What’s New at Online Instruction?

Faculty Lab

Open Hours:
M-F, 1pm – 5pm
Sierra Hall 422

All faculty are welcome to drop in and use the computer lab and tech staff during the semester.

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---Professor Catheryn Cheal, Art Department and Online Instruction

Faculty Tech Fair, 2003

Online Instruction held a Faculty Tech Fair for the first time this past November. The highlights were the faculty presentations about online teaching. Dr. Elizabeth Berry (Communication Studies) described how her web-enhanced courses used an online HyperNews bulletin board for debate and group work. Dr. Gerald Schutte (Sociology) discussed online teaching and learning trends and his half-online course which has the lab portion online. Dr. Brennis Lucero-Wagoner (Psychology) talked about her completely online GE course. President Jolene Koester gave the well-received concluding speech.

Other activities included watching a slideshow of numerous faculty webpages, touring the vendor booths of WebCT, Macromedia, Apple, Gateway, eating lunch, and learning about online teaching stipends.

WebCT Faculty Course Creation Form

Faculty may now create their own new courses in WebCT. Access the link to Faculty Course Creation Form on the WebCT login page to connect WebCT with Solar and create new courses and automatically enroll students.

Two New WebCT Instruction Guides

Entitled Semester End Procedures and WebCT & Sound, guides may be found at: http://www.csun.edu/~webteach/WebCTHelp.html

WebCT Upgrade to Version 4.1

WebCT 4 was upgraded this winter by ITR. One of the most important enhancements is that "instructors can import e-Packs into their existing courses without over-writing their own content - giving them the flexibility to add publisher content to their courses at any stage of the course design process.”

New Workshops by Dr. James David Ballard—SPSS (Statistical Package for Social Science)

Some faculty have requested an introduction to SPSS statistical software and we’re happy that Professor Ballard, who teaches SPSS in the Sociology department, has agreed to offer two workshops in February.

Feel free to contact me at ccheal@csun.edu, Randal Cummings at rcummings@csun.edu, Ken Stuart at kps1@csun.edu, or Kate Berggren at kate.berggren@csun.edu for any help you might need with online teaching programs or pedagogy.
Web-enhanced Courses—Business School's Gateway Testing Moves to WebCT

---Professor Shahid Ansari, Department of Accounting and IS

The College of Business’s new Gateway class requires students to take six multiple-choice exams on concepts taught in the lower division business core. In its first year, nearly 7,000 multiple-choice exams were administered using paper and Scantrons. Results took weeks to process and there were substantial paper, scanning and data entry costs. We needed a better solution that was secure, fast, and cheap. In 2003, we switched to WEBCT as a platform to administer the exams in a newly created lab.

Security. WEBCT allows exams to be restricted to an IP address. The new lab has a unique IP address so only computers in the lab can open the exams. The computers are configured to disable all other browser and print functions so questions do not leave the lab. Students have special usernames and passwords known only to the proctor. Exams are given by reservation; the proctor signs on students after checking their ID. Each student gets 16 randomly selected questions from the exam bank (same topics and level of difficulty) so no two students have the same exam. The exams are closed at end of each exam session.

Timeliness. Students know the results immediately and they are told what concepts they missed when they get a question wrong. WEBCT provides cumulative results and item analysis so problematic questions can be immediately identified, edited or removed from the test bank. We also know the concepts that most students are getting wrong making assessment and data sharing easier.

Cost. While there was a start up cost for new computers, in the long run we will save the cost of paper, scanning and data entry. Other classes can use the lab as well so the savings will increase in the future as the lab use increases.

In 1632, doctors learned anatomy by peering intently at corpses and books .... in 2003, online faculty dissect computer programs with similar intensity.
**SPRING 2004 FACULTY WORKSHOP SCHEDULE**

The Office of Undergraduate Studies and Online Instruction are sponsoring Faculty Computer Workshops in order to facilitate online teaching and learning.

Sign up at: http://www.csun.edu/~webteach/workshops.html. We have room for 12 participants. All workshops will be in the Faculty Lab, Sierra Hall, Room 422. Any of the workshops may be taken individually and assume no prior knowledge.

**IMPORTANT!** You must sign-up for a WebCT and Flashlight account prior to taking the workshop on that topic at: www.csun.edu/~webteach/account.html

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**Calendar**

**WEBCT SERIES I**

**LEARN A COURSEWARE PRODUCT, CONTAINING 20 ONLINE TEACHING TOOLS.**

**Dates and Times:**

1. **INTRODUCTION TO WEBCT**  
   Wed. Feb. 11, 2PM to 3PM
2. **WEBCT DISCUSSION AND CHAT**  
   Wed. Feb. 18, 2PM to 3PM
3. **WEBCT QUIZZES AND GRADING**  
   Wed. Feb. 25, 2PM to 3PM
4. **WEBCT CONTENT AND FILES**  
   Wed. Mar. 3, 2PM to 3PM

OR **WEBCT SERIES II**

**Dates and Times:**

1. **INTRODUCTION TO WEBCT**  
   Tues. Mar 9, 2PM to 3PM
2. **WEBCT DISCUSSION AND CHAT**  
   Tues. Mar 16, 2PM to 3PM
3. **WEBCT QUIZZES AND GRADING**  
   Tues. Mar 23, 2PM to 3PM
4. **WEBCT CONTENT AND FILES**  
   Tues. Mar 30, 2PM to 3PM

**WEB-PAGE MAKING**

CREATE AND UPLOAD A WEBPAGE  
Mon. Feb. 23, 2PM to 3PM

**SPSS**

BY DAVE BALLARD  
AN INTRODUCTION TO STATISTICAL PACKAGE FOR SOCIAL SCIENCE  
**BASIC** — TUES. FEB. 10, 2PM TO 3PM  
**ADVANCED** — TUES. FEB. 17, 2PM TO 3PM

**POWERPOINT**

CREATE SLIDESHOWS FOR TEACHING AND PRESENTING AT CONFERENCES  
**BASIC** — MON. MAR. 8, 2PM TO 3PM  
**ADVANCED** — MON. MAR. 15, 2PM TO 3PM  
**BASIC** — THURS. APR. 22, 2PM TO 3PM  
**ADVANCED** — THURS. APR. 29, 2PM TO 3PM

**FLASHLIGHT**

LEARN HOW TO USE AN ONLINE SURVEY PROGRAM  
**MON. MAR. 22, 2PM TO 3PM**

**HYPERNEWS**

THURS. MAR. 11, 2PM to 3PM  
TEACH WITH ONLINE DISCUSSIONS.

**STORY POSTING BOARD, IMAGE DATABASE, & QUIZMAKER**

THURS. MAR. 18, 2PM to 3PM  
USE STAND-ALONE PROGRAMS FOR CREATING DISCUSSIONS, IMAGE COLLECTIONS, AND QUIZZES.

**MACROMEDIA**

**DREAMWEAVER**

INTRODUCTION TO AN HTML EDITOR AND WEBSITE CREATOR  
**WED. APR. 14, 2PM TO 3PM**

**FIREWORKS**

INTRODUCTION TO A WEB-GRAPHICS PROGRAM  
**WED. APR. 21, 2PM TO 3PM**

**FLASH**

INTRODUCTION TO A WEB-ANIMATION PROGRAM  
**WED. APR. 28, 2PM TO 3PM**

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**Share the Space Courses**

---Professor Randal Cummings,  
Department of Religious Studies and Online Instruction

Over the past few years, several faculty have asked how they can start working towards teaching fully-online courses. A good way to begin is with our "Share the Space" program. The purpose of this program is to free classroom space by holding half of the hours of a course virtually with online assignments and interaction. This allows another "Share the Space" course to occupy the classroom during that release time. The program works with either a single Professor teaching two courses, say one on Tuesday and another section or course on Thursday in the same time slot and classroom or two Professors each teaching one half-online course.

Typical online assignments would involve online Bulletin Board postings, quizzes, internet research, scavenger hunts, videos, and even real-time chat sessions for either virtual classroom or group work. Anything that can be done in the traditional classroom has its online and often enhanced equivalent. So, consider the "Share the Space" program. It frees a classroom, and offers a $500 stipend, that is annually offered through the Online Stipend Program with applications due in January.

In Conjunction with CELT

“COURSE DESIGN AND TECHNOLOGY”  
(Not A Computer Lab Workshop)  
How to Design an Online Course and Recognize Its Differences from a Traditional Class  
Sierra Hall, CELT Conference Room 439, Apr. 20, 12:30PM to 2PM, by Catheryn Cheal
This fall I offered students a survey to learn the demography of CSUN's online students and how we are meeting their needs.

The survey was a simple instrument of 15 questions written in Flashlight, an online survey program. The survey participants were a self-selected sample of 103 CSUN students out of approximately 1500 who currently enroll here in online courses. They followed the link in the Schedule of Classes to our webpage list of online courses and clicked on "Student Survey 2003".

The online student profile matches those taking traditional classes in diversity proportions, age, gender, and location. The reason most cited for taking online courses was the time convenience needed by work, school, and family demands. Transportation and parking problems also play a role, as does better access to one's instructor in online courses.

It was gratifying to note that 68 students had no problems in taking online courses (Fig. 1). The few problems encountered were spread over a variety of mostly technical and registration difficulties. Of the small number who had problems, the majority relied on their instructor for help (Fig. 2). Few wanted workshops even those with technical problems, depending more on their instructor, OI, ITR, the Oviatt, and friends. Students probably didn’t differentiate CSUN registration problems between online procedures and not being able to enroll because the course was already filled. Most online courses typically create a demand or waiting list that is double or triple the size of the class enrollment.

There is a correlation between how many online courses a student has taken and how many more online courses they would like to see offered (Fig. 3). Those who haven't taken any or just started their first online course have less desire for more online courses than the students who have taken 3-6 courses. This implies that taking online courses convinces students of the validity and convenience of that method of learning. For all groups, there was a strong desire to see more online courses in their major. For the complete report, see: http://www.csun.edu/~webteach/studentSurvey2003/