

Texas Wesleyan University ITV Instructor's Guide 2006-2007

Welcome to E-learning. This guide is intended to provide you with some answers to frequently asked questions and information about procedures specific to the delivery of Interactive Television (ITV) courses. If you are a first time ITV instructor, you will want to read through this guide and refer to it often. If you are a veteran ITV instruction, you will want to review the guide looking for changes and additional information.

Contents

<i>Contents</i>	1
<i>E-learning Contacts</i>	2
Additional University Resources.....	2
<i>Getting Started</i>	3
Library Access.....	3
Network Account and Computer.....	3
Syllabus.....	3
Required Texts and Materials.....	4
Orientation to ITV Instruction.....	4
Responding to Student WebCT Problems.....	4
<i>Instructional Guidance</i>	5
Lesson Organization.....	5
Instructional Methods.....	5
Promoting Interaction with Students.....	6
Strategies for Engaging Students.....	6
Presentation Tips.....	7
Promoting a Sense of Community.....	7
Using PowerPoint.....	7
Overheads on the Document Camera.....	7
Clothing and Appearance.....	8
Copyright Issues.....	8
Basics of copyright.....	8
Creating a copyright.....	8
Fair use.....	8
Works in the public domain.....	8
Obtaining Permission for Use.....	9
References.....	9

E-learning Contacts

Services related to E-learning are provided through the Office of the Provost. Staff associated with E-learning are housed in the Faculty Resource Center located in the West Library on the Historic Campus.

Web site: <http://www.txwes.edu/atw/>

Charles Martin

- Provides training on ITV equipment
- Provides technical support for and assists in the delivery of ITV courses.
- Provides design and production services for media objects.

Telephone: (817) 531-5856

Email: cmartin@txwes.edu

Jason Neal

- Responds to help desk requests from instructors.
- Provides assistance with Web development.
- Provides training on WebCT.

Telephone: (817) 531-5859

Email: jneal@txwes.edu

Richard Massey

- Provides design and production services with a variety of media, including video, audio recording, illustration and animation graphics, photographic and print material.
- Prepares materials for delivery via the Internet.

Telephone: (817) 531-5863

Email: hmassey@txwes.edu

Additional University Resources

Information and Communication Technology

Telephone: (817) 531-4428

Email: helpdesk@txwes.edu

Web: <http://www.ict.txwes.edu/>

West Library

Telephone: (817) 531-4800

Email: cswigger@txwes.edu

Web: <http://department.txwes.edu/lib>

Getting Started

There are a few things that will help you with regard to the administrative aspects of teaching your course. Before your course begins you may want to ensure you have:

- Library access
- A network account
- A comprehensive syllabus
- Required texts and materials for your course
- Completed the orientation to teaching via ITV
- Information related to the role of the instructor and that of ATW in responding to WebCT issues

Library Access

Instructors should obtain a University Identification Card to gain access to library resources and media equipment. You can do this by going directly to the West Library with one form of picture ID (driver's license or state ID). If you are teaching from a distance and do not come to campus, email the person in charge of issuing university identifications at sparker@txwes.edu.

Online access to the library is available through the library web site at <http://ezproxy.txwes.edu/index.php>

Network and Computer Account

Every faculty member is issued a network account upon confirmation of employment. In order to access computer resources on campus you will need to use your Network ID and Password. If you are new to Wesleyan, have forgotten your ID or password, or wish to change your password, contact the ICT Help Desk at (817) 531-4428.

Faculty using the online course management system (WebCT), are issued a unique WebCT account ID and password. If you are new to WebCT or have forgotten your ID or password, contact the ICT Help Desk at (817) 531-4428.

Syllabus

Every course is required to have a syllabus. The syllabus is a way to put course goals, policies, requirements, grading criteria, and assignments in writing. A syllabus is more than a list; it is an introduction to the course and a contract with the students.

Syllabi for ITV classes are slightly different than those for residential courses. Specifically, ITV syllabi are more detailed than those of their residential counterparts. A syllabus for an ITV course usually includes the following information:

- Course Number and Title
- Instructor and Program Contact Information
- Course Description
- Course Prerequisites
- Course Goals
- Required Course Materials
- Methods of Communication for the Course
- Methods of Assessment and Grading Scale for the Course
- Course Requirements
- Course Policies
- Information for Students with Disabilities
- Detailed Course Schedule
- Contact Information for Technical Support and Library Services

The course syllabus should be completed several weeks prior to the semester the course is being offered and submitted to the Dean of your School.

Required Texts and Materials

Be sure to coordinate the ordering of all necessary texts with the [Wesleyan Bookstore](#). If books are not available through the bookstore, students can order them directly from the publisher or an online bookstore (Amazon.com or BarnesandNoble.com).

A Course Materials package containing class notes, journal articles, and/or excerpts from books is another way to include supplementary materials and reduce the amount of time students are required to locate and print materials. This can be used instead of, or in addition to, the West Library digital collection and/or materials available on the Web. This package is gathered and put together by you, then printed and sold to students by the [Wesleyan Bookstore](#). If you plan to use Course Materials, full publication data for each of your selections is needed so that the Bookstore can obtain advance permission to reproduce material held in copyright.

Orientation to ITV Instruction

An orientation to the ITV rooms and equipment is available from Academic Technology and Web Services (<http://www.txwes.edu/atw/>). Contact Charles Martin to arrange a time to explore the operation of the ITV classrooms.

Charles Martin is assigned to support your ITV class. His goal is to provide as much support as you need in order to make your class session as successful as possible. Systems have been installed in the classroom that will provide the instructor with as much control of the technology as they prefer. The instructor may also wish to have the technician control the majority of the technology. This can be adjusted throughout the semester in accordance with the instructor's comfort level.

Responding to Student WebCT Problems

As students are becoming familiar with the course they may encounter problems such as forgotten or incorrect logins or pages of content that will not display. For technical assistance **not** related to course content, students should contact the Help Desk using the Technical Assistance web form found online (<http://helpdesk123.com/helpdesk/helpform.cgi?call=377>) or call (817) 531-4428.

If a student needs to be added to or removed from the course, you may add or remove that student using the student management tools available in WebCT.

If a problem is related to your course content, students should address their questions to you as course designer and not Academic Technology and Web Services. If you encounter a problem of this type that you cannot resolve, contact the appropriate E-learning staff member (see contacts section of this document for contact information).

Instructional Guidance

Lesson Organization

A primary role of the instructor is to provide guidance in the learning process (Herring & Smaldino, 1997). In order to guide students you must first know where you are going and then determine how to get there. Goals and objectives determine where you would like to go, or in instructional terms, what students should be able to do after the lessons. The materials and methods determine how you get there.

It is very important that each lesson be well organized. Consider using the five components of a well organized lesson that include the following:

1. **Objective(s):** A statement or statements to the students describing what it is that they are to learn, preferably in written form.
2. **Bridge-In:** An explanation to the students of why they need to learn the objective (motivation)
3. **Pre-Test:** A quick check of what the students know in terms of the objective (written or oral questioning)
4. **Activity:** The lesson itself
5. **Post-Test:** A brief affirmation that the students mastered the lesson objective (written questions, oral questioning, or demonstration)

After the initial planning and preparation is completed, it is time to focus on the delivery of instruction. Content organization and time allotment are issues associated with the delivery of instruction through ITV. When you organize the lesson content, Cyrus and Smith (1990) recommend limiting the number of major concepts or points to no more than four per hour. While it may be possible to cover as many as eight points through lecture, doing so appears to result in lower learning outcomes. Additionally, lectures should be limited to no more than 15 minutes per segment and be varied by incorporating visuals and student interactions (Cyrus & Smith, 1990). The allotment of time for specific activities is critical to ensure successful learning. An example of a one hour session using a lecture style of instruction that allows for student activities could be broken down as follows: 5-10 minute introduction (state objectives and explain their importance), 10-15 minute lecture session covering two major points; 10 minutes of relevant interaction or activities; 10-15 minutes of lecturing covering two major points; 10 minutes of relevant interaction or activities; 5-10 minute summary.

Instructional Methods

Teaching methods should be chosen based on the characteristics of the instructor, students, content, and delivery system (Herring & Smaldino, 1997). Due to the increased responsibility for learning placed on students at remote sites, methods of instruction that focus on the student (i.e., student-centered) and incorporate interactivity are most successful (Souder, 1993).

In an ITV class, the instructor is responsible for the learning environment created in the local and remote classroom settings. Many have found that techniques that have been successful in the traditional classroom setting can be successful in a distance education setting, especially those that involve student interaction. It is important to consider a variety of techniques and choose those strategies that engage students in active learning experiences. Success may be found in the combination of prior techniques with innovative new techniques. It is common for instructors to experiment with a variety of student-centered techniques when teaching an ITV class.

In ITV courses, visuals are an important aspect of a quality learning experience. Visuals play a role in providing a concrete reference for concepts and ideas and enhance learning by simplifying information that is difficult to understand (Cohen, Ebeling, & Kulik, 1981). Students can focus on the diagrams, graphics, and outlines while listening to the instructor or other students, to gain a better understanding of the topic.

When developing visuals for learning it is important to conform to appropriate graphic design principles. The size, color and contrast, alignment, and use of written graphics are critical to successful design.

Promoting Interaction with Students

Developing rapport with students is important to ensure a successful learning environment. The first step in developing rapport is sharing some personal and professional information with and among the students through introductions. Introduction strategies help demonstrate that the focus is on the students, not the instructor. Further, they give the instructor an opportunity to gather additional information about the members of the class.

Two introduction strategies have been found to be highly effective in ITV courses. The first is to have each participant meet someone new in the class (local or remote), and then provide an introduction of that person to the rest of the class. You can dedicate time during the first several class meetings for all students to be “on the air” introducing each other. This is essential to learning students’ names, recognizing faces and letting students at all sites get to know each other. During the first class meeting you may have all students fill out a seating chart and provide copies of each seating chart to all students for later reference.

The second is to have students post a “hello” message in a discussion forum within WebCT (for courses assisted by WebCT). The Main discussion forum in WebCT works well for these introductions. You may start this discussion by introducing yourself and writing about your background, your interest in the course, and your professional experience (post your autobiography). You should then invite the students to do the same (post “Hello” messages). One way to assist students with the process is by asking them to include the answers to a few simple questions in their initial post. For example:

- What do you do?
- Where do you live?
- Why are you taking this course?
- Have you had any previous experience with online courses?
- What are you hoping to get out of this course?
- What are your future plans or career goals?

By asking students to share some professional and personal information, you are ensuring the students feel the presence of the other students and you.

Strategies for Engaging Students

Personalize

- Choose activities that allow the student to have a one-to-one relationship with the instructor and others in the class.
- Ask students to use name cards.
- Call on students by name
- Request regular feedback from students via postings on WebCT or email.
- Ask students to complete a questionnaire about their reasons for taking the course, previous experience in similar courses, and concerns they may have about the course.

Humanize

- Post an introduction about yourself on WebCT or the Departmental Web site that includes your interests and background. Let your personality show.
- Remember to introduce the facilitators at all sites and give them an option of telling about themselves.

Socialize

- Give the students time to meet each other with a first day introduction activity.
- Encourage group work inside and outside of class; suggest forming study groups and phone number exchanges.

- Try an “information gap” exercise where groups at one site have information needed by the other group.

Presentation Tips

The tips below are intended to help you create a classroom environment that utilizes the technology to enhance student learning. The staff of E-learning are available to help you in any way necessary to make this experience successful for you and for the students.

Promoting a Sense of Community

- Have all students place a nameplate (folded piece of paper with his or her name on it) on the desk and refer to every student by name.
- Encourage the students to identify themselves and their location each time they speak into the microphone. This helps to learn everyone’s name at all locations and helps those at the remote site(s) to feel like they are recognized as an individual.
- Repeat each student’s question prior to answering to ensure that all students hear the question and understand your response.
- Be sure that the students are all seated so that they are within camera range. This promotes a sense of class belonging and unity.
- When talking to the remote site, look into the camera at the back of the room.
- To encourage an active participation in the learning process, design handouts that require student involvement with the information.
- Encourage the formation of study groups through small group discussions and the exchange of telephone numbers.
- When interacting with the class it is advisable to alternate questions and comments between the various sites so that all students stay involved during the class (MCC, 2001).

Using PowerPoint

- Use no font smaller than 36 points
- Use a dark background, with light colored text
- Do not use extremely decorative and loud background patterns
- Do not use red as a background color; nor should you use a lot of red on your slides. Red tends to bleed, making your slides difficult to read.
- Keep a 1/2 inch border around the edges of your slides; often times the outer edge of your slides are cut off.
- Sans serif fonts, such as Arial, are best for your slides. PowerPoint is set to use Times, which is a serif font, as the default, so be sure to change the font to Arial or Veranda.

Overheads on the Document Camera

- Prepare horizontal rather than vertical overheads to fit a TV screen.
- Overheads should be on pastel colored paper, rather than white or dark colors, to avoid glare and transmit well over the television monitor. These overheads replace any work you usually write on a chalkboard or on overhead transparency film.
- Use at least 36 but preferably 48 or 72 point font size, on your overheads and avoid fancy lettering like italics. Be sure you prepare the overheads using a word processor. Hand written overheads are very difficult for remote site students to read.
- When utilizing the document camera, use no more than 5 words per line and 3 lines per page. Any more information does not transmit well.

Clothing and Appearance

- Avoid clothing with small patterns and stripes that may visually distract students.
- Do not wear jewelry that may cause reflections on camera or make noise that will be picked up by the microphones.
- Avoid all white or all dark colors. Medium colors like blues, greens, or pastels, transmit best on the monitors.
- Remember that the transmitter for the wireless microphone needs to be clipped to a belt or put in a pocket.

Copyright Issues (Cunningham & Billingsley, 2003)

Basics of copyright

As soon as a work is created and fixed into a permanent medium, copyright is bestowed.

Materials created while under employment may belong to or copyright may be shared with the employer.

The copyright act gives the owner of copyright the exclusive right to do and to authorize others to do the following:

- Reproduce the copyrighted work in copies or recordings
- Prepare derivative works based on the copyrighted work
- Distribute copies or recordings of the copyrighted work to the public by sale or other transfer of ownership, or by rental, lease, or lending
- Perform the copyrighted work publicly

Creating a copyright

Anytime you fix an original expression in a fixed medium, then you have a copyright on that work.

- Expression- a fact or idea cannot be covered by copyright, but the expression of that idea can be
- Original- the work must originate from the author who created it and not someone else; it must be the product of the author's own creative labor.
- Copying or summarizing the works of others is not an original expression.
 - Notes created by an instructor summarizing an article or textbook chapter for class use are not considered original expressions.
- Fixed medium- the work must be captured in some permanent medium in order to carry copyright (data on hard drives, web pages, and electronic communications are all covered by copyright)

Fair use

The fair use provision of the copyright act allows reproduction and other uses of copyrighted works under certain conditions for purposes such as criticisms, comment, news reporting, teaching, scholarship, or research.

Four factors that must be considered when determining whether a specific action is "fair use":

1. The purpose and character of the use, including whether such use is of commercial nature or is for nonprofit educational purposes
2. The nature of the copyrighted work
3. The amount and sustainability of the portion used in relation to the copyrighted work as a whole
4. The effect of the use on the potential market for or value of the copyrighted work

Instructors who create summaries of copyrighted materials (i.e. notes) for use in class are generally protected from the legal action by the original author under fair use.

Fair use does apply to materials kept for classes in WebCT.

Works in the public domain

Works in the public domain include those whose copyright has expired, or those whose author has expressly declared to be in the public domain.

- Government documents are generally considered works in the public domain as soon as they are published
- All works created after January 1, 1978 become works in the public domain 50 years after the death of the author

Obtaining Permission for Use

The first contact with the rights holder should be made by telephone to confirm precisely to whom the written request should be addressed. The phone call can also be used to discuss the proposed use of the materials and negotiate fees. Following the phone conversation, a written request outlining the proposed use and agreed upon fee should be sent to the rights holder. The letter should include (at minimum):

- Your name, position, institution, mailing address, and phone;
- Identification of the item to be used, including title and author or producer;
- Complete description of the intended use, including purpose, course name, number of copies, format, means of distribution, intended dates of use, description of recipients, and precautions anticipated to prevent further reproductions (if applicable);
- Date by which permission is requested (at least six week from the mailing of the letter); and
- Any applicable details from the phone conversation.

While approval can be granted over the phone, written records are necessary to protect you in the event of a lawsuit.

References

Cohen, P., Ebeling, B., & Kulik, J. (1981, Spring). A meta-analysis of outcome studies of visual-based instruction. *Educational Communications and Technology Journal*, 29 (1), 26-36.

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Cyrs, T. & Smith, F. (1990). Teleclass teaching. Las Cruces, NM: Center for Education Development.

Herring, M. & Smaldino. (1997). *Planning for interactive distance education: A handbook*. Washington, DC: AECT Publications.

Metropolitan Community College. (2001). *Distance learning: Handbook for television classrooms*. Omaha, NE.

Souder, W. (1993). The effectiveness of traditional vs. satellite delivery in three management of technology master's degree programs. *The American Journal of Distance Education*, 4, 37-53.