to the clipboard. Now if you go back into the Mail Tool and choose compose message and then select

the clipboard button all the students ID's that were copied are pasted into the send to box automatically. This is a quick way to e-mail a large class at once.

- With the Student Presentations Tool, you can e-mail group members by group. This makes it easy for the members to communicate with each other or for you to communicate with each group member on their project.
- E-mail can also be used as an alternative to paragraph questions or essay questions in a quiz. Paragraph questions must be opened on a student-by-student basis and graded. If all students submit their essay questions with the same e-mail subject line and their name, the instructor can quickly compile all e-mails into one document, print it and grade them off line. The instructor can then add a column to Manage Students and enter the grades. For many instructors this is a huge time saver.
- When a student clicks the Reply Privately button in Discussions, it sends an e-mail so that an instructor can use the Discussions Topic for assignments with a Reply Privately option only. You cannot limit the other options, but you can instruct the students to use it.
- Set parameters as to how the Mail Tool should be used. If a student e-mails a question that is common to all, post the question and answer in the Discussions Tool. Another suggestion is to e-mail the student and tell him to post the question so that other students have a chance to answer.

Common Problems Encountered by First Time Users:

- Using e-mail for all communication with students places a heavy burden on the instructor. Utilizing e-mail to answer course specific, quiz or WebCT questions quickly becomes repetitious. The Discussions Tool is a more effective way to handle such communication.
- Confusing e-mail with discussions: Because of the similarity of the interfaces many new instructors get mixed up about which tool they are using and may reply privately to a student or publicly to a student by mistake.

WebCT Vocabulary (see documents at www.webct.com for comparison of terms from earlier versions):

- In versions prior to 3.0 the Mail Tool was referred to as Private Mail.

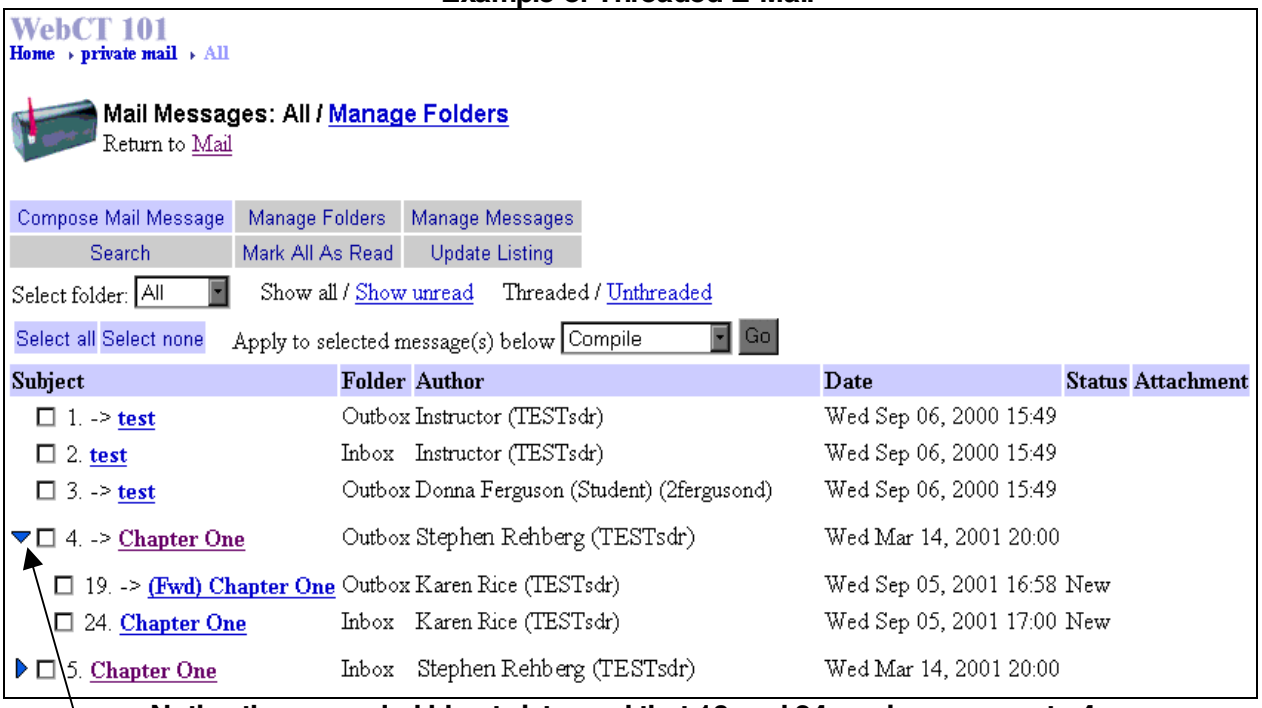
"How To" for Instructors:

Manage Messages:

To manage your messages use the following steps:

1. Select the folder with the messages you want.
2. You can view them as Show all, Show Unread, Threaded or Unthreaded.
   - Show all will allow you to view all messages in the folder.
   - Show Unread will show only the messages in the folder that you have not read.
   - Threaded will organize the messages by subject line.
   - Unthreaded will show messages in chronological order. We do not recommend this view because you cannot follow the flow of the correspondence.
     Note: In version 3.6 unless the blue twisties have been expanded, the messages that are collapsed will not be shown.
3. To choose e-mails, select the checkbox next to them. When you choose an action from above it will affect the mail you have selected below. You can move mail to another folder, delete single items, delete the entire contents of a folder, or delete all course e-mail for you and all students. Be careful with the delete all course e-mail option because there is no Recycle Bin in WebCT. This option also deletes all the students' personal course e-mails.

Example of Threaded E-Mail

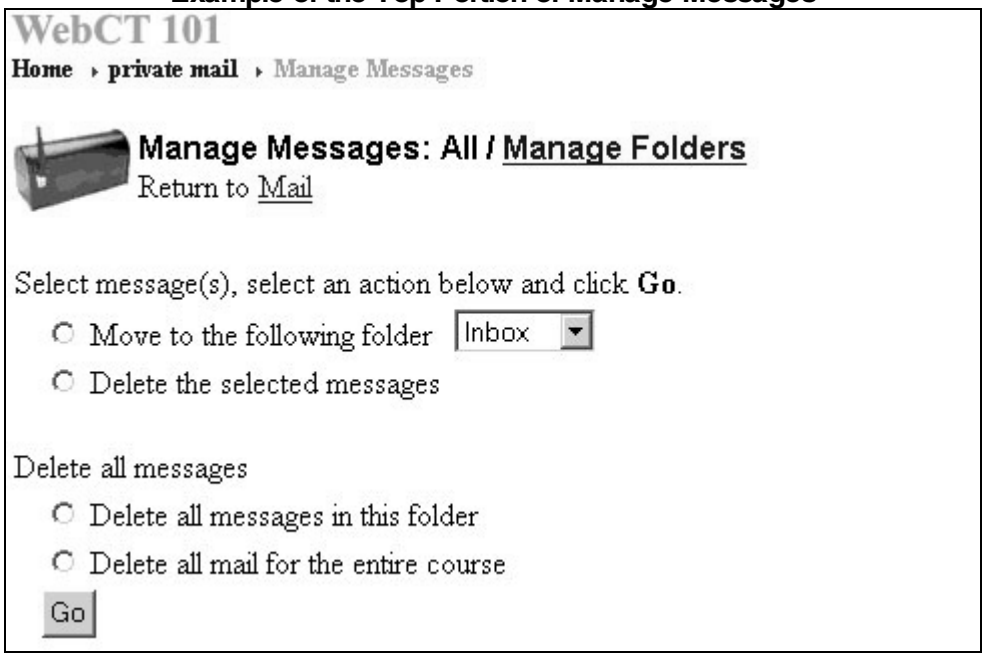


Notice the expanded blue twisty, and that 19 and 24 are in response to 4.

Delete messages:

- You can delete selected messages by checking the box next to the message and choosing Delete selected message and then click go.
- You can delete all messages in a folder.
    1. Select the folder you want to empty.
    2. Select the button Delete all messages in this folder.
    3. Click go. You will get a warning message.
    4. Choose okay.
    5. All messages in the folder have been deleted.

Example of the Top Portion of Manage Messages



Move or Delete Messages

The e-mail messages would appear below this screen

Discussions Tool

Overview:
WebCT's Discussions Tool (and similar tools in other course management systems) is often considered the number one tool for online communication. The interactive discussion of students-to-students and students-to-teacher can quickly produce a very rich learning environment.

The Discussions Tool in WebCT is an asynchronous (not used for real time discussions) tool for holding class discussions on unlimited topics or questions. WebCT's Discussions Tool is known as a threaded bulletin board or threaded discussion. This means that the discussion is organized by the software to show the order of any discussion by subject line. At a glance you can see how the discussion is progressing, and you can join in at any point in the discussion. This is very different from a Listserv that only lists postings chronologically and not according to their actual place in any discussion.

Pedagogy:
- Addresses the active learner.
- Can facilitate higher learning.
- Promotes student-to-student communication.
- Promotes students-to-teacher communication.
- Gives students a voice and presence in the class.
- Offers an alternative for class evaluation for their participation in Discussions and mastery of concepts. The students' ability to compare and discriminate between ideas or make choices based on reasoned argument are readily apparent by their postings.

Uses and Advantages:
- Facilitate interactive discussion among the students around topics and questions relative to your course.
- Open up topics that encourage students to participate in a non-threatening way, e.g., Joke of the Day, tell something geologically interesting about a place you have visited, or who is your choice for our next president.
- Facilitate group discussion by creating private topics for a specific group of students. Also facilitates group work and projects.
- Allow anonymous discussion on sensitive subjects.
- Excellent for student's journaling. The instructor can give each student a private forum, placing only one student and the instructor in that forum. The student makes notes about their progress and the instructor can make sure they keep on track, making notes when appropriate.
- As an alternative for submitting assignments, the private forum can be substituted until you are comfortable with the Assignments Dropbox.
- Students enjoy Discussions because it gives them a feeling of community. Students who might not speak up in a traditional class feel empowered to add their thoughts. Non-native language students like Discussions because they can take their time to frame their thoughts.

Accessibility and Usability (versions 3.0 to 3.5):
Technically, the Discussions Tool is accessible to students using assistive technology. However, the configuration requires enormous effort for students using screen readers in order to participate. Extra efforts by the instructor would need to be taken to accommodate certain disabilities, primarily the visually impaired student. This tool is not user friendly to the visually impaired student.

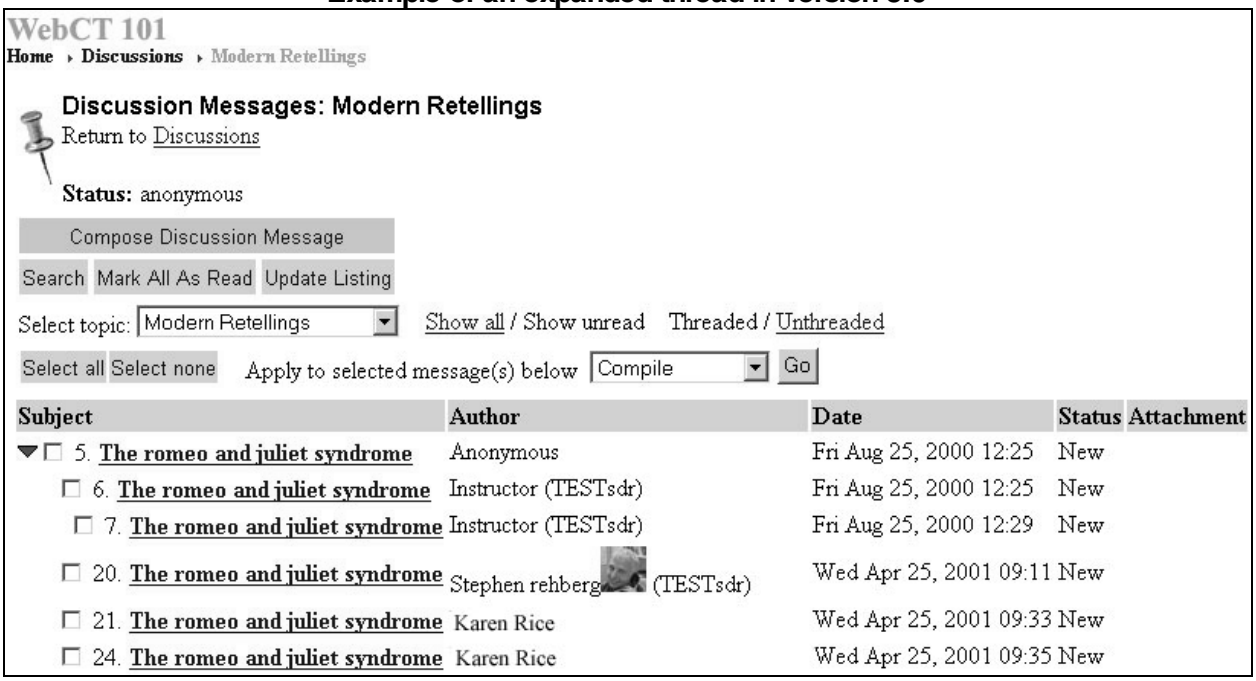
Accessibility and Usability (version 3.6):
The Discussions Board is more accessible in version 3.6 provided visually impaired students are using JAWS 4.0. The students need to be made aware that the blue twisty (triangle) facing towards a topic indicates that there are responses to that topic that are not shown (collapsed). The screen reader will state, "blue triangle right." The student would need to expand the topic by clicking on the triangle. When the topic is expanded, the reader will state, "blue triangle down."

Suggestions and Tips:

- Allow for time in preplanning and thought to creating the various topic areas. Too many topics can become confusing; too few topics might not engage the students.
- Create private group topics if your class will be doing group work.
- Decide if any of the topics should allow for anonymous postings.
- Set the parameters for student participation in the discussion. Examples:
    - Students are required to post three times a week with significant postings. Give some examples.
    - When students are replying to a posting, they must give thoughtful responses. "Ditto" or "I agree" is not acceptable.
    - Students are required to make 12-40 postings for the semester.
    - Will the students be graded on their participation? How will this be measured? How will they know how they are doing?
    - How formal or informal should the posting language be? Will grammar count? Is slang or computer abbreviations (LOL) acceptable?
- Set the parameters for instructor's participation in the discussion.
    - How often will you join in the discussion?
    - Will you answer every posting?
    - Will you answer only if two students have already answered?
    - Will you only post when the discussion is getting off track?
    - Will you post replies within 24 hours?
- It is a good idea to remind students to always preview before they send, because once it is sent, it cannot be retracted. You preview a posting by clicking the preview button at the bottom of the new message box.
- There is no spell check. It is best to use a word processor to compose and edit and then cut and paste into the message area.
- Notice that the messages are numbered. If you delete all messages from the Discussions Board, the numbering will continue. For example, if you had 150 messages and you deleted them all, the next message posted would be 151. To restart from number 1 you would need to Reset the Discussions Board from within Manage Course. Be warned: Reset also deletes all the postings so be absolutely sure before taking that action or make sure you have a backup.
- Students can use HTML code in Discussions messages and this includes adding image files. If you give them a file storage area via the Student Presentation Tool, they can upload images into WebCT. They would then use the following HTML code to access the image:
  < img src=/_COURSEID_/student_pres/sharks/johndoe.jpg >
  filename
  group name
  student_Pres folder in Manage Files
  Course ID
- **Special Note for 3.6:** Remember how you could click on the subject of the message and you would get all the messages associated with that subject. In 3.6 that does not work. However, there are two ways you can accomplish that:

- If you click on Next Thread or Previous Thread, you get a listing of all the messages associated with a subject. So select a topic ahead of the one for which you want to see all the messages. Then click Next Thread and you will get all your messages in a list.
- Also in the dropdown list you have the Threaded option. First you click on the checkbox of the message whose threads you want to read. Then choose threaded and click Go.

Example of an expanded thread in version 3.6



Example of the View Thread in 3.6

File Edit View Favorites Tools Help

Subject 6 ways to convert Powerpoint

Previous Thread | Next Thread | Close

Reply | Reply Privately | Quote | Download

Message no. 3 Posted by **Instructor (TESTsdr)** on Mon Jul 31, 2000 12:38

```
There are at least 6 ways to put powerpoint on the web.
Please identify 2 and post.
```

Reply | Reply Privately | Quote | Download

Message no. 4 Posted by **Instructor (TESTsdr)** on Mon Jul 31, 2000 12:39

```
Plain HTML, use SMIL
```

Reply | Reply Privately | Quote | Download

Message no. 22 Posted by **Karen Rice** **(Student View)** on Wed Apr 25, 2001 09:34

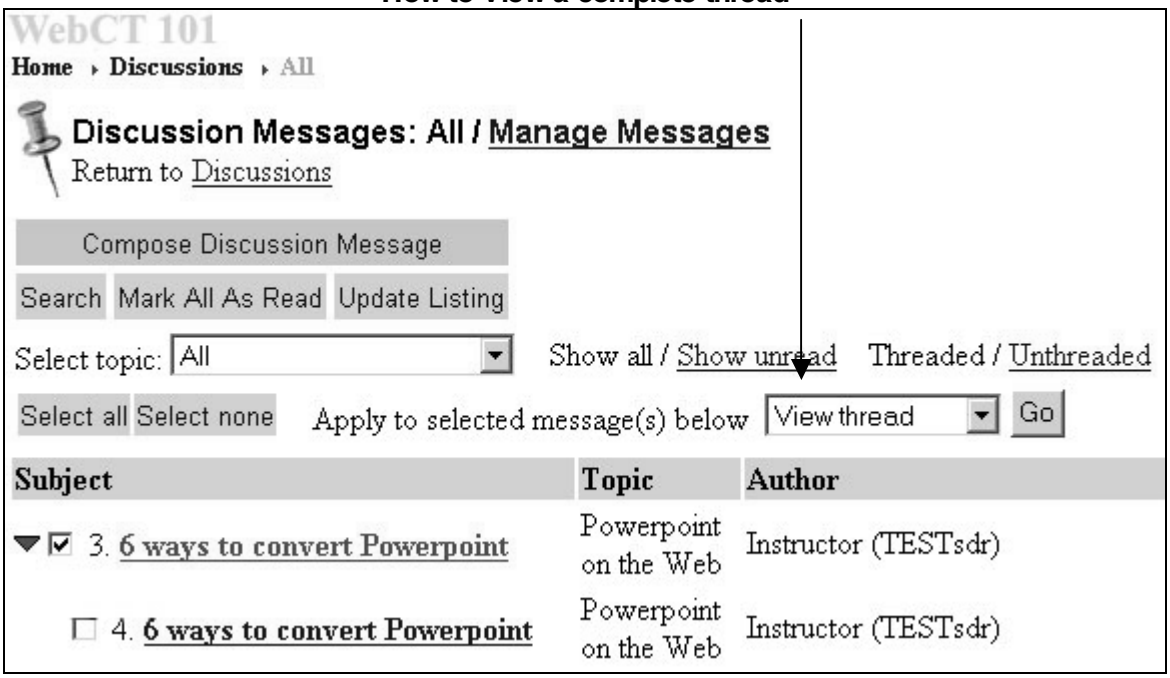
```
HTML, SMIL
```

Reply | Reply Privately | Quote | Download

Message no. 23 Posted by **Karen Rice** **(Student View)** on Wed Apr 25, 2001 09:35

```
I don't know any others.
```

How to View a complete thread



Common Problems Encountered by First Time Users:

- Not valuing the tool. If students do not feel that you value their participation; they will not participate as fully.
- Assuming that all students are the same. Some students need more encouragement; some need more guidance; some need help with language versus concepts.
- Too little participation or facilitation by the instructor.
- Allowing students to e-mail questions that should be posted to the Discussions Tool for the whole class to read. This often includes questions about assignments or tests. Too much e-mail can overwhelm the instructor.
- Reply Privately misused: Students and the instructor may not remember that when they click the Reply Privately option in the Discussions Tool, that it sends a private e-mail.

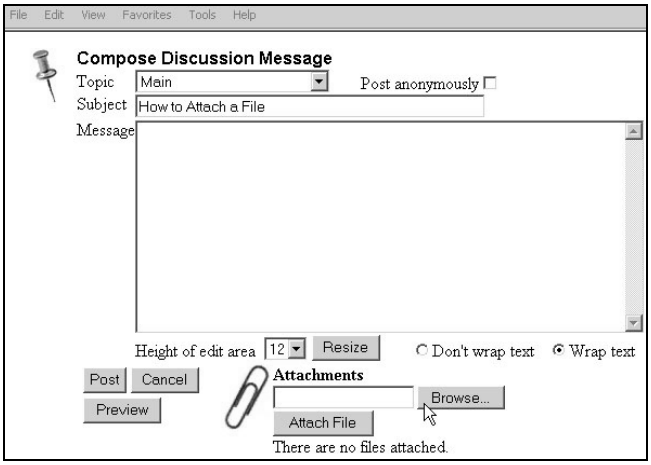
WebCT Vocabulary (see documents at www.webct.com for comparison of terms from earlier versions):

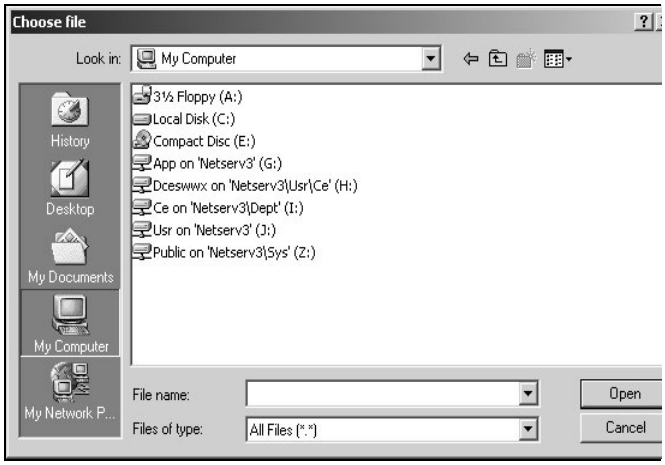
- Discussions Board replaces Bulletin Board.
- Forum in WebCT 3.x and higher is now Topics.
- A topic in WebCT 3.x and higher refers to a topic area within the Discussions. A topic could be “Chapter One,” “Week One,” “Hypertension,” or “Greek Sculptors.” The topic area is usually a fairly broad area within the course; but not so broad or large that it becomes meaningless as a way to group or categorize discussions.
- Thread: Within each topic area, there are threads and messages. A thread is a group of messages that relate to a single question or statement.
- Message: A message is the smallest unit within this tool. Any single posting whether original or a reply is a message.

"How To's" for the Instructor:

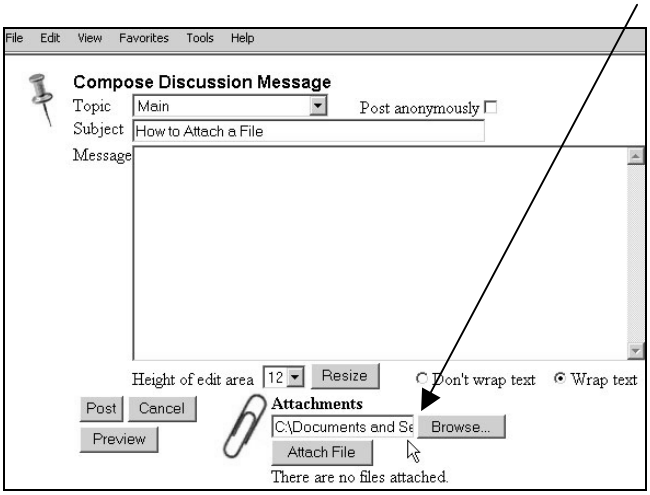
- Instructor/Designers have options that students do not have. Only Instructor/Designers can manage messages and topics. Students do not get these options.
- When the Discussions Tool is added you have three default topics:
    1. All - all messages from all topics
    2. Main - the main discussion area
    3. Notes – used only for messages posted from within a Content Module and about a specific content page.
- You cannot delete or rename these default topics; they do not allow changes. They are public and unlocked topics.
- To enter a topic, you click on the hyperlinked name.
- Both Instructor/Designers and Students can search the Discussions Tool based on selected criteria.
- When composing a message, you **must** fill in the subject and message areas to post a message. The subject line should be short but descriptive as this is what others will see when entering the Discussions Tool.
- You can make the message box larger and choose to wrap or not wrap text (though in most situations wrapping text is preferred to avoid a horizontal scroll bar.)
- You can attach a file. This file will be available in the posting to view or download. Instructors can send one posting that has a file attached for all students, or if the topic is private only the students in that topic, to view or download. This is very handy for instructors and students to exchange class files.

Compose Discussions Message and Browse for Attachment

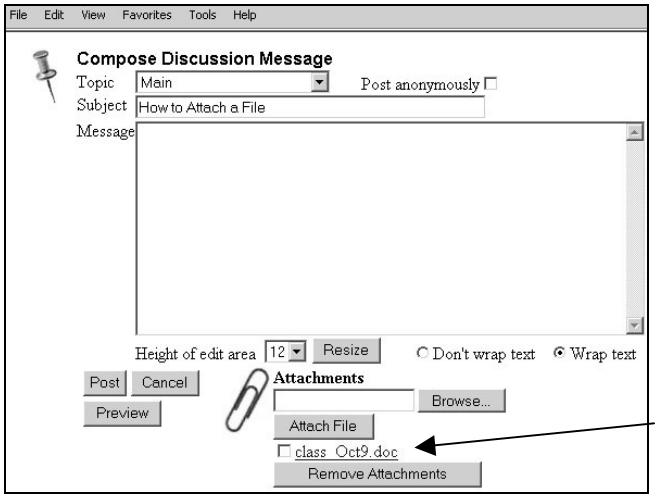


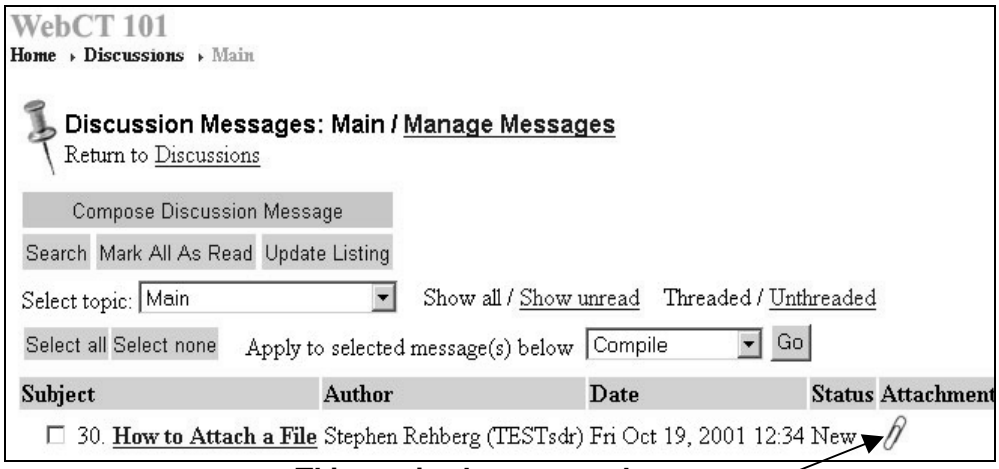


Selected file is displayed in Attachments box



View of the Attached File



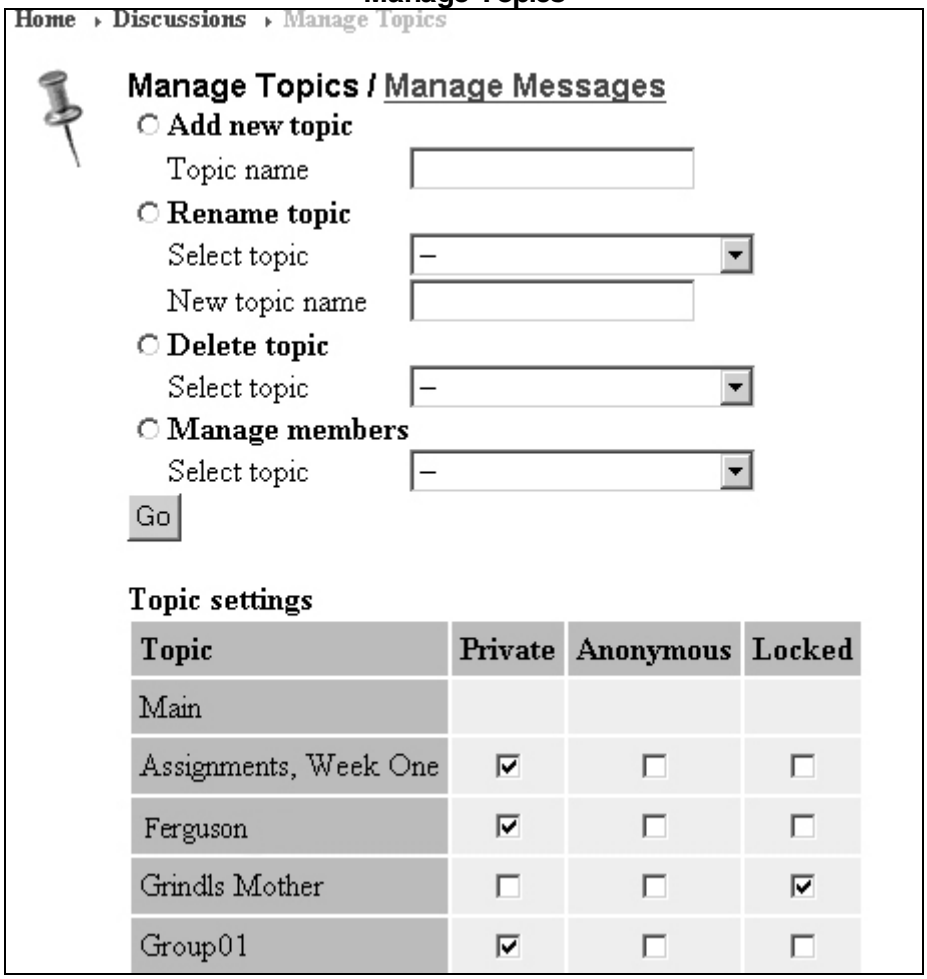


This posting has an attachment

- As the instructor/designer, being inside a Topic is similar to being inside a folder in the Mail Tool.
    1. You can move from topic to topic with the select topic drop down list.
    2. You can view a conversation from the beginning through each sequential response by viewing messages as threaded. If you wanted messages in chronological order, you would choose an unthreaded view.
    3. You can also select the compile option and compile all the messages you have selected. This is useful if you want to download or print out an entire conversation about a particular topic. Students have the compile option as well.
- When you open a posting you have several options.
    1. Reply will bring up a new message window addressed to the topic from the posting you are responding to.
    2. Reply privately will bring up a new mail message addressed to the person to whom you are responding. If you respond privately, your response will not show up in the Discussions Tool.

3. Quote will bring up a new message window just as the Reply button will, but it also includes or quotes the message that you are responding to in the message box.
4. Download allows you to download the posting as a text file.

Manage Topics



Manage Topics:

As the Instructor/Designer you are in control of the discussion. You can add topics, rename them, and delete them. The students have none of these options. Topics can be private or public. You can choose to allow anonymous postings or not, and you can lock a topic so nothing else can be posted to it, but it can still be viewed.

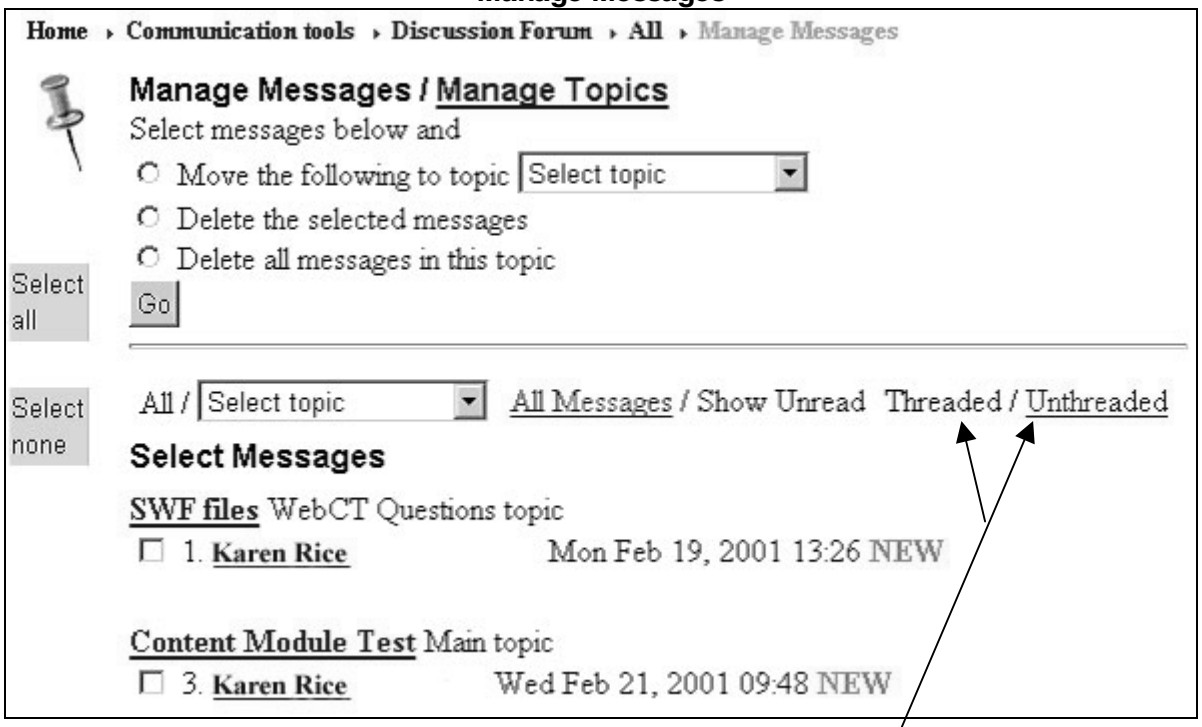
1. By default when you create a topic it is public. You must go in and make it private by selecting the checkbox in the private column next to the topic.
2. If you make it private, you must then add the students you want to have access to that topic. Manage Members is a drop down list. In that list are all the topics that are private. You select the topic you want to manage members in, and select go.
3. A screen with all the members currently in that group will come up.
4. If you want to make changes to the group, add or delete members, or if you have no members in the group yet, you choose the select members button. All students in the course will come up.
5. All those with a check next to their name or ID are currently in the group.

6. By deselecting the check, you delete the student from the group. By selecting the check next to the student, you add them to the group. You can also select none or all, and paste the students in via the clipboard.
7. If you want to allow anonymous postings in a topic, you can select the checkbox in the anonymous column next to that topic. When students' select compose and a new message window opens, they will have a new option of whether to make this posting anonymous or not.
8. You cannot make changes to the three default topics: All, Main, and Notes.

Manage Messages:
Within Manage Messages, the instructor can move messages from one topic to another, delete individual messages, and delete all messages in a topic. Students are not allowed these options.

Note: Be careful when deleting all messages in a topic. It is very easy to delete all messages in the entire Discussions Board by accident and there is no retrieval.

Manage Messages



- You can unthread or thread postings in a topic. Unthreading allows you to view all entries by date whereas threading allows you to view all entries as ordered postings and replies. To toggle between the two use the hyperlinks Threaded/Unthreaded seen in the illustration above.
- You can also view all messages or view just messages you have not read yet by toggling between the hyperlinks All Messages/Show Unread as seen in the above illustration.

Twelve Suggestions to Keep the Discussions Topics Lively Without Overwhelming the Instructor with Work*

*Adapted from an original "Ask Dr. C" reply by one of the authors.

This list of suggestions came about from complaints by faculty that they were getting too many postings to handle, that they were wasting time by having to read every posting including all the congratulatory postings, the students were not participating enough, or the students were not making thoughtful postings. Some of these may help you. may

If your class is very large (more than 30), then group work may be the best way to resolve the problem of being overworked.

1. To get students to participate, some instructors either require a certain number of postings per student, tell the students that their participation accounts for a certain part of their final grade, or some instructors issue extra credit.
2. To help seed the discussions and keep them moving without intimidating the students an instructor may create one or two alternate personalities for him/herself. For instance a student who is a very good student who can ask questions and a more average student who can ask questions without being embarrassed. Note: this does not work in a small class unless the small class is 100% online.
3. The instructor sets the parameter that s/he will not answer any posting in the Discussions Topic until at least two students have responded to a posting.
4. The instructor may appoint students to be rotating discussion monitors in the class who read the daily postings and then post summaries for each topic.
5. The instructor may divide the class into groups. Each group may be assigned a different question or premise to discuss rather than having every student reply to every question or premise from the instructor.
6. If the students just want to congratulate each other on their postings without contributing to the actual thread then require them to reply privately and not add it to the thread. This still accomplishes their mission of encouraging each other. This keeps the Discussions Topic from becoming filled with "great posting" type of postings.
7. Some instructors will elect not to participate in a discussion thread unless alerted by e-mail by a student or Teaching Assistant that a thread is not going in the right direction or going in any direction.
8. Have a student compile and e-mail you the threads for each topic, that way you can read them offline and all at once. This becomes even easier if the class is already in groups.
9. Have students compile all their postings that they wish to be graded and e-mail them to you. Having the students choose the postings they wish to be graded on usually makes them think a bit more before posting.
10. Have the students assess each other's participation through an anonymous topic or a survey
11. Have the students grade themselves by first compiling the three best postings from the class; then have them compile their three best postings and support in a thoughtful argument what their grade should be.
12. Have it understood that while it is okay to dispute an idea, it is not okay to disparage a fellow student. Sometimes the fact that the discussion is not taking place face-to-face can result in discourteous comments.

The Calendar Tool

Overview:

The Calendar Tool provides interactivity within a familiar layout. The default view of the Calendar is a month-at-a-glance view. Each date in the month is a hyperlink that will take you to the entries editor for that one date. Besides the monthly and day views, versions 3.5 and 3.6 offer a weekly view as well.

There is only one Calendar within each course. For each person in the course, this Calendar has two types of entries: public and private. Public entries are usually made by the instructor and deal directly with the class or the learning institution. Private entries are private for each person enabling each student to use the course calendar for more personal data. The instructor can also grant permission to the entire class to make public entries. This can facilitate group work as well as build community within the class. This tool makes it easy to link to any page within a Content Module and makes it simple to put in links to outside URLs, as well.

Version 3.6 has added a Global Calendar at the myWebCT interface. This calendar combines all the postings from all the courses in which you have a presence. This is true for instructor/designers, students and teaching assistants (TA). The Global Calendar will be dealt with separately.

Pedagogy:

- Promotes time on task.
- Facilitates faculty-to-student communication.
- Can be used to communicate high expectations.
- Allowing students to post publicly initiates student-to-student communication.
- Caters to the sequential learner and the advanced organizer.
- Gives an overall view of course activities and assignments.

Uses and Advantages:

- Some use the Calendar as a course organizer. It outlines each day's activities and directs students to course resources internally (within the web course) and externally through URLs.
- Students can make entries that only they can see (private), making it also a personal organizer. Allowing students to make private entries provides a personal level of organization, such as adding entries for their other classes and even personal appointments. Note that personal entries are italicized.
- Allowing students to make public entries can facilitate group work if students post group activities, meetings and chats with one another.
- Can be used as the official class notification area. This only works if the instructor makes it extremely clear that all class announcements will be posted in the calendar and the calendar only. This usually takes a bit of practice by faculty and students to remember to post all announcements in the Calendar.

Accessibility and Usability (versions 3.0 to 3.6):

The Calendar is accessible, but the monthly view has too many links for students using certain assistive technology. However, in version 3.5 a weekly view has been added and this view makes the tool much easier to use because it significantly reduces the number of links on the page. Also, compiling the entire semester calendar into a text file and reposting it within the course gives an extremely user friendly, accessible view of the Calendar, but it ignores the interactivity that can be built into the course. It also ignores any changes made to the calendar unless it is recompiled and reposted. Still combining the weekly view with a compiled view makes the tool accessible, usable and compliant.

Calendar Tool: Monthly View

WebCT 101

Home ▸ Calendar

March 2001

Date: Month March Year 2001 Go

To compile a list of entries, click Compile.

Previous Month Next Month

To view, add, or edit the daily schedule, click a hyperlinked date below.

Note: All private entries are italicized.

	Sun	Mon	Tue	Wed	Thu	Fri	Sat
View Week					1	2	3
View Week	4	5 *- Homework Assignment 1 due*	6	7	8	9	10
View Week	11	12	13	14	15	16	17
View Week	18	19	20	21	22	23	24
View Week	25	26	27	28	29	30	31

Suggestions and Tips:

- There is a free program that allows you to batch upload calendar entries. You can find it at http://webct.com/exchange/ViewContent?contentID=1790138. See also the WebCT Index for instructions on how to import multiple calendar entries.
- WebCT 3.6 will provide a centralized student Calendar, enabling students to view a single calendar with information for all their WebCT courses. It will also offer Palm Calendar Support.
- You can have multiple entries for a date.
- You can use HTML in any of the fields in a calendar entry. Detail and Summary are probably the most useful places to enter HTML.
- The instructor/designer can download the Calendar as a .txt file. Then s/he can change the dates in the text file to match the current semester. Then s/he can import this new up-to-date information back into the Calendar.
- Calendar is portable because you can download the entries into a .txt file. However, uneven results have been reported doing this, so the Calendar will need to be proofed, especially if there are hyperlinks in the entries.

Common Problems Encountered by First Time Users:

- Through version 3.5, private entries could not be compiled either by instructor or students. Version 3.6 allows compilation of public or private or both types of Calendar entries. Students can browser print the compilations and instructor/designers have the option of printing or downloading.

- Instructors may leave the default for entries set to private and end up posting all course postings as private, italicized entries. There is no quick way to correct this in version 3.5 and down. You would have to edit each entry and resave it as a public entry. In version 3.6 you can do a work around by downloading all entries, making changes to them to be public (you must know the right coding for this), reset the course Calendar and then import the rewritten Calendar entries. This may not seem fast, but it can be many hours faster if you have entered a bunch of entries before realizing they were all entered as private.
- Instructors who use Calendar inconsistently not only make the tool itself ineffective as a course tool, but also may hurt their reputation or image with the students. So, the suggestion is, determine what role the Calendar Tool will play in your course, either using it for announcements, daily tasks, student announcement board or private entries only; and be consistent.
- Not setting parameters for use of the calendar for the instructor and the students.
- Setting the default to post everything as a public entry, and adding your doctor's appointment for the entire class.

WebCT Vocabulary (see documents at www.webct.com for comparison of terms from earlier versions):

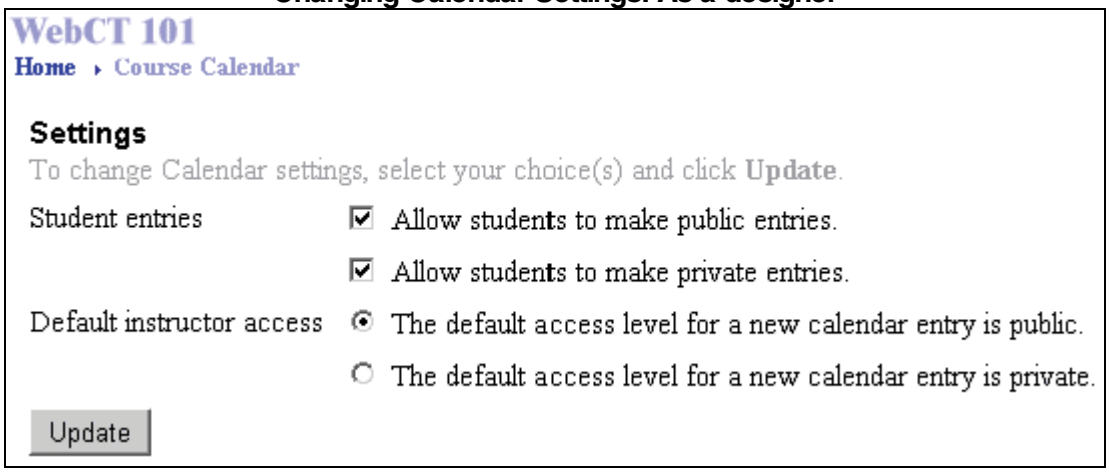
- Public Entry: Refers to entries on the Calendar that can be viewed by anyone in the class. The instructor may edit any public entry. If the instructor edits a public entry by a student, then the entry becomes the property of the instructor and the student's name is no longer listed as author.
- Private Entry: Refers to entries on the Calendar that can be viewed only by the person who created the entry.

How to Set Up and Use Calendar for Instructors:

Configuring the Calendar for use:

1. Select Designer Options; from here you can alter both Settings and Options:
2. Under the Settings heading choose the permissions for students and the defaults for instructors:
   If you change settings for either the instructor or student, be sure to click Update.
   - Private entries: viewable only by the individual who made the entry.
   - Public entries: viewable by everyone in the course (instructor and students alike). The authors of public entries are identified by name to everyone except the originating author.
     - If you do not check either box, students will not be able to make any entries, public or private.

Changing Calendar Settings: As a designer



3. Under the Options heading that follows the Settings section:
   To enact any of the actions listed below, select the option circle next to it and click Go.

- Import calendar entries from file: create entries offline using the format shown below and save as a text (.txt) file. If you select this option, you will be asked to browse to the location of the file either within the Manage Files area or on your hard drive. If you have not already uploaded the file into the Manage Files area, you can do so there using the Upload button.
- WebCT uses mostly .txt files for uploading material into its various databases. For Calendar, it insists on a comma-delimited .txt file. The fields are separated by a comma and blank fields must include its comma delimiter. Create a Calendar entry with all fields completed, download it and compare the formatting to the one that follows. Here is the basic format for uploading multiple calendar entries at once; check the online help files for detailed explanation of the various fields:
- :Date (DD/M/YYYY) , Summary,URL(http://…), Internal Link (hard to fill this in for batch uploading), Start Time (hh:mm), End Time (hh:mm), details1

Here is an example entry:

Note colon

:19/10/2001,Read Chapter 3,http://www.gsu.edu,,,,

This is why it is easier to create several entries within WebCT, download them and re-examine the formatting. A mistake or dropped comma will make your entry incorrect.

1. This format can be created using Excel.
2. Place each field (the script between commas) into its own cell in a spreadsheet.
3. Save as a comma delimited text file.
4. Go back to the Calendar Tool and in Designer Options select Import calendar from file under Options.

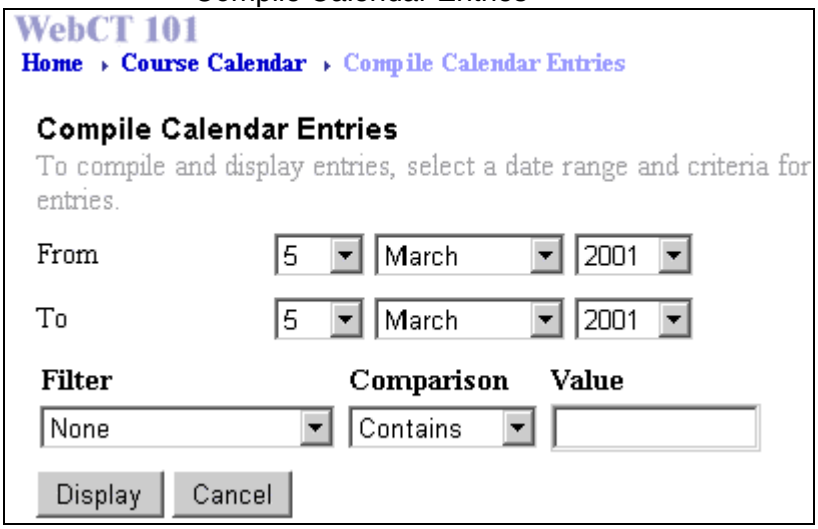
- You can also use Alan Shapiro's text file creator for creating multiple entries online at http://webct.com/service/ViewContent?contentID=1790138&communityID=-1&categoryID=-1&sIndex=0

This tool allows you to create as many entries as you would like by entering the information for each entry into a form, which you then download to your computer and upload into your WebCT calendar. This program handles all the necessary formatting instead of the instructor.

- Compile or Download Calendar Entries: Select a range between two dates and/or utilize the Filter option to search for specific instances of text that you enter into the Contains field.

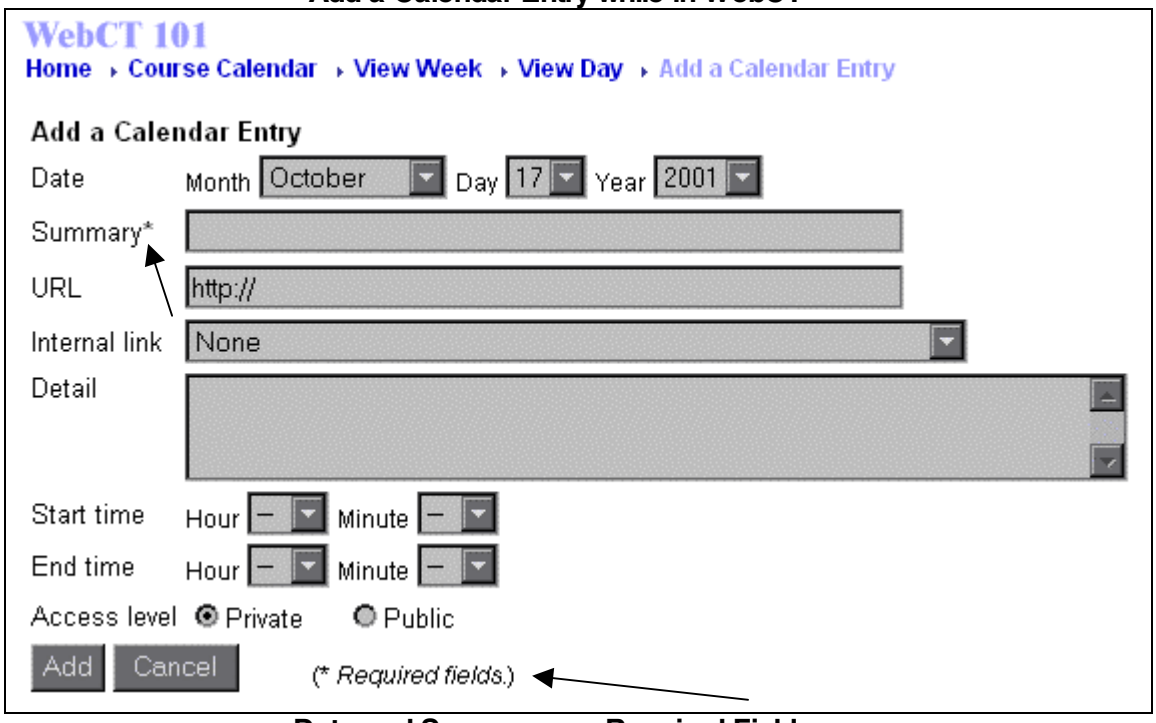
  Either use display to view the entries or use download followed by your browser's download procedure. Students can do this via the Compile hyperlink within the Calendar.

Compile Calendar Entries



- Clear Calendar Entries From A Selected Range Of Dates: Select your range using the dropdown boxes and click Clear.
- Delete All Calendar Entries: They are not kidding! This procedure should only be done before importing an entirely new calendar into your course; otherwise, you will have both old and new entries. You will receive a warning before actually erasing anything.
- Creating Calendar Entries:
  a. Date and Summary are the only required fields; others are optional.
  b. Details: this field allows you to use HTML editing.
  c. WebCT determines the order of events when there are more than one per day. This order is input order and not alphabetical. It will sort by time.

Add a Calendar Entry while in WebCT



Date and Summary are Required Fields.

The Chat Room Tool

Overview:
The Chat Tool allows synchronous (real time) online communication among students and their instructor(s). When you want a more immediate reaction or impression from your class, then Chat is your tool. It is also a good place to invite guest speakers to interact with your class. Chat, however, requires good facilitation in order for it to be effective. Because Chat takes place in real time like a phone call, this tool favors good typists, and it can put some students under additional pressure to keep up and participate. Still this is a very popular tool and is excellent for getting students over some of their technology phobias. It also is good for brainstorming, virtual office hours and some group activities.

Pedagogy:
- Facilitates faculty-to-student interaction.
- Facilitates student-to-student interaction.
- Accommodates diverse learning styles.
- Can provide rich, rapid feedback.
- Promotes active learning.
- Accommodates the verbal and social learners.

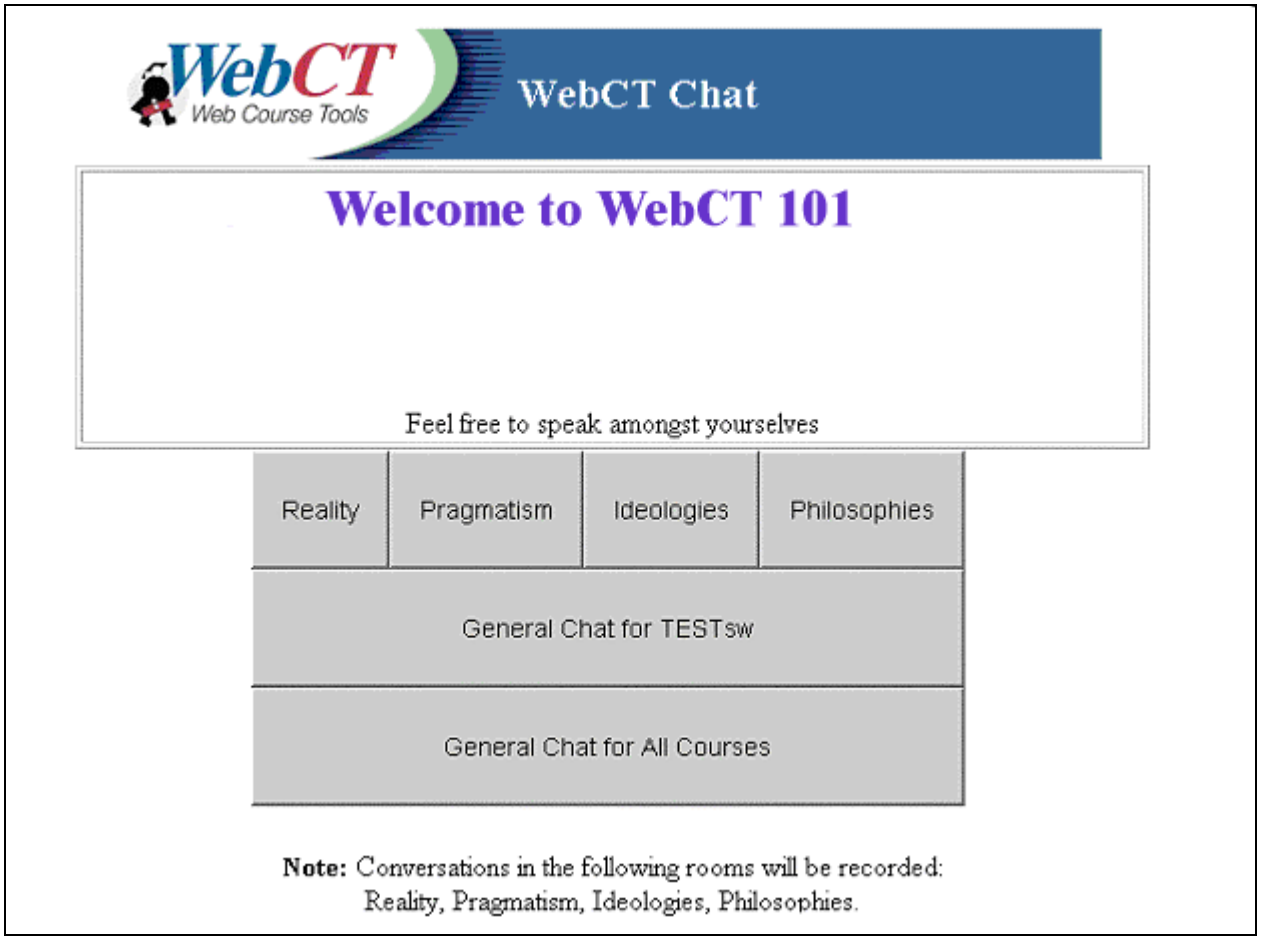
Uses and Advantages:
- Virtual office hours: Students and instructors can interact without having to be in the same location. This saves time for all and can, in fact, allow extended hours in a safe environment.
- A means for the students to communicate with one another about group projects or other related subjects.
- Especially good for brainstorming.
- Allows you to have guest speakers in the virtual classroom or professionals who can answer questions by the students.
- The top four chat rooms are logged. Therefore, if a student has an excused absence from a chat and has missed important information shared, the instructor can post the log for students to view.
- The room marked General Chat For All Courses is for anyone who is enrolled in an online class on your same server and has the chat tool available to him/her.
- If you have two separate classes that need to collaborate, they can chat in General Chat for All Courses.

Accessibility and Usability (versions 3.0 to 3.6):
The WebCT Chat Tool is inaccessible to students using screen reader technology. It is also not user friendly to students with mobility disabilities. This tool also favors the verbally skilled student and usually leaves the student with learning disabilities as well as those with English as a second language out of significant participation. Therefore, any vital activity or information should not rely solely on this tool. Even posting the recorded chat logs does not get around the issue of equal participation by all students, although posting the logs can give equal access to any information conveyed using this tool.

Suggestions and Tips:

- When using for virtual office hours, select the Chime box. This gives a sound (somewhat like a cowbell) that alerts you when someone has entered the chat room.
- Use the chat room for organized discussion on specific topics.
- Have a greeter: This person will announce to latecomers the assigned topic by highlighting their names and posting the necessary information. If you highlight the name of a chatter, and enter a message, the message is private and will not be viewed by others in Chat. Therefore, the flow of the discussion will not be interrupted.
- There is etiquette and netiquette, and now chatiquette. Give your students some basic direction. If they want to ask a question they must type in a "?" in a private message to the facilitator. If they want to add to the discussion, type an "!". Then the moderator calls them by name, e.g. "John, you have a question? Or Melissa, you wanted to add something?"
- Encourage the students to enter short meaningful statements.
- If they must give a lengthy reply, instruct the chatters to use chunking. That is to type a sentence or two and use an ellipsis (…) to show that they have not finished their thought. That way the conversation continues to flow even though someone might have a great deal to convey. If a person is typing a long message, no one can see it until the end. Chunking helps keep the discussion going.
- Use a word processor to create some "canned" comments or the topics you want discussed so you can cut and paste them into Chat.
- Private chats cannot be monitored nor logged. The moderator has no control over private chats.
- Remind the chatters that it is okay to disagree with a point of view, but it is not okay to be disagreeable.
- To use Whiteboard and Chat at the same time, just open another instance of the same window you are using (in Netscape: File/New Window; and in IE: File/New/Window). Resize both of the windows so they are half-screen size. Put them side-by-side. In one window open the Chat, in the other open the Whiteboard. The next version of WebCT that is under development is purported to have Whiteboard with a Chat feature.
- Although you cannot hide a Chat room that you do not want used, you can label the Chat rooms to get the students into the rooms you want used. For example, "Participation Credits".
- Chat rooms should have short names in versions lower than 3.6 because the size of the name affects the size of the room button.

View of Chat Tool in versions lower than 3.6



- If you want only a particular group of students to have access to Chat at a particular time, you can use selective release to give access to the tool only to those whom you select. By the same token, if you want to deny access to a particular student, you can use the criteria of "User ID - not equals".
- Reminder: Although you can rename the Chat rooms to anything you want, the logs in Manage Files, My-Files/chat will always remain Room1.txt, Room2.txt, etc.
- Reminder: Shared designers will show as the primary instructor/designer in the chat sign ons. You either need to make an announcement as to who is speaking, or your shared designers need to log on with their student persona.
- Reminder: You must QUIT a chat room…not X out…otherwise, if you go back in, you will be in there twice.
- When you are having a guest speaker, have students prepare questions in advance. They can then cut and paste them into Chat. It is also good procedure to forward any questions to the guest beforehand.
- Allowing students to name their group's Chat Room helps foster community and collaboration.
- For the first four rooms, the Chat Tool creates a log of every instance it is used. This can be easily accessed through your File Manager. When the Chat Tool is initially added to a course, a folder entitled chat is automatically added to the Manage Files area. This folder contains the logs for the first four rooms (and only these rooms) of the Chat Tool. The files are named Room 1, Room 2, Room 3 and Room 4. Every time a user enters

one of these chat rooms and types a message, it is appended to the log. Remember that even if the name of the Chat Room is changed, the log will still be named Room 1, Room 2, etc.

- On some servers, only a certain number of people may be allowed in a Chat Room at one time. If people start disappearing from the Chat Room even though they are logged on or if the Chat Room locks up on you, try closing the Chat Room and reopening it. Contact your server administrator to find out any Chat limitations.
- If you cannot get the Chat Room to open, make sure your browser's Java is enabled.
- To use Chat and Whiteboard at the same time, just open another instance of the same window you are using (Netscape: File/New Window; IE: File/New/Window). Resize both of them so they are half-screen size. Put them side-by-side. In one window open the Chat, in the other open the Whiteboard. The next version of WebCT that is under development is purported to have Whiteboard with a Chat feature.

Common Problems Encountered by First Time Users:

- Not setting parameters for Chat.
- Not facilitating according to those set parameters. A chat that is not moderated can quickly become a babble of voices or get off the topic.
- If you allow or encourage emoticons or abbreviations (, **:**o), LOL), then you need to provide a glossary of these for all students.
- If students are not participating in the chats, it is a good idea to try and determine why. Students who are in chat rooms but not participating are referred to as "lurkers".
- Remember that people have different keyboarding skills so sometimes slow typists can be intimidated by fast typists. Might be better for some students as an alternative to go the asynchronous route with Mail or Discussions.

WebCT Vocabulary (see documents at <u>www.webct.com</u> for comparison of terms from earlier versions):

- Synchronous is real time.
- Asynchronous is at their own leisure.
- Emoticon is virtual reactions or emotions using the keyboard. This **:**o) is a smiley face.
- Lurk, lurking, lurker is someone who is in Communication Tools but not participating
- Recorded or logged is a record of a Chat conversation.
- Private message is Chat conversation that is not seen by everyone in the Chat room. In WebCT Chat by highlighting a name or several names, only the highlighted names will see the message. These are not recorded.
- Chime is the tone that sounds when someone enters the Chat room.
- Etiquette is acceptable social behavior. Netiquette is acceptable behavior on the Internet. For example, typing in all caps is considered shouting. Chatiquette is the parameters set for behavior in a Chat room.

"How To's" for Instructors:

Chat Logs: Making them available after the fact:

Chat logs enable instructors to monitor which students are using the Chat Tool as well as how often and why it is being used. Students can benefit from these logs as well. The authors recommend cleaning up the logs by taking out extraneous characters or conversations. The logs can be made available to students in a number of ways:

1. Adding them as a Single Page to an Organizer Page. You can put it on the Homepage, or create an Organizer Page specifically for chat logs.
2. As Discussions postings.
    - Attach the entire log to a posting.

- Open the log, copy the material, and paste it into a new discussion posting.

3. Renaming the Chat Log file and placing the file within the Student Presentation folder (this should only be done if students and instructor are already familiar with this tool).
4. If you want to track whether are students viewing the Chat Logs, attach the Chat log file to a Content Module.

As mentioned earlier, if you change the name of a chat room, the log will not change names. It will still be titled Room1 in the Manage Files area. When new conversations take place in the first logged chat room, those conversations are appended to the Room 1 file. Therefore, if you want the students to have continuous access to the ongoing chats in Room 1, you would attach the Room1 file as a Single Page or to the Content Module. If you want the log to only contain conversation up to a certain point, you would need to rename the file before you attach it. Then the next time there is activity in Room 1, a new file titled Room 1 will automatically generate in the Chat folder and it will begin with the new conversation. This also holds true for Rooms 2, 3 and 4.

The Whiteboard Tool

Overview:
The Whiteboard enables synchronous (real time) online communication among students and their instructor(s) in a graphical interface. Some instructors use the Chat Tool at the same time as the Whiteboard to achieve both graphical and text real time communications. Whiteboard has many uses but they all assume some familiarity with simple graphic packages. Many of the features in Whiteboard are the same as in other drawing programs. In the 3.x series of Whiteboard you may upload and import images in .jpg or .gif format to begin a session, or you may create your own from scratch within Whiteboard. You may save any work done on the Whiteboard in WebCT for future use.

Pedagogy:
- Facilitates faculty-to-student interaction.
- Facilitates student-to-student interaction.
- Accommodates diverse learning styles.
- Can provide rich, rapid feedback.
- Promotes active learning.
- Accommodates the visual and social learners.

Uses and Advantages:
- Many of the sciences utilize the Whiteboard to examine graphs, images, formulae, patterns and pictures.
- Used for graphical discussion or illustration of graphical materials such as maps, pictures, slides, population studies, erosion studies.

Accessibility and Usability (versions 3.0 to 3.6):
The WebCT Whiteboard Tool is inaccessible to students using screen reader technology. It is also not user friendly to students with mobility disabilities. Therefore, any vital activity or information should not rely solely on this tool.

Suggestions and Tips:
- To use Whiteboard and Chat at the same time, just open another instance of the same window you are using (in Netscape: File/New Window; and in IE: File/New/Window). Resize both of the windows so they are half-screen size. Put them side-by-side. In one window open the Chat, in the other open the Whiteboard. The next version of WebCT that is under development is purported to have Whiteboard with a Chat feature.
- It is possible to save a Whiteboard session. To do so you would click on File and then Save. It is up to the instructor whether or not students can save a Whiteboard session. The instructor would have to choose the setting from within Designer Options of the Whiteboard.
- The description of the Whiteboard tool buttons appears on the lower right in the box titled Information. You hover your mouse over the buttons to get this information.
- Erasing an object, lines or text is at a minimum a three-step process. There is no eraser tool. Here are the steps:
    1. Click on the tool with the arrow icon, which is described as Modify an element with current setting. Little boxes known as selection handles will show up on the screen.
    2. Click on the tool with the skull and crossbones icon, which is called Delete an element.
    3. Then click on the selection squares of the object to be erased.

Common Problems Encountered by First Time Users:

- The tools are located on the left side of the Whiteboard and along the bottom. The information about these tools appears in the information box on the lower right. This is not readily apparent.
- Currently, the main drawback to Whiteboard is the fact that any participant can clear the board at any time. There is no way of knowing who cleared the board. That can be quite frustrating if a great deal of work went into something that suddenly disappears.

WebCT Vocabulary (see documents at www.webct.com for comparison of terms from earlier versions):

- Refresh does not clear the Whiteboard. It updates it.
- Synchronous means the activity is occurring in real time.
- Graphics can be photographs or images that you have either acquired or created.

Student Presentations Tool

Overview for the Instructor:

The Student Presentations Tool, sometimes called Group Presentation Tool, creates a private space in the Manage Files area for student groups. A group can be one student, several students, or all the students. A student can also be in multiple groups. This special, private filing area allows students to upload and exchange files. The main application of this tool is for students to share files in this manner to create a group project either for presentation to the instructor or to the class. If the presentation is meant for the class then they need to convert it to a web page and name the completed project file index.html. The index.html file in each group folder is public to the entire class. Any other file name is private and can only be accessed by the group. The instructor always has access to the files in any group folder. Upon adding the Student Presentation Tool, a folder student_pres, is automatically generated within My-Files. Students, however, cannot access any files in Manage Files that are not a part of their own group folder within the student_pres file. This tool can be very useful, but requires instructors to either extensively brief students in the use of the tool or make sure that they study the online help files. The students might demonstrate to the instructor that they understand the tool by uploading sample files.

When you create a new group either one at a time or with the group generator option, you can create a private discussion topic for that group in the Discussions Tool simultaneously. This is a very helpful feature because most groups need to communicate about their work and leave a record of that process without having to remember to e-mail the whole group and the instructor. This private discussion topic also allows the instructor to follow the progress of the project and to monitor the participation of the various members. Besides watching a project grow, it can limit the potential for plagiarism.

This document is meant to aid both student and instructor in facilitating the use of this powerful tool. In this chapter we have listed the ways that students and instructors can benefit from this tool.

Pedagogy:

- Promotes active learning.
- Appeals to the constructivist student.
- Promotes student-to-faculty interaction.
- Promotes student-to-student interaction.
- Promotes the learner-centric approach

Uses and Advantages:

- Gives students server space for storing, exchanging or presenting files.
- Allows students to work together in an orderly fashion online.
- Allows the instructor the chance to watch the progress of any group work and offer advice or guidance along the way.
- The Suggestions & Tips section of this chapter will offer some creative ways to utilize this tool.
- Most file types can be uploaded into the group folders. For example, PowerPoint files can be uploaded and then the group could present them to the class.

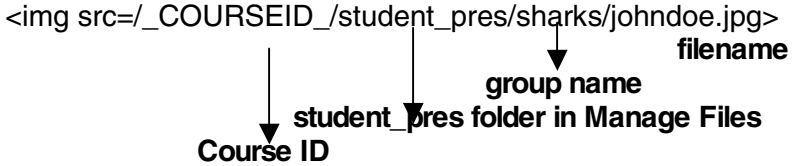
Accessibility and Usability (versions 3.0 to 3.6):

The tool itself is fairly accessible and usable for students with disabilities. However, the materials that the students upload may be completely inaccessible to some students. Therefore, the responsibility for creating accessible projects will fall to the students.

The tool itself does not exclude students from participating fully in a group exercise or project. For those students using assistive technology, the various interfaces associated with this tool

may require additional training. Many instructors have some fear of technology; students are no different.

Suggestions and Tips:

- Give students adequate instructions when using this tool. This chapter contains instructions you can give to your students.
- Make sure you add the private discussion topics for each group and include yourself (the instructor) as a member of the group. The private discussion topic along with the group folder provide the students flexibility when doing group work.
- Warn the students about how easy it is to overwrite files. Give them the suggestions we put in the student section of this chapter on how to avoid doing so.
- If each student is given a private group and a private topic area, then the students can use these two tools for journaling exercises as well as an alternative to the Assignments Tool's Dropbox.
- In versions 3.x, using the Student Presentation Tool instead of the Assignments Tool allows the instructor to zip all the submissions into one file and download all the presentations at one time. In the Assignments Tool Dropbox, each assignment must be downloaded one at a time. If the Assignments Tool is used a column is automatically generated in Manage Students for the grade. When using Student Presentations, the instructor would have to manually add a column for grades.
- Every student can have his/her own private group and still be in a group with others for group work. This requires a little more preplanning and is not an idea the authors would recommend for a first experience with this tool.
- Some instructors have created Content Modules titled "Student Projects" or something similar, and then attached the students' final projects from each group to that module. This allows the instructor to track all the activity and make sure that all students have viewed each project. This also allows the instructor to hyperlink the presentations to the course Glossary. The instructor can add the Discussions link to the Action Menu for this module and then have a very orderly discussion about the projects without having to create special topics for them.
- The instructor can use the files in the student_pres folders just as they would their own files. For example, the students cannot make a .ppt file available to the class, but the instructor can. The students would have to convert their PowerPoint presentation to HTML format.
- Create a topic in Discussions where students can share HTML tips. Remind the students when sharing code in order for it to be visible in a Discussions posting, you need to corrupt the code. There are a couple of ways to do this:
    1. Place a space after the **<** and before **>** brackets.
    2. Substitute a symbol such as an asterisk in place of the brackets
- Since the students have an area to store files in the course's file manager, they can share images with their peers such a placing a photo in a Discussions posting. The HTML code for this is:
  

- Students can exchange files with members of their group by uploading and downloading from their group folder.
- A group can only have one "index.html" file in their group folder. If you require the groups to make multiple presentations during a semester and you want to save the earlier

presentations you will need to rename the index.html files and move them out of the student_pres folders.

- If you want to share them with the rest of the class, you would create links to the presentations using the Content Module, Single Page or URL tools. The authors recommend the Content Module Tool for this application because it opens up a many possibilities for the instructor as well as the class.

Common Problems Encountered by First Time Users:

- When students do not demonstrate their mastery of this tool to the instructor before beginning group work, there can often be complaints either among group members or between the group and the instructor. It is a fairly simple exercise to require each group member to create a sub-folder with his/her name and then to upload two or three files into the individual sub-folders.
- If students are working in groups, make sure that they have a plan for editing their project. They need a plan in place so that they do not overwrite each other's work. Possible procedures are:
    1. Elect a leader.
    2. Take turns as editor.
    3. Use a rename system.
- Not monitoring the students' work while in progress can end up creating some difficulties later on. Keeping a guiding eye on student work seems to be a good idea for any number of reasons.
- Trying to do too much with this tool before the students and the instructor have worked with it for a little while can create frustration and errors. If you wish to try some of the advanced ideas, make sure you do proper course backups.
- Make sure the students know whom to contact with technical problems. You will probably not want to assume this role even though you will know how to use the Manage Files part of the course.
- Forgetting to put the instructor into the groups. The instructor must be part of the group to see the Discussions postings.

"How To's" for Instructors:

This is a student tool and most of the "how to" instructions in this chapter are for the students. For the instructor, the most work is simply adding the tool and creating the groups. Additional work would only be expected of the instructor if you elect to use one of the more advanced innovations for this tool.

1. Create the groups for your class.
    a. Go into the Student Presentation Tool, Designer Options.
    b. Choose either Add a group or Group generator. The group generator creates random groups in any number up to the number of students in your class. If your groups are not to be random you should probably create them one at a time.
    c. Elect to have a Private Discussions Topic with you as a member created by WebCT. You can delete these more easily than you can create them again.
2. Give your students a copy of the instructions and hints for using this tool.
3. Make sure your students know how to use this tool by checking their ability with a simple exercise such as: Have each student create a sub-folder with his/her name and upload several files into that sub-folder.

WebCT Vocabulary (see documents at www.webct.com for comparison of terms from earlier versions):

- Student Presentations: refers to the Student Presentations Tool and also is fairly interchangeable in WebCT terminology with the Group Presentation Tool or Group Tool.
- index.html: refers to a special document in any group folder that is public to the entire class.
- student_pres: special folder generated within My-Files that holds all the group sub-folders when the instructor creates any groups within the Student Presentation Tool.
- Manage Files: Manage Files refers to the entire server file structure within any one course. Within that course there are special folders. My-Files is the principal folder for uploading all course materials. student_pres is a sub-folder of My-Files, and therefore always available to the instructor. Students will not have access to any of the instructor's files. Students can only access the folders and files that are in their own group folder in student_pres.
- [Edit Files]: in the student view when a student clicks on the Student Presentation Tool icon, s/he is given a list of the groups that have been created. Any group to which a student belongs will have the [Edit Files] hyperlink beside the group name in blue. This is the only way for the student to gain access to the sub-folder for a group to which s/he is a member.

The following pages contain instructions and tips for students. We highly suggest copying them and sharing them with your class. If you have access to the electronic version of this book, you might want to put these instructions in your course.

Overview for the Student:

Student Presentations enables one student or a group of students to create a presentation and upload it to their WebCT course. To enable the class to view your presentation at any time, you must create an HTML file. The final document must be titled index.html. Other files in the group folder are not public unless linked to the index.html file. These additional files are usually pictures or graphs in a .gif or .jpg format.

If the group does not want the class to see its work while in progress then do not title your final project index.html until you are ready to go public. You can call it something like draftindex.html and it will not be public, but at least your group will know which file is supposed to be the final presentation.

Students can upload any type of file into the group folder including Word documents, Excel spreadsheets, PowerPoint presentations or movie and sound files. However, these files will not be viewable by your class. Your group members can edit or delete them.

Within the file storage area, you will see an option to edit your file. It is not recommended to edit here for two reasons:

1. Unless you know HTML very well, it is very confusing in this view.
2. When you edit here, it will over store someone else's work.

Potential problems for students include over storing each other's edits. To prevent two or more people from editing the same file and then uploading it and over storing the original and creating all kinds of confusion, the authors recommend that the instructor give the students some advice on how to use the group folder and exchange files without overwriting each other's work. There are three very simple instructions to help you avoid this from happening:

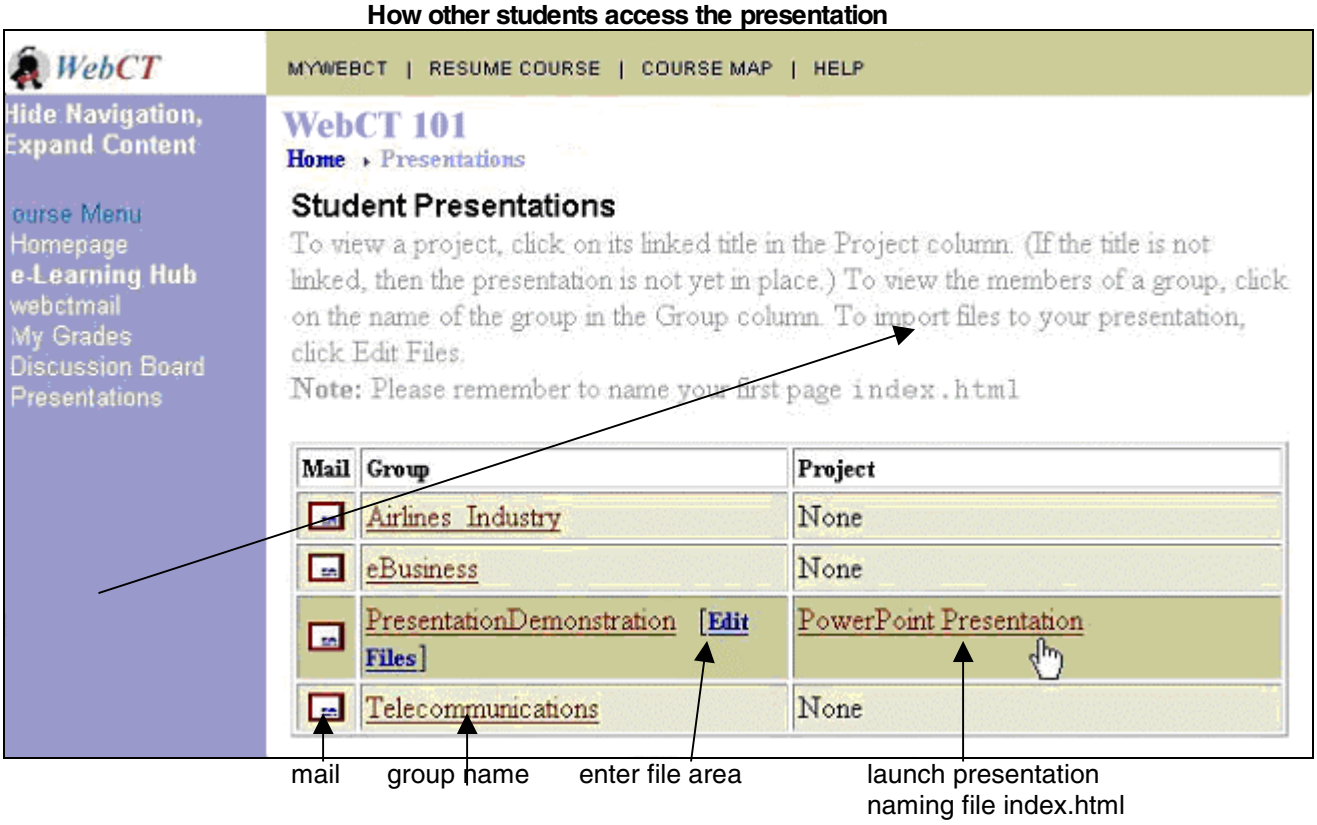
1. Have each student create a sub-folder with his/her name. Then instruct each student to only upload files into his/her named sub-folder.
2. Always change the name of any document when you make changes to it. A simple method is to add a generation number to the file. For instance, summary.doc would become summary1.doc, then summary2.doc and so on. This simple measure can save the group plenty of headaches.
3. Assign only one group member to the task of project editor. This person is responsible for coordinating all edits to the group project. This job can rotate on a weekly or monthly basis among the group members to keep from putting too much of a burden on any one group member.

"How To's" for Students:

Student View of the Student Presentations Tool

- If the course has the Mail Tool, you can click on the Mail icon to e-mail members of your group
- The Group column contains the names of the different groups. By clicking on a group name, you can see who belongs to the group.
- If you see [Edit Files], it means you are a member of that group. By clicking on the [Edit Files] hyperlink you enter your group's file area.
- The index.html file is displayed as a hyperlink in the Project column. Clicking on a hyperlink launches the presentation.

How other students access the presentation



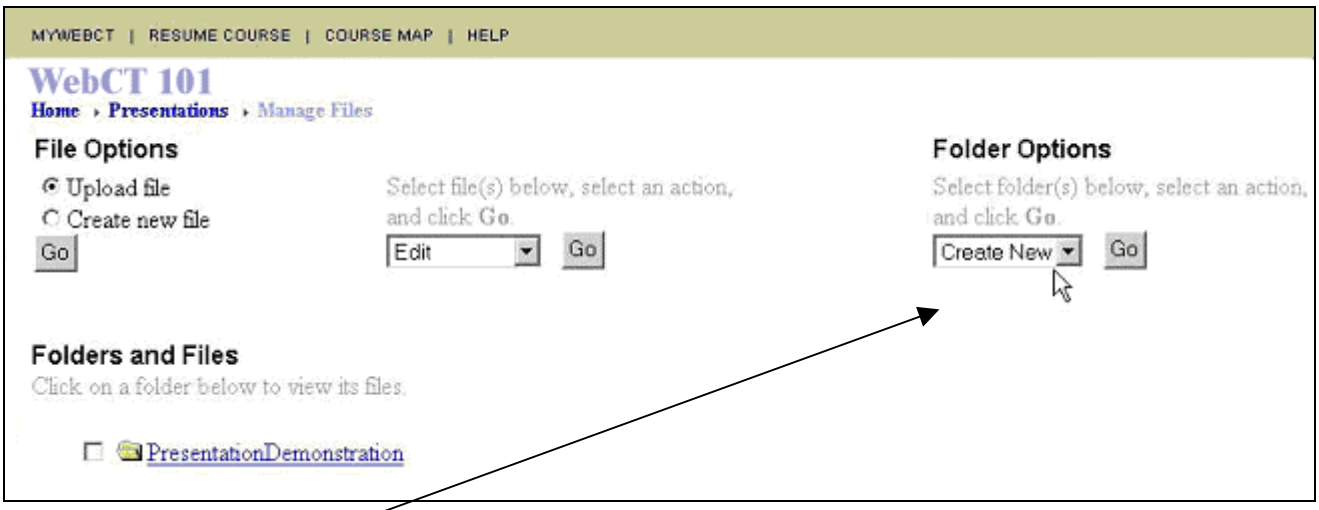
Note that every member of a group will have access to the group's files, so the group will need to decide how it is going to manage this access so that members are not overwriting each other's work. Three suggestions:

1. Create a folder for each group member and you only work on the files in your folder.
2. Select one person in the group to manage the files and editing
3. Add a generation number to any file a member edits and uploads, e.g. summary1.doc, summary2.doc, etc.

Creating Sub-Folders in Your WebCT Group Folder:

1. In the file area, you can create new folders in which to store and organize your files.
2. Click Student Presentations.
3. Click on [Edit Files].
4. Select the check box beside the destination folder of your choice. Select Create New in the list box under Folder Options.

Creating a new folder



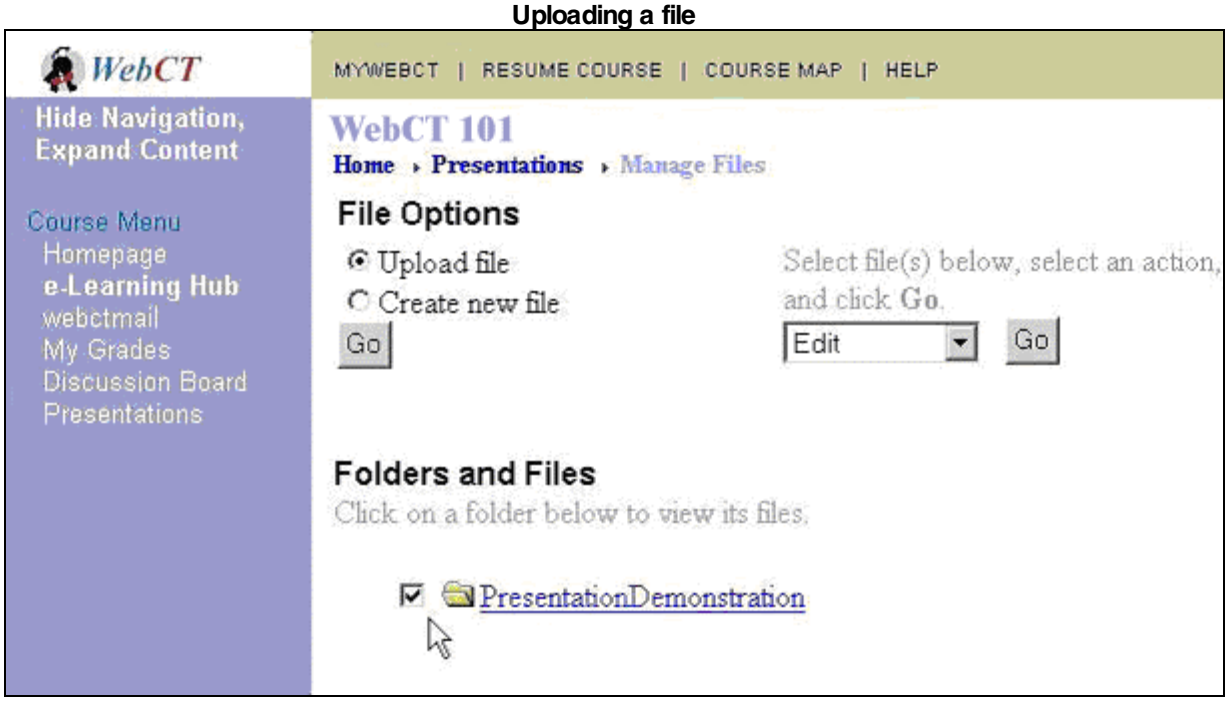
1. Under Folder Options make sure Create New is showing in the dropdown box. Click Go.
2. Enter a name for the new folder and choose the destination folder. You can have multiple sub-folders. The default for the destination folder is the Main Group folder so be careful in choosing the destination folder.
3. Note: You cannot use any special characters in folder names or file names that you create. The following characters cannot be used: **: ~ [ ] ! @ # $ % ^ & * ( ) + ` } } | \ < > , ? / ; ' "**. Spaces are not accepted so use underscore instead, e.g. summary_01.
4. Click Create. You may have to expand the folders to see your new folder if you have created several levels of folders.

Uploading Files in WebCT:

Uploading a file refers to the process of putting a copy of a file that is on a hard drive or floppy disk into the file area of the WebCT course. Again, make sure your filename does not contain any special characters or spaces. When a file is in the group file area of your WebCT course, the other members of your group can download the file to their hard drive to view it and/or change it. You can only upload one file at a time, so if you have multiple files, you would first zip them and then upload the .zip file. WebCT does have an Unzip application in the files area.

1. In the files area, under File Options select Upload a file and click the Go button.
2. Click the Browse button to go to your hard drive or floppy disk, to get your file.
3. Navigate to your file and double click on it.
4. Choose your destination folder from the dropdown list.
5. Click the Upload button.
6. You may need to expand your folders to see the uploaded file.
7. If the file needs to be unzipped, select the .zip file by checking the box next to it.
8. Click the dropdown list next to Edit and choose Unzip. Click the Go button.
9. Choose the folder where you want the unzipped files. If you do not choose the folder, it defaults to the Main Group folder.
10. Click the Unzip button.

Uploading a file



Suggestions and Tips:

- If you are converting from the original format to an HTML format**,** you must name the homepage for your presentation **index.html**. This document can either be your presentation or it can contain the hyperlinks to the other group documents. For help in creating a presentation in HTML, check out websites that have tutorials, such as Geocities or Yahoo, or http://www.webmonkey.com/, or books such as *HTML for Dummies*.
- When naming a file, which you intend to upload, use single-word filenames or insert an underscore between words. WebCT will not recognize filenames with spaces or characters that are not alphanumeric. This is the most common problem when there is an Error displayed when trying to upload files.
- You can make changes to your presentation after you have uploaded it, but be aware that each member of your group can edit your presentation, too. Your group should establish a protocol for making changes to your presentation, so that you do not overwrite changes that someone else has made.
- If you are using index.html to make your presentation public, that file must be in the Main Group folder, not in a sub-folder.
- Remember that the HELP files in WebCT will give you step-by-step instructions for this tool.
- There is a great student resource at http://www.webct.com/ask_drc where you can ask questions about this or any other WebCT tool. You can also ask academic questions.
- There is a free HTML tutorial at http://webct.com/workbench/.
- Try creating your final presentation in Netscape Composer, which is a simple HTML editor.

Presenting Your Work to the Class:

If you have chosen to upload your presentation as an original format file (PowerPoint, Word, Excel, etc), in order to show it to your fellow students, you will need to hyperlink the original files in a document titled index.html. You will need to know basic HTML coding in order to accomplish this. If you do not know HTML coding and still want your original documents to be accessible by the other students, the instructor may attach your Word document or PowerPoint document to a Content Module.

If you convert a PowerPoint file to HTML, an HTML document is created with a name based on the name of the file. For example, the title of your presentation might be “Microorganisms” but for brevity the file is named Micro. So your new HTML document would be named Micro.html. In order for your classmates to see the converted presentation, you must rename that document index.html.

Student Homepages Tool

Overview for the Instructor:
The Student Homepages Tool allows students to create simple homepages within the course for the other students in the class to view. In WebCT Add a Page or Tool Student Homepages is classified as a Study Tool. In this book we included it in Communication Tools because the students use it to convey any information they want to share with their peers about themselves. This can serve as a good exercise in getting the students into the course and helping them to feel that they have a real presence and are not just names in a list. Allowing students to add some of their own information offers the students a sense of ownership of their learning environment, and this is a key ingredient to a successful online experience.

Overview for the Student:
The Student Homepages Tool is a student tool. Once given access to the tool, the student can create his/her homepage within the course. Look for this to be accessible from myWebCT in the next version or soon thereafter. For a simple design with no real crucial meaning, it is not necessary for students to know HTML. If they want a flashy site, they will have to use HTML coding. Remember there is online help within WebCT, which will guide you in creating a simple web page. There are also many web sites on the Internet, which will explain HTML coding.

Pedagogy:
- Promotes active learning.
- Appeals to the constructivist student.
- Promotes student-to-student interaction.
- Promotes the learner-centric approach
- Reinforces a sense of ownership and hopefully responsibility in the student

Uses and Advantages:
- Gives students a chance to share some of their personality with other students.
- Allows students to share personal information for contacting each other outside of class; e.g. home phone numbers.

Accessibility and Usability (versions 3.0 to 3.6):
The accessibility of this tool depends entirely on how the students create their Homepages. This is also a very good opportunity to raise everyone's awareness about accessibility on the Internet.

Suggestions and Tips:
- Give this as an opening assignment. One, it is usually fun. Two, you will find out quickly which students have good Internet skills. Three, it can help bring the students together.
- Advise the students that there are many online sites that give HTML tips.
- Some instructors make a contest out of it and let the students be the judge of the winner(s): Most attractive, most innovative, most accessible, most informative, etc.
- How or if you relate the Student Homepages to your course or discipline is a matter of choice.
- The instructor can edit a student's homepage. This can be a mixed blessing.

Common Problems Encountered by First Time Users:
- Non-participation. The students may need some encouragement to put up their homepage. This is not generally so, but anticipate it.
- Students coming to you for HTML expertise. You should make it very clear that you are not the technical support for the students. However, you might encourage them to put valuable resources on their Homepages that other students might use.

- It can be intimidating to students who have little or no Internet or web design experience. You will probably need to accommodate these students by pointing them to a tutor or pairing them up with another student who has the expertise. In a distance course, you will probably just have to give some encouragement for them to ask a friend for help

WebCT Vocabulary (see documents at www.webct.com for comparison of terms from earlier versions):
There is no special vocabulary for this tool.

"How To's" for Instructors:

This tool is specifically for the students, although if you have a student persona in the course, you can use it also. However we recommend having a "Meet the Instructor" link on the Homepage as opposed to using this tool.

As the instructor/designer, the only action you have to take is to Add the tool to your course. You might also want to remind the students to follow the directions in the online HELP files to create a simple web page. If they want to have a more polished look, refer them to online HTML tip sites such as www.webmonkey.com.

The online HELP files are very complete. We have nothing more to add so we will direct you to the online HELP.

Tools for Content
Uploading, Presenting and Adding Interaction

This section of tools deals with presenting content or working with content. How you handled course content online is as varied as you can imagine. You can elect to use WebCT as a sort of depository for course materials, or you may chose to make your content as interactive and engaging as online technology will allow. Remember start simple and evolve.

Manage Files is included in this section because you will need to understand about Manage Files before uploading your materials into WebCT. Manage Files is the longest chapter in this section, which contains the following topics:

(Note: S = Simple, I = Intermediate, A = Advanced)

- Compile Tool and similar features (S, I, A)
- Single Page Tool (S)
- Syllabus Tool (S)
- URL Tool (S)
- Content Assistant (S)
- Manage Files (S)
    - Zipping Files in WebCT
- Content Module (I, A)
- Five Steps to Putting Content into WebCT
- Self Test (S, I, A) can be used as stand-alone
- Glossary (S, I, A) can be used as stand-alone
- Search (S, I, A) can be used as stand alone tool for students to search the course
- My Notes (also called Take Notes or Annotation) (S)
- Links to a content page (I, A)
- Audio Links (I, A)
- Video Links (I, A)
- Reference Tool (A)
- Index Tool (S) but labor intensive
- Image Database (A)
- CD-ROM Tool (A)

Manage Files

Overview:
Manage Files is intended to be your online filing cabinet for your course. Therefore to make the most of this space, it is a good idea to organize files into meaningful folders so you can easily locate them. The thing to avoid in Manage Files is disorganization.

A huge benefit of Manage Files is that it resides on a remote server, which is accessible from anywhere in the world (assuming your administrator allows this). This means you can work on your course from anywhere without having to carry around disks or CD's.

Many of the tools within WebCT use various files that you upload into Manage Files. These can include HTML, text (.txt), graphic files (.jpg, .gif, etc.), or any other file type. WebCT does not "support" any file types for viewing over the web. What can or cannot be seen over the web is determined by a combination of settings on the WebCT web server, your computer, and the configuration of the web browser you use. What WebCT does is include many common and basic mime types. Mime type is a technical phrase that means your web server can recognize certain file extensions and then know which software to use to view it. When the correct mime type is present, if a student clicks on the link for that file, the file should pop up a window that asks the student if s/he wants to view the file or save it to a disk. If the needed mime types are not present, when the students click on the link to the file, they will get either an error response or the file will open and be computer gibberish. This second error happens because your browser is trying to read the file, but cannot. Your WebCT administrator is responsible for adding the correct mime types to your server. This is probably more information than you wanted to know, but we are providing it here to reinforce this fact: *if your students cannot access a file in WebCT, you should contact your WebCT administrator*.

The list below contains the more commonly used file types:

Extension	File Type	Status
.htm, .html	Hyper Text Mark-up Language	web-ready
.txt	Text	web-ready
.rtf	Rich text format	web-ready
.gif	Graphical Interchange Format	web-ready
.jpg, .jpeg	Joint Photographic Experts Group	web-ready
.tif, .tiff	Tag Image File Format	web-ready
.png	Portable Network Graphics format (Only supported by newer browsers)	web-ready
.ram, .rm	RealAudio	Student may need a plug-in
.mpg, mpeg	Moving Picture Experts Group	Student may need a plug-in
.movie	QuickTime Movie	Student may need a plug-in
.doc	Microsoft Word document	Student may need a plug-in
.ppt	Microsoft PowerPoint presentation	Student may need a plug-in
.xls	Microsoft Excel spreadsheets	Student may need a plug-in
.avi	Microsoft's video file format for Windows	Student may need a plug-in
.wav	Microsoft's audio file format for Windows	Student may need a plug-in
.pdf	Adobe Acrobat Portable Document Format	Student may need a plug-in
.swf	Shockwave Flash files	web-ready in most browsers
.zip	Several files compressed for ease of uploading and downloading	Students may need to obtain a free zip program (see "Zip")

The complete list of mime types is available at the WebCT Support Knowledge Base Article ID: KB0000000000555, which can be found by going to http://help.webct.com/knowledgebase typing "mime" in the Keyword Search box and then clicking Go. You should get a list of related

hyperlinks; click the link that says, "Where can I find a complete list of MIME Types?" In the instances where a student may need a plug-in, there are free downloads available online. To find this information go to http://www.webct.com/ and in the search box type the word plug-in.

Within the Manage Files are two default folders: My-Files and WebCT-Files. Think of the My-Files folder as your work area and the WebCT-Files folder as the WebCT default files that come with each course. You cannot save, delete or edit any of the files within the WebCT-Files folders.

All of your files will go in the My-Files area in the folders you create and name yourself. Manage Files is intended to be the storage space for your course files. You should organize these files into meaningful folders so you can easily locate them.

WebCT is not a document editor therefore, we recommend doing all content and/or file editing off line, and then uploading into My-Files. If it is a previously uploaded file, when uploading again, you will simply overwrite the earlier version of that file, unless the file name is changed before uploading. In order to keep a sense of order and organization we recommend that you maintain the same file structure that you create inside WebCT on the hard drive of your personal computer. Why do we suggest this? It is because many files can have the same or similar names, and in large courses we have found that duplicating the folder/subfolder organization between WebCT and your hard drive reduces the errors from overwriting the wrong files, not uploading into the correct folder, or some other mistake that a well-ordered filing cabinet might prevent.

Uses and Advantages:

- Uploading and storing all files used in your course into one, password-protected, easy-to-access place.
- Keeps files organized within folders. This makes your entire course building much smoother and faster and less error prone.
- File Options: Edit, Copy, Move, Rename, Delete, Zip, Unzip, Uppercase, Lowercase and Download.
- Folder Options: Create New, Delete, Rename, and Zip.
- Makes a course portable across platforms and to other servers.

Accessibility and Usability (versions 3.0 to 3.6):

- Accessibility is not included for Designer Options in this version of the book.

Suggestions and Tips:

- Within Manage Files are two default folders: My-Files and WebCT-Files. Think of the My-Files folder as your file storage area. All of your files will be contained in the My-Files area in the folders you name and create yourself. The WebCT-Files folder holds the WebCT default files that come with your course. You cannot save, delete or edit any of the files within the WebCT-Files folder.
- We do not recommend using the Creating New file option unless you are very good at hard coding HTML. This is an advanced feature and not a good idea for the novice user. However, this can be very handy for those who know HTML and wish to create a short document quickly. It is also handy for those using the CD-ROM Tool and creating mirror or dummy files (see chapter on The CD-ROM Tool).
- The thing to avoid in Manage Files is disorganization.
- Once you have a file structure set up on your hard drive or disk, you can zip the files and the file structure will be maintained. Upload the zipped file, and unzip it in My-Files. The structure of the files and folders will be maintained. You can also do the reverse.
- Set up your file structure as you build the course inside Manage Files, and then zip the My-Files folder. Download it and unzip it on your hard drive to duplicate the course file structure. Either method is a huge time saver.

- Why do we recommend this mirror system? Many files can have the same or similar names. All HTML conversions from PowerPoint create files with the same names, and you would not want to over store one presentation with another. In classes with even a modest number of files, we have found that creating a mirror file system on your hard drive cuts way back on the errors from overwriting the wrong document, not uploading into the correct folder or some other mistake that a well-ordered filing cabinet might prevent.
- If you wish to edit the default graphics from the WebCT-Files, you cannot download them or edit them from their current folders. You can, however, zip the entire WebCT folder and store it in the My-Files area. Then you can download and unzip and edit those files in anyway you see fit. Remember, however, that to use the images outside of a WebCT course or project might violate copyright law.
- The icons inside Manage Files are quite small and you may not notice the difference between a file and a folder at first. We usually type our folder names in all caps and file names in all lower case to help make this distinction a little more apparent.
- WebCT was not developed as a file-editing program, we recommend doing all content and/or file editing off line, then uploading and storing over the original document within WebCT.
- Unfortunately, you can only upload one file at a time. It is highly recommended that you zip multiple files for uploading. There is a built-in unzip feature within WebCT. You can get a free zip program from www.winzip.com. Macintosh users must add file extensions to files before uploading. They can use the Mac zip software called Stuff It.
- Learn to use a zipping program. The time spent learning these very simple applications can save you hundreds of hours of work.
- You can spend a ton of time in Manage Files scrolling, particularly if you are previewing files to make sure they are the correct files. This is one of those cases where using the Back button on your browser will actually save you time. If you preview a file and use the Back button, you will usually be returned to the same place in Manage Files that you left rather than starting at the top again. When checking out the graphics in the WebCT-Files, this can save you plenty of time.
- Refer to the chapter on Student Presentations for information about the students' access to Manage Files.

Common Problems Encountered by First Time Users:

- Disorganization. There is currently no Find or Search feature within WebCT. That is why we stress the use of meaningful names. Good folder structure makes life so much easier. If you mirror the file structure that is on your hard drive, you could at least search for a file there and then know where to locate it in WebCT.
- Not uploading into the correct folder and hunting for files. Sometimes, it is easier in a course with many files stored in My-Files to just upload the file again in the right place than to hunt for it.
- Not realizing there is no recycle bin on the WebCT server. When you delete something from your WebCT course, it is gone. If you delete files or folders in the My-Files area, they are gone. If you change your mind, you would need to upload them again or ask your Administrator to reset your course from a backup.
- Not creating folders in Manage Files and over storing files with the same name.
- The number one error associated with Manage Files is naming your files or folders with the wrong characters or spaces. This usually happens when you have used an application (e.g. Microsoft Word) in which spaces were acceptable for naming files. WebCT however, will not allow you to upload a file that has spaces or special characters in it. Make sure there are no trailing spaces at the end of the file name either.

- Zipping files with inappropriate file names and then trying to unzip them in WebCT. WebCT will let you upload a zip file if it is named correctly, but if it contains files with spaces or special characters in the names they will not unzip. Make sure your files have the correct naming convention before you zip them. WebCT will alert you as to which files it did not unzip.
- The dropdown list of options sometimes slips off the option you select when you release the mouse button and instead of downloading a file, for instance, you change the name to lower case. This happens to everyone just double-check your dropdown options before clicking Go.
- You cannot make a copy of a file in the same folder. You can only make a copy of a file if the copy is to be placed in a different folder. This is not like most operating systems and causes a little confusion.
- If you have attached files to Single Page icons or Content Modules and then reorganize your filing cabinet, the links to those icons will no longer work. This is another reason for trying to create a little order before doing too much work in Manage Files.
- The folder icons look almost the same when they are open or closed. It is very easy to think your files are missing and not notice that the folder icon is closed. This is not an error so much as an oversight that causes anxiety in the instructor/designer. Do not panic; double-check your icons to see if the folder is closed.
- Double-check everything in Manage Files. Whether you are unzipping, uploading, downloading, renaming, moving files or creating folders, always double-check the names in the text boxes and the dropdown options you have chosen. This can save you a great deal of frustration and wasted time.

WebCT Vocabulary (see documents at www.webct.com for comparison of terms from earlier versions):

- Manage Files was referred to as File Manager in earlier versions.
- My-Files: the folder for uploading your course materials was previously called Course Files.
- Directories are now called Folders. Folder: same as a sub-directory for Windows users. For MAC users the folder terminology is already familiar. In earlier versions of WebCT, folders were called “sub-directories.”
- WebCT-Files: the folder that contains all the WebCT graphics such as icons, banners, backgrounds, and clip art. WebCT-Files replaces WebCT Built-In Files.
- What was once called a radio button is now called an option or selection button.
- Chat: special folder created when you use the recorded chat rooms.
- Room1.txt: title of the file in the Chat folder that comprises the chat log for the first chat room. Even if you change the name of the chat room in the chat tool, the chat log file will still be titled Room1.txt.
- Room2.txt, Room3.txt and Room4.txt. See Room1.txt
- Whiteboard: special folder created when you use the Whiteboard tool and save an image.
- stud_pres: special folder created when you use the group generator or add a group with the Student Presentation Tool.
- Group01: special folder created for a group created using the group generator. All groups created this way will have this naming convention. Group02, Group03, Group04 etc. If you change the name of the Group, you MUST do it inside the Group or Student Presentation Tool. If you change the name of the folder for a group while in Manage Files, the name of the group will not be changed. The reverse however works just fine. When you change the name of the group the folder name will be changed. After the group folders have been created then you or your students may

create sub-folders within each group either through the Student Presentation Tool (for students) or through Manage Files (for instructor).

"How To's" for Instructors:

Accessing the Manage Files Area:

There are two ways to reach the Manage Files area of your WebCT course:

1. Click on Manage Files in the Control Panel Visible to Designers on the left hand Navigation bar.
2. Click on View Designer Map in the Control Panel Visible to Designers on the left hand Navigation bar. The fourth column from the left is the Manage Files area. When you click on any of the choices in that column, you jump immediately to that File Option in the Manage Files area. For example if you click on Upload File, the next screen you see is the Upload File screen from which you browse and then upload.

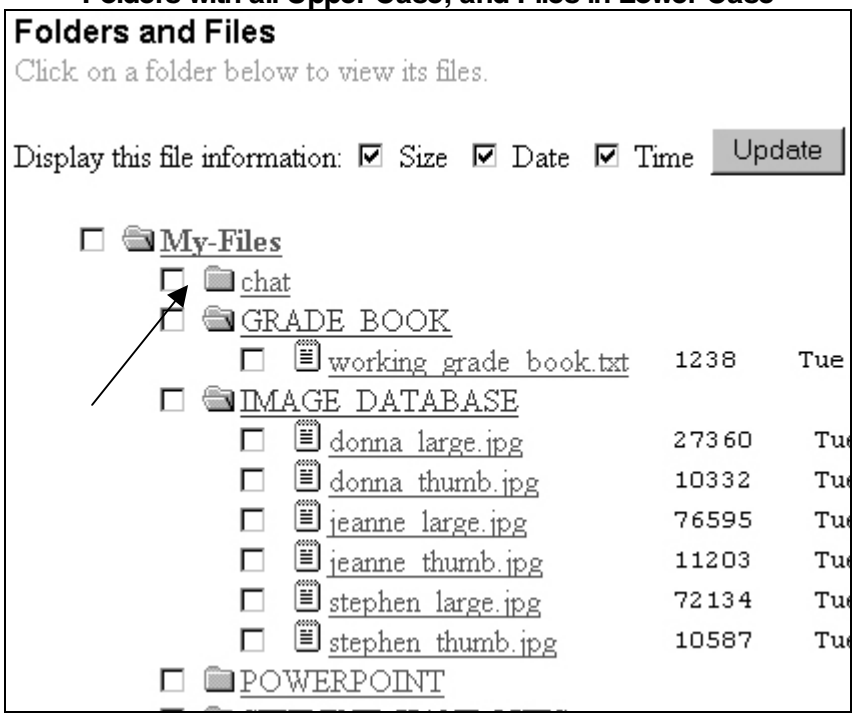
Characters to avoid when naming your files:

WebCT does not accept the following in files and folder names: spaces, tabs, line feeds, or carriage returns. Nor does it allow these special characters:

:	colon	~	tilde	[ ]	square brackets	!	exclamation point
@	at sign	#	number sign	$	dollar sign	%	percent sign
^	up caret	&	ampersand	*	asterisk	( )	parentheses
+	addition symbol	`	grave accent	{ }	curly brackets	|	pipe bar
\	back slash	< >	angle brackets	,	comma	?	question mark
/	forward slash	‘	apostrophe	“ ”	quotation marks	;	semi-colon
=	equal symbol						

You may use an underscore to give the_illusion_of_spaces. For easy recognition, we suggest using capital letters to name folders and lower case letters for file names. Keep that convention in mind when you are naming files and folders outside of WebCT that you intend to upload for use in your course.

For easy visual purposes we have named Folders with all Upper Case; and Files in Lower Case



Chat folder is automatically generated and named by WebCT to hold chat logs.

Creating Folders:
Before uploading, it is a good idea to create folders with meaningful names.
On the upper right you will see Folder Options.
With Create New showing in the dropdown box, click Go.
You can then create folders and subfolders. Note that the default is to put the new folder as a subfolder of My-Files. If you want it under any other folder, you would need to click on the dropdown box and choose that folder before you click on the Create button.
Click on the drop down arrows to see the four different actions you can take with folders: Create New, Delete, Rename and Zip. The online HELP feature will give you step by step instructions on how to take those actions. You can only act on one folder at a time.
There are some special folders related to certain tools that WebCT automatically creates. These are: chat folder, student_pres folder, and whiteboard folder. Information about these folders can be found in the online HELP under Manage Files, Special Folders.

Organizing Your Files and Folders:
How you create order within your filing cabinet (Manage Files) is not so important as that the order makes sense to you. This is your filing cabinet; you will have to find things; organize in a way that is meaningful to you. You might want to try and keep the order fairly intuitive as well rather than using codes since someone might inherit your course; you might have to team teach it; you might get to sell it; or maybe if you are real lucky your institution will give you a Teaching Assistant to help you.

- Some instructors organize by naming their folders for the file types they are going to upload: PPT or POWERPOINT, HTML, IMAGES, PDF.
- More instructors organize by lesson or chapter: CHAPTER_ONE, CHAPTER_TWO, LESSON_ONE, etc.
- Others choose time: WEEK_ONE, WEEK_TWO, WEEK_THREE

- Still others choose a combination of styles such as: WEEK_ONE and under that folder they may have PDF, POWERPOINT, and IMAGES. Or the reverse, POWERPOINT and under that LESSON_ONE_LECTURES, LESSON_TWO_LECTURES, etc.
- Remember that WebCT creates several folders if you use certain tools like the Chat Tool, Whiteboard and Student Presentation Tool. Therefore you might want to continue along those lines and create a folder called SYLLABUS, GLOSSARY, QUIZ, CONTENT_MODULES, SINGLE_PAGES, etc.

The most important idea about your organization is that it be easy and meaningful. It does not need to be complicated or overly organized, but some order will be necessary if you hope to keep building your course and not have to keep reorganizing each semester to accommodate the new features and content you have added.

Uploading Files:
There are five simple steps:

1. Choose Upload File and click Go.
2. Browse your disk or hard drive to find the file.
3. Click Open to select that file.
4. Choose the folder from the dropdown list in which you will upload your file. When this step is overlooked or gone through too quickly, you wind up uploading your files into the wrong place, and then having to hunt for them. This hunting for files consumes more wasted energy in Manage Files than almost any other error.
5. Click Upload.

Unfortunately, you can only upload one file at a time. It is highly recommended that you zip multiple files for uploading. There is a built in unzip feature within WebCT. (You can get a free zip program by going to www.winzip.com.) (Macintosh users must add file extensions to files before uploading and can use the Mac zip software called Stuff It.)
The file extensions mentioned earlier that are web-ready formats can be used within WebCT without the end-user requiring a plug-in or the originating software. Manage Files will store any files, including those that are not web-ready, such as .doc (Microsoft Word native file format) and .ppt (Microsoft PowerPoint's native file format) so that all your course related files are together in one place. However, it is important to remember that file formats like .doc and .ppt are not web ready and would require the end user to have the program or plug-in that allows viewing on their computer or the file would need to be converted into a web ready format such as an .html file.

Zipping and Unzipping in WebCT

Overview:
Zipping and Unzipping in WebCT are functions within Manage Files. "Zipping and Unzipping on your Computer" is a separate chapter in Section 2. In WebCT, zipping and unzipping is very simple and more intuitive than outside zipping programs. Zipping is also broken out separately because of the many innovations this feature enables both for your convenience and protection.

Suggestions and Tips:

- Zip files for easy download or moving to another folder.
- Zip folders for making easy mirror file structure on your hard drive.
- Zip folders for quick download of student work. This is especially useful within the stud_pres folder.
- Zip folders to create mini-back-ups of student work or your files.
- Zip folders to share aspects of your course with another instructor.
- You cannot download or edit the WebCT-Files**.** However, you can zip all the WebCT-Files and store it under My-Files**.** Once you have the zip file in My-Files you can download it for editing off line.
- Unzip files that have uploaded together as a unit such as PowerPoint conversion files.
- Unzip your entire file structure. As recommended under Manage Files, keeping the same structure for files and folders on your computer and within WebCT can save you from making mistakes. So whether you create your initial structure on your computer, zip it, upload and unzip it in WebCT or the reverse, this is the tool that can make the process quick and easy.

Common Problems Encountered by First Time Users:

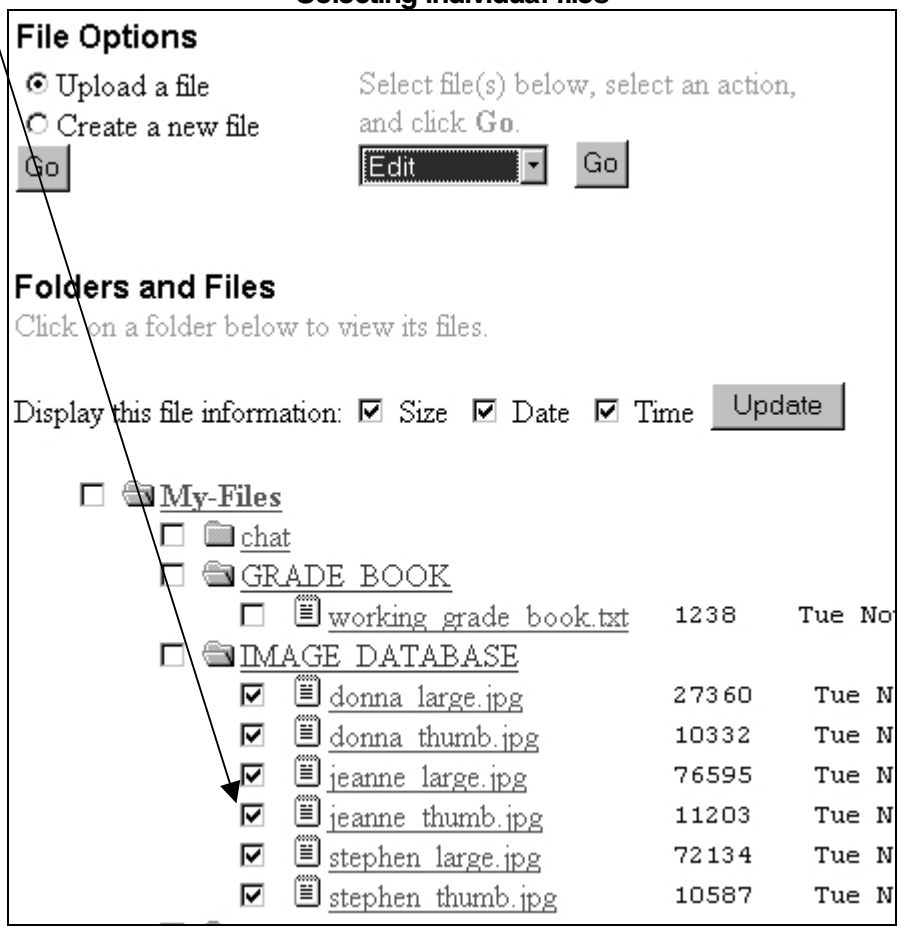
- Losing your files. It is easy to zip files together and then forget where you stored the zip file.
- Not naming zip files with meaningful names. This is another contributing factor to losing files. Too often when in a hurry or doing a one-time operation, it is tempting to give a simple but meaningless name to a zip file such as "aa.zip" or "test.zip" or "misc.zip." These zip files may not be as temporary as we think and quickly become meaningless. Develop the habit of always naming your zip files with a name that will mean something in a month or two.
- Unzipping your files into the wrong folder. When you select Unzip from the file options, it is easy to miss the dropdown list that tells WebCT into what folder you want to unzip your file. The default is My-Files. Everybody makes this mistake over and over and not just the new users either.
- Not keeping strict order in the Manage Files area. For instance, if you upload a zip file into your GLOSSARY folder by mistake and it belongs in your SYLLABUS folder, the authors recommend that you first move the zip file into the correct folder and then unzip it. Although you can unzip the folder from one place to another, if you should need this zip file a second time (and you probably will) you will either have to remember that it is in the wrong folder or go hunting for it. Hunting is very time-consuming and frustrating with Manage Files because there is no Find or Search feature.
- Unzipping files that have illegal characters in the file names. It is easy to zip files together that have these illegal characters, but you cannot unzip them. However, what will often happen is that some of the files will be okay and others will not and you will wind up wondering where the missing files are. Always pay attention when unzipping to make sure all the files are unzipped successfully. WebCT will give you an error or confirmation message each time and it will identify by name those files with illegal characters.

How To Create a Zip File in WebCT:
In WebCT you can select either files, or folders, but not both at the same time, to be zipped. You can only zip one folder at a time but you can zip multiple files at once. You can zip all the sub-folders within a folder but not multiple folders at the same level. You must first go to the Manage Files area of your course. Students would go to the Student Presentations area, if available.

Zipping Files:

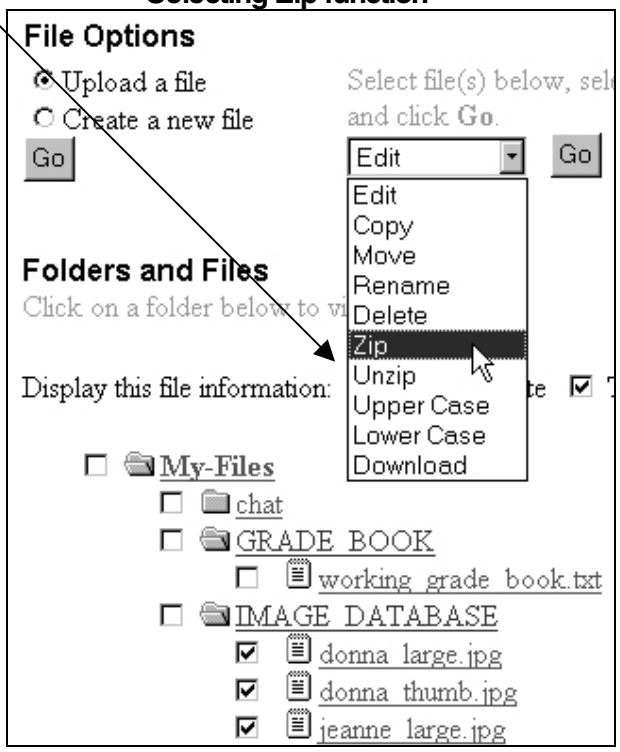
1. Select the files you want to zip using the checkboxes to the left of each file.

Selecting individual files



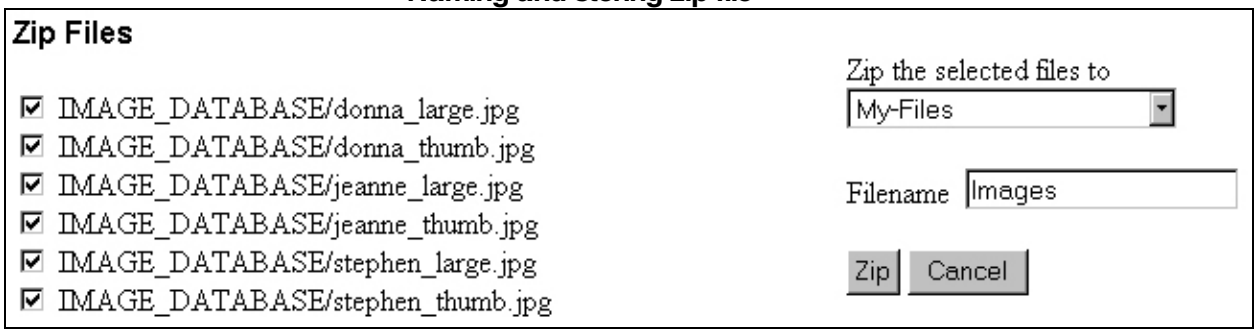
2. Select the Zip function using the dropdown box under File Options and click Go.

Selecting Zip function



3. Name the file and choose a location in your file structure for the zip file to reside. Remember to make the name meaningful and put the file in the proper folder for easy finding later. Click Zip**.**

Naming and storing zip file

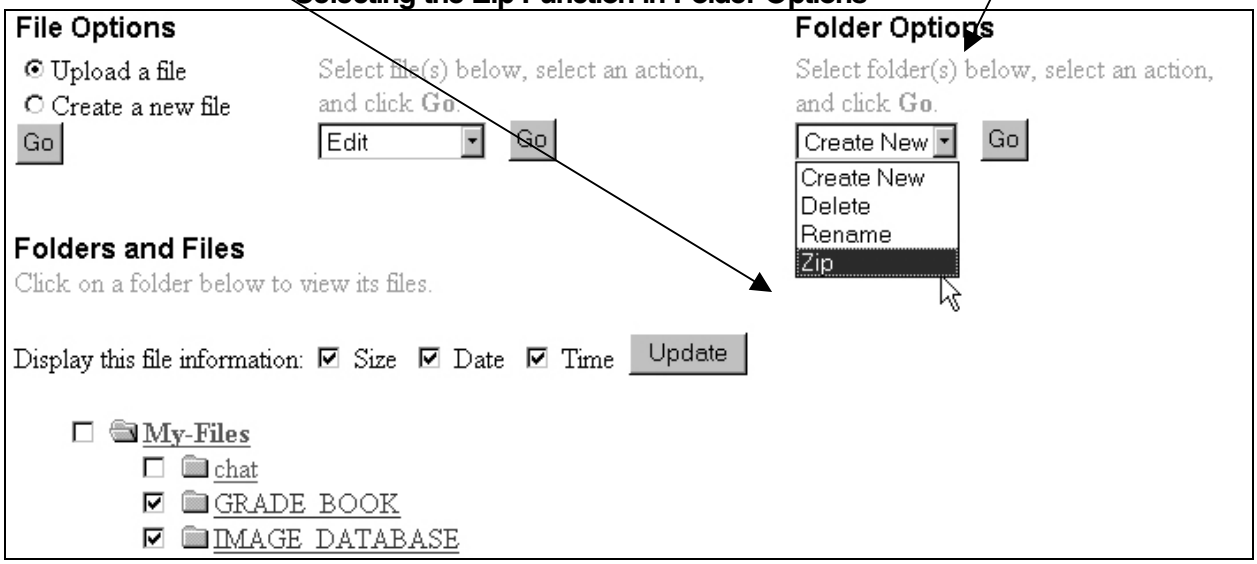


4. The file is now zipped and ready for download or some other action

How To Zip Folders:

1. Select a folder using the checkbox to the left of the folder. You can only do one folder at one at a time. WebCT automatically includes all the sub-folders and files for this folder.
2. Select the Zip function using the scroll down under the Folder Options heading.

Selecting the Zip Function in Folder Options



3. Be sure to give the zip file a meaningful name and to store it in a place within Manage Files that makes sense to you and so you can find it easily later. This is the same as the procedures found above for zipping files.

How To Zip All Your Files to Make a Mirror File Structure on Your Hard drive:

You can mimic the file structure you have created in WebCT on your hard drive by zipping the My-Files root folder in the Manage Files area and downloading and unzipping it on your hard drive. Maintaining this structure both online and offline is a great way to keep a WebCT course organized, and can reduce the amount of time an instructor spends tracking down files.

This is very simple. Follow the instructions for Zipping a Folder above only be sure to select the **My-Files** folder as the one you wish to zip. Once it is zipped, you can download it and unzip it on your computer and you have a duplicate file structure and files on your hard drive in only three easy steps. Note that this way avoids errors of spelling and memory as well.

Final Reminders:

- You will need separate zip software on your computer to make the most of your time using WebCT. If you try to upload all the files one at a time, you will probably not have time to teach.
- To unzip your WebCT files, you will also need separate zip software.

Suggestions and common software used are: WinZip for PC users or Stuff It for Macintosh. There are other programs and WebCT will probably work with most of them, but you might have to check just to make sure before purchasing them. Remember if the store has an Internet connection you can test these software from the store. Be sure to close out all browsers when you finish if you do check these things in public.

The Single Page Tool

Overview:
The Single Page Tool allows you to display any file that has been uploaded into your WebCT My Files area for students to view.

This is perhaps the simplest tool for presenting content to students. However, with the ease of use come some limitations. Basically the Single Page does not interact with other WebCT tools or the various tracking features of WebCT. The Single Page does have its place because of its ease of use. It is especially handy for presenting material to students when you do not need to track if students have visited the page. Some possible uses of Single Page usage are:

- To give special instructions for an assignment or how to use a WebCT tool.
- A page containing links to outside websites.
- An example of how an assignment should be formatted
- As a FAQ's (Frequently Asked Questions) page.

Pedagogy:

- Faculty-to-student communication.
- Promotes active learning.
- Is a student-centric tool.

Uses and Advantages:

- Allows novice WebCT users to present content and information to the students.
- Good way to attach pages that offer WebCT instructions or resources.
- Some instructors use this for Quote of the Day, Joke of the Day, Cartoon of the Day or other material that may or may not relate to the course, but help add some of the personality of the instructor and/or contributions from the students.
- Attach original file formats using this tool while attaching converted HTML files with another method. Some students prefer to work with Word files and other MS Office applications, instead of HTML pages.
- If you already have a web page that contains your course, you can zip together and upload the entire website into WebCT. Attach the first page to the single page tool and the links will remain intact.

Accessibility and Usability (versions 3.0 to 3.6):

- The interface is accessible. The choice of whether to have the tool open in the same browser window or a new browser window affects the usability and user-friendliness for students using assistive technology.
- The accessibility of the material that is presented with this tool is the responsibility of the author of the material. WebCT cannot make an inaccessible document or web page accessible by attaching it to the Single Page Tool.
- Attaching original format documents of some content. Examples, PowerPoint files that have been converted to HTML, for some, having the original document available is a big advantage. This is similarly true for other documents. Those documents may be more accessible in the original format than in the converted HTML format.

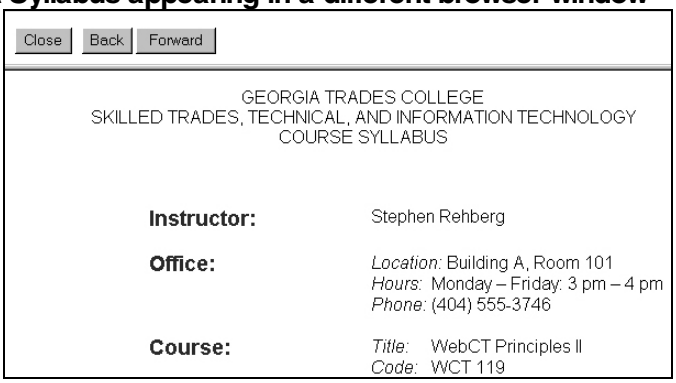
Suggestions and Tips:

- It is generally more accessible to have the Single Page Tool open in the same browser window. It is definitely more user friendly for students using assistive technology.
- Use the Single Page Tool to mount your content until you are familiar with the Content Module. This is a good way to present content, but does not offer much potential for including interactivity.

Common Problems Encountered by First Time Users:

- Attaching HTML documents that are very long or the equivalent of many pages. This becomes very tedious for students to read and can slow down their access because of the file size.
- Putting too many Single Page icons on the Homepage or any Organizer Page. This becomes confusing and difficult to navigate. If you are going to use more than a couple of the Single Page icons, you might choose to add an Organizer Page icon and then put the Single Page icons on the Organizer Page. For instance, if you have ten pages/documents to present, you might add an Organizer Page called Course Lessons and then on that page, add the ten Single Page icons for Lessons one through ten. (See Organizer Page Tool for more examples of its use.)
- The Single Page Tool when opened in a new browser window opens with two frames. The top frame has Forward, Back and Close buttons. These buttons do not mean what students would initially think. If your document has no other pages that are linked by their own internal hyperlinks, then these buttons never come into use. This is another reason to have this tool open in the same browser window.

A Syllabus appearing in a different browser window



WebCT Vocabulary (see documents at www.webct.com for comparison of terms from earlier versions): No special vocabulary for this tool.

"How To's" for Instructors:

The online HELP files are very complete. We have nothing more to add so we will direct you to the online HELP.

The Syllabus Tool

Overview:
The Syllabus tool allows you to create a customized syllabus for your course or attach a web-ready HTML file that you created somewhere else.

The tool contains the following built-in section headings for building your syllabus:

- Course information. Contains fields for course title, number, description, prerequisites, location, meeting dates and times.
- Instructor information. Contains fields for name, address, office hours, etc.
- Course goals
- Policies information
- Textbooks information
- Course requirements
- Lessons, which are assignment information; for example a reading assignment.
- Customize – this option allows you to create any section heading and information that you may need and is not in the built-in options above.

If you already have a syllabus in a text or HTML file, you can import it and use it instead of inputting information into the predefined syllabus sections. This is the most common way of putting up a course syllabus. This option will be covered at the end of the "How To" section.

Pedagogy:
The pedagogy for the Syllabus Tool is the same as for a syllabus in general.

- Addresses the learner who likes the overview.
- Accommodates the advanced organizer.
- Addresses the linear learner.
- Promotes time on task.
- Can help to set high expectations.
- Communicates from faculty to student anything pertinent to the class.

Uses and Advantages:

- Using the Syllabus Tool allows the instructor to build a syllabus on the fly as s/he develops a course.
- Creates a fully accessible syllabus without having to know about accessibility over the web.

Accessibility and Usability (versions 3.0 to 3.6):

- As already mentioned, if you use the Syllabus Tool to build a Syllabus rather than attaching a file to it, then this tool is completely accessible and user friendly.
- If you attach a file to the Syllabus Tool that you have created, then the accessibility depends on that particular file and how it was created. This would be outside of the control of WebCT and would be solely the responsibility of the author.

Suggestions and Tips:

- You can cut and paste text into these boxes from other programs or files.
- You can use HTML coding in the various sections of this tool.
- In order to add your picture you will need to use HTML code to call your picture from the Manage Files area of the course.
- You can change the title of any of the sections and if you want, using HTML coding to change the color and size of the font in the title.
- Rather than being date specific such as "First paper due Oct 3, 2001," we suggest "First paper due Wednesday, Week 7 of the semester." This way you will not have to update the dates for the next semester. You, of course, can be date specific in the Calendar Tool, but it does not hurt to be more general in your Syllabus.

Common Problems Encountered by First Time Users:

- Before you spend a bunch of time creating a Syllabus with this tool you should be aware that the Syllabus you create is not exportable or portable to another course or section of the same course. You can, however, save the Syllabus as an HTML document, then upload that and attach it using the attach file option in other courses. The advantage to this is that you then have an accessible HTML document without having to know HTML.
- The look of the syllabus created by this tool is the same for every course. You do not have the ability to change the colors.
- Some instructors are not sure how Policies, Course requirements, and Course goals are defined by this tool. The way they are defined and used are up to the instructor. If they do not fit your need, then use the customize option.
- Adding a section does not make it visible. You also have to make it "active."
- You can only view the Syllabus in the View mode; you cannot see your work while in Designer Options. You will need to toggle back and forth between these views, but this is a simple operation and one that will serve you well throughout your use of WebCT.
- If you have attached your own HTML file but cannot see it even when you select View, you probably forgot to click the Go button after choosing your Syllabus file from the Manage Files area.

WebCT Vocabulary (see documents at www.webct.com for comparison of terms from earlier versions):

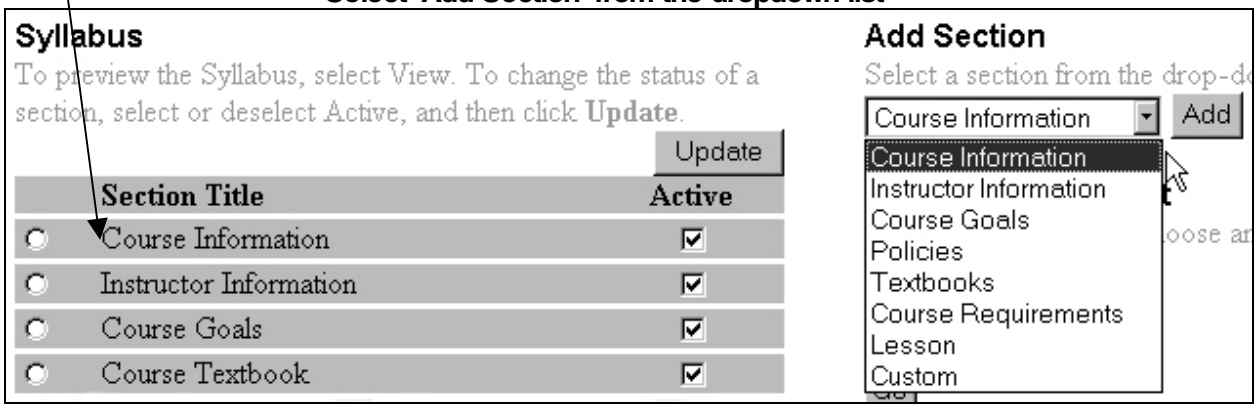
No special vocabulary for this tool.

"How To's" for Instructors:

How To Prepare a Syllabus Using This Tool:

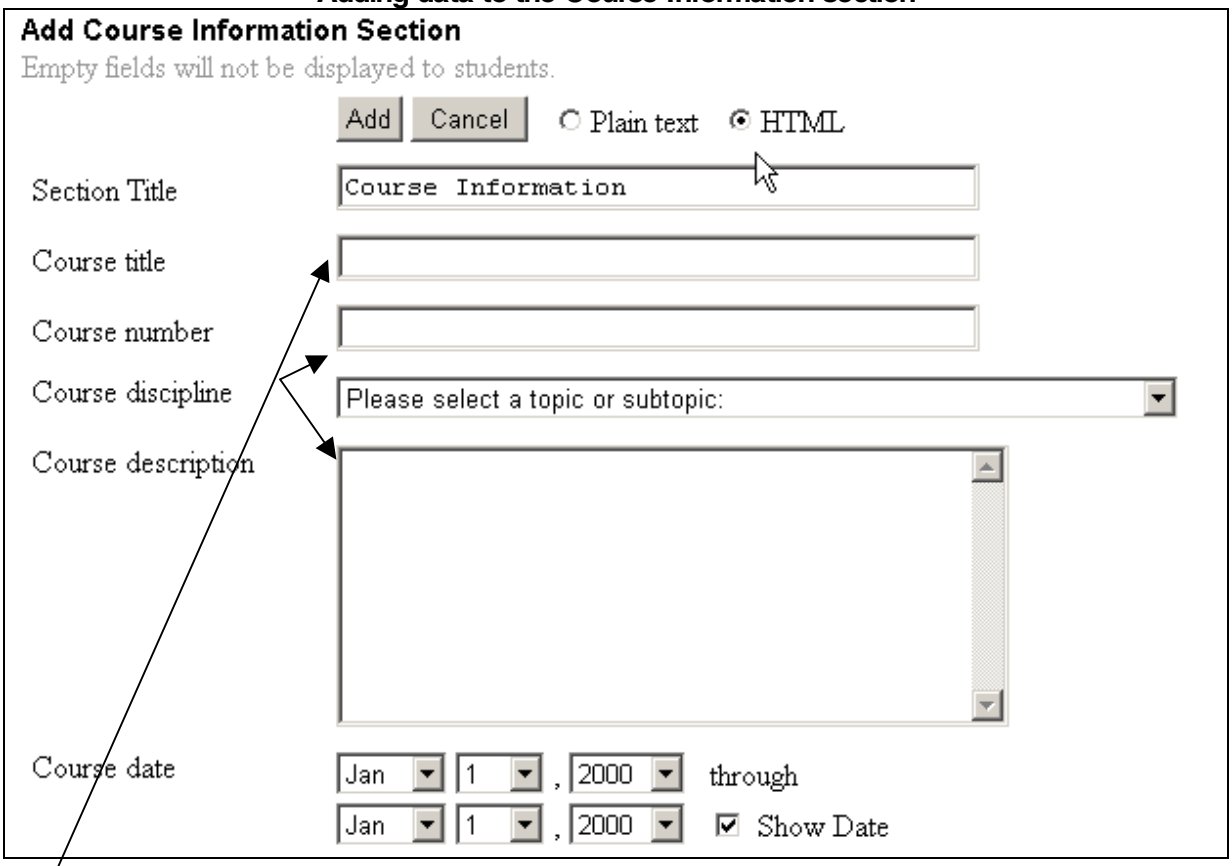
1. Add the Syllabus Tool to your course by clicking Add page or tool in the Designer menu on the left of the screen. Follow the normal procedures to complete this action.
2. Click on the Syllabus icon or hyperlink.
3. Select *Designer Options*. The Syllabus screen appears.
4. Under the 'Add Section' heading, from the drop-down list, select a section to add, and then click Add. The Add Section screen appears.

Select 'Add Section' from the dropdown list



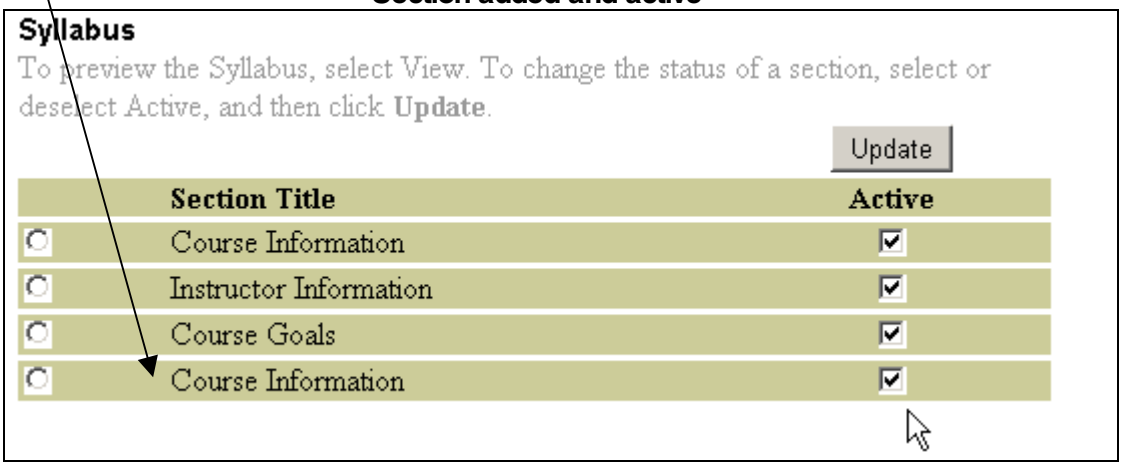
5. Select the format in which you will be entering information, either plain text or HTML.

Adding data to the Course Information section



6. Add content to the fields as desired. Empty fields are not displayed to students.
7. When you are finished, click Add. The Syllabus screen appears. The section has been added and is active.

Section added and active



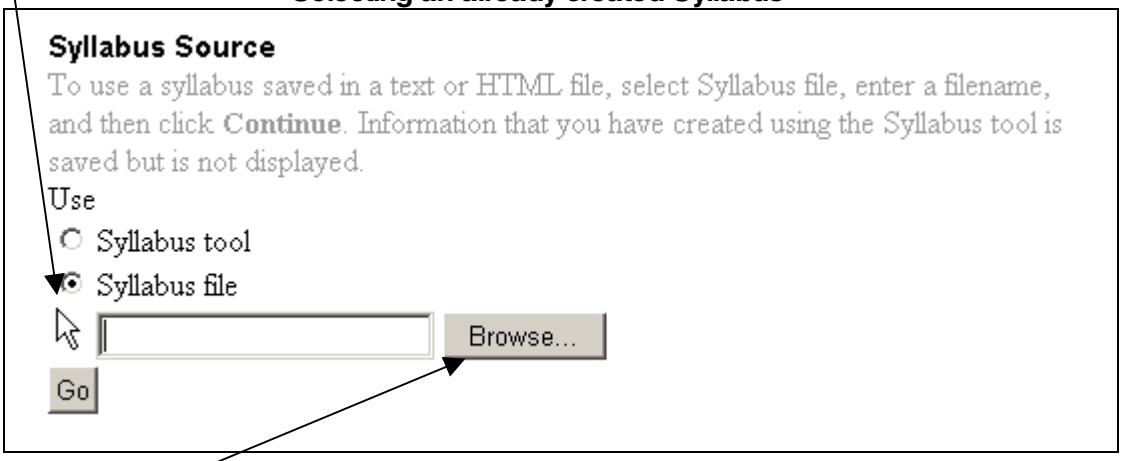
8. To add another section, repeat steps 2 to 5.
9. If you later decide to remove a section, simply remove by deselecting in the Active column. The section is saved but cannot be viewed by students.

Importing a Syllabus:

Instead of using the Syllabus Tool to create a Syllabus, you can import a Syllabus created in plain text or HTML. If you use an imported Syllabus, any sections that you created using the Syllabus Tool are still saved, but are not displayed.

1. Click on the Syllabus icon.
2. Select Designer Options in the menu bar. The Syllabus screen appears.
3. Scroll to the bottom of this screen.
4. Under Syllabus Source, select Syllabus file.

Selecting an already created Syllabus



5. Click the Browse button to look for the file in the Manage Files area.
6. Choose the file you have uploaded into Manage Files or upload it now.
7. Click the Pick button at the top of the Manage Files screen.
8. Click the Go button. If you do not click the Go button the syllabus file will not be linked to this tool. This last step is important.
9. To see the syllabus, on the Menu Bar, select View.

The URL Tool

Overview:
The URL Page Tool allows you to link to outside web sites without knowing HTML. It also allows you to have the site open in a new browser window so that students may explore that site without losing sight of their course.

This can be a very effective way to add interactivity to your course without knowing any HTML. Link to relevant sites that already have the interactivity you enjoy. There are many government and educational sites that provide excellent learning opportunities. Also many of the textbook publishers have web sites for each text that include many learning aids for the students.

Pedagogy:
- Promotes active learning.
- Respects diverse learning styles.

Uses and Advantages:
- It allows you to capitalize on the achievements of others on the Internet.
- Check with your textbook publisher to find out what the publisher offers online for your students.
- Check with your library or librarian for suggestions of sites for your course. Most libraries have excellent resources for enhancing your course and probably have already been evaluated for accuracy and worth.
- Link to your department's web site, your campus site, and any student resources on campus. Build in support for the students. You can even add a direct link to the Ask Dr. C forums for students to make it easier for them to get help.

Accessibility and Usability (versions 3.0 to 3.6)
- The interface is accessible. The accessibility of the web site that is presented with this tool is the responsibility of the author of the web site. Note that most government sites must be accessible by law. Linking to government sites can help make your course more accessible as well as give you and your students' insight into what accessibility over the Internet means.

Suggestions and Tips:
- Most academic departments have a web site these days with data and links that help their students. Link to your department's web site.
- Have the students suggest web sites that are good for your course either by the information they offer or the learning aids. This is a great assignment or extra credit project.
- Having students search and find web sites alleviates two potential problems:
    - The instructor having to search and find all of the resources.
    - Once a web site is listed in your course as a good resource, have the students check the links to evaluate and make sure they are still active.
      If the students give you updated links each semester, dead links usually are not a problem.
- Two great benefits for students searching for the resources
    - It forces them to do research. They will have to evaluate each site for substance that pertains to your course.
    - It gives them an active role in their learning environment, which in turn builds a sense of community.

Common Problems Encountered by First Time Users:

- Putting too many links on the Homepage or any Organizer Page. This becomes confusing and difficult to navigate. (See Organizer Page Tool for examples of its use.
- The URL Tool when opened in a new browser window allows the student to explore the site while being able to return to their course easily. The general rule is, if the link/URL takes them to content that is uploaded into Manage Files, it should open in same browser window. If the link/URL takes them outside the course, it should open in a new browser window.
- The URL Tool is very different from the Links feature within the Content Module. The links feature only adds hyperlinks on a page-by-page basis and not for the whole Content Module or for the course. Use the URL for course related links; use the links tool for links related to that one page of content.

WebCT Vocabulary (see documents at www.webct.com for comparison of terms from earlier versions).

No special vocabulary for this tool.

"How To's" for Instructors:

The online HELP files are very complete. We have nothing more to add so we will direct you to the online HELP.

The Content Assistant

Overview:
The Content Assistant helps instructors build their courses by connecting them to the e-Learning Hub of WebCT where they can link to materials that other instructors or institutions have created and put online. This tool allows instructors to utilize the carefully crafted work of others without having to understand copyright laws or worry about giving anyone due credit. With this tool an instructor/designer can also browse beyond the e-Learning Hub to the World Wide Web. Browsing the web is part of the flexibility of the tool, but that was not its original intention of bringing faculty together from around the world to share materials.

Pedagogy:
- Promotes active learning.
- Respects diverse learning.

Uses and Advantages:
- The Content Assistant links to the e-Learning Hub of WebCT. The e-Learning Hub contains content for many different disciplines and many different class levels. It can inspire the new instructor/designer with online teaching ideas.
- The e-Learning Hub provides free clipart.
- There are many links to government, magazine and educational web sites.
- You will find computer tips and information on how to use HTML and build web pages.
- Gives access to *Online Teaching and Learning (OTL)* which is a resource rich with discussion of online pedagogy and instructional design ideas.

Accessibility and Usability (versions 3.0 to 3.6):
This tool provides hyperlinks to other web materials. Whether or not those materials are accessible depends on the author of those materials just as it would if you linked to any web site on the Internet. Note: US government sites must comply with the guidelines set out in Article 508 of the American with Disabilities Act by June 21, 2001. This means that if you link to government sites you may not have to concern yourself about the accessibility and compliance of the material.

Suggestions and Tips:
- This suggestion is aimed toward the beginning WebCT user. The Content Assistant is a rich resource. Do not let it overwhelm you. Take away from the e-Learning Hub whatever you are comfortable with at your current level of expertise. Develop at your own pace. The online course you have several semesters from now will be much richer and prettier than your first semester's offering. Building your online presence is an evolutionary process. Enjoy the process and do not let yourself become overwhelmed.
- Intermediate and Advance WebCT instructors/designers should have a ton of fun at the e-Learning Hub. Enjoy and take what you need from this site.

Common Problems Encountered by First Time Users:
- Using this tool to surf the world wide web is time consuming. It is better to surf the web, bookmark the URL's you wish to use, then add them using the URL tool, a Single Page or the Content Module. You will need to be familiar with the files your browser creates to do this efficiently.
- Assuming that materials posted in the e-Learning Hub meet all the needs of your class. These are postings and materials by other faculty, and although monitored there is no certification of accuracy.

WebCT Vocabulary (see documents at www.webct.com for comparison of terms from earlier versions):
No special vocabulary for this tool.

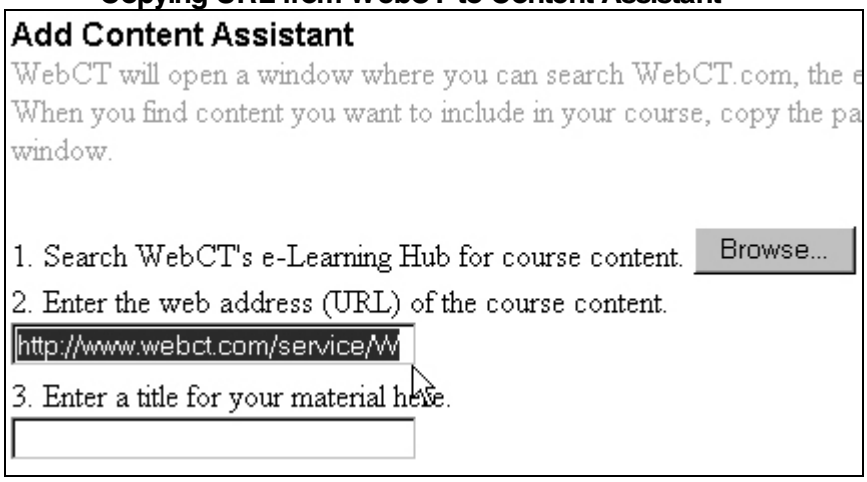
Using the Content Assistant:

1. Click on the **Content Assistant** link located in the Control Panel for Designers.
2. Click the **Browse** button to search the WebCT online community for pertinent materials.

Click Browse to look for content at WebCT.com

3. When materials are located, copy the URL located in the browser address box, and paste it into the address field on your course's Content Assistant page.

Copying URL from WebCT to Content Assistant



4. Title the link that you will create and choose a place for it to be displayed in your course either on the Homepage, or some other Organizer that you have created.

"How To's" for Instructors:

The online HELP files are very complete. We have nothing more to add so we will direct you to the online HELP.

The Content Module Tool

Overview:
The Content Module is the primary tool for presenting course material to your students within WebCT. It is also one of the most powerful and flexible tools within WebCT. The Content Module helps you to modularize your course, order your material, and direct the students' progress.

The Content Module is a dynamic tool for presenting course materials because this tool:

1. Encourages interactivity via hyperlinks and Action Menu features like Glossary, Self Test, My Notes, Video, Audio links and more.
2. Enables tracking either by each page or individual student.
3. Provides a hierarchical structure by means of a Table of Contents that makes it easy for students to find specific course content.
4. Works well with other WebCT tools, like CD-Rom, Quiz, Discussions, Mail, Chat, Search, etc.
5. With the addition of the Compile tool, students can easily compile and print content modules.

You may have as many different Content Modules as you need to effectively present your materials.

Pedagogy:

- Communicates high expectations.
- Initiates Time on Task.
- Facilitates Active Learning.
- Handles Diverse Learning Styles.
- Accommodates the Linear Learner and Advanced Organizer.
- Added options can accommodate the Visual, Auditory, and Kinesthetic Learners.
- Provides a global picture of the course.

Uses and Advantages:

- Allows the instructor/designer to present his/her course materials using a variety of mediums to make the course dynamic and interactive.
- Enables the instructor to provide a number of study aids and Self Tests to facilitate the mastery of the course material.
- Puts the responsibility on the student to avail him/herself of the materials and aids provided.
- Annotations (My Notes) allow the student to make their own private notes on each page of content for a customized study guide. These notes are not available to the instructor.
- Offers the instructor the means to direct student learning through branching. Branching allows the instructor to direct the flow of the course based upon a student's performance. In WebCT any column in the Manage Student Gradebook can be used as a basis for branching.
- By creating a module of selected material and having a quiz at the end, the instructor can selectively release course materials based on the quiz score from the previous module.
- Allows an instructor to evaluate the organization and content with the tracking option. If students seem to be spending too much time on one page, it should be divided or reorganized.
- The student tracking within the Content Module allows the instructor to observe individual student activity. This can be used for grade justification based on participation, or it may assist the instructor in research that relates student activity to grades.

Accessibility and Usability (versions 3.0 to 3.6):
The Content Module is accessible to all students. However, all the features of the Content Module may not be; for example Self Test. Self Test is not accessible due to its use of frames and its navigation. Of course, if the material that is presented using this tool is not accessible, then it does not matter if the tool itself is accessible. Things that can make this tool less accessible or user friendly are:

- Using too many frames
- Relying only on the Self Test option to test students
- Putting too many features in the Action Menu. This is hard to click for students with mobility problems and hard to get to for students with screen readers. However, an instructor can include hyperlinks in the text of the material to certain features in the Action Menu with very little HTML experience.
- Finally, if you indent material in the Table of Contents and the blue triangle (twisty) appears that allows you to expand or hide content, these triangles are not accessible and if they are collapsed, then some students will miss important materials. Instructions placed in a header can help overcome this problem.

Suggestions and Tips:

- The Number One Tip regarding Content Module is that you **must Update Student View** in order for the students to see what you have done. The Update Student View link is located from within Designer Options on the upper right hand corner of the Table of Contents. Another way to Update the Student View is to click on View Designer Map on the Control Panel. The second column from the left will have Update Student View.
- It is often suggested that each module should involve the same amount of study time for your students that in-class lessons and associated homework do. See Comparison of Content Module to Single Page at the end of this chapter.
- You can add links to Internet sites pertaining to the course material in the Action Menu. Go into your page of content, choose Designer Options, and choose Links. The page specific HELP in WebCT will take you through the steps for adding these URLs.
- Some of the Action Menu buttons/links can be added to all pages of a Content Module by adding them from the Table of Contents screen. While in Designer Option, click on Edit Action Menu.
- The easiest way to get multiple course material files into WebCT would be to use a zip program. For the very advanced user, it is possible to FTP files into WebCT provided your courses are on your own server and provided you have FTP privileges to your server. If you are unfamiliar with FTP (File Transfer Protocol), it is a method of moving files from one PC (personal computer) to another through the use of FTP client software.
- You can add a URL page that **will be tracked** to your Table of Contents in a Content Module by using the following code at the top of an HTML page.

  ```
  <TITLE>Yahoo Homepage</TITLE>
  <META HTTP-EQUIV='refresh' content='0; url=http://www.yahoo.com’>
  ```

  You can edit the <TITLE> to display whatever you want (e.g. Yahoo.com). You can create this in Notepad and save it with an .htm extension. Then upload that file and use it as the file in your Table of Contents. This works with HTML pages, but not Tool pages. See also page 191of this chapter, which offers another way of accomplishing the same thing.
- Content Module works with the tracking tools for HTML pages added to a Content Module.
- Any file type can now be attached directly in a Content Module. Original PowerPoint presentations, .pdf, .jpg and .gif can all be added to the Content Module. Every file type added to a Content Module is tracked. All others will be listed as a blank line in Track Pages unless you give it a title using the edit title option in Designer Options in the Table

of Contents. It is recommended that you alert the students as to the file type by including it in the title. For example: Early American Settlers (Word) or Early American Settlers (PowerPoint).

- If you want to track documents that are presented using the Single Page tool, you will have to attach the same documents to a Content Module. Even though the student clicks on the Single Page, the hit will be tracked. Note: To prevent the students from seeing the tracking Content Module you can release it only to your own student identity. **Important Note:** You do not want to simply hide the Content Module, because then it will not track. In this special tracking module you will need to give a title to any document that appears as (Untitled) in the Table of Contents.
- Another advantage of Content Module is that you can link to any content page from the Calendar. So you can put links to quizzes, assignments or anything you have in a Content Module and have the students jump right to it from Calendar. To link from the Calendar, you click on the selected date and then click the Add Entry button. You must fill in the Summary box with a relevant entry. Then using the drop down in the Internal link box, you can select the Content Module item that you want as a link. It is as easy as that!
- Search in a Content Module always opens in a new window. Sometimes it will add the name of the window to your taskbar but not pop open on the screen. Always check the taskbar to find your search results.
- There are two ways to add quizzes to a Content Module:
    - If you put the quiz in as a heading in the Table of Contents, when the student clicks on it, they go directly into that particular quiz.
    - The instructor/designer can provide a link to Quiz in the Action Menu of any page in a Content Module. The Quiz link in the Action Menu allows you to make more than one practice quiz available to the students from that link. The Action Menu screen Add a Quiz Link gives you a list of all the quizzes in the course. You select the quizzes you want to make available for a particular page. The default is None equals All. So if you do not select one or more quizzes, all quizzes will show. **Note:** You can add the Quiz link to the Action Menu from the Table of Contents screen. This put Quiz on every page of the Content Module. You can also add Quiz on a page-by-page basis. You can only select particular quizzes on a page-by-page basis.
- Before adding files to WebCT or attaching them in a Content Module, title all the files according to the order in which you want to add them. This saves a great deal of hunting and scrolling and diminishes the error possibilities. For example, 1_arthropods.htm, 2_snails.htm, 3_ferns.htm, and so on. The naming convention can be very sophisticated and has no length limits, but the shorter and more comprehensible the more portable they become.
- If headings are to be used in the Table of Contents, it is easier to add all the headings, and then add the first file under each heading and indent the file. After that any subsequent files that are added after that first indented file, will automatically be indented.
- You can edit .txt or .html content pages by clicking on the page. Then choose Designer Options and under Main Options choose Edit file. This is a very advanced option and not recommended unless you are an advanced HTML coder. Refer to the online HELP files.
- While we are not going to get into the “How To’s” of customizing your Content Module, we feel it worthwhile to mention that it can be done. Many instructor/designers are not aware that they can change the color of their content pages as well as customize colors. When you are in the Table of Contents of a Content Module under Designer Options, if

you scroll to the very bottom there is a hyperlink titled: You can also customize the Table of Contents. When you click on that , you will find that you can do all of the following:
  - Customize page colors
  - Modify/Add background image
  - Modify/Add banner image
  - Modify/Add hit counter
  - Edit/Add upper textblock
  - Edit/Add lower textblock

  The HELP files within WebCT give excellent instructions on how to do all of the above.
- Similarly, you can customize individual content pages by clicking into the page and then going to Designer Options. Scroll to the bottom of Main Options to get to the Customize area.
- **Note:** If you customize an individual page, it will override the settings done at the Table of Contents screen or the Change Settings for the entire course. It affects only that page.

Common Problems Encountered by First Time Users:
In the Content Module we find almost all the problems involve "too much" something.
- Putting too much content into a single page, that requires too much scrolling by the students. It is better to have more pages in a Content Module with less content on each page because the student can easily move between pages using the Next and Previous buttons on the Action Menu without having to scroll.
- Spending too much time on the interactive features rather than on the actual content. Good content is more important than any interactivity you can add.
- Putting too many documents into one module rather than multiple modules.
- Adding too many button/links in the Action Menu before you have a clear plan for your Content Module.
- If you are using the Course Menu on the left to reference Chat, Mail, or Search, you do not need to add them as button/links in the Action Menu.
- Failure to alert the students of the file type you have attached to your Content Module when it is not HTML,
- Failure to use descriptive titles, that make it very clear what the page contains.
- Failure to Update the Student View. Everybody is guilty of this and you will be too which is why we keep harping on the subject.

WebCT Vocabulary (see documents at www.webct.com for comparison of terms from earlier versions):
- Button Bar has become Action Menu.
- Content Listing has been renamed Table of Contents.
- Path is now Content Module.
- Take Notes (also known as Annotations) has replaced My Notes.
- Track Pages was formerly called Page Tracking and Track Students was known as Student Tracking
- Twisty is a little triangle in the Table of Contents, which indicates that there are subheadings beneath a main heading.

Things a Designer Can Do in Content Module:	
Directly edit the HTML or text of the page	By clicking on the page and while in Designer Option choose the selection button next to Edit files.
Link to the CD-ROM Tool	Page specific, the HTML page will have a link to CD-ROM Tool
Modify the appearance of the page by changing the color schemes or background	Can do this from the Table of Contents area by clicking on Customize Table or can do it on each individual page in Designer Options. When you do this on an individual page, it will override the settings from the Table of Contents screen or the Change Settings.

Special Features of the Content Module Tool			
In a Content Module, the instructor/designer can add:	**In Table of Contents**	**Can appear in Action Menu on every page. (*See note below) Can also be removed from specific pages.**	**Page specific tool; must be added to the Action Menu individually**
Annotations (Take Notes)		X	
Audio			X
Bookmarks		X	
Chat		X	
Discussions		X	
Glossary		X	
Goals			X
Index		X	
Links			X
Mail		X	
Quiz	X	X	X
References			X
Search		X	
Self test			X
Video			X
An access counter to record the number of visits to the page	X		X

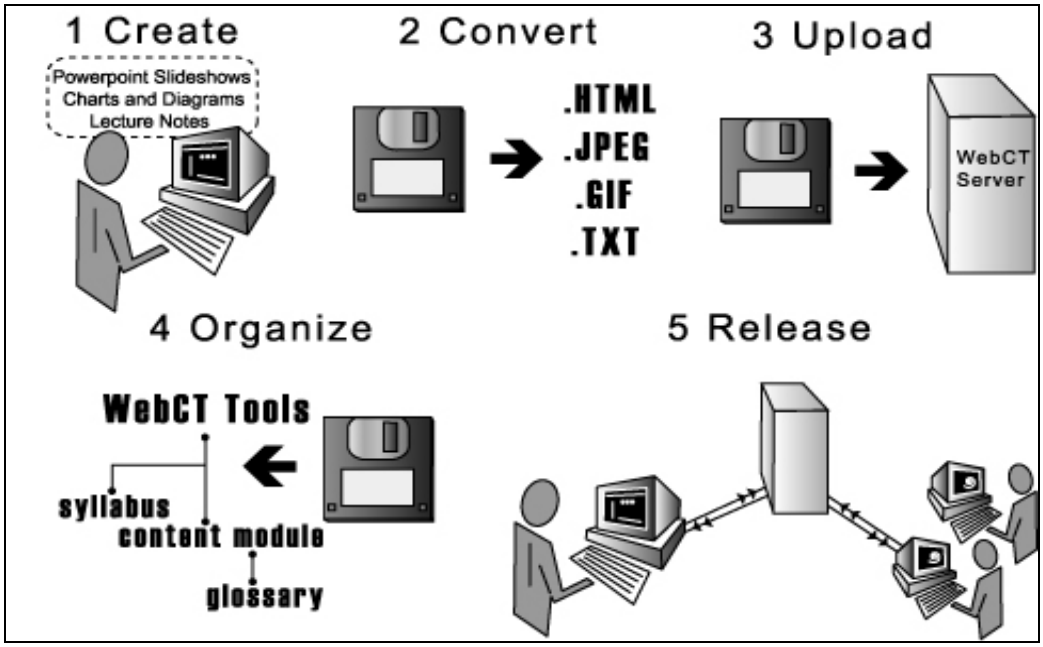
*As noted above, certain tools can be attached to every page of the Content Module and this can be done for all pages at the same time.

"How To's" for Instructors:

Add Course Content to the Content Module Tool:

There are the five steps in creating and presenting content:

1. **Create** content off-line. You can use any number of software to create your content. If your students have the necessary viewers or plug-ins, you do not have to convert to HTML format. However, if they do not, then you would go on to step two.
2. **Convert** to browser-ready formats – .html, .htm.
3. **Upload** the files into WebCT through Manage Files (see separate Manage Files information).
4. Decide how you want to **Present** course materials to the students. What is the order in which the material will be delivered? What Action items do you want to associate with the content?
5. **Release** the material to students. You **must Update Student View** in order for the students to see any modifications you have made.

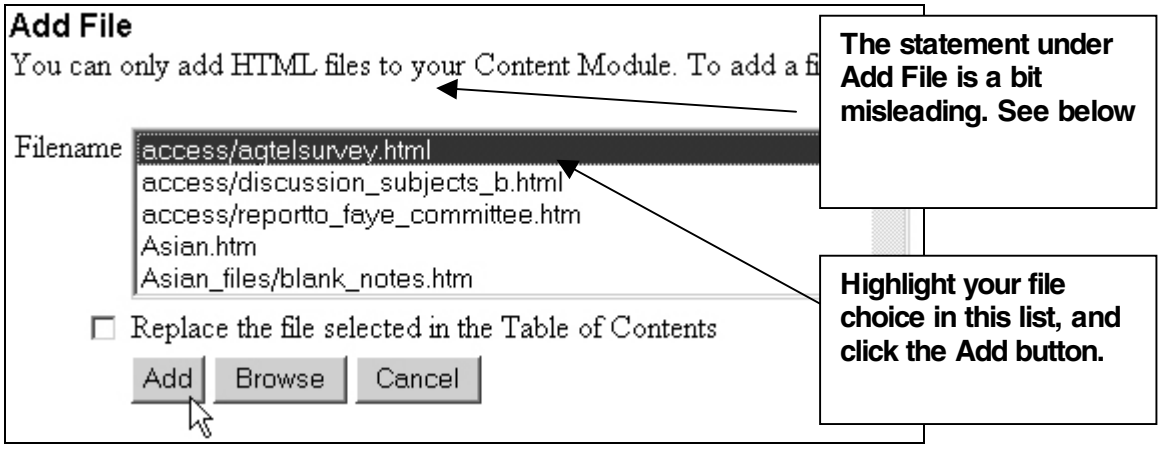


Once the first three steps have been performed, the next logical step is to put them into your Content Module. After you have added your content, you can then customize the look of the Table of Contents.

Add Content Pages or HTML files:
To begin you should click on the link for your Content Module. This will bring you to a page, which is blank except for the title: Table of Contents.

1. Add Content Pages – Add HTML pages:
2. While on the Table of Contents page of your Content Module, be sure you are in Designer Options.
3. Choose the selection button next to Add Files.
4. Click on Go.
5. This brings up all the HTML files that are not currently attached to a Content Module. Browse the list for the file you need. If you have not already uploaded to Manage Files, you can click on the Browse button, which will take you to Manage Files (see separate Manage Files area in this book) and you can Upload at this time and then Pick the file you need. **Note:** The default file list showing unattached HTML files may not be consistent across all versions of WebCT.

Add a File to Content Module



Adding non-HTML files to a Content Module

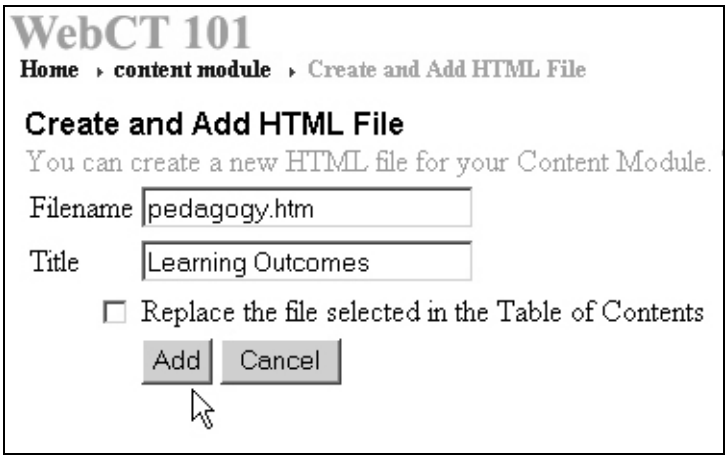
Content Module was designed to work with HTML files. However, the authors can and do add many different file types into Content Modules. These include Word (.doc), Excel (.xls), and PowerPoint (.ppt) files as well as audio and video files. By adding other types of files, an instructor would be going beyond the original intended use for Content Module, but we have experience few difficulties by doing so. This statement is alluding to the fact that you can only add HTML files from the box titled Filename. For all other files types, you would first need to click Browse to go to Manage Files and then proceed to pick the file that you want.

Note that if your HTML files have a title tag, that title tag will be the name of your link. If it does not have a title tag, it will put Untitled as the link name. Under **Edit Titles**, you can change the name.

Add Content Pages – Create HTML pages in WebCT:

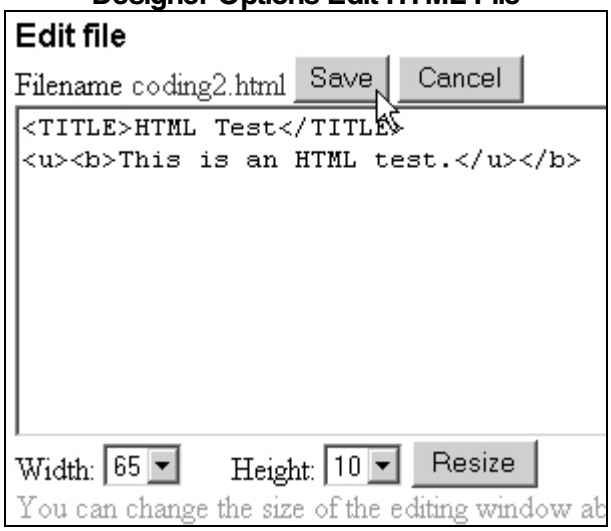
1. Caution: Unless you are a seasoned coder in HTML, this feature is not for you.
2. While on the Table of Contents page of your Content Module, be sure you are in Designer Options.
3. Choose the selection button next to Create and Add HTML Files**.**
4. Click on Go.
5. Fill in the File Name box giving the file a meaningful name without any special characters or spaces.

Create and Add HTML File



1. Fill in the Title box with a meaningful name.
2. Click Add button. You will be returned to the Table of Contents
3. Click on the hyperlink of the title you just added. This will bring you to the Edit area for that Content Module page.
4. Choose the selection button next to Edit file.
5. Click on Go. This brings you to the Edit file area.
6. In the box you can now enter your text and whatever HTML code you desire
7. When finished, click on the Save button. This brings you back to the Edit area under Designer Options.

Designer Options Edit HTML File



8. Switch to the View Option to verify that what you see is what you wanted.

Add Content Pages – Other file extension types:

You can have other file types as long as your students have the application or plug-in to view them. For example, Office Applications files such as Word, Excel and PowerPoint, or .pdf files can be added to a Content Module. Be aware that your WebCT administrator would have to add the correct MIME types to the WebCT server for these files to work.

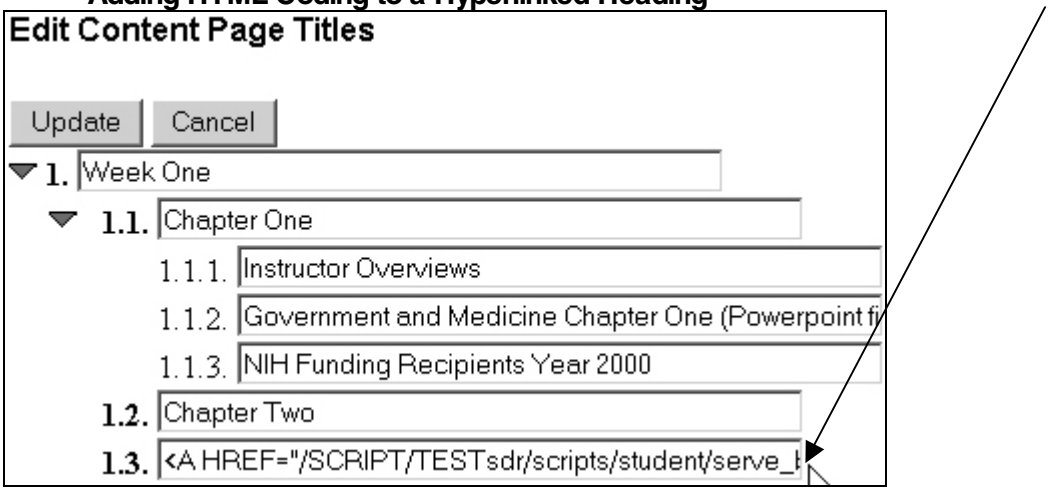
1. While on the Table of Contents page of your Content Module, be sure you are in Designer Options.
2. Choose the selection button next to Add Files. The box, which comes up called File Name, only contains HTML files.
3. Click on the Browse button. This takes you to the Manage Files area. If you have already uploaded your file, browse until you find it. If you have not already uploaded to Manage Files, you can click on the Upload button (see separate Manage Files area for instructions on how to upload) and you can Upload at this time and Pick the file you need.
4. This returns you to the Add File screen.
5. Click on the Add button.
6. This will then add the new file to your Table of Contents.
7. This new file will appear as a hyperlink called Untitled. Refer to Table of Contents area below regarding Edit Titles.

Add Content Pages – Hyperlinks to Outside URLS:

1. As part of your Table of Contents, if it fits the structure of your module, you can have hyperlinks to web sites. To do this you need to enter simple HTML coding. These are the steps to add a hyperlink:
2. While on the Table of Contents page of your Content Module, be sure you are in Designer Options.
3. On the right side under Add or Delete Items, click on the selection button next to Add a Heading.
4. Click on Go. This brings up the Add Heading area.
5. In the Title Box enter a meaningful title.
6. Click the Add button. This returns you to the Table of Contents page.
7. On the right side under Edit, click on the selection button next to Edit Titles. This brings you to the Edit Content Page Titles screen.

8. In the box associated with the title you want to be a hyperlink, you would enter HTML coding including the URL of the web site around the title. For Example: <A HREF='http://www.kraftdiabeticchoices.com'>Kraft Foods Diabetic Choices</A>. **Note:** These will not be tracked. If tracking is required, use the method mentioned in the Suggestions portion of this chapter.

Adding HTML Coding to a Hyperlinked Heading



9. Click the Update button. This returns you to the Table of Contents page where you will note your title is now a hyperlink.

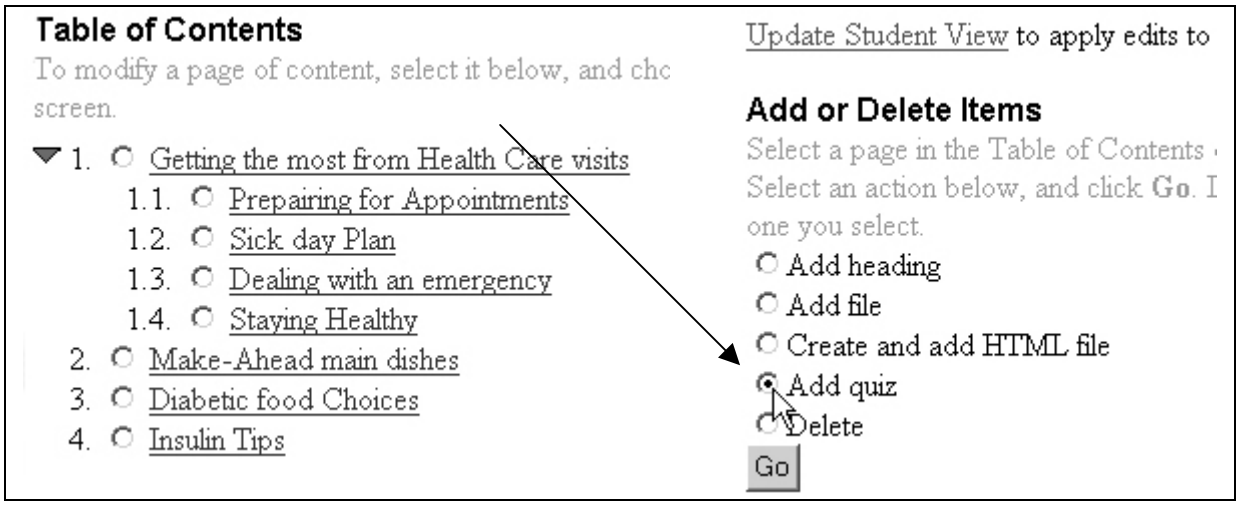
Note: If you want the hyperlinked web site to enter in a new window add the additional target coding: <A HREF='http://www.kraftdiabeticchoices.com' TARGET=blank>Kraft Foods Diabetic Choices</A>

The above steps do not work in version 3.6.2. See Appendix E for the work around.

Add Content Pages – Quiz in Table of Contents:

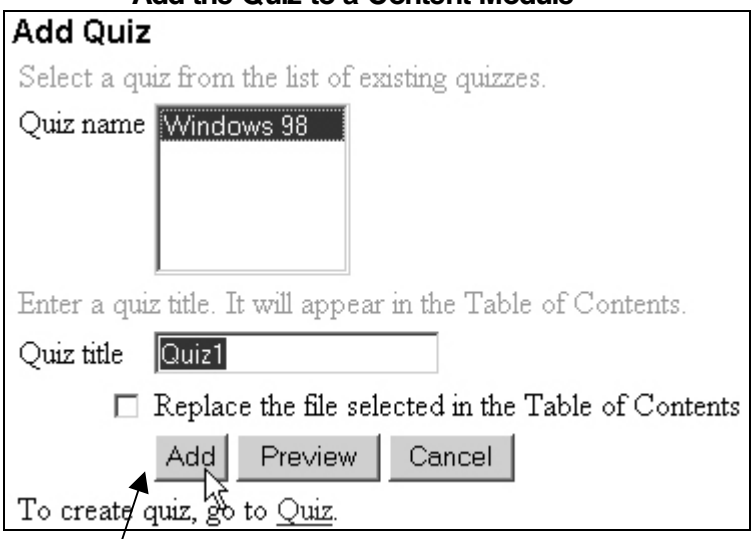
1. While on the Table of Contents page of your Content Module, be sure you are in Designer Options.
2. On the right side under Add or Delete Items, click on the selection button next to Add Quiz.
3. Click on Go. This brings up the Add Quiz area.

Add a Quiz to Content Module



4. In the Quiz name box, click on the quiz you want.

Add the Quiz to a Content Module

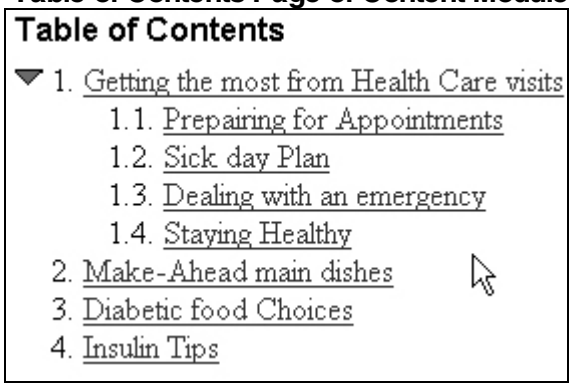


5. In the Quiz Title box, you can change the name if you want. This is **not** recommended because the actual name of the Quiz is already in Manage Students. The column in Manage Students will not change and you will have to remember that the new name pertains to the original quiz.
6. Click the Add button. This returns you to the Table of Contents where you will see a hyperlink to the quiz.

Note: New Content pages are added to the bottom of the Table of Contents. If you want to place a Content page in between existing pages, click on the selection button of the page that would precede your new page.

Table of Contents Page of Content Module:
As mentioned above, the first page of a Content Module is the Table of Contents. This is the portal that the students use to access the content pages. Hyperlinked headings and indented subheadings make up the Table of Contents, which is the model of the structure of the Content Module. You will note in the illustration that follows that there is a hierarchy for the content pages.

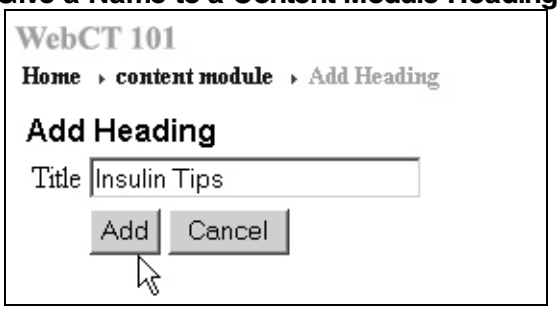
Table of Contents Page of Content Module



Add Headings and Subheadings to the Table of Contents:
When you add Content Pages to a Content Module, the titles of the pages are automatically added to your Table of Contents. You can also add headings manually to use as placeholders for files that are not yet ready. Later, you can replace the heading with the actual file. You also start with Add Headings when you are putting in untracked URLs to outside websites.

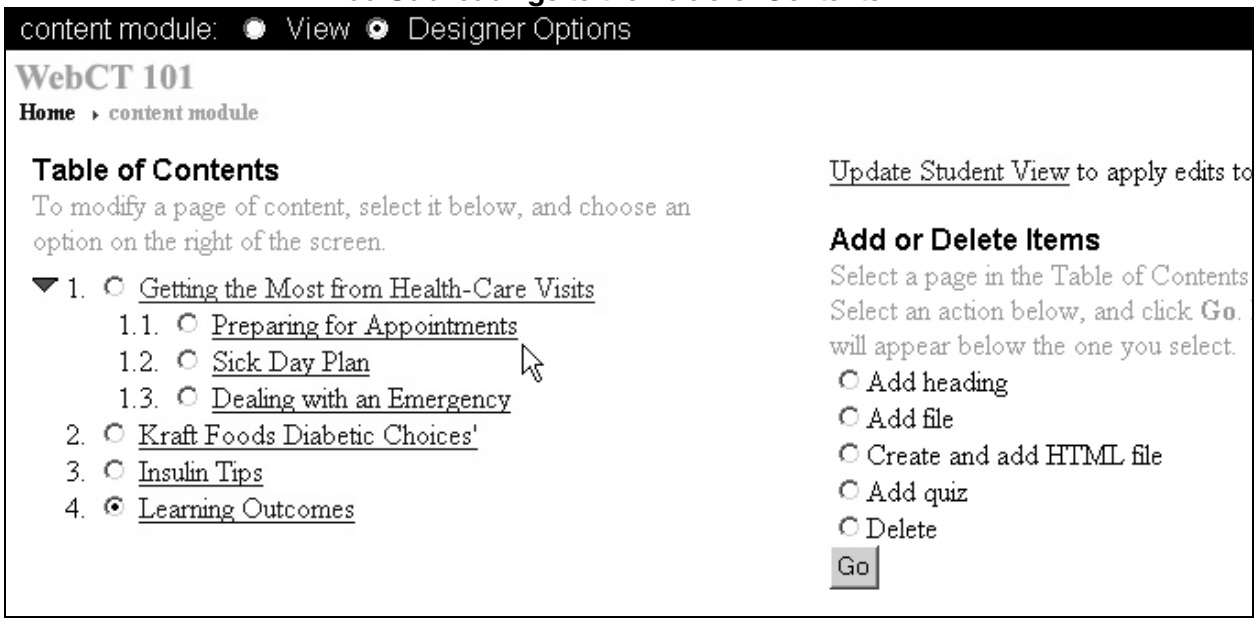
1. While on the Table of Contents page of your Content Module, be sure you are in Designer Options.
2. Select Add Heading by clicking on the selection button next to it.
3. Click on Go.
4. Fill in the Title box with the title of your heading.

Give a Name to a Content Module Heading



1. To add subheadings, you first choose which main heading the subheading should follow:
2. Click on the selection button next to the main heading.
3. Now select Add Heading by clicking on the selection button next to it.
4. Click on Go.
5. Fill in the Title box with the title of your subheading.
6. Now you need to indent your subheading. Choose Indent More on the right side.
7. Click on Go.
8. The subheading indents and the numbering changes to reflect it is a subheading. From here on the subheadings will be indented under that main heading.

Add Subheadings to the Table of Contents



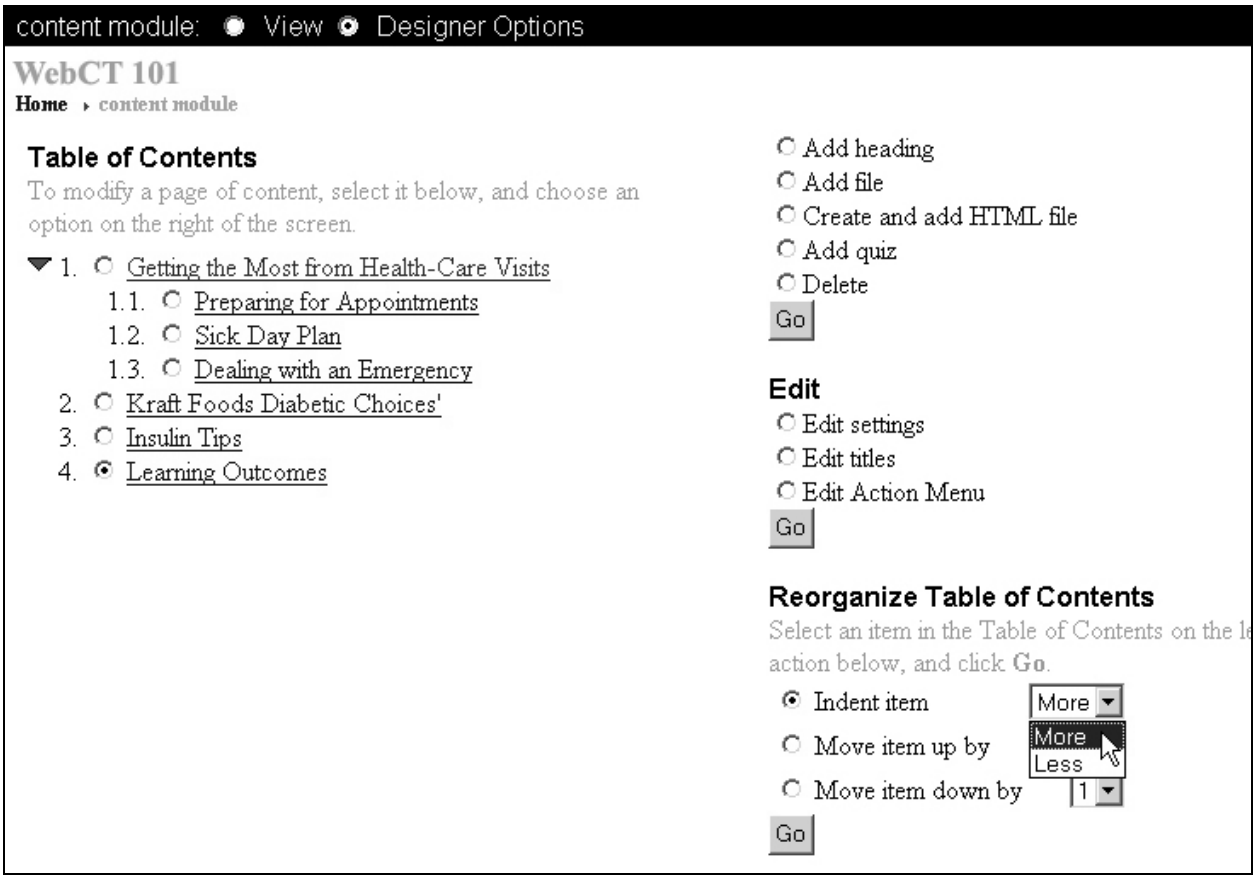
Modify the Table of Contents:

There are several ways in which you can modify the Table of Contents.

1. Delete a heading, subheading or file.
    a. Select the heading/subheading you want to delete by clicking on the selection button next to it.

   b. On the right hand side, choose Delete by clicking on the selection button.
   c. Click Go.
   d. When you get the Warning, click on Okay.
2. Options; Indent item More, indents to the right one level and Indent item Less un-indents to the left one level. You can indent or un-indent headings, subheadings or files.
   a. Click on the selection button of the item you want to indent.
   b. Click on the selection button for Indent More (drop down Less to un-indent).

Indent in Content Module Table of Contents



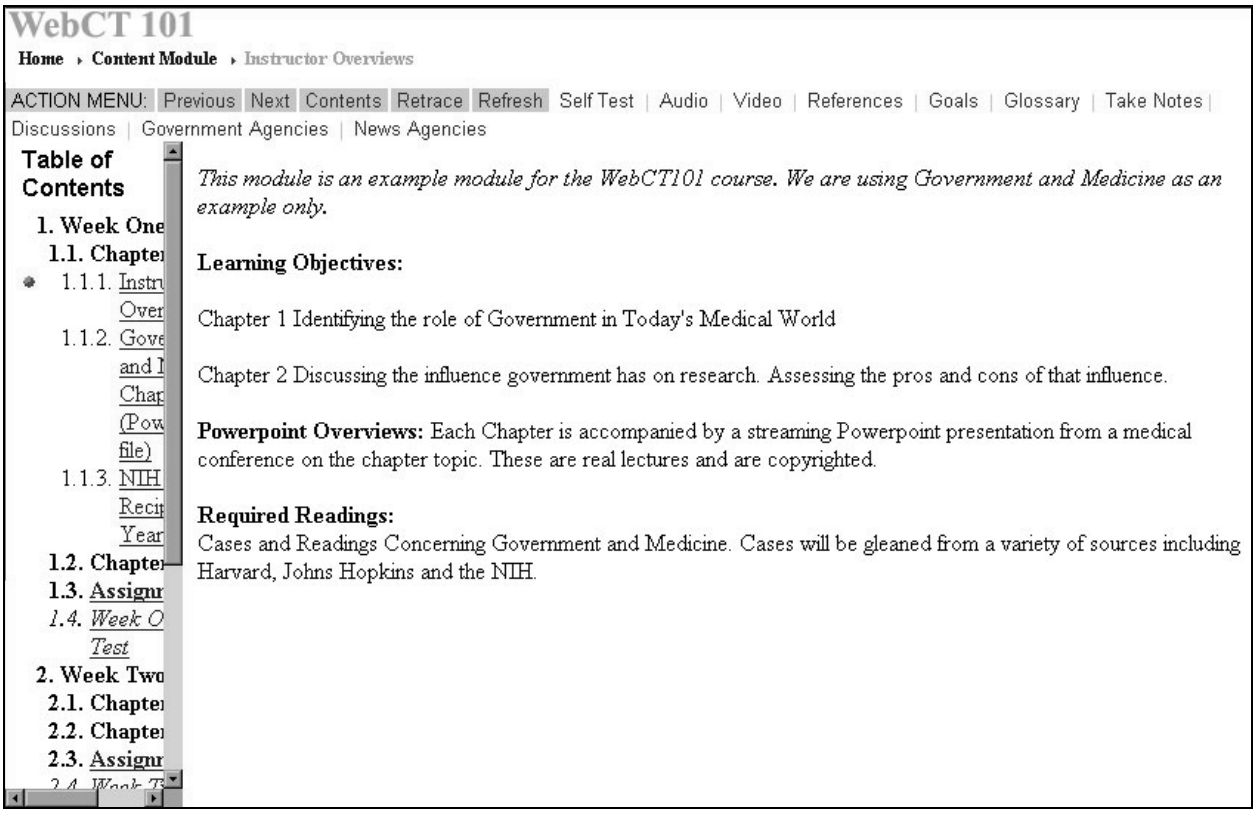
   c. Click on Go. Each time you indent, it renumbers the subheading.
   d. Repeat as necessary.
3. Move a heading/subheading elsewhere in the structure.
   a. To reorder the list, choose the selection button of the heading you wish to move.
   b. On the right hand side, choose either Move Up or Move down. The drop down boxes will allow you to move up or down up to five spaces at a time.
4. Edit the headings/subheadings. You can correct spellings, so move headings (which do not have files already attached) around in this view and add HTML coding.
   a. On the right hand side choose the selection button next to Edit Titles.
   b. Edit the text boxes that require correction. If you know HTML, this is where you can add HTML code to create a hyperlink to an outside URL.
   c. When done, click Update button.

Replace a File or a Heading:

1. While on the Table of Contents page of your Content Module, be sure you are in Designer Options.
2. Click on the selection button next to the item you wish to replace.

3. If you are replacing it with a file, click the selection button next to Add File. If you are replacing it with a heading; click the selection button next to Add Heading.
4. Click on Go.
5. Follow the appropriate steps for the item that you chose (reference the instructions above for adding content pages and adding headings).

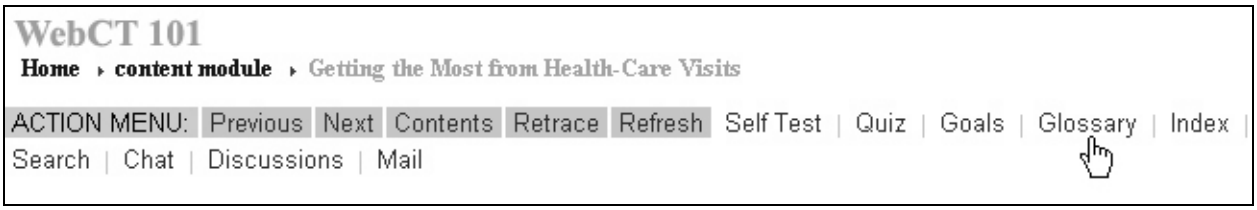
You have the options to keep the Table of Contents Visible at All Times:
The instructor/designer has the option of making the Table of Contents visible as the students move through the Content module. This is illustrated below:



You would perform the following steps to make this possible:

1. While on the Table of Contents page of your Content Module, be sure you are in Designer Options.
2. On the right hand side under Edit, choose the selection button next to Edit settings.
3. Click on Go. This brings up the Edit Settings for Content Module area.
4. Choose the To the left of each page selection button in the Table of Contents location.
5. You might want to increase the number of pixels to avoid scrolling.
6. Click on the Update button.
7. When you go into a Content Module page while in View Option, you will see the Table of Contents on the left.

The Action Menu:
The Action Menu appears on every content page of a Content Module. It either runs along the top, or under Edit Settings you can choose to have it run along the left side. The Action Menu makes the Content Module a dynamic, interactive tool. Below is an illustration of an Action Menu. Clicking on each button will initiate a different action.



The following chart indicates the function of each button:

Button	Function	How you add
Previous	Moves back through the pages.	These are default buttons, which you cannot remove.
Next	Moves forward through the pages.	
Contents	Returns to the Table of Contents.	
Retrace	Retrace will go back through different windows. (Note: The back button on your browser only moves through the window you are in.)	
Refresh	Refreshes the screen	
Annotations (Take Notes)	Students can make study notes as they move through the Content Module. These notes are specific to each student.	Can add to every page from the Edit Action menu when on the Table of Contents. Can also be removed from individual pages. Can also add them individually to content pages. See the online HELP files for specific steps.
Bookmarks	Enables students to bookmark pages of all the Content Modules so they can quickly return to it. They would click on the Bookmarks button to see only their list of bookmarks.	
Search (See Search chapter)	Will search all of the Content Modules of the course and the Discussions Tool.	
Chat (See Chat Chapter)	Takes the student to the Chat Tool.	
Discussions (See Discussions Chapter)	Takes student to the Notes topic of the Discussions Tool. When a student clicks Compose New Message, WebCT makes the subject of the message the title of the content page they were on when they clicked on Discussions. Students can then post comments or questions on that page of the Module.	
Mail (See Mail Chapter)	Takes the student to the Mail Tool where they can e-mail comments or questions.	
Quiz (See Quiz Chapter)	Takes students to the list of quizzes for the course or quizzes that the instructor has selected for this particular content page.	
Glossary (see Glossary Chapter).	Takes the student to the Glossary Tool.	Add to every page from the Edit Action menu
Index (See Index Chapter)	Takes the student to the Index Tool. The Designer would have to prepare an Index.	
Audio (See Audio Chapter)	Audio clips are associated with specific module pages and enhance the content.	These are added to individual pages. First click onto the page. Then choose Designer Options. That will give you a Main
Goals (See Goals Chapter)	The instructor/designer can state the learning objective for specific pages.	
Links (See Links Chapter)	The Instructor/designer can add hyperlinks for the students to go outside of WebCT to other sites. You can have more than one links button and you can have many hyperlinks.	
References (See References Chapter)	Instructor provides additional resources to articles, hyperlinks or books.	

Button	Function	How you add
Self Tests (See Self Test Chapter)	These are multiple-choice questions, which are ungraded. It allows the student to test himself until he has mastered the material of a specific page. The instructor may provide feedback as to why an answer is correct or incorrect.	Options page. Refer to the online HELP files.
Video (See Video Chapter)	Video clips are associated with specific module pages and enhance the content.	

Adding Action Menu Buttons from the Table of Contents:
As noted above, certain tools can be attached to every page of the Content Module and this can be done for all the pages at the same time.

1. Go to the Table of Contents page.
2. In Designer Options, on the right hand side under Edit, click on the selection button next to Edit Action Menu.
3. Click on Go.
4. Click on the selection boxes next to the tools you want to appear on every page. A check will appear in each box that you selected.
5. Click the Update button.

Adding Action Menu Buttons from the Table of Contents

If you wish to remove any of the selected tools from a specific page, you would do the following:

1. Click on the hyperlink to that Content Module page.
2. In Designer Options, midway down the page, you will see the tools that you checked to appear on every page.
3. Uncheck the selection box of any tool that you do not want on this specific page.
4. Click Update and the check will be removed from that box and an asterisk will appear to the right of the tool name to indicate that it has been removed from this specific page.

Adding Action Menu Buttons to Specific Pages:
Instead of adding Action Menu buttons to all pages in a Content Module, you can add specific buttons to specific pages.

1. From the Table of Contents page, click on the particular page to which you want to add Action Menu buttons.
2. Select Designer Options. A list of Action Menu items appears.

Adding Action Menu Buttons to Specific Pages

3. Select the Action Menu item you would like to add to the Content Module page and click Go.
4. Follow the directions particular to each Action Menu item. Also refer to the online HELP files.

Comparing Content Module to Single Page/Organizer Page

WebCT Included Features and Tools which do not require HTML coding for Instructor/designers	Content Module or Path	Single Page/ Organizer Page
Automated Link to Audio	**Yes**	No
Automated Link to Bookmarks	**Yes**	No
Automated Link to Chat	**Yes**	No
Automated Link to Discussions	**Yes**	No
Automated Link to E-mail	**Yes**	No
Automated Link to Glossary entries from content	**Yes**	No
Automated Link to Goals	**Yes**	No
Automated Link to Index	**Yes**	No
Automated Link to other sites without HTML	**Yes**	No
Automated Link to Quiz	**Yes (2 ways)**	No
Automated Link to References and Resources	**Yes**	No
Automated Link to Self Test Questions	**Yes**	No
Automated Link to Take Notes (students and Instructor/designers)	**Yes**	No
Automated Link to Video	**Yes**	No
Attach non-HTML documents such as .ppt, pdf, .xls without using HTML coding	**Yes**	Yes
Bread Crumbs availability while in documents	**Yes**	Yes (conditional)
Collapsible Headers	**Yes**	No
Copy entire Content Module/material	No	No
Easy to edit page titles	**Yes** (all at once)	Yes, but can only do one icon at a time; may require HTML in some cases
Easy to modify looks of all pages at once	**Yes**	No

WebCT Included Features and Tools which do not require HTML coding for Instructor/designers	**Content Module or Path**	**Single Page/ Organizer Page**
Easy to reorganize material or order	**Yes**	No
Easy to upload and attach prior web site	**Yes** (with relatively easy access to all WebCT features)	Yes? (no access to WebCT features)
Works with CD-ROM Tool	**Yes**	No
Internal Navigation (Ability to go forwards/backwards through documents)	**Yes**	Yes (See Single Page Chapter)
Organizational Tools for HTML documents (including outline numbering)	**Yes**	No
Does not require making available/updating view for students	No	Yes
Does not require more learning on Instructor/designer's part	No	Yes
Requires preplanning	**Yes**	Yes
Searchable content	**Yes**	No
Tracking of Student Usage (hits and times for content pages)	**Yes**	No
Tracks hits for content module tools:		
Glossary	**Yes**	Yes
Self Test	**Yes** (limited)	No
Take Notes	**Yes**	No

Note: All **bold** features make for powerful reasons to use the Content Modules versus Single Page or other methods for attaching content.

As we conclude this chapter on Content Module, let us remind you again that the students will not see what you have done unless you **Update Student View.**

The Self Test Tool

Overview:
The Self Test Tool, originally designed to work only with content pages in a Content Module can now also be used as a stand-alone tool. This extra ability makes this tool much more flexible. Self Test provides instant feedback to students in a non-graded format for study questions.

Self Test only uses multiple-choice questions. Self Test is not graded nor can it be graded. Self Test gives instant feedback; from a simple green check for a right answer and a red X for a wrong answer to any amount of written feedback the instructor cares to give. As in the Quiz Tool, questions and answers can be created on the fly, one-at-a-time or batch uploaded from a text file. However, unlike the Quiz Tool database, questions and answers cannot be downloaded to move to other courses or other Self Tests within the same course.

Pedagogy:
- Provides rich, rapid feedback.
- Learner-centric tool.
- Addresses the kinesthetic and active learner.
- Communicates high expectations.
- Directs student learning.
- Allows the student to evaluate his or her own self.

Uses and Advantages:
- Used on a page-by-page basis within the Content Module and allows for reinforcement of learning of the elements and concepts within the material. The amount of feedback depends entirely on the instructor.
- Depending on the feedback for right and wrong answers, students may learn by testing all the possibilities.
- Used as a stand-alone tool, the Self Test can combine or repeat questions throughout the course modules for quicker review.
- Creating questions in the quiz multiple-choice format in the Quiz Tool allows the greatest flexibility for uploading, downloading and using questions in more than one place.

Accessibility and Usability (versions 3.0 to 3.6):
Accessing the Self Test link in the Action Menu of the Content Module presents certain access issues. Although technically accessible, it is difficult to access for people with motor skill injury or impairment. In all the 3.x series the Action Menu is difficult to access using certain screen readers.

The Self Test uses two frames and since the focus does not shift from frame to frame as answers are selected, those using assistive technology do not share in the feedback. The workaround is to provide the same questions in a quiz for those wishing to access the questions in a slightly different format. The quiz, however, is graded and tracked, but is the only interactive equivalent for the Self Test.

Suggestions and Tips:
- Start slow and build. Begin with a couple of Self Test questions on one page and experiment.
- Creating your multiple-choice questions in the Quiz Tool allows you to download them, then upload them into any Self Test in any course. If you create them in the Self Test, you cannot download them.
- Using a secondary software such as Respondus also gives you flexibility for importing the questions into any number of areas and in multiple courses.

- Some instructors give a certain percentage of the Self Test questions in a course on the midterm and final as an encouragement to the students to spend more time with them and not just hurry over them.
- Using HTML you can provide almost any manner of feedback with animation, graphics, hyperlinks both within the course and to outside resources.
  Using Self Test as a stand-alone learning aid gives easier access to the questions for students. This is especially good for review. Otherwise the students would have to go through every page of the Content Module to re-encounter the various questions.
- Each Self Test you create, is a separate Self Test. You can have as many Self Tests as you care to create. Note that only one Self Test can be attached per Organizer Page.
- If you want to create your questions and answers in a word processor and then import them into a Self Test, we suggest creating a template for the format that is required. See the last section of this chapter for an example of how to do this.

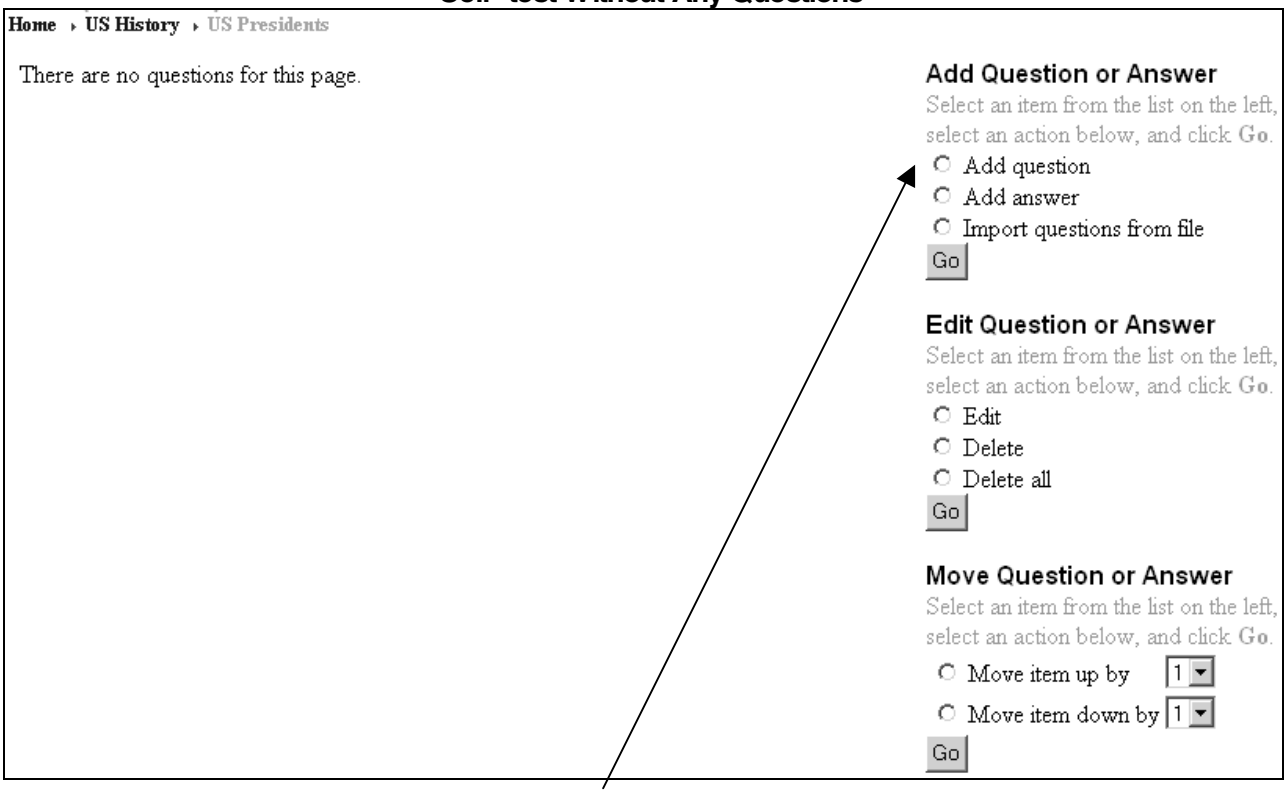
Common Problems Encountered by First Time Users:

- Investing many hours creating Self Test questions online only to find that the questions are not portable. You cannot move them to other courses or even to other parts of the same course. However, it is a good idea to create a few questions using the Self Test Instructor/designer interface because it is much easier and a good introduction to creating a similar question in the Quiz Tool Question Database. This is also a quick way to add interactivity to your course without having to learn any complicated tools within WebCT.
- If you are going to use quite a number of Self Test questions, then it is worth your time to learn how to use the Question Database multiple-choice question creation method or the free software, Respondus Lite which is available from the http://webct.com site or www.respondus.com. Multiple-choice questions are perhaps the easiest to create in either of these ways. With either of these two options you have a portable file that allows you to use it anywhere in your course or other courses.
- In the Cobalt version of WebCT due out in Spring, 2002, the Self Test will be connected with the Quiz and Survey Module to give you the greatest flexibility and portability.
- Individual Self Tests are not tracked. If a student accesses a Self Test, a number is recorded in Track Students, but you will not be able to know if a student viewed a particular Self Test, one Self Test many times or any combination.
- Since Self Test is not recorded, an instructor cannot monitor students' usability of the questions. The only tracking available is noting a student has accessed a Self Test. There is no way of knowing if the questions were actually read and answered.
- If you wish to have a Self Test that you can track and use to give specific encouragement to the students, you will have to create a quiz using the Quiz Tool. This is a common approach for many instructors. However, there is no reason why a combination of these tools cannot be used.

"How To's" for Instructors:

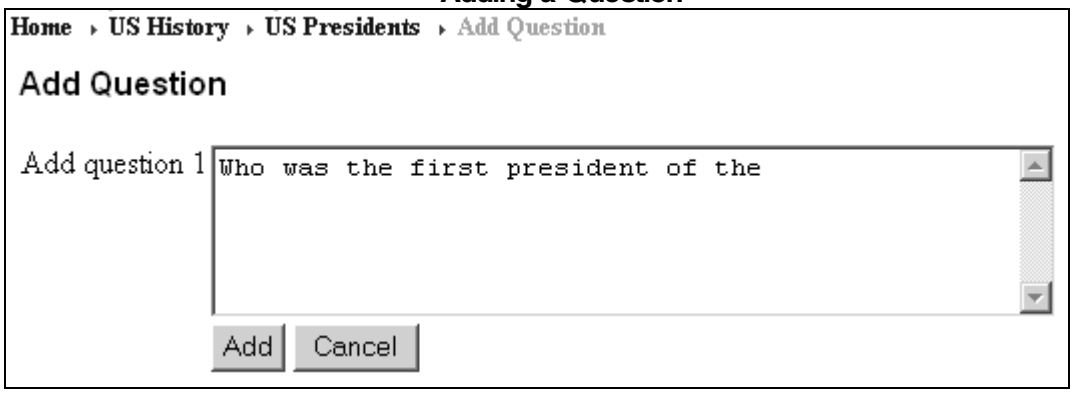
After you have added Self Test as a stand-alone tool or as a link from a Content Module, you would then add the multiple-choice questions. You can do so by typing in one question at a time or by importing questions and answers from a file. The step-by-step instructions in the online HELP file are quite clear.

Self -test Without Any Questions



1. In Designer Options, you would click on Add question.
2. That brings you to the Add Question screen, which is pictured below.
3. In the box you would type in your question.
4. When satisfied with your question, you would click the Add button.

Adding a Question



5. When you click Add, you are returned to the Select a Question or Answer screen. First you would click the selection button next to the question to which you want to add an Answer. Now you would click on Add Answer.
6. Click Go.
7. This brings up the Add Answer, which also has a box named Edit Reason where you can provide feedback.

Adding an Answer

Home ▸ US History ▸ US Presidents ▸ Add Answer

Add Answer

Question 4 Who was the first president of the United States?

Edit Answer 1 Bill Clinton.

Edit Reason No, Bill Clinton was the president prior to our current president.

Add Cancel

8. You would repeat steps 5 through 7 until you have several possible choices.

Setting the Correct Answers

Home ▸ US History ▸ US Presidents

Question 1	Who was the first president of the United States?		
Answer 1	Bill Clinton	Correct	
Reason	No, Bill Clinton was the president prior to our current president.		
Answer 2	George Washington	Correct	
Reason	Correct!		
Question 2	Who was the president of the United States during the beginning of the Civil War?		
Answer 1	Abraham Lincoln	Correct	
Reason	Correct! Lincoln was the president until his assassination.		
Answer 2	The first president had not been elected yet.	Correct	
Reason	Sorry. You may be thinking of the Revolutionary War.		
Question 3	Which president led the way to the first manned mission to the moon?		
Answer 1	George Bush	Correct	
Reason	No, man had already been to the moon by the me time George Bush was elected.		
Answer 2	John F. Kennedy	Correct	
Reason	Correct!		

Go

Edit Question or Answer

Select an item from the list on the left, select an action below, and click Go.

Edit
Delete
Delete all

Go

Move Question or Answer

Select an item from the list on the left, select an action below, and click Go.

Move item up by 1
Move item down by 1

Go

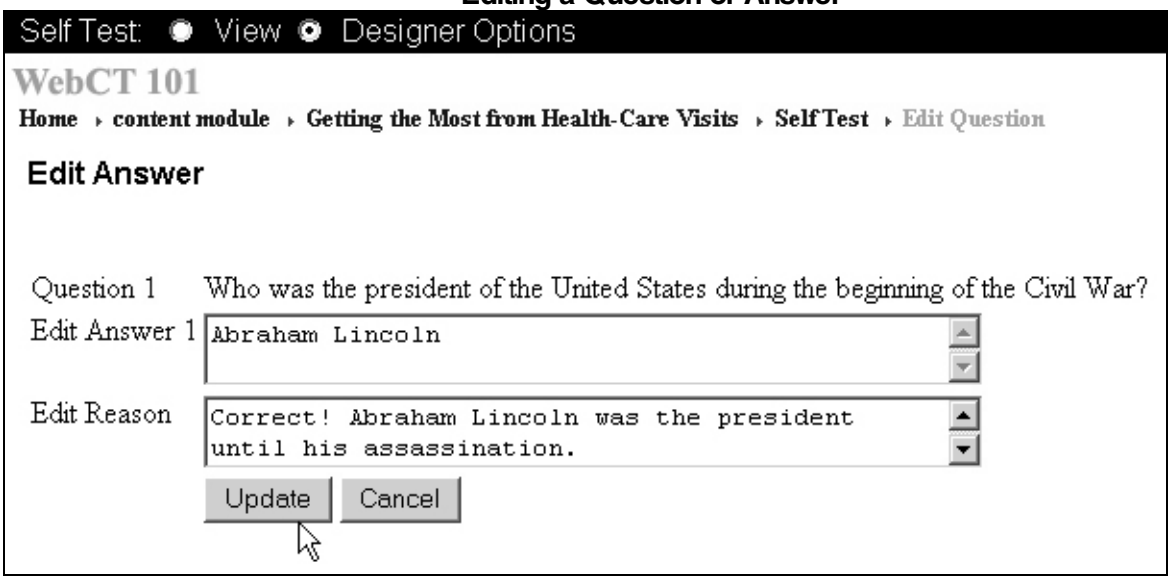
Manage Questions

To set the correct answer for a question, select the option button on the right of the answer. When you have finished selecting all the correct answers, click Set.

Set

9. After you have added several question and answer sets, you indicate the correct answer by clicking the Correct to the right of the correct answer. Under Manage Questions on the right hand side, you would then click Set.

Editing a Question or Answer



10. From the Self Test screen, select Designer Options.
11. Click the selection button next to the question you wish to edit.
12. Select Edit on the right hand side.
13. Click Go.
14. After you have done your edits, click the Update button.
15. You do an answer the same way, only you click the selection button next to the answer that needs editing.

Importing questions and answers:

The online HELP files contain very clear step-by-step instructions with an explanation of the formatting. We do not see the need to repeat them here. However, we do suggest that you make a template for the formatting, which you can then cut and paste as you build your questions. For example,

:TYPE:MC
:QUESTION
text of the question
:ANSWER1:0 ← 0 indicates incorrect answer
text of the answer
:REASON1
text of the reason
:ANSWER2:0
text of the answer
:REASON2
text of the reason
:ANSWER3:100 ← 100 indicates correct answer
text of the answer
:REASON3
text of the reason
:ANSWER4:0
text of the answer

:REASON4
text of the reason

By using this template, you can highlight the “text of the…” areas and type in your question, answer or reason. That saves you from having to remember the formatting and it saves on typing.

As we conclude this chapter on Self Test, let us remind you that the students will not see what you have done in a Content Module unless you **Update Student View.**

The Glossary Tool

Overview:
The Glossary Tool provides a central location for all terms and definitions that may be pertinent to your course. These can then be used in a variety of ways pedagogically. The most common way a WebCT Glossary is utilized is in conjunction with the Content Module. These tools were designed to work together enabling instructors to hyperlink terms within their content to their definitions in the Glossary without knowing HTML. The Glossary can also be viewed as a separate tool. The terms are arranged alphabetically. Terms can be linked to other terms in the Glossary without knowing HTML. This tool is also tracked on a per student basis allowing you the opportunity to monitor a student's usage or non-usage of this learning aid. The Glossary Tool is easily transported from one course to another, which makes the time you spend creating it a valuable investment.

Pedagogy:
- Promotes active learning.
- Respects diverse learning.
- Faculty-to-student interaction.

Uses and Advantages:
- Central location for all terms and definitions in a course.
- Acts as an online briefcase to transport meaningful terms, links, or other references from one course to the next.
- Easily link terms in Content Module pages to Glossary definitions.
- Links terms in the Glossary definition to other terms in the Glossary for clarification.
- Build a department Glossary by combining the various Glossaries of several instructors.
- Terms can be added to the Glossary either by single entry or batch uploading.

Accessibility and Usability (versions 3.0 to 3.6):
Accessing the Glossary as a separate tool on the Homepage makes it very accessible to all students. Students using assistive technology may choose to use the View All option for the complete listing. Links to other terms are okay in full Glossary view since the cursor focus shifts to the new window. Using links to Glossary from a Content Module pops up new windows that are ignored by screen readers and may require some additional effort on the instructors' and disabled students' parts to make fair and engaging use of this feature. Images that have been added to Glossary definitions must have alt tags. All 3.x versions operate the same.

Suggestions and Tips:
- Convert your WebCT Glossary into an interactive Flash Card learning aid with the freeware developed by the Division of Distance and Distributed Learning at: http://www.gsu.edu/~wwwdls/show_case/applications/index.html. Note this tool has an accessible version so that all students may benefit from this add-on feature.
- Can accommodate the visual learner if images are included.
- The Glossary is one of the only tools within WebCT that is completely portable. You can download and upload this tool into another WebCT course very easily.
- Download your Glossary to your hard drive after or before enacting any changes or adding new keywords online to ensure you have the most recent version available offline. Doing so can save you time later if you have to update your Glossary.
- Encourage students to submit Glossary definitions by offering some type of recognition or extra credit. This encourages active learning and relieves the instructor from having to gather all of the terms.
- By providing a Glossary, the instructor is alerting the students to what s/he considers important information. This relieves the student from having to guess what they need to

study. Therefore this frees the student from having to prepare study tools and enables them to get on with learning.

Common Problems Encountered by First Time Users:

- When trying to combine the Glossary with a Content Module, a new instructor can easily become confused if s/he does not follow a well-defined process such as the one we have included in this section.
- Creating the entire Glossary one term at a time and not using the import feature often creates extra work for an instructor and can be discouraging. Using the import feature makes this a very easy tool to create or update.
- Not allowing or encouraging students to correct or add to the course Glossary. This exercise can be a good learning activity. It can also become significant extra work if the instructor does not have a way of filtering the submissions by students. In one course the students were given extra credit for creating fully cited definitions and the instructor was deluged with submissions that had to be carefully checked for accuracy. For example, you might create a special topic in the Discussions Tool for additions/corrections to the course Glossary and let the students validate the submissions of each other first.
- Creating a mediocre Glossary that really provides little added value to the course can create a negative impression with the students. You can build a Glossary of terms as the semester progresses.

WebCT Vocabulary (see documents at www.webct.com for comparison of terms from earlier versions).

Keyword – Is an item for which you provide a definition. It can be letters or numbers.

Keyword links – Within Glossary, you can hyperlink keywords that are part of a definition. By clicking on the hyperlink

Page links – If you add the Glossary to a Content Module, words that are in the Glossary will be marked on individual content pages. You can then choose to make those keywords hyperlinks. When students click on the keyword hyperlink, it takes them to the definition in the Glossary.

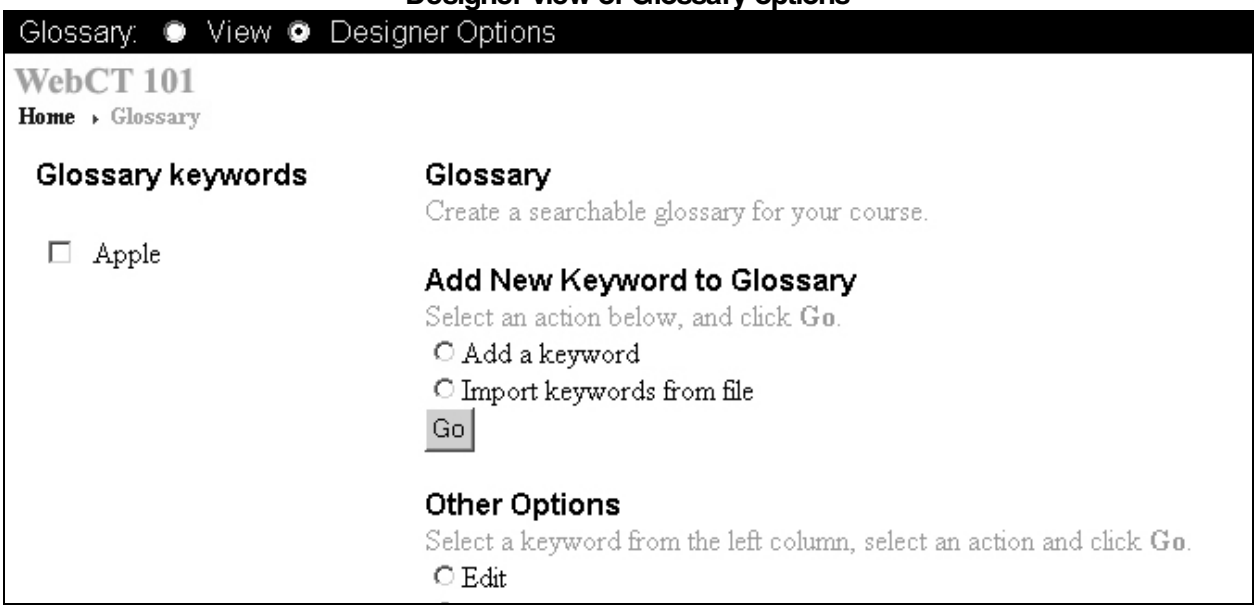
"How To's" for the Instructor:

Adding Terms to the Glossary:

Single Entry:

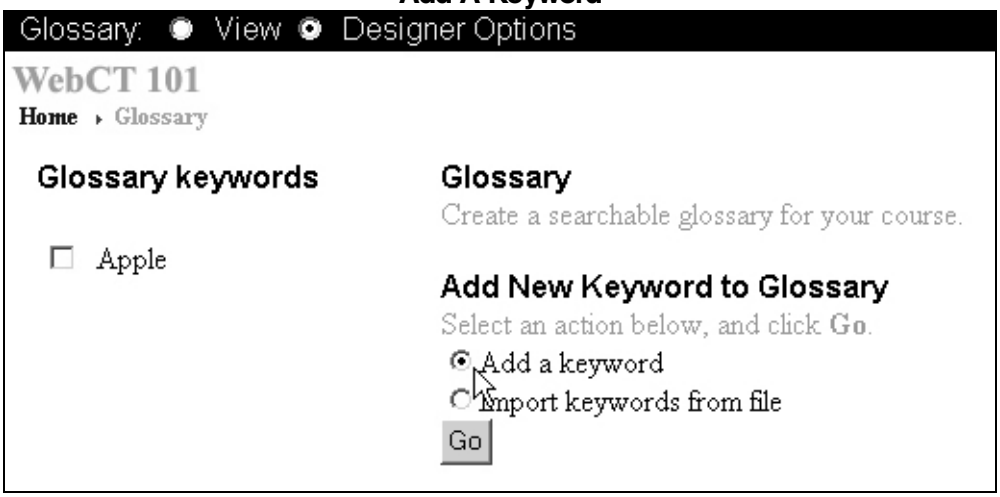
1. First enter the Glossary Tool.
2. Select Designer Options.

Designer view of Glossary options



3. Select the option button next to Add a Keyword**.**
4. Click Go.

Add A Keyword



5. Enter the term and its definition in the fields provided.
6. Click Add.

Add a Keyword and its Definition

Batch Uploading:
You can create a Glossary offline in a word processing program. You may have as many words in your Glossary as you like. They must be in the following format.

For each entry:

1. Type a colon before each term or phrase that is to appear in the Glossary as a keyword and click the enter key.
2. In a new paragraph, type the definition, leaving a blank line between the end of a definition and the next new term.
3. Begin the next term with a colon. For example,

Mandatory colon Glossary keyword Definition

:Atlanta
Atlanta is the state capital of Georgia.

Mandatory space between keywords.

:Honolulu
Honolulu is the state capital of Hawaii.

4. Although you may create this Glossary document in MSWord or some other word processor, you **MUST** save the document as a .txt file.

Save As

The file name used here is Glossary.txt.

5. Upload your Glossary.txt file to **My-Files** (click on **Manage Files** to access).

Upload A File

WebCT 101
Home ▸ Manage Files

File Options
Upload a file
Create a new file
Go

Select file(s) below, select an action, and click Go.
Edit Go

Folder Options
Select folder(s) below, select an action, and click Go.
Create New Go

Folders and Files
Click on a folder below to view its files.

Display this file information: Size Date Time Update

My-Files
bach_concerto 3808459 Tue Oct 02 2001 12:07:03
coding.html 25 Mon Oct 22 2001 15:29:36
constructivism.doc 28672 Fri Jul 27 2001 15:41:17
diabetes_video.ram 53 Tue Oct 02 2001 11:52:57
flag.htm 243 Fri Sep 14 2001 15:32:02
glossary.txt 0 Tue Nov 06 2001 10:57:26
summer_heat.mp3 3499282 Tue Oct 02 2001 12:05:30
video 56 Tue Oct 02 2001 11:54:57
CHAT
CONTENT_MODULE
DIABETES
EDITION

6. Go back to the Glossary and select Designer Options.
7. Select Import a file.
8. Click Go.

Import A File

Glossary: View Designer Options

WebCT 101
Home ▸ Glossary

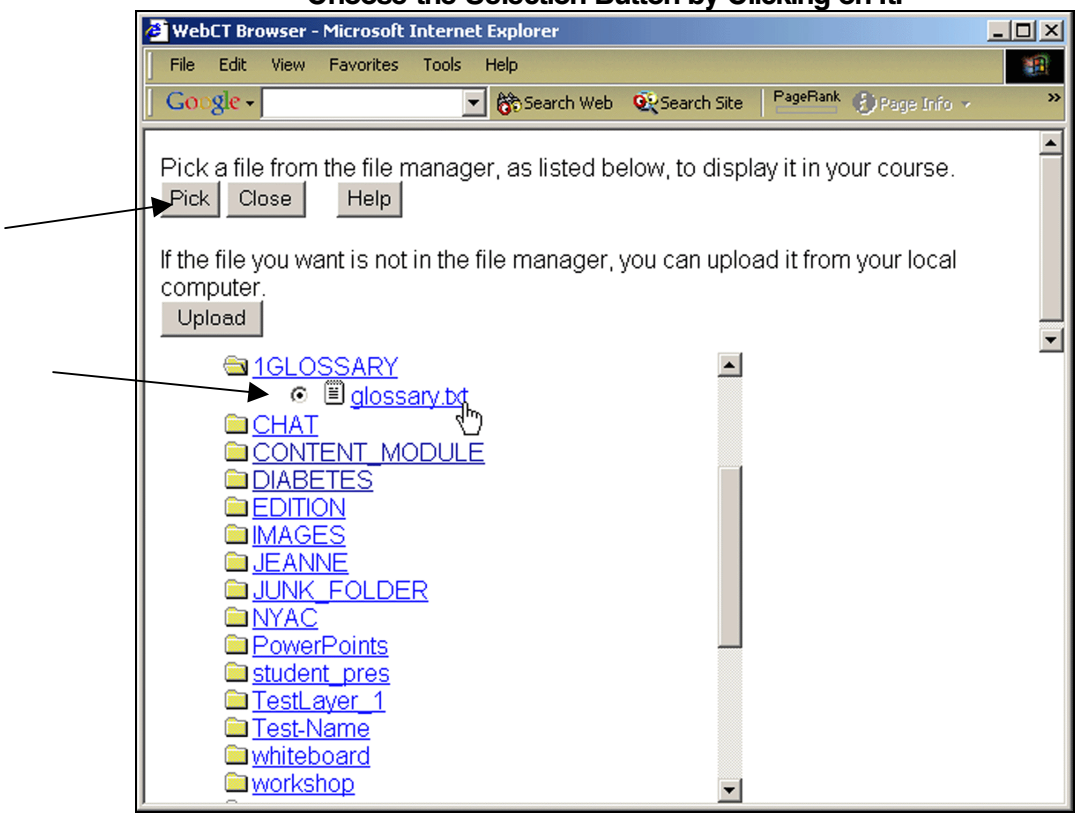
Glossary keywords
Apple
Pear

Glossary
Create a searchable glossary for your course.

Add New Keyword to Glossary
Select an action below, and click Go.
Add a keyword
Import keywords from file
Go

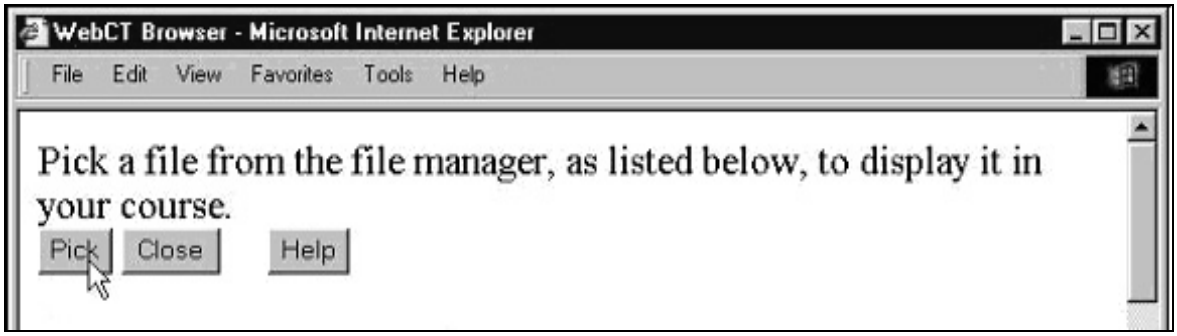
9. Browse to your Glossary.txt file.
10. Click on the selection button.

Choose the Selection Button by Clicking on It.



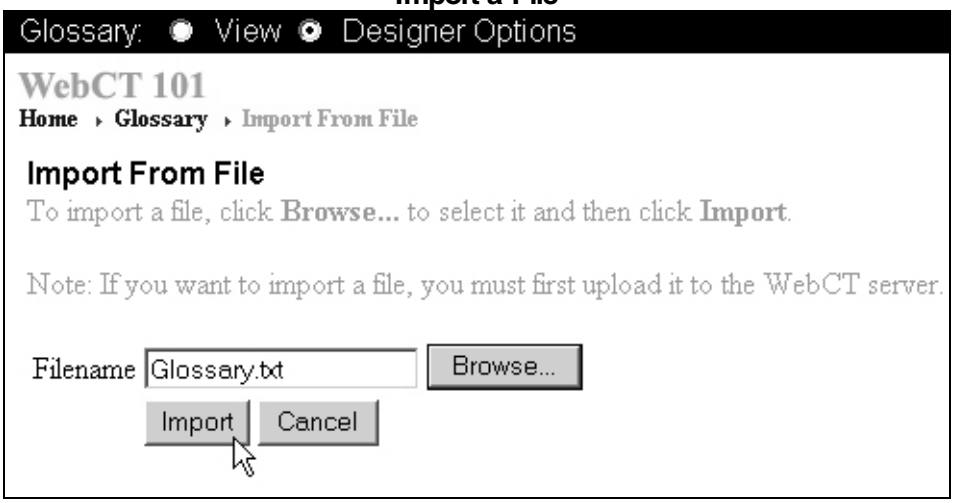
11. Click on Pick.

Pick A File



12. Click on Import. You will see the WebCT Import Confirmation screen and a preview of the terms and definitions you are trying to upload.

Import a File



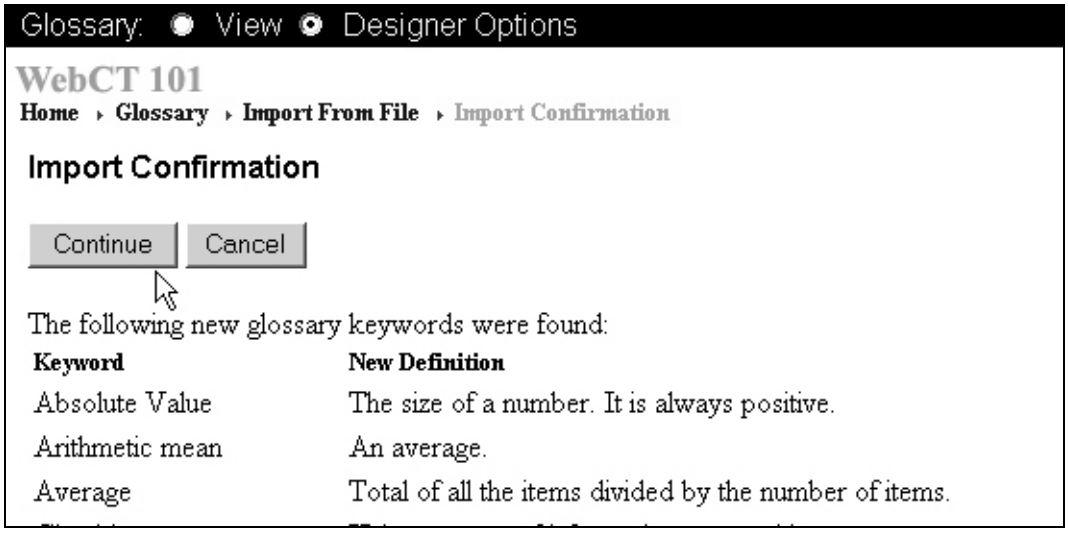
13. Preview and then click on Continue

Updating the Glossary:

Adding new terms or updating definitions in Glossary can be accomplished by uploading a .txt file containing totally new words or a .txt file containing old and new words including old or new definitions. Regardless, you will get a warning before any Glossary terms are overwritten. Old Glossary terms that have not been given revised definitions will not change. If the old terms have revised definitions, they will be overwritten.

1. Within the Glossary Tool, select Designer Options**.**
2. Select Import from file and go through the process described above under Batch Uploading.
3. After you Pick the file that contains the newest terms you should see a list of old and new terms.
4. Click Continue if this list correctly updates your Glossary, otherwise click Cancel**.**

Click Continue



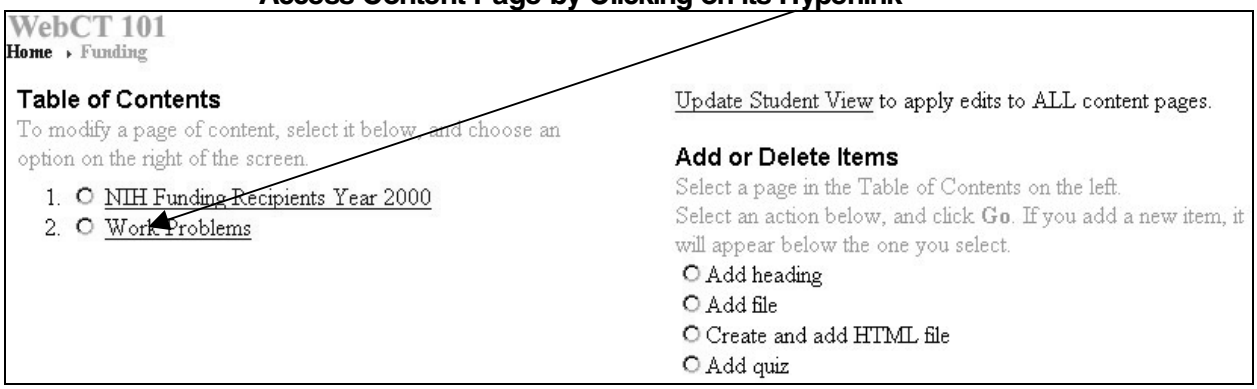
To link words in your Content Module to the Glossary:

Linking terms from the Content Module to the Glossary can be very beneficial to students. It allows them instant access to the definitions for terms that are contained within the Content Module. You can only link one instance of a term per page in a Content Module. Note: The

terms must already be contained within the Glossary in order for them to be hyperlinked from the Content Module to the Glossary. Here are the steps:

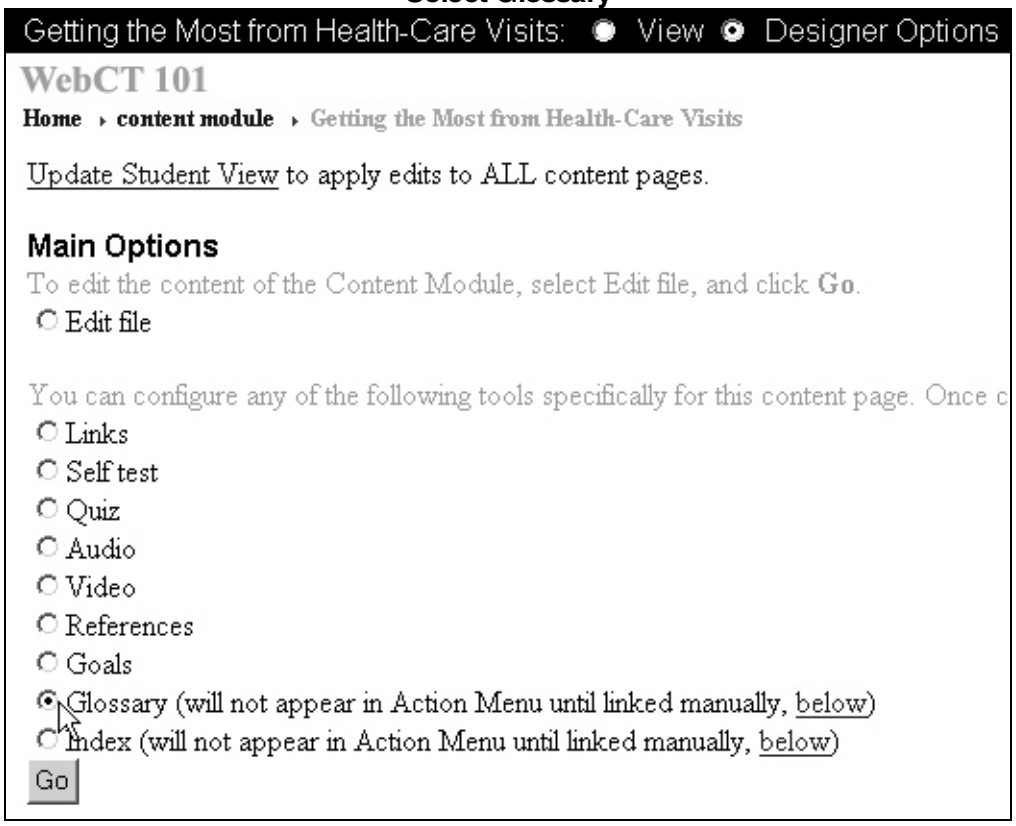
1. Assuming you have a Content Module already prepared, and you have successfully added your Glossary, click on your Content Module and select Designer Options. Then Click on the hyperlink for a page in your Content Module. You can only add Glossary links to one page of content at a time.

Access Content Page by Clicking on its Hyperlink



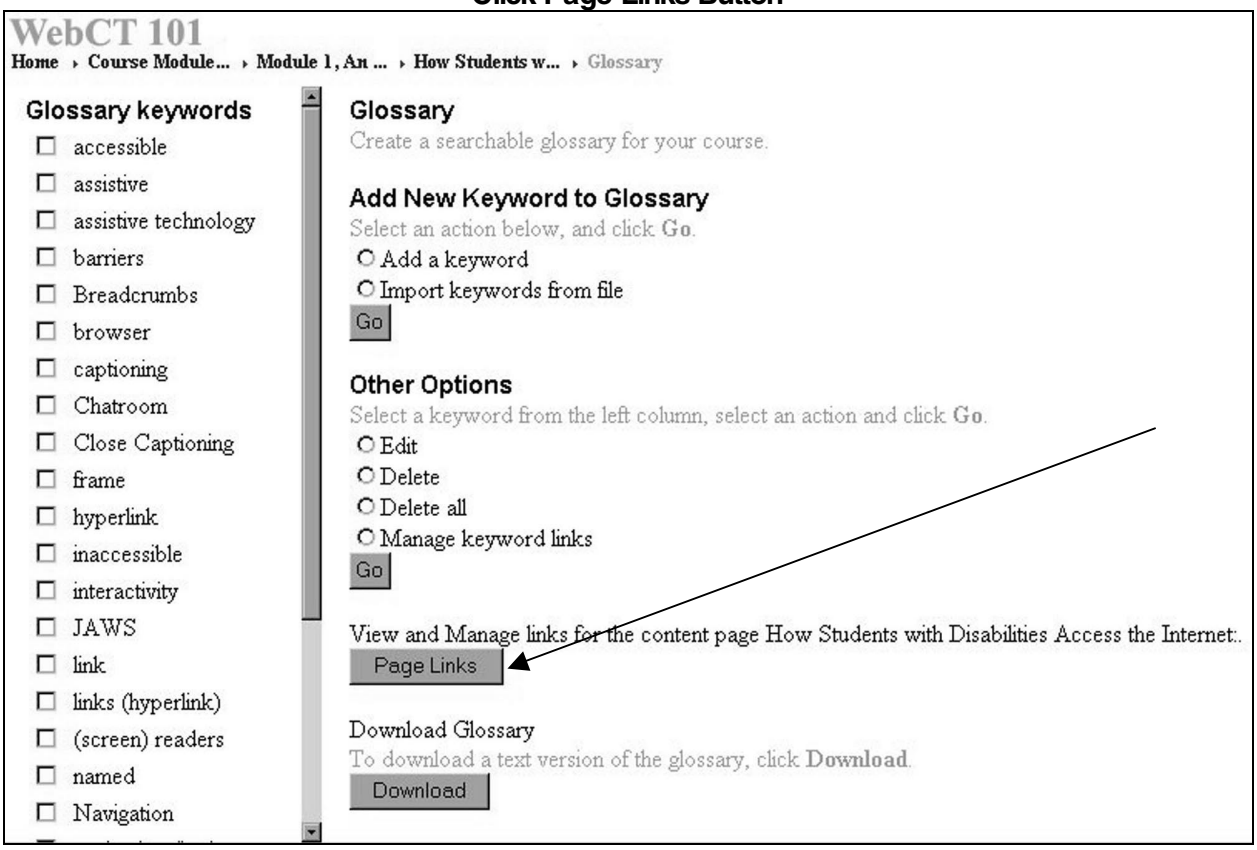
2. Under Main Options select Glossary. Note: The warning that reminds you that Glossary must be checked in two places on this screen.
3. Click Go**.**

Select Glossary



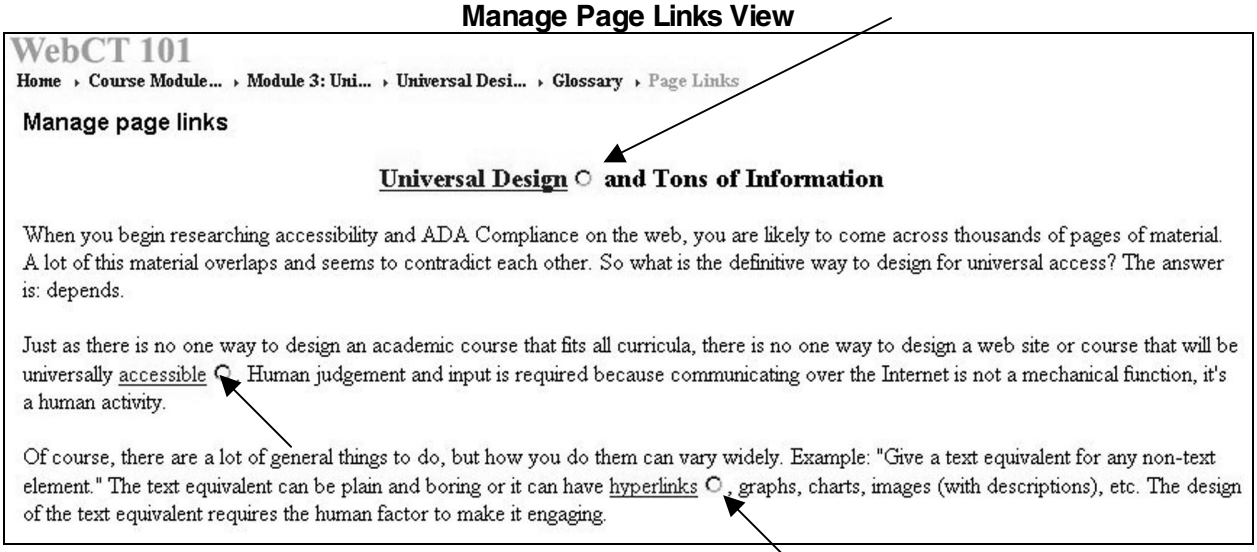
4. Then click on the Page Links button on the right side of the screen

Click Page Links Button



5. This brings up a unique view of the content page you have selected. Every word that is in the Glossary now has a selection button next to it. You may select only one instance of each word on any page to be linked to the Glossary. We recommend choosing the first instance that a word appears on the page as the hyperlink.

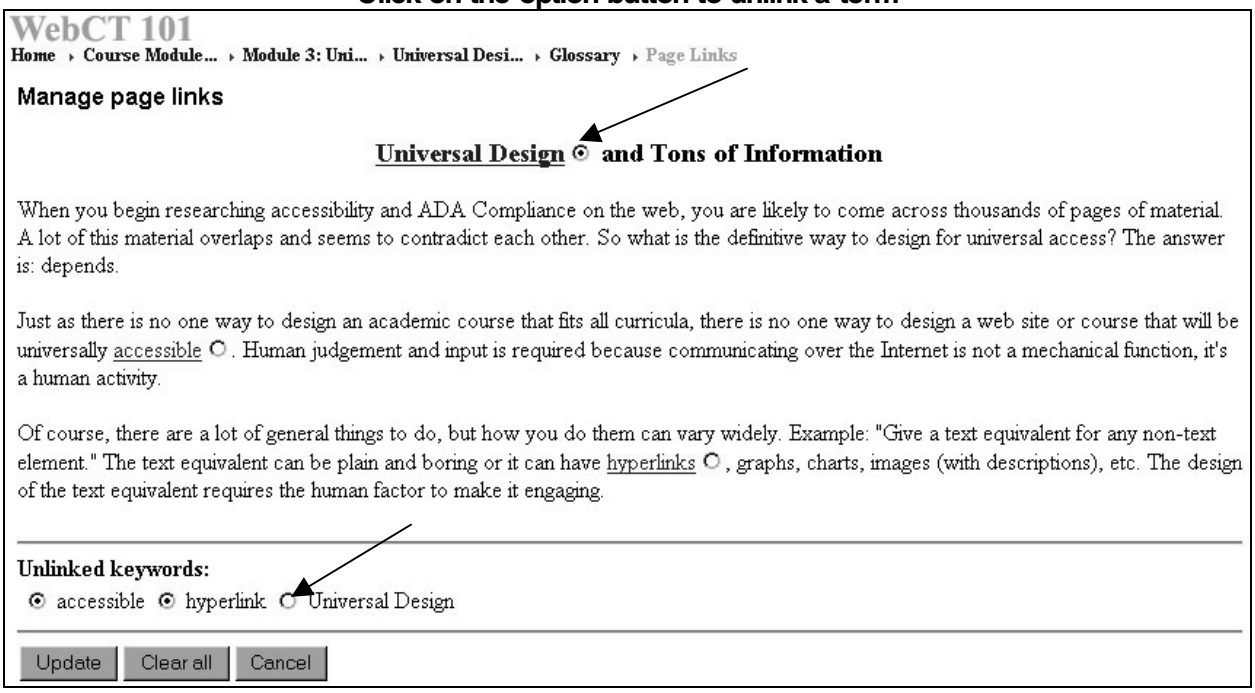
Manage Page Links View



4. Select all the words you want linked on this page. Remember: you can only select one instance of a word on a page of content.
5. Move to the bottom and click Update when you have selected at least one instance of each term on a page.

6. Note: Some confusion occurs because of the section at the bottom of the page labeled Unlinked keywords followed by all the Glossary terms with another option button beside it. This section is only to remove the Glossary links you have selected. This is not a list of words that have **not** yet been linked on the page.
   To remove a hyperlink, under Unlinked keywords, select the word, and click Update. To remove all links, click Clear All instead of Update.

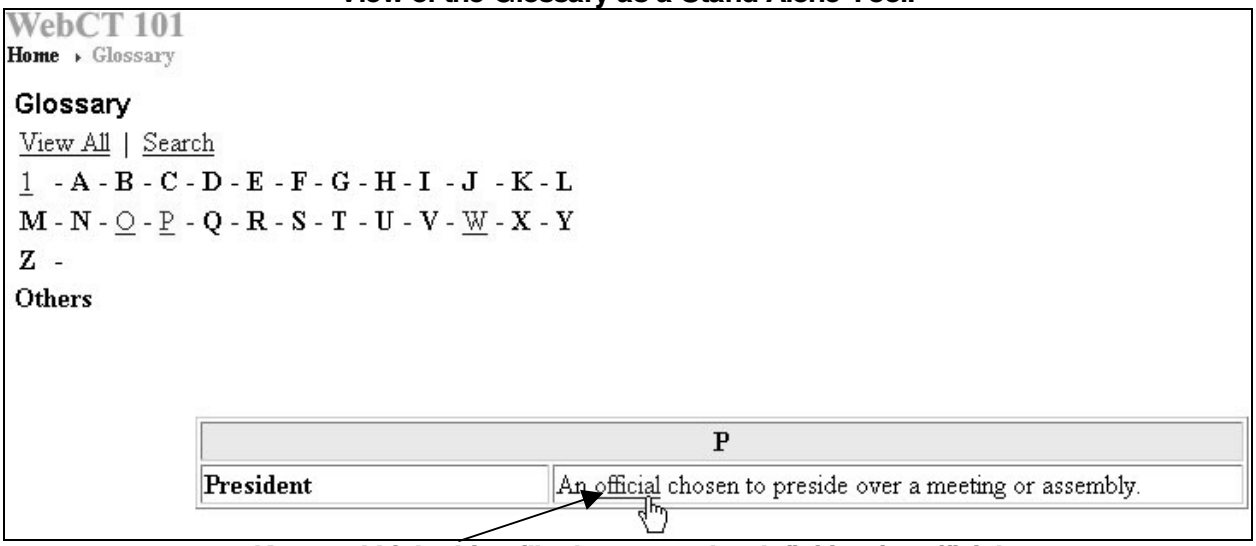
Click on the option button to unlink a term



Note that accessible and hyperlink are not linked in the content and that is indicated by the black mark next to each unlinked word. Universal Design is linked therefore it has a blank circle next to it.

7. To continue adding links through the rest of your Content Module pages, use the breadcrumbs to navigate through the module.
8. Click on the breadcrumb that represents the “Title of your Module” in the breadcrumbs line. This brings you back to the Table of Contents screen for this module. Make sure you are still in Designer Options then click on the next page to which you wish to add links.
9. Then repeat steps 1 through 7 above.

View of the Glossary as a Stand Alone Tool:



Keyword Link: this will take you to the definition for official

The screen capture above illustrates what the Glossary looks like as a stand-alone tool.

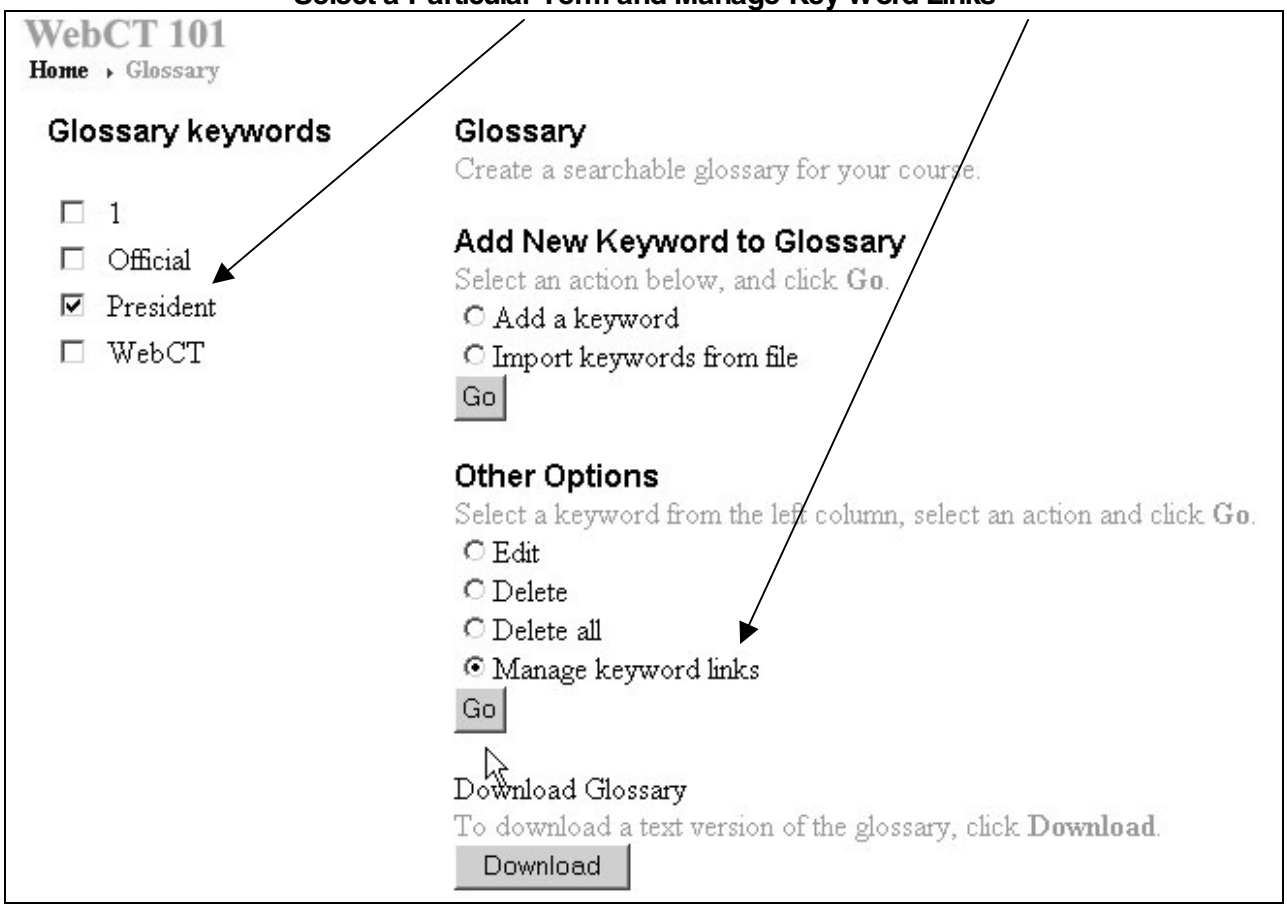
- View All is a hyperlink that when clicked shows you all the definitions in your Glossary.
- Search is a hyperlink that takes you to the Search screen where you enter the term that you want found in the Glossary. Search will look for partial instances of a word. For example, by typing in “pres” the Search feature would bring up the definition for president. Note that search is not case sensitive.
- The screen capture above is version 3.6. You will note that the number one is the first term. In earlier versions, any definition that was a number would have gone under Others. In 3.6 numbers are displayed before letters in the list of terms. In 3.6, terms that start with a character other than a number or a letter go under Others.
- Note that the letters A through Z appear even if there is no term associated with a particular letter. When there is a term associated to a letter, that letter is underlined and becomes a blue hyperlink. You can see from our example that 1, O, P, and W are hyperlinks. When a letter has been clicked upon, it turns a different color to show that that letter has been viewed.
- In this particular example, the letter P was clicked and it brought up the definition of President.
- Notice that within the definition of President, the word official is underlined and it actually is a blue hyperlink. By clicking on that hyperlink, we jump to the definition of the word official. This is an example of terms being linked within the Glossary.

Managing Keyword Links:

You can link Glossary terms not only to their occurrences in a Content Module but also to their occurrences within other definitions within the Glossary.

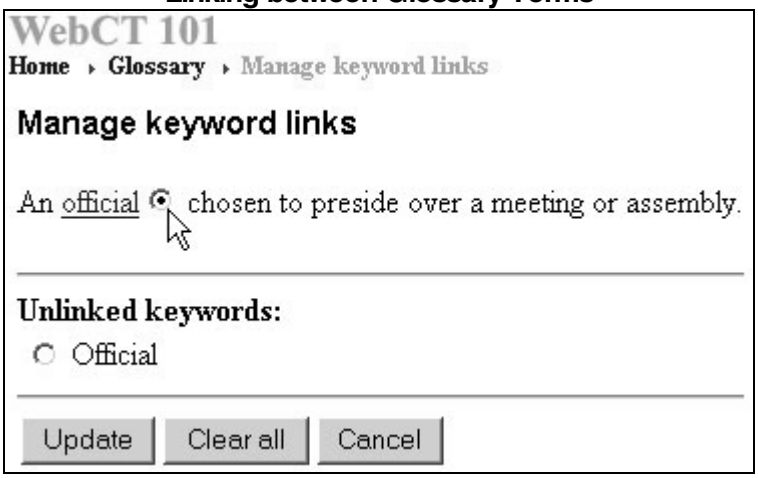
1. Go to Designer Options in the Glossary
2. Select one term and then select Manage Keyword Links

Select a Particular Term and Manage Key Word Links



If a Glossary term appears in the definition of the selected term, you can link to the other Glossary term by selecting the option button next to an instance of the term. This illustrates how official became a hyperlink in the definition of President.

Linking between Glossary Terms



As we conclude this chapter on Glossary, let us remind you that the students will not see what you have done in a Content Module unless you **Update Student View.**

The Search Tool and Search Features

Overview:
The Search Tool in WebCT works nearly the same as any search tool found on the Internet. Users type in a term or phrase, and the tool attempts to find all instances of the term or phrase within the site (in this case within the course). The WebCT Search Tool searches the Content Modules and all Discussions postings. This tool also has options for narrowing your search.

In addition to the Search Tool, WebCT has tools that have their own search feature that restricts its search to that tool. Some of these features are available for students and instructors; others are only for the instructor. Since most of these searches work the same way that the Search Tool does, they are mentioned here but may not be broken out separately after this.

Areas of WebCT that have Search Features:

1. Content Module (uses the Search Tool, but you must add it to the Action Menu if you wish to use Search while in a Content Module)
2. Discussions (is searched by the Search Tool and also has its own search feature)
3. Glossary (has a search feature)
4. Image Database (has a search feature)
5. Mail (has a search feature)
6. Question Database/Quiz (has a search feature, Instructor Only)
7. Manage Students, Track Students and Manage Teaching Assistants (has a search feature, Instructor Only)

Pedagogy:

- Addresses the learner who likes the overview
- Addresses the linear learner
- Encourages active learning
- Is a learner-centric application
- The ability to search can be simple or can lead to higher levels of learning

Uses and Advantages:

- Convenience. Time saving. Being able to search all the course content that is in Content Modules and the Discussions Tool postings at the same time can save the students and instructor an incredible amount of time.
- Can be used to create study sheets. Search for a concept and then review all occurrences of that concept both in the course materials and the postings of other students and the instructor.

Accessibility and Usability (versions 3.0 to 3.6):

- The Search Tool is accessible in all the 3.x versions. The usability of the Search Tool is somewhat less because of the dropdown menus that may not always work seamlessly with assistive technology.
- The usability of this tool is also lessened because the search results do not occur on a screen that allows you to refine your search. You will have to click on search again if the first search does not give you the desired results.

Suggestions and Tips:

- Teach your students to use this tool. Spend the time to get the most out of this tool for you and the students.
- This is a good time to instruct students in Web searches. Web searching can be a valuable ally in teaching regardless of the discipline. A very good search engine is www.google.com. For computer and Internet terms, www.whatis.com is a very good site.

Common Problems Encountered by First Time Users:

- Underutilizing this tool when you have course content and ample Discussions postings.

WebCT Vocabulary (see documents at www.webct.com for comparison of terms from earlier versions):

- Boolean: this is a term that will come up again and again in any search feature or lesson. In Boolean searching, an "and" operator between two words ("car AND truck" for example) means one is searching for documents containing both of the words, not just one of them. An "or" operator between two words (for example, "car OR truck") means one is searching for documents containing either of the words.

Features of All Search Tools:

All of the Search Tools (with the exception of searching student records which will be addressed later) have similar features that should be addressed before noting their individual differences.

- Search in WebCT is not case sensitive. You can enter upper or lower case letters and receive the same results.
- You can search for portions of words. For instance, you could type in "bov" and receive links to pages containing the term "bovine".
- Operators, such as the + symbol or "" that other search engines use, do **not** work in WebCT's search.

How To Use The Course Search Tool:

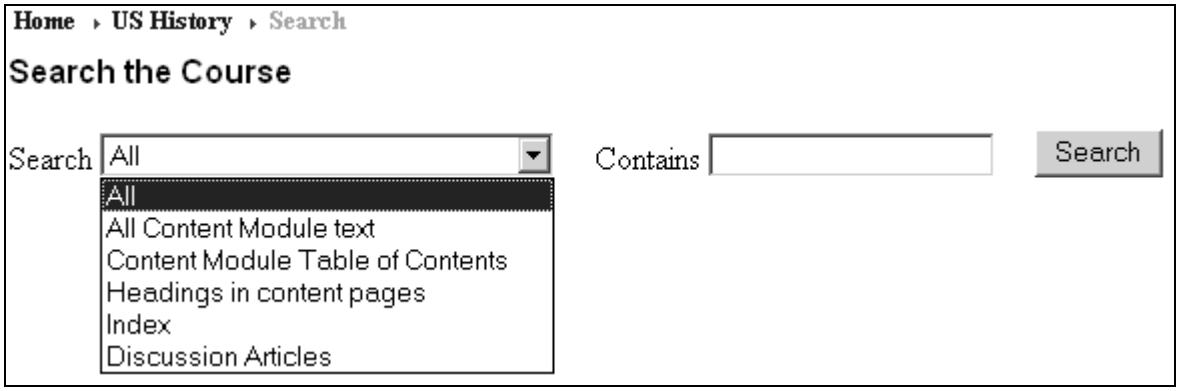
Use "Add Page Or Tool" to attach the Search Tool to your course.

The Search Tool gives you the option of searching the following areas of your WebCT course:

- All (of the following)
- All Content Module Text
- Content Module Tables of Contents
- Headings in Content Pages
- Discussions Articles (postings)
- If you add the *Index* tool to your course, you are given the option to search that as well within this list.

Note this is a simple search that looks for parts of the course that "contain" the text you type.

Search the Course Screen in Search Tool



There is a known problem with Search and selective release in early versions of 3.x, but not in 3.5 and above. Search ignores the selectivity and it will let students into all the Content Modules whether they were released to them or not (same applies for hidden items in a course). This has been corrected in version 3.5.

Adding Search to Your Content Module(s):

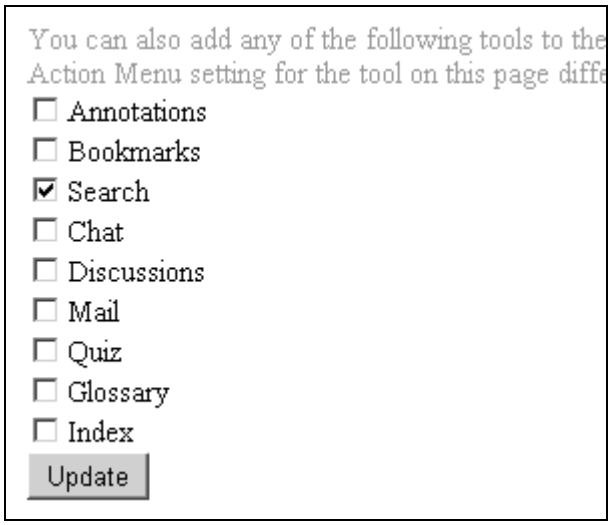
You can add the Search Tool to individual pages one at a time or every page in a Content Module all at once. Adding the Search hyperlink to the Action Menu is a convenience for everyone. Technically, if you add the Search Tool to your course you can search any and all Content Modules. However, you would have to leave your place in a Content Module to do this

search. Putting it in the Action Menu of the Content Module makes it easier for everyone to search the course.

To have it appear on every Content Module page, you would begin at the Table of Contents page. This is probably the most common and popular option.

1. Choose Designer Options
2. Under Edit on the right of the screen, select Edit Action Menu
3. Click Go.
4. Select the check box next to Search.
5. Click Update. This adds the Search link to every page in this one Content Module. You would have to repeat these steps for each Content Module to give students the option to click Search while in the Content Module.

Add Search Tool to Action Menu



Once this item is added to the Action Menu, students can click on the link to quickly access the Search Tool.

Action Menu in Content Module

- To add the Search Tool to the Action Menu in individual Content Module pages: This option is given instructors for flexibility in design.
  1. Click on a Content Module
  2. Click on any single page in a Content Module to which you wish to add the Search option
  3. Select Designer Options
  4. Select the check box next to Search
  5. Click Update. This will put Search in the Action Menu for only this one page of this one Content Module.

The Search Feature in the Discussions Tool:
The difference between this special feature and the Search Tool is the options. You can search all topics or individual topics in a discussion search as well as utilize a number of *filters* to limit your search. The search can be limited to one of the following areas of the Discussions postings:

- Name
- User ID
- Subject
- Message No.
- Date
- Message

The default filter is “None” which means search will look for all instances in all areas.

The search can further be refined by the comparison conditions you put on the search text. After you select a filter (not necessary as the default works fine), you need to select a comparison type.

- Contains = returns the most instances
- Before = usually refer to dates or numbers.
- After = usually refer to dates or numbers.
- Starts with = refers to the beginning of the filters above.
- Ends with = refers to the ending of one of the filters above.

After you select the filter and comparison type you enter the term you want to search into the field marked Value.

When you use this search, it pops up a special search window. The search results will appear in the original window. This can sometimes be confusing. Just be aware that search options and search results are always in two different windows. You will have to go back and forth between the two windows to refine your search if you do not get your search right the first attempt.

The Glossary Tool Search Feature:
You must add a Glossary to your course and add terms to the glossary before the search feature does anything. In an extensive Glossary the ability to search it can help you to refine the glossary and also to make changes. Glossary can also be added as a link to the Action Menu of a Content Module for easy interactivity.

Using the search located in Glossary will search **only** the Glossary itself.

The Image Database Tool Search Feature:
This particular search can look for instances of terms or phrases by:

- keyword
- creator
- filename
- title
- description
- thumbnail

If you have created additional columns, you can search information in these columns as well. This search will only search within the Image Database.

The Mail Tool Search Feature:
This particular search looks for instances of terms or phrases by subject line and the contents of Mail, and only searches within Mail. This search is very similar to the Discussions Search feature.

The Question Database Search Feature (instructors only):
The Question Database is accessed through the Quiz Tool. Once questions are added you can search the database for instances of terms or phrases. You do this from the Questions Database screen. You can search by two categories of filters:

First filter allows you to search through:

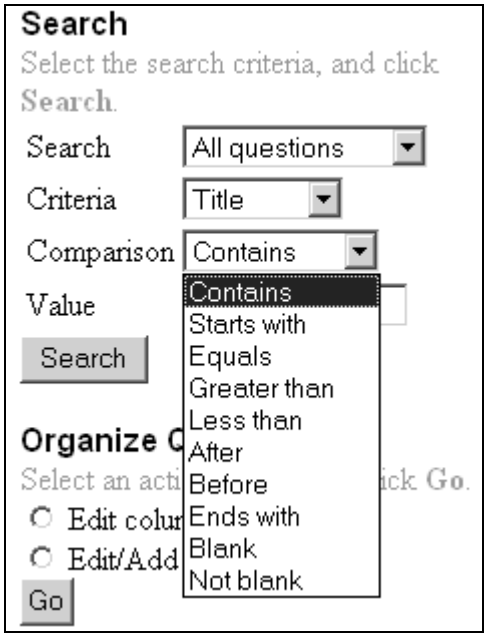
- All questions
- Listed questions

Second set of filters allows you to limit your search to:

- Title (of question)
- Type (of question)
- Category (of question)
- Used By (this feature does not work in version 3.1.3)

Note: The Used By search looks for all instances of questions that are used by a particular quiz or survey that you have created. This option does not work in the WebCT version 3.1.3. It does work in version 3.6.

Search Criteria



This search is similar to the Discussions search feature; however, in this search you have more options to narrow your search. In addition to the two sets of filters above you can also use the comparison options shown above. An explanation of each of the comparative values is provided in the online HELP files.

Once you have selected your filters and comparison options you can then enter the text or phrase for which you are searching.

This search is very powerful and helpful for tracking down similar questions to add to a quiz. Questions that might have a typo or need a name change can all be found quickly. Questions used on a particular test can be grouped quickly for downloading, updating or deleting.

Various Ways to Search Student Records in WebCT:
Searching within student records works differently from other searches within WebCT. The two areas you can search are the Student Management area and the Track Students area. These searches are very specific and will **not** search for portions of terms. Within the Student Management area you would normally be searching for user ID's, names, or specific columns.

Within the Track Students area you would normally be searching for user ID's, names, number of hits, number of postings, etc.

Student Management Area:
The basic purpose is to group students together for some additional action. That action could be:

- To send them an e-mail of congratulations or encouragement,
- To allow only certain students access to a tool through the conditional release criteria for the icon
- To allow only certain students access to a quiz or survey using the quiz settings conditional release criteria
- To allow or deny them access to the course,
- To track their use of WebCT based on their performance,
- To add them to private Discussions topics without having to pick one student at a time. Note you cannot use this feature to create private groups in Student Presentations.
- To delete them from the course (the authors do not recommend deleting students without a great deal of caution including at the very least to make a back-up of the course first.)

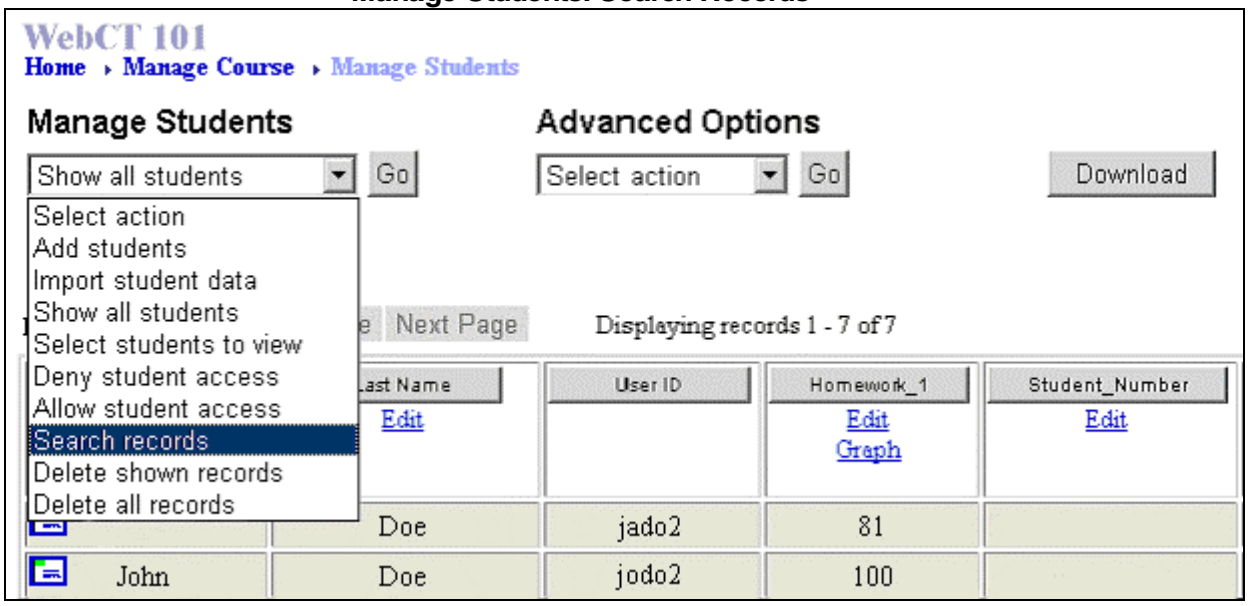
Most of these secondary actions above are accomplished by:

1. First perform a search of the student records,
2. Copying the records (or copy to clipboard),
3. Pasting from the clipboard.

1. To perform a search:

1.1 From Manage Students dropdown list, select *Search records* and then click Go.

Manage Students: Search Records



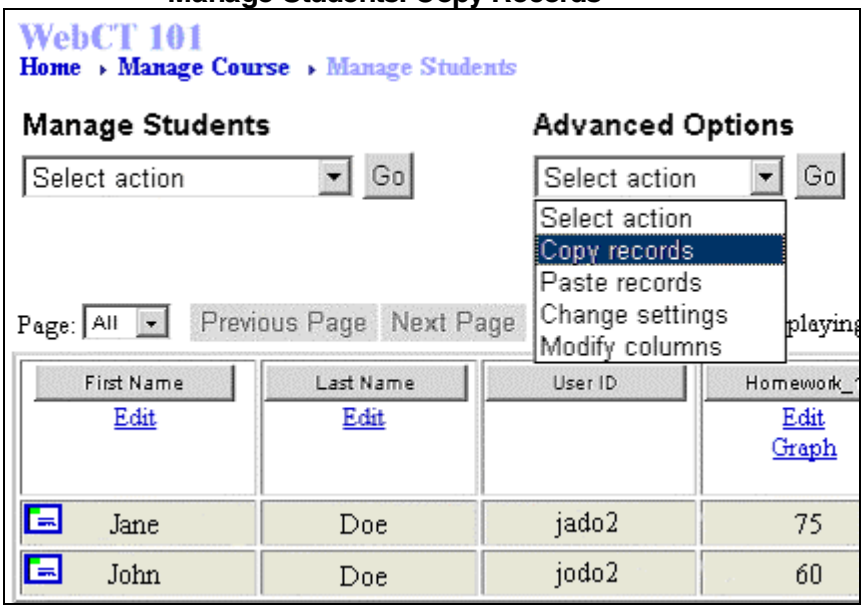
1.2 Using the Search drop-down lists and text box, specify your search criteria.

1.3 Click Search. The student records matching your search criteria appear.

2. Copy records to the WebCT clipboard:

2.1 Having performed a search of the student records in Manage Students, from the Manage Students Advanced Options dropdown list, select Copy *records* to clipboard and then click Go.

Manage Students: Copy Records



3. Paste records from the WebCT clipboard

3.1 First perform a search of the student records

Second copy those records to the WebCT clipboard

Choose the tool or part of a tool you wish to paste these records into. For this example we will use the Mail Tool. We have searched our records for all students that made less than a 75 on the first quiz. We copied those students to the clipboard.

Click on the Mail Tool or icon link

Select Compose Message

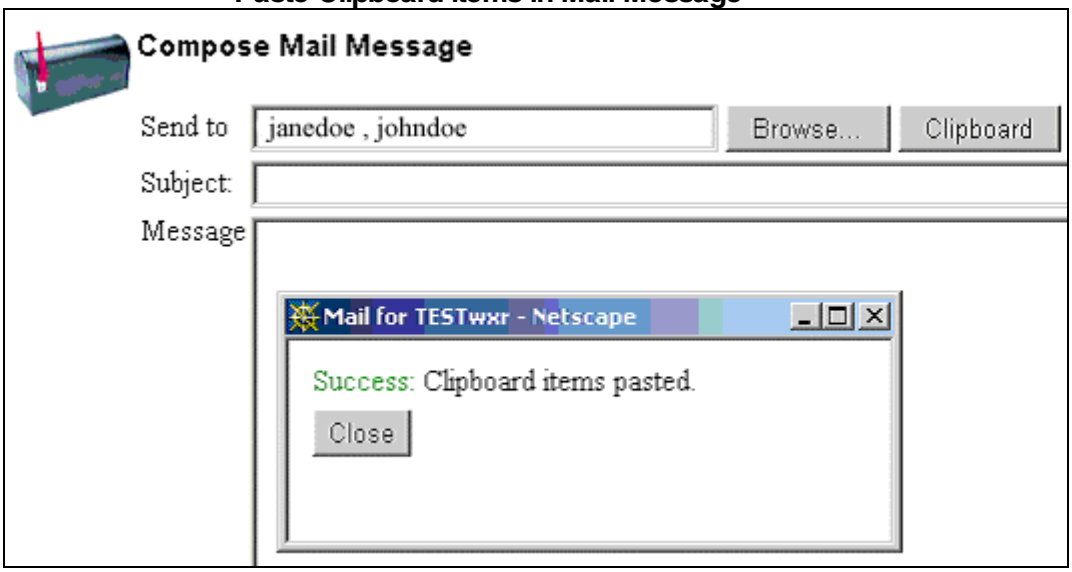
Look at the two buttons next to the Send to text box. One is titled Browse and the second is title Clipboard.

Click the Clipboard button

Click Close. The student names are pasted in the Send to text box.

3.2 Complete the Subject and Message text boxes and then click **Send.**

Paste Clipboard items in Mail Message



Tools or places you can use the clipboard option:

1. Manage Students: once you have searched the student records and isolated certain students you can:
    - Deny access to the course
    - Grant access to the course
    - Delete those students
    - Copy to the clipboard
    - Perform a second search on the first group to refine your criteria (this is usually only used in large classes or classes with multiple sections).
2. Mail: in the above example you can quickly e-mail a select group of students using the clipboard.
3. Discussions Tool, Manage Members in a Private Topic: this is the quickest way to create private topics based on some criteria other than random. For random just use the Group Generator.
4. Selective Release of any icon or tool: In the Edit Link interface of any icon you have a Release to text box with a Select button beside the box. Once you click the Select button you will see the Clipboard button on the next screen. This is a very fast way to release icons only to sections in a multi-section class. There are other ways also: see "Managing Large and Multi-sectioned Classes in WebCT."
5. Selective Release of any quiz or survey. Under the Quiz Settings for each quiz is also a Release to text box with a Select button beside it. Click the Select button and then the Clipboard button on the next screen.
6. Quiz Management and Analysis, under Details: if you wish to see the details for only certain students you can use the Paste from clipboard option here. This is the only place within the statistics, submissions, details and reports for a quiz that uses the clipboard.
7. Track Students: Under Manage Course, the Track Students interface allows you to use the Clipboard option so that you can check the activity of a group of students based on some criteria from the Manage Students area. This is handy for those instructors doing research and trying to tie performance to activity. This search option is also dealt with in depth following this list because of its potential for significant research.

Places You Cannot Use the Clipboard:

1. Group or Student Presentation Tool. Although it might seem a good place to use clipboard, you do not have the option to create groups using the clipboard method. Look for this to change in future releases.
2. Chat Room. You cannot limit or assign specific chat rooms to groups or specific students. Workaround: You can informally assign a group to a chat room; then attach the chat log for that room to a Single Page icon or Content Module. Set the conditions on the icon for the Content Module or Single Page using the clipboard method to limit, which students can view, the chat log. Note: this pretty much limits your class to four (4) groups unless you assign them different times to be in the Chat rooms.
3. Track Pages: This is not a student-by-student tracking but a cumulative tracking for all visits to any page in a Content Module.
4. Quiz Management: the Clipboard only works in the Details part of Quiz Analysis. It does not work for Submissions, Reports or Summary.

Track Students Area:

This search is very similar to the search in Manage Students. You may use them separately or in conjunction to increase the possible search criteria. This should make doing research more flexible since it gives you many more criteria for refining a search and looking for correlations or connections.

You can perform your search in Manage Students then come to Track Students, Paste from Clipboard and continue to search these specific records based on the criteria within Track Students. You may also do the reverse by first searching Track Students then going to Manage Students, pasting from the clipboard and searching based on the Manage Students criteria.

1. From the Track Students dropdown list, select Search Record and then click Go.
2. From the dropdown lists, select your search criteria. You can search within a list you created from a previous search as well as search for a number of different things:
   - User ID
   - Full Name
   - First Access (when a student first opened the course)
   - Last Access (most recent time student accessed course)
   - Hits (number of times a student has clicked on the Homepage, an Organizer Page or content pages.
   - Items Read
   - Posted (postings from students in discussions)
3. Click Search.
4. The Track Students Table appears with the search results.

Keep it simple when searching: use the defaults for all fields first and then try altering the fields after you have tried your initial search.

A word of caution about statistics in WebCT: It can be tempting to make assumptions about online teaching and learning as well as about students using the statistics and data from Manage Students and Track Students. To date the authors are not aware of a WebCT course model that can accurately tie performance to activity. However, it is the research that instructors and designers continue to do in these areas and with these and other tools that will benefit all online teaching and learning. The statistics are not insignificant at all. However, how significant and how they relate has yet to be determined. Look for many dissertations and theses around these topics in the immediate future. Share your research results!

As we conclude this chapter on Search, let us remind you that the students will not see what you have done in a Content Module unless you **Update Student View.**

The Goals Feature in the Action Menu of Content Module

Overview:
The Goals Tool is another of the WebCT tools designed to work only with content pages in a Content Module. Goals allows the instructor to set learning objectives/goals for each page in a Content Module. The interface is very simple, a plain text box into which the instructor can type or cut and paste text from anther application including the syllabus.

Goals appear as a hyperlink in the Action Menu and may be overlooked at first by students unless its importance is explained to them.

Pedagogy:
- Helps communicate high expectations.
- Learner-centric tool.
- Addresses the organized and linear learner.
- Addresses the kinesthetic learner.

Uses and Advantages:
- Used on a page-by-page basis allows for reinforcement of learning objectives.
- Simple to use even for the novice WebCT user.
- Provides interactivity, although on an elementary level, but contributes to the engagement of the course material because the student must access the Goals him/herself.

Accessibility and Usability (versions 3.0 to 3.6):
Accessing the Goals link in the Action Menu of the Content Module presents certain access issues. Although technically accessible, it is difficult to access for people with motor skill injury or impairment. In all the 3.x series the Action Menu is difficult to access using certain screen readers. Otherwise the tool is accessible.

Suggestions and Tips:
- Start slow and build. Try using the Goals tool on several content pages.
- Create all your goals offline in a word processing software. This way you can generate all your goals in one place, and then cut and paste them into the portion of the course where they belong.
- Create all your goals offline in an HTML editor like Netscape Composer, MS Frontpage or Macromedia Dreamweaver. The Goals Tool accepts HTML coding and by creating your goals in a simple HTML editor you can bring in the power of the Internet without having to learn HTML.

Common Problems Encountered by First Time Users:
- Complicating a simple tool. This tool is a convenience for the instructor allowing you to add interactivity and communicate learning objectives without interrupting the flow of your work.
- This is a simple tool and not much can go wrong with it. However, both students and instructors may not understand how to return from the Goals Tool to the page of content it references. This can be a little confusing at first until explained. Retrace works with most of the page-specific Action Menu tools.
    - In the Action Menu, use the Retrace link rather than the Previous or Next links, which take you to other pages and do not return you to the same page.
    - However, Retrace does not work if you have only entered one page of a Content Module because you have not yet been anywhere. You will get an error response. In such a situation, click on the Contents button/link to return to the Table of Contents.

Students will not see what you have done in a Content Module unless you **Update Student View.**

The Links Feature in the Action Menu of Content Module

Overview:
The Links Tool is designed to work only with content pages in a Content Module. It allows you to add hyperlinks to outside web sites or internal files that relate to the page of content. Links can be grouped under headings that you control in the Action Menu rather than a generic "links." It is a fairly simple tool to use. However, like most page-specific tools within WebCT, there is no carry over to other pages. On each page you must generate your links; you cannot pull from a list of created links from other pages..

Pedagogy:
- Promotes time on task.
- Promotes active learning.
- Learner-centric tool.
- Addresses the kinesthetic learner
- Introduces non-linear learning tools.

Uses and Advantages:
- Used on a page-by-page basis allowing for in-depth and adjunct learning aids related to the content and concepts for any one page.
- Using the Internet as part of any online course is extremely popular among educators today. Links allows you to point students in the right direction by your example of picking and evaluating web sites.
- Using the Internet to bring relevance to your course for the students also helps in placing your course in a wider context of worldwide study. Using the links tool is a good and simple way to open your course to a wider stage. Online learning can feel claustrophobic to many students when you keep them confined to only the tools and data in your online course. Making your course a part of the Internet at large can help to bring the students out on a virtual field trip or research excursion.

Accessibility and Usability (versions 3.0 to 3.6):
Accessing the Links Tool in the Action Menu of the Content Module presents certain access issues. Although technically accessible, the Links Tool is difficult to access for people with motor skill injury or impairment. In all the 3.x series the Action Menu is difficult to access using certain screen readers.

The Links Tool itself is very accessible to students. When a student clicks the named links you have added to the Action Menu s/he is presented with a bulleted list of hyperlinks within the original Content Module frame. This is user-friendly and accessible.

When a link is clicked, it opens the web site within the Content Module frame or in another window, depending on how you set it up.

Suggestions and Tips:
- Start slow and build. Begin with a couple of links to outside web sites.
- Some instructors give extra credit to students who find related web sites. This relieves the instructor from having to find the sights and make sure the links are still active.
- To find the online HELP files for Links, go to the index for Content Module.
- We suggest you have the Link open in a new window so that the students can easily get back into their WebCT course.

Common Problems Encountered by First Time Users:
- Getting too carried away with the idea of linking to outside sites. It is important that the web sites enhance your course.

"How To's" for Instructors:

- Before you can add Links, you must click on a page of content. Then go into Designer Options. Click on the selection button next to Links and then click Go. First you give the link a name and then you edit it to add the URL.

As we conclude this chapter on Links, let us remind you that the students will not see what you have done in a Content Module unless you **Update Student View.**

The Audio Links Feature in the Action Menu of Content Module

Overview:
The Audio Links Tool is designed to work only with content pages in a Content Module. This is one of many tools within WebCT that allow you to incorporate interactivity and engagement without knowing HTML coding. The Audio Links Tool facilitates adding sound files to a page of content within a Content Module. A common usage is to include a lecture, speech, short clips that demonstrate a skill or provide aural enrichment to the material. It can be music, bird calls, sound waves on medical equipment, and, of course, a spoken version of the material for greater access or multiple presentation of the core material.

Pedagogy:
- Accommodates multiple learning styles, especially the aural and visually impaired learners.
- Learner-centric tool.
- Addresses the kinesthetic learner

Uses and Advantages:
- Used on a page-by-page basis allows for reinforcement of learning for the content and concepts. The choice of sound/audio files linked is entirely the responsibility of the instructor.
- Popular usage is to include sound files that augment or demonstrate a concept or action discussed on the content page. The applications in music are more apparent than some other disciplines. However, this tool works well with the sciences, sociology, psychology, theater, language studies, radio astronomy, math, and almost any discipline.

Accessibility and Usability (versions 3.0 to 3.6):
Accessing the Audio link in the Action Menu of the Content Module presents certain access issues. Although technically accessible, it is difficult to access for people with motor skill injury or impairment. In all the 3.x series the Action Menu is difficult to access using certain screen readers.

The Audio Link Tool is a very accessible format presenting the student with a list of hyperlinks to the audio clips. The accessibility of the links themselves depends on the design of the course. If the links do not have a text equivalent for the hearing impaired, then they would be considered inaccessible. However, providing text equivalents for these links on the content page is a much simpler task than many are led to believe. Do not shy away from adding audio files because of the need to include a text equivalent.

Suggestions and Tips:
- Start slowly and build. Begin with a couple of audio files linked to one page and experiment.
- If you are not sure what sound files would enhance your lesson or discipline talk with colleagues and even the students. Allowing students to participate in the building/enriching of the course sometimes works to everyone's advantage.

Common Problems Encountered by First Time Users:
- Becoming distracted by the added dimension of sound, it is possible to overload your course with files that may not have as much educational worth as the original lesson. This tool like many others is an adjunct to a page of content; it is not a substitute for content.
- Using audio files that are too large. Large files take a long time to download over the Internet and are very frustrating to students. Try to use small files. If you have audio files that are longer than one or two minutes, you should think of breaking it into smaller files.

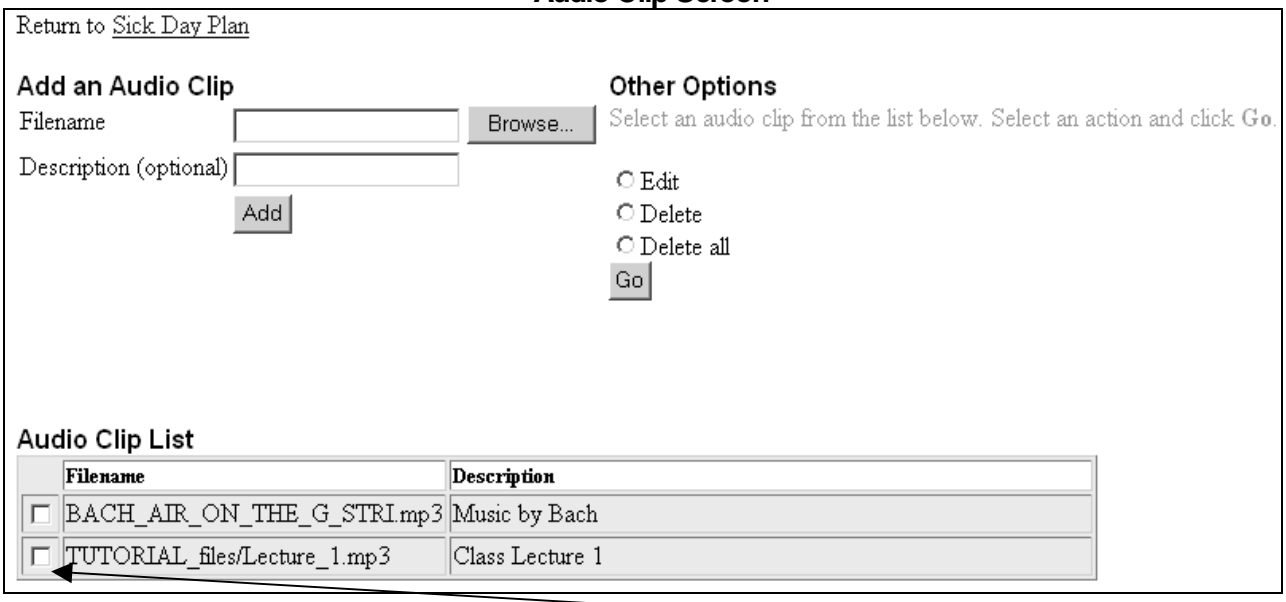
If the enhancements to a course are more trouble than they are worth (at least to the students) then they will be ignored.

WebCT Vocabulary (see documents at www.webct.com for comparison of terms from earlier versions):
There is no specialized vocabulary for this tool.

"How To's" for Instructors:

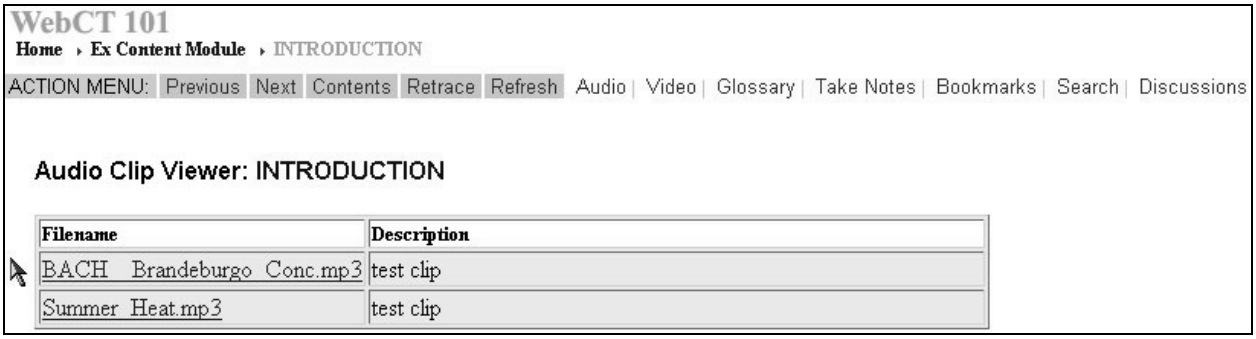
- Audio links are added on a page-by-page basis in a Content Module.
- You would first click onto a page of content and then choose Designer Options.
- Under Main Options you would click on the selection button next to Audio and then click the Go button.
- This brings up the Audio Clip screen from which you can
  - Add an Audio Clip
  - Edit an Audio Clip
  - Delete Audio Clips
- Select from the Audio Clip List
- Instructions on how to perform the above-mentioned actions are detailed in the online HELP files. From the Audio Clip screen you would click on the HELP link on the Menu Bar.
- Adding an audio clip is a two step process:
  - First you Add an Audio Clip to the Audio Clip List.
  - Then you select an audio clip to be attached to a page of Content Module.

Audio Clip Screen



Example of Audio Clip List from which you would click the selection box next to the item you wish to attach to a page in the Content Module.

Student View of Audio Links



As we conclude this chapter on Audio Links, let us remind you that the students will not see what you have done in a Content Module unless you **Update Student View.**

The Video Links Feature in the Action Menu of Content Module

Overview:
The Video Links Tool is designed to work only with content pages in a Content Module. This is one of many tools within WebCT that allow you to incorporate interactivity and engagement without knowing HTML coding. The Video Links Tool facilitates adding film files to a page of content within a Content Module. A common usage is to include a lecture, speech, short clips that demonstrate a skill or provide visual enrichment to the material. The video file has the advantage of being able to include sound and text in the same file. The file size is the main delimiter to using video.

Pedagogy:
- Learner-centric tool.
- Addresses the kinesthetic and visual learner.
- May be used to address the auditory and hearing-impaired learners as well.

Uses and Advantages:
- Used on a page-by-page basis allows for reinforcement of learning for the content and concepts.
- Popular usage is to include video files that augment or demonstrate a concept or action discussed on the content page.

Accessibility and Usability (versions 3.0 to 3.6):
Accessing the Video link in the Action Menu of the Content Module presents certain access issues. Although technically accessible, the Video link is difficult to access for people with motor skill injury or impairment. In all the 3.x series the Action Menu is difficult to access using certain screen readers.

The Video Link Tool itself is a very accessible format presenting the student with a list of hyperlinks to the video clips. The accessibility of the links depends on the design of the course. If the links do not have a text equivalent for the hearing impaired or are not close-captioned, then they would be considered inaccessible. Since the files are usually added to illustrate something already presented on the content page, many video files may already fit the description of accessibility.

Suggestions and Tips:
- Start slowly and build. Begin with a couple of video files linked to one page and experiment.
- If you are unsure what video files would enhance your lesson or discipline, talk with colleagues and even the students. Allowing students to participate in the building/enriching of the course sometimes works to everyone's advantage.

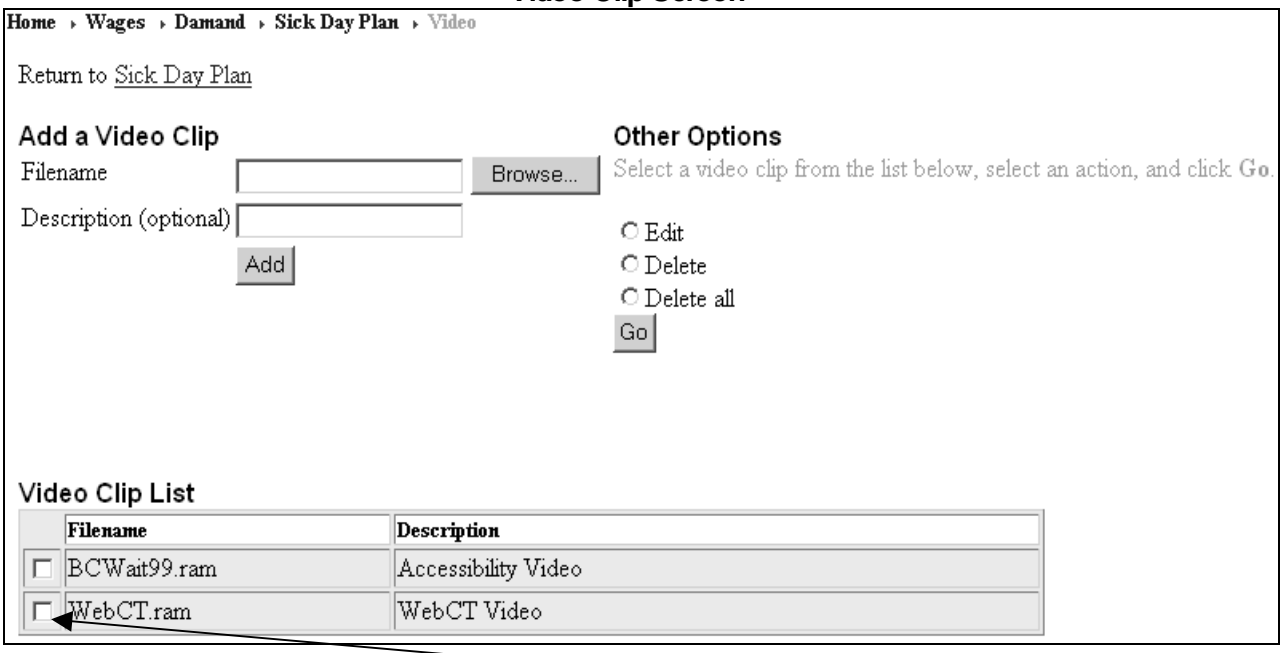
Common Problems Encountered by First Time Users:
- By becoming distracted by the added dimension of film, it is possible to overload your course with files that may not have as much educational worth as the original lesson. This tool like many others is an adjunct to a page of content; it is not a substitute for content.
- Using video files that are too large. Large files take a long time to download over the Internet and are very frustrating to students. Video files are almost always much larger than audio files or other file types. Try to use small files. If you have files that are too big, you should think of breaking them into smaller files. If the enhancements to a course are more trouble than they are worth (at least to the students) then they will be ignored.
- If you have more than a few video files, you should consider using the CD-ROM Tool.

WebCT Vocabulary (see documents at www.webct.com for comparison of terms from earlier versions):
There is no specialized vocabulary for this tool.

"How To's" for Designers:

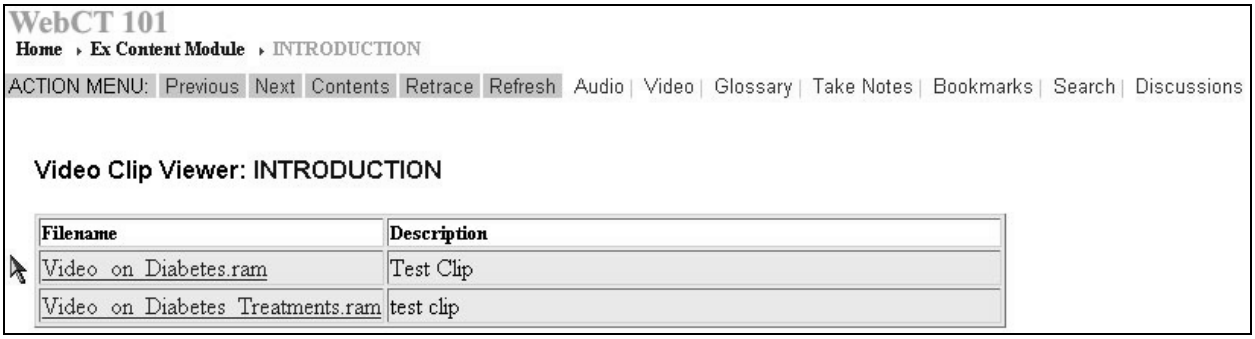
- Video links are added on a page-by-page basis in a Content Module.
- You would first click onto a page of content and then choose Designer Options.
- Under Main Options you would click on the selection button next to Video and then click the Go button.
- This brings up the Video Clip screen from which you can:
  - Add a Video Clip
  - Edit a Video Clip
  - Delete Video Clips
- Select from the Video Clip List
- Instructions on how to perform the above-mentioned actions are detailed in the online HELP files. From the Video Clip screen you would click on the HELP link on the Menu Bar.
- Adding an Video clip is a two step process:
  - First you Add a Video Clip to the Video Clip List.
  - Then you select a Video clip to be attached to a page of Content Module.

Video Clip Screen



Example of Video Clip List from which you would click the selection box next to the item you wish to attach to a page in the Content Module.

Student View of Video Link



As we conclude this chapter on Video Links, let us remind you that the students will not see what you have done in a Content Module unless you **Update Student View.**

The Reference Feature in the Action Menu of Content Module

Overview:
The Reference Tool is designed to work only with content pages in a Content Module. The Reference Tool serves as a non-intrusive footnote tool. With this tool you can give the references for source material as well as references for additional materials, although the primary usage is for source materials. As with many other WebCT tools, this tool can be used without any knowledge of HTML coding. It is a designer-friendly tool that allows you to build a resource library for your course, and then on individual pages make references to those resources.

This tool uses a two-step process whereas many others do not. However, the two-step process allows you to create resources for the entire course and not on a page-by-page basis. Once the course resources are listed, then on a page-by-page basis you can cite the references to those resources. Resources can be URLs (web sites), books or articles. If your resource is other than one of these three types of resource, then you may adapt from one of the three to cite almost any type of resource available including film, audio and unpublished materials.

Pedagogy:
- Provides rich, rapid feedback.
- Learner-centric tool.
- Addresses the kinesthetic learner

Uses and Advantages:
This tool has two parts:
- The first part is to create you Resource Bank. This is an electronic listing of all sources of material, expertise or quotes. This part of the tool is for the entire course and need only be done once. The Resource Bank is comparable to your bibliography and resources at the end of most professional materials.
- The second part of the tool is the page specific references to those resources. The references are more comparable to the footnotes throughout the work citing the various resources. This tool gives you the electronic equivalent of this scholarly and necessary convention.
- Besides giving resources for actual content, you can give resources for additional reading or research.

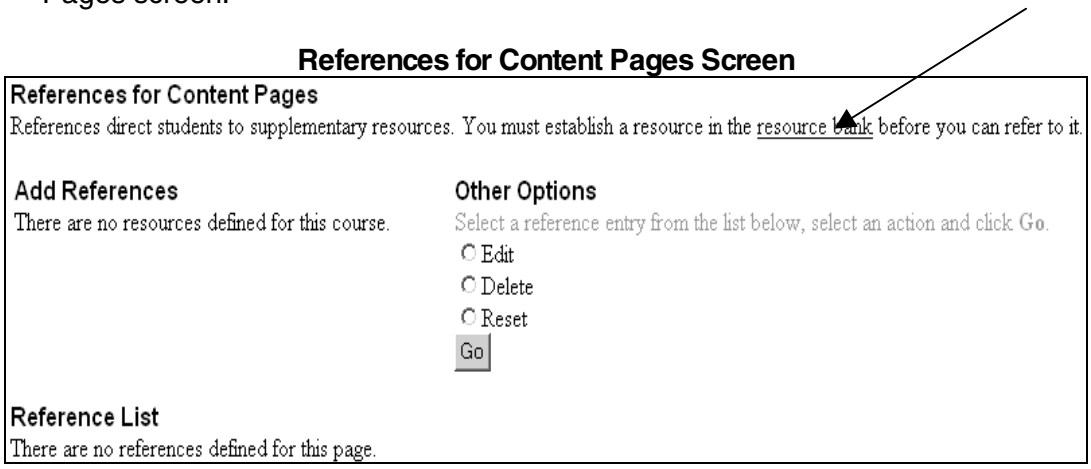
Accessibility and Usability (versions 3.0 to 3.6):
Accessing the References link in the Action Menu of the Content Module presents certain access issues. Although technically accessible, it is difficult to access for people with motor skill injury or impairment. In all the 3.x series the Action Menu is difficult to access using certain screen readers.

The References Tool interface for students is completely accessible. The inclusion of images, however, may alter that accessibility because there is no provision for an alt tag.

Suggestions and Tips:
- The Resource Bank is the most important piece of this tool. Unfortunately, the Resource Bank is tied to a Content Module and cannot be created as a stand-alone. This was pretty much the situation that Glossary was in in earlier versions. Now the Glossary is a stand-alone tool that also works within the Content Module. Look for the Reference Tool to take a similar developmental path.
- Start slow and build. Begin with a couple of references on one page and experiment.
    - Add a Content Module.
    - Add one page of content (one file)
    - Click on the page of content from the Table of Contents to go into the page.
    - Choose Designer Options

- Select References under Main Options and click the Go button.
- Then click the hyperlink for Resource Bank. This hyperlink is sort of hiding under the References for Content Pages at the top of the References for Content Pages screen.

References for Content Pages Screen



- This tool although extremely important to professional presentations is a little convoluted to set up.
- Take your time and follow the instructions carefully. Get it to work in the simplest configuration possible: One Content Module, one page of content, one Resource, one Reference. From that you can quickly build a valuable bibliography and be prepared to footnote any content in your course.
- This tool can be included in a simple, intermediate or advanced designed course. It is, however, a secondary tool to having online content. Once you have content, then this tool allows you to enhance your content with a scholarly tool that will be familiar in the traditional form of bibliography and footnotes.
- Familiarize yourself with the online HELP files for this tool.

Common Problems Encountered by First Time Users:

- The common problems with this tool are fairly obvious. Putting the cart before the horse or trying to create references before you have content. Follow the suggestions and the "how to" instructions carefully. Start small and build.
- The circular nature of how a Reference, Resource and Content Module are created and then accessed for either editing or for viewing by the students. This can be a bit confusing in the beginning. Another reason for becoming comfortable first with the Content Module and its various designer interfaces before adding this tool.
- In order to create your Resource Bank you first have to have a Content Module with at least one page of content. The online HELP instructions state that you need to go to Main Options but it is not clear as to where to find Main Options. Refer back to the second tip above or go to the step-by-step in the "How To" at the end of this chapter.

WebCT Vocabulary (see documents at www.webct.com for comparison of terms from earlier versions):

- Resource Bank: refers to the source or reference works for the entire course to which you will later make individual references on a content page-by-content page basis. The Resource Bank is equivalent to a bibliography in a paper document.
- Reference: in WebCT a reference is an electronic footnote or citation to a Resource.
- Content Module: A reference or resource cannot be created until you have created a Content Module first. You must also attach at least one page of content to the Content Module before you can access the Reference Tool.

- Action Menu: The Reference Tool is currently only accessible from the Action Menu of a Content Module and then only on a page-by-page basis. Even though the Resource Bank is a course-wide tool, students cannot access the Resource Bank, only individual references to a resource.

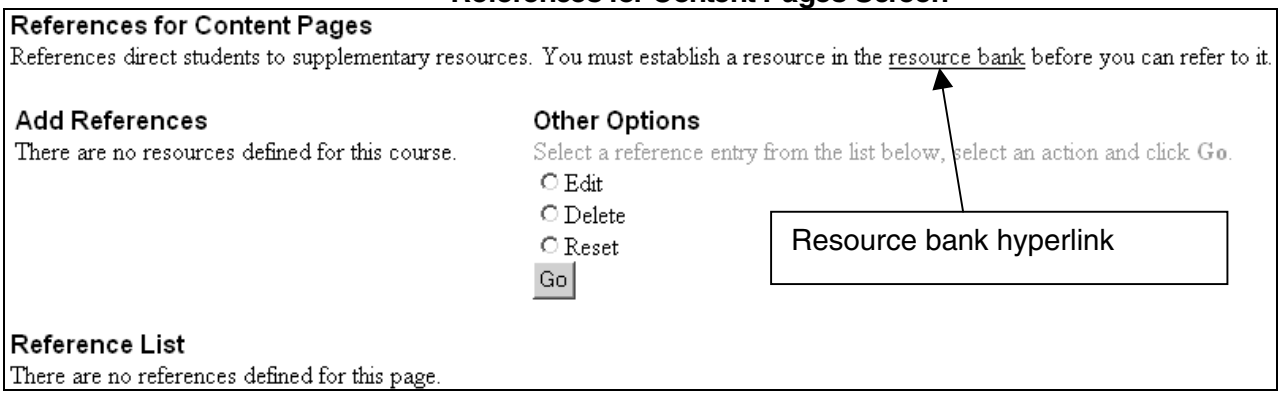
"How To's" for Instructors:

Adding a Resource:

As already noted throughout this chapter, Resources and References are associated with Content Modules. So you must have a Content Module with at least one page of content.

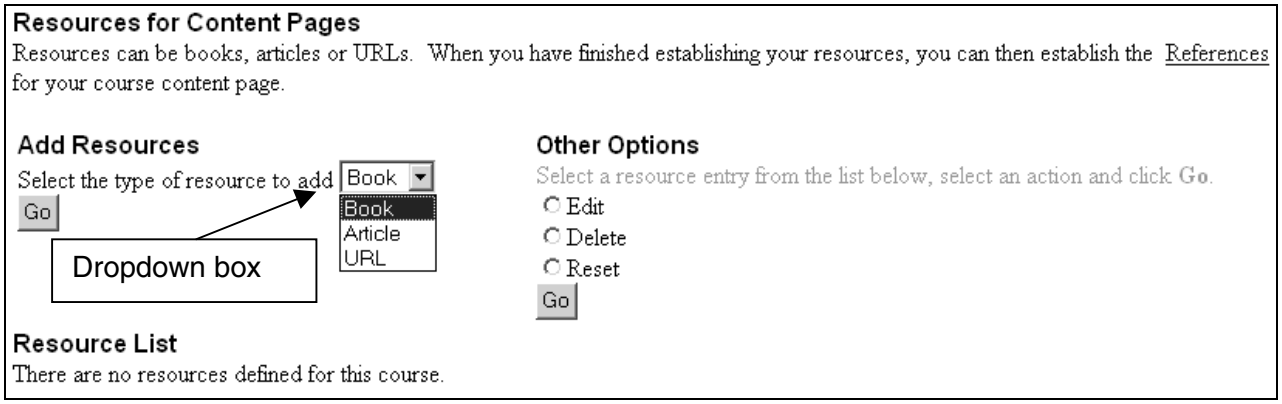
1. From the Table of Contents of a Content Module, click on a page of content to go into it.
2. Now choose Designer Options on the Menu Bar. This will bring you to the Main Options screen.
3. Select the References Tool and click the Go button.
4. Now you are in the References for Content Pages screen. Notice on the far right there is a slide bar for moving up and down in the upper frame.
5. Click on the resource bank hyperlink.

References for Content Pages Screen



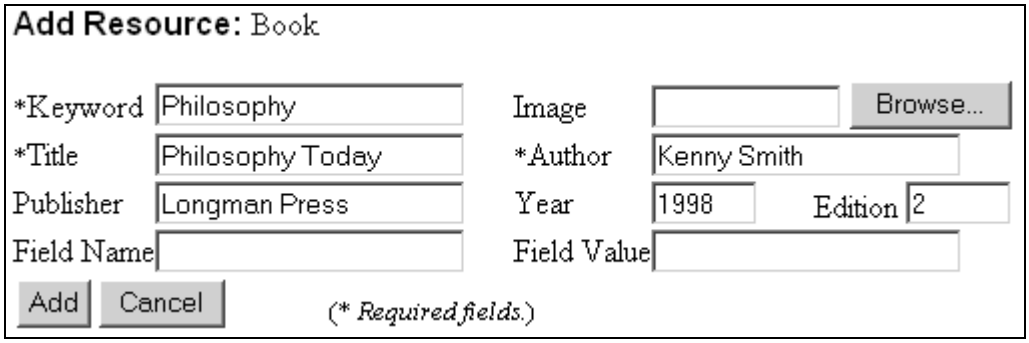
6. This brings you to the Add Resource screen.
7. Click on the dropdown box under Add Resources to select the type of resource: Book, Article or URL.

Add Resources Screen

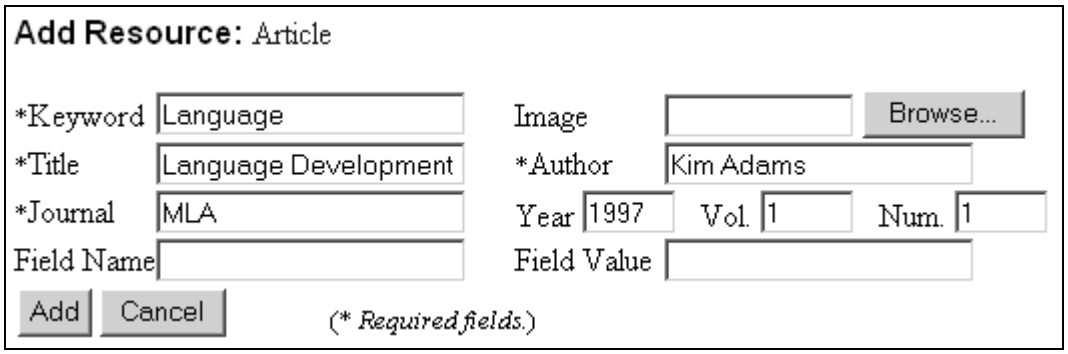


8. Fill in the boxes as appropriate:

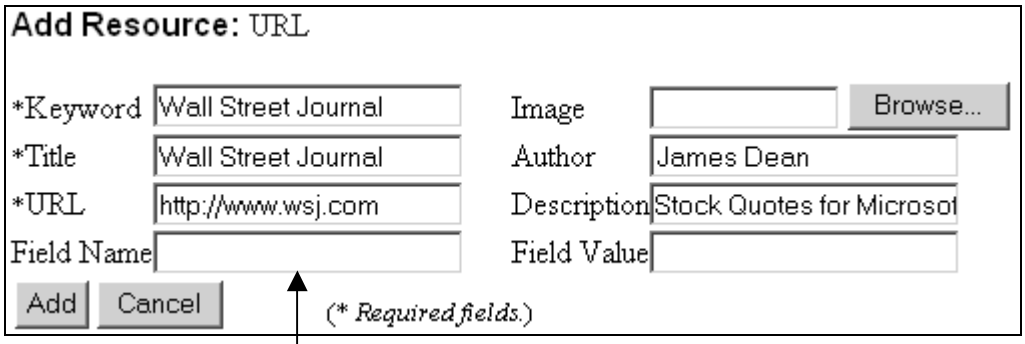
Book



Article



URL

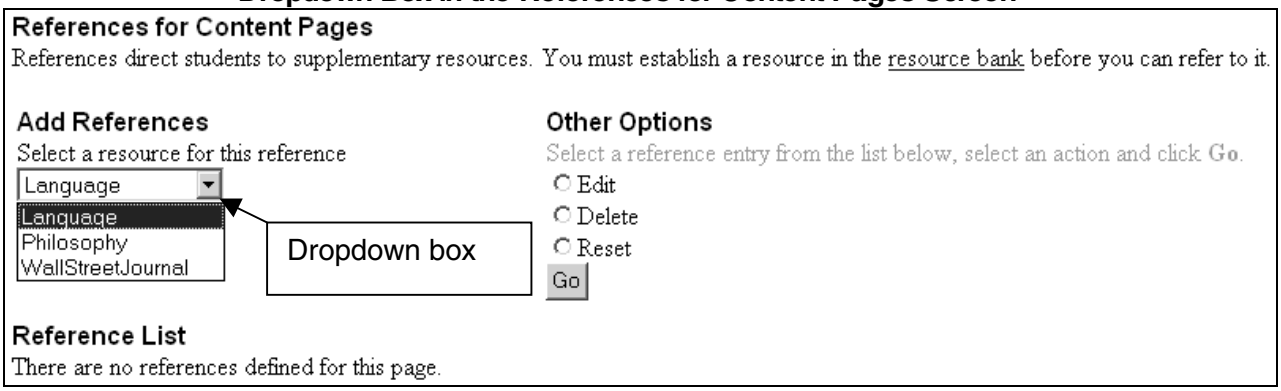


9. Note that the Field Name box is where you can categorize your references.
10. A keyword refers to a resource when you add your references. According to the online HELP files, keywords must not contain any spaces or special characters. Numbers are okay as are letters and underscores.

Adding a Reference:

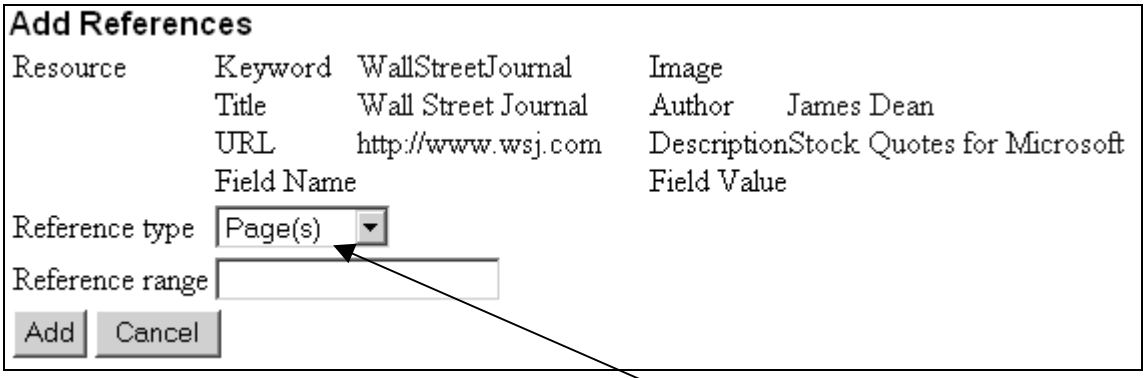
1. From the Table of Contents of a Content Module, click on a page of content to go into it.
2. Now choose Designer Options on the Menu Bar. This will bring you to the Main Options screen.
3. Select the References Tool and click the Go button.
4. Now you are in the References for Content Pages screen. Notice on the far right there is a slide bar for moving up and down in the upper frame.
5. Click on the dropdown box under Add References to select the resource.
6. When you have selected your resource, click the Add button.

Dropdown Box in the References for Content Pages Screen



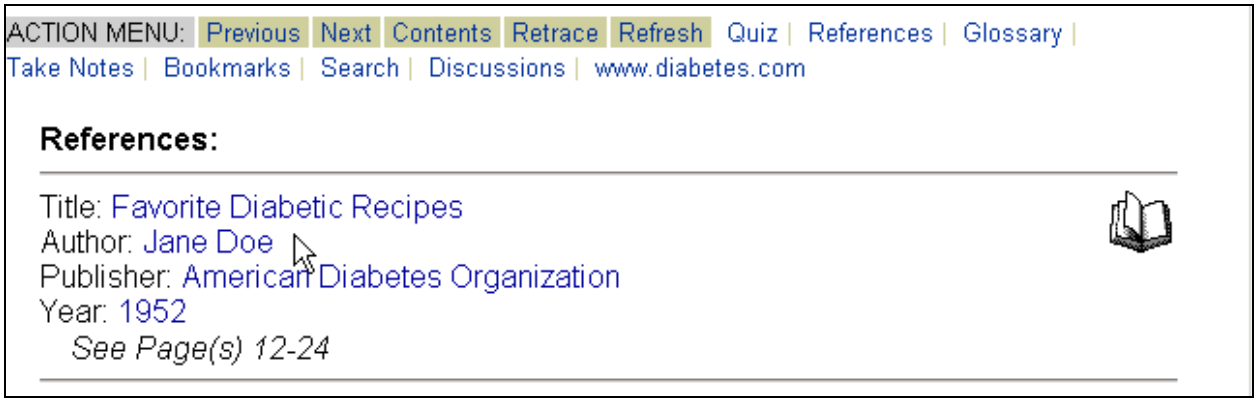
7. The Add References screen will come into view.

Add References Screen



8. Select the type of reference by using the dropdown box. In the Reference range box you can indicate page numbers, etc.
9. Click the Add button and you have finished adding a reference.

Student View of References



As we conclude this chapter on Resources and References, let us remind you that the students will not see what you have done in a Content Module unless you **Update Student View.**

Index Tool and Content Module

Overview:
Index is a Content Module tool that you can also attach separately on any Organizer Page. However, unlike Self Test and Glossary that also began as Content Module tools, Index is still completely tied to the Content Module Tool. If you do not have a Content Module, then there is no reason to use the Index Tool. In fact, you cannot. Instructors can add Index to their course Homepage to use with Content Module pages, or it can be accessed from the Action Menu within the Content Module.

The Index Tool is meant to function similarly to the index pages in the back of a textbook. It is a place to index important terms or concepts that can be found throughout the Content Module pages in your course. This tool can make it easy for students to look up specific terms or concepts quickly as they would in the index of a book. However, there are important distinctions between that idea of an index and the WebCT Index Tool.

All work in this tool is handbook. There is no batch upload of terms to index or a built-in connection with the Glossary. For each Index entry you type (create), you can add a sub-entry or cross reference term, then WebCT gives you a dropdown list of all Content pages in your course. You can choose one page to which you direct your students. If you wish multiple pages linked to the same term, then you may enter that term a second or third time and link each instance to a different page. This tool takes significant time as an instructor/designer to create all the entries and links, so it is a good idea to survey some of the other functions that work with Content Modules and decide if the Index function is as necessary to your course as some of the other Content-specific tools within WebCT.

Pedagogy:
- Addresses the advanced organizer.
- Promotes active learning.
- Can facilitate time on task.

Uses and Advantages:
- Enables a reference for terms or concepts that are in Content Module pages.
- This tool has tremendous potential for instructors and students. Look for WebCT to make more of this tool in the next version or two.

Accessibility and Usability (versions 3.0 to 3.6):
This tool is not only user-friendly but one of the most accessible within WebCT. There are no accessibility issues with this tool. The only drawbacks are being able to access the Index link in the Action Menu. The Action Menu for students with mobility issues can be too small to click on easily. The other possible drawback is making the index so big that it becomes more trouble to navigate than using the Search Tool.

Suggestions and Tips:
- The authors have not used this tool in any course to any significant extent. The inability to batch upload terms or link to other WebCT tools in any but a limited way has made this tool perhaps the least used of all.
- Remember that this tool is not portable. It is also done one term at a time and you are limited to indexing that term to only one page.
- You can probably make a more detailed index by using the Search tool, copying the results for the key words into another document. This would also be time consuming, but more detailed. You would not be limited to only one index link per term.
- You can also recommend that the students use the Search tool instead of looking for an index of terms.

Common Problems Encountered by First Time Users:

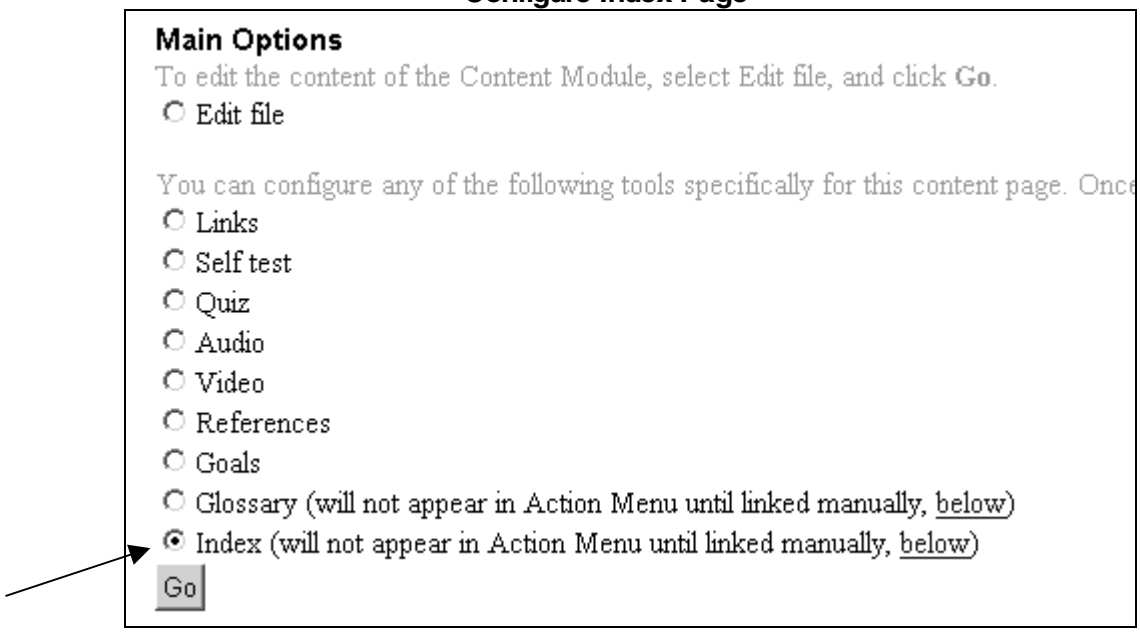
- Because of its simplicity, this tool does not really create any problems for First Time Users.

"How To's" for Instructors:

The Index tool can be accessed in two ways.

- As a tool added to the Homepage or an Organizer Page using the Add Page or Tool link.
- Or with the Action Menu of Content Modules.

Configure Index Page

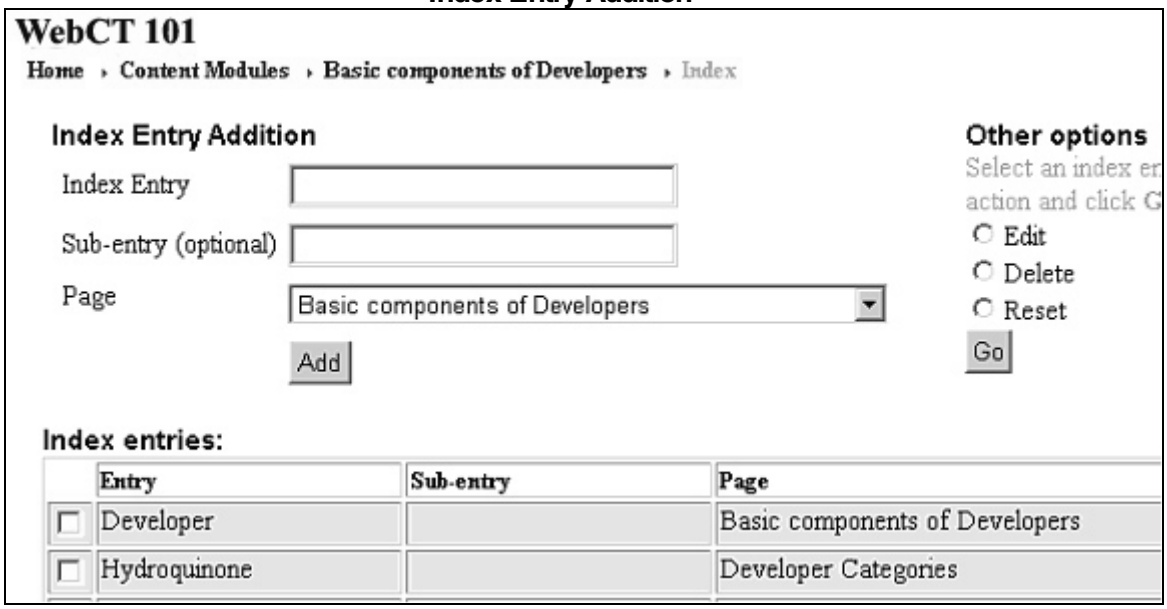


There can only be one Index Tool per course. If there are multiple Content Modules, it will list terms from all Content Modules that have been indexed. If there are Content Modules that are selectively released to students based on certain criteria, then do not use the Index Tool because students will see links to any and all Content Modules linked in Index even if that particular module has not been released to them.

Linking Terms in Index Tool:

Either way the Index page is accessed, the same modification options will appear.

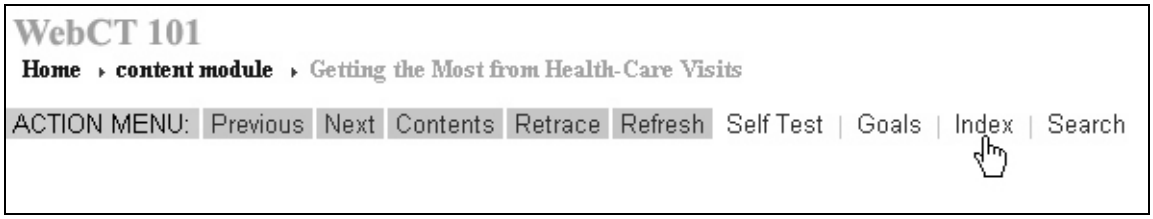
Index Entry Addition



- Add terms by typing the term in the index entry field. WebCT will automatically alphabetize your entries as you go.
- If there is a sub-entry you can insert one or leave that field blank.
- Then, you choose the page where the term can be found. A list of all Content Module pages in your course is found in the dropdown list next to Page. If a term is found on multiple pages and you want to list all instances of that word, you will have to input the term in as an index entry multiple times.
- If you want to edit an entry you have already indexed, select the check box next to the entry and choose edit from the other options menu.
- To delete an entry select the check box next to the entry and choose delete from other options menu.
- Reset will delete all of the entries in your index so be careful with this option.

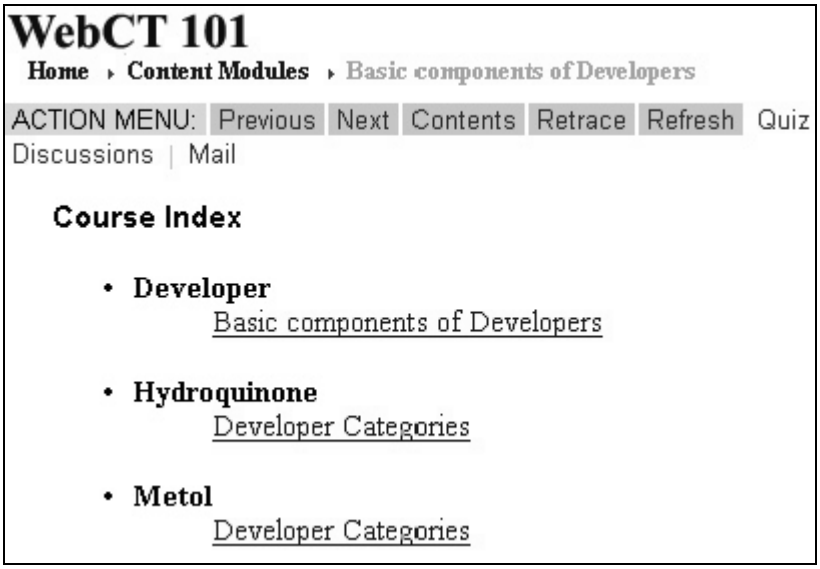
Student View:
Students can also access the Index by clicking on the tool or through the Action Menu in a Content Module.

View of Action Menu



Once inside Index students see this view:

Course Index



Beneath terms is a link to the page where the term is indexed to and can be found.

As we conclude this chapter on Index, let us remind you that the students will not see what you have done in a Content Module unless you **Update Student View.**

The Image Database Tool

Overview:
The Image Database is a tool that allows you to incorporate detailed visual information into your online course through an accessible, easy-to-use interface. For some instructors, such as those teaching art history, geology, geography, biology, dance, theater and most physical sciences, this tool can be invaluable. If instructors properly fill in all the field options: titles, keywords, etc. for their images it will provide the students a quick preview of the full-scale image and save download time. Then this database becomes a powerful learning aid that is fully accessible and usable. In fact, use of this tool can give instructors a better understanding of the kind of information and formatting that makes any image or picture accessible. This tool also has a search function, through which students and instructors can quickly locate graphics or information in a large database. The Image Database allows the instructor to create multiple databases. This feature can speed up the download time of large databases as well as help organize graphics into meaningful groupings. The Image Database offers instructors an organized visual component for use in their courses. Also there are many other additional diverse uses, which will be discussed later on in this chapter.

Pedagogy:
- Supports the visual learner.
- Promotes active learning.
- Initiates faculty-to-student communication

Uses and Advantages:
- Conveying visual information in a searchable, accessible format for all students.
- Constructivists encourage students to submit images and text information for inclusion in the course.
- Organizing visual content for study purposes (can serve as a central repository for all images used in the course).

Accessibility and Usability (versions 3.0 to 3.6):
When used properly (filling in all fields in the database with detailed, meaningful information), this tool is fully accessible. This tool actually demonstrates that an accessible course can use graphics to great effect for all students.

Suggestions and Tips:
- When uploading images for use in a course, use a zipping program (WinZip or Stuffit) to upload all at once.
- Do not be afraid to use multiple folders to organize your images. It is easier to add one “Images” folder to a course that contains subfolders for particular types of images.
- Using the Image Database can help make your course much more accessible. Here you have the option of adding detailed descriptions for each image. If the image is essential to the course information, then some accessible alternative is necessary, and this tool offers an easy format for accomplishing this goal.

Common Problems Encountered by First Time Users:
- This tool is currently not portable from course to course without a great deal of preplanning. It is not portable at all between courses that have been completed. If this tool is to be used by several courses then it should be created first and used as a template for other courses.
- By leaving some of the fields blank or putting in partial information, this tool can become confusing and inaccessible.
- By using the full graphic as the thumbnail graphic, the download time is just as long as using all the full images and can be almost unusable for students with slow connection

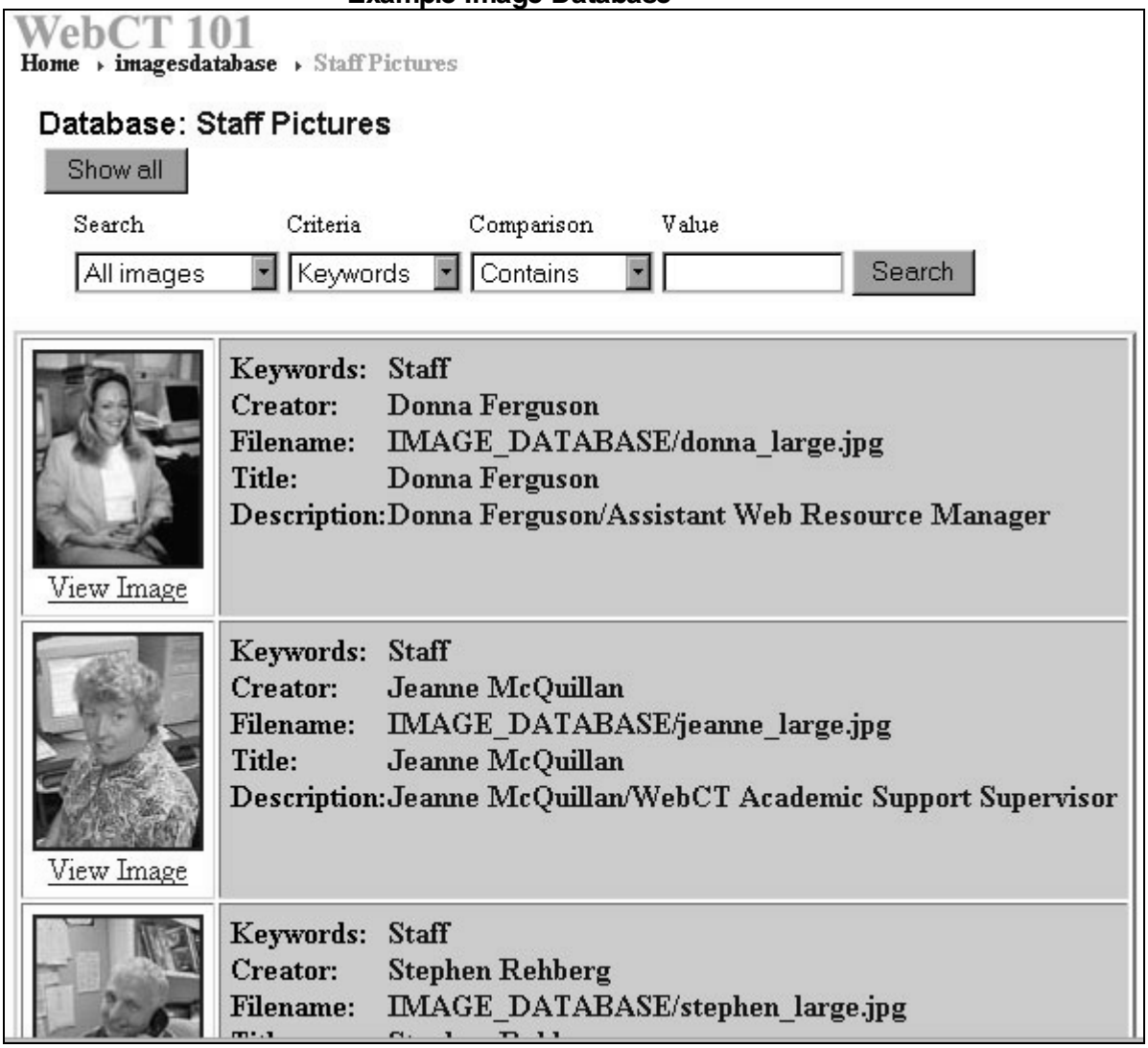
speeds. Thumbnails need to be created in a graphics program and resized so that the file size is reduced.

- Putting too many graphics into one database. Again, even with thumbnails used appropriately, too many graphics will make the page a very slow download, which, in turn, discourages its use by students.

WebCT Vocabulary (see documents at www.webct.com for comparison of terms from earlier versions):

There is no special vocabulary for this tool.

Example Image Database

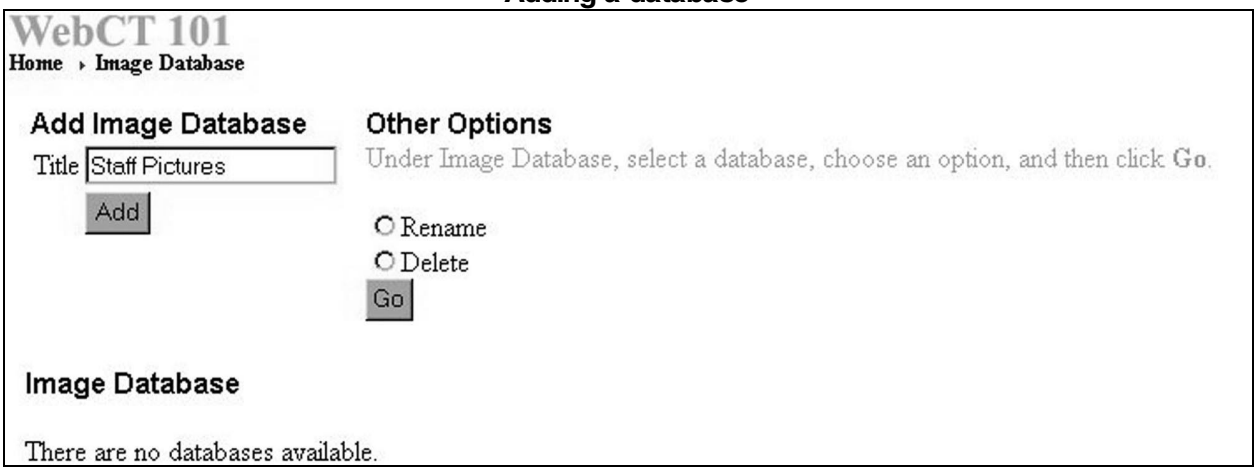


The images need in-depth text descriptions.

"How To's" for Instructors:

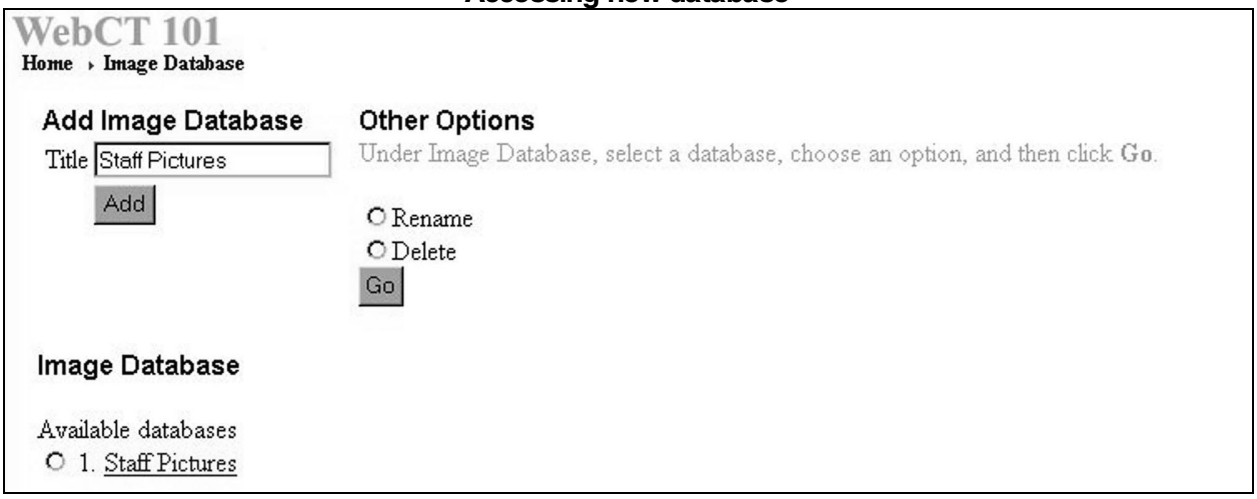
- If the Image Database Tool has not already been added, do so now using Add Page or Tool. Once added, access the tool and select Designer Options. Create a new database for a set of images by adding a title and clicking Add.

Adding a database



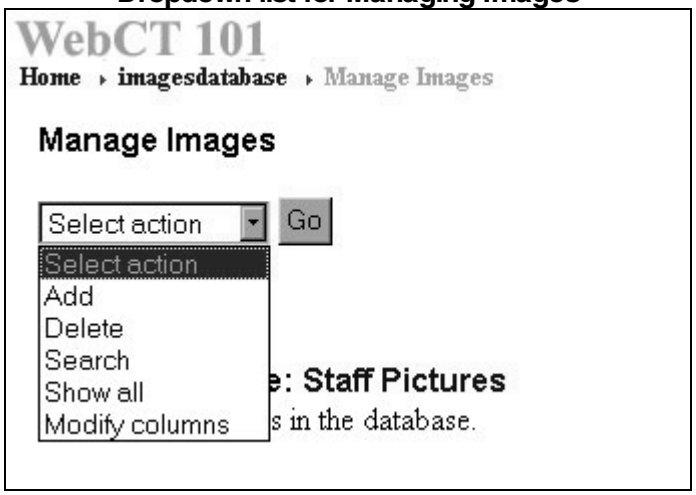
- Once the database has been created, we can access it by clicking on the hyperlinked title. Keep in mind that you can have multiple databases but only one Image Database Tool.

Accessing new database



After clicking on the hyperlinked title use the dropdown list to Add, Delete, Search, Show All, and Modify Columns. We can add a new image to the database by selecting Add and clicking Go.

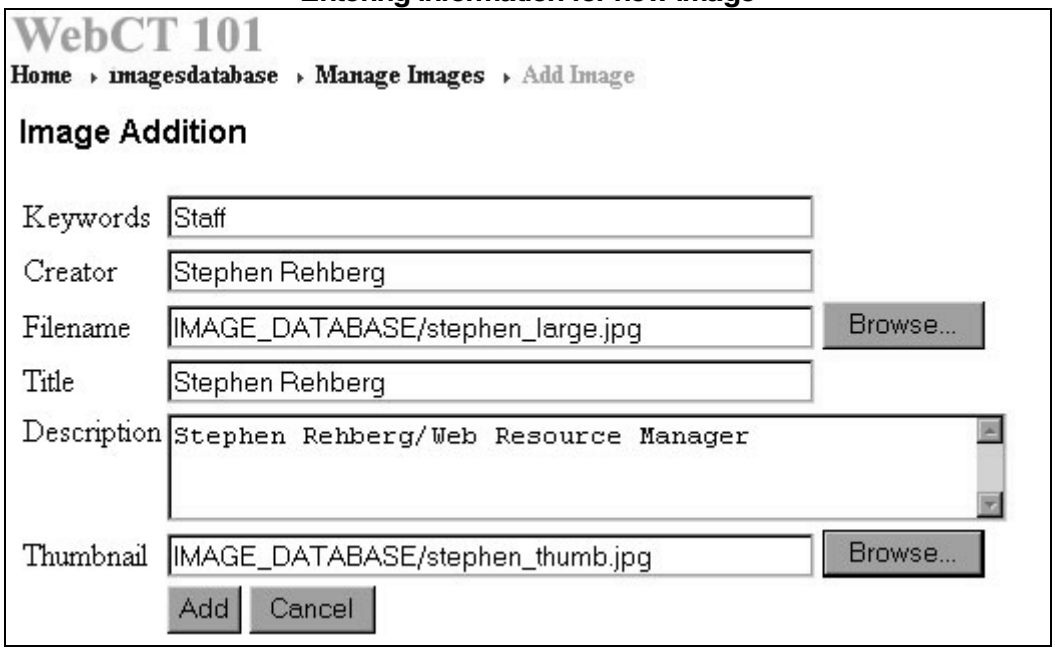
Dropdown list for Managing Images



As you can see below, we can now enter information about the image in the fields labeled:

- **Keyword:** Words that you want to be associated with the image for searching purposes.
- **Creator:** The name of the person who created the image.
- **Filename:** Where the image is stored in My-Files.
- **Title:** Name of the image.
- **Description:** The caption that goes underneath the picture. Add in-depth information for accessibility purposes.
- **Thumbnail:** A thumbnail is a smaller version of an image that is used as a link to the larger version of an image. The thumbnail should be created using a graphics package and uploaded as a separate graphic image.

Entering information for new image

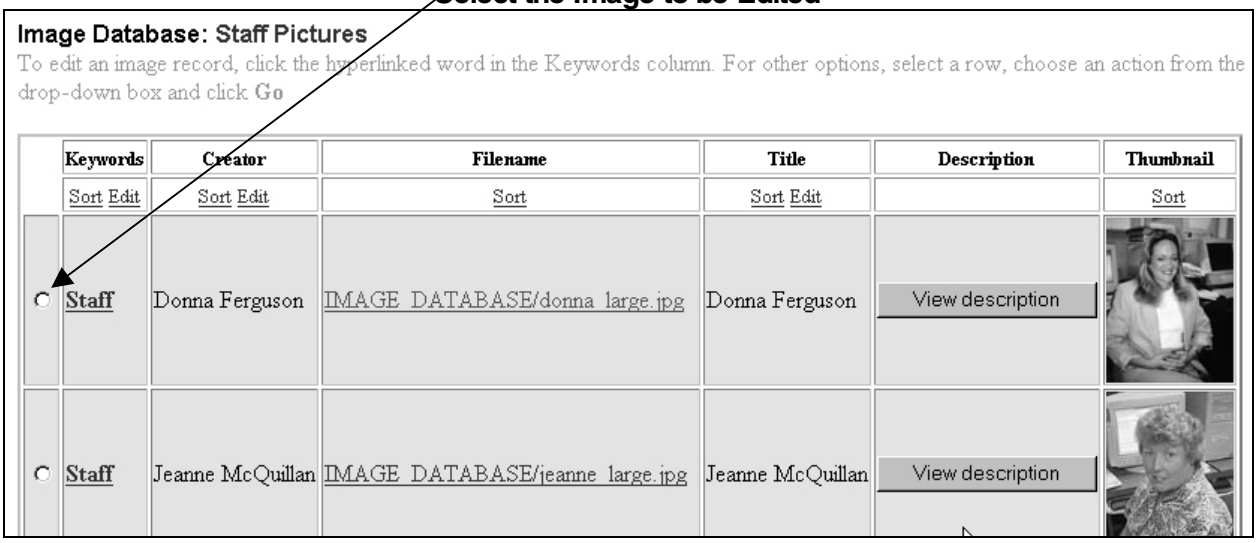


- Click Add and you have just created your first image in the new database.
- Using the dropdown list, we can also Delete and Show All (both fairly self-explanatory) as well as Search.

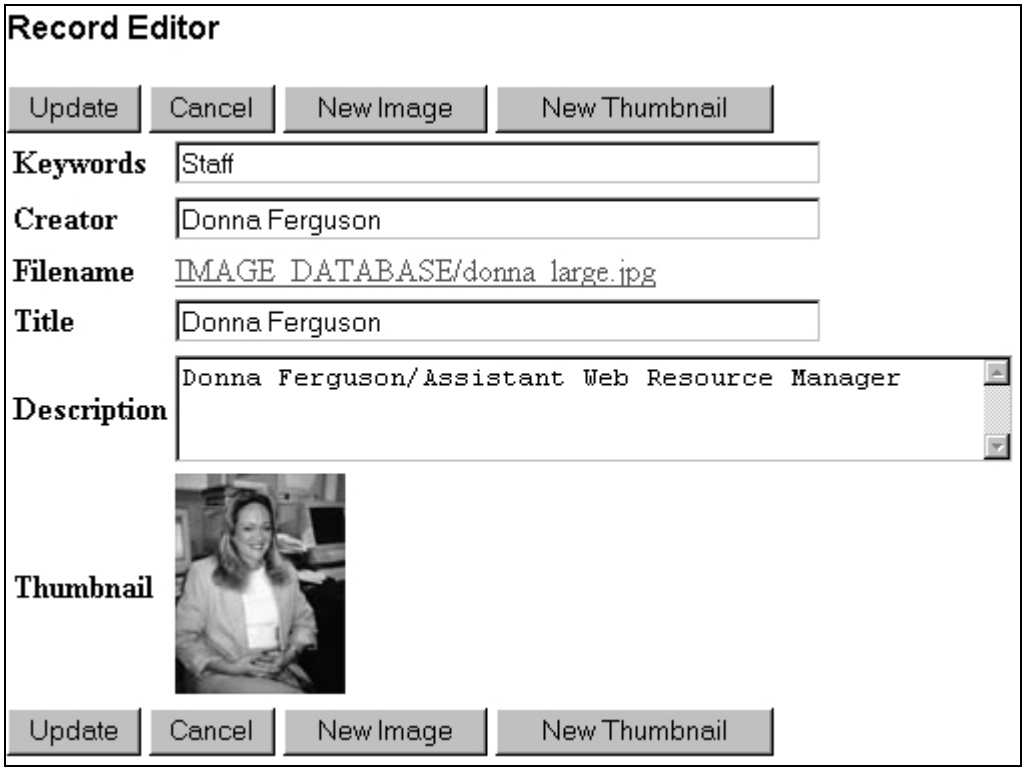
Editing an existing image:
There is no edit image button. The way to edit an entry is to click on the hyperlink for the keyword of that image and that will bring up the Record Editor Screen for all fields for that one image. If you have multiple Image Databases, you would first access the correct database while in Designer Options.

Select the Image Database to Edit

Select the Image to be Edited



View of Record Editor Screen



- Remember you must click **Update** for the edits to take effect.

Note: The Search function works for both the student and instructor. Once you select Search you must limit your search using the dropdown lists. You can search by any of the fields entered above as well as search the results of a search using the very first dropdown to select Listed Images after you have searched All Images already. The default search limiter Contains will work fine for most searches; use the other options, such as Less than, Greater than, and Before only after using Contains.

Search screen

WebCT 101

Home ▸ Image Database ▸ Staff Pictures

Database: Staff Pictures

Show all

Search | Criteria | Comparison | Value

All images | Keywords | Contains | Search

Keywords
Creator
Filename
Title
Description

View Image

Key
Crea a Ferguson
Filer _large.jpg
Title: Donna at work
Description: Donna Ferguson: Assistant Web Resource Manager

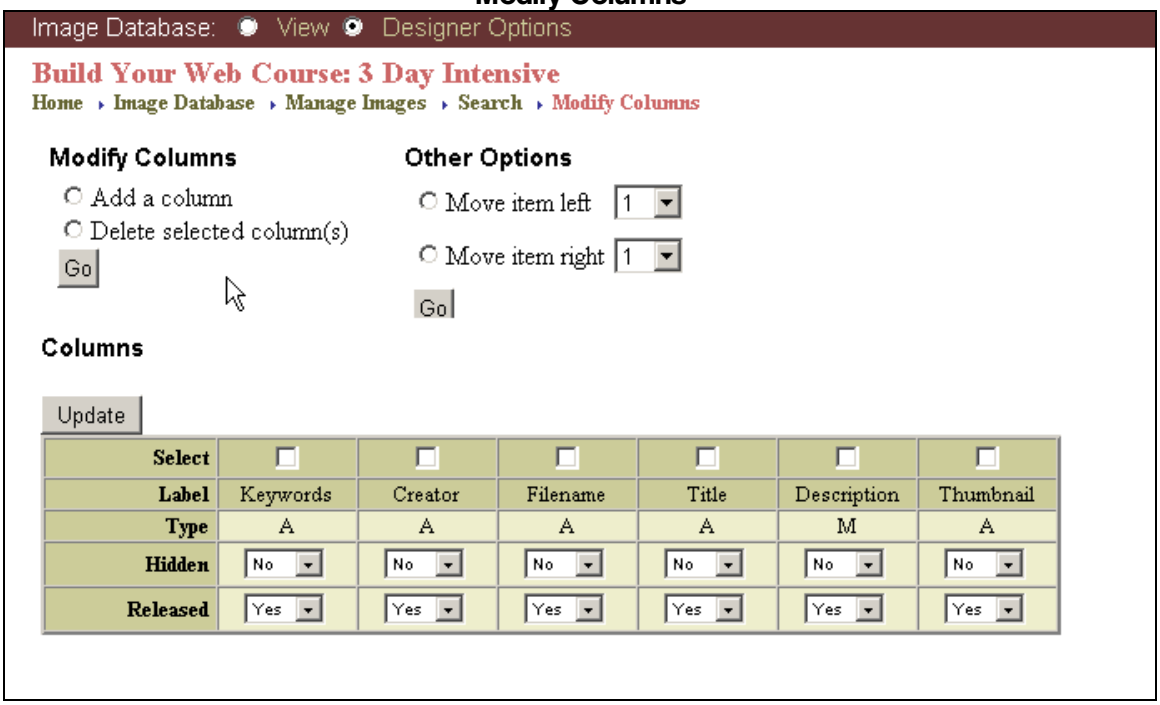
View Image

Keywords: Staff
Creator: Jeanne McQuillan
Filename: jeanne_large.jpg
Title: Jeanne at work
Description: Jeanne McQuillan: WebCT Academic Support Supervisor

Keywords: Staff
Creator: Stephen Rehberg
Filename: stephen_large.jpg
Title: Stephen at work
Description: Stephen Rehberg: WebCt Resource Manager

Again using the dropdown list, we can select Modify Columns, which is similar to modifying columns in the Student Management area of WebCT. Performing this action affects both the student and instructor view of the Image Database. We can, for example, add columns for an Art History class showing particular time periods or movements. Instructors can also delete columns that are unnecessary or move them around as they see fit. Only columns that are created by an instructor can be deleted; the defaults cannot be deleted.

Modify Columns



CD-ROM Tool

Overview:
The CD-ROM Tool is a powerful aid to teaching and invaluable in courses that use a great deal of multimedia or other memory intensive materials. Using the CD-ROM Tool to reference these memory-intensive files from a CD allows you to keep the files in their proper context within your course. It also removes the long, slow download time for students and makes these memory-intensive files readily available for students instead of these files being nearly impossible to access over the web. This tool can help you to turn a simple course into a very exciting, interactive course with a little effort on your part. Instructors can distribute a CD at the beginning of the course that includes all the images, charts, PowerPoint presentations, movie and audio files that will be used during the course.

Some instructor/designers have also found that they can place movie clips side by side on the same page for comparison; something that would be impossible either using the movie files off the web or using streaming video.
The short description of how this tool works is that it allows an instructor to create a path to the files on the CD, thus bypassing the need to either upload the files into WebCT or stream them. This is a tool that is only viewable from the student perspective (you must log in as a student to use and test the CD-ROM).

Pedagogy:

- Increases the overall engagement of students with content by incorporating material that normally would be nearly impossible to access.

Accessibility and Usability (versions 3.0 to 3.6):
The accessibility of this tool principally lies with the accessibility of the files that you are going to call off the compact disk(s) for your course. If the original files are not accessible, then they will still be inaccessible using this tool. The setup interface for the students, however, is accessible and useable in all versions of WebCT.

Uses and Advantages:

- Allows the use of files and materials within their proper context that would not have been feasible over the web. For instance, in the sciences you would be able to put in complex photographs, charts, tables, PowerPoint files, animation, movie clips and files and audio files.
- Those who have used this tool extensively and taught it to other faculty members, recommend that first you get the tool to work in the simplest way possible, then expand on those capabilities and uses within your course.
- In art courses, the extensive use of images could be made user-friendlier for the students.
- In almost any discipline there are materials that would not work over the current bandwidth and modem speeds that most students have. However, such materials can easily be added to your course with this tool.
- Making use of CD's that publishers provide without having to exit the course, view them and then return to the course. These files, for the most part, can be incorporated into your course seamlessly.
- With this tool, you can put files side-by-side for comparison that would not be possible with any other technology. For instance, the authors have helped put six movies on one page that could be played in sequence over and over or even simultaneously. This application would not have been possible with streaming technology and certainly not through a modem.
- Check the Dr. C forums (**http://webct.com/ask_drc**) for more innovative uses of this tool, as well as for additional help when and if you need it. Your students can also find help here.

Suggestions and Tips:

- This is a very advanced tip, but it can be a real timesaver. Rather than go through the tedious process of writing file and folder names from the CD-ROM down, consider doing a screen capture without all the details. Just do a screen capture of the list of files on the CD-ROM and then print out that list to use while setting up this tool.
- Another suggestion to avoid having to write down the file names of the CD-ROM is to Tile your Windows so you can be looking in Explorer and typing in WebCT at the same time.

Common Problems Encountered by First Time Users:

- The most common mistake is not allowing yourself enough time to set up this tool properly. It is an advanced tool with a complex set-up and therefore, you must give yourself a reasonable time frame to set it up. Without any technical support and only using the instructions available here and on the web, you might want to allow a week for experimentation. Technically, the tool can be set-up in a matter of minutes. Practically, because there are so many steps to doing it and at each step a very simple typo or error can cause the tool to fail, you should allow more time to be able to set up the tool without feeling pressure.
- Write out all the steps on a practice or set-up sheet. There are quite a few steps and trying to keep every aspect of this set-up in your head will almost certainly either lead to an unsuccessful attempt or make debugging it very, very difficult.
- Shying away from this tool because of its complexity can be a big error. In some courses, this tool is the only valid option for creating the kind of course necessary. There is help available. It should be attacked much the way you might have approached using the Quiz Module. This tool has a learning curve, but the power it can bring to your course is almost unsurpassed by any other technology at the present.
- At the end of this section is a checklist of things that could go wrong with the set-up of this tool, be certain to keep that list handy until you have the same confidence with the CD-ROM Tool that you have with any of the other tools.
- There can be some confusion about how many tools and how many CD's you can have per course.
    - One CD-ROM Tool per course
    - Multiple CD's are allowed per course.

WebCT Vocabulary (see documents at http://www.webct.com/ for comparison of terms from earlier versions):

- **Mirror Files; Dummy Files, Empty Files:** Many people when discussing this tool use these names interchangeably. They all are referring to a file inside the course Manage Files area that has the same file name as the actual file on the CD that you will be accessing. This file in Manage Files is usually a file that has only one character in it. The CD-ROM Tool tries to call the empty file into your Content Module. Since the file is essentially empty, the CD-ROM Tool then bounces to the CD drive to find the real or full file. Hence, the terms mirror, dummy and empty all sort of describe these files but none are completely accurate.
- **Root Directory:** This always means the beginning directory of any computer, disk or Manage Files area. It is where the filing system begins. In WebCT the root for all your content is My-Files. You cannot go before that directory. You will put everything you upload in this root including your sub-directories (subfolders). On your CD, the root is the first directory on the disk, everything else goes down or in from that starting point.
- **Relative Reference or Referencing:** This terminology is from basic HTML and other computer terminology.
    - Files on your computer have relative addresses to each other, but only absolute addresses to other systems on the Internet. Files inside your WebCT course all

have relative addresses to each other, but generally only absolute addresses to anything outside of your course. Note that these absolute addresses to files inside your course require a user id and password. The reason instructor/designers and programmers use relative rather than absolute addressing so much of the time is that it saves quite a bit of time and it usually helps to make hyperlinks more portable to other courses.

Student View versus Logged in as a Student: As an instructor/designer your View option is an approximation of what a student will see in your course. You cannot test the CD-ROM Tool using this view. You must have a WebCT ID that is in the Manage Students listing; then log in to your course with that ID to test the CD-ROM Tool. This is no different than how you would test the Quiz Module.

"How To's" for Instructors:

If possible, get a friend or another WebCT instructor/designer to work through this exercise with you. It will go much faster and not be at all difficult. Learning the more advanced tools of WebCT with a friend usually decreases the learning curve by a factor of 10. Do not worry, although these instructions may seem long once you have successfully completed them you will be able to do it again in a matter of a few minutes and you will be astounded at how much it can enhance your course. Students love multimedia that have a fast download; they hate to wait.

What are the Steps to Set Up the CD-ROM Tool?
Setting up CD-ROM involves these five or six steps (each will be covered in more depth later in this document). This is just a quick overview of the steps you will be taking:

1. Add the CD-ROM Tool to my course
2. Create the directory structure for the CD-ROM files inside Manage Files
3. Configure the CD-ROM Tool from the Designer View
4. Create HTML links or embed tags to the files on the CD from within a page in the Content Module
5. Test your configuration of CD-ROM and view the files from the CD
6. Debug the set-up if necessary with "Things To Check If The Tool Is Not Working Correctly."

Step 1. Add the CD-ROM Tool to my course:
You add this tool the same way you would any other WebCT tool:

- Clicking the Add page or Tool hyperlink
- Choose CD-ROM
- Click Go
- Then fill in the required fields in the next screen.

However, when giving this tool a title you might want to be more descriptive for your students. A possible title might be "Select your CD-ROM drive."

You could also add a longer description in an upper/lower text block that gives explicit instructions like "Students, you must click here and then identify which drive your computer uses for the CD distributed at the beginning of this course. If you do not assign the correct drive, you will not be able to view those files within the course as intended. Note: most computers use the D, E, or F drive for CDs; but it could be any letter.

Those using Macintosh will need to type in the name of the actual CD rather than the drive name; if the CD name has spaces in the title you will need to substitute each space with %20. Example for Mac: The CD is titled "Island Volcanoes." You would type Island%20Volcanoes. Make sure you make no spelling errors and use CAPITAL letters if they are in the title. WebCT is case sensitive.

Step 2. Create the Directory Structure for the CD-ROM files inside Manage Files:
The CD-ROM Tool basically allows you to create a shortcut to the CD that contains the files you wish to use while avoiding long download times. To create this shortcut, you will need to know how the files are organized on the CD itself.

Step 2 is probably the most exacting of all the steps necessary to make the CD-ROM Tool work properly. Therefore, take your time and write file and folder names down.

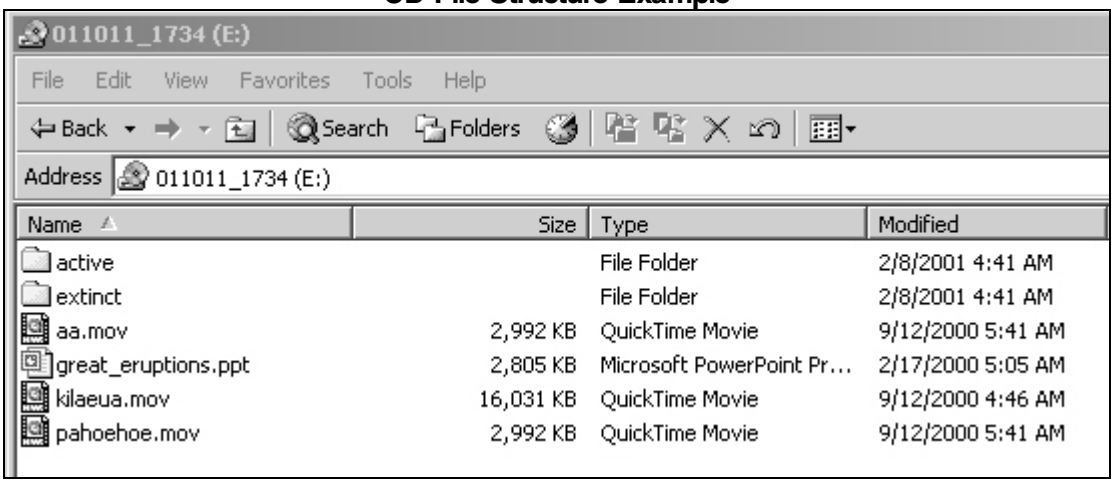
The rest of these instructions will be a combination of detailed instructions and a workbook exercise for the first time user of the CD-ROM Tool. The purpose is to aid you in setting up this advanced usage tool with the minimum of effort.

2.1. Use Windows Explorer or some other method to look at the files on the CD you will be using. Write down the exact name of the CD, then the name of one file that is located at the main level of this disk. This is also sometimes called the “root directory” of the disk. Even if you will be using files in sub-directories or folders later on, hold off on those until you have success with the first file. If you do not have a file in the main directory, you can continue by writing down the path structure you have to click in order to get to the file you want. However, it would be best the first time to borrow or burn a CD with one file in the main directory.

Example: for this exercise let us assume that our CD is titled “Island Volcanoes” and that the first file we wish to access is titled “kilaeua.mov”

WebCT does not like spaces in the names of files or folders or sub-directories. If you have spaces in any of these places and they cannot be renamed or removed, be sure to replace them when in WebCT with the characters %20.

CD File Structure Example



CD-ROM Worksheet:

Write in your CD title here _____
(In our exercise, the CD title shows as “Island Volcanoes” This title is not shown on the screen capture above. Your CD title will be different.)

Write the name and path of one file on the CD _____
(In our exercise we are using a file at the root level “kiluaea.mov” and not in a sub-directory or sub-folder. The file you choose will be from your CD and not the same as in this example.)

2.2. In order for the CD-ROM Tool to find this file on your CD-ROM drive, you must next create a dummy directory structure that mirrors the same structure on the CD itself. For this part of the exercise, you should only need the name of the one file you selected to use as a test.

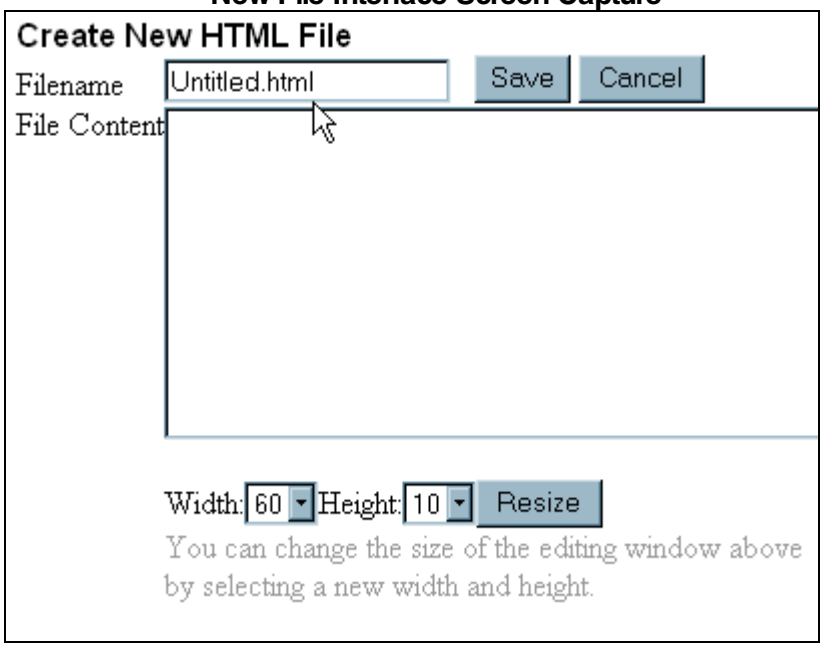
2.3. Go back into WebCT and click on the Manage Files link in the Control Panel. If you do not know how to use the options inside Manage Files, you should make sure that someone who does is helping you or review the Manage Files instructions.

2.4. Create a folder under My-Files and name it CDROM. Although this is an arbitrary name, you must begin your CD mirror structure at least one folder level below the main My-Files level in order for the tool to work. You do not have to call it CDROM but the authors like things to be as simple and intuitive as possible so this is the folder name that we always use.

2.5. We have created the folder called CDROM. Now we open that folder where we can begin the actual mirror structure. In this first exercise we need only to mirror the one file we are going to use. For this exercise it will be called “kilaeua.mov”. Now you will create a mirror or empty file with the same name as the file you wrote down from your CD.

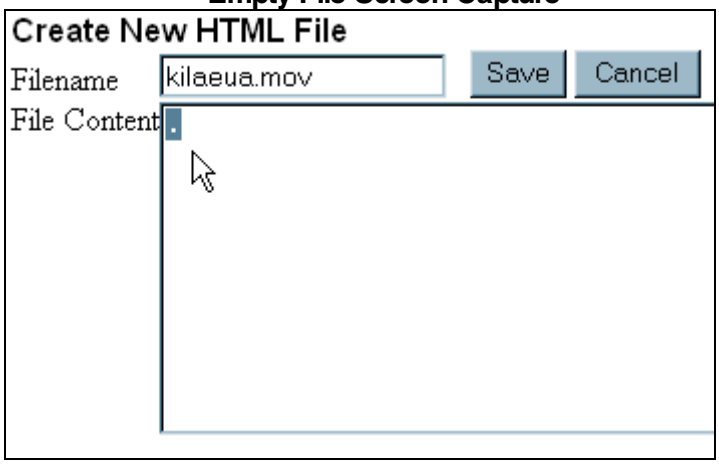
a. Check the box beside the CDROM folder.
b. Click the selection button on the upper left titled Create New File
c. Click the Go button beside this option.
d. A new window will pop up with an empty document titled “untitled.html” (see figure below)

New File Interface Screen Capture



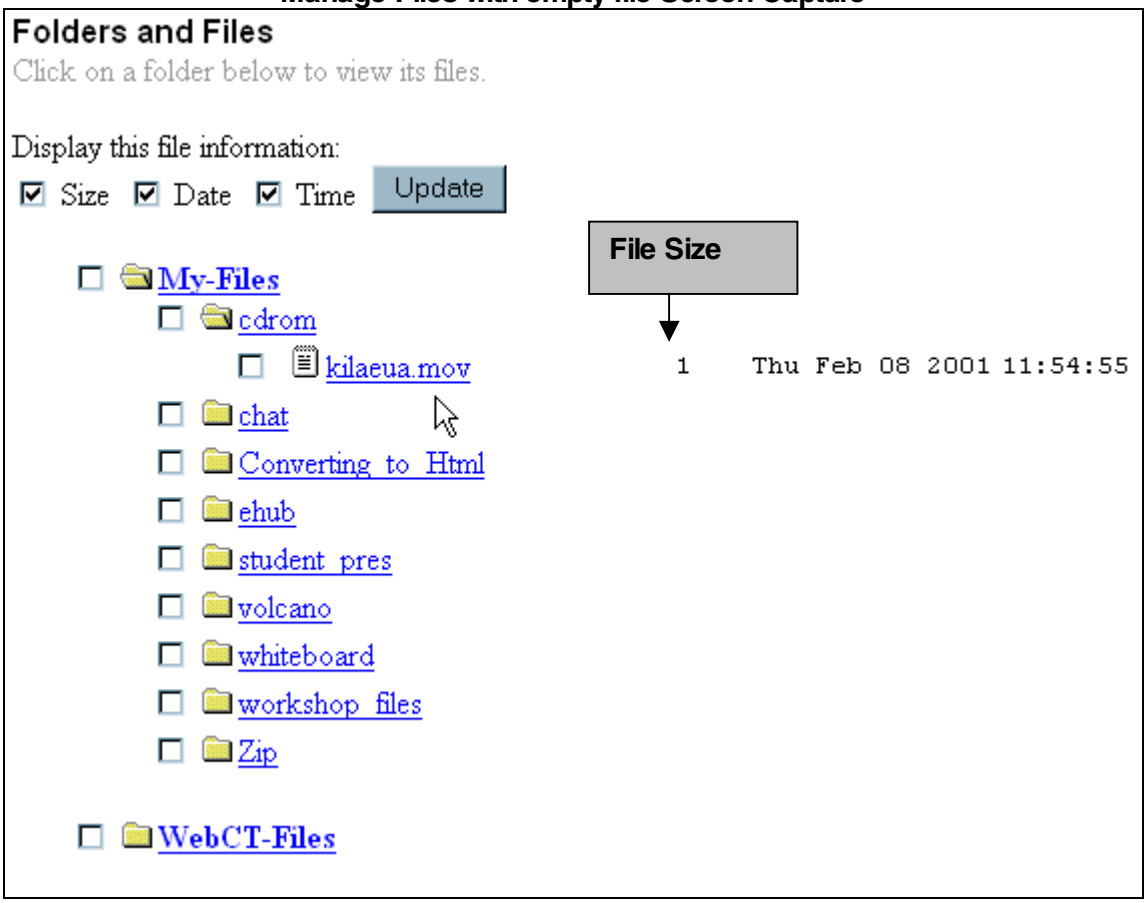
e. Delete "**untitled.html**" and type in the file name from your CD. In our case it would be "**kilaeua.mov.**" We are not really creating a .mov file but a mirror of it, also sometimes called a dummy file or empty file.
f. In the body of the file, type a period. That is all you need to put in this document. See figure below.

Empty File Screen Capture



g. Save the file.
h. Double check the file structure and make sure it is right. Your new file should have fewer than 10 bytes of memory as the Figure below illustrates.

Manage Files with empty file Screen Capture



i. Congratulations you have finished the hard part. Remember your file will not be "kilaeua.mov" but the file name from your CD.

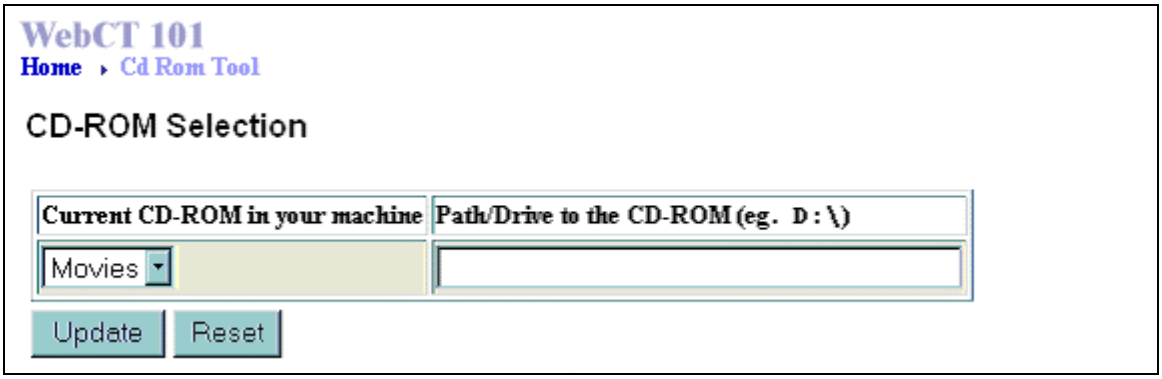
Folder and file names are case sensitive and must match those from the actual CD. Do not use spaces unless you have to. If your CD contains folders or files with spaces in their names, type %20 in place of the space.

Advanced instructions: First time users may skip section 2.6 below and go right to **Step 3**. These instructions are for more advanced and complicated needs.

2.6. If you have files that are not at the root level of the CD, then follow these instructions. Select the folder you created for your dummy files. Then, starting from the root level of your CD, begin creating folders and empty files that are identical to the folder and file structure on your CD, which you should probably have written down on paper beside you. Continue creating dummy folders and files until you have mirrored the file path to every file on your CD that you want to use in the Content Module.

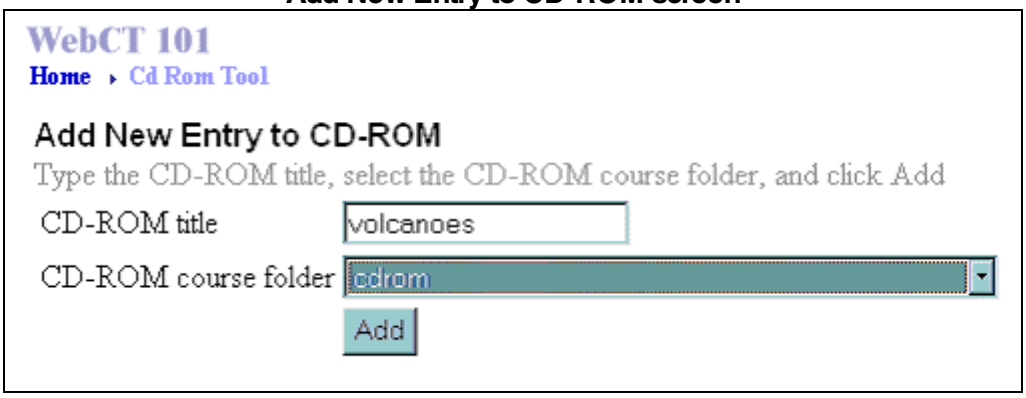
Step 3. Configure CD-ROM Tool from Designer Options:
Setting up the tool (we added it the very first step) from the Designer Options is quite easy. We will continue with our simple example. More details for courses that use multiple CDs will follow.
3.1. From the Navigation Bar, click CD-ROM Tool or icon you added to your course. Remember the title may be "Select Your CD Drive". The CD-ROM Selection screen appears.

CD-ROM Selection screen



3.2. From the CD-ROM Selection screen, select Designer Options. The Add New Entry to CD-ROM screen appears.

Add New Entry to CD-ROM screen

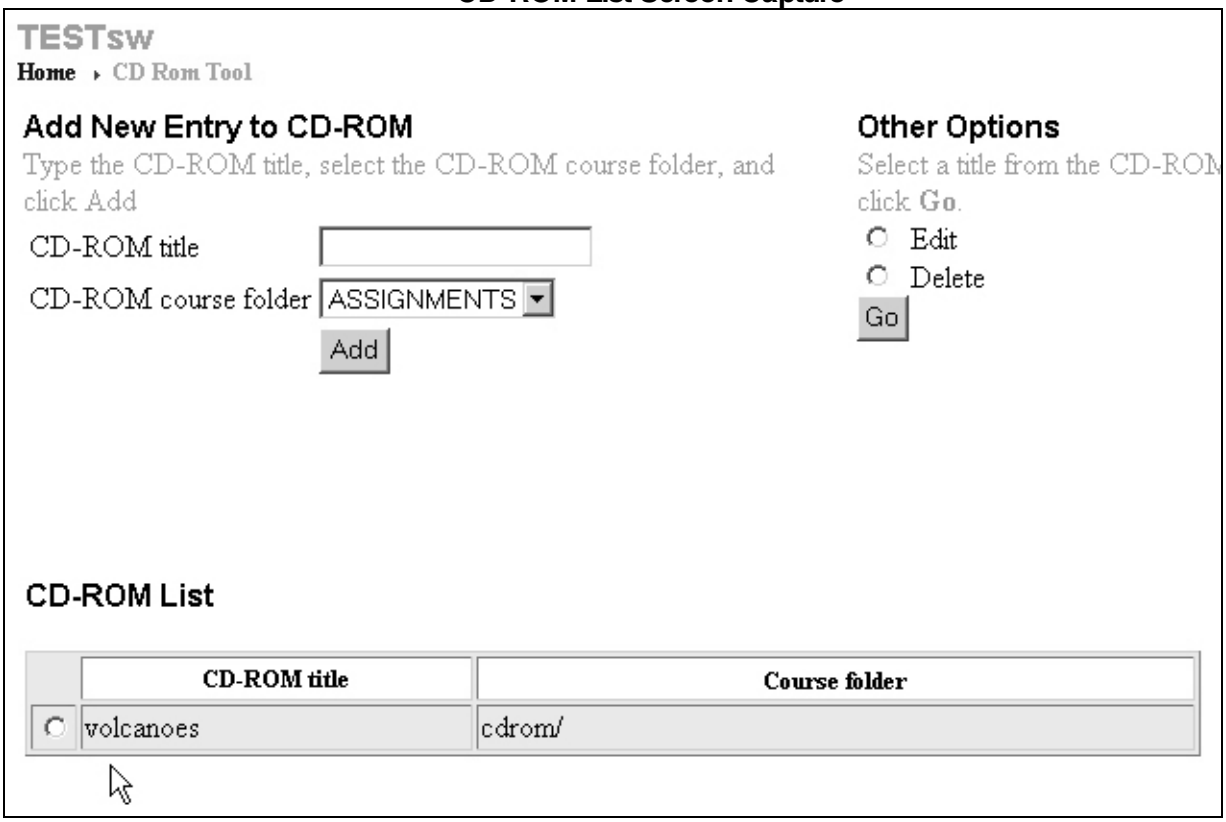


3.3. In the CD-ROM title textbox, enter a name that students will recognize for your CD. Note: Students will select this title when configuring their CD-ROM to point to the files under this title. There can be many titles; one for each CD you intend to use.

3.4. From the CD-ROM course folder dropdown list, select the folder you created in Manage Files that contains the directory structure for your CD. In our example it would be CDROM. Notice that this list gives you the entire Manage Files sub-folder structure to choose from. Make sure the folder you select is displayed when you release the mouse button.

3.5. Click Add. A table appears under the CD-ROM List displaying the CD name you just entered and the course folder structure you created in Manage Files. The CD-ROM Tool is configured from the Instructor/designer's point of view. **Remember**: Students must also configure the CD-ROM Tool to read from their computer's local CD-Rom drive. See, Student for those instructions when you are ready to test your example.

CD-ROM List Screen Capture



Step 4. Create HTML links or EMBED tags to locate the CD files from course content pages that are linked inside a Content Module:

You do not have to know HTML code to complete this step. You can simply copy and paste the following code examples into your content pages. If you are not comfortable with this process ask someone to sit with you and guide you through the process. It is not hard, but if you have never looked at HTML code before it can be a little intimidating.

4.1. This Step 4 of the exercise assumes that you have already added a file to a Content Module. If you have not then you need to do that. Choosing a simple page is best for this first attempt.

4.2. Also, this HTML file being attached to the Content Module can be anywhere in Manage Files except the CDROM folder or subfolders.

4.3. Click on Content Module icon or title.

4.4. In the Table of Contents, click the title of the page to which you want to add a link to a CD file. Choose the first page in the Table of Contents for this exercise. Remember, after we demonstrate how to make it work, you can then edit all the content pages to which you want to add multimedia files.

4.5. From the Menu Bar, select Designer Options. The Main Options screen appears.

4.6. Select Edit file, and then click Go. The Edit file screen appears.

4.7. In the text box that appears, the HTML code for this whole page will appear.

4.8. Scroll down to the location on this page where you want to enter the HTML code that will point to the file on students' local CD-Rom drives.

4.9. Enter the sample code below depending on whether you want to make a hyperlink to a file or have the file launch automatically. You must include the file path and filename. Sample HTML codes are listed below: The authors always recommend using the /_COURSEID_/ code

because this always tells the program to begin looking at the My-Files root level for this course. This will make your work more portable.

To create a link that opens the CD file in a new browser window, use the <a href> tag:
Example: ****View Kilauea erupting, December 1998**** Note: This does not work in image captions in textblocks.

_____

(Write your <a href> code on this line)

To create a link that embeds the CD file in the page of content, use the <embed src> tag. Be sure to specify parameters for the media player, such as size, controls, and autostart which you may not want to set to "true" especially if you are embedding more than one file or movie:

Example: again notice the authors' use of the /_COURSEID_/ coding.

<embed src="/_COURSEID_/cdrom/kileua.mov " width=300 height=300 showcontrols=true showcontrols=1 autostart=false autostart=0></embed>

"Click the control button to watch a short movie clip of Mt. Kilauea erupting in December of 1998."

_____

_____

(Write your <embed> code on these lines)

This example shows the same file path as the <a href> example, with some extra code telling the media player how big the window should be for this movie (300 pixels by 300 pixels), to display the media player controls, and that the file should not automatically begin playing. Note: Some browsers require specific HTML tags for certain media files. In this example, "true" and "1" mean the same thing, but some browsers recognize "true" while others recognize "1" (false = 0). Notice that you can use either the /xmp or /embed code to end this embed command. You do not have to type anything between the <embed> and </xmp> codes since this code calls the file onto the page.

4.10. You can type this code in any word processing software, then copy and paste it into your .html file. You may also type it directly into the .html file's source code. Once you have finished entering the HTML code, click Save. The Main Options screen appears.

4.11. Click **Update Student View** to make your changes available to students. It is always easy to forget this step. Everyone does from time to time. In this case it can cause extra confusion since you would still be able to view the earlier version of the page without the new coding and might not realize it.

Step 5. Test your configuration of CD-ROM as a Student:
To view media files, both you and your students will require a media player or a plug-in.
Remember, from the CD-ROM Designer Options, you cannot view the files on the CD. You **MUST** logon to your course as a student and follow the steps below. So close your browser and restart it, and this time enter your student ID and password.

5.1. After logging on as a student, go to the course Homepage and click the CD-ROM icon. The CD-ROM Selection screen appears.

5.2. From the list titled "Current CD-ROM in your machine dropdown list," select the CD that corresponds to the media files you wish to access from within the Content Module. In our example, the dropdown title will be "volcanoes."

5.3. In the Path/Drive to the CD-ROM textbox, enter the location of your computer's CD-ROM drive. For example, if your computer's CD-ROM is mapped to the D drive, enter D.

5.4. Macintosh users should enter the volume label, or name of the CD. Remember to use %20 in place of any spaces in the title. For our example it would be "Island%20Volcanoes"

5.5. Click Update. The CD-ROM is now configured for this particular computer and only this computer. Students will need to do this for each and every computer that they are working on.

5.6. Click on the Content Module, and from the Table of Contents, click the page containing a link to a CD file. In our example this should be the first page in the content module. The content page opens. If you put the <a href> code, then clicking that link will pop open the multimedia file (Kilauea erupting in our example). If you used the embed coding, the embedded file is read from the CD directly into this page automatically. This can be a good thing or a bad thing depending on the processing speeds of your students' computers.

5.7. Congratulations, you are now either an Intermediate or Advanced WebCT designer.
Having successfully used the CD-ROM Tool, now you can go back over the instructions and add files and folders to the Manage Files area, add HTML coding on the pages where you want to use these files, and think about more advanced uses like putting clips side by side to compare them.

Step 6. Things to Check if the CD-ROM Tool Is Not Working:
Because there are so many steps to first setting up this tool and because of the extreme flexibility and power the CD-ROM Tool can bring to your course, there are various ways to slip up and not realize it. Some of these things are not even anything you did. Below is a list of the most common errors that prevent you from getting the expected results. Remember, you can always Ask Dr. C for help if you cannot figure it out. If you have exhausted this list of possible errors, then do not frustrate yourself; go and Ask Dr. C or search the Dr. C forums for other postings. The Ask Dr. C forums were created to help remove the common frustrations everyone goes through when learning a new software or tool.

1. Is your browser cache set to refresh every visit to the page?
2. Did you empty or clear your cache files? Sometimes it is just a matter of an old image in the machine memory that you have to manually dump before the new image will work.
3. Did you put the HTML hyperlink or embed code in a course file that is linked to a Content Module? Remember the HTML page that calls the files from the CD must be added to a Content Module.
4. In Manage Files, is your dummy or mirror file in the same directory as your HTML Content Page? This would cause it to fail. Move the HTML document that is attached to a Content Module anywhere outside of your CDROM folder.
5. Did you spell the file names, folder names and (for Mac users) CD title correctly paying close attention to upper and lower case, no spaces or substituting %20 for spaces?
6. Did you remember to Update Student View?
7. Are you logged in as a Student? Remember: you can only test as a student
8. Do you have the media player, plug-in or software installed on this computer that would enable you to view the files you have chosen? This is easy to check. Open Windows Explorer (or the Mac equivalent) and navigate to the CD. Double click the files you wish to use. If they do not open or run, then you are missing the necessary component. Download and install the missing software and try again.
9. Did you check to see if your browser is configured correctly for this file extension and plug-in? When you double click the file it runs fine, so next open your browser (IE or Netscape), then choose Open File from the File menu, navigate once more to the CD files and try and open the file through the browser to make sure that the browser is configured correctly. If the file does not open through the browser, but opened in

suggestion 8 above, you will need to tell your browser how to find the plug-in or media player that you are using. See, configuring your browsers for the right file extensions and plug-ins.

10. Are you getting a “File Not Found” error? Did you remember to use the /_COURSEID_/ reference at the beginning of your HTML code either for the <a href=/_COURSEID_/ or the <embed src=/_COURSEID_/ ? This may not be necessary if you have the relative referencing correct, but this way never fails to find the right file.
11. If none of these fixes your problem, Ask Dr. C instead of frustrating yourself. Be patient. It will work, and you will be very excited by the results.

Now you know why the authors suggested you have these directions beside you at all times to follow along. Do not let that bother you. Even most of the authors still refer to the directions to set up this tool because it is better to get it right than to try and debug it because we forgot some little step.

The Assignments Tool

Overview:
The Assignments Tool enables the instructor to create and distribute course assignments while providing students with a controlled online environment where they can submit their assignments (files). Assignments created with this tool can have a due date, a cut-off date and can be listed in the myWebCT area as a constant reminder to the students that their work is due. Assignments submitted this way could be graded and commented on using this tool. However, submitted files cannot be returned using this tool. There is a comment area where you can make notes on the submission. However if you want to return the file, you would e-mail it to the student using the Mail Tool. The Assignments Tool can be a class timesaver because there is no shuffling of papers between students and instructor.

Pedagogy:
- Facilitates faculty-to-student interaction.
- May provide rich, rapid feedback.
- Initiates time on task especially if the reminder is visible in the myWebCT interface.
- Can be used to communicate high expectations.
- Accommodates diverse learning styles.

Uses and Advantages:
- The Assignments Tool can simplify an entire semester's worth of homework for both student and instructor by providing a central location for all assignments to be obtained and submitted.
- Instructors can provide rich feedback to students' assignments without having to be face-to-face. These responses are portable for students as s/he can login from any computer with Internet access.
- Upon utilizing this tool, a column is automatically generated in the Manage Students gradebook for each assignment. Students will see the column in My Grades once the instructor releases the column (default is not to release). After the student submits the assignment, the instructor grades the submission and the grade is automatically entered in the appropriate column.

Accessibility and Usability (versions 3.0 to 3.6):
Creating assignments and presenting them to the students is accessible and easy to use for students with assistive technology. However, submitting assignments may have to be handled using e-mail since the submission interface is not user friendly. Caution: this tool can be made inaccessible if the instructor attaches files to the assignment that are inaccessible like images or some .pdf files. Students must use a mouse of some kind to browse for their files on their computers. This is inaccessible.

Suggestions and Tips:
- The Assignments Tool allows only one submission for each assignment. If it is necessary for the student to submit a file multiple times for corrections and rewriting, then a good tool to use is the Student Presentation Tool, e.g., essay, student submits, instructor makes comments, student submits final draft.
- Another way students can submit work is as an attachment in the Discussions area or Mail.
- The Assignments Tool only permits accessing one student's submission at a time. The Student Presentation Tool can be used to access all the student submissions at one time. The Student Presentations Tool allows the instructor to zip up all students' files at once for download. See the Student Presentations chapter for a detailed explanation of how to accomplish this.

- There is no way to override an assignment grade in the Manage Students area. You must do this on a student-by-student basis. If you wish to curve the grade it is faster and easier to create another column in the gradebook to do this calculation or do it off line and upload it (see Manage Students in this handbook).
- If a student fails to turn in an assignment and you wish to allow them to turn it in late, then you will have to make the assignment available from the Edit settings option inside the Assignments Tool. You cannot turn in an assignment for a student. There is good deal of discussion on this tool in the Ask Dr. C forums at http://www.webct.com/ask_drc.

Common Problems Encountered by First Time Users:

- Since only one submission is allowed per assignment, it is important that the student submit all related files at the same time.
- No one can submit an assignment for a student including the instructor.
- The assignment grade appears in the Assignments Tool and in a column in Manage Students. The instructor/designer cannot control when grades in the Assignments Tool itself are released to the students except in versions 3.5 and up. This can mean that some students receive grades substantially ahead of other students. We are referring here to the Assignments Tool, not My Grades. In 3.5 and up under settings you can choose to release the score or not within the Assignments Tool.

WebCT Vocabulary (see documents at www.webct.com for comparison of terms from earlier versions):

- Assignment: an assignment created with the Assignments Tool is very different from any other kind of class assignment. This is a formal and specific assignment using the parameters for this tool.
- Assignment Dropbox: Some still refer to this tool in this way (from an earlier version).

"How To's" for Instructors:

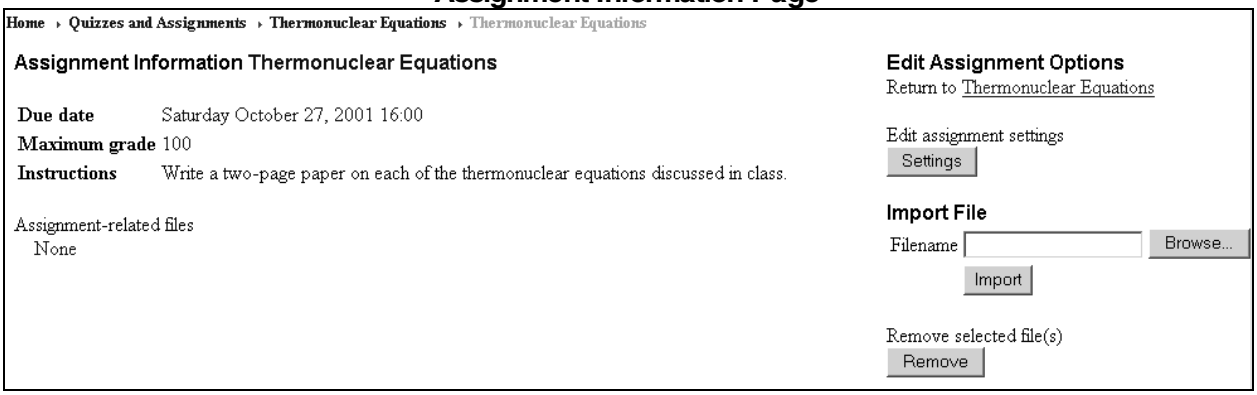
Adding Assignments:

Add the Assignments Tool, and then click on the icon. Select Designer Options once you have accessed the Assignments Tool. Select Add under the Assignment Options heading on the right. Give the assignment a meaningful title (Assignment 1, Week 1, Program 1, etc.). Once an assignment has been added, the instructor/designer needs to edit its settings to determine when it will be available, what the directions are for the assignment, and whether or not students or the instructor are e-mailed upon successful submission of an assignment.

Editing Assignment Settings:

To begin editing an assignment, click on the assignment's title while in Designer Options. This is the Assignment Information page. This page shows how an assignment is configured.

Assignment Information Page



Notice there is no automatic Due date, Maximum grade, or Instructions. To edit these settings click on the Settings button on the right. From here you can change the title, set the directions,

set the maximum grade, determine availability, and whether or not students and/or instructors are e-mailed when an assignment is submitted.

Assignment Settings

Home ▸ Quizzes and As... ▸ Thermonuclear ... ▸ Thermonuclear ... ▸ Assignment Set...

Assignment Settings: Thermonuclear Equations

Basic settings

Title: Thermonuclear Equations

Instructions: Write a two-page paper on each of the thermonuclear equations discussed in class.

Maximum grade: 100

Availability

Available starting: ○ Immediately ◉ Specify a date: Month Oct Day 15 Year 2001 Hour 16 Minute 00

Available until: ○ Unlimited ◉ Specify a date: Month Oct Day 27 Year 2001 Hour 16 Minute 00

Notification

Student notification: ◉ Use external e-mail to acknowledge a student's submission of this assignment. ○ Do **not** acknowledge a student's submission of this assignment.

Instructor notification: ◉ Notify instructor when a student submits this assignment. Instructor's email address: steprehb@gsu.edu ○ Do **not** send e-mail notification when student has submitted an assignment.

Results

Student score release: ◉ Release the score once the assignment has been graded. ○ Do not release the score.

Notice that this particular assignment is being set to be immediately available as of October 15, 2001 to students and stays available until October 27, 2001, giving them a 12-day window within which to finish the assignment.

Accessing and Grading Assignments:

Once a student has turned in an assignment, the instructor can access the assignment by clicking on Submissions located next to the particular assignment while in Designer Options.

Viewing a student's submission

WebCT 101

Home ▸ Content & Tools ▸ Assignments

Assignments

To view and grade assignments completed by your students, click Submissions below.

Current date: Mar 13, 2001 14:44

Title	Availability	Grade	Results
Assignment 1	From: Immediately To: Mar 18, 2001 15:00	/ 100	[Submissions]
Assignment 2	From: Immediately To: Mar 21, 2001 15:00	/ 100	[Submissions]
Assignment 3	From: Immediately To: Mar 24, 2001 15:00	/ 100	[Submissions]
Assignment 4	From: Immediately To: Mar 16, 2001 17:00	/ 100	[Submissions]
Assignment 5	Unavailable	---	[Submissions]

The following screen allows you to pick out a particular student's assignment to grade. To choose a particular student, click on the Not Graded link.

Choosing a particular student's assignment

Home ▸ Quizzes and Assignments ▸ Thermonuclear Equations ▸ Submissions

Submissions: Thermonuclear Equations

Page: 1 [Vie, Vie] Previous page Next page

	User ID	Name	Grade (/100)	Date	Status
☐	sv_christianc	Carlyon Christian(Student View)	95	Oct 15, 2001 16:56	Graded
☐	sv_fergusond	Donna Ferguson(Student View)		Oct 15, 2001 16:58	Not Graded
☐	sv_mcquillanj	Jeanne McQuillan(Student View)			Not Submitted
☐	sv_winburns	Sean Winburn (Student View)			Not Submitted

☐ Select all students shown

Submission Options

Return to Thermonuclear Equations

Display 15 records at a time.

Update

Reset the selected student submissions.

Reset

The following screen allows you to view the file, assign a grade, and give the student feedback.

Grading screen

WebCT 101

Home ▸ Assignments ▸ Submissions ▸ Grade Assignment

Grade Assignment: Thermonuclear Equations

Thermonuclear Equations		
Name: Brad 03Huchteman (Student)	**Maximum grade:** 100	**Date Submitted:** Sep 20, 2000 11:28

Student files

Files	Modification Date	Size
list_nut.html	Sep 20, 2000 11:28	13.3 kB

View Files

Grade 10 Out of 100

Comments

Great Work

Grade Cancel

Once you have provided feedback and assigned a grade you need only click Grade to complete this process. The student can now view their grade and comments about the assignment as often as s/he likes.

"How To's" for Students:

The Student View of Assignments

Accessing Assignments:
When a student clicks on the Assignments Tool a listing of all the assignments an instructor has created will appear. From here a student can see what grade s/he received for an assignment s/he has already turned in, when an assignment is due (i.e., its cutoff date), and whether s/he has already submitted an assignment or not.

Assignments listed

WebCT 101
Home ▸ Content & Tools ▸ Assignments

Assignments

Current date: Mar 12, 2001 16:39

Title	Availability	Grade	Status
Assignment 1	From: Immediately To: Mar 18, 2001 15:00	-- / 100	Not Submitted
Assignment 2	From: Immediately To: Mar 21, 2001 15:00	-- / 100	Not Submitted
Assignment 3	From: Immediately To: Mar 24, 2001 15:00	-- / 100	Not Submitted

From this view students can access assignments by clicking on the hyperlinked assignment title; in this case Assignment 1 would be the first available title. Once a student clicks on an assignment s/he will see the screen below, which gives directions for the assignment. Later, when s/he is done, s/he will submit the assignment from this same screen.

Assignment 1 accessed
(Directions for assignment as well as the ability to turn it in on one screen)

Home ▸ Quizzes and Assignments ▸ Thermonuclear Equations ▸ Thermonuclear Equations

Assignment: Thermonuclear Equations
Return to Thermonuclear Equations

Student files | Submit assignment

To upload completed assignment files, click **Student files**. To submit assignments after uploading them, click **Submit assignment**.

Due date Saturday October 27, 2001 16:00
Maximum grade 100
Instructions Write a two-page paper on each of the thermonuclear equations discussed in class.

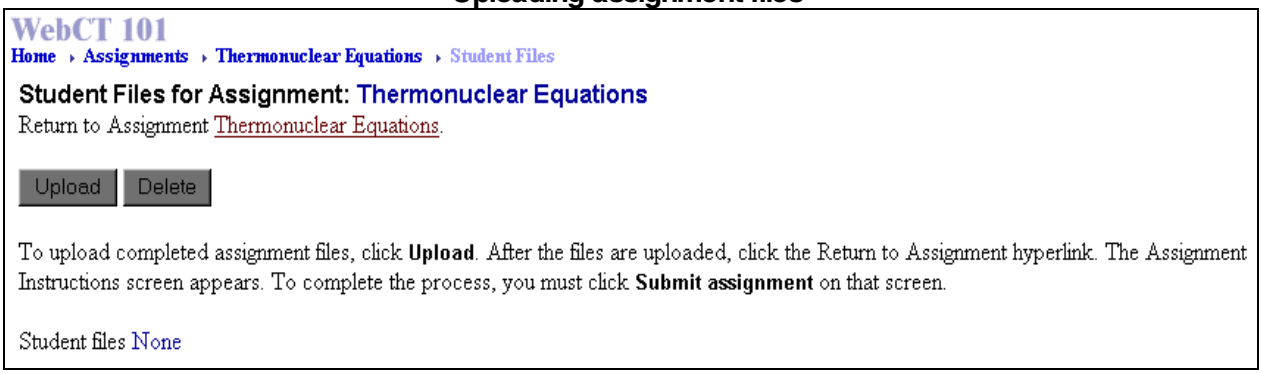
Assignment-related files
None

Turning in Assignments:
This is a two-fold process for students: (1) they must first upload their assignment files, which they then submit for grading. Uploading an assignment is done by

- Clicking on the Student files button (seen above)
- Then clicking on the Upload button on the next screen (seen below).

Students will then browse their hard drive or floppy drive for their file(s) and click the upload button.

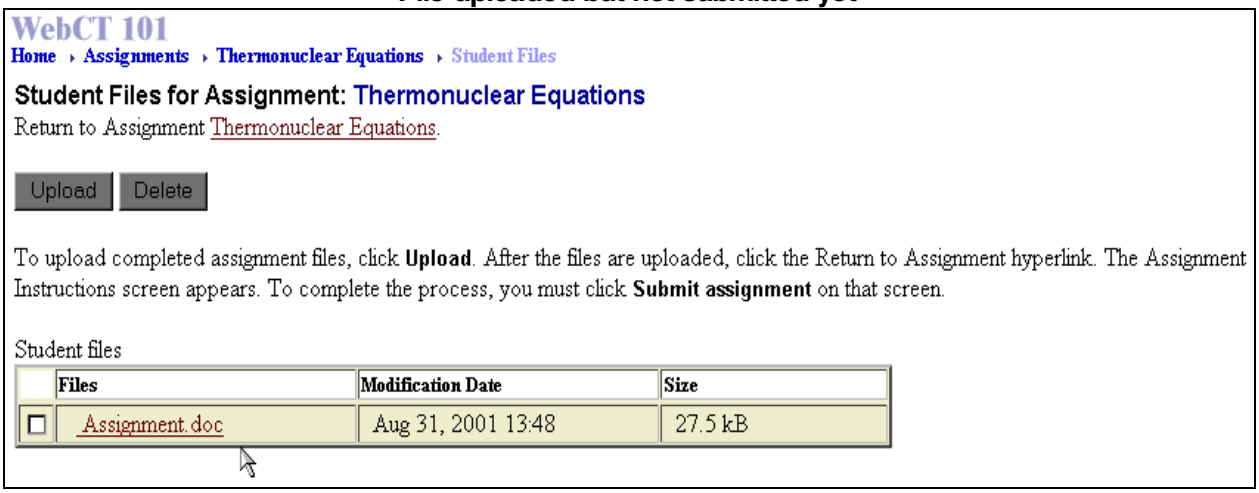
Uploading assignment files



Note: Multiple files can be uploaded one at a time to be submitted for a particular assignment.

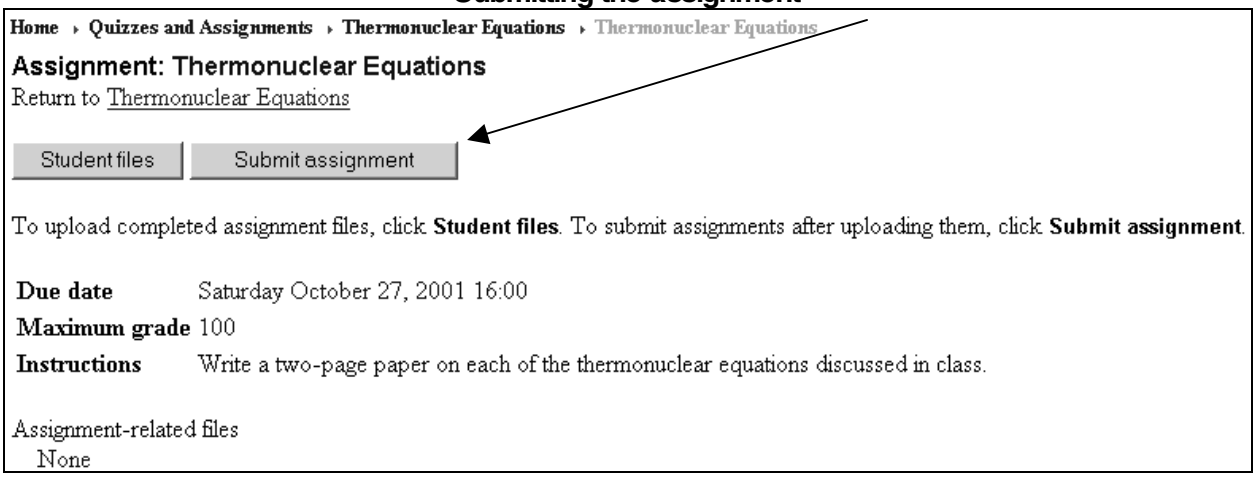
Students will now come to a view where they will see their assignment file as a hyperlink. If a student is unsure of whether or not this is the correct file, they can click on it here to display the file before turning it in.

File uploaded but not submitted yet

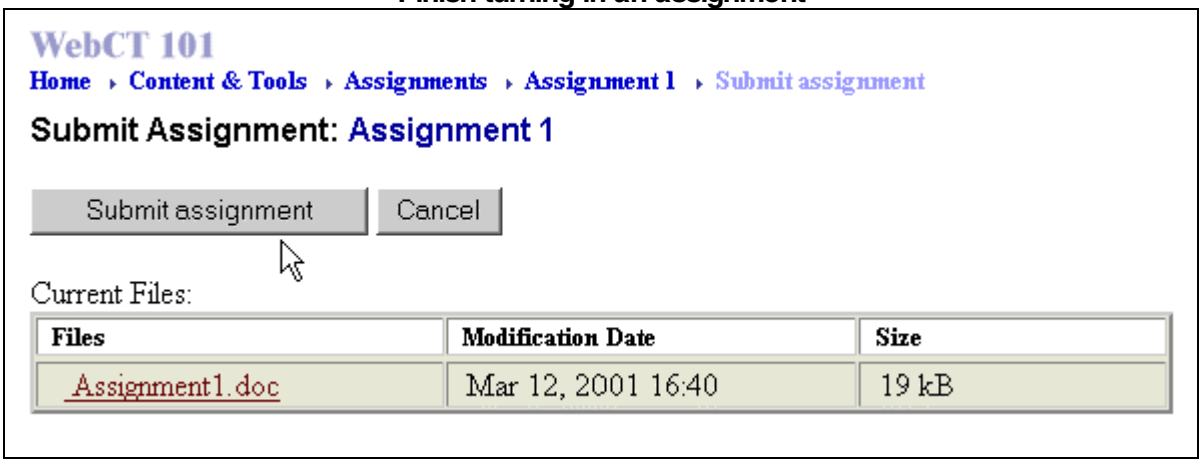


(2) Now that the assignment has been uploaded, the student will need to return to the assignment screen, where they will now click the Submit assignment button.

Submitting the assignment



Finish turning in an assignment



The last step is to click on the Submit assignment button once again.

Note: You can only submit an assignment **once**. There are no partial submissions. Once s/he has clicked Submit assignment, the student cannot submit again so it is important that s/he uploads all the correct files before taking this final action.

Quiz and Survey Tool

Overview:

The Quiz and Survey Tool is one of the most powerful and versatile tools in WebCT. When teaching the Quizzing Tool, we usually teach it to teams composed of two instructor/designers. We have found that when working in pairs that the Quizzing Tool is much easier to learn, more exciting and less intimidating. In fact, we have found that when instructor/designers or any two users sit down together to learn a new tool, they can usually master the tool more quickly and with less frustration.

The authors have found that the online documentation available from WebCT on how to use the Quiz and Survey Tool is good and easy to follow. Our handbook does not seek to duplicate or replace WebCT's documentation on the step-by-step method for creating questions and then building a quiz, but to serve as an instructor guide to additional information, workarounds, innovations and difficulties that faculty have encountered.

Pedagogy:

- Faculty-to-student communication.
- Provides rich, rapid feedback to the students.
- Promotes active learning through practice quizzes.
- Communicates high expectations.
- Fosters student-to-faculty communication through anonymous surveys.

Uses and Advantages:

- Can relieve the instructor of the task of having to grade quizzes. WebCT automatically grades all question types except paragraph questions.
- Instructors can build up a large databank of test questions.
- Instructors can also utilize electronic question banks that frequently come with textbooks.
- Practice quizzes have several outcomes:
    - Prepares students for the real quiz by getting them accustomed to the formatting, timing and question types. Removes the fear of the unknown.
    - Conveys to the students the material that the instructor thinks is important.
    - Helps the students master the material. The authors have proctored exams and noticed that students finish the fastest and score the highest if they have done several practice quizzes.
    - Show the students where they need to put their study efforts.
    - Engages the student more than paper-based practice quizzes because the computer responds to them immediately.
    - Calculated questions allow the students to practice computations with different inputs each time.
    - Through tracking the instructor can see who is making the effort to prepare for the real quiz. You can then compare their practice scores to the real quiz score. This is a good counseling tool.
    - If the instructor releases the statistics of the practice quizzes, a student can compare his/her preparedness with that of his/her classmates.
- Instructors can randomize test questions, which make cheating very difficult. This is especially true if you are using a really large question database. For example say you have 100 questions. Each student randomly receives only 10 or 15 to answer and in a random order.
- Calculated questions provide each student with a different set of inputs to work with, which cuts down on cheating.
- Can be used for pop quizzes to gauge if the students are keeping up with the work.

- Allows students to take quizzes off campus. To cut down on cheating you would deliberately set the length of the quiz so that it is impossible to finish it. You would release the questions one at a time with no return to a question. By randomizing the questions and having more questions than you really plan to grade, you hamper collaboration. If a student spends time looking up answers, s/he will answer fewer questions.
- Some instructors like to allow the students to take online exams as open book exams because it reinforces the material.
- The authors have observed an Ethics in Journalism course where the midterm was set up to be a collaborative effort. First, each student completed the exam on his or her own. Then they debated their answers and in some cases changed their answers and in others stuck to their guns. The instructor finds this to be a very successful strategy for her discipline.
- Can also be used for in-class, proctored exams.
- The instructor can give different weight to different questions by giving harder questions a higher scoring value.
- Surveys can be used to take the pulse of the class as well as gather suggestions as to what the students think might improve the course.
- Online anonymous surveys can also be used to gather the end of semester student evaluations of the instructor and the course. This is detailed at the end of this chapter.

Accessibility and Usability (versions 3.0 to 3.6):
Accessibility will only be addressed for students. The Quiz and Survey Module Tool is accessible for students with disabilities. The usability of the module, however, is less for students with vision or mobility impairments. When a student takes a quiz, WebCT opens a new browser window with two frames. The student using a screen reader probably will not make much, if any, use of the second frame. This second frame has a red ball graphic for each question. When a question is answered by the student clicking the Save answer button, then the red ball graphic changes to a green star graphic. This gives a visual record of how many and which questions have been answered. A student using a screen reader can access this second frame, but it probably will not be as useful. Students with mobility limitations may find that scrolling through a quiz, marking each answer, then clicking the Save answer button to be a considerable effort. Students using screen readers or other assistive technology as well as those students with learning disabilities will need extended times for quizzes. These students will probably require extra tutoring or practice exams to accustom them to the quiz interface and how it works. Note with JAWS 4.0 these issues are greatly diminished.

Suggestions and Tips:

- As suggested many times throughout this handbook, when working with and learning the Quiz Tool try to do it with a co-worker, friend or mentor. Your learning curve will go way up, and you will have more fun making up questions. This is a very good time to bring in part of your playful nature and make up some silly test questions that you can later discard.
- You can have a silly test question in a real quiz to help lighten the tension.
- Give all questions a title that is meaningful and allows for easy ordering. For instance, if the questions must be in a certain sequence, then title them to order according to ASCII sorting: numbers, lower case, and then upper case. For example the order would be:
    a. Aa-Toxins in prepared food,
    b. Ab-Toxins in processed meats,
    c. Ac-Toxins in Cereals, etc.
- Remember if you use numbering to keep things in order, you would need to use a leading zero: 01, 02, 03, etc. Otherwise, 11 would come between 1 and 2.
- Create categories in the question database that are meaningful, explicit and easy for an assistant to figure out. Titling questions such as, Question 1 and Question2 is not explicit

or meaningful enough. Using titles like, Sedimentary rocks-easy, Petrified minerals-hard, Nervous disorders in children-easy are much more meaningful. Titles and categories are the main way in which faculty and assistants should navigate within the question database. Since the search feature is available, consistency in organization can really help. After doing a search for all questions with easy in the title, it would be possible to quickly put together a quiz based on prior knowledge or competencies.

- Note: when releasing the score of a quiz to the students, the quiz will not be listed as Graded until the students click the View Results button. If the release the scores are not released, the quiz will always be listed as Not Graded until all the submissions have been selected and the Regrade option has been clicked within the Designer Options of the Quiz Module Tool.
- A novel use of the Quiz Module that came from Ask Dr. C web discussions, is using the short answer question to grade text submissions as a participation grade. In other words, the instructor wants the students to enter a paragraph each week; he only wants to grade a random sampling, but to assign credit just for submitting the assignment (low points). He uses the regular expression option to accomplish this. This is a high-end application usage. The regular expression refers to regular expressions in Perl or Unix. The instructor gives a regular expression that allows for the entry of any alphanumeric data with special characters. The format is to put **.*** in the short answer field (that is a period, followed by an asterisk). Select regular expression from the dropdown options. This allows anything as the right answer.
- Use a Short Answer Quiz to gather personal or administrative data from your students. See the chapter How to Gather Information from the Students by Using a Short Answer Quiz.
- Go to Ask Dr. C at http://www.webct.com/ask_drc/ for many new ideas, solutions, and workarounds. This is highly recommended.

Suggested Uses of the Survey Tool:

- Evaluations of peers, programs, curriculum or specific modules, training materials and study guides, software, textbooks, faculty, as well as self-evaluation anonymously by the students. Also useful for end of semester class evaluation. It is an excellent way for an instructor to receive feedback.
- In surveying the class, you can assure the students that any information provided is totally private. You can obtain general information about the class demographics; but it also allows you to obtain sensitive information about students such as political biases or economic status, which might be useful to know when introducing controversial topics. This tool can be used for entry and exit surveys, assessment of stress levels or course pace, and anonymous reactions to tests or assignments. It can also be used to survey the students' stand on moral or ethical issues.
- The Survey Tool can be used to enable the students to express their goals, interests, learning styles, preferences, suggestions, or expectations.
- You can use selective release to target certain student groups, but their responses will still be anonymous provided your pool is large enough and you are not watching as the surveys are submitted. For example, you could ask your high achievers or your low achievers to comment on the course. This might give you insight into how to better reach the low achievers.
- It can be used for voting in mock elections, class elections, and class preference polls such as when to have tests or class meetings.
- The Survey Tool can be a research vehicle in which an instructor can gather data from the class.
- It is a great for marketing surveys such as student interest in new courses or to mine information from focus groups.

- Again, it is highly recommended that you keep an eye on Ask Dr. C where new ideas are constantly being generated.

Common Problems Encountered by First Time Users:

- Trying to be a quizmaster in their first semester. This tool is definitely one to tackle gradually, or with assistance.
- Forgetting to adjust the settings to release a quiz or survey to the students.
- Not testing a quiz before releasing it to the students. We are not suggesting previewing. We are strongly suggesting that you log in as a student and take the quiz just as your students will. You will be amazed at the errors you will find and you will be glad that you headed them off in advance.
- Not providing your students with clear instructions for the quiz.
- Not giving your questions meaningful titles that down the road make it difficult to find the questions you want to use.

How to Learn the Quizzing Tool Using the WebCT HELP Files

The authors recommend that you take a sample WebCT quiz before learning about them. A colleague or WebCT should be able to give you a sample quiz or at least screen captures of a sample quiz.

Steps for Creating a Quiz:

1. Print out the online HELP files so you can have them handy.
2. Next read the instructions for creating a multiple-choice question.
3. Then create three multiple-choice questions following the instructions.
4. Preview each question by clicking the magnifying glass next to it to make sure you have created the question correctly.
5. Read the section on how to create a quiz.
6. Then Add a quiz. Name it TestQuizOne
7. Add the multiple-choice questions you created to this quiz.
8. Once you have this first quiz working be sure to take the quiz logged in as a student to test it.
9. Go back and play with the various quiz settings for releasing your quiz and students viewing the results.

Good going. By this point you have mastered the basics for creating a question, creating an empty quiz, adding questions to your quiz and assigning them a point value, and releasing the quiz using the quiz settings. Believe it or not, the hard part is over. The rest is basically repetition and modification.

10. Then pick another type of question like the short answer to learn and read the instructions.
11. Again, create three short answer questions.
12. Preview each question, as before, to double-check your work.
13. Then create a new quiz called TestQuizTwo and put all the multiple choice and short answer questions on it.
14. Play with those quiz settings and take it logged in as a student to test it
15. Next, tackle the matching question format; read the instructions.
16. Again, create three matching questions
17. Preview the questions to double-check your work.
18. Then create a new quiz called TestQuizThree and add all nine questions to this quiz.
19. Release the quiz using the quiz settings and take the quiz logged in as a student to test it.
20. At this point we would then suggest creating a fourth quiz called TestQuizFour, and this time add some question sets. Question sets are the way to randomize a quiz.
21. Release the quiz and take it logged in as a student to test it.

22. Finally, when all of this is easy and you have need for questions that involve math, then you are ready to tackle the calculated question. Again, create three questions at least. Put them in a quiz and take the quiz logged in as a student.

Tip Repeated: As suggested many times throughout this handbook, when working with and learning the Quiz Tool try to do it with a co-worker, friend or mentor. Your learning curve will go way up, and you will have more fun making up questions. This is a very good time to bring in part of your playful nature and make up some silly test questions that you can later discard.

Other Resources:
In addition to our tips, Ask Dr. C is an excellent source of help and information that is more immediate and personalized than any handbook can ever be. The authors of this handbook use those forums ourselves often and extensively. The web address is: http://www.webct.com/ask_drc

Both WebCT and the authors recommend the freeware Respondus Lite™ available from the WebCT Exchange Page (http://www.webct.com/exchange). We have used this product even after writing our own Visual Basic program to speed up the process of converting existing files of questions into the WebCT format. Although the $59.00 (at press time), full version of Respondus™ is also quite good, the Lite version should handle the needs of those who are using mostly multiple-choice questions. This section will not go into how to use Respondus Lite. Respondus help files (found under a question mark) are easy to follow. The last section of this chapter will cover the correct format for importing questions from a text (.txt) file into Respondus Lite.

If you are using the entire gamut of question types, than we would certainly recommend Respondus 1.1 (see http://www.respondus.com/indexCT.shtml). We find it extremely useful for copying quizzes and surveys from one course to another.

Differences between a Survey and a Quiz:

There are some inherent differences between a survey and a quiz inside the WebCT software.

Survey: is an anonymous, non-graded group of questions.

- Can contain any of the five question types.
- Can only be taken once per student.
- Responses are not tracked except whether or not the student has taken the survey—Yes or No.
- WebCT automatically tabulates responses in surveys and summarizes the results.
- Generates different statistics than a quiz because the responses are not associated to specific participants.
- Tip: If you need to administer a survey and tie those results to a particular student, then you do not want to use the WebCT Survey. You would use a Quiz that is worth zero points. This is a confusion that happens quite often when an instructor wishes to survey the students, but not anonymously.

Quiz: is a graded, student-centric set of questions.

- Can contain any of the five question types.
- Each question must be worth at least zero points.
- Quizzes do not have to add up to 100.
- Quizzes can be taken an unlimited amount of times if you wish.
- Quizzes give you the most flexibility inside of WebCT.
- Quizzes are NEVER anonymous.
- Details and statistics are not available until the quiz is graded including any paragraph questions.

- Tip: if you want a survey and have created a quiz, then Add survey and use the current quiz as a template. The reverse is also true.

Concepts and Ideas to Master

1. Quiz versus Questions:
When teaching instructors to use the Quiz Tool, the first stumbling block seems to be the difference between questions and quizzes. In WebCT you create a bank of questions before you create quizzes. A quiz is only a group of questions that are attached to the quiz interface and that are given point values. You can think of a new WebCT quiz as a blank piece of paper to which you electronically add links to the questions in your database. These questions can be linked to many quizzes at the same time, but each quiz allows you to assign a different value for that question. In one quiz it can be worth 10 points, in another 5 points, in another maybe only 1 point.

2. Taking a Quiz:
Although it is a little extra work, it is always recommended that the instructor log in as a student and take a quiz before releasing it to the students. This enables you to test the validity and grading of every question. You may miss something by just previewing the question or previewing the quiz that you would pick up when you actually take the quiz. You do not want to have to either regrade or adjust quizzes because of your errors. Students begin to lose faith in the tool rather than the instructor. You also will want to make sure that you have released only the feedback information that you want the students to have.

3. Editing Questions Attached to a Quiz:
Assume that you have a multiple-choice question about World History. You have added this question to four different quizzes throughout the semester. After the first quiz, you discover an error in your question or more likely your students discover it. What to do? There are several ways to correct this bad question.

1. You can go to the question database, click on the title for the bad question, make your changes and save. This will fix the question for every quiz to which it is attached. You will still probably want to go back to the submissions list for the first quiz, select all the students, and then select regrade. This will update the students test scores.
2. You can also accomplish the same thing by clicking on the quiz that first uses the question, then clicking on the title of the question and completing the steps above.
3. You could also change the question by getting to it from any of the four quizzes. Once you change a question it is changed everywhere that it is used. However, in order to reflect that change on a quiz that has already been taken, you will still have to regrade those student submissions.
4. These editing and regrading methods apply to Multiple-Choice, True/False, Short Answer, and Calculated questions **only**.

4. How to edit Matching Questions that are bad, vague or just wrong and are attached to a quiz that the students have already taken:
There is a known bug in WebCT with this particular situation. If you correct a matching question using the method above, it will change all instances of the question. However, the problem (bug) comes if you must regrade a quiz with an edited matching question. **NEVER REGRADE A QUIZ WITH A CHANGED MATCHING QUESTION.** Regrading a quiz on which you have corrected a matching question will not update the students' grades. Their grades will not upgrade; instead, WebCT will adjust (change) the students' answers so that if they had a match wrong it will still be wrong and all the matches that were originally graded as correct will be changed if necessary to make sure they stay correct. This is one of the worst things you can do. Students will know their answers have been changed, and they will not only lose faith in WebCT Quizzing, but they will insist from then on that WebCT has changed their answers on other questions and other quizzes.

All right, then, how do you deal with a bad matching question that is used on several quizzes?

1. Edit the bad question, but change only the title of the question by adding -bad to the title. Save the question.
2. Edit the bad question a second time now that it has a new title and change the title again, by substituting -good for _bad, make the real editing change necessary to correct this question, then Save as New.
3. For all other quizzes (other than the first one that has been graded) that use the bad question you will need to delete the -bad question and then add the -good version. That will take care of the future quizzes.
4. How to handle the first quiz where the problem was noticed. It will be your choice how to handle it:
    a. Go to the Submissions Screen for that quiz for each individual student. Click on the hyperlink Attempt number.
        - When the next screen appears, scroll down until you see the Override score box for the question. In this box you enter the score you want the student to have for that question. For example, the student received 2 out of a possible 5 points and you want to give him/her the full 5 points. Enter 5 in the Override score box.
        - If you just want to adjust the final total score, continue to scroll until you see the Quiz score adjustment box. In this box you would enter the difference between the current score and what you want the student's score to be. For example, if the student made a 48 and you want them to have a 60 total score, you would enter 12 in the Quiz score adjustment box.
        - In both cases you would scroll to the very bottom and click the Update grade button.
    b. If you do not want to go into each student's submission, then you can adjust the scores in Manage Students. Simply add those points to every student's score as though s/he had all gotten the right answer. You do this by adding a column in the Manage Students area with the extra points, then add a second column that is a calculated column that sums the quiz and the extra points columns.
    c. Or give a zero value to the bad question then regrade all the submissions. It will still change student answers so think carefully before doing this.
    d. Or throw out the entire quiz. You cannot delete a question from a quiz that has already been taken. You would have to reset the quiz, which is not a popular choice with students.
5. How you fix it for next semester is simple. Make a copy of the bad quiz, delete the bad question and attach the good question. Retitle the quiz so that you will remember to use the new quiz and not the old one. Then delete the bad quiz. Then delete the bad quiz column in Manage Students. It is very easy to forget from one semester to the next, so make all your adjustments as soon as you find them.

5. Calculated questions are powerful but not always easy:

The difficult concepts with calculated questions are:

- That there is no equal (=) sign in the formula.
- That it is only one side of any formula.
- The formula must be written on one line only.
- You cannot do a series of formulas to solve for an answer.
- Some of the answer sets may be meaningless because of the variable ranges overlapping. **Always** remember to check the answer sets and edit them if necessary.

6. Online cheating is like in class cheating. You cannot completely eliminate it:

The goal is to make cheating more difficult. The online quiz is a tool. It is not cheat proof. You will need to have strategies for making cheating less important. Do not rely solely on the tool to handle this issue. See the chapter How Do I Cut Down on Cheating or Making Cheating Moot for more detailed ideas on this subject.

Comparison of Testing Tools:
There is some general confusion regarding Quiz, Survey, Question Database and Self Test. These are broken out in a table on the following pages comparing various features and uses and capabilities of each. When in doubt about which tool to use for assessment, you might want to review this table.

Comparison Chart:
Quiz and Survey Tool (includes Quiz/Survey Management, Quiz/Survey Editor, and Question Database) and Self Test

	Quiz (QU)	Survey (SU)	Question Database (QD)	Self Test (ST)
Where in a course can this be used?	1. Homepage. 2. Table of Contents of Content Module Tool 3. Action Menu of Content Module Tool. 4. Course Menu 5. As a hyperlink from almost anywhere.	1. Homepage. 2. Table of Contents of Content Module Tool 3. Action Menu of Content Module Tool. 4.Course Menu 5. As a hyperlink from almost anywhere.	1. Only accessible and usable with the Quiz/Survey Tool. 2. Can be accessed as a separate part of this tool or through the editing of a Quiz or Survey. Novice users should not take the quiz edit shortcut until they are very confident with the distinction between the Quiz Editor and the QD.	1. Homepage. 2. Action Menu of Content Module Tool. Page specific. 3. As a hyperlink (not its intended use, and will open in new window).
Batch Uploadable through specified tool?	No. Quizzes cannot be uploaded unless you use Respondus™	No. Surveys cannot be uploaded unless you use Respondus™	Yes. This database allows you to import questions from a .txt file. Note: the formatting for the QD is complex. Respondus and others have helped with making this easier	Yes, called Import. You can import from a .txt file. Although the formatting is similar to that for the QD Multiple-Choice questions, it is not exactly the same. You can create your multiple-choice questions in the QD, download them to your hard drive, and then import them into the ST tool. Note: images in the QD will not work the same way in the ST tool. Also, unlike the QD, the questions in the ST instances are not accessible everywhere you have ST. If you add ST to the Home Page, then the questions in that instance of the ST will not be available to use when you add a ST to a page in a Content Module Tool.

	Quiz (QU)	Survey (SU)	Question Database (QD)	Self Test (ST)
Batch Uploadable through QD?	No.	No.	Yes.	Yes. But not a direct path. You will have to download the questions from the QD, and then import that file into the ST instance.
Batch Downloadable through specified tool?	No. Quizzes cannot be downloaded unless you use Respondus	No. Surveys cannot be downloaded unless you use Respondus	Yes.	No. This is something to consider carefully before creating a large number of ST questions that you wish to use in more than one course or in more than one place in the same course. There are some good and fairly simple workarounds for this. Learn them before creating ST questions.
Batch Downloadable from QD?	Yes. But it is not really the quiz, just the questions on the quiz.	Yes. But it is not really the S, just the questions on the SU.	Yes.	No. These are different tools.
Where can an instructor create questions on the fly?	QD	QD	QD	In Self Test instance or in QD (for download and import).
How are questions delivered to student?	1. One at a time; cannot return once answered. 2. One at a time; can return to answers. 3. All at once.	1. One at a time; cannot return once answered. 2. One at a time; can return to answers. 3. All at once.	Not applicable.	All at once.
What types of questions are used?	Multiple-choice, True/False, Matching, Short Answer, Calculated and Paragraph	Multiple-choice, True/False, Matching, Short Answer, Calculated and Paragraph	Multiple-choice, True/False, Matching, Short Answer, Calculated and Paragraph	Multiple-choice only.
How are results delivered to the instructor?	1. Designer Options in Quiz Tool by clicking on Submissions link. Very detailed. 2. Through the Submissions link at the top of the column in Manage Students.	1. Designer Options in Quiz Tool by clicking on Submissions link. Very detailed. 2. Through the Submissions link at the top of the column in Manage Students. 3. NOTE: Results are anonymous for the instructor. The instructor will know if a student has taken the SU, but will not be able to tie the answers to a particular student.	Not applicable.	No results for Instructor.

	Quiz (QU)	Survey (SU)	Question Database (QD)	Self Test (ST)
How are results delivered to student?	Instructor can specify: 1. Results, if released, can be accessed upon submission, or from the Completed hyperlink on the main Quiz and Survey screen. 2. Grades may be available in the My Grades Tool if the instructor attaches the tool and releases the column from the Manage Students interface.	Not applicable.	Not applicable.	Immediate response after each question.
Students can utilize more than once?	If instructor allows it.	No.	Not applicable.	Always.
Provides rich, rapid feedback to students?	Results can be released immediately giving score, right and wrong answers, the full question, etc. However, additional feedback must be created by the instructor.	No.	Not applicable.	Always. Rapid right or wrong response. Additional feedback is up to the instructor.
What kinds of statistics are available within WebCT for the instructor?	1. Summary Stats: Compare all students' results in one table. 2. Item Stats: For each question in the quiz, compares the performance of individual students to that of all the students.	Item Stats: For each question in the survey, compares the responses of all the anonymous participants. Available in the Summary area of the Detail of the Survey.	Not applicable.	No statistics
How does the instructor access statistics?	Designer Options in Quiz Tool. Click on Reports for Summary or Item Stats, or click on Summary for Mean, Standard Deviation, Discrimination, and Percentage Correct stats.	Designer Options then go to the Summary area of the Detail of the Survey.	Not applicable.	None available.
What statistics are available to the students?	If instructor allows, students can view Percentage Correct stats directly after a quiz, or when results are available (i.e. after being graded)	No statistics available to students.	Not applicable	None available.

The Correct Format for Importing Questions from a Text(.txt) File into Respondus Lite™

(This documentation is taken with permission from: Respondus Lite 1.0 User Guide Oct. 6, 2000, with the exception of the section on True/False questions that was added by the authors.)

The Standard Format for Importing

The text (.txt) file must be organized in a Standard Format before it can be imported into Respondus Lite. This format is similar to earlier parser utilities that have been available for WebCT. The Standard Format has *required elements* and *optional elements*, each of which is described below.

Required Elements

Each question must begin with a *question number*, followed by either a period **.** or a parentheses **)**.

Example: **3)**
Example: **3.**

The *question wording* must follow the question number. (Note: at least one space should be between the question number and the question wording.)

Example: **3) Who determined the exact speed of light?**
Example: **3. Who determined the exact speed of light?**

Each *answer* must begin with a letter (A-Z) followed by a period . or a parentheses).

Example: **3) Who determined the exact speed of light?**

a. Albert Einstein
b. Albert Michelson
c. Thomas Edison
d. Guglielmo Marconi

Correct answers can be indicated in two ways. First, you may place an asterisk (*) directly in front of the answer choice (do **not** put a space between the asterisk and the answer choice).

Example: **Title: Speed of Light**
3) Who determined the exact speed of light?

a. Albert Einstein
***b. Albert Michelson**
c. Thomas Edison
d. Guglielmo Marconi

The second option is to place a list of correct answers at the end of the file. The list must begin with the word Answers: and must be positioned at the end of the file. (Note: Any text after the answer list will be ignored.)

Example: **Answers:**
1. A
2. C
3. B
4. B

If neither method is used to select a correct answer, Respondus Lite will automatically select the letter A as the correct answer. Do not worry; you will be warned if a question does not have an answer selected for it prior to completing the import.

True/False questions must have the required elements of a *question number*, *question wording*, *answers*, and *correct answer* as listed above. Here is an example of the format for a True/False

question number and question wording. (Note: at least one space should be between the question number and the question wording.)

Example: **1) Albert Einstein determined the speed of light.**
1. Albert Einstein determined the speed of light.

Each *answer* must begin with a letter (A-Z) followed by a period . or a parentheses). Here is an example of the answers for the True/False question.

Example **a. True**
b. False

The *correct answer* is indicated by placing an asterisk (*) directly in front of the answer choice (do **not** put a space between the asterisk and the answer choice or Respondus Lite will not read it as the correct answer).

Example **a. True**
***b. False**

Here is an example of a whole True/False question formatted correctly to be imported into Respondus Lite.

Example: **1) Albert Einstein determined the speed of light.**
a.True
***b. False**

Optional Elements

A *Title* can be imported with each question. If a title is not provided for a question, the first 17 characters from the question wording will be used as the question title. Titles must be placed at the beginning of a question and begin with Title: followed by the actual text for the title. If the title exceeds 17 characters, the remaining characters will be dropped during the import.

Example: **Title: Speed of Light**
3) Who determined the exact speed of light?

a. Albert Einstein
b. Albert Michelson
c. Thomas Edison
d. Guglielmo Marconi

Feedback for individual answer choices can be imported by placing it immediately after the related answer choice and by beginning the line with the **@** symbol. There must be at least one space between the @ symbol and the feedback text.

Example: **Title: Speed of Light**
3) Who determined the exact speed of light?

a. Albert Einstein
@ No. Albert Michelson determined the exact speed of light.

***b. Albert Michelson**

@ Yes. Albert Michelson won the Nobel Prize for Physics for determining the exact speed of light.

c. Thomas Edison
@ No, Thomas Edison did not determine the exact speed of light.

d. Guglielmo Marconi
@ No. Marconi did not discover the exact speed of light, but he did win the Nobel Prize for Physics for his work with radio waves.

General Feedback can be imported in a similar way, but it must appear immediately after the question wording and before any of the answer choices. The line must also begin with the @ symbol, and there must be at least one space between the @ symbol and the feedback text.

Example:

Title: Speed of Light
3) Who determined the exact speed of light?
@ Albert Michelson was the first American to win the Nobel Prize in Physics (1907) for his measurements of the speed of light. His experiments laid the groundwork for Einstein's Theory of Relativity.

a. Albert Einstein
@ No. Albert Michelson determined the exact speed of light.

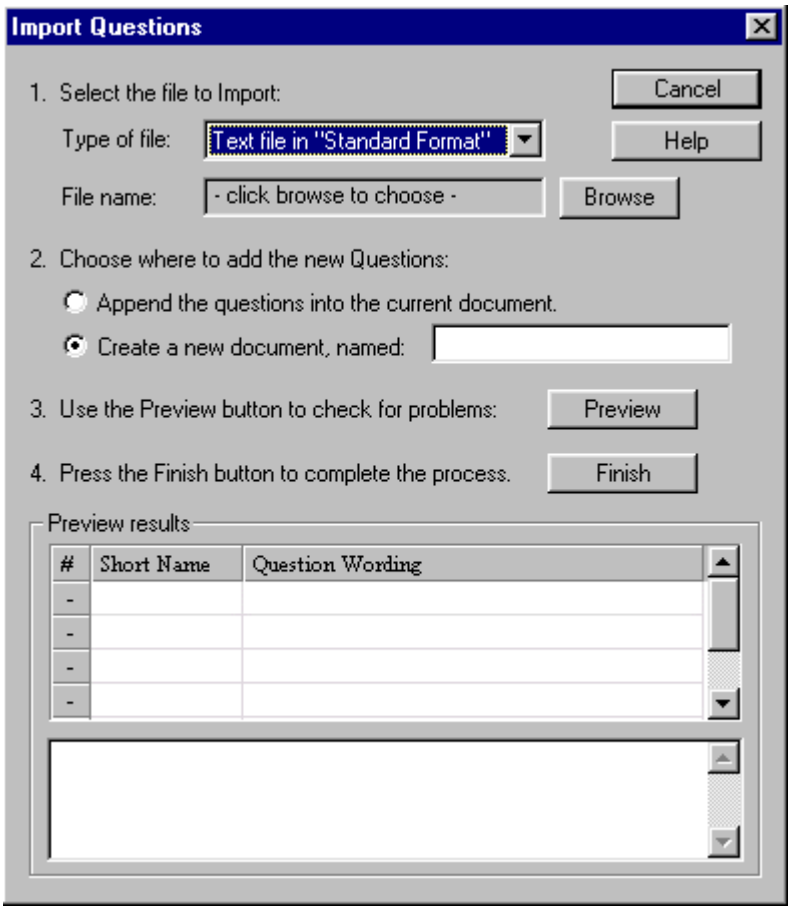
***b) Albert Michelson**
@ Yes. Albert Michelson won the Nobel Prize for Physics for determining the exact speed of light.

As shown in the previous example, both types of feedback can be used within a single question.

Once the file is organized to the specifications described above, it should be saved to a text (.txt) file. It is now ready to be imported.

After you are finished creating the questions and are ready to Import questions:
Respondus Lite allows you to import multiple-choice and True/False questions from a file. The questions must be organized in a format that is acceptable to Respondus Lite and the file must be stored in text (.txt) format. All word processors have the capability of saving files as .txt files--so does the WordPad application in Windows.

Import Questions into Respondus Lite™



(This documentation is taken with permission from www.respondus.com/products/userguide.shtml.)

Once the file is in the Standard Format, follow these steps to import it into Respondus Lite. Starting the Import From the Start menu, select the [Import Questions] task. The following dialog will appear:

Step 1

The first step is to select the type of file that will be imported. Since Respondus Lite can only import files stored in the Standard Format (described below) this option is already selected. Then use the [Browse] button to locate and select the file to be imported.

Step 2

You must now determine whether the questions should be added to the currently open file or whether to create an entirely new file. If you select the second option you will need to enter the name of the file to be created.

Step 3

Click the [Preview] button to preview the file being imported and to see if there are any warning messages. If warning messages are shown at the bottom of the screen, you need to determine whether to make changes to the text file or whether to continue with the import.

Step 4

If you are satisfied with how the results look in Preview, click [Finish] to complete the import. The file has now been created or appended. Switch to the *Edit* menu to modify the file, or go to the *Preview* menu to view the file using a browser-like window.

How to Use an Anonymous Survey to Conduct End of Semester Student Evaluations of the Instructor and the Course:

Many institutions have students complete a paper-based survey at the end of a semester to evaluate the effectiveness and student satisfaction of the instructor and the course. This can easily be done online using the Survey Tool. The administrative staff that has to gather this data particularly like that WebCT not only gathers the information, but it also provides the statistical information about it. You can see the statistics of a survey in the Summary screen of the Details interface.

Most institutions do not want the instructors to see the survey results before the dean does. Usually, the instructor hands out the survey, asks a student to collect and deliver the completed surveys to the dean's office, and then leaves. In WebCT students can take the surveys online from anywhere they have an Internet connection. They cannot "stuff the box" because each student can take a survey only once.

The trick to keeping the instructor from seeing the submissions is to have a dummy course, which the instructor cannot access, be the location of the End of Semester Evaluation. Here are the steps:

1. Get a WebCT account for the administrative staff member who is responsible for the End of Semester Evaluations. Using Selective Release, one course can be used for multiple instructor evaluations. You would simply let students have access only to the survey that pertains to their course.
2. Create the surveys. In most instances, you can use the same questions that are on the paper-based standard End of Semester Evaluations. You can also add questions that are particular to the course. Be sure to add a comments area so the students can expand on their answers if they are so moved.
3. Populate the Manage Students interface with the students who are in the courses that are to be evaluated.
4. Note the URL of the dummy course. Better yet copy it so you can paste it into the instructor's course.
5. In the instructor's course, using Add a Page or Tool, choose Add a URL.
6. Title the URL Link something meaningful such as "End of Semester Student Evaluation of the Course."
7. You do not have to show an icon; that is up to you.
8. In the URL box type or paste the name of the dummy course.
9. When the students click on the title, which is a hyperlink, it will take them to the dummy course where they can complete the survey.

Here is an example of instructions provided to the students:

Completing the Online End of Semester Evaluation

1) Click on the Link called Student Evaluations.
   This will take you out of my course to another course where the Evaluation is stored. The reason for this is to ensure complete confidentiality, as I do not have access to that course.
2) In the new course, please click the icon for Student Evaluations
   This will take you to the list of Student Evaluations.
3) Click on the first choice "Summer 2001 Student Evaluation.
4) There are 28 Questions, but for the most part they are multiple choice.

Thank you for completing the Student Evaluation form.

Methods of Compiling in WebCT

Overview:
Compile in WebCT means to put (compile) multiple items into one document for easier access or reading. There are several Compile options within WebCT. We will classify them in two categories:

1. There is the Compile Tool for Content Module.
2. There are Compile features within several of the other WebCT tools.

The Compile Tool for Content Module is a separate tool that you can add to your course and is generally considered a tool of convenience for the students. This tool allows users to compile specific HTML pages or all HTML pages of a Content Module to save or print out as one document. The Compile Tool gives instructors and students access to all the Content Modules, which may be in a course. Each Content Module is compiled separately; you cannot compile multiple Content Modules at the same time.

The Compile Feature within the Communication and Calendar Tools is a function within those tools. The Compile Feature works in a similar way allowing you to collect and edit multiple e-mails, Discussions postings, or Calendar entries into one text document that can be downloaded or printed out.

Pedagogy:

- Promotes Time on Task.
- Initiates Active Learning.
- Accommodates the advanced organizer and the visual learner.
- Accommodates diverse learning styles.

Uses and Advantages:

- Compile allows students and/or instructors to combine multiple items into one document. The document can be saved or printed out. You can compile the following:
    - Mail messages
    - Discussions postings
    - Calendar entries (see special note in Suggestions and Tips)
    - Content pages
    - Take Notes/Annotation (see special note in Suggestions and Tips)
- Compile is very useful if you are not going to have access to your WebCT course, such as when traveling and want to prepare responses to e-mail or to Discussions postings. After you compile and print them out, you can work off the hardcopy.
- Compile allows you to have an ordered hardcopy of Mail messages and other communication items.
- Compiled Calendar postings give a quick view of the specified dates. This includes all the details that are part of the postings. Students cannot download this document, but they can print it for a quick reference (see special note in Suggestions and Tips). In Designer Options the instructor can compile and then download.
- Students can print compiled pages from a Content Module to study for an exam. It also provides a hardcopy for notebook organization.
- Often instructors place instructional pages within a Content Module for the students to print out and follow along. Compile augments this practice.
- Each student may compile all his/her Discussions postings and send that document to the instructor for grading of his/her class participation.

Accessibility and Usability (versions 3.0 to 3.6):
Using the Compile Tool or features may be difficult for some students with sight or mobility impairments. However, compiling into one text document various HTML content pages of your course and then making those available to all, can help make your course accessible and compliant. Note that compiling some items also removes the interactivity in the compiled

version, and if that interactivity is important to your course and your students' involvement, then simply compiling will not meet the requirements for ADA compliance.

Suggestions and Tips:

- If you are looking for the Compile Tool in the online HELP files, you will find it listed as Content Compiler in the HELP index.
- The Compile Tool gathers the text and images of the HTML documents in Content Modules. However, the images do not download. If the user wants a printout of the images, s/he would have to do a browser print on a page-by-page basis.
- To download the HTML content pages after compiling them, you would click File>Save As in your browser menu. It is important that you rename the file and include the .html file extension at the end.
- The Compile Tool will not incorporate other file types attached to a Content Module such as the most commonly used applications: Word (.doc), Excel (.xls), PowerPoint (.ppt), Adobe .pdf or text (.txt) files. Since Internet Explorer and Netscape handle those files differently, we have included a special section in this chapter on how to handle them.
- In Discussions, Compile gathers the text and leaves out the various reply buttons, which saves on toner when students print.
- Students can use Compile when they have limited computer time. They can compile and print HTML content pages to read later. Mail messages or Discussions postings can be downloaded as a text file and then printed.
- You can have students use search to compile their own Discussions postings and then provide them to the instructor for evaluation.
- In version 3.1 doing a browser print will print out Calendar compilations. In versions 3.5 and 3.6, the browser print does not work. However, if you copy the Calendar compilation and paste it into a word processor, you can then print it.
- You cannot use the Compile Tool to compile and download or print the Take Notes area of a Content Module. You can only print the information in the Take Notes portion of a Content Module. Note that when you View All, you get all the Notes from all the Content Modules in the course. To get the notes from the Content Modules, you would do the following:
    - First go into the Take Notes screen by clicking on Take Notes in the Action Menu.
    - You would then select the View All option. This will show you all the notes you have made in a new browser window, listed by page.
    - You can then print out by doing a browser print.
- You can choose to give the Compile Tool selective release if you do not want to make it available to students before a certain point in the course.

Common Problems Encountered by First Time Users:

- Reminder: You cannot compile private Calendar postings in versions lower than 3.6.
- WebCT v.3.6 allows students and instructor/designers to compile public, private or both types of entries. Students can then print the compilation. Instructor/Designers have the option of downloading the compilation as well as printing.
- The Compile Tool organizes the course Content Modules into a non-alphanumeric order. In fact, the authors have been unable to determine how these are ordered. We do recommend that you put no time into trying to alter the order. WebCT is aware of this situation and will be addressing it in the next version.

WebCT Vocabulary (see documents at www.webct.com for comparison of terms from earlier versions):

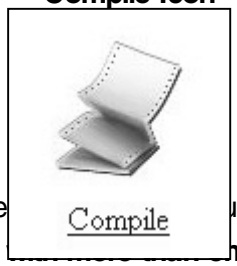
- Other than Compile there are no special terms that might lead to confusion.

"How To's" for Instructors:

To use the Compile Tool, you must have a Content Module with HTML pages of content. When you add the Compile Tool, you may want to give it a specific title so students understand its use, for example: Content Page Compiler.

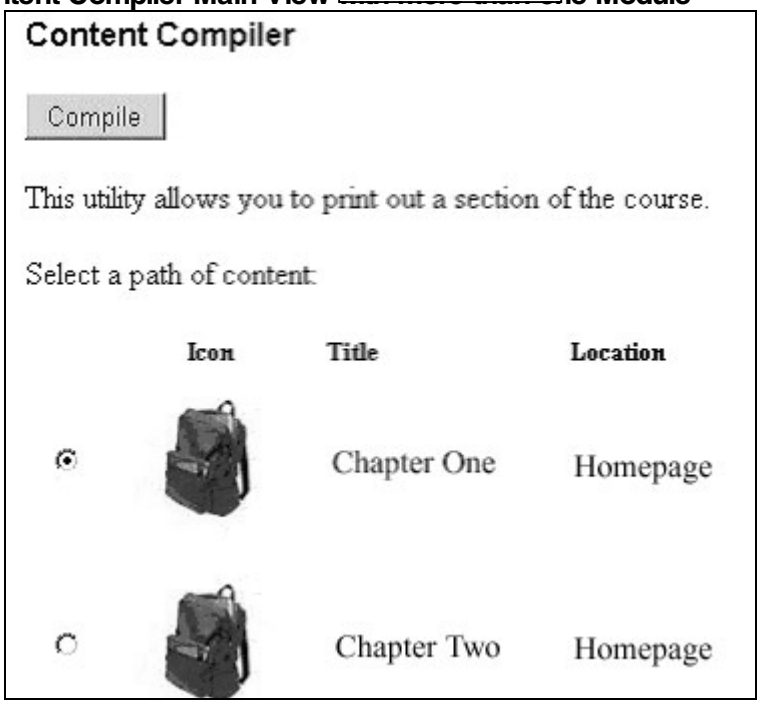
Using the Compile Tool with Content Modules:
After adding the tool to your course, open the Compile Tool.

Compile Icon



- You will see a list of all the Conte ur course.

Content Compiler Main View he Module



- Select the Content Module whose pages you want to compile. You can only select one module at a time.
- This brings up a screen with the HTML content pages from that module. Select the pages you want to compile by selecting the checkbox next to each page. You can also choose mark all if you want the entire Content Module.
- Choose the Compile button, and all pages are compiled together as one document, which can be printed out by student or instructor via the browser print.
- As mentioned in Suggestions and Tips, you can save the compilation but you must include a .html file extension.

NOTE: There is a quirk with the Compile Tool that affects selective release of Content Modules. This occurs in versions of WebCT before 3.4. As mentioned above, it will list all the Content Modules in your course. If you are selectively releasing Content Modules, the Compile Tool will list all Content Modules even if a particular module has not been released to that student. This problem has been solved in versions 3.5 and 3.6.

How to Download Content Pages One at a Time That Are Not HTML and without Using Compile

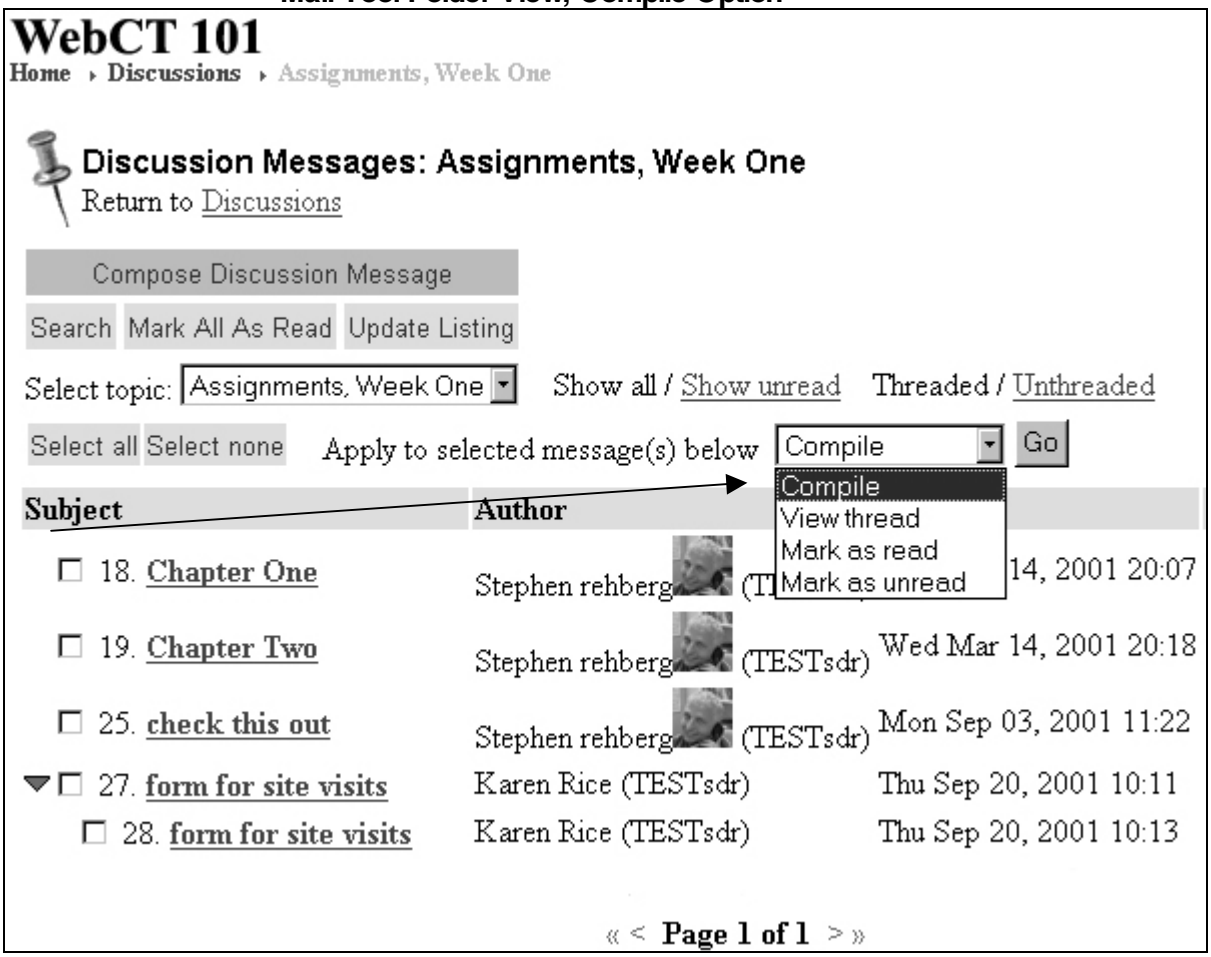
	Browser	
File Type	**Netscape**	**Internet Explorer**
MS Excel (.xls)	Choose Save to Disk	File, Save As, change extension to .xls
MS PowerPoint (.ppt)	Choose Save to Disk	File, Save As, change extension to .ppt
MS Word (.doc)	Choose Save to Disk	File, Save As, change extension to .doc
Adobe (.pdf)	Choose Save to Disk	Cannot save .pdf files. Can print them by clicking on the printer icon in the .pdf display

Using the Compile feature within Communication Tools and Calendar:
In the three tools Mail, Discussions, and Calendar, there is a Compile feature. What the Compile feature does is merge the selected items into a neatly formatted text document. Compile in Mail and the Discussions Tool is very similar. Compile in the Calendar Tool is a little different in that it also works like a search by compiling based on criteria such as a student name or user ID.

Using the Compile feature within the Mail Tool:

- Open a folder (example: the All folder)

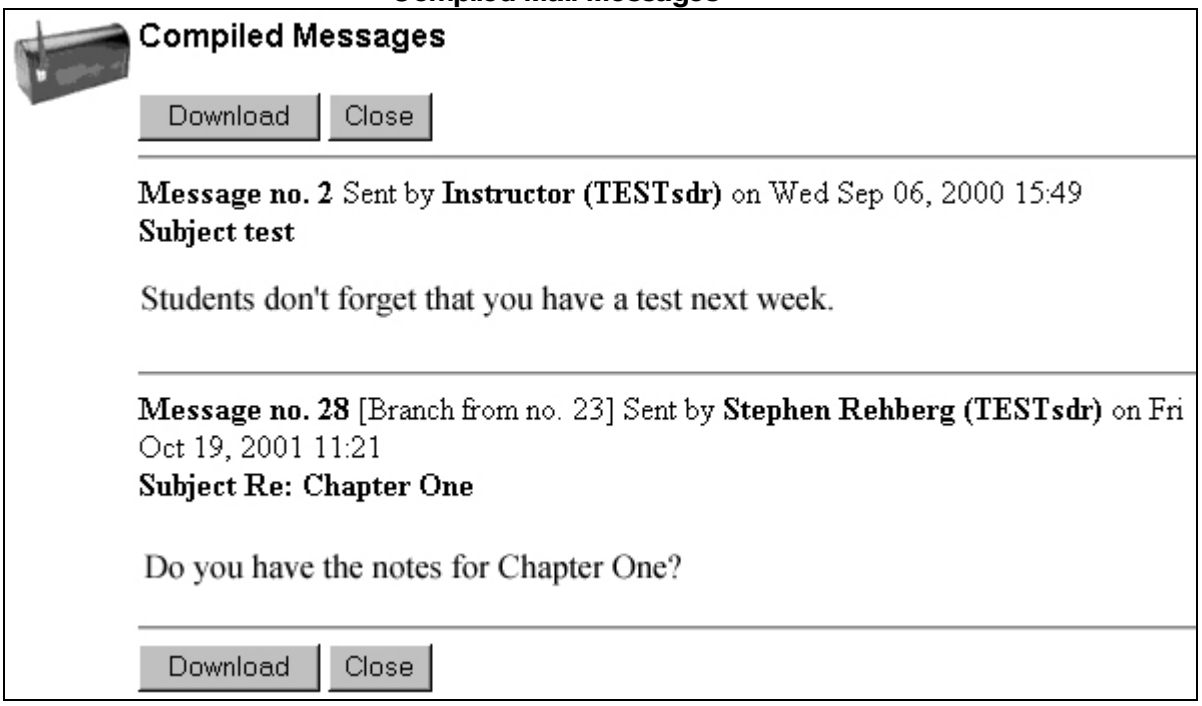
Mail Tool Folder View, Compile Option



- Select messages to compile by choosing the checkbox next to the mail item or the Select all option.
- Above the mail items is a dropdown list. Choose Compile and click the Go button.

- The chosen messages are compiled into a text document format. This document can then be downloaded by clicking the Download button. Note: If you Compile a message that has an attachment, the attachment is not included in the Compiled file. You must download that attachment or print it out separately.

Compiled Mail Messages

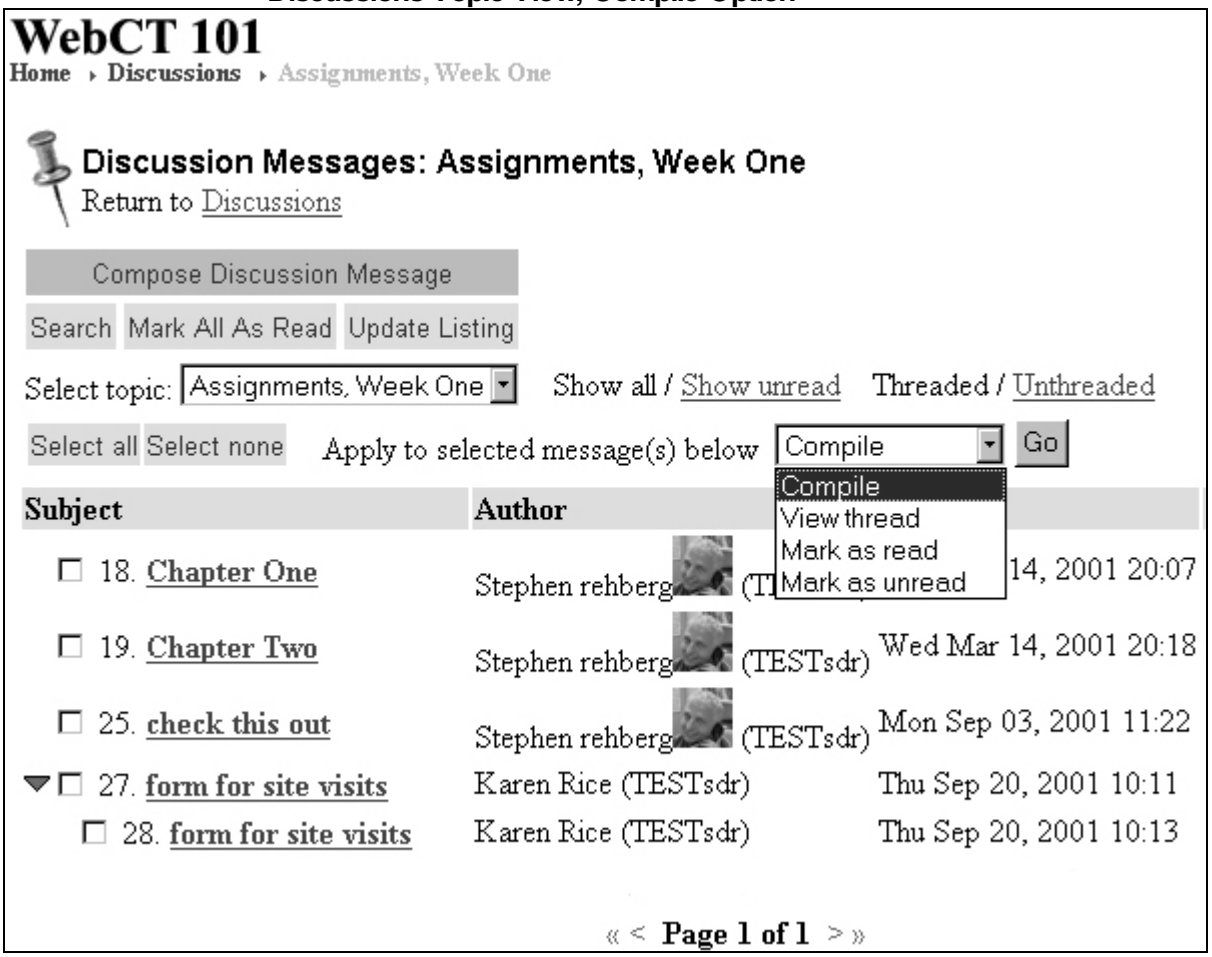


- In version 3.1 you can print the compiled text document by doing a browser print. In versions 3.5 and 3.6 you would first need to download the document before you can print it. Special Note: For proper formatting it is recommended that you open the .txt file in a word processor such as MS Word rather than a text editor such as Notepad or Wordpad.

Using the Compile feature within the Discussions Tool:
In Discussions the Compile feature is similar to Compile in the Mail Tool:

- Open a topic (example: the All topic).

Discussions Topic View, Compile Option

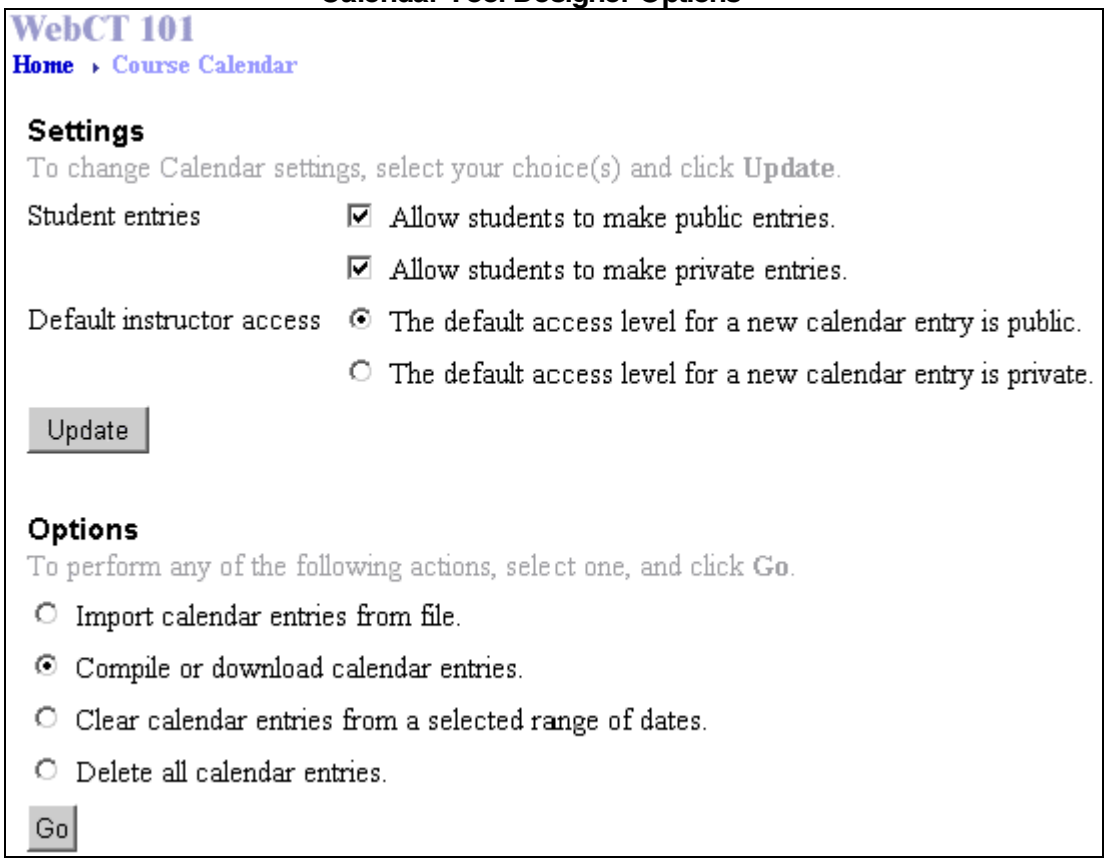


- Select postings to compile by choosing the checkbox next to the posting or the Select all option.
- Above the postings is a dropdown list. Choose Compile and then click the Go button.
- The chosen postings are compiled into a text document format that can be downloaded. It is important to note that if you compile a posting that has an attachment, that attachment is not included in the compiled document. You must download that attachment or print it out separately.
- In version 3.1 you can print the compiled text document by doing a browser print. In versions 3.5 and 3.6 you would first need to download the document before you can print it. Special Note: For proper formatting it is recommended that you open the .txt file in a word processor such as MS Word rather than a text editor such as Notepad or Wordpad.

Using the Compile feature as a Instructor/Designer within the Calendar Tool:
An instructor/designer can customize the Calendar to allow students to make public postings or only private postings. If the instructor/designer does not allow students to make public postings, then only the instructor/designer can make public postings that are displayed on everyone's Calendar. The Compile feature in Calendar searches and compiles public only postings in version 3.1. In versions 3.5 and 3.6 students and instructors can compile private, public or both. Compile works basically the same in designer and student views with one

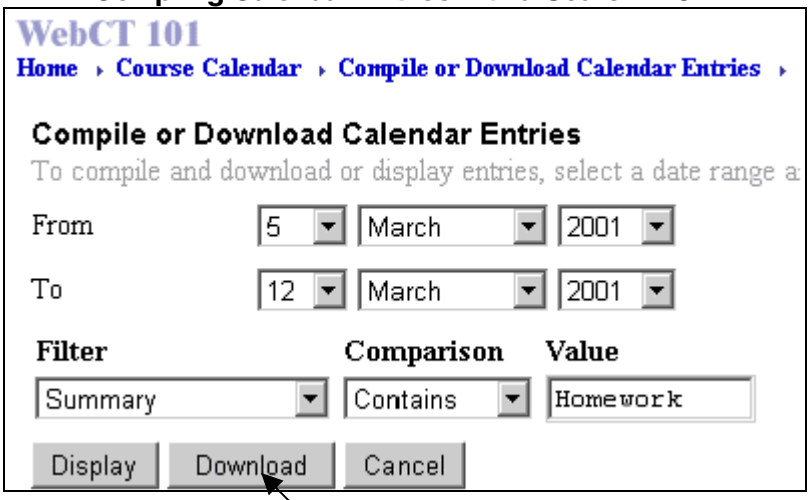
exception: The instructor/designer has an option to download the compiled document and students do not.

Calendar Tool Designer Options



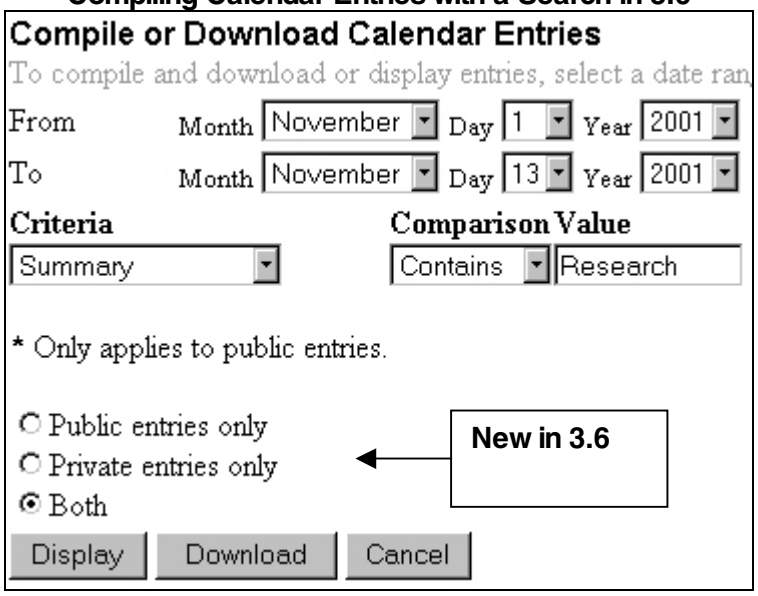
- Open the Calendar and select Designer Options.
- This brings up the settings screen. Under Options, the second choice is an option to Compile or download entries. Choose the button next to that option and click the Go button.
- The Compile/download screen appears.

Compiling Calendar Entries with a Search in 3.1



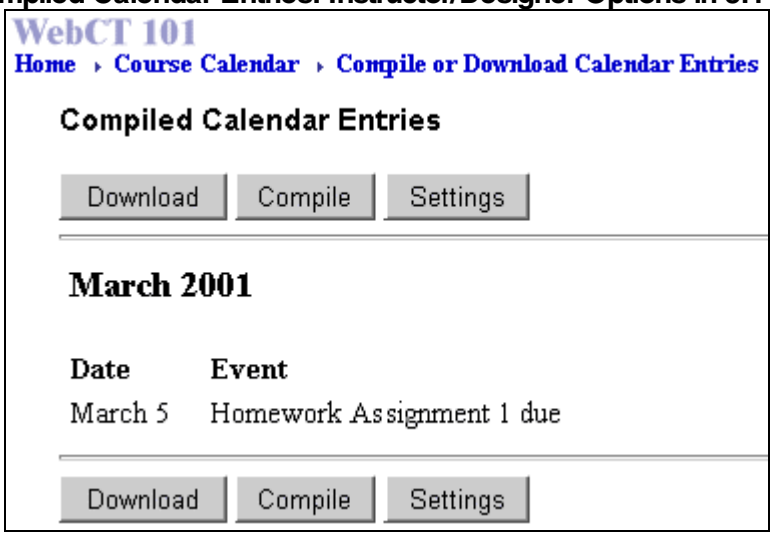
Note the instructor/designer has the ability to download

Compiling Calendar Entries with a Search in 3.6



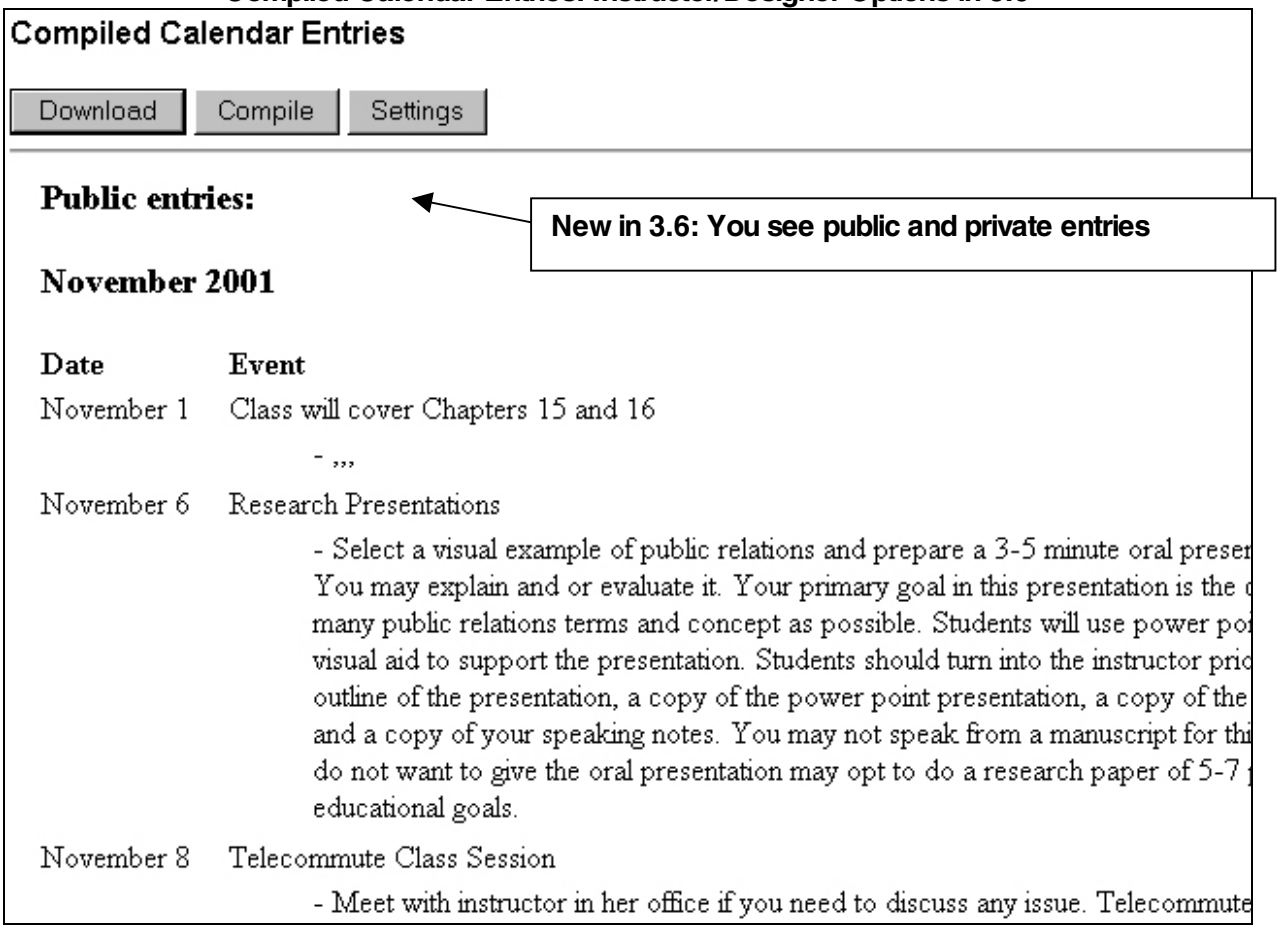
- When compiling in the Calendar Tool you may first sort the Calendar entries by the criteria of date and a filter. Your filter options include:
    1. Name: full name of the person who posted the entry
    2. User ID: user name of the person who posted the entry
    3. Start Time or End Time: duration of the event
    4. Summary: subject line of the actual Calendar entry
    5. Detail: detail about the actual Calendar entry
- You do not have to use the filters to search. You can search strictly by date. Bear in mind that if you do not set a "To" date you will only be searching the current day.
- In version 3.1 it is only searching public postings not private. In version 3.6 it will also search your own private postings.
- In the screen capture above we have sorted by date and the summary filter looking for items containing the word Homework.
- Click Display and the results are displayed.

Compiled Calendar Entries: Instructor/Designer Options in 3.1



- In 3.1 you can print out the compilation from your browser or select Download and save the compilation as a .txt file. In version 3.6 you would first need to download the file before you could print it.
- You can also return to Compile by clicking the Compile button and performing a new search, or go to setting by selecting the Settings button.

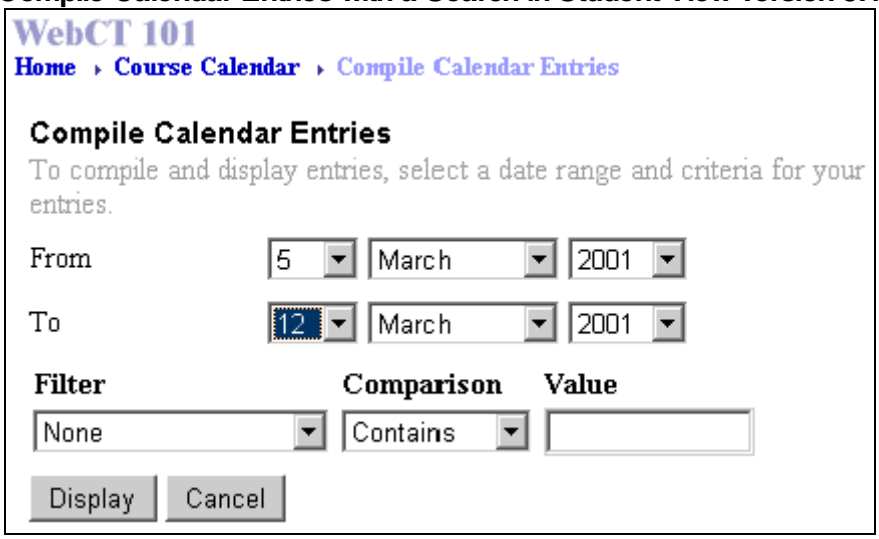
Compiled Calendar Entries: Instructor/Designer Options in 3.6



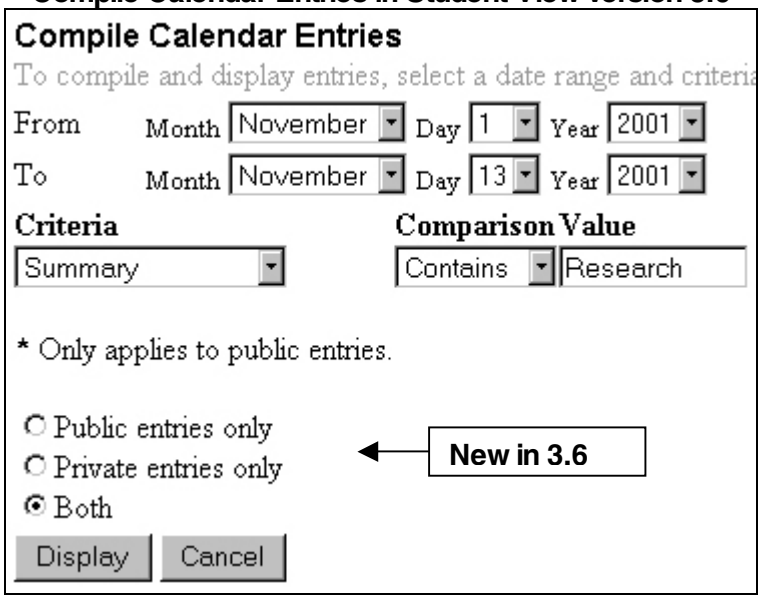
Compile in Student View of Calendar Tool:

- Students access the Compile feature in the main Calendar view.
- Click the Compile hyperlink.
- Students have similar options to the instructor/ except they do not have the download button.

Compile Calendar Entries with a Search in Student View version 3.1

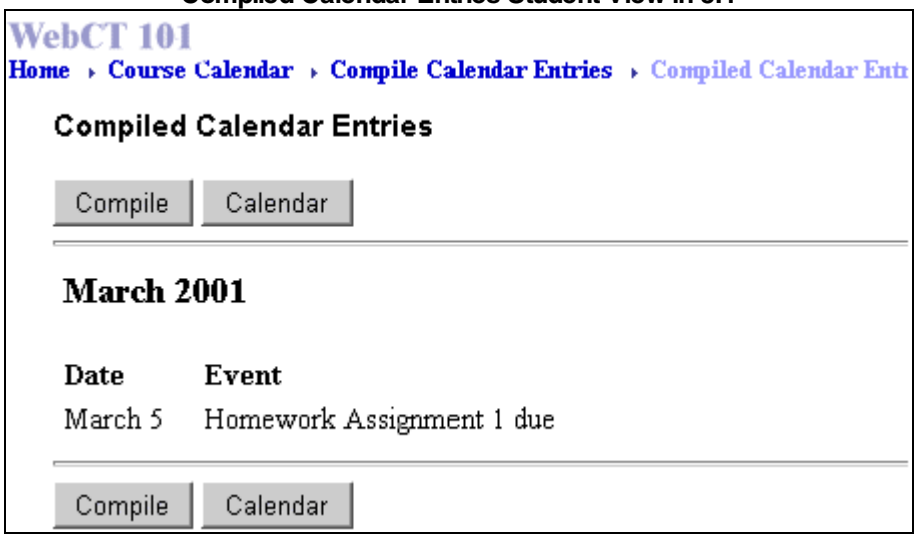


Compile Calendar Entries in Student View version 3.6

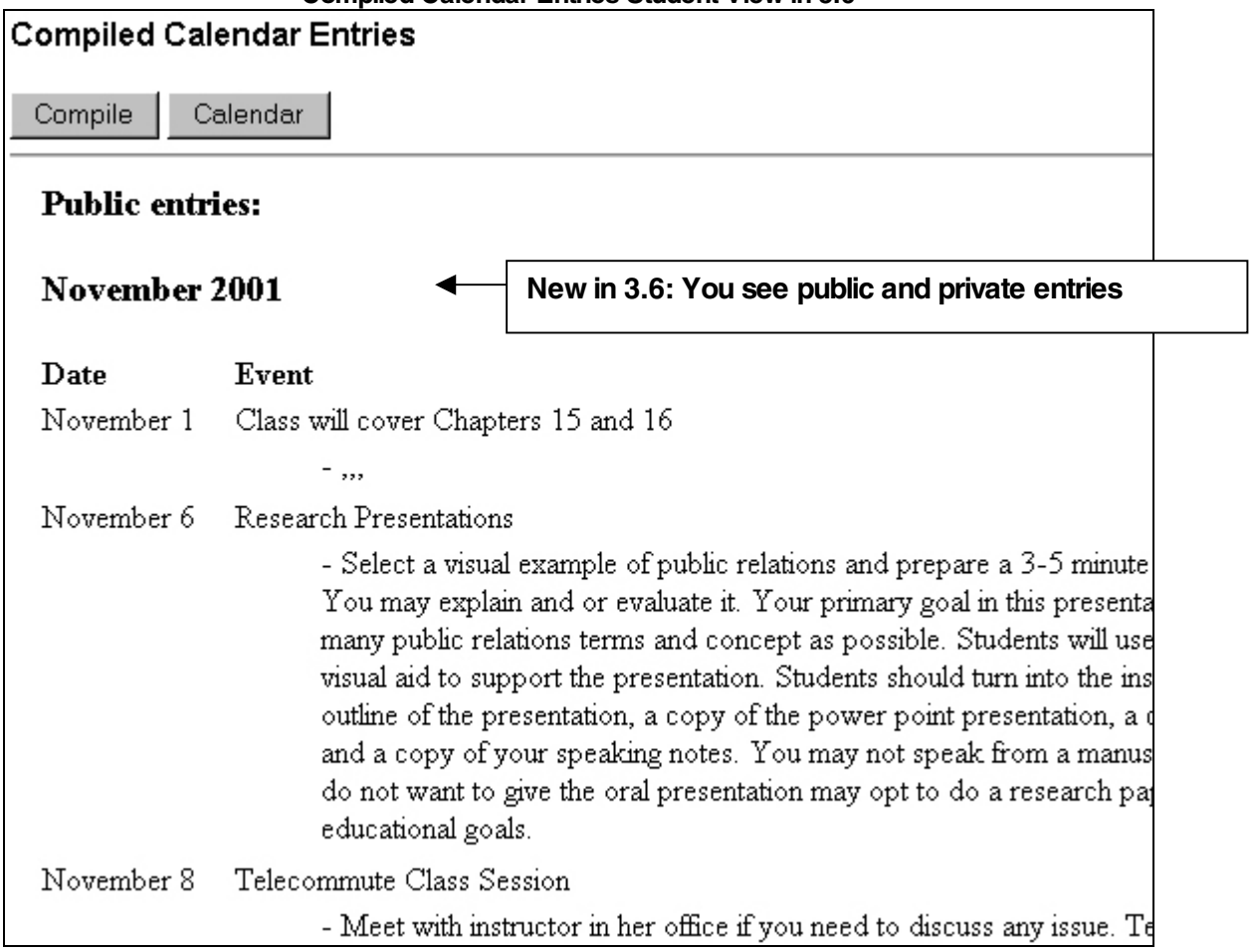


- If the student performs a search with the same criteria as used in the instructor/designer example above, the results look like this.

Compiled Calendar Entries Student View in 3.1



Compiled Calendar Entries Student View in 3.6



- The student can print the list from the browser (see special note in Suggestions and Tips) or return to Compile to perform another search, or return to the main Calendar view by the selecting the Calendar button.
- The student can also do a search strictly by date and does not have to use a filter.
- If students desire an electronic copy, they can copy the compilation and paste it into a text editor.

The My Grades Tool

Overview:
The My Grades Tool is one of, if not the most, popular of the WebCT tools with students. Having the ability to check their grades any time without having to e-mail, visit or call the instructor seems to have a very positive effect on the students' overall reaction to online learning. For faculty this can be an incredible time-saver. Many faculty are inundated with requests from students about their scores on a test or an assignment. With My Grades these communications are eliminated entirely. You also have the option of giving the students the chance to compare their number grade with the class as a whole by releasing the statistics for any one grade to the students. This is an option that most instructors give considerable thought as to whether this will serve to encourage or disheartened their students.

Pedagogy:
- Provides rapid feedback.
- Can be used to communicate high expectations.

Uses and Advantages:
- Allows quick and easy communication of grades to students.
- Allows instructors to give additional statistics to the students if the instructor feels the statistics will improve the students' performance. This is a whole class and not a student-by-student option.
- Saves the instructor innumerable hours answering questions from students about how they are doing in the class or on any one test.

Accessibility and Usability (versions 3.0 to 3.6):
My Grades has no accessibility issues per se. Releasing statistics to the class may complicate things a bit for students using assistive technology, but they too will be able to have the same statistics. If an instructor includes a memo or text column from the gradebook with messages for the students, this will also add a level of complication, but will not have an accessibility problem. These statements hold true for all 3.x versions.

Suggestions and Tips:
- If you wish to provide individual feedback or encouragement to the student, the instructor may add a memo or text column in the gradebook and type in this column any comments for the student. The instructor may add many such columns or continue to add to the original Comments column. This is an advanced usage.
- A simpler usage may be to send e-mails to those students who need encouragement by sorting within the Manage Students area and clicking the e-mail symbol.
- You may release statistics for some columns in the gradebook and not others. For instance you may wish to release the statistics on any practice quizzes but not on the graded quizzes that are part of their actual grade.
- My Grades shows the student only his or her own grades.
- If you are using quite a few columns and you have a cumulative column, which shows how the student is doing to date, you might want to move that column to the far left to eliminate the need for scrolling.

Common Problems Encountered by First Time Users:

- Not releasing a column to the students. This is probably the most common oversight for all instructors/designers and can actually be a safeguard for instructors. Before students can view a grade in a column, the instructor must release the column in Manage Students (Gradebook) to the students. By default columns are NOT released. Therefore, the instructor must manually select the columns to be released. Even if you have marked the quiz settings to release scores, that does not affect release of the scores to the students through My Grades. In Manage Students you would still have to release the quiz column to the students.
- An instructor may release too few columns especially overlooking the first and last name columns. The authors always recommend releasing the first and last name columns to the students to make sure that they are viewing the correct grades. Because students forget to close their browsers while in computer labs, this may be the only clue to some students that they are in the wrong course. In cases where students have similar or the same names, releasing the name columns is important to solving any potential problems or confusion. The authors remember one case where registration had switched the Social Security numbers of two students and it was only caught through the My Grades Tool.
- Forgetting to add the My Grades Tool. Unless you add the tool to the course, the students will not see their grades.

WebCT Vocabulary (see documents at www.webct.com for comparison of terms from earlier versions):

- Release: to make a column viewable by the students thus releasing it to them.
- Statistics: an option under Modify Columns that will give some or all available class statistics on a numeric column to the students. The choices are none, all and mean only.

Take Notes Tool
(Annotations)

Overview:
Take Notes, sometimes called Annotations, is a tool intended for students that would allow them to make electronic notes about any one page of content in their WebCT course. All notes written using the Take Notes tool are private and cannot be accessed by the instructor. The Take Notes Tool is really a feature and not a stand-alone tool. Take Notes only works with Content Modules. You cannot add it separately to your course as you can Glossary or other tools that grew out of their original inclusion in the Content Module. Once the feature has been added to a Content Module, the instructor also gets his/her own Take Notes Tool.

Pedagogy:
- Promotes active learning.
- Is learner-centric.
- Accommodates the advanced organizer.

Uses and Advantages:
- Allows students to make electronic notes about the course content that only they can see.
- Their notes will not be lost and are available from anywhere in the world that they can access their course.
- The private notes can be compiled and printed out for a study tool.
- Students can share or exchange their notes with each other either electronically or by hard copy by doing a copy and paste. Although they cannot upload them into their own notes, they can do a cut and paste to put them into their Take Notes.
- The instructor can make notes about the content page such as its success or modifications that are needed.

Accessibility and Usability (versions 3.0 to 3.6):
Take Notes has no accessibility issues per se. Take Notes has some usability issues because students using assistive technology will have to have additional training to get the most out of this feature. These students are more likely to make their notes in other software.

Suggestions and Tips:
- The instructor should add the Annotations (Take Notes) feature to the Action Menu for each and every Content Module.
- Give students examples and even a little training with this feature if you think it will serve them well.
- You may have to prove to the students that their notes are really private.
- The value of this tool rests solely in the hands of the students.
- You cannot download the text in Take Notes. You can only print the information in the Take Notes portion of a Content Module. Note that when you View All, you get all the notes from all the Content Modules in the course. To get the notes from the Content Modules, you would do the following:
    - First go into the Take Notes screen by clicking on Take Notes in the Action Menu.
    - You would then select the View All option. This will show you all the notes you have made in a new browser window, listed by page.
    - You can then them print out by doing a browser print.

Common Problems Encountered by First Time Users:

- Assuming students will use it or know how to make good use of it if you add this tool/feature to your course.
- The notes are linked to a specific page in a Content Module. If you remove a page of content from a Content Module, it does not delete the notes associated to that page from the course memory but it does remove them from the Take Notes active listing. Therefore, you may cause some confusion if you delete a content page or even an entire Content Module unless you inform the students that you have taken that action. If you reattach a page to a Content Module, the Student Notes are immediately returned to the active listing in Take Notes.
- If you wish to make a Content Module unavailable during a quiz make sure that the students know in plenty of time to print out their notes for study purposes. Some students always wait until the last minute.

WebCT Vocabulary (see documents at www.webct.com for comparison of terms from earlier versions):

- Action Menu: is the term given to the horizontal bar that appears at the top of content pages within a Content Module. The Action Menu is so named because clicking the appropriate button on the Action Menu performs any actions (both standard and also those allowed by the instructor) that are associated with the content page.
- Annotations: same as Take Notes formerly known as My Notes. It is called Annotations in the Main Options screen in Designer Options where the instructor/designer adds to the Action Menu of a Content Module or an individual page.
- Take Notes: appears in the Action Menu when Annotations is added.
- Everything is referred to as Take Notes in the HELP files.

The My Progress Tool

Overview:
The My Progress Tool can be thought of in different ways:

- A tool which shows students how much of the course they have viewed
- A personal view of the Track Students tool that the instructor sees
- A student motivator

The simplest definition is "a private view of Track Students" for each student. Whether or not students use this to help them do more may be up to the student and possibly depend on the input from the instructor. If the students are aware that the instructor looks at these records of activity, they may try to keep their numbers up by being more active in the course. It can also take away any shadow of what is for some an ethical question of whether to let the students know how much of their activity you can track. As with all WebCT tools, the choice to use it or not is up to the instructors. How the My Progress Tool will be used is then partly up to the instructor and finally, the full responsibility rests with each student. This tool is not used as often as the My Grades Tool, but this probably depends more on how much a course uses the Content Module or some of the other tracked features within WebCT.

Pedagogy:

- Promotes time on task because it gives an instant overview of how much or how little a student participates in the WebCT course.
- Can be used to communicate high expectations when students are informed of how the instructor views these records.
- Can help the analytical learner by demonstrating which areas of the course have required the most effort or time and which have not. This also can be applied in reverse by looking at the areas where one is weak and checking to see how much participation was devoted to those areas compared to others. However, being used as any kind of absolute corollary to performance should be discouraged by the instructor. There are so many other factors that cannot be tracked such as whether a student has printed out part of the course for further study offline.

Uses and Advantages:

- Provides a quick and easy view of a student's activity within the course.
- With instruction on how to view the tracking records, this tool may help students determine what areas of the course need more study and which are either too easy or are not getting enough attention.
- Primarily a tool from tracking students' progress through Content Modules and the usage of Content Module features. If your course does not have much or any materials in a Content Module, then the My Progress Tool may be either confusing or a distraction to the students. If your course does use Content Modules, particularly more than one module, then My Progress can serve as an aid to students especially those who like the overview of their progress.

Accessibility and Usability (versions 3.0 to 3.6):
My Progress is accessible. However, for those using assistive technology additional training or how-to-use instructions may be necessary. These statements hold true for all 3.x versions.

Suggestions and Tips:

- Advise students that you have the ability to track their activity in the course. Let them know that they can see what you see by using the My Progress Tool.
- Let the students know if you will be using the tracking features to help decide their class participation grade.
- Use the Tracking Tool and My Progress Tool for grade justification and as a motivator.

Common Problems Encountered by First Time Users:

- Not explaining to students what these records imply; how the instructor views them and how the students may find them helpful. Without explanation the tool can be perceived by the students as spying and only make them nervous. At any rate, the tool should probably not be made available to the students until there are some real statistics within the tool to avoid confusion and over explaining.
- Assuming that the information in My Progress directly relates to student performance. This is same mistake made with Track Students, but since the students now see the same records, the problem may be compounded and heightened. Other than in a general way, these records have not yet been proven to correlate directly to student performance. More research will be necessary to make those kinds of correlations. However, a student who has hardly any record of activity in My Progress may need to be questioned about his/her participation in your course. We cannot tell if a student printed off content and then shared it with fellow students.
- The importance of these records also vary widely depending on whether your WebCT course is a completely distance course or a web enhancement to a traditional course. In an enhanced usage course, students may be working together under one login or printing for one another affecting the individual records tremendously.

WebCT Vocabulary (see documents at www.webct.com for comparison of terms from earlier versions):

- Hits: refers only to the number of times a page has been accessed. Hits does not imply that a student has read the page, printed the page or studied it.
- If students go into the individual, in-depth records, they may encounter terms like Annotations, Glossary, Questions, and Other that do not mean much to them. As the instructor you should have the necessary definitions for these terms available.
- Annotations: the number of times Take Notes is accessed. This may correlate to the number of notes a student has made about content pages.
- Questions: refers to the number of times a student has accessed any Self Test for any page. Does not keep separate records for each Self Test question or even if the student tried the questions. Only records that the Self Test link was clicked.
- Other: this usually refers to tracking other features from the Action Menu like video links or links or anything that is not tracked directly by name.

The Student Tips Tool

Overview:

The Student Tips Tool is part of the group of student study tools inside WebCT. However, like Self Test and Glossary, this tool depends entirely on input from the instructor to become an effective tool for the students.

When the instructor adds the Student Tips Tool to the course, the first time each day that a student goes to the Homepage of that course, a pop-up window displays the Tip of the Day. This Tip of the Day consists of a title and text, both provided by the instructor. The pop-up window also has a View Next Tip button and a View All Tips button that give the student additional options for viewing the course tips.

Students have the option of turning off this pop-up window feature; however, the Student Tips Tool will still be a link within the course and can be used for study.

Instructors create all the tips that go into the Student Tips database. WebCT randomly selects the Tip of the Day from this database. Because students can turn off the pop-up window option, putting course critical information only in Student Tips would be problematic. However, using Student Tips as an additional tool for study or content reinforcement offers sound instructional design choices for the students.

There is no limit to the number of tips you can add to the Tips database. It is important to reemphasize that the tips pop-up in random order. This randomness is a blessing and a limitation. The limitation is that as an instructor you cannot control when or how many times a particular tip will appear to the students. There is also the limitation that tips only pop-up once a day unless as an instructor you encourage students to review the tips for the entire course by clicking on the tool icon. The advantage of randomness is that this tool can be a very good and engaging study tool for the students.

Pedagogy:

- Promotes active learning.
- Addresses the kinesthetic learner.
- Accommodates multiple learning styles.
- Can be more engaging as a study tool than other forms of review.
- Can be used to communicate high expectations depending on the scope of the tips.

Uses and Advantages:

- Provides a quick and easy review of a terms or concepts within the course.
- Can be used for non-course items such as tips on WebCT.
- Can be used to build ownership of material by the students if they help create the tips.

Accessibility and Usability (versions 3.0 to 3.6):

The pop-up window is the only possible drawback to this tool's usability. If students are not aware that they are being shifted to a new window, it could be confusing or they could miss out on the advantages of this tool. However, the tool is accessible and can be another way of actually giving more interactivity to your course for students with disabilities that might be lost in other areas of the course. See Suggestions and Tips.

Suggestions and Tips:

- One of the most exciting uses of Student Tips we have found is turning it into a flash card review/study tool. It is really easy to build in Tips much as you would flash card questions and answers. It is also extremely easy to turn the course Glossary into a flash card program. Examine the following steps, or try them and see if this use has merit in your course. If you do not yet have a course Glossary or have never done an import in WebCT, then have someone walk you through these steps.
    1. Add Student Tips to your course using Add Page or Tool.

2. Download your course Glossary as a text (.txt) file. This is only possible if you have already created a Glossary. If you have not try borrowing a WebCT Glossary from a colleague for this example.
3. Open that text (.txt) file in a text-editing program like Notepad or MSWord.
4. Search for the **:** (colons) and Replace with **:TITLE:** (colon TITLE colon)**.** The bolding is only for emphasis in this example.
5. Save this new text (.txt) file.
6. Click on the Student Tips icon.
7. Choose Designer Options.
8. Select import from file
9. Then continue the steps for upload and import until the text (.txt) file has been selected as the file from which to import your tips.
10. Log in as a student and test the tool.

- You can use HTML coding in your Student Tips entries; however, as the online HELP files note, if your tip is longer than 39 characters then the HTML coding will show as HTML coding to the instructor/designer but be interpreted correctly for the students. Therefore, using HTML coding gives the instructor many more options for enhancing this tool.
- Each tip has a title and a text field. When students click the View All Tips button, it only displays the text field part of the tip or what that you might consider the definition portion. Again, used as a stand-alone study tool, viewing all the tips this way essentially gives students the answer without the question or the meaning without the term. This also has merit for study purposes. Note that these tips will be listed in ASCII order according to the title fields.

Common Problems Encountered by First Time Users:

- Not explaining to students how they can use this tool for their own benefit.
- If the students turn off the pop-up tips, the tool still remains in the course and they have access to it. However, it is not a good idea to put critical information only within this tool, but to use it to augment or revisit course information from other parts of the course.
- Using HTML coding in a tip but forgetting about accessibility is easy to do. It is fine to add a graphic within a tip, but do not forget the alt tag.
- Student Tips will allow you to import the same file of tips multiple times. The tips will not overwrite themselves, but will put in duplicates. Doing a double import does not necessarily imply that it is a bad thing to do, but you should be aware of the implications before you do it.
- You can only test this tool with a Student ID. You must login as a student and not as an instructor/designer.
- This can be a fun tool for the instructor and the students, but it should probably not be one of the first tools in your course. It is very easy to add it after you have created other parts of your course.

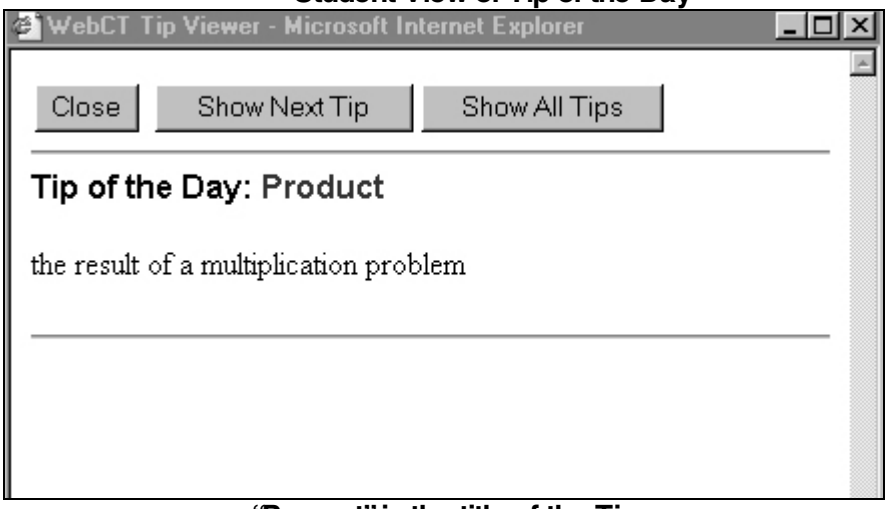
WebCT Vocabulary (see documents at www.webct.com for comparison of terms from earlier versions):

- Tip of the Day: refers to whichever tip pops up that day.

"How To's" for Instructors:

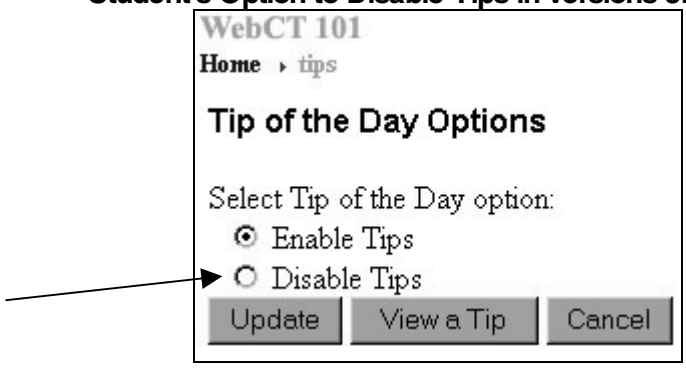
WebCT's online HELP files are very straightforward and easy to follow on how to create tips, edit tips and import tips for this tool. These HELP files consist of only three pages printed out. We thought it might be helpful to include a few illustrations about Student Tips.

Student View of Tip of the Day

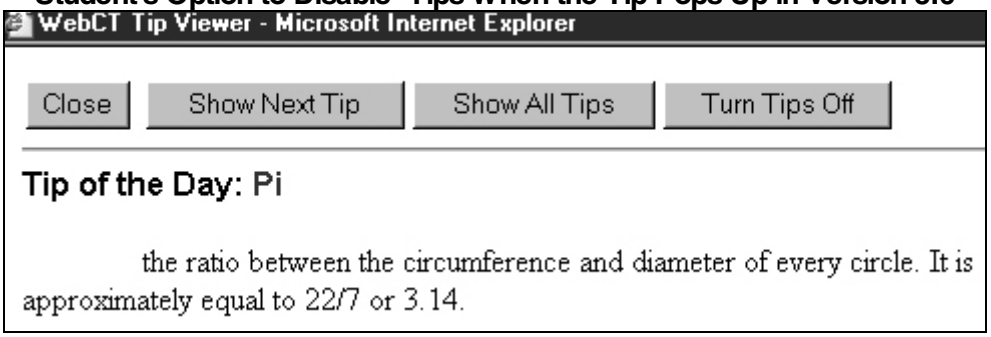


"Percent" is the title of the Tip

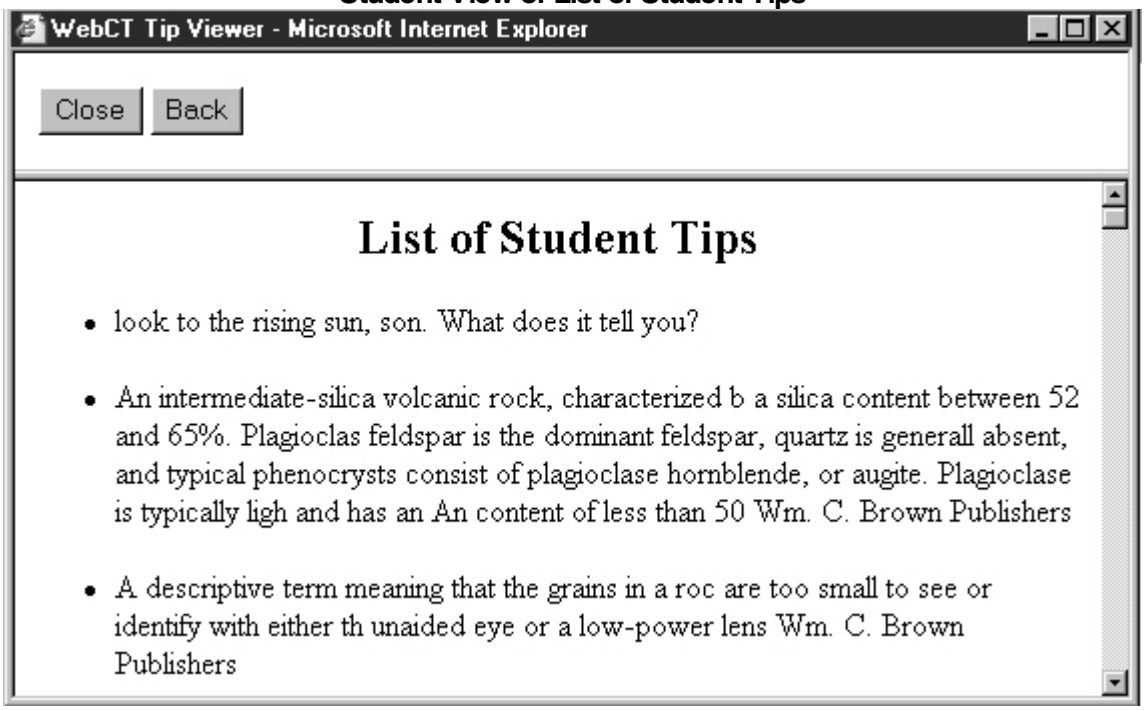
Student's Option to Disable Tips in versions 3.1 to 3.6



Student's Option to Disable Tips When the Tip Pops Up in Version 3.6

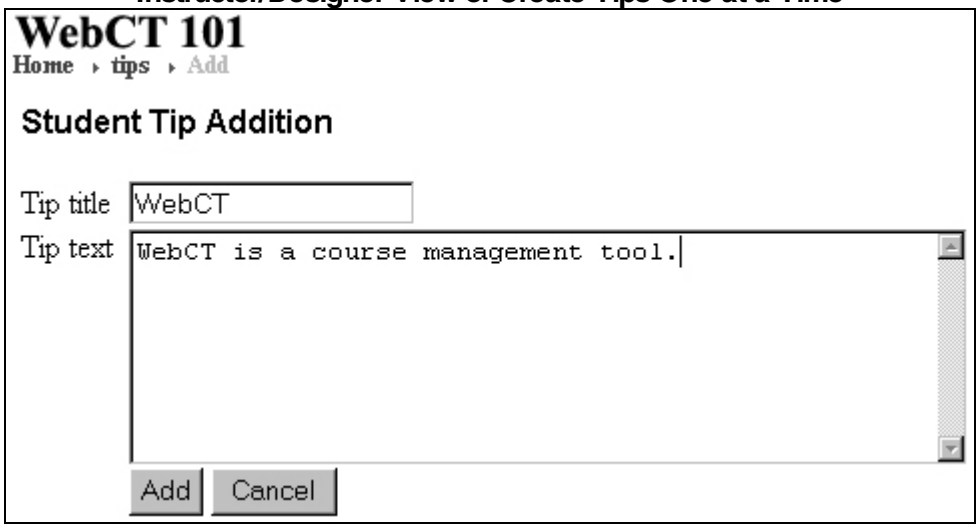


Student View of List of Student Tips



The titles are not shown in this view

Instructor/Designer View of Create Tips One at a Time



Instructor/Designer View of Tips List

WebCT 101
Home ▸ tips

Tips List

	Title	Text
☐	thinking ahead	look to the rising sun, son. What does ...
☐	andesite	An intermediate-silica volcanic rock, ch...
☐	aphanitic	A descriptive term meaning that the gra...
☐	ash	Fine-grained, unconsolidated, clastic v...
☐	Absolute Value	the value of a number. It is always pos...
☐	Acute angle	any angle between 0o and 90o
☐	Adjacent angles	two angles that lie next to each other. ...
☐	Altitude	perpendicular distance from the vertex o...
☐	Arc	part of the circumference of a circle. ...
☐	Area	the space inside a figure.
☐	Area of a parallelogram	base times height or b x h
☐	Area of a rectangle	length times width or l x w
☐	Area of a square	side times side or s x s
☐	Area of a trapezoid	½ (base 1 + base 2) x height or (1/2)(...
☐	Area of a triangle	½ base x height
☐	Arithmetic mean	an average

Student Tips
Use the Student Tips tool to create "Tip of the Day" for your students.

Add Tips
- ○ Add a new tip
- ○ Import tips from file

Add

Other Options
Select a tip from the Tip List, select an option and click **Go**.
- ○ Edit
- ○ Delete
- ○ Delete all

Go

Download All Tips
Download

Selective Release
(Conditional*)

Overview:
Selective release gives the instructor many options about teaching and managing a course. With selective release the instructor can choose to release course material based on:

- A particular grade on a quiz or assignment.
- Date and time.
- Selected students.
- Any column in the Manage Students area as a condition for release.

Selective release is often used in multi-section classes. In this way Section One does not see the material for Section Two and vice versa. Selective release is also used for branching within a course. This branching method is not automatic and has to be set up by the instructor. Selective release can also be used to help make cheating moot. Selective release can control the pace of a course.

Selectively releasing parts of your course gives you many options for innovation, pacing, branching, remediation and sectioning.

*Technically, Selective and Conditional Release are different but common usage has erased any distinction. Use the terms interchangeably.

Pedagogy:

- Can assist in setting high expectation.
- Can be used to help with students' time on task.
- Branching for remediation and progress

Uses and Advantages:

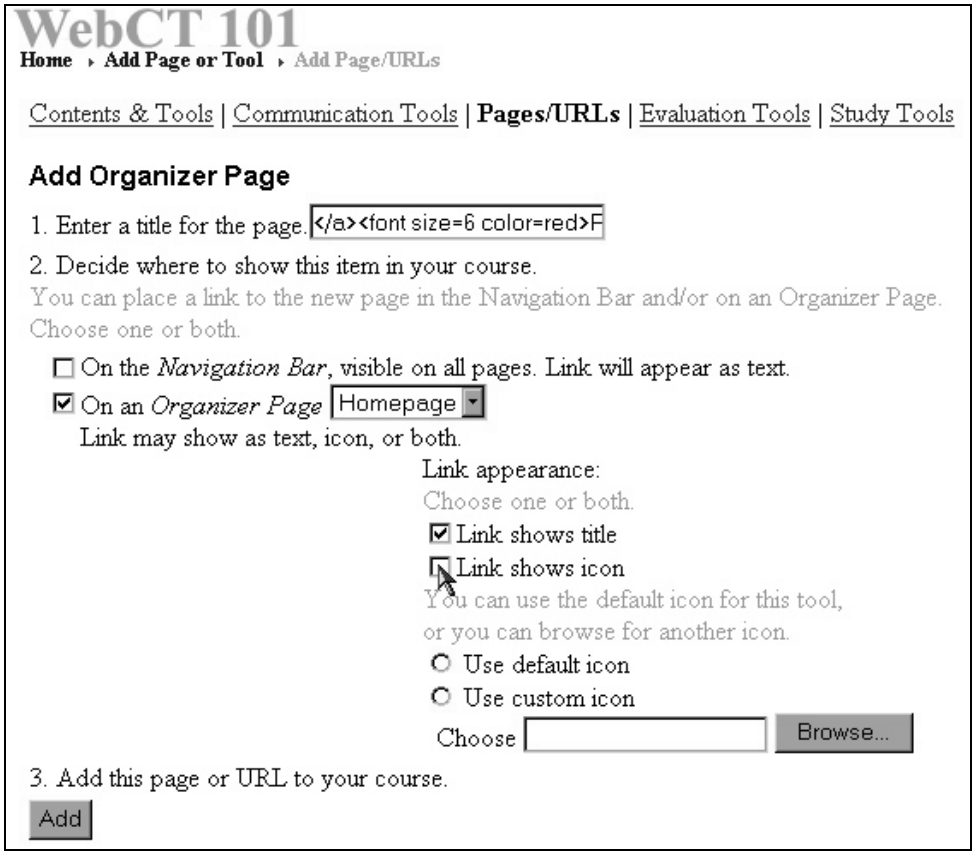
- Control the pace of a course.
- Prevent students from seeing material for other sections.
- Remediation.
- Help keep groups on task and separate.
- Help to make cheating moot.

Accessibility and Usability (versions 3.0 to 3.6):
Conditional and selective release does not affect or alter the accessibility of the individual tools. See individual tools for accessibility.

Suggestions and Tips:

- Using Selective Release for branching your course requires very detailed pre-planning on the instructor's part. We do not recommend it for your first time teaching in an online environment unless you have significant support.
- Time release of quizzes is very popular and easy to do.
- Giving a pre-test to assess a student's readiness for your course is also quite popular and then releasing the course materials if a particular grade is achieved. If the student falls short of the required grade, you can have a message appear that advises the student to contact the instructor of the course.
  To do this:
    1. Go to the Homepage, because this is the page a student sees most often.
    2. Click Add Page or Tool from the Designer Control Panel.
    3. Select Organizer Page.
    4. Scroll down and click the Add button.
    5. In the Title add this HTML code
    6. Please see the instructor
    7. Select to display on Homepage.
    8. Deselect Link shows icon.

9. Scroll down and click the Add button.



- Multi-section courses usually rely heavily on the selective release feature for WebCT icons. An instructor may add an Organizer Page for each section making that Organizer Page available only to the correct section, and then on the Organizer Page include all the icons for the course that the section will need.

Add Section Column in Manage Students to Use as the Selective Release Criterion.

1. Click on Manage Course from the Designer Control Panel.
2. Beneath Manage Students click Add or Modify columns.
3. In the right frame beneath Organize Columns, select Add column.
4. Click the Go button.
5. In the Add Column screen label the column Section.
6. Default is Alphanumeric.
7. Click the Add button.
8. In the Modify Columns screen, click Return to Manage Students.
9. From Manage Students click on the Edit hyperlink in the Section column.
10. Add the appropriate section for each student.
11. The Section column will be the criteria on which you base the release of the Organizer Page.

- Upon applying selective criteria on a tool, (Conditional) will appear below it on the screen.

Common Problems Encountered by First Time Users:

- Selective release will not keep students from seeing certain course tools if you make that tool available to all sections. The Discussions Tool can be set to open in a particular topic, but once it opens, then the student has access to all topics that are not private.

The Calendar Tool is also not ideal for conditional release because there is only one course Calendar.

- In version 3.1 if students do a search in Content Module, they would see all Content Modules even those that had selective criteria put on them. This was corrected in version 3.5 and 3.6.

WebCT Vocabulary (see documents at www.webct.com for comparison of terms from earlier versions):

- Selective Release is also known as Conditional Release.

"How To's" for Instructors:

The online HELP files for Selective Release are contained in the Change Settings area of the HELP files. In the Index if you click on Selective Release, the Change Settings instructions appear. If you scroll down you will see the instructions for Selective Release.

There are several places you can apply the conditions for Selective Release:

1. For the links in the Course Menu.
2. For the icons or links on an Organizer Page including Homepage.
3. For an individual Quiz.
4. For an individual Assignment.

Apply Selective Release in the Course Menu:

When you use this feature, the Tools in the Course Menu will not be available to access by the students until certain criteria have been met.

1. Click on Change Settings in the Control Panel Visible to Designers.
2. Under Course Menu, click the Go button beneath Edit Course Menu. This brings up the Edit Course Menu Screen.
3. Choose the tool to which you want to apply a condition for release by clicking on the round selection button to the left of the tool.
4. On the right hand side scroll down until you see Hide, Reveal or Edit Link.
5. Choose Edit Link and click the Go button.
6. This will bring up the Edit Link Screen, which we will discuss separately in this chapter.

View of Edit Course Menu Screen

Apply Selective Release on an Organizer Page:

When you use this feature, the Tools, Single Pages, Organizer Pages or URL's will not appear on an Organizer Page until certain criteria have been met.

1. At the Organizer Page Screen, choose Designer Options. This will bring up a screen that will have selection buttons next to each item on the page.
2. Choose the tool to which you want to apply a condition for release by clicking on the round selection button by the tool. The instructor/designer determines where the selection button will appear on the screen based on the layout.
3. Scroll down to the Action part of the screen.
4. Under Modify selected link on the right hand side, choose Specify selective release.
5. Upon clicking the Go button, the Edit link screen will be displayed. We will discuss this screen later in this chapter.

View of the Action Area of an Organizer Page

Select a textblock or hyperlink above. Select an action below.

Modify selected textblock or add text

- Move textblock up
- Move textblock down
- Edit textblock
- Delete textblock
- Add upper textblock
- Add lower textblock

Go

Customize

- Modify layout
- Customize page colors
- Modify/Add background image
- Modify/Add banner image
- Modify/Add hit counter

Go

Modify selected link

- Edit link
- Delete
- Hide
- Reveal
- Specify selective release
- Move backward
- Move forward
- Move to another page
- Move to course menu
- Copy to course menu

Go

To add a page or a tool to this page, go to Add Page or Tool.

Note: If you have a Tool on an Organizer Page and the Course Menu, you have to set the conditions in both areas. Failure to do so will confuse the students and defeat the purpose of using Selective Release.

Selective Release Features of the Edit Link Screen:

To see the Selective Release area of the Edit Link Screen, scroll down. There are quite a few conditions available to use as criteria. You can apply one condition or multiple conditions to one tool. If you set the conditions based on the Release to and Release Based on all criteria would have to be satisfied before the tool would become available.

Edit Link Screen

To select the students that will see the link, click **Select**. Alternatively, you can select students using the release criteria in the *Release based on* drop down lists. If you select students using both the **Select** button and the *Release based on* drop down lists, all criteria must be satisfied before the link is released. To specify when the link will be available, use the *Release after* and *Release until* drop-down lists.

Release to [ ] Select

Release based on — Criteria: None — Comparison: Equals — Value: [ ]

Release after — Month [–] Day [–] Year [–] Hour [00] Minute [00]

Release until — Month [–] Day [–] Year [–] Hour [00] Minute [00]

Update | Cancel | Global default | WebCT default

1. Release to Specified Students:
    a. Click the Select button next to the Release to Box (1). This will bring up the Member Selection Screen.
    b. Check the box next to those students' names to whom you want to release the tool.
    c. Click the Update button. Only those students selected will be able to see the tool.

If you select none of the students in the list, then all of the students will see the tool provided the other conditions are met. “All” in this case means all the students currently in the course. If you add students after the fact, they will not see the tool.

2. Release the tool only if a particular criterion has been met. This criterion in the Release based on Criteria box (2) is based on any column in the Manage Students area. Among the possibilities the release could be based on name, section, a particular quiz score, etc. The instructor establishes the criterion based on any a column in Manage Students. The instructor can also create a column for additional criteria. See Add Section Column in Manage Students to Use as the Selective Release Criterion, which was discussed earlier in this chapter. The Condition would have to meet the requirement set by the Comparison (3) and Value (4) boxes.
3. Release based on date:
    a. Release after (5) will make the tool available as of the date and time that you specify. The time (6) is based on the military 24-hour clock. If you do not fill in the Release after choices, the tool will be available as soon as the other criteria have been met. So if you want to release the tool to certain students on a particular day you would set the Release to and Release after conditions.
    b. Release until (7) will make the tool unavailable as of the date and time that you set. If you do not set this area, the tool will be available indefinitely once the other criteria have been satisfied.

Note: You must click the **Update** button in order for these conditions to take effect.

Special Instances of Conditional Release:

1. In the Discussions Tool in addition to the conditions already discussed above, the instructor/designer can choose to bypass the default topics screen and have the Tool open up in a specific topic. People using multi-section classes find this very helpful in keeping their sections somewhat. Bear in mind that although there is only one Discussions Tool per course, you can have more than one Discussions icon in the course on different Organizer Pages.
2. Individual Quizzes have many additional options for conditional release. These are all found under Quiz Settings. See the online HELP files for Quiz Settings and our Quiz chapter.
3. Individual Assignments have the least number of conditions regarding release to the students. These conditions are also found under Settings.

Manage Students
Gradebook and My Grades

Overview:

Manage Students is the area of a WebCT course where information about the students is stored. This can include personal information as well as grades. Clicking on Manage Course in the Control Panel accesses this tool. Manage Students displays this information in a table. You can add as many columns to this table as you wish. Upon adding a quiz or an assignment, a column is automatically generated in Manage Students.

If you add the My Grades Tool to the course, you can reveal grade columns to the students and they can view their personal information in My Grades. The instructor can also choose to release statistics so that the student can measure his/her performance against the class performance.

If you add the Mail Tool to the course, then a mail icon will appear in Manage Students and you can e-mail individual students by clicking on the mail icon to the left of their name.

The authors' intention is to expand on the information that is in the HELP files regarding Manage Students. We are strong advocates of keeping a copy of grades offline in Excel™ and we will be talking extensively about that in the next chapter of this section.

Your institution's WebCT administrator will establish the method by which you add students to Manage Students.

Pedagogy:

- In conjunction with the My Grades Tool, it provides rich, rapid feedback to the students.
- If the instructor releases statistics to the students, in addition to rich, rapid feedback, it can communicate high expectations or initiate student-to-faculty interaction.
- The Mail icon encourages faculty-to-student interaction enabling an instructor to send "well done or come see me" messages.

Uses and Advantages:

- Benefits to Faculty**:**
    1. It saves time in publishing grades.
    2. Faculty does not have to create anonymous grade sheets.
    3. Faculty does not have to field countless calls or e-mails about student grades.
- Benefits to Students**:**
  The students benefit when their grades are available in WebCT in these ways:
    1. Once grades are posted and released in WebCT, they are available to each student individually. In other words, a student can only see his/her grades.
    2. It allows the students to track their progress in the class.
    3. The class statistics can be released (default is not to release). The students can measure their performance against the rest of the class.

Accessibility and Usability (versions 3.0 to 3.6):

This is an instructor/designer-only tool and this book has not addressed accessibility for instructor/designers. The students' accessibility of the My Grades Tool is addressed in that chapter.

Suggestions and Tips:

- The #1 tip for Manage Students is add the My Grades Tool to the course and release the students' grades to them. This is the students' favorite WebCT feature. The instructors come to appreciate that the students are not constantly asking about their grades.
- Deny Student Access: The authors discourage deleting students from the roster once the semester is underway. If a student has participated in any Discussions topics, by deleting the student from the course, you are deleting the student from the thread of the topic in some versions, which can be confusing. Instead, we recommend denying the student access to the course. This maintains the student's postings and also freezes the

student's record in the event there is controversy in the future. There are two ways to deny access:

1. One student at a time: Click on a student's name in the first column. This is a hyperlink that takes you to the Edit Record area for the individual student. On the right there is a Deny Access button.
    a. Click that button. You will get a warning asking if you want to proceed.
    b. Click the OK button.
    c. It is important to then click the Update button to complete the action.
    d. In v.3.0 to 3.5, the student's name is grayed out. In 3.6, an asterisk appears next to the student's User ID.
    e. In 3.6 under Advanced Options if you choose Change Settings, you can hide the students who have been denied access.
2. Multiple students:
    a. Click on the dropdown arrow under the heading Manage Students.
    b. Click on Select students to view.
    c. Click the Go button.
    d. If you uncheck the selection box next to Select all students from all pages, all the students will be deselected. You do this by clicking on the checkbox. You can then check the selection boxes of the students who are to be denied access.
    e. Click on the View button, which is located above the table.
    f. Again, click on the dropdown arrow under the heading Manage Students.
    g. Click on Deny student access.
    h. Click on the Go button.
    i. Click again on the Deny student access button to confirm the action.
    j. In v.3.0 to 3.5, the student's name is grayed out. In 3.6, an asterisk appears next to the student's User ID.
    k. In 3.6, under Advanced Options if you choose Change Settings, you can hide the students who have been denied access.

- You can undo Deny student access by following the steps above and clicking on Allow student access instead of Deny student access.
- Another dropdown arrow choice under the Manage Students is Search student records. The HELP files explain how to fill in the search boxes.
- It is always recommended that before you delete anything in WebCT you back up the course first (see Backup Course chapter). You can back up the course throughout the semester in order to freeze statistics.
- You can also back up just the Manage Students table by downloading it and saving it as an Excel file (see Manage Students with an Offline Gradebook chapter in this section).
- Under Advanced Options, you can choose to Copy selected records to the clipboard. You can then paste those records into the Mail Tool or Track Students. This facilitates sending messages to students who may need additional tutoring or tracking what their activity has been in the course.
- When you are in the Advanced Options, Modify Columns, you can choose multiple columns by checking the Select box above each column and then select a Modify Columns option. The exception to this rule is Label, which only allows you to change the title of one column at a time.
- The Organize Columns options only lets you select one column at a time to modify. Delete Columns is the exception to that rule:
    - You can delete multiple columns by checking the Select box above each column to be deleted.
    - Choose Delete columns by clicking on the selection button.
    - Scroll down and click the Go button.

- Click the Okay button on the warning box if it pops up.

- The authors suggest that you avoid unusual characters and spaces when naming columns. Although WebCT will accept them, our experience has been when a new iteration of WebCT is installed, they may cause problems.
- Hide columns under Advance Options is often misunderstood. This does not hide a column from the students. Instead it hides the column when the Manage Students table is displayed, cutting down on the amount of horizontal scrolling the instructor must do. Note: Hidden Columns do not download.
- The default for Release columns is No. This is true whether the column was automatically generated or if the instructor created the column.
    1. If the instructor wants students to see columns, he must choose the columns and then click on Release columns under Modify Columns.
    2. Use the dropdown arrow to highlight Yes.
    3. Click the Update button.
- All new columns are added to the far right, unless you do the following:
    1. Click the selection box of a column and the new column will be inserted to the left of that column.
    2. Under Organize Columns select Add Column.
    3. Scroll down and click the Go button.
    4. Fill in the Label box and choose the Type (subsequent section of this chapter explains the various column types).
    5. Click the Add button.
- Under Modify Columns, the Self-registration (Account Creation in 3.1) option is something that is set by your institution's WebCT administrator.
- In versions 3.0 to 3.5, the rows can be sorted by clicking on the title button of a column. For example, to sort by Last Name, click on the Last Name button at the top of the column. In version 3.6, WebCT has added a Sort hyperlink and you would click on that in the column on which you are basing the sort. It sorts in ascending order only.
- You can double sort in Manage Students. For example, you can sort by last name and then sort the Section column. Your students would be listed alphabetically within their sections.

Common Problems Encountered by First Time Users:

- Not understand the difference between Hide and Release under Advance Options. Hide affects the Designers View of the Manage Students table and Release determines which columns the students will see in the My Grades Tool.
- Not realizing that a Quiz column cannot be deleted unless the associated quiz is deleted first. This is also true for Assignments column.
- To edit individual student records or to change a student password you need to go to the Edit Record screen. The first displayed column on the far left of the Manage Students Table holds the hyperlink that links to Edit Record. Click on the blue hyperlink.
- Forgetting they have hidden a column, and thinking it has been deleted.

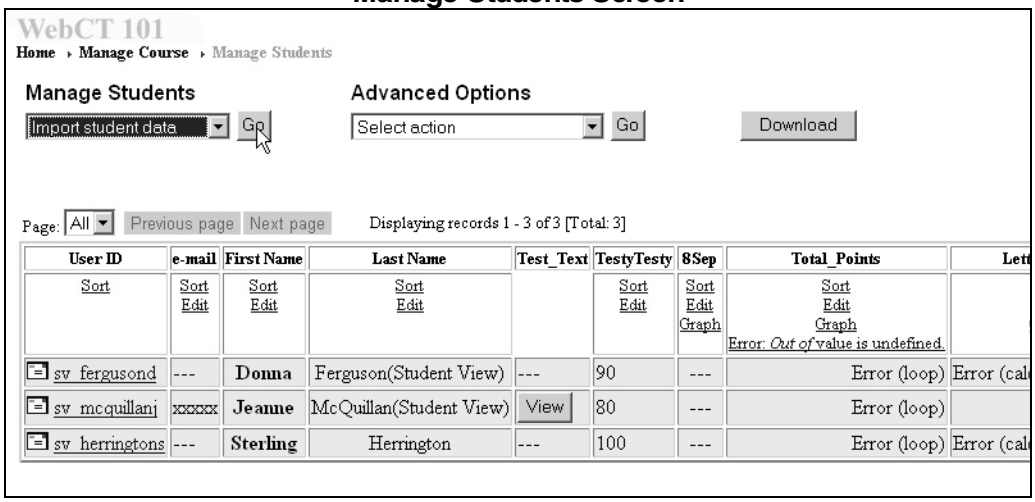
WebCT Vocabulary (see documents at <u>www.webct.com</u> for comparison of terms from earlier versions):

- Manage Students replaces Student Management.
- My Grades replaces MyRecord.
-

How to Set Up and Use Manage Students for Instructors:
Create student gradebook in WebCT.

1. Students are added to Manage Students area in the WebCT course.

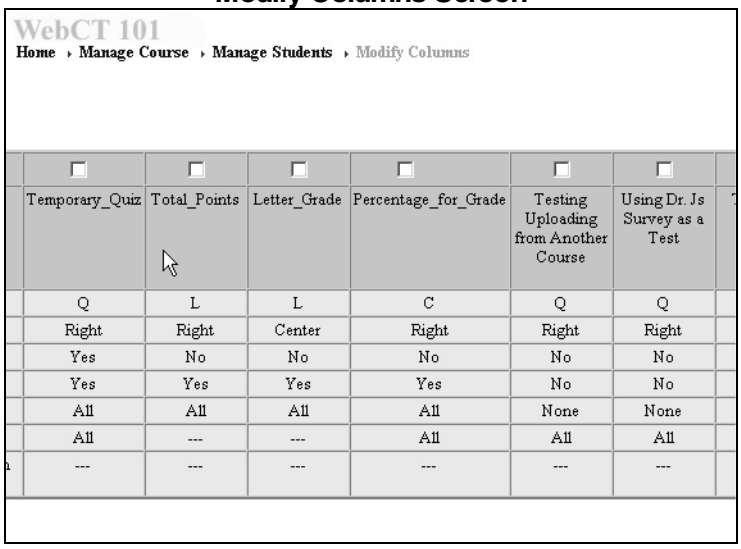
Manage Students Screen



- The WebCT administrator at each institution determines how students are imported into courses.
- The WebCT administrator or anyone who has Designer Access to the course can add late registering students manually. This is contingent upon what your administrator allows.

2. Faculty should name and position the columns of the gradebook in WebCT.

Modify Columns Screen



- Give the columns names, which will have meaning to the students, e.g. Nov 15 Homework or Chap 3 Homework, Exam 1 or Exam Chaps 1-3.
- Bear in mind that when quizzes are given online in WebCT; WebCT enters those grades into the Manage Students area. Those grades cannot be overridden within the gradebook but can be overridden in the submissions area.

Modifying Column Attributes:

Columns can be customized in many different ways. For example, you can rename columns, change the way data is aligned in them, and release information from certain columns to your students.

1. From the Manage Students screen:

2. Under the Advanced Options heading, select Modify Columns and click Go. Each column has eight attributes, which are described in the table below. Click Update to save the changes made to any of your attributes.

Important: The *First Name, Last Name,* and *User ID* columns are always shown in the Student Records Table the first time you go into Manage Student. They are mandatory in WebCT. The default settings on this columns is Hidden: No and Released: No.

You can hide the User ID column so that you do not see it in the Student Records Table, but you must remember hidden columns do NOT download. Without the User ID column, you cannot upload into WebCT. So if you do a download, make sure that User ID is not hidden.

It is recommended that you release all three of these columns to the students in My Grades so they can be sure that they are looking at their own grades. We have seen cases where there are students with the same name taking the same course. It helps to avoid mix-ups.

Attribute	Description
Label	Displays the title of the column. Each column must have a unique title. Try to keep titles short and meaningful.
Type of Column	A letter that denotes which type of column is displayed here: **(A) Alphanumeric** • Can contain letters or numbers. • Cannot be used for columns that are part of a formula for a calculated column. • Example columns: last name, first name, and student number. • An alphanumeric column will display a Sort (3.6 only) and an Edit link underneath its title in the Manage Students Table. • To sort in earlier 3.x versions, you would click on the title of the column that you want to be the Sort Column. **(N) Numeric** • Must contain only digits. • Can be used by calculated columns to calculate totals. • Examples: assignments, exams, quizzes, homework. • When used to calculate a total for a series of columns; you must designate the total possible points for each column. • A numeric column displays Sort (3.6 only), Edit, Graph and Out of ___ in the Manage Students Table. • In My Grades, the student sees only the Out of ___ and if statistics are made available the title is a blue hyperlink. • To sort in earlier 3.x versions, you would click on the title of the column that you want to be the Sort Column. **(L) Letter Grade** • Used to display a letter grade (such as A, B, or C) rather than a point value. • Based on numeric value ranges that you specify when you add a letter grade column. • Can be applied to numeric, calculated, and quiz columns only if those columns have been assigned a total possible points value. • A letter grade column displays Sort (3.6 only), Edit, and Graph in the Manage Students Table. • In My Grades, the student will see a blue hyperlink if statistics were made available. **(S) Selection Box** • Allows you to create a dropdown list of choices for a field, making the column editing easier and more efficient. • Example: Create a Selection Box listing group names. • A selection box column displays Sort (3.6 only), Edit, and Selection underneath the title in the Manage Students Table.

	• In My Grades, there is nothing special displayed under the title.
Attribute	**Description**
Type of Column	**(C) Calculated** • Used to compute a value based on the numeric contents of other columns. • Example: Create a calculated column called Total Grade that adds the grades from all of your Quiz columns and calculates the average score. • Can only use numeric columns for calculation. • A calculated column displays Sort (3.6 only), Formula, Graph and Out of ___ in the Manage Students Table. • To sort in earlier 3.x versions, you would click on the title of the column that you want to be the Sort Column. • In My Grades, the student will see the Out of ___ and if statistics are made available the title is a blue hyperlink. **(M) Text** • Used for storing information that requires hard returns, such as addresses or general comments about students. • Information is entered in the Edit Record area of each individual student record. These are the steps to follow after you have added a Text(M) column to Manage Students: 1. Click on the hyperlink in the first column (usually the student's name). 2. In the text column, click on the Create button. 3. When the new browser window opens, click on the Edit button 4. Type the data in the box underneath the word Text: 5. Click on either of the Update buttons. 6. Click the Close button 7. Click the Update button in the Edit Record area. • To access the data from the Manage Students Table, you would click on the View button. A View button indicates it is a text column. • To add or correct the data you would go through steps 1-7 again. • **Warning**: If you release the column, the student will be able to view the text file. A View button appears in My Grades. • **Note**: Text columns do not download. **Special Cases:** **(Q) Quiz** • Used for storing quiz grades. • Once a quiz is created, a column is automatically generated for that quiz. After a student has taken the quiz, the grade is automatically inserted into the column. • You cannot override a Quiz grade in the Manage Students Table. If you want to override a grade you would have to go to the Submissions area of that quiz. (See chapter on Quiz Tool.) • You cannot delete a Quiz column as long as that Quiz exists in your course. • A quiz column displays Sort (3.6 only), Submissions and Graph in the Manage Students Table. • To sort in earlier 3.x versions, you would click on the title of the column that you want to be the Sort Column. • In My Grades if statistics have been made available, the title of the column will be a blue hyperlink. **(E) Assignments** • Used for storing grades of assignments created with the Assignments Tool and turned in by the students. • A column is automatically generated with the letter E and the title of the assignment once an assignment has been created.

	• When the student has submitted the assignment, the instructor must grade the assignment. That grade will automatically be inserted in to the E type column.
Attribute	**Description**
	• An Assignments column displays Sort (3.6 only), Submissions, Graph and Out of ____ in the Manage Students Table. • To sort in earlier 3.x versions, you would click on the title of the column that you want to be the Sort Column. • In My Grades, the student sees Out of ___ and if statistics are available the title is a blue hyperlink. **Overriding grades:** • Calculated and Letter Grade columns can be overridden within Manage Students. • If a grade has been overridden, it appears gray rather than black in the Manage Students column, which indicates it has been changed. When we tested the Revert button in version 3.6, we found it replaces the letter grade with - - - (three dashes). To override a grade, click on the hyperlinked identifier for a student located in the first column in Manage Students. The Edit Record screen appears with the student record you selected. • At the top of the Letter Grade or Calculated column, click the Override link. The Calculation Editor appears • Set a formula for the student's grade or simply enter a number or letter grade. The formula or grade that you enter applies only to the student record you are editing. Other student records remain unchanged Click Update to save your changes and return to the student list
Alignment	Sets column alignment to left, center, or right. Changing the alignment will change the view for the student as well as the instructor.
Hidden	Hides a particular column from view in Manage Students. If you have many of columns this can clear some of the less useful ones so that you scroll less when viewing. • Hiding a column has no effect on a student's ability to see the information in that column. • Set the *Released* attribute to No to hide it from students. • **Important:** Hidden columns will not download.
Released	• Only those columns that have been marked as released will be visible to the student. • The default is No to prevent grades from being accidentally released.
Statistics	Displays statistics for a column. Only available for Numeric, Quiz, and Calculated columns. There are three options for this setting: • *None*: no statistics will be shown. • *All*: the minimum, maximum, average, and median marks will be shown, as well as a histogram of mark distribution. • *Mean Only*: only the students' average mark for that particular column will be shown.
Decimals	Specify how many decimal places should be displayed for a particular column. Only for *Numeric, Quiz*, and *Calculated* columns. There are four options for this setting: • *All*: all decimals will be displayed up to six places. • *0*: only integer values will be displayed • *1*: one decimal place will be displayed • *2*: two decimal places will be displayed **Important:** Values are always truncated **down.** Example: A field containing the value 66.8 would show as 66 if the Decimals value for that column was set to *0*.
Account Creation	Specify which columns students can fill in during account creation (if the WebCT Administrator has enabled this option for the course). There are three options for this setting: • *Not Shown*: this field is not displayed to students • *Required*: this field must be filled in by students • *Optional*: this field is shown, but does not need to be filled in by students for successful account creation

Manage Students with an Offline Gradebook
Using Excel™ to Maintain Grades Offline
And Importing from Excel into Manage Students in WebCT

Overview:

Benefits to Instructor**:**

- The power of Excel allows an instructor to manage, enter and calculate grades or curve grades more efficiently and with less chance of error than within WebCT.
- By keeping grades offline in an Excel file, the instructor has a secure copy, which only s/he can access.

Listed below is an overview of the seven basic steps in this process. This chapter will breakdown each and every mouse click that must occur to complete the process. Although this chapter seems lengthy, in fact, the process is not.

Prerequisites to this Process Are:

- It is assumed that the instructor will have Microsoft Excel.
- The instructor must have a basic working knowledge of Excel. This would include creating worksheets, managing cells, basic calculations and saving worksheets.

Overview of the Process:

1. Create student gradebook in WebCT.
2. Download WebCT gradebook into a Tab-delimited text file (.txt extension).
3. Open Tab-delimited text (.txt) file in Excel.
4. Enter grades in Excel (add new columns etc.).
5. Save as an Excel workbook (.xls extension). This is your working file.
6. Save a second time as a Tab-delimited text (.txt) file. This is your upload file.
7. Import Student Data into WebCT (this uploads and imports the data from the revised Tab-delimited (.txt) file above (#6).

After the initial downloading and re-uploading of grades, the instructor will only have to do steps 4 through 7 above for future updates.

Suggestions and Tips:

- It is recommended that the Tab-delimited text (.txt) file be removed from My-Files after the upload has been completed. This is a safeguard from hackers.
- Use Tab-delimited files because a comma delimited file can cause columns to get out of alignment if commas are in the data or column titles.
- Always make changes in Excel even if it is only one grade. Otherwise you run the risk of forgetting to keep your versions synchronized and overwriting a grade with an earlier one. Students get really alarmed by this.
- Always keep the columns in the same order in both the Excel and the Manage Students gradebooks.
- If you add a column to your Excel gradebook, then the new column will be added to the end of the Manage Students gradebook. However, if you add a titled, numeric column without data in Manage Students in the position you wish, then add the same titled column in the same position in Excel, you can upload quickly and keep both gradebooks synchronized.
- You can do sorts in either Excel or WebCT. The rows do not have to be in any particular order for an upload to be successful.
- In Excel you can freeze the name columns so that as you scroll to the right you will be able to see the students' first and last names. These are the steps:
    1. Click on the letter of column, which is to the right of the columns you want to freeze. For example, if you want to freeze columns A and B, click on the letter C.
    2. On the Standard toolbar, click on <u>W</u>indow.

3. Then click on Freeze Panes. Columns A and B will now remain visible as you scroll horizontally to the right.

This is very useful when you have so many columns that you cannot see them all without scrolling. This is also another good reason to keep your grades in Excel.

- You must upload First Name, Last Name and User ID columns or the upload will not be successful. WebCT uses the User ID column to match up the rows.
- You can add columns in Excel and they will upload and create a new column in Manage Students. You cannot add rows in Excel because they will not upload. So if you have late-added students to your course, we have two suggestions:
  - Do not download from WebCT until the drop/add period is over.
  - Manually add the rows into WebCT and Excel. You must be exact in the names and the User ID.

Common Problems Encountered by First Time Users:

- Neglecting to use the exact same naming conventions in Excel and WebCT when naming columns. WebCT then wants to add the Excel column as a new column in the Student Table. If your column titles do no match exactly, WebCT will prompt you that it does not have a column that matches the Excel column. You can then accept a new column or tell it which column to use or tell it to ignore the Excel column. This causes confusion.
- Confusion reigns when a change is made in Manage Students instead of Excel. Uploading from Excel overrides any changes that were made in Manage Students. Do NOT change grades in Manage Students if you are using Excel.
- Rows cannot be uploaded from Excel, only columns. So if you add students into Excel who are not already in Manage Students, they will not be added to Manage Students.
- You must have a User ID column in Excel for WebCT to accept an upload. The User ID column is the unique identifier that WebCT uses to store information in the correct row.
- Hidden columns do not download. So if you have hidden the User ID column, it will not download to Excel. Then you will not be able to upload into WebCT.
- Using illegal characters when naming columns in Excel. WebCT will upload them but they may cause problems when new versions of WebCT are introduced.
- Failure to save as an Excel (.xls) file first after you have made changes. When you save the file as a .txt file, you lose your formulae, which can be quite upsetting.
- Forgetting that when using IE and WebCT version 3.5 or lower, IE adds unnecessary characters to the file name, which prevents it from opening in Excel.

  class_Oct15[1].txt.wct

  You would need to rename it. For example, class_Oct15.txt.
- Forgetting that text columns in Manage Student do not download.

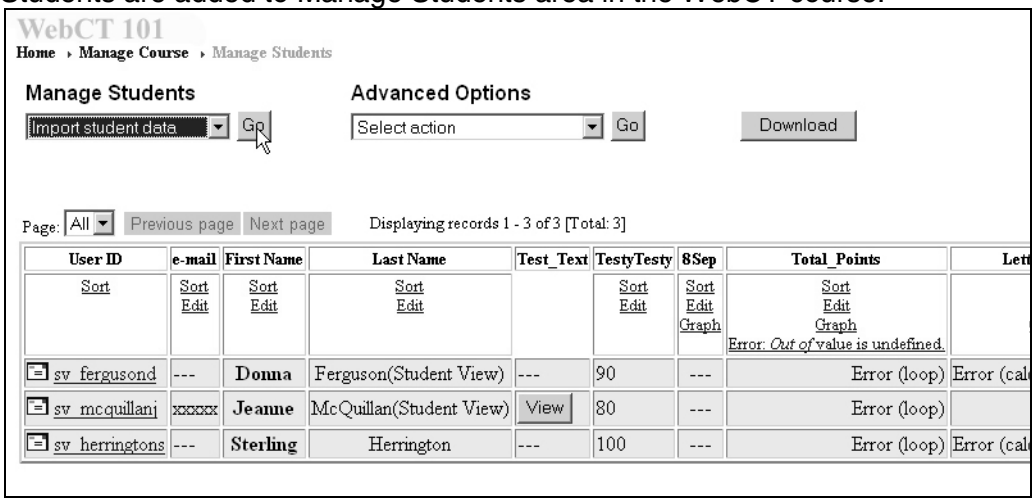
WebCT Vocabulary (see documents at www.webct.com for comparison of terms from earlier versions):

- There is no special vocabulary for Manage Students.

How to Import Data into Excel and Upload into Manage Students for Instructors:

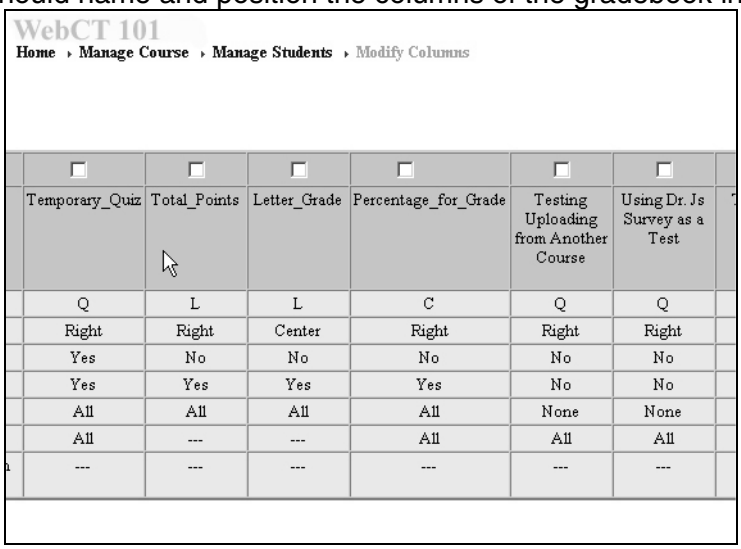
1. Create student gradebook in WebCT:

1.1. Students are added to Manage Students area in the WebCT course.



- The WebCT administrator at each institution determines how students are imported into courses.
- The WebCT administrator or anyone who has Designer Access to the course can add late registering students manually if the administrator allows that option.
- WebCT gradebook should not be downloaded until the class roster is final. Students cannot be added in Excel and then uploaded into WebCT unless the administrator allows it. Usually, students can only be added to the WebCT gradebook as outlined above. If the class roster changes after the initial download, step 2 will have to be repeated or you would manually add them to Manage Students and Excel.

1.2. Instructor should name and position the columns of the gradebook in WebCT**.**



- Give the columns names, which will have meaning to the students, e.g. Nov 15 Homework or Chap 3 Homework, Exam 1 or Exam Chaps 1-3.
- Bear in mind that when quizzes are given online in WebCT, WebCT enters those grades into the Student Records. Those grades cannot be overridden within the gradebook but can be overridden in the submissions area of the quiz.
- To augment (curve) a grade, a new column would have to be created to reflect the new grade. Otherwise you would have to go into the submissions area of the quiz for every student to apply the curve.

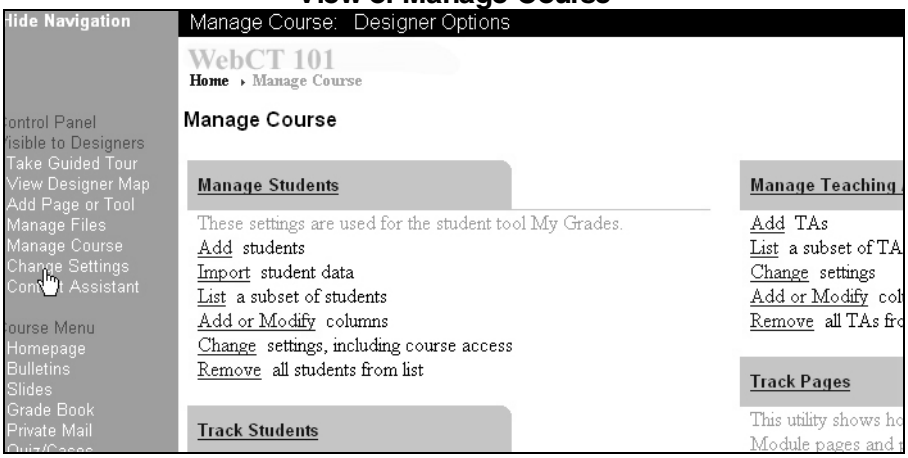
- When a new column is added, no matter where it is on the Excel Sheet, WebCT will add it to the far right end of the columns. To avoid this, create an empty column in WebCT with the name matching the Excel column. Place it in WebCT gradebook and then it will not be forced to the end.
- Be sure to use the exact same naming conventions in Excel and WebCT when naming columns.

If grades are being maintained in Excel and a change needs to be made, do so in Excel, not WebCT. **No matter how small the change might be**, do it in Excel first and then import the file to WebCT. If a change is made in the WebCT gradebook and Excel is not also changed, the next time an upload from Excel takes place, it will override whatever change was made in WebCT. We cannot stress too much how important this point is for proper grade handling.

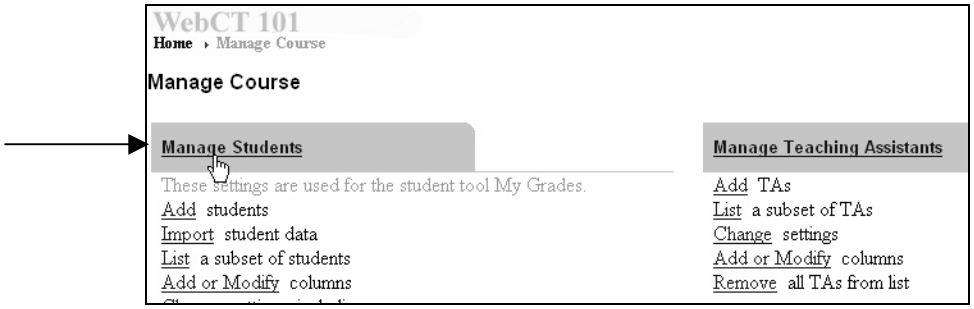
2. Download WebCT gradebook into a Tab-delimited text file (.txt extension)

2.1. Click on Manage Course either on the left Course Menu (or in the Designer Map click on Manage Students in the Manage Course column).

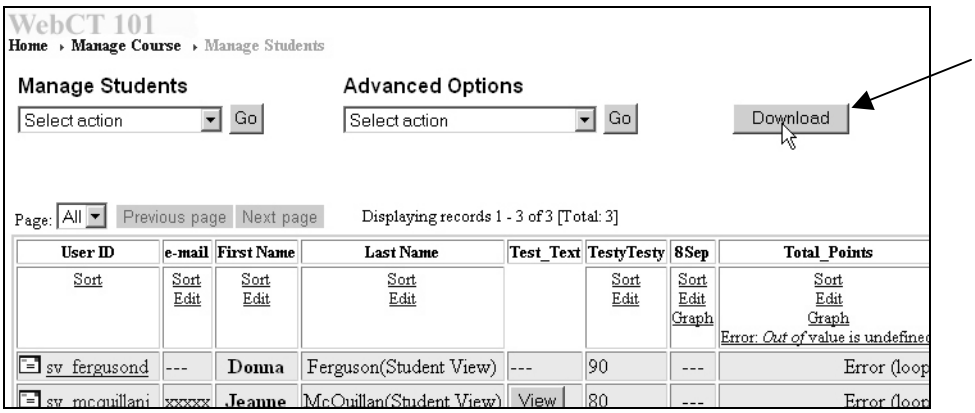
View of Manage Course



2.2. Click on Manage Students, which is the first hyperlink on the upper left. This brings up the Student Records for the course.

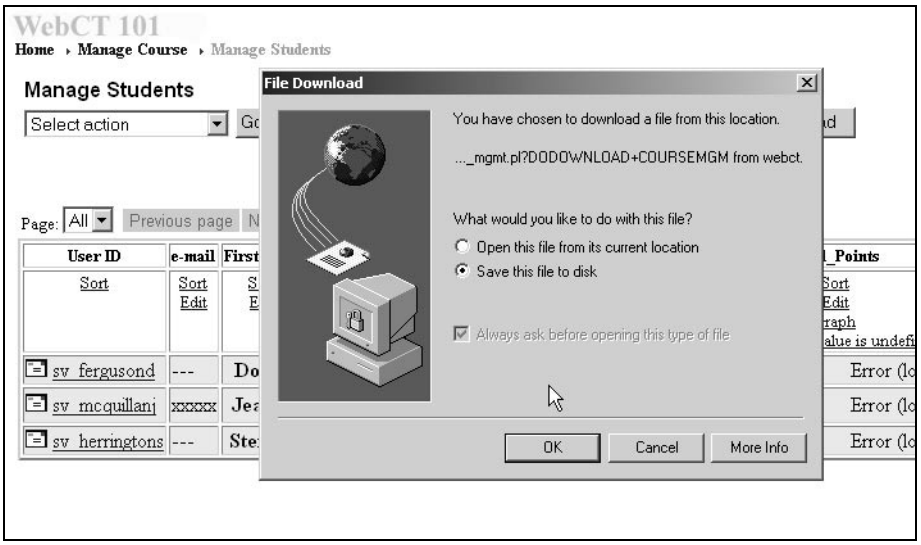


2.3. Click on the gray Download button above the Student Records and to the right. This brings up Download Student Records.



2.4. To select a separator for the fields in the download file, click on the dropdown box and choose Tab. Then click on the Download button. This will bring up a File Download box.

2.5. A box will pop up. What is in the pop up box will depend on which Browser is being used.



Browser	What Will Appear	Action to Take
Netscape	An option to Save File	Click on Save File
	Save As box with Save In and File name choices (see Note 1 below).	Using the Save In dropdown box, choose where the file should be saved. (see Note 2).
	Save as type	Keep the default: Plain Text (.txt)
		Click on the Save button. This will save the file to the area, which was selected above. The Manage Students area of WebCT will return to the screen.
Internet Explorer	An option to Save this file to disk	Choose Save this file to disk and click the OK button
	Save As box with Save In and File name choices (see Note 1 below).	Using the Save In dropdown box, choose where the file should be saved. (see Note 2).
	Save as type:	In version 3.5 and lower, IE defaults to Save as type: .wct Document. This is problematic (see Note 3). In version 3.6, IE defaults to Save as type: Text Document. This is good; do not change it.
		Click the Save button.
	A box titled Download Complete with option buttons Open and Close	Click on the Close button. This will save the file to the area, which was selected above. The Manage Students area of WebCT will return to the screen.

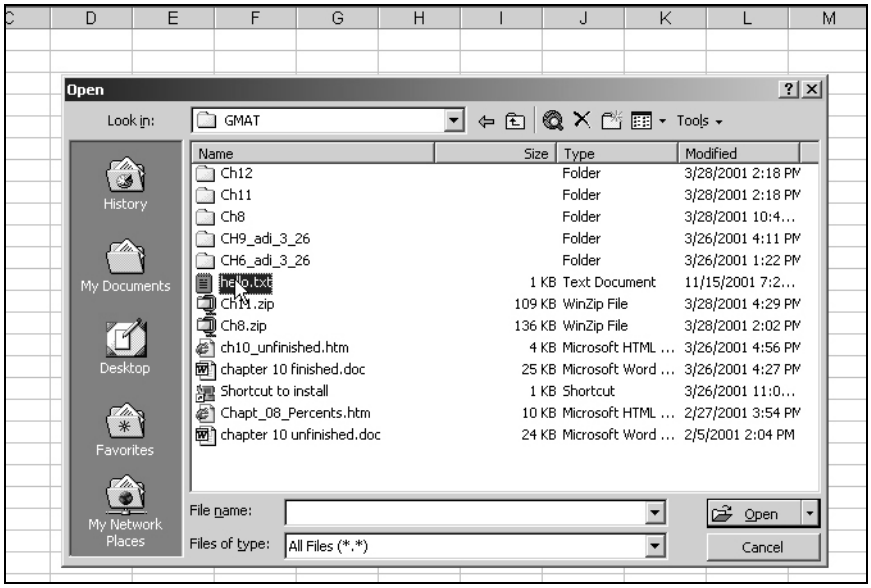
Notes:

1. Notice the File Name incorporates the date that the download took place. This helps in keeping track of the downloads. It is recommended that this not be changed.
2. The choices are to save the downloaded Student Records file either to the A: drive (floppy disk) or the hard drive (usually C: drive).
3. In version 3.5 and lower, notice that the File name: class_Aug30[1].txt.wct has extra extensions on it. These will have to be removed before the data can be opened in Excel. You want to back out the .wct and the [1] from the file name so that it looks like this: class_Aug30.txt. Watch those periods. Also in the Save as type: box, you want to use the dropdown box to choose All Files. Then you can do your save.

3. Open Tab-delimited text (.txt) file in Excel:

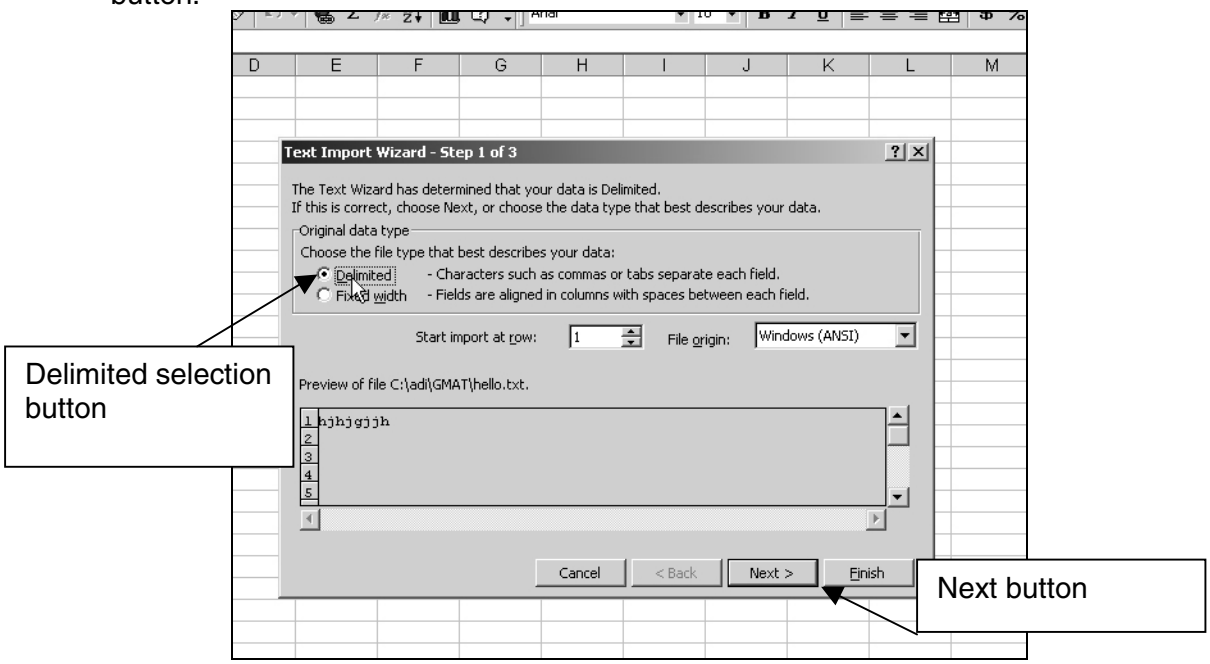
All of the steps mentioned in this section are the defaults in Excel.

3.1. In Excel browse to find the saved Student Records file on either the A: drive or the hard drive.

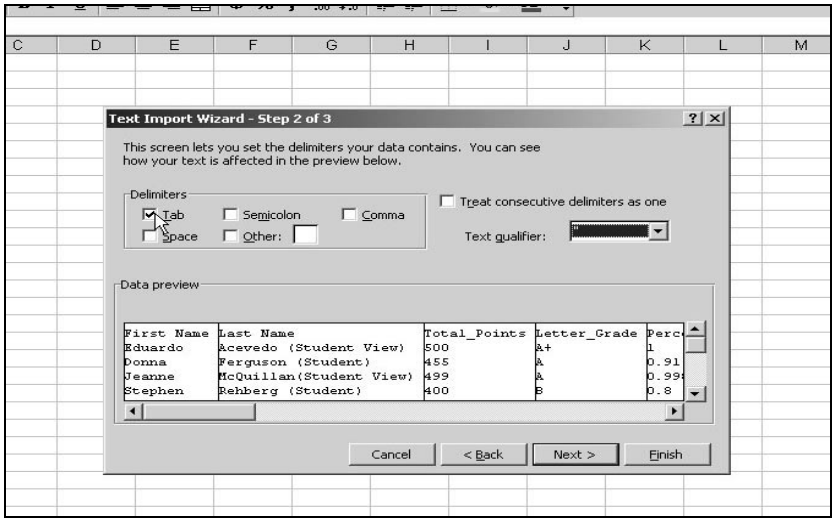


- Remember that it was saved as a .txt file so the Files of type should show All Files (*.*), **not** as All Microsoft Excel Files (.xls).

3.2. Click on the Open button. This will cause the Text Import Wizard to pop up. In the Text Import Wizard, be sure Delimited shows as the Original Data type. Click on the Next button.



3.3. In the next box, be sure Tab is checked as the Delimiter. Here the data from the Student Records file will appear in columns. Click on the Next button.



3.4. In the third box, be sure General is selected as the Column data format. Click on the Finish button. This should open the Student Records file in Excel. Data can now be entered and manipulated in Excel.

No matter how small the change might be, do it in Excel first and then re-import the file to WebCT.

Note: Usually, the download from WebCT only occurs once at the outset of the semester. Remember it is recommended that any changes be made in Excel. Uploads from Excel are unlimited.

4. Enter grades in Excel (add new columns etc.):

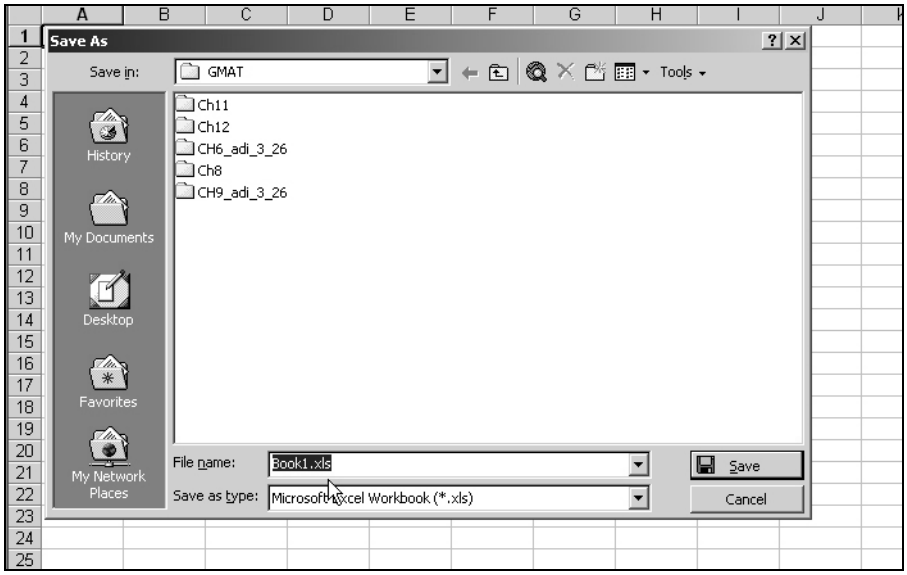
   4.1. Refer to item 1.2 for important reminders about creating columns.

   4.2. In Excel formulae can be used as follows

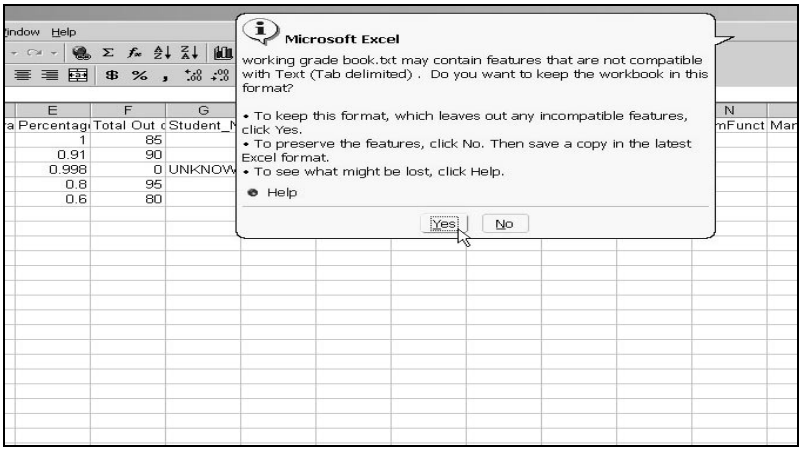
   - To curve grades.
   - To give an aggregate of scores accumulated over a range of time. For example four essays worth 25 points each (for a total of 100 points) are required in the course. As each essay is graded the Aggregate column would show how many points have been accumulated towards the 100 goal.
   - A simple formula can be used to keep an average of all the grade columns so that the student can see immediately what their current grade is for the course.
   - You can have extremely complicated formulae including weighted grades.

5. Save as an Excel workbook (.xls extension):

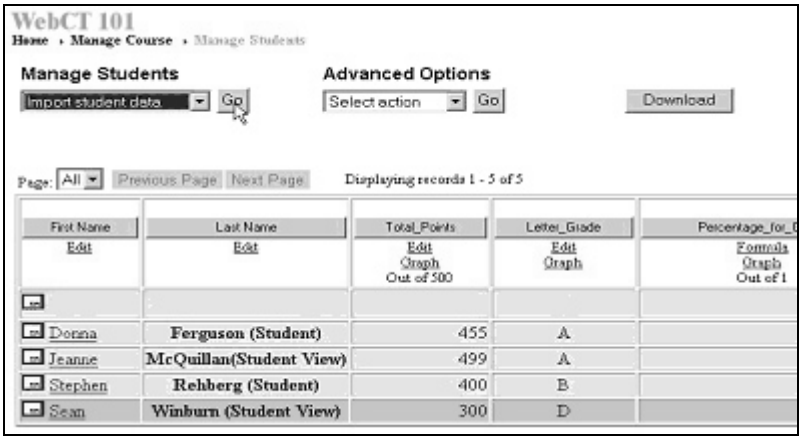
   5.1. In Excel the changes should be saved as a Microsoft Excel Workbook (.xls) file. This is the working gradebook for the semester.



6. Save a second time as a Tab-delimited text (.txt) file:
   6.1. The file should be saved again as a text (.txt) file (Tab-delimited). This is the file that will be imported into WebCT. At this point a Microsoft Excel Warning box will pop up.
   6.2. The Warning box is asking if the workbook should be saved in the Text (Tab-delimited) format. Click on the Yes button. Note at the top of the worksheet that the title is followed by .txt, which confirms that this is a text file.

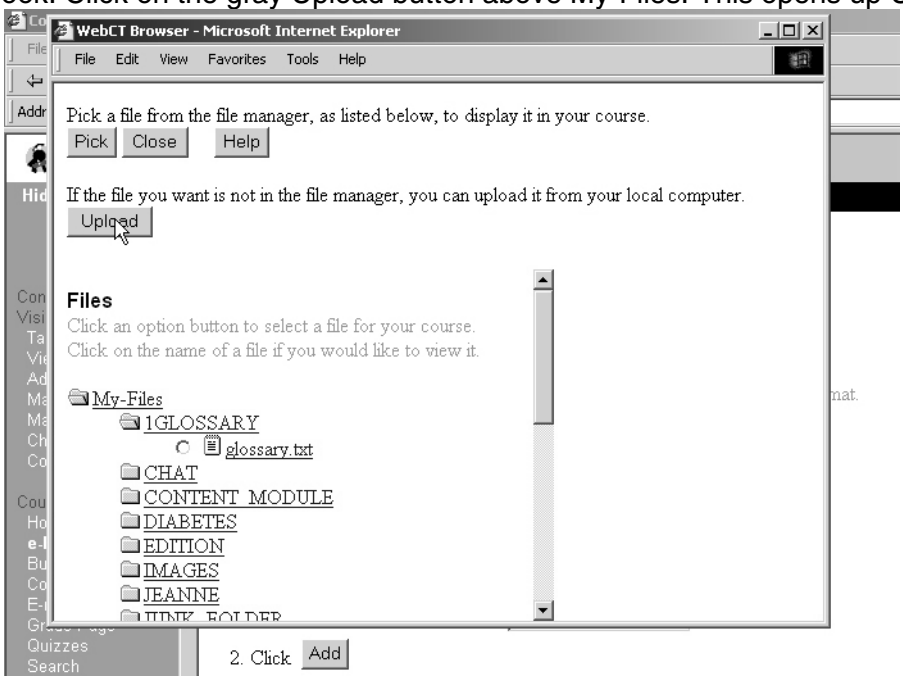


7. Import Student Data into WebCT (this uploads and imports the data from the revised Tab-delimited (.txt) file above:
   7.1. In WebCT on the Control Panel, choose Manage Course.
8. Under Manage Students, choose Import student data by clicking on the Import hyperlink. This will open a new page, which shows Import from File.

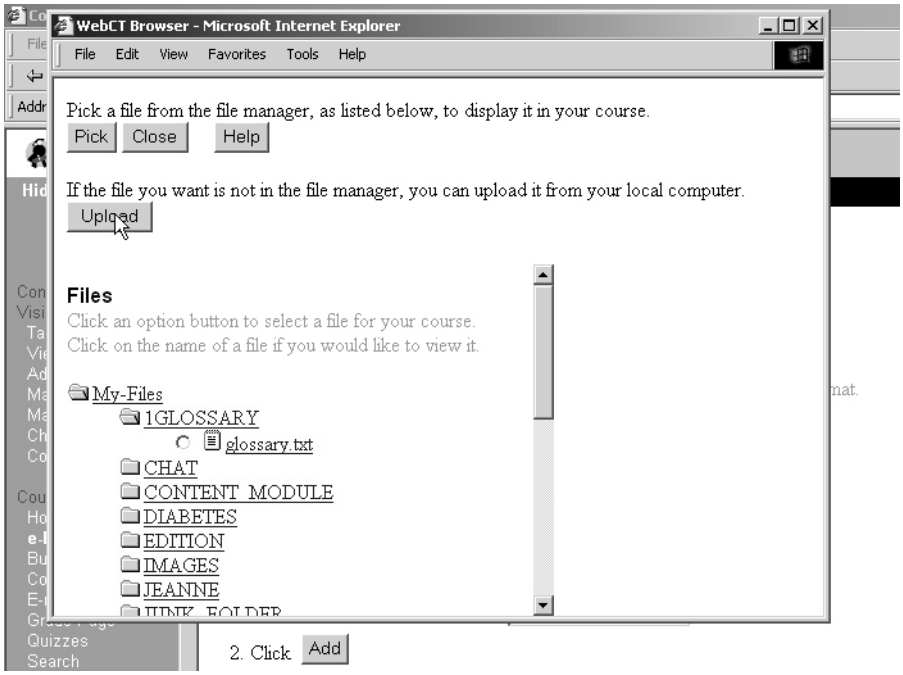


8.1 Next to Filename, click on the Browse button. This will open the WebCT Browser, which will show My-Files as well.

8.2 The file must be uploaded into My-Files before it can be imported into the WebCT gradebook. Click on the gray Upload button above My-Files. This opens up Upload File.

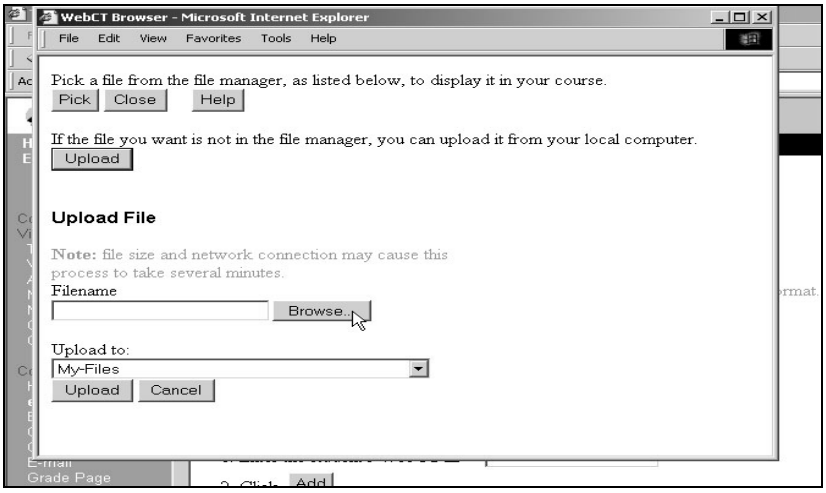


9. Notice under Upload File there is a gray Browse button. Click the Browse button. From here browse the A: disk or hard drive for the Tab-delimited (.txt) file.

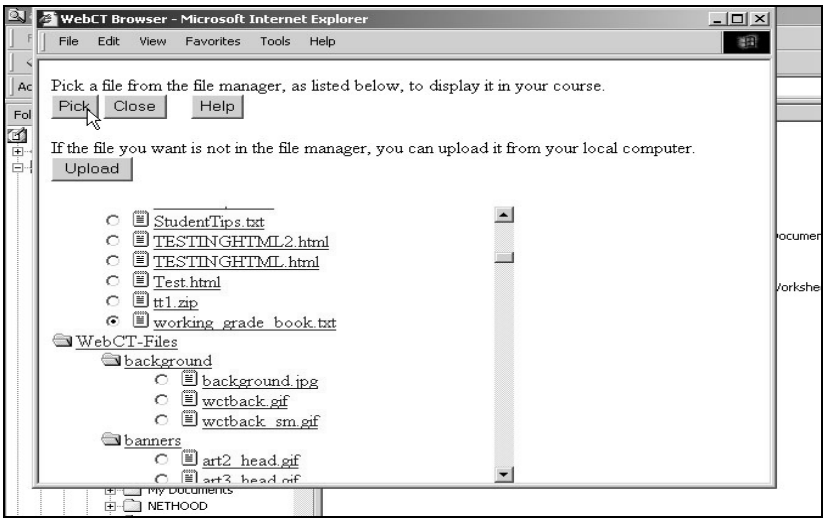


Browser	What Will Appear	Action to Take
Netscape	This opens up the File Upload box. Be sure Files of type shows Text (.txt).An option to Save File	• Using the Look in drop down box, find the Tab-delimited text (.txt) file. • Click the Open button. • This returns to Upload File. • Under Filename notice the path to the Tab-delimited text (.txt) file has been filled in.
Internet Explorer	This opens up the Choose file box. Be sure Files of type shows All Files (*.*)	• Using the Look in drop down box, find the Tab-delimited text (.txt) file. • Click the Open button. • This returns to Upload File. • Under Filename notice the path to the Tab-delimited text (.txt) file has been filled in.

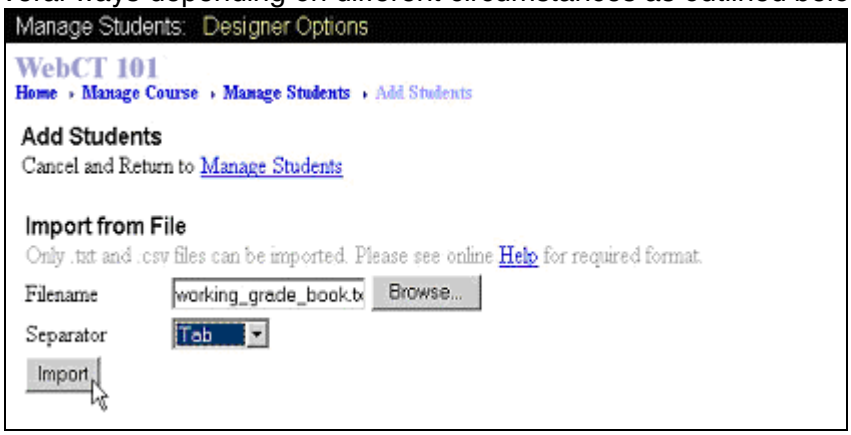
10. Notice that the default of Upload to: is My-Files. The file can be uploaded to My-Files or to a subfolder of My-Files. The dropdown box navigates the subfolder choices. Click on the gray Upload button under the Upload to: box. The Tab-delimited text (.txt) file will now be in My-Files of WebCT.



11. Locate the Tab-delimited text (.txt) file under My-Files. To the left of it is an empty circle, which is an option button (also called a radio button). Click on the option button and the center will turn black. Notice at the very top on the left there is a gray Pick button. Click on that Pick button. This will return to Import from File. Notice the Tab-delimited text (.txt) file has been entered in the Filename box.

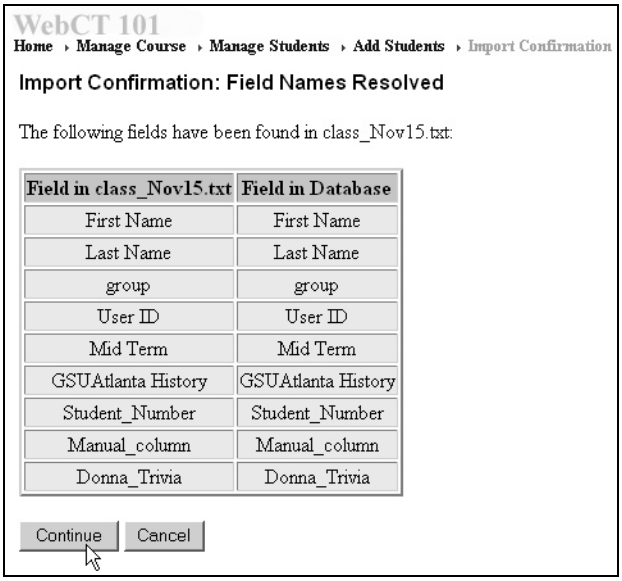


12. Under the Filename box is a Separator drop down box. Click on the dropdown and choose Tab as the separator.
13. Below the word Separator is a gray Import button. Click on the Import button. WebCT may respond in several ways depending on different circumstances as outlined below**:**



WebCT Response	Reason	Action	Result
Import Confirmation: New Column Resolution WebCT provides an explanation of what it perceives to be a non-match between the txt file and the current gradebook.	Name of a column in the Tab-delimited text (.txt) file does not exactly match a column name in gradebook	In the drop down box the choices are:	
		Create New	Adds new column to the right of existing columns
		Shows a close match	Will put data into that column in WebCT
		Ignore	Will not add that data into WebCT

13. Click the gray Continue button.
14. Notice the Import Confirmation with a list of how the fields will appear in the Database (WebCT). Click the gray Continue button.



15. Notice the Final Confirmation of the Import with the columns and data that will now be in Student Records. There will be a gray Continue button at the top of the page and at the bottom. Always scroll to the bottom of the screen to make sure there are no problems with the import. Errors will be listed at the bottom of the screen. If all is well, then click the gray Continue button at the bottom of this preview screen. There will be a progress bar as the data is uploaded. WebCT returns to Manage Students.
    - The good news is that once you have done this procedure a couple of times you can probably go through all the steps in a few minutes. This is faster and more accurate than the time it would take you to enter these grades within WebCT.
    - The Tab-delimited text (.txt) file has successfully been imported into the WebCT gradebook! To release grades for the students to see, please refer to Modify Columns in the preceding chapter.

Managing Large or Multi-section Classes

Overview:

In every training our staff has done, these questions come up: “What if I am teaching three sections of the same class? Should I use one WebCT course for all three sections or three WebCT courses, one for each section?” The other questions that invariably come up are: “How many students can I have in one class? I teach a class with 75 to 125 students. Can I use WebCT for this class?”

The answer to these questions is, “Yes, depending.” Definitive answers within education are not all that common; definitive answers about teaching online are even harder to provide. The authors always follow these questions with additional questions such as: “Is your class always that large? If so, do you have to have the entire course online or can you grow into it by adding tools as the semester progresses?” “What do you think would be the advantages to you of putting multiple sections into one WebCT course?” Finally, “Is this your first online teaching experience?”

If you are teaching online for the first time and are teaching multiple sections of the same class, the authors will usually recommend putting each section into its own WebCT course. We will talk more in-depth about this in this chapter, but the reason is simply one of logistics. It takes more preplanning to handle multiple sections easily within one WebCT course. Most instructors new to WebCT will be spending enough energy learning how to use the many tools for teaching online. The exception to this is if your institution provides very good technical and instructional design support for new instructors. Then it may be all right to put all three sections into one course. However, it will still require additional mental energy that putting each section into its own WebCT course will not. It will also add stress because one mistake affects all sections and not just one. Keep in mind that with a little experience combining sections can be a big time saver, but combining sections when you are not yet comfortable with WebCT can require quite a bit of extra time.

Teaching very large classes online also requires more preplanning than a class with fewer than 25 would. If there is no choice in the matter, then do not hesitate to put your course online, but if at all possible try to build the course slowly by adding only one or two tools at a time until you get the management skills necessary with a large class. However, teaching a very large class is a bit easier than combining multiple sections into one WebCT course. Not necessarily in the amount of work it is, but in the amount of additional management skills you will need to acquire to handle these situations without any serious difficulty.

In either of these scenarios, why you want to combine sections or teach a very large class your first time online is significant. If you have a choice, always try to have your first online teaching experience be as stress free as possible.

Teaching a relatively small class with a fairly simple design that allows you to gradually add tools throughout the semester is probably the best first-time experience you can seek. Every additional complication to this simple design adds work for the instructor or increases the need for technical and instructional design support.

Putting a full distance course with multiple sections online is an advanced teaching paradigm. Therefore, breaking up the sections and thinking of them as separate courses makes this a little easier. Being able to start the semester with only a few online tools and then ending the semester with a full distance course makes the situation even easier.

The authors always approach teaching online as an adventure; something exciting for the teacher and the students. We, therefore, try to let both the students and the instructors grow into the experience at a pace that keeps the excitement higher than the stress. Trying to do everything at once creates more stress for a new instructor. If, however, the instructor has no choice in the matter and is following a directive, then our approach is to provide all the necessary support to ensure that the students and instructor can keep their excitement ahead of their frustration. This can translate into as much as one to three hours every day of personal

support service for one course. This can put a tremendous burden on the service and support structure of an institution, and in most cases a robust support structure does not exist.

If you do not have that level of service structure at your institution, you will need to find the next best thing: Support from outside of your institution. Refer to the sections on Help in this book especially the "Ask Dr. C" forums. Although the burden will still be on the instructor, the good news is that there is extraordinary online support available.

The rest of this chapter will address the many areas you will need to handle if you are going to teach either a very large class or a class with multiple sections in the same WebCT account.

For those instructors who have good online experience and are ready to teach a large or multiple section course, then this chapter will be invaluable for you.

The authors do not wish to imply that teaching multiple sections or large classes within WebCT is so difficult or nearly impossible that you should not do it. On your first driving lesson you do not go on the Interstate highways at 70 miles an hour, but in time, those same Interstates that were so very intimidating can quickly become your best time savers. Teaching online is not all that dissimilar. Practice where you are comfortable and keep expanding your range as your skills improve.

To make things easier the large and multiple-section classes will be handled separately in this chapter.

Pedagogy:

The authors do not usually address pedagogy in a purely instructor's tool or design issue; however, the pedagogy of large and multiple section classes should be addressed.

- With WebCT you can provide rich, rapid feedback through the Discussions Tool, Self Test, Quizzes, My Grades, or Mail. With some preplanning you can facilitate instructor-to-student interaction without taking on too much extra work. See the section "Twelve Suggestions to Keep Discussions Lively without Burdening the Instructor."
- With WebCT you can facilitate student-to-student interaction using the various tools for group or collaborative work: the Discussions Tool, the Chat Tool, or Mail. See the section "Twelve Suggestions to Keep Discussions Lively without Burdening the Instructor."
- MyWebCT, Calendar, and Syllabus Tool can all assist you in keeping your students on task.
- There are many ways to address active learning: Self Test, Practice Quizzes, Take Notes, Student Presentations, and Discussions.
- You can provide high expectations through Discussions, Goals, and your online Syllabus.
- WebCT is designed to provide multiple ways to encourage higher level thinking, and accommodate multiple learning styles.
- You can turn large classes from teacher-centric into more learner-centric designs.
- You can take advantage of constructivist approaches in many cases to help improve or build your course.

Uses and Advantages:

- WebCT allows for more interactions with students than might be possible in a traditional large class especially since these large classes are usually lecture only.
- WebCT allows students in separate sections to interact online. Normally they would have very little communication.
- Discussions can be much more lively and rich with large numbers even though a bit more monitoring is required either by the instructor or student monitors.
- Distributing grades becomes very simple with My Grades as well as very popular with students.

- Lecture and tests are no longer your only options for educating large groups of students.

Accessibility and Usability (versions 3.0 to 3.6):
See individual tools for this information. This section is addressing several overall class designs.

Suggestions and Tips:
Due to the special nature of this chapter, Suggestions and Tips will be included within the "How To" parts of this chapter. Suggestions will be in italics.

Common Problems Encountered by First Time Users:

- Not being prepared for the special needs of teaching online in a large or multiple section class.
- Letting students run the course and control you rather than guiding them. Simply answering every e-mail within a course can prevent you from teaching the way you want.
- Not setting parameters can make this a very frustrating experience for the students and the instructor. Setting guidelines and parameters for the use of the various tools within WebCT and your participation are absolutely essential.
- Not locating all the help resources that are available to you within your institution and online. You will have special questions and special problems so prepare for them by setting up your help ahead of time and knowing how to use it.
- Doing too much. Set your expectations and then talk about them with others to make sure they are reasonable.

How To Teach a Very Large or Multiple Section Class Online Using WebCT:

Things to Consider Outside of WebCT:

- Make certain that your computer is powerful enough to handle the extra load that a very large class will put on it. Just going to the Manage Students area and trying to view the whole class can overload some computers.
- Make sure that your Internet access is fast enough. If you have a 28.8 connection, then teaching a very large class is going to become problematic and almost non-workable. We say almost because it is possible, but it will be much, much slower and require much more wait time for the instructor. A DSL line, cable modem or T1 can make all the difference. The Internet connection speed is even more important than the memory and processing speed of your computer.
- Support at your institution: Locate your technical support for everything to do with the Internet: browsers, various software packages, and, of course, WebCT.

Things to Consider Inside of WebCT:

- Back up strategies: Read the chapter on "Back up Strategy Suggestions for You and the Students Should the Technology or Electricity Go Off." In a very large class the necessity for good back up strategies is magnified many times. Make sure you have a published strategy for tools that have deadlines and major situations. This is especially important for online events that are graded.
- If you are using the online gradebook and My Grades, then you will almost have to use an offline gradebook solution such as Excel. This technique is worth the time to learn as it will save you many, many hours. It will help you avoid errors and frustrations. Remember the online WebCT gradebook is not a spreadsheet application but a simple database for storing grades. See the section "Using an Offline Gradebook such as Excel with WebCT."
- Building an online course requires some thought and planning in advance. If you put information about grading, goals, expectations and expected behaviors in your online Syllabus, you will begin establishing parameters for your students.
- As you design your course, you will decide which tools you will use and how you will monitor, facilitate and institute them. What are the parameters for each tool? Have you

listed them clearly for the students? For instance, if you are using the Discussions or Mail Tools, when can the students expect an answer to their postings?

- Take care of absolutely everything you can before the semester starts. A very large class will not run smoothly without the proper preparations for each and every aspect of teaching online. This is because each and every action is magnified by a factor of however many students are in the course.

Large Classes:

- If you have a very large class, you will probably need an alternative to the Assignments Tool because you cannot download or compile the assignments all at once. In a very large class you may not even use this learning event because it is so time-consuming. However, if students need to submit assignments, you will probably want to put parameters and restrictions on the students:
    1. Make all students submit work in the same format whether it is MS Word, Notepad, HTML, WordPerfect, Excel or some other format. Using only one format will save you time and headaches.
    2. The way you can save yourself the most time is to have the students prepare their work in HTML and paste the HTML code into an e-mail within WebCT.
- If you are having students submit assignments online in a large class, you should probably invest some time in the Ask Dr. C or instructional design forums at WebCT. This will provide you with more suggestions and experience in this and other areas.
- Quizzing decisions: You should probably read the chapter on "How to Cut Down on Cheating or Making Cheating Moot" earlier in this book for some suggestions. However, since one of the main suggestions against cheating is to get to know your students better, and because this is a very large class that is not really practical.
- Ideas to make cheating more difficult in a large class:
    - Having a set time for all students to take the test.
    - Setting a time limit on the test itself.
    - Randomizing questions so all students get the questions in a different order.
    - Setting a password for the test, which you will only reveal at test time once everyone has checked in.
- Look for inconsistencies of learning or performance:
    - Give frequent small, self-grading practice tests or pop quizzes throughout the semester to get a better base for how each student is doing.
    - Averaging all the pop quizzes together and comparing that average with a student's score on a major exam can show up significant inconsistencies.
- Simply spreading out the grade into many smaller quizzes rather than a few large tests makes cheating a more difficult prospect just because of the inconvenience to a potential cheater.
- If you are using quizzes even for workbook or practice, you might want to add the JavaScript to the heading of each quiz that will force the quiz to grade and not depend on the students clicking the View Results button. This can save you e-mailing and grading time. See the chapter on Quiz and Survey for this simple, timesaving JavaScript.
- If you are using quizzes, you will probably not want to use the paragraph question type because that will force you to open each and every quiz for each and every student to grade those paragraph questions online. This can be very time consuming and if the essays are long, a very unhappy choice for you. Think about using the Mail Tool for essay questions because you can compile and download all the essays at once. You will still have to enter the grades in your gradebook, but the time it takes to enter the grades is much less than the number of clicks you will have to make to grade a paragraph question online.
- How are you going to assess the success or performance of your students in a large class? Making decisions on this issue will affect how you approach every online tool.

Also, if your large class is web-enhanced rather than a distance learning class, you have a great many more options such as proctored exams and specific class time that allows you flexibility you probably will not have in most distance classes.

Using Groups in Very Large Classes:

- For a very large class, especially one that is completely online, you should seriously think about group work, projects and monitoring. Just trying to answer every Discussions posting in a class of 100 may take all your time..
- Student Presentations Tool: This is probably the first tool you should think about when you decide to use groups in your class.
    - You can use the Group Generator to create random groups from the Manage Students list and to create private Discussions Topics for each group all at the same time. This can save you a great deal of time and effort.
    - The drawback is that you cannot really use the Group Generator until you have a class list.
    - The second drawback is that every group and every topic will be given generic names like Group01, Group02, Group03, etc. In a large class this generic naming of groups may not be the drawback it could be in a much smaller, more intimate class.
- Results have shown groups larger than five students become less effective in the group paradigm. However, using five students per group could create 20 or more groups.
    - If your course has 20 or more groups, one way to deal with this situation is to treat each of these groups as you would one student. Each group makes a group posting after talking it over in Chat, Mail, its private Discussions topic or face-to-face group meetings.
    - The authors recommend that the group use the private Discussions topic for all group decisions because the instructor can easily monitor the group work and make sure that all members are contributing to the group assignments.
    - Appoint a group leader at the beginning of the semester but let them know that the group is expected to rotate leadership duties each week or month. The group leader will make all group postings to the Discussions Tool or edits to group projects. The group leader will also be the one who communicates directly with the instructor for clarification, instructions or anything related to group problems. Students may e-mail the instructor for individual problems as in most classes, but arguing about grades may not be one of those that you invite discussion upon unless the group backs up the student's protest.
- Group Grading: Many instructors will give the entire group the same grade for its efforts. The pros and cons of this idea are probably pretty clear. It is easier for everyone. It puts the overachievers and A students in an awkward position unless they do all the group work. It allows a somewhat lazy student to coast along with the group unless there is in place a way to address the lazy or non-participating group member. You will need to discuss group strategies with your colleagues either in person or online. Some strategies currently being used are:
    - Peer Assessment: Have the group members grade each other's participation and contributions to the project.
    - Vote them off the Island: Allow the group members the option of booting a non-contributor off their team. That person will then have to complete the project on his/her own. While appealing in some ways, the authors advise extreme caution.
- Discussions Tool: How to handle this tool becomes easier or harder depending on your approach. Read the section "Twelve Suggestions to Keep Discussions Lively without Burdening the Instructor." This tool has enormous potential for teaching online. Although when using groups and allowing only group postings, you might have to reduce the number of required postings to allow the group to come up with a group response.

- If your discipline requires a significant amount of Discussions postings, put some of the work back on the students. Require that one member of the group summarize all the other group members postings on a topic. This eliminates the need for the instructor to read every single posting. It also requires higher-level thinking on the part of the students and the grade would go to the student who did the summary. This responsibility would be rotated throughout the semester.
- Read the "Multiple Section Classes" section following for additional suggestions that may translate into your situation.

Multiple Section Classes:

Some of the advantages of teaching multiple sections in the same WebCT course are:

- A larger body of students for the Discussions.
- Gives interaction between students who might never meet otherwise.
- Allows each section to benefit from the learning and ideas of other sections.
- Cuts down on the possible mistakes when updating a multi-section course by forgetting to make changes to all sections.
- Allows for new ideas in teaching creating groups from different sections or having the various sections compete. Let your imagination run here and be creative.
- Allows you to keep one gradebook. This has good and not so good points depending on your research model (if doing research).
- Gives more statistics within a course to help smooth out anomalies because of self-selected groups.
- Allows you to teach graduate and undergraduate courses using the same techniques in the same course.
- Selective release will allow you to keep sections separate for many activities such as quizzing or even not revealing graduate material to undergraduates.

Track Students Feature

Overview:

The ability to track the participation of each student through the student's use of materials, learning aids and assessment methods is a powerful tool for evaluating the success of a particular student and the success of the overall course. The Track Students feature under Manage Course gives the instructor:

- The initial login of each student.
- The first and last access date of the course.
- The total number of hits for the course (see below for details).
- The number of articles (Discussions postings) read and posted.
- An in-depth breakout that tracks each student's progress through the content pages contained in the various Content Modules.
- In-depth tracking breakout for each student that includes some of the features of the Content Module: Goals, Annotations, Self Test, References and Glossary.

Goals, Self Test and References give you an indication of the student's access. By this we mean it is recorded when the student enters one of these areas, but it does not take into consideration how many notes, or resources or questions were read.

Annotations and Glossary are tracked by access to the feature and then the number of clicks within the feature. In the Annotations (Take Notes) Tool these clicks can mean adding new notes, editing old notes, or viewing other notes. There is no differentiation between these activities (clicks). In Glossary every access to the Glossary is counted regardless of which access you use (there can be several ways, See Glossary Chapter). In Glossary the internal clicks are also counted. If you are going from one definition to another, each click is counted. Therefore, interpreting the data from Annotations and Glossary is a little different than from the other Content Module features.

The ability to tie student performance online to student academic success is an evolving one. However, using Track Students and learning how to make it more meaningful is the objective of this chapter. Often numbers by themselves are not sufficient; but numbers together with other measurements of performance can become meaningful. Both the Quiz Tool and the Assignments Tool have their own means of tracking and coordinating performance with success. We will only touch upon the Quiz Tool and the Assignments Tool here when they can be tied in with the Track Students feature.

Pedagogy:

- Visual learner.
- Provides rich, rapid feedback.
- Respects diverse learning.
- Provides a venue for faculty-to-student interaction.
- Initiates time on task.

Uses and Advantages:

- To make certain all students have logged in to the course.
- To see if the students are using the various course materials.
- To get an idea of how much time students are spending online.
- To have an indication of which students are participating and how much.
- To get an overall quick idea of student activity in your course, however, these quick indicators may not reflect overall academic success.
- The instructor can e-mail a reminder or an encouragement to those students who are not participating as much as most of the class.
- To make sure that students have accessed specific materials online.

- Combined with a course backup, you can freeze student-tracking statistics. throughout the semester for later comparison and evaluation.

Accessibility and Usability (versions 3.0 to 3.6):
This is an instructor/designer tool as is, but when you add the My Progress Tool the students can view their own version of this tracking. In both cases the accessibility is good, but more so for the students since each will have fewer links to tab through. This book does not address the accessibility for instructor/designers, but will in future editions.

Suggestions and Tips:

- Inform students that you have access to this information on their activity within the course. You can even give them the same information with the My Progress tool. This often will take care of any arguments that center around infringement of privacy.
- Tracking information is available for individual students as well as the entire class. See My Progress for the advantages of that tool.
- Track Students is meant to work with the Manage Students area. You can quickly find the student in Track Students who are not participating, copy their names to the clipboard, then go to Manage Students, paste from clipboard and send them all an e-mail.
- Using the clipboard and Manage Students, you can jump back and forth to see if there are any correlations that pop out at you between activity and performance.
- You can also switch back and forth for individual students who may not have scored well on an assignment or quiz to see if they had been online very much.
- You can download the statistics and the grades at various intervals in the course for a more formal comparison or study. It is always best to work with someone who is expert in this field as some statistics often appear meaningful that may or may not be.

Common Problems Encountered by First Time Users:

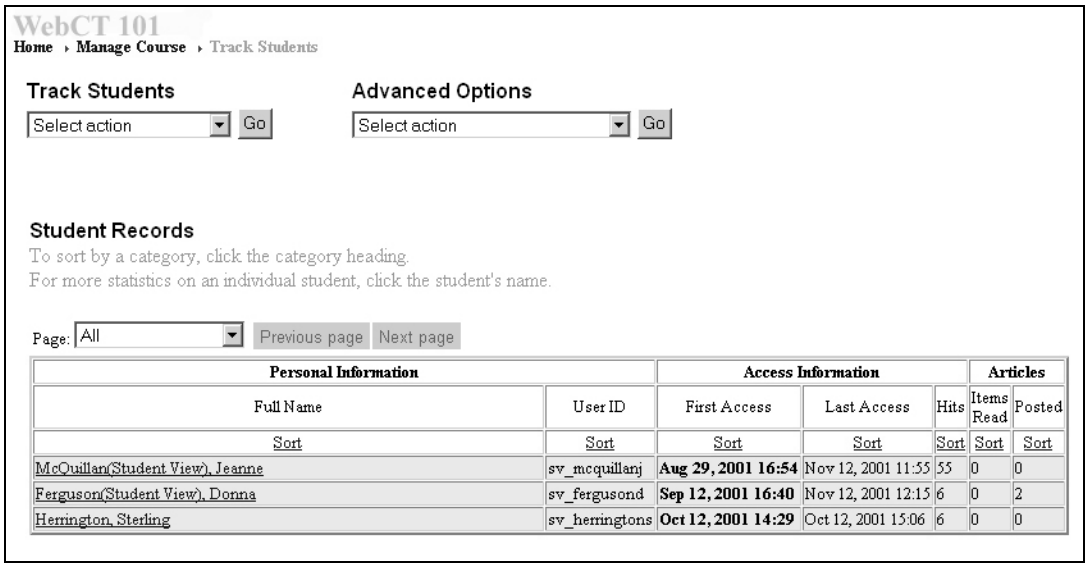
- You cannot tell how long students actually spent on any page of content, but you can see they went there.
- You cannot tell if a student actually read a Discussions posting, but you can see if s/he opened it.
- It is easy and tempting to make assumptions about students based on the Track Students statistics. However, you may want to use some caution. For instance, you can have an A student and an F student with virtually the same participation statistics. It might mean that the A student prints everything out, and it might mean the A student is studying with a classmate or friend. It might mean that the F student is not trying, but it might mean s/he does not have good access to a computer. Make sure you really understand all the parameters that are measured and that are not measure with these statistics before you assume too much about them.

WebCT Vocabulary (see documents at www.webct.com for comparison of terms from earlier versions):
There is no special vocabulary for this tool.

"How To's" for Instructors:

You access track students through Manage Course. When click on the Track Students hyperlink, the Track Students screen is displayed. From here you can track individual students and we will address that at the end of this chapter.

Track Student Screen

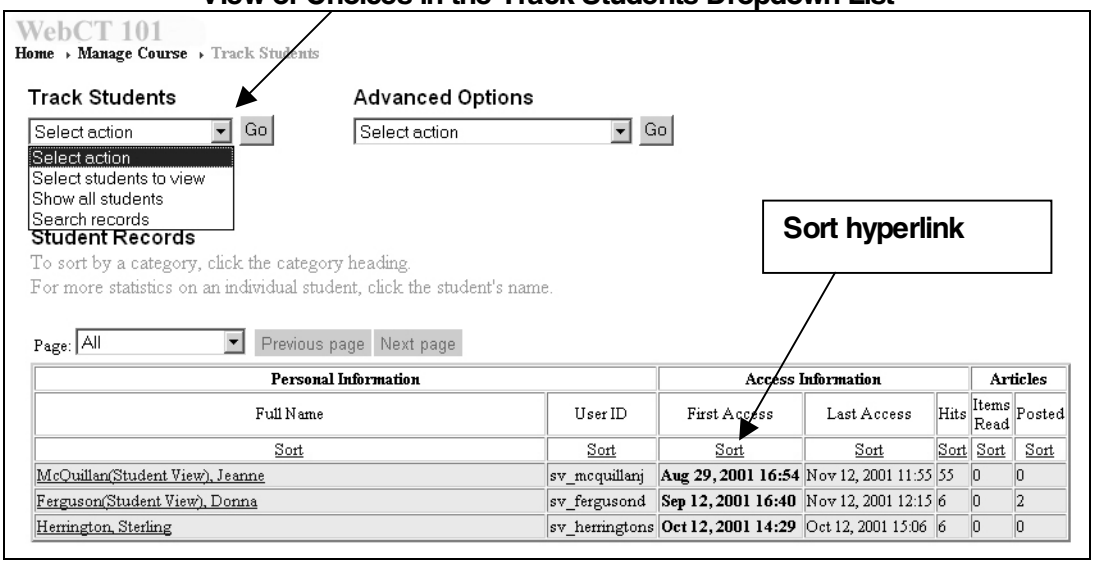


Personal Information		Access Information			Articles	
Full Name	User ID	First Access	Last Access	Hits	Items Read	Posted
Sort	Sort	Sort	Sort	Sort	Sort	Sort
McQuillan(Student View), Jeanne	sv_mcquillanj	**Aug 29, 2001 16:54**	Nov 12, 2001 11:55	55	0	0
Ferguson(Student View), Donna	sv_fergusond	**Sep 12, 2001 16:40**	Nov 12, 2001 12:15	6	0	2
Herrington, Sterling	sv_herringtons	**Oct 12, 2001 14:29**	Oct 12, 2001 15:06	6	0	0

The table in the Track Students Screen is called the Student Records Table.
Here is a break down of what is contained in the Access Information and Articles columns in the Student Records Table:

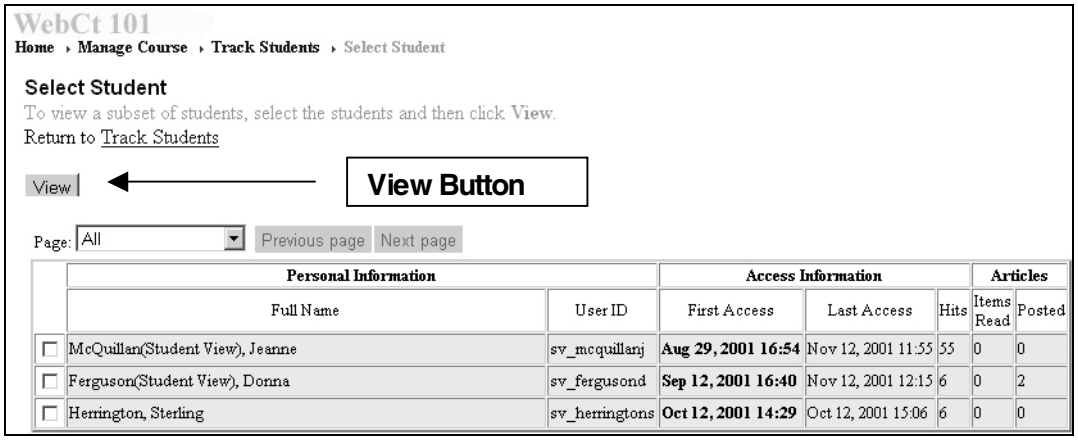
Student Records Table	
Column	**Explanation**
Access Information	
First Access	The very first time the student entered the course.
Last Access	The student's most recent entry into the course.
Hits	The aggregate number of times the student accessed the Homepage, a Tool page or a Content Module page.
Articles	
Items Read	Number of postings the student has "read" in the Discussions.
Items Posted	Number of postings the student has made in Discussions.

View of Choices in the Track Students Dropdown List



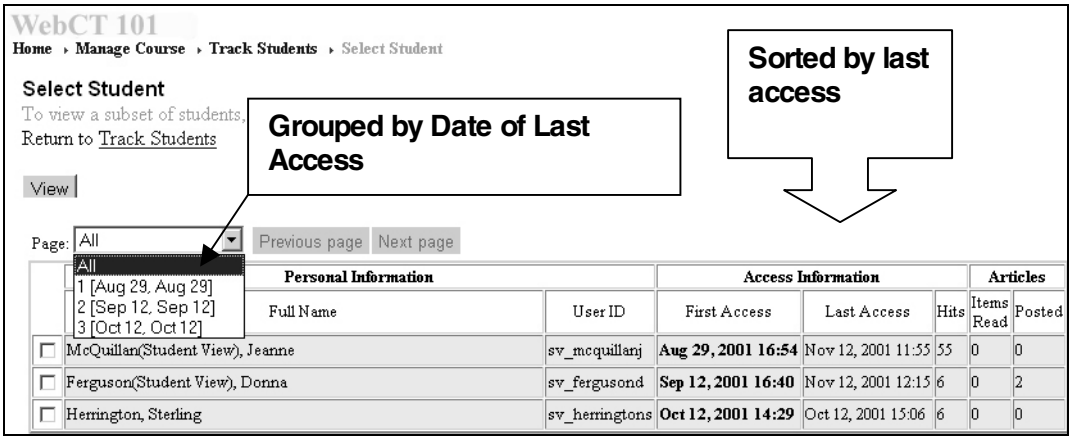
In Track Students you can view all students, only selected students or search the records for students that meet certain criteria. The Track Students Table can be sorted based on any of the columns in the table. Click on the blue Sort hyperlink at the top of each column. The screen capture above shows that this table was sorted by the "Last Access" date column. The data in the sorted column appears in bold. Sorting is done either in alphabetical or descending order.

View of the Select Students Screen



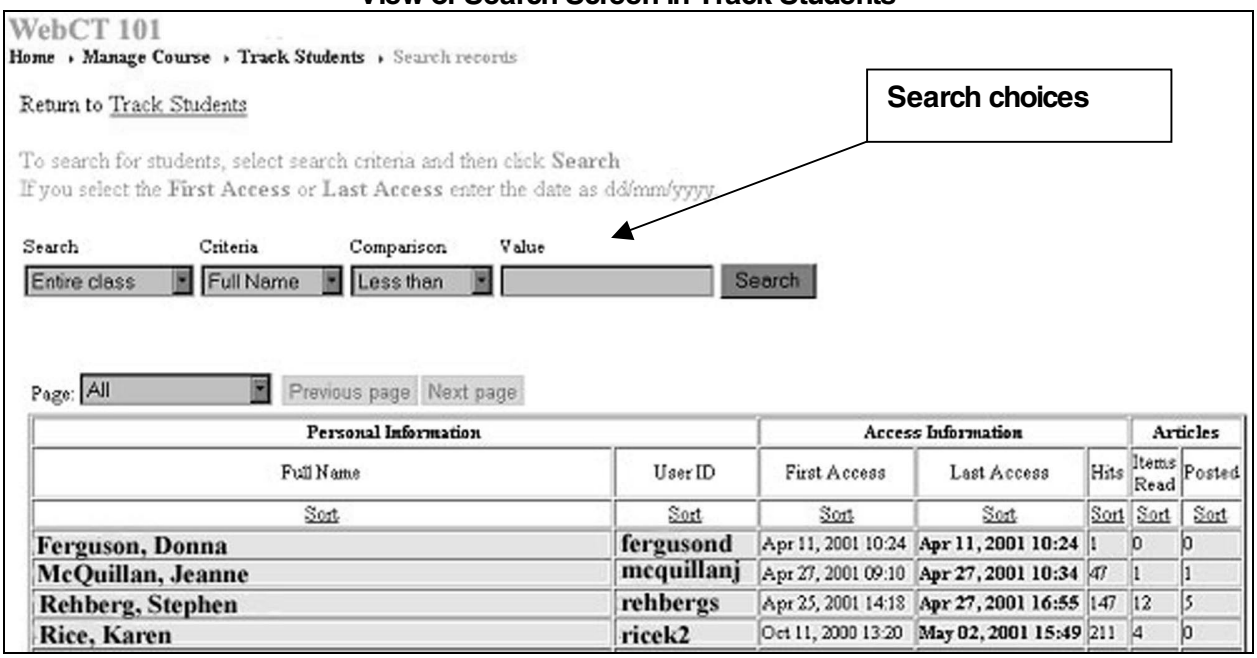
To select only certain students to view, you would check the box next to the students' names and then click the View button.

Selecting Students Based on Data in the Columns



The Page dropdown list is differentiated by the type of data in the sorted/bold column. **Note:** This dropdown list displays a data range only if you have more than one page of students listed. The WebCT default is to show 20 students per page. However, under Advanced Options, the instructor/designer can set the number of students per page. For example if you have 10 students and you set 5 per page, you will have 2 pages of students. If you only have one page of students, you will only see All in the Page dropdown list.

View of Search Screen in Track Students



When doing a Search in Track Students you have the following choices:

Search Choices	
Category	**Choices**
Search	Entire class or a selected group of students.
Criteria	The column to be searched.
Comparison	The Comparison Values: Less than, After, Before, Greater than, Ends with, Blank, Not Blank, Equals, Starts with, and Contains.
Value	Can be any words or numbers you want to be searched.

How to View Data for an Individual Student:

You can obtain more detailed information about each individual student's activity in the course by clicking on his or her name, which is a hyperlink to the Show Distribution Screen. The Distribution of Visits in this screen shows a histogram that illustrates the parts of the course the student has accessed. Tracking options/fields do not appear unless the student has used the tracked option such as Self Test, Annotations and Glossary. In the screen capture below the student has only used the Glossary and References features.

View of Show Distributions Screen

Home › Manage Course › Track Students › Show Distributions

Full Name: Jeanne McQuillan(Student View) User ID: sv_mcquillanj
First login: Aug 29, 2001 16:54 Last login: Nov 07, 2001 16:46
Total number of accesses: 51 Last page visited: What controls the eruptio

Show history of content pages visited

Distribution of Visits for Jeanne McQuillan(Student View) (sv_mcquillanj)

Page	Count
Homepage	28
Content Pages	13
Glossary	2
References	6

If you click on the blue hyperlink Show history of content pages visited, it will take you to the Show History screen. This shows you all of the content pages the student has accessed starting with the most recently visited.

The Number of Content Pages Visited area displays the number of Content Module pages visited. Bear in mind that just because a student visited a page does not mean s/he read it.

View of Bottom of Show Distributions Screen

References	6
Take Notes	2

Number of Content Pages Visited by Jeanne McQuillan(Student View) (sv_mcquill
Number of different pages visited: 8
Total number of pages: 28

View of Advanced Options in Track Students

WebCT 101
Home › Manage Course › Track Students

Track Students

Select action Go

Advanced Options

Select action Go

Select action
Set number of students per page
Copy records to clipboard
Paste records from clipboard

Student Records

To sort by a category, click the category heading.
For more statistics on an individual student, click the student's name.

Page: All Previous page Next page Show all

Personal Information		Access Information			Articles	
Full Name	User ID	First Access	Last Access	Hits	Items Read	Posted
Sort	Sort	Sort	Sort	Sort	Sort	Sort
Rehberg (Student), Stephen	2rehbergs	Oct 17, 2000 16:49	**Jul 12, 2001 13:27**	150	6	0
McQuillan(Student View), Jeanne	2mcquillanj	Apr 25, 2001 11:14	**Aug 02, 2001 10:47**	128	63	4
Ferguson(Student View), Donna	2fergusond	Jul 25, 2001 10:44	**Aug 14, 2001 16:41**	218	50	9

The Advanced Options are clearly explained in the online help files so we will not be addressing them here. Also, several of the Suggestions and Tips deal with these advanced options.

For more ideas on Tracking and Evaluation go to the online forums at the e-Learning Hub at http://www.webct.com/.

Track Pages

Overview:

Track Pages is an instructor tool that offers the ability to track the usage statistics for each page of course material presented with a Content Module. (See Content Module for details about that tool for presenting content). Track Pages gives the instructor the total number of student postings made to the Discussions topic "Notes" from each content page. This tool allows you to see:

- How many times a page was accessed
- The total time the class spent on that page
- The average time spent on each visit to that page, and
- The number of Discussions messages that were posted from that page.

For content assessment purposes, you can use these statistics to help determine if a page possibly has too much content, not enough content, is not clear in its presentation, or if the class is skipping a page entirely.

Keep in mind that the data is cumulative and general. There are no proven ways that the authors know of to interpret this data. However, it does seem to imply a few points or at least raise a few points about the content pages in your course.

Pedagogy:

- Course assessment
- Analytical thinking

Uses and Advantages:

- Allows an instructor to question the usefulness and effectiveness of specific content pages
- Gives a quick overview of class activity involving content pages.

Accessibility and Usability (versions 3.0 to 3.6):

As an instructor/designer-only tool, the authors have not addressed the accessibility of WebCT for instructor/designers.

Suggestions and Tips:

When determining the usefulness of a page you can look at a couple of things:

- The appearance of too much time spent on a page may mean:
    - That the content needs to be divided because there is too much data.
    - That the content is unclear because students take so long with it.
    - That it has too many extra features such as Self Test.
    - That the students find the page engaging because of the presentation or extra features.
    - That you need to investigate or revisit the page to see why students spend significantly more time on it than other content pages.
- Not enough time spent on a page may mean:
    - That the page can be omitted or combined with another page.
    - That the page is has so much data that students are printing it rather than using it online.
    - That you might want to add some of the interactive features of the Content Module.
    - That you need to revisit the page to see why students spend significantly less time on it than other content pages.
- If you use the Track Pages statistics as a basis for reorganizing or rewriting some of your content pages, you might want to Reset the Track Pages data to start over again. This way it will be easier to see if your changes have made a difference. Note you can always save that web table to your hard disk or make a course backup to preserve the original statistics for comparison.

- You can use Survey to gather additional information about the effectiveness of any content page. In fact short regular surveys usually have higher compliance than one or two long surveys. See the Chapter on Surveys for more information.

Common Problems Encountered by First Time Users:

- Giving too much significance to this data without careful thought or research.
- Clicking the Reset button in error. There is no retrieval method within WebCT.

WebCT Vocabulary (see documents at www.webct.com for comparison of terms from earlier versions).

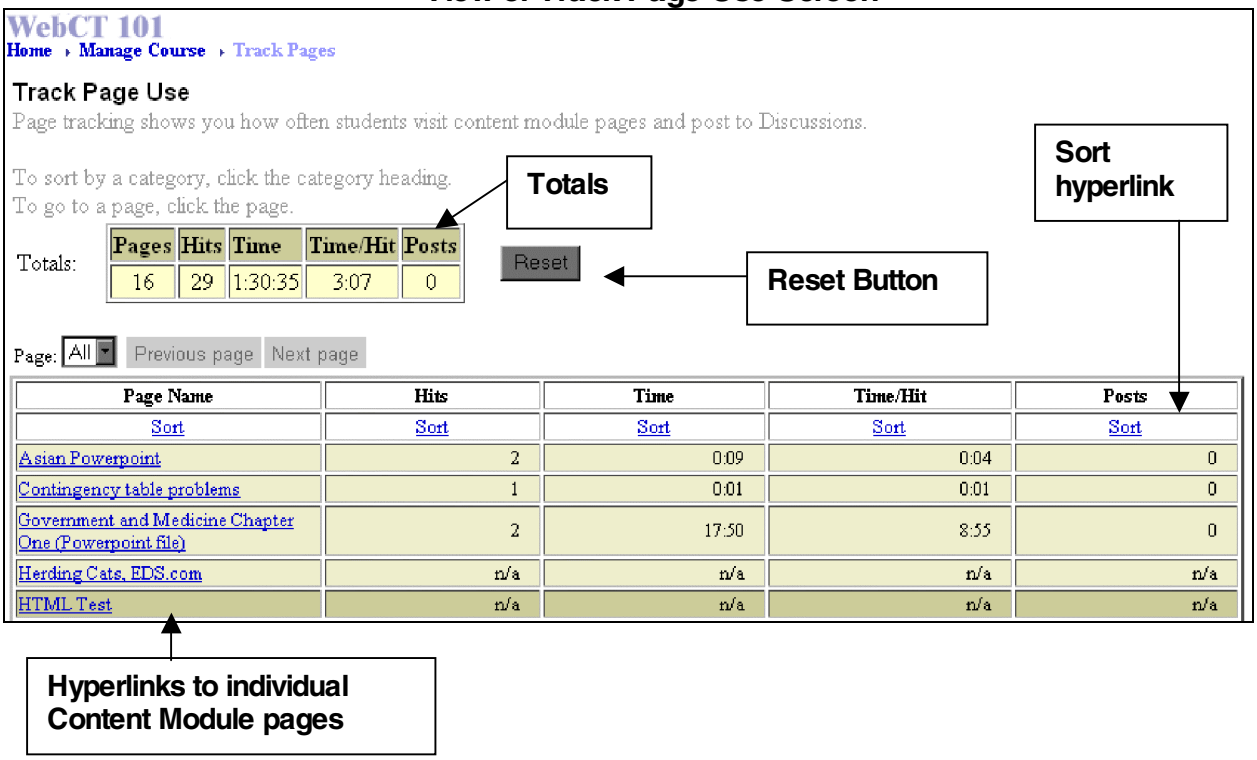
The is no special vocabulary for this feature.

"How To's" for Instructors:

Accessing Page Tracking:

- Click on Manage Course in Designer Control Panel.
- In the Manage Course Screen on the right hand side, click on Track Pages. That will take you to the Track Pages screen.
- On the Track Pages Screen you will see all the data of all the Content Module pages. In the dropdown box you would click on All to see all the pages at once. Otherwise, if you have many pages, you will see them in groups.
- If you click on the hyperlink for any individual page, it will take you to that page for review.

View of Track Page Use Screen



If you click the Reset Button, you will be given a warning message that you are about to clear your data. If you click OK, the Totals and Track Page Tables will be cleared. Unless you backed up the course prior to taking this action, the information is gone.

Totals Table	
Column	**Explanation**
Pages	Total number of Content Module content pages.
Hits	Total number of times content pages were accessed by students.
Time	Total time spent on Content Module pages by students.
Time/Hit	Average time spent per hit on Content Module pages.
Posts	Total number of Discussions postings related to Content Module pages.

You can Sort the Track Pages Table based on any column in the table. You do so by clicking on the blue Sort hyperlink. The data of the column on which the sort is based will be in bold to indicate that is the Sort column. The data is sorted alphabetically or in descending order.

Track Pages Table	
Column	**Explanation**
Page Name	The title of the Content Module page, which also serves as a hyperlink to the page.
Hits	Total number of times a content page has been accessed by students.
Time	Total time spent on a Content Module page by students. Be mindful that this is only a reasonable approximation of the students' time spent because they might click on a page and then not read it because of some distraction.
Time/Hit	Average time spent per hit on a Content Module page per hit. Hit means visit to the page.
Posts	Total number of Discussions postings made from this Content Module page to the Notes topic.

A last word of caution: Track Pages, Track Students, Quiz Statistics, and any other data that is collected by WebCT will hopefully assist you in your research and assessment projects. They were not intended to replace or stand in for your own assessment measures.

Assessing courses, student learning outcomes, engagement, or even satisfaction are activities that have yet to be automated. However, the automation that has been added in for data collection by WebCT can help make these activities both easier and more significant. See the final Chapter on Assessment and Evaluation of Your Course ideas and tips.

The Backup Course Tool

Overview:

This tool or option has many functions:

- It is a safety device.
- A way to copy your course.
- A way to aid your research by freezing the WebCT statistics.
- An historical document.

The Backup Course creates a copy of your course in a compressed .zip file. That file is then portable to your hard drive or to another WebCT course. The server administrator determines the number of backups you can store in your WebCT course.

Backup Course is your first line of safety as an instructor/designer. If you are going to make changes to your course or the student list, it is advisable to create a backup just in case you make an error that is not retractable. In such an event you merely restore your course from the backup and try again.

Uses and Advantages:

- Gives instructor/designers extra protection against editing errors if they make a backup before instituting any changes.
- Allows instructors to experiment with almost anything in their course if they have protected themselves with a Backup Course.
- Allows instructors to freeze the WebCT tracking statistics throughout the semester for later comparison and research. All the statistics are cumulative and would need to be frozen if you are to compare mid-term activity with final activity.
- Gives instructors an historical record of all course activity to keep on a hard drive or disk indefinitely. In many academic programs, student work is required to be kept for a certain number of years or semesters. The Backup Course keeps all these files in a compressed format for easy restoring at any time.
- Gives instructors a quick way to share their work with others or to make a copy for multiple sections of the same course.

Accessibility and Usability (versions 3.0 to 3.6)

This is an instructor/designer-only tool and this book has not addressed accessibility for instructor/designers.

Suggestions and Tips:

- Check to see how many backups are allowed on your server. If the number is less than two, consider asking for it to be raised at least to two. Otherwise you will be spending extra time juggling backups.
- You do not have to fill in the description text field to make a backup. The utility in WebCT gives the backup the name of your course, time and date automatically. The description field, however, is very useful for recording additional information beyond time and date. For instance, “Mid-term backup” is descriptive and obviously to be used in later research. This field is only for you and only visible inside of the WebCT backup utility area.
- Have a separate account that you use only for restoring historical backups or research backups. Do not restore a historical backup in the same course. The chance for error is too high.
- For portability purposes, you can store extra backups in your My-Files area. Do NOT try to unzip or edit this file. You will corrupt it if you try.
- Before you restore a backup to your course, make sure you backup the current data. If you have not backed up the current data, and you restore in your course, you have overwritten all of the work that you and your students have completed since the last backup.

- Make your backups at slow Internet times. Trying to do a backup during the peak hours of operation for the Internet or your server can take a very long time in some instances. Doing backups at odd hours, even for very large courses, takes less time because activity is slow.
- Do not upload a Backup Course into the Manage Files area unless you also have a copy of it stored elsewhere. There are two reasons for this:
    - It is very easy to mistakenly click on a file, which would destroy your backup.
    - If you only have your backup stored in My-Files, if something happens to the server, your backup may not be retrievable.

Common Problems Encountered by First Time Users:
Do not try to open a WebCT backup file by any method other than restoring it within a WebCT course. Trying to open a backup file outside of the Backup Course feature of WebCT will corrupt the file. This can be a significant error with historical or research backups.

- Over storing a course with a restored backup by mistake. This is more likely in a situation in which you are restoring historical or research backups in a live course. Get a spare or test course to use for this sole purpose.
- Keeping too many backups within your WebCT course. Even if your administrator allows for several backups, you should keep the backups to a minimum to avoid making backups with backups in them and using up unnecessary space and resources on your server.
- If you make a backup on Monday and restore it on Friday, anything that was completed in the course by the instructor/designer or the students during the intervening days will be lost.

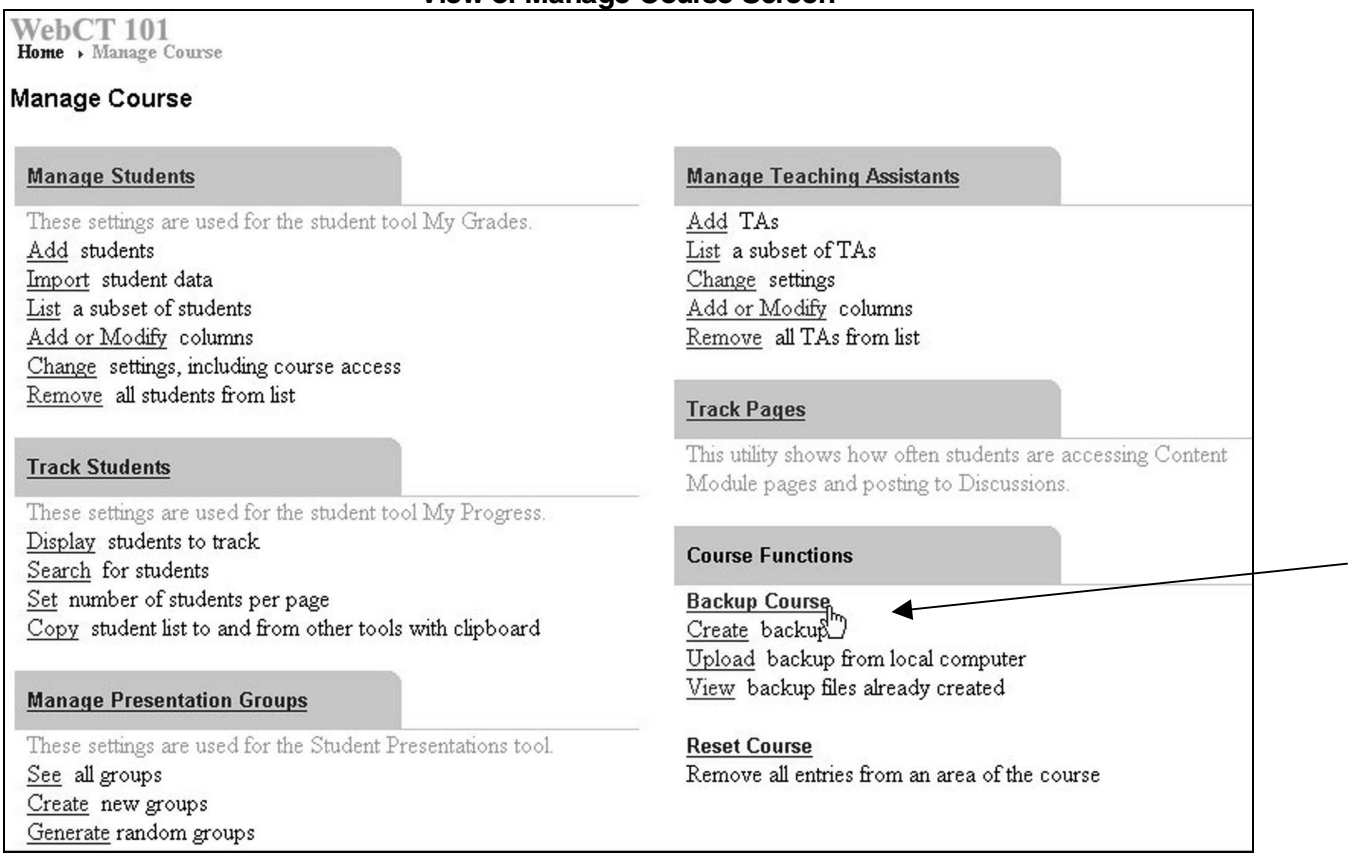
WebCT Vocabulary (see documents at www.webct.com for comparison of terms from earlier versions):

- **Restore:** the action of overwriting the current course with an earlier version. Do NOT confuse with Reset the course.

"How To's" for Instructors: Access Course Backup

You access Course Backup via the Manage Course screen in the Designer Control Panel.

View of Manage Course Screen

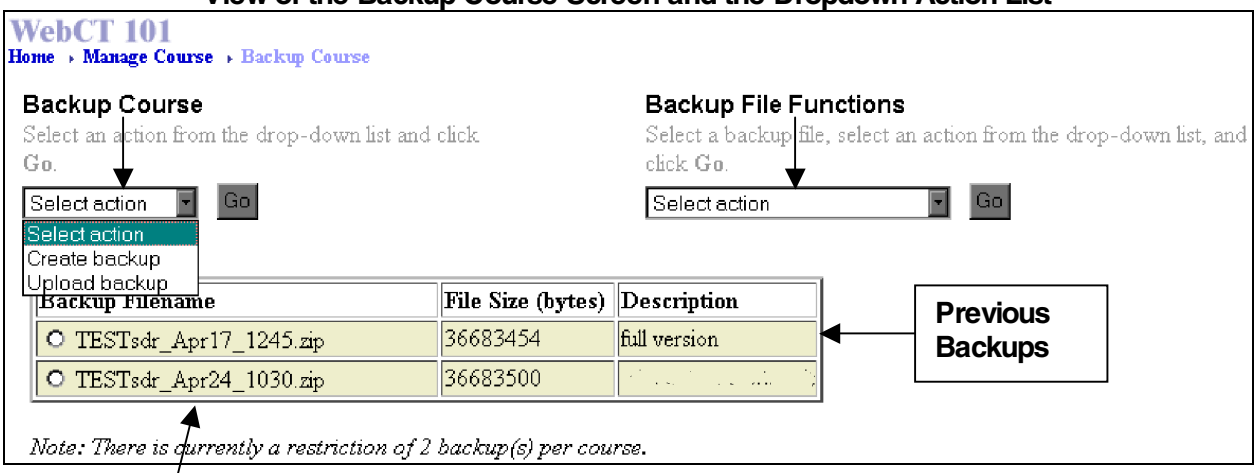


The online HELP files are quite complete so we will refer you to those. However, we do want to point out a few things on the Backup Course Screen. You enter the Backup Course Screen by clicking on the Backup Course hyperlink.

On the Backup Course Screen you have the dropdown list for Backup Course Actions, the Backup File Functions, and the Backup Files that have already been created.

The actions available under Backup Course are Create a Backup and Upload a Backup and both these actions are detailed in the online HELP files. Note: WebCT automatically time and date stamps the filename of the backup and we strongly advise that you do not rename these files. The time is in military style so 1:00 p.m. would be 1300. We also recommend downloading the backups to a hard drive or disk for safe storage.

View of the Backup Course Screen and the Dropdown Action List

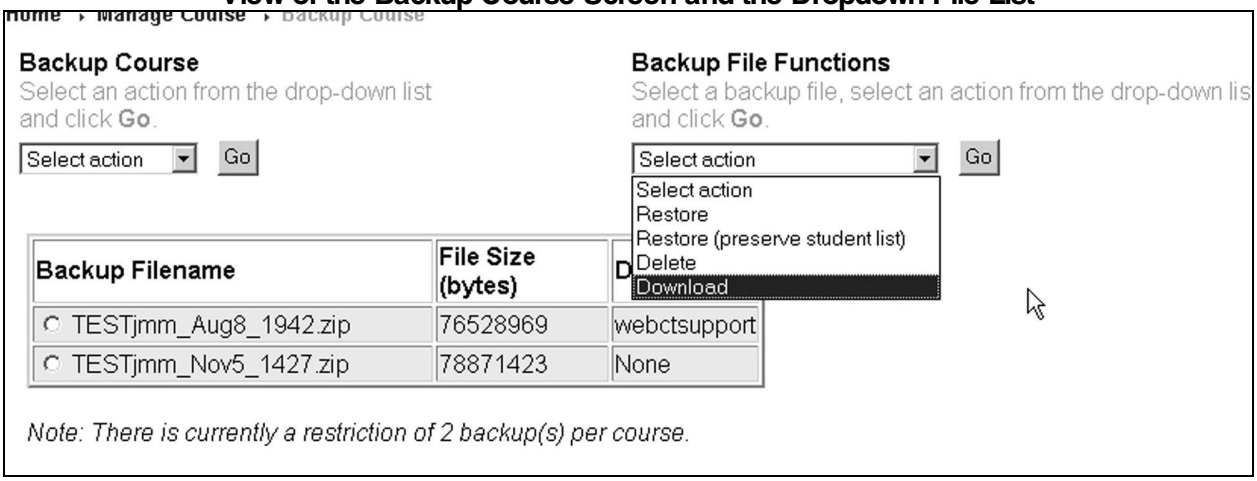


WebCT names the backup.

The Description area of the backup is optional. You only need to fill that in if you feel it is pertinent to identifying the backup.

The actions available under Backup File Functions are Restore, Restore (preserve student list), Delete and Download. These actions are detailed in the online HELP files.

View of the Backup Course Screen and the Dropdown File List



Restoring from a backup overwrites the current course including:

- Uploaded files.
- Mail messages.
- Discussions topics and postings.
- Quiz and Assignments grades.
- Student records.

Basically, when you restore, you are putting an earlier copy of your course into WebCT thus wiping out any changes that have occurred since you made the backup.
Restoring a backup and preserving student list will keep the student list that is in the current course. However, the only fields in the Student Table that will contain data are the Last Name, First Name and User ID. All grades will be gone. Discussions postings and Mail messages for the students will be deleted. Any content files that they had in stud_pres will also be deleted

If you Download your backups to your personal computer, you can then Delete them out of WebCT to conserve server space.

We will remind you once again that if you try to open a backup outside of WebCT, you will corrupt the file rendering it useless.

Manage Teaching Assistants (TA)

Overview:
Manage Teaching Assistants allows instructors to give Teaching Assistants access to their course. A Teaching Assistant's access is limited to the following areas:

- Evaluations Tools: They can grade Assignments and Quizzes.
- Gradebook: They can change student grades in Management Students.

Beyond grading, the Teaching Assistant's access is the same as a student's access.

Access to any other areas of the course is reserved for instructors and shared designers. While Teaching Assistants cannot do any of the design tasks, they can monitor the Communication Tools, update the Calendar and maintain the Gradebook.

Pedagogy:
Not applicable.

Uses and Advantages:

- Better time management; more free time.
- Assistants can keep the Grade book updated.
- Assistants can grade quizzes.
- Assistants can grade the assignments.
- Assistants can participate and monitor Discussions and Chat.

Accessibility and Usability (versions 3.0 to 3.6):
Since this role is one that is a semi-instructor role, we have not assessed WebCT's accessibility for instructor/designers.

Suggestions and Tips:

- Teaching Assistants have access to other students' grades, therefore, they should never be a student and a Teaching Assistant in the same course.
- Although they cannot access content files within WebCT, you can have them prepare the files and then you upload them.

Common Problems Encountered by First Time Users:

- Assuming that a Teaching Assistant has the same access as an instructor/designer.
- If your WebCT administrator has not designated a special logon for Teaching Assistants, but rather allows them to use their regular student ID, changing their password in Manage Teaching Assistants will affect their password for all their WebCT courses.
- If you want help with content more than grading, then you need to give your assistant Shared Designer access and not Teaching Assistant access.

WebCT Vocabulary (see documents at www.webct.com for comparison of terms from earlier versions):

- Teaching Assistants take care of the routine tasks such as grading and maintaining student records under the instructor's supervision. They are given limited access within WebCT.

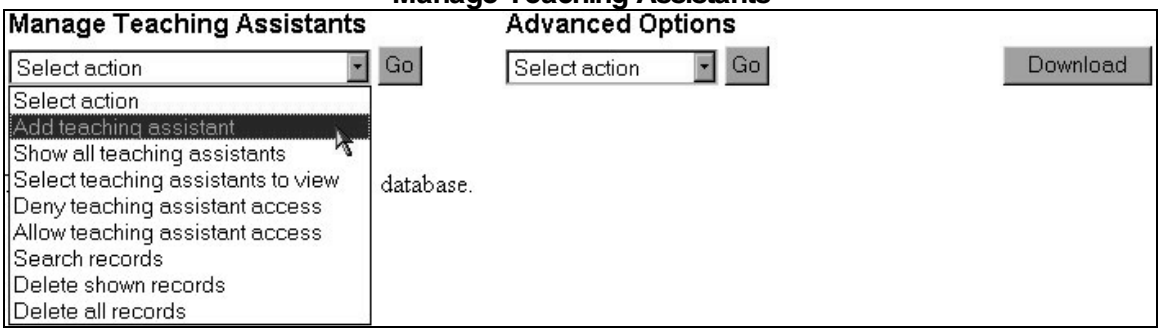
"How To's" for Instructors:

Add Teaching Assistants to the Course:

1. Go to Control Panel Visible to Designers.
2. Click on Manage Course.
3. On the right hand side, click on the hyperlink for Manage Teaching Assistants.
4. From the Manage Teaching Assistants screen from the dropdown list, select Add Teaching Assistant, and then click Go.

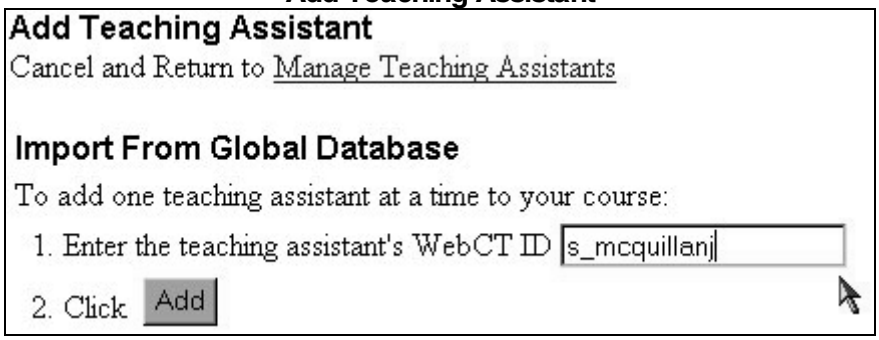
Note: Be careful when using the dropdown list under Manage Teaching Assistants. Deny access and Allow access will affect all the Teaching Assistants that are displayed. If you want to deny access to only one or two, then you must first "Select Teaching Assistants to view" and then choose the "Deny Teaching Assistants access" option. Or you can deny them access one at a time, by clicking the hyperlink of their name, and then choosing the deny access option.

Manage Teaching Assistants



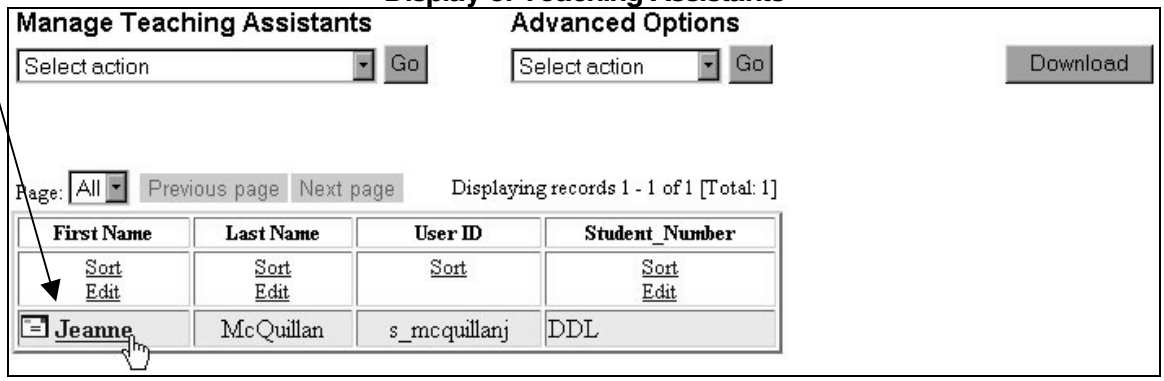
5. Enter the Teaching Assistant's WebCT ID in the appropriate box.
6. Click the Add button.

Add Teaching Assistant



The name(s) of the teaching assistant(s) should appear in a table with their name(s) as a hyperlink.

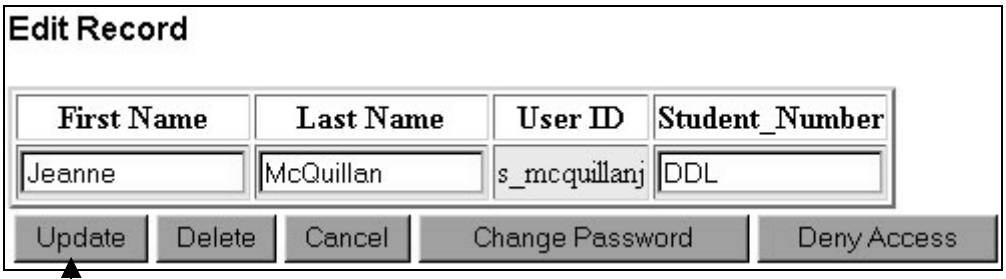
Display of Teaching Assistants



Change status of Teaching Assistants:
To change an individual teaching assistant's information or deny him or her access, click on the hyperlinked name. This will take you to a screen with all of his/her information displayed and various buttons for editing below:

- Update – You must click this button after you have done a Delete, Change Password or Deny/Allow Access action.
- Delete – Deletes teaching assistant from the course. If the teaching assistant has participated in Discussions, you would want to Deny Access so that his/her messages are not removed from the threaded discussions.
- Cancel – Cancels a Delete, Change Password or Deny/Allow Access action.
- Change Password – Change teaching assistant's password. This action should be carefully considered before doing so.
- Deny Access/Allow Access – Use to prevent teaching assistants from getting into the course. Allow Access reinstates their access.

Edit Record



You **MUST** always Update for the Delete, Change Password and Deny/Allow Access actions to take effect.

How to Gather Information from the Students by Using a Short Answer Quiz

Overview:
Instructors often would like personal information from their students. They also would like this information in their Manage Students area without having to manually input it. Here is an innovative use of the Short Answer question type to gather information from students.

Instead of having your students fill out information sheets by hand or provide the required data via e-mail or in the Discussions area, the instructor can have the students fill in a Short Answer Quiz. Then by exporting the quiz details to disk or by doing an Excel™ Web query, s/he can capture that information out of WebCT into an Excel spreadsheet. Finally, any or all of the data can then be uploaded into the Student Management area.

Uses and Advantages:

- You do not have to know HTML coding.
- You do not have to know how to do forms on the Internet.
- You do not have to invest a great deal of time in gathering information.
- You do not have to retype or enter student information into your database.
- You can adapt this idea for other forms you might wish to create.

How to Capture Information From Your Students – 12 Steps:

1. Create Short Answer Quiz question for each piece of data you wish to capture using the simplest Perl regular expression in the answer area. This will be explained with the regular expression you may copy for your questions in the next section.
2. Create the Quiz attaching all the short answer questions.
3. Set the Quiz settings. These will be spelled out in the next section.
4. Add a Javascript into the upper text block for your Data-Gathering Quiz that will have WebCT automatically grade the answers when the submit button is clicked.
5. Include some simple HTML code to tell the students that they do not have to wait while the test is graded. The students can move on to other areas of the course, or log out.
6. Go to Details after all students have completed the Data-Gathering Quiz.
7. Update Table of Detail statistics.
8. Do an Excel Web query or save Details Table as HTML and open in Excel.
9. Edit Excel document with proper titles for columns
10. Delete unnecessary columns.
11. Save as a .txt file.
12. Upload into Student Management (also called Gradebook)

This seems like quiet a number of steps, but they do not all have to be done at once.

Step 1 – Create Short Answer Questions:

1. Go into the Quiz Tool as a Designer and under Question Database, choose Add questions to the database. This will take you to the main interface for the Question Database.
2. Under Manage Categories, choose Add category and give the category a meaningful name such as Student_Data, Student_Personal_Info, etc.
3. Click the Go button.
4. Under Manage Questions, choose Add new question to the database with the Type set to Short Answer.
5. Scroll down and click the Go button.
6. You want to be sure to have a question for each piece of information you wish to gather. In this example we only asked for the last name and the first name of the students to help guard against errors later on. For the first question fill in the fields as follows. Note the information inside the quotation marks is what you would type into the various fields:
    a. Title: “Last Name”

b. Question: “Type in your last name. Example: Smith or McAdams or MacAdams or O’Connor. Please be careful about capitalization.”
c. Format: HTML (this is a selection box)
d. Number of answerboxes: 1 (this is a dropdown list).
e. Case Sensitive: Choose Yes (this is only important in certain instances; in most questions you can leave it as the default No).
f. Answer 1: “**.***” Type a period and an asterisk. That is all you need. This Perl expression means accept any answer in this box. Therefore, whatever the student types in will be the correct answer.
g. Value: “100%”. This tells WebCT that whatever they enter should be given 100% of whatever value this question is worth on your quiz.
h. Scroll to the bottom and click the “Save” button

7. Repeat the numbers 4 through 6 for each subsequent question. Hint: You can copy this question and just change the Title field and the Question field to do this faster.

Step 2 – Create the Quiz:

1. Go to Quiz and Survey Management.
2. Click on Add quizzes/surveys to course.
3. On the right side, choose Add new quiz.
4. Click the Go button.
5. Enter a title for the quiz: Give it a meaningful title such as “Tell Me About Yourself.”
6. Choose Do not use another quiz or survey as a template.
7. Click the Add button.
8. Now click on the title (hyperlink) of the quiz you just created.
9. On the right hand side, choose Add questions.
10. Click the Go button.
11. If the category you want is not displayed, on the right hand side, choose View category and then use the drop down arrow to find the category you want. This would be the category you created in the first step.
12. On the left hand side choose the questions you want in the quiz by clicking on the square selection boxes.
13. Scroll down on the right hand side and under Manage Questions choose Add questions to “xxxxx” (where xxxx equals whatever you named your quiz).
14. Scroll down and click the Go button.
15. Assign zero (0) points in each Points box.
16. Click Update total.
17. Reorder the questions into the order you wish them to appear to the students, if necessary.

Steps 3-5:

3. Set the Quiz settings.
4. Add a Java script.
5. Complete the Quiz settings and Update

1. In the Quiz Editor, on the right hand side choose Quiz settings and click the Go button.
2. Question delivery: Choose Deliver all questions at once.
3. Attempts allowed: Use the dropdown arrow and choose Unlimited. This allows the students to update their personal information at any time during the semester. It also allows you to reissue the data sheet if you wish to verify their information or add new fields.
4. Set the availability for your criteria. We recommend just clicking the Make Available Now button.
5. In the Submission message box add the following JavaScript exactly as written. You may edit the HTML message inside the <blink> codes to suit your needs:

```
<SCRIPT LANGUAGE="JavaScript">
```

doGrade('','SELECT')
</SCRIPT>
<blink>Your information is being submitted. You do not have to wait for it to finish. You can go back to the Homepage, log out, or continue with your other work.</blink>

6. Student score release: Do not release the score.
7. Student results display: Uncheck all the boxes. All boxes should be blank.
8. Click the Update button on the bottom of the screen.

Steps 6-7:

6. Go to Management and Analysis Screen

7. Update Table in Details:

1. If all the students have taken the quiz and supplied the information you want, go into Quizzes and Surveys with the Designer Options checked.
2. Click on the Management and Analysis hyperlink.
3. Notice the horizontal scroll bar on the lower part of the screen. Pull that over to the right until you see Detail for your quiz.
4. Click on the Detail hyperlink.
5. Scroll down and find Update table under Manage Columns. You will probably be told in a popup window that your statistics are out of date and you need to update the table.
6. Choose Update table and scroll down and click on the Go button.

The data is now displayed.

Step 8: Capture the data.

You move the data from the Details Table within WebCT by either of two methods:

1. Export quiz detail to disk. This works for survey detail as well. The nice thing about it is it brings over the column titles as well.
2. By doing an Excel Web Query. This method does not bring over the column titles. *Excel Web Query is included here because it can be used with the statistical tables within WebCT. The Summary area does not have an export feature.*

How to Export quiz detail:

1. Click on your link or icon for Quizzes.
2. Choose Designer Options from the Menu Bar.
3. Under Quiz and Survey Management, click on the hyperlink for Management and Analysis.
4. Notice the horizontal scroll bar on the lower part of the screen. Pull that over to the right until you see Detail for your quiz.
5. Click on the Detail hyperlink.
6. If not already updated, see Steps 6-7 above.
7. On the right hand side, under Manage Columns, select Export quiz detail to disk.
8. Click Go.
9. Tell the computer where you want the data saved. It will save it as a .txt file.
10. Now go into a blank Excel spreadsheet.
11. Choose Open and browse to the data file that you just saved.
12. Click the Open button.
13. In the gray popup box click Next twice and then click Finish. This should tell the Excel Wizard that you have a tab delimited file.
14. The data is now in Excel.

How to do an Excel™ Web Query:

1. Open a new blank Excel spreadsheet.
2. In the Menu Bar, click on Data.
3. Choose Get External Data.
4. Choose New Web Query.
5. In WebCT with the data displayed, right click your mouse.

6. Click on the Properties button in IE or choose Open in New Window with Netscape.
7. Copy the entire Address (URL) this URL should be surprisingly long. You will need to scroll down to get all of it.
8. In Excel, paste that address (Control V) into the address box of the New Web Query.
9. Up pops a box that asks where do you want to put the data. Click OK. Wait while the data is retrieved.
10. Follow the rest of the steps in Excel by just choosing the defaults.

Steps 9-12:

9. **Edit the Excel document with proper titles for columns**
10. **Delete unnecessary columns.**
11. **Save as a .txt file.**
12. **Upload into Student Management (Gradebook)**

These remaining steps are all basic clean up of the Excel sheet before importing it into the Manage Students area. Review the section “Using an Offline Gradebook.”
The cleanup steps should be something like:

1. Give all columns a proper title.
2. Make sure title row is the first row in the spreadsheet
3. Delete unnecessary columns. Only the WebCT user ID column and the data columns are really necessary.
4. Save file as .txt.
5. Go back into WebCT’s Manage Student area and “import student data.”

Back-up Strategy Suggestions for You and the Students Should the Technology or Electricity Fail

Overview:

The most important reason for having a back-up strategy is to keep everyone calm. No instructor likes to hear from upset students and not have a plan. Students do not want to work without a net, and instructors do not want to have to come up with an alternate plan while in a panic especially a high tech alternative. Backup strategies help save everyone's nerves.

Anyone who has taught online will probably tell you that you need a back-up plan for any classroom. When you are going to give a PowerPoint presentation at a conference, you probably take the presentation on disk, in hard copy, maybe overheads, and e-mail yourself another copy just in case.

There was a day when teachers only used materials that they brought to the class for instruction; this probably consisted of chalk, and some visual aides. Most instructors rely on some sort of aide and the more one infuses technology, the larger the margin for problems. Some aspects of teaching online are no different than traditional instruction and making sure that everyone knows the back-up plans is essential. If X technology fails, fall back and use Y technology. If Y technology fails, fall back and use Z technology. If Z technology fails, fall back and use the Post Office or some similar strategy.

Having good, sound, well-documented back-up strategies is one of the simplest and best things you can do to have a successful online teaching experience. Overlooking this area can turn a normal day into mayhem.

Total Electrical or Technical Failure:

1. Make sure you have a general back-up plan for complete electrical or technological failure.
    a. If the electricity fails and a student cannot access the course, he/she should
        i. Phone a central number to report the electrical failure,
        ii. Have course materials or assignments available in low tech so that time will not be lost (text book readings, handouts, etc.),
        iii. Know how to submit any required assignments either by snail mail and use postmark to guarantee time of completion or by hand to a proctor (if one exists)
        iv. Wait until the technology is restored and submit with an e-mail to the instructor citing the technical glitch.
    b. If electricity fails during class or a quiz or some other time-depended element of the course
        i. A quiz can be resumed as long as the answers have been saved and there is no set limit for completing the quiz. If there is a time limit for beginning the quiz, this may have to be altered for one or several students. If the option, Disallow answer submission if time has expired, is selected then the quiz settings will have to be adjusted.
        ii. Assure students they will not be penalized for technological failures if they are in the middle of a quiz. As an instructor/designer you will be able to tell who has started any quiz as well as the exact time every answer is saved.

Partial Technology Failure:

2. If there is a technology problem (not total failure) during any time-dependent element of a class, especially a quiz, inform students ahead of time what their actions should be.
    a. If they are worried that their answers may be lost, they should print the quiz portion they have finished before leaving that screen. Otherwise, they might want to write down the beginning of each question and the answer they have given.

This is usually not necessary, but only suggested to give the students a sense of safety.

b. Make sure that the students understand how to use the technology in a time-dependent activity such as quiz or submitting an assignment. If the same students are having problems with the same section, they may need additional support or training or consulting with the Ask Dr. C forums to help unravel the problem.
c. If the students' non-WebCT e-mail is working but they are having problems with WebCT, they could e-mail the instructor about the problem and if necessary attach any work that is due.

Waiting Until the Last Minute and Then Encountering Technical Failure:

3. If the student waits until the last minute to start or finish his/her assignment and then the technology fails, instructors have various methods for dealing with this scenario:
   a. Advise student to find a second computer to use in case of technological failure such as a computer lab on campus, a computer at work, at a neighbor's, at Kinko's, or a cyber café. This puts part of the back-up strategy responsibility onto the students and is a common sense solution to most of the possible problems that can occur during an online semester. Distance students might be required to have a backup computer strategy.
   b. In some cases, the instructor may inform all the students that if technology fails, and they have waited until the last possible moment to complete their work, that they may not receive any credit or only partial credit.
   c. Let the students know if you will extend the deadline for technology failures, and if you do, how that will be handled. On a case-by-case basis or for the class as a whole. In some instances, this option may keep you very busy with exceptions since so many students may either wait until the last minute and have a technical failure or claim a technical failure (the dog ate through my computer cord).
   d. Have a make-up policy in place for late submissions.

Students Claim They Did not Know Something Was Due:

4. They did not know something was due because they did not check in the right place. This is a judgment call, but there are several places within WebCT that you can make timely announcements. However, whichever of these you chose, you should be consistent and also remind students on a regular basis. Some of those places are:
   a. The course Calendar. This is an obvious choice that is sometimes overlooked. In version 3.6 a student can now access any course calendar or all of them from the Global Calendar on the myWebCT interface making this an even more obvious choice.
   b. Some instructors prefer to post all important events with instructions in the Discussion Tool.
   c. Some faculty prefer to announce everything by WebCT e-mail, which should be forwarded (if possible) to the students' outside e-mail address. This allows for a WebCT failure and the students still getting the information.
   d. Post all important information online at an outside URL or your personal URL as the instructor. This is very popular and is still used in conjunction with one of the above. However, maintaining two event-posting areas has built-in drawbacks.
   e. Place announcements in an upper textblock on the homepage of the course.
   f. For their first assignment, require them to print off their syllabus. Then "not knowing" would be a moot issue. If you have the syllabus attached to a content module, WebCT will track if students actually go to the file. You cannot actually tell if they printed it off, but if a problem arises and they have not printed it, it becomes the fault of the student for not following directions.

The Electronic Footprints of the Students:

5. This may be a good time to point out some of the tracking features within WebCT. If technology fails, as the instructor you will still have some options for tracking student's participation. You can tell when they first accessed and when they last accessed the course. If students were taking a quiz, as long as they clicked the Save answer button after each question you will be able to tell where they left off. You can tell which student accessed various tool pages and content pages. It also tracks the Discussion tool. It will list how many articles the student read, how many reply and original posts the student made. If a student was working on an assignment, WebCT does not track that tool. Other options as listed above would then need to be utilized.

The authors are very eager to have additional suggestions for back-up strategies. If you have any suggestions that do not appear here, please send them in to ddl@gsu.edu.

Checklist for Students Taking A Course Online

What you will need?

Basic typing skills.
Basic computer skills.
Good language skills.
Good reading skills.
Good self-discipline at meeting schedules and deadlines.
Student training in the software to acquire the necessary technical knowledge of the courseware the instructor is using (WebCT, Blackboard, other). This can be accomplished via handouts, HELP files, tutorials or demonstrations.
Technical support.
Student support (administrative).
Other resources.

Where to begin?

Find out if your school/college offers any online courses or degree programs. They may have online courses in different computer applications, for example.
Find out what technical support is provided by the school (telephone, e-mail, in person) and what hours support is offered.
Find out administrative issues with taking an online course. Must you be matriculated, do you have extra fees to pay, are you excused from some fees (recreational), etc.
Has the teacher offered this course online before or is this the first time?
What are the backup plans when technology or electricity fails?
Will you be required to attend a campus face-to-face session for this course?
How will your grade be determined? Participation, exams, reports, etc.
Will the course be in real time or any time?
Will exams have to be proctored at your expense?
How many hours will you be expected to put in for a successful outcome?
Will you need your own computer or can you use the computer at work, or someplace else?
If you work from your job, will you be able to access the course or will firewalls keep you out?
If there are hard copy materials for this course, how and where do you obtain them?
Are the hardcopy materials included in the cost of the course?

Checklist of WebCT Things to Think About and Do Before the Semester Begins

Handouts You May Need for Your Students Before Class or on Day One:

"Hardware and Software Requirements for Using WebCT"

"Help Resources for Your Students" This should be an inclusive list for on campus, off campus and online HELP for students. You will not have a good semester if they start calling you with technical problems.

"Login Instructions for WebCT at Your Campus." Ask your WebCT administrator.

"Browser Setting Instructions and Browser Check-up URL"

"URL Lists Where Students Can Download Browsers & Plug-ins"

Things to Find Out:

Will tutorials and/or WebCT training be available to the students on campus? At the very least you can refer the students to http://www.webct.com/oriented where there are tutorials and tips available for a successful online experience.

WebCT Course Elements to Double Check

Back up Strategies: If any element of your course depends on technology and timing, in particular, Assignments, Discussions, Quizzing, even Mail, be sure that you have a back up strategy clearly delineated for you and especially for your students. For instance, in the middle of a required Discussion posting the electricity goes out, what should a student do?

Manage Students: Double check with your WebCT administrator about the most up-to-date student roster for your course, and how they will be entered or migrated into your course.

Syllabus Tool: Double check to make sure the dates are for the current semester.

Calendar Tool: Double check to make sure the dates are for the current semester and to make sure that entries for the students are public entries. Private entries are in italics so if you see italics, the students will not see the entry.

Discussion Tool: Double check to:

- Make sure that any instructional postings are accurate.
- Make sure that if you are using Topics to help manage the discussions, that they have the correct settings – public, anonymous, locked.
- Make sure that the parameters for posting and replying to the Discussions Tool are clearly defined for the students.

Conditional release: If you have any icons as "Conditional" make sure that you know what the conditions are and have checked them as a student.

Student View: Always log in as a student with a student ID into your course and go through the whole course to make sure everything is viewable and available to the students. This is one of the easiest things to overlook. Using the "View" option as a designer is not the same as logging in as a student.

Assignments: If you are using the Assignment Tool, make sure that the assignments have been released to the students.

My Grades: If you are using the My Grades Tool, make sure, logged in as a student that the columns for grades you wish to be visible to the students are visible. If they are not, you will have to go into the Manage Students, Modify Columns and Release the columns.

Quiz: If you are giving quizzes either for a grade or practice:

- Make sure that you have taken each quiz as a student – this is so important and can save you from quite a few headaches down the road.
- Make sure that all quizzes are available for the students at the appropriate times.
- Make sure that you have reset any prior attempts by yourself to zero attempts if the quiz statistics are being tracked in your class.

- Make sure you have someone available during the quiz times who can offer technical support in case of a glitch beyond your control. This is just good backup strategy.

The elements above may not cover everything you should double check in your course because your course design may includes tools such as Image Database or Content Module or Glossary or Self Tests.

Any Tool: Whatever WebCT elements your course contains, the following are the kinds of things you should double check before the semester begins:

Make sure you have a good back up strategy for any element in your course that depends on technology.
Is the tool visible and does the hyperlink work? Is the tool available for your students?
Are the hyperlinks in the Course Menu accurate and in the order you wish?
Are there too many icons on any one page to make the navigation confusing?
If you are using Conditional Release, double check each condition to make sure it is what it should be. You might want to have a written listing of these conditions in case you are lucky enough to have a teaching assistant to help you double check everything.
Log in as a student and go through the tool; this is the only sure way to make sure that everything is working the way it should.
Is the information on how and when to use a WebCT tool accurate and easily available to the students?

Do not forget that technology is not teaching; it is a teaching aid. If your technology is not helping you teach, but putting up barriers, be sure to seek out more help for yourself as the instructor. If you do not hesitate to ask for help preparing a PowerPoint presentation, then certainly do not hesitate to ask for help with your WebCT course tools.

Checklist of WebCT Things to Think About and Do As the Semester Progresses

The good news is that if you have had the chance to double check everything before the semester began, then the things to check during the semester are fairly minor. If you did not have the chance to check all your course elements before the semester, then you might have to keep one week ahead of your students by checking each element just before they need it. This is not uncommon and once you are really comfortable with your WebCT course, this may, in fact, be your usual procedure.

WebCT Course Elements to Double Check During the Semester

Back up Strategies: Always make sure these are in place and well known to your students. If you have not created any back up strategies yet, then take the time to do so. Work with someone who has taught online or your instructional designer or technical support person to come up with workable strategies. If you are using technology then you have a 100% chance that all or part of it will fail at sometime. Just be prepared for it. Remember, if any element of your course depends on technology and timing, in particular, such as Assignments, Discussions, Quizzing, even Mail, be sure that you have a back up strategy clearly delineated for you and especially for your students. For instance, in the middle of a required Discussion posting the electricity goes out, what should a student do?

Manage Students: Make sure you have added all the late registrations and have dropped those who are no longer in your course. Make sure that you have added all the columns for grades that you will need and that they are numeric for number grades or alphanumeric for letter grades. Make sure you have an accurate system for entering or uploading grades into the Manage Students gradebook. In large classes you will almost certainly have to use an offline spreadsheet program like Excel to keep your accuracy high and your labor low. This may be a good time to learn how to use this method once the semester has begun.

Syllabus Tool: Double check to make sure the dates are for the current semester and any changes are accurate.

Calendar Tool: Same as pre-semester checklist.

Discussion Tool: Same as pre-semester with two additional items:

- If students are posting to the wrong topics, move the postings and inform the students of their mistakes. You may have to make a reward system for posting correctly if there is a rash of student posting errors.
- Read “Twelve Suggestions to Keep the Discussions Topics Lively Without Overwhelming the Instructor with Work” for additional help with improving this tool in your class (page 153).

Conditional release: As you become more experienced with Conditional Release, you may find that you want to exercise either more control of the student pace or institute some kind of branching to help those students who are not meeting your learning outcomes.

Student View: Do not forget to test any new element that you might add using this method. Same as pre-semester checklist.

Assignments: Same as pre-semester checklist.

My Grades: Same as pre-semester checklist, but also it is very easy to forget to release a Quiz or Assignment column to the students especially if you have added new columns during the semester.

Quiz: Nothing new to check unless you have added new quizzes, then repeat the check list below:

- Make sure that you have taken each quiz as a student. This is so important and can save you from headaches down the road.
- Make sure that all quizzes are available for the students at the appropriate times.

- Make sure that you have reset any prior attempts by yourself to zero attempts if the quiz statistics are being tracked in your class.
- Make sure you have someone available during the quiz times who can offer technical support in case of a glitch beyond your control. This is just good backup strategy;

General things during the semester you should look out for are:

1. Make sure you have a good back up strategy for any element in your course that depends on technology.
2. Are you being overworked with any one element in WebCT such as Mail, Discussions, Gradebook, Quizzing, Assignments, etc.? If you are, then seek the advice of others using WebCT or your instructional design support (if available) to see what you might do to make sure you are not overworked. It could be something simple or it could involve a significant design change, but you should not be exhausting yourself with technology. It should be making your teaching either easier or more exciting.
3. Are students complaining more about the technology than using it or exploiting it? If they are, it may or may not have something to do with the design or the choice of tools or how the tools are being used. However, getting feedback from the students about the technology is highly recommended.
4. Is student participation spotty or minimal? The solution may be simple or a bit more complex, but again like student feedback you should pay attention to the student participation. Discuss this issue with your colleagues or your instructional designer to see if there are things you can do to improve participation. It may be as easy as adding another tool like My Grades, or telling students that they will be graded on their online participation.

Checklist of WebCT Things to Think About and Do At the End of the Semester

Although not very difficult the end of semester checklist is very important. You will want to make sure that your students have given you the appropriate feedback to improve your course. Also there are two reasons why you should make sure the students' work will be preserved intact:

- In case you need to review it sometime in the future
- In case they want to use part of their work in your class for their portfolio.

WebCT Course Elements to Double Check At the End of the Semester

Course Back up: Even though your WebCT administrator or other campus IT professional may be creating a back up of your course, you should create your own copy and download it to your computer for safe keeping and for future use. You can also put the back up on a disk. Important note: Never try to open a WebCT Course Backup outside of WebCT because that will corrupt the file.

Manage Students: Make sure that the final grade, if delivered through WebCT, is released to the students. If the final grade is a calculated column, make sure that it is working properly before releasing it.

Syllabus Tool: Nothing to do.

Calendar Tool: Nothing to do.

Discussion Tool: If students are being graded on their participation, you may request that each student compile his/her postings and e-mail them to you for grading. Read, "Twelve Suggestions to Keep the Discussions Topics Lively Without Overwhelming the Instructor with Work" for other ideas (page 153).

Conditional release: Nothing to do.

Student View: Do not forget to test any new element you might add using this method. Same as pre-semester checklist. This refers to going into the course as your student persona.

Assignments: Make sure all assignments are submitted and graded.

My Grades: Same as pre-semester checklist.

Quiz: Make sure all quizzes have been completed and graded.

Checklist of WebCT Things to Think About and Do Before Teaching Your Class the Next Semester

Although not very difficult the post semester checklist is very important.

WebCT Course Elements to Double Check After the Semester and Before Teaching the Same Course Another Semester:

Course Back up: Even though your WebCT administrator or other campus IT professional may be creating a back up of your course, you should create your own copy and download it to your computer for safe keeping and for future use. You can also put the back up on a disk. ***This is your last chance to do this back up.***

Reset Course: After doing your back up and downloading it to your computer or to a disk for storage, you are ready to reset your course.

- Go to Manage Course
- Reset Course
- Select some or all of the sections of WebCT that should be reset. Reset means erase clean any student work.

That is all there is to it. Unless you have made a back up, it is irreversible.

Update Course Tools: This is a good time to update the tools that are date or time linked such as the Syllabus, Calendar, Assignments and Quizzes. If you do this updating now, it will save you time and frustration just before the semester begins. If you need faster ways to update these tools, refer to the separate section for each tool or go to the online forum "Ask Dr. C" at http://www.webct.com/ask_drc/ for ideas.

Think about adding new tools: Go over the feedback you received from your students, talk with other instructors, talk with your WebCT support people and any instructional designers available to you. Now is the perfect time to add new tools to your course if you have a need for them or if they will enhance your course.

Begin with the chapter "Checklist of Things to do Before Your First Day of Class": It is always prudent to recheck this list each semester until you have an automatic routine. Times in Syllabus, Calendar and Conditional Release will all probably need updating. On the other hand, some people prefer having checklists always available just to make sure they do not overlook something in their haste.

Assessment and Evaluation of Your Course

How do I know if my course is successful?
How do I know if my students are learning?

These two questions are extremely important. Not only that you ask them, but also that you seek out the answers. The problem is that there is **no** objective method for answering these questions absolutely. There will be a good bit of subjectivity involved on your part and on the part of your students. What you can do is limit the subjectivity and try to find appropriate assessment techniques for your course and your discipline.

How do I assess my course and students?

1. Start at the beginning, with your department.
   - What are the measures by which your department counts success?
   - Are there any guidelines established for evaluation by your department or school?
   - Is there a student survey that you are required to administer?
   - Does this survey account for the online conventions of your course?
2. What are the learning objectives and outcomes that you have built into your Syllabus and course?
   - Look at your Syllabus and pull out the learning objectives and the methods of assessment that you gave for each one.
   - Are these assessment methods built into your course? Are they objective such as quizzing? Are they subjective such as grading the students' writing whether in assignments or in the online class discussions?
   - How have you evaluated the course and student success before going online? Are any of these methods available online?
   - Have the students given you any feedback about the course? Have you asked for feedback about the course during the semester?
   - Do you allow for anonymous feedback about the course either through anonymous Discussions topics or the Survey Tool?
   - Do you enlist the aid of your students in improving the course? Some professors actually give credit for improvements suggested by the students. Note that to improve a course a student's mastery of the material needs to be quite good.
   - Cheating is a real issue in an online course. What means have you taken to make cheating moot or extremely difficult? The single best suggestion for cutting down on cheating is to make sure that quizzing is not your only means of assessment of the students. See chapter on Cheating, page 105.
3. How do I create a good survey that will give me significant information about my course and how the students used the online tools? How do I determine if the students were satisfied or dissatisfied with the course?
   - See what resources are available on your campus for course assessment.
   - If your school does not have anyone on staff who can assist you, then search the Internet. There are many surveys online that you may adapt to capture meaningful data. However, such a survey may be skewed in one direction, but at least it can give you an idea of how survey questions are constructed.
   - Other resources include the library and professional journals.
   - Check out the Online Teaching and Learning forum at the e-Learning Hub at http://webct.com/faculty/viewpage?name=faculty_faculty_development. Also become familiar with the faculty resources available at http://webct.com/faculty.
4. How do I distinguish a student's satisfaction or dissatisfaction with the course as separate from his/her satisfaction with technology?

- This is also a tricky point. In a traditional class a student's satisfaction is hardly ever confused with the physical setting. Most surveys ask if the facility such as the room, the equipment, or the room conditions (e.g. air conditioning or wheelchair accessibility) is satisfactory. Students often confuse the course with the technology when they first begin an online course. If you ask a question like "Did you find the online discussions valuable," the student may not distinguish between the ease of use of the Discussion Tool and the actual value of the discussions posted. Ask the same question in different ways in order to corroborate the student's understanding of the question. At the end of the survey we suggest you include a comment section so the student can elaborate if they choose.
- Utilize your course management system's tracking features to analyze and gather statistics about the student's use of the online tools and content pages. For instance if a student said he hated the course, but rarely participated, what would that tell you? It might have several meanings such as they did not like the subject or they did not enjoy the online experience or they might be unmotivated. To find out which, you would have to have a question in your survey that addresses the technology.
- To help your students distinguish the course from the technology, you might ask all the technical questions first. Questions about:
    - How they used the tools
    - Which tools they liked most
    - Which they liked least
    - Which tools would they like to see added to the course
    - Was the technology a barrier or a help?
    - Did the technology make them like the course more or less?
- Ask about the course last. After asking some questions that are specific about the technology, then when you ask questions about the course, the students are much more likely not to be confused about which is which.

5. What are the measures you have used in the past?
    - Are the subjective measures still appropriate in the online medium? Did you go by the students' moods and attitudes toward you and learning?
    - Did you have a normal bell curve of grades in your class? Is that curve the same or completely different online?
    - Were your students always prepared for the next lesson?
    - Did your students complain or make up excuses for missing deadlines? Was this more or less than in the traditional classroom?
    - How much time did your students spend each week on your course? How did you measure that before? Can you measure it online?
6. Begin your assessment before the semester starts.
    - A good course will have some assessment and evaluation measures built-in. You should probably give considerable time and thought to how you are going to accomplish your goals with this course.
    - How are you going to improve your course each semester?
    - How are you going to know if the students are benefiting from your class and not just taking it because it is easy?
    - This section should take you right back to the beginning of this article. Planning ahead is the best way to get meaningful assessments. The rush to go online has shortchanged this extremely important part of teaching. Many teachers are mandated to get their course online any way they can. This is an issue that should be addressed at the institutional level because the accrediting bodies are beginning to look very closely at how online courses are built, conducted, and evaluated.

- Go back to the beginning: your department. Request the support that you will need to properly evaluate teaching and learning online. If not your department, then try the education department or college, the statistics department, a policy studies department, or even the business college. Business colleges are often aware earlier than most that assessment is necessary to the success of their curricula and has a bottom line that translates into dollars and cents.
- Use any and all resources that you can locate.

Conclusion:

Do not let anything interfere with your joy of teaching. If you are not excited about teaching online or your students are not motivated, then it may only mean that you need help with the design of your course and with the assessment tools and techniques. Do not assume that you cannot teach online; assume that your current use of the online technologies is creating barriers to your teaching style and that an adjustment should be made to turn the technologies into benefits instead of barriers.

Appendix A

Notice of Disclaimer

Although the authors have tested all the tips and techniques published in this book, you may find some variation depending on the platform in place at your institution. The number of different platforms, WebCT™ versions, browsers and browser versions create a situation in which it would be difficult to cover every contingency and still publish. The intent of the authors was to be as accurate as possible. However, the World Wide Web and technology are ever changing and what may have been correct at the time this handbook was published may no longer be true.

Visit our website for updates, corrections, amendments, and other pertinent data that may not appear in this volume.

http://www.ultimatehandbooks.net

Appendix B

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   This document illustrates how WebCT tools support the Seven Good Teaching Principles outlined by Chickering and Gamson (1987). Updated for version 3.x by Mark Hallam.

Appendix C

Glossary

Accessibility In this book, accessibility refers to access for students with disabilities and/or compliance with the Americans with Disabilities Act and federal 508 guidelines. “The power of the Web is in its universality. Access by everyone regardless of disability is an essential aspect.”—Tim Berners-Lee, W3C Director and inventor of the World Wide Web.

Action Menu Is the term given to the horizontal bar that appears at the top of content pages within a Content Module. The Action Menu is so named because clicking the appropriate button on the Action Menu performs any actions (both standard and also those allowed by the instructor) that are associated with the content page.

ADA Compliant In a casual sense compliance implies that the various guidelines set down by the ADA have been addressed. Legally, it means that all the guidelines have been met.

alphanumeric Alphanumeric describes titles or filenames that may contain both letters and numbers only. In WebCT it is also a type of column in Manage Students. See chapter on Manage Students: Gradebook and My Grades.

alt tag An HTML tag used to place text descriptions of images on web sites. Alt tags for images are required in accessible web design. See img src in this Glossary.

America Online America Online is one of many Internet Service Providers and describes itself as an interactive service provider. AOL uses what is known as proxy servers to improve user response time. What this means is it searches its cache for a requested URL and if it has it stored, it returns it to the user. This often means you are not seeing the most recent version of that web page. It is recommended that AOL subscribers use a separate browser such as Netscape or Internet Explorer to access WebCT courses.

Annotations Same as Take Notes formerly known as My Notes. A feature that allows users to make electronic notes on course content pages. It is called Annotations in the Main Options screen in Designer Options where the instructor/designer adds to the Action Menu of a Content Module or an individual page.

AOL Acronym for America Online. See America Online.

ASCII ASCII (pronounced askey) is the most common format for test files in computers and on the Internet. There are 128 possible characters in the ASCII set. A 7-binary digit number represents each alphabetic, numeric or special character.

ASCII order Refers to the ordering of items or file titles first by numerals then by capital letters then by small case letters and then by special characters. WebCT uses ASCII order in Manage Files and Glossary.

Ask Dr. C *This definition is taken directly from http://webct.com/ask_drc/.* "Ask Dr. C is an online community dedicated to helping people learn how to use WebCT and facilitating discussions around online teaching and learning issues. Ask Dr. C is moderated by an international group of experts whose real-world WebCT experience encompasses campus implementation, server administration, course design, tool use, student experience, and third party application integration. The most important element of this community is the wisdom and insights of many talented WebCT users, and its value is determined in large part by your participation and contribution. The mission of this community is to provide quality answers to user questions in a highly responsive manner and to contribute to building a global knowledge base for online teaching and learning." The C in Dr. C stands for course, campus and community, important components of the WebCT experience.

assistive technology "The term assistive technology device means any item, piece of equipment, or product system, whether acquired commercially, off-the-shelf, or customized, that is used to increase, maintain or improve functional capabilities of individuals with disabilities." This definition is taken directly from the text of the Tech Act of 1988. This includes physical, cognitive and communication disabilities.

asynchronous Refers to communication taking place at different times, not in real time or at the same time (synchronous). Discussions Tool and Mail are examples of asynchronous communications within WebCT.

back button Is the button on your browser that will page back through visited web pages starting with the page previously viewed. This button should not be your primary source for navigation within WebCT. It can give inconsistent results.

batch upload A batch upload is a text (.txt) file or small program that you create to enable you to transfer formatted data usually to a database. In WebCT you can batch upload to Manage Students, Glossary, Calendar, Student Tips, Self-Test and Quiz.

backup In general, a backup is the copying of files so that they will be preserved in case of equipment failure or some other catastrophe. In WebCT making a backup is the act of saving a copy of the entire course either by the designer or administrator. Within WebCT this backup copy is portable.

bandwidth Describes how fast data flows from one computer to another usually over the Internet. The transfer rate is usually measured in bits per second (bps). The higher the bps, the faster the transmission. For example a 57,600 bps modem has twice the bandwidth and therefore has the potential to be twice as fast as a 28,800 bps modem.

Boolean The use of the operators AND, OR, and NOT while using a search engine on the web. This advanced searching feature is not available in WebCT.

bookmarks There are three different types of bookmarks:

(1) Browser bookmarks: This is a feature that is used to save specified web pages in your browser. In some browsers, bookmarks are referred to as Favorites.
(2) In WebCT there is a “bookmarks” feature within the Content Module that is used to bookmark pages within Content Modules. The bookmarks feature covers all the Content Modules in a course.
(3) Another WebCT bookmark refers to Personal and Institutional bookmarks on the myWebCT interface. They are hyperlinks to websites.

Braille printer This is one type of assistive technology for the blind. These printers (embossers) produce Braille output when attached to appropriately configured computers. Many Braille printers use the JAWS screen reader.

branching Branching allows the instructor to direct the flow of the course based upon a student's performance. In WebCT any column in the Manage Student Gradebook can be used as a basis for branching.

breadcrumbs A special navigation that indicates where a user has visited, usually beginning from the Homepage. For example, Home > Discussions > Main. WebCT added this special navigation in version 3.0.

browser An application program that allows a user to navigate the World Wide Web. The most popular versions are Netscape Navigator and Microsoft Internet Explorer.

browser cache The cache is the temporary storage of web files in your browser. By referencing files in the cache, pages load more quickly. In WebCT this can cause some confusion especially during a Quiz. Setting a browser cache to refresh every time eliminates these potential problems. In Internet Explorer the browser cache is referred to as temporary Internet files. See chapter on Hardware and Software Requirements.

browser print function Initiated from File and Print or by keyboard Control P. In frames it is best if the desired text to print is highlighted otherwise the wrong page or frame may be printed.

chatiquette Rules of acceptable or appropriate behavior when in a chat room.

checkbox Within WebCT, a selection box that usually indicates more than one option can be selected. For instance, clicking multiple files within Manage Files will allow you to zip those that are selected. In a multiple choice question it means you may select more than one answer.

chunking Breaking down a chat room entry into smaller parts so that the information continues to flow and participants do not have to wait on a long drawn out message. Use an ellipsis (...) to indicate you have not finished your thought.

Clipboard In most computer applications the Clipboard is a temporary holding area for data. In WebCT it always refers to Student IDs or names. You can copy Student IDs to the Clipboard in Manage Students, Track Students, Discussions, and Mail.

CMS Abbreviation for Course Management System such as WebCT et al.

comma-delimited A data file format in which each piece of data is separated by a comma. Comma delimited and tab delimited files are used extensively in WebCT for importing and exporting data.

Compile The collecting of mail, postings or content pages into one document for easy download and print capabilities

constructivist The term refers to the theory that learners construct knowledge for themselves---each learner individually (and socially) constructs meaning---as he or she learns.

course icon There are two meanings with WebCT.

(1) Refers to the graphic you select to represent a course on the Customized course list view of the Global Calendar.

(2) Refers to the graphic you select to represent a link, reference, Content Module or tool within your course. This graphic may or may not be hyperlinked.

course map Most websites have a site map, a course has a course map. It is a two-click function for navigation in your course.

css Cascading Style Sheet (CSS) is a separate document or file used to store all of the elements of style and formatting for a web page such as font type, color, size etc. CSS allows designers to change the look of a website by only changing the style document rather than each web page. CSS is also used frequently for non style elements that are repeated throughout the site such as disclaimers, logos or navigation tables.

cyberia (Pronounced “siberia.”) The place to which online students feel they have been relegated when they receive no feedback from their instructor. This is a paraphrase from the *Chronicle of Higher Learning.*

Designer Map This is another new feature in version 3.x, which gives the instructor/designer a single page that is designed for two-click access to anything you want to add, edit or update in your course.

diverse learning styles In Instructional Design there are many models or filters used to describe learning styles. These filters subscribe to a variety of factors: age, experience, internal psychodynamics, maturity, cognition, physiology, and biochemistry. In this book diverse learning styles refers to any and all possible learning styles including those for people with disabilities.

download In WebCT download has two meanings.
(1) In Manage Files download sends a copy of a file or a folder unchanged to your hard drive or disk.
(2) In Calendar, Manage Students, Question Database, Glossary, Student Tips, etc. download is really an export function because it puts the data into a different format. In almost all cases it is some kind of delimited text (.txt) file. The distinction between these definitions is technical and not essential to working in WebCT.

dummy file When using the CD-ROM Tool, you will read references to dummy, empty or mirror files. They all are referring to a file inside the course Manage Files area that has the same file name as an actual file on the CD that you will be accessing using the CD-ROM Tool. This file in Manage Files is usually a file that has only one character in it. The CD-ROM Tool tries to call the empty file into your Content Module. Since the file is essentially empty, the CD-ROM Tool then bounces to the CD drive to find the real or full file. Hence, the terms mirror, dummy and empty all sort of described these files but none completely accurately. See chapter on CD-ROM Tool.

ellipsis Three dots or periods (...) used to indicate you have not finished your thought.

emoticons Abbreviations or symbols (, :o), LOL) that convey meaning, expressions, or emotions to your reader. Frequently used in e-mails, discussion postings and chat rooms.

empty file See dummy file.

enhanced course Generally, a course that uses some form of technology to augment instruction. In our handbook, it usually means some type of web technology used for an instructional component in the course in addition to meeting face-to-face. This is also referred to as a hybrid course.

export Export is a term that usually refers to making a copy of a file or data in a different file format. In WebCT you can export Quiz statistics to a tab-delimited file. For example, in Manage Students, the download is actually an export function, putting the data into either a comma- or tab-delimited text (.txt) file.

face-to-face The traditional means of classroom instruction or meetings.

file extensions PC users. These are the 2 – 4 alphanumeric characters that follow the file name and are used to identify the file type. MAC users usually do not use file extensions, but the user would have to add these extensions before uploading their materials into WebCT.

fora Plural of forum. However, forums are common usage. In earlier versions of WebCT Discussions Topics were called fora.

frames The use of multiple, independently controllable sections on a web page or site. All frames should be named if used to facilitate accessibility.

Global Calendar New in version 3.6, this calendar is accessible from the myWebCT interface. It pulls together information from all the calendars in all the courses in which the user is involved.

graphics Photographs, pictures, or images that you have either acquired or created.

Group Generator This function can be found in two places, inside the Student Presentation Tool, you will find the option known as the Group Generator. In Manage Course under Manage Presentation Groups, is an option labeled “Generate random groups.” These are the same and have the same results, the creation of random groups. See the chapter on Student Presentation Tool.

hardcode In web design, the verb hardcode refers to the action of typing in the HTML code as opposed to using an HTML text editor to create a web page.

HTML The acronym for Hypertext Markup Language, which is the code of the Internet. The HTML code gives specific instruction to a web browser on how to display the words and images that make up a web page.

hyperlink A clickable link usually between two web pages. Almost anything can be used as a hyperlink. The most easily recognized are underlined and highlighted text, graphics, and buttons. A hyperlink has many more uses and can be much more complicated than this definition.

icon On a WebCT Organizer Page, an icon is a graphical image, which should represent something meaningful to the user. It usually is a hyperlink to a tool, file or information.

IE Acronym for the Microsoft Internet Explorer web browser.

img src (Pronounced image source.) This is the HTML code used to insert a graphic on a web page. This is the HTML code that uses the alt tag.

import From within WebCT, importing is the process for transferring data from one place to another. Generally, this is from a text (.txt) file that has been uploaded into Manage Files into one of the WebCT Tools or interface. In Whiteboard import brings one to six graphic files into a palette for sharing with the class. Import and export are most often associated with batch uploads.

Internet Explorer Microsoft's web browser application.

Instructional Design Instructional design is a systematic approach to course development that ensures that specific learning goals are accomplished.

Internet Service Provider An ISP (Internet Service Provider) is a company or institution that provides individuals and other companies' access to the Internet and other related services such as web sites and virtual hosting.

IP address Internet Protocol address is the numerical address for web sites, servers and even PCs. See chapter on Ping.

IP mask In WebCT Quiz settings, the IP mask uses the IP address to limit access to a quiz. Using the full IP address limits access to a particular machine. By using parts of the IP address you can limit access to a lab or institution.

ISP Acronym for Internet Service Provider.

JAWS JAWS (Job Access With Speech) is the predominant software used by the visually impaired to read computer screens including the Internet.

journaling Journaling is a technique or exercise used in many disciplines to record daily or regular entries by students. The instructor may set specific guidelines for what should be in the journal. This is used to keep students on task, to assess their progress and to strengthen their writing skills.

keyword Is a term or phrase for which the instructor/designer provides a definition in the Glossary Tool. It can be letters or numbers. Keyword is also used in the Index Tool. The keywords in the Glossary, Image Database and Index Tools do not correlate or cross-reference each other.

keyword links On occurs within the Glossary Tool and refers to a Glossary entry that occurs in the definition of another Glossary entry, and is hyperlinked to its own definition. These are called keyword links and can be done automatically within WebCT.

listserv A program that automatically distributes e-mail to names on a subscription-mailing list. WebCT and many other corporations use listservs to keep in touch with their subscribers. It is often used for technology support and collaboration.

log A log is a textual record of events. In WebCT it is used to record conversations in a chat room.

Lower Textblock In WebCT lower textblock generally refers to a footer on a Homepage, Organizer Page, Welcome Page and first or main page of certain tools. There are no limits to the contents of a lower textblock. However, they tend to be succinct. You can also use HTML coding in textblocks. See upper textblock and the chapter on Customizing WebCT's Design.

lurkers Users who are in chat rooms, but not participating in the conversations.

Manage Files Manage Files refers to the entire server file structure within any one course. My-Files is the principal folder for uploading all course materials. See the chapter on Manage Files.

message A message is the smallest unit within the Discussions Tool. Any single posting whether original or a reply is a message.

mirror file See dummy file.

needs assessment The process of determining which tools and materials you want to include in your course. See chapter on Storyboarding to Success for needs assessment worksheets and tips.

netiquette Refers to acceptable behavior on the Internet.

Netscape A popular web browser application.

online file cabinet A place to store files on a web server that is usually accessible anytime anywhere.

online tools Refers to any application used to communicate or convey information online.

option button Also referred to as a radio button. The option button is usually round in shape and indicates that only one option may be selected.

Organizer Page In WebCT, this refers to a type of page that allows the instructor/designer to add WebCT tools as subdirectories of the Homepage. This helps to keep the number of icons to a minimum on the Homepage. For example in the WebCT default course template, the Communication Centre is an Organizer Page that holds the Communication Tools. Many instructor/designers use an Organizer Page for each section of a multi-section course.

Page links In WebCT this is special usage for words linked from a Content Module page to the course Glossary. If you add the Glossary to the Action Menu of a Content Module, words that are in the Glossary can be marked on individual content pages. You can then choose to make those keywords hyperlinks. When students click on the keyword hyperlink, it takes them to the definition in the Glossary. See the chapter on Glossary for step-by-step instructions on how to use this feature.

Pedagogy The profession, art or science of teaching.

Pick In many tools in WebCT you are given the option to add a file from the Manage Files area. The process involves selecting the file by clicking on the option button beside the filename and then clicking the Pick button at the top of the screen.

ping PING is a simple utility program that is normally used to diagnose server problems from a remote location. The authors and other WebCT users use PING to obtain an IP address; in reference to WebCT, your institution's WebCT server. See chapter on Ping.

plug-ins A small software that extends the capabilities of existing programs such as web browsers. Plug-ins allow the user to view or access certain applications. If one has an older browser, often s/he must download specific plug-ins to view PowerPoint slides, Flash movies, video or audio clips. Most plug-ns are free offer free alternatives.

Private Entry In WebCT refers to entries on the Calendar or Global Calendar that can be viewed only by the person who created the entry.

Public Entry In WebCT refers to entries on the Calendar or Global Calendar that can be viewed by anyone in the class. Anyone who makes a public entry will be identified by name and may also edit those entries. The instructor may also edit any public entry. If the instructor edits a public entry by a student, then the entry becomes the property of the instructor and the student's name is no longer listed as author.

radio button Usually round in shape and indicates that only one option may be selected. See option button.

real-time Refers to an event such as chat, which occurs in the moment. A telephone call is another example of real-time communication.

Reference In WebCT, a tool that references an electronic footnote or citation. References are only used for materials within a Content Module. They reference the source material "resources" listed by the instructor. References and Resources are only created by the instructor. See Resource Bank

Resource Bank In WebCT, the instructor/designer who wishes to use the Reference feature of a Content Module, must first create a list of resource materials for the course. Although References are specific to a content page, the Resource Bank is for the entire course and can be "Referenced" from any Content Module. The Resource Bank is equivalent to a bibliography in a paper document. See chapter on References.

restore In WebCT is referring to the act of overwriting a course with a previous backup of a course.

screen reader A non-specific term used for software that is used to read a web page to a user. Screen readers are most often used by the visually impaired. See JAWS.

search filter A means for refining or limiting a search with specific parameters. See chapter on Search for all the features within WebCT.

server See web server.

"Seven Principles of Good Teaching"

1. Encourages Contacts Between Students and Faculty
2. Develops Reciprocity and Cooperation Among Students
3. Uses Active Learning Techniques
4. Gives Prompt Feedback
5. Emphasizes Time on Task
6. Communicates High Expectations
7. Respects Diverse Talents and Ways of Learning

Special Characters

Any text other than the standard alphanumeric characters, **` ~ @ # $ % ^ & * () - + { } [ ] | \ ” ’ : ; ? / > < ,** just to name a few.

SSI

Acronym for Server Side Includes, a type of HTML comment that allows one web page to include text from another.

storyboard

Storyboarding is a method used by educators, web developers, and media artists to graphically model how a project and its associated events will appear in the final state. Storyboarding can provide instructors with some tools to make the transition to online teaching a more rational process. See chapter on Storyboarding to Success.

student_pres

In WebCT, when you add the Student Presentation tool to your course this special folder, student_pres, is generated within My-Files. Then upon generating/adding groups to this course, this folder will contain all the group sub-folders. See Student Presentation chapter for detailed description of this tool.

synchronous

In WebCT, refers to live, real-time communication. The Chat Room and Whiteboard are the synchronous communication tools. See also asynchronous.

tab-delimited

See comma-delimited.

task bar In a personal computer (PC) the task bar displays all open files and applications allowing you to jump between applications with one click. The default is to have the task bar at the bottom of your screen. When using multiple windows of a browser, you will see a button for each instance on the task bar.

In MacIntosh or Apple computers, the task bar uses Drag n Dock to enable you to place applications or files in the one click task bar. These files do not have to be open to be in the task bar.

thread In the Discussions Tool, within each topic area, there are threads and messages. A thread is a group of messages that relate to a single question or statement. A thread is formed when any user replies to an original posting or subsequent postings. The thread displays the relationship between messages on the topic allowing you to follow a conversation more easily. Mail Tool within WebCT uses the same terminology.

thumbnail Is a small image file that represents a larger image file. In WebCT the Image Database Tool using thumbnails allows the database to display much more quickly for students. Each thumbnail is a hyperlink to the full-sized image. When creating thumbnails, it is generally better to use a graphics package to resize an image rather than using the arrow scale approach. The scale approach reduces the image visually, but it does not cut down the file size so it will not load any quicker.

toggle In most usages a switch or button that has two settings usually on and off. In our handbook, it is the act of switching back and forth between two or more options. The authors sometimes use the term toggle when going between two windows or applications.

universal design In web design Universal Design means to design a website or course so that anyone using any kind of Web browsing technology can get a full and complete understanding of the information contained there, as well as have the full and complete ability to interact with the site. Universal Design calls for the development of information systems flexible enough to accommodate the needs of the broadest range of users of computers and telecommunications equipment, regardless of age or disability.

unthreaded In the WebCT Discussions and Mail Tools, there are two display options for viewing postings. Threaded is the default and maintains the flow of the conversation. See threaded. Unthreaded is strictly in chronological order.

Uniform Resource Locator See URL.

Universal Resource Number See URN.

Update Student View The most overlooked step by instructors/designers when working in a Content Module. You must Update Student View to release to the students any additions or changes you have made in a Content Module. You can do this while working in the Content Module or from the Designer Map.

upload In Manage Files upload means to transfer a file or its copy from your hard drive or disk into the My-Files folder. It is often confused with import because the import process always involves an upload into Manage Files. However, WebCT does not use these terms interchangeably.

Upper Textblock In WebCT upper textblock generally refers to a header on a Homepage, Organizer Page, Welcome Page and first or main page of certain tools. The header on these pages often contains a great deal more information than a footer would. In most of these places you can have multiple upper textblocks. The upper textblock is used by many instructor/designers in unique ways to customize their WebCT Homepage. See lower textblock and chapter on Customizing WebCT's Design.

URL This acronym stands for Uniform Resource Locator, which is

also referred to as a web address. The URL points where a file is stored and contains a hierarchical description of a file location on that computer. For example, http://webct.com points to the server where WebCT stores its web pages.

URN This acronym stands for Universal Resource Number, which is the IP address of a server or any web site.

Virtual Office Hours Holding office hours in cyberspace in real-time. Online chat tools are most commonly used to hold virtual office hours.

WebCT Web Course Tools.

web-ready format Any file or document that is formatted for viewing through a web browser.

web server A web server is the computer (program) that “serves” HTML pages and files to users of the Internet and World Wide Web. In WebCT all the software and course materials are housed on the server. All users (instructors and students) only need a computer with a browser to access their course.

WYSIWYG (Pronounced “whizzy-wig”). Acronym for “What You See Is What You Get.” It usually refers to any editor for composing material.

zip Compression method used to save space on a disk or hard drive. Compressed files are easier to transfer between servers. In WebCT zip is used extensively in Manage Files, which has built in zip and unzip features. See chapters on Zipping and Unzipping On Your Computer and Zipping and Unzipping in WebCT.

Appendix D

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Appendix E

Updates

Page Number	Update

191	We recommend that you create a document in a word processor containing the JavaScript below and then make your appropriate changes to the Title, and URL. Next, create an html file by going to Manage Files and clicking on the radio button next to ‘Create a new file’ then click Go. Rename the Filename from ‘Untitled.html’ to something more meaningful for you. You would then cut and paste all of the code from your word processor into the File Content box and then click Save. Once this process is complete return to your Content Module and choose ‘Add file’ and add the new html file you created.
	
	<html>
	<head>
	<TITLE> The Ultimate WebCT Handbook </TITLE>
	<meta http-equiv="Content-Type" content="text/html; charset=iso-8859-1">
	<script language="javascript">
	jeanneswindow=window.open("http://www.ultimatehandbooks.net", "jeanneswindow");
	history.back();
	</script>
	</head>
	
	<body bgcolor="#FFFFFF">
	</body>
	</html>

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http://www.ultimatehandbooks.net

Topics:

- Where to begin building your WebCT course.
- Examples of Simple, Intermediate and Advanced course design.
- What to look out for when teaching your first semester online.
- Innovative ways to engage your students and to make cheating moot.
- Every WebCT Tool covered thoroughly from the pedagogical to the practical.
- Common problems encountered by first time users.
- Hundreds of suggestions and tips you will not find anywhere else.

About the Handbook

The book is designed for the whole array of WebCT users from beginners to advanced. It is especially designed for users who have limited resources or support in instructional design and technical assistance.

This book provides you with the information and ideas that you should think about before creating an online course. The topics include: how and where to get training, how to build a simple, intermediate or advanced course, how to assess the success of your course for both yourself and your students, and many more.

The heart of the book is the detailed review of each WebCT tool. These reviews are broken out with the following sections: Overview, Pedagogy, Uses & Advantages, Accessibility Issues, Suggestions & Tips, Common Problems Encountered by First Time Users, special vocabulary for the tool, and the "How To" instructions with screen captures for the more advanced tools.

The University System of Georgia is one of the largest users of WebCT in the world, and Georgia State University is at the center of that activity. The support network that Georgia State has developed for faculty is part of the reason Georgia State is on the cutting edge in online teaching and learning. "The Ultimate WebCT Handbook" evolved out of the years of experience offered to the Georgia State faculty and students in instructional design and technical support.

Division of Distance & Distributed Learning

GeorgiaStateUniversity