

Fall Online Seminar Series

The Online Seminar Series is delivered through Wimba's LiveClassroom. To register for each session, please visit: <http://www.wimba.com/community/upcoming.php>

Creating Kick Butt Quality Online Courses

September 25, 2007: 1:00 pm EDT/10:00 am PDT

Kevin Reeve, Sandy Durtschi, Neal Legler, Nanette Sorensen, Utah State University

Years of course development experience, current research in the field, student experience, and questions to "Ask Dr. C" tell us that course design plays a key role in the success of online courses. This presentation will demonstrate some key research-based principals that you can use to design and build quality online courses. To facilitate effective design, Utah State University has created course templates, CSS sheets, and sound instructional strategies to build excellent, eye-catching online courses.

You Want To Use A Rubric to Do Whaaat?

October 16, 2007: 1:00 pm EDT/10:00 am PDT

Bonita Bray, University of Alberta
Laura Sederberg, California State University, Chico

Long a staple of instructors in elementary and secondary schools, rubrics are now commonly used amongst post-secondary instructors to assess student assignments. The presenters will share their experiences using two specific rubrics for improving online courses and enhancing faculty professional development at the University of Alberta and California State University, Chico. They will discuss the type of campus cultures needed to implement feedback and course improvement processes, and will provide resources to help participants kick-start the process on their campuses.

Blended Inspirations: Courses with Eclectic Style

November 13, 2007: 1:00 pm EST/10:00 am PST

Linda Futch, University of Central Florida
Sherry Clouser, University of Georgia

How does one choose just the right blend of content, activities and assessment opportunities when designing a course? Do some activities work better online or in a physical classroom? There is no one answer to these questions, but there are good practice guidelines. This session briefly summarizes the strengths and challenges of blended and mixed-mode learning, and will showcase an eclectic mix of examples of effective and innovative practice from the University of Central Florida and the University of Georgia.

Spring Online Seminar Series

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Effective Online Discussions

January 22, 2008: 1:00 pm EST/10:00 am PST

Cindy Underhill, Emily Renoe,
University of British Columbia

The heart and soul of many online courses is the discussion area. However, those new to online teaching are often skeptical about the use of discussions, asking questions like: "Will students overwhelm me?" or worse: "What if they don't respond?" This session will explore how instructors can approach online discussions including considerations related to the purpose of discussions, tips on managing student (and instructor) expectations, techniques for assessment, and tips on how to stimulate discussion.

Interactive Techniques in Large Classes

February 19, 2008: 1:00 pm EST/10:00 am PST

Ellen Borkowski, Ann C. Smith,
University of Maryland
Jeff Longland, University of Western Ontario
Laura Sederberg, California State University, Chico

Let's face it... high enrollment, big lecture courses are a challenge! How do we keep students engaged? Can large classrooms become interactive environments? Which technologies work best in which situations? Drawing on the expertise of faculty at three institutions, this presentation will discuss ways to increase student engagement and class interaction by incorporating active learning methods into physical and virtual classrooms.

Supporting Student Learning Online in Science and Engineering

March 25, 2008: 1:00 pm EDT/10:00 am PDT

J.B. Wiskell, Bonita Bray, University of Alberta
Dr. Curtiss Hanson, Jason Vetter, University of
Northern Iowa

Engineering, math and other science topics can be challenging to support online. What works and does not work? How does one get started? The facilitators will describe how they use a variety of online tools inside and outside the course management system to address their learning and teaching issues. They will speak to some innovative and effective techniques and approaches that can be used more broadly in science and engineering contexts.