

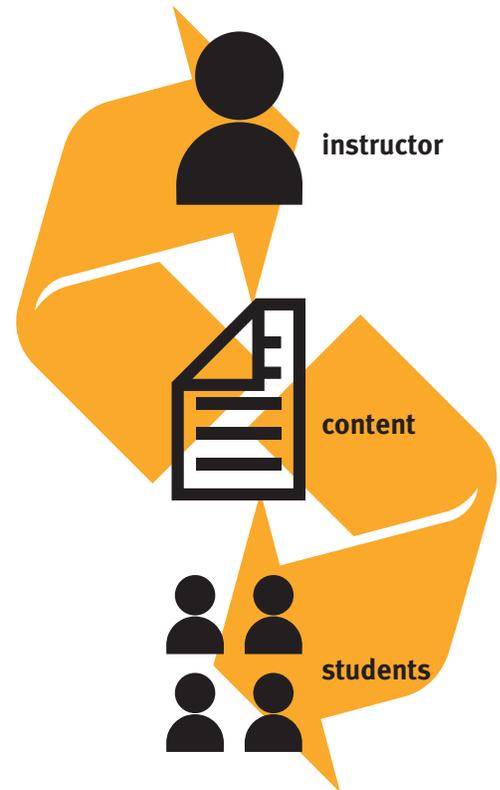
Student Interactivity – What Is It?

BY MICHAEL BURKE, JEAN DERCO, JULIE LITTLE, AND JERRY RIEHL

The prevailing view of traditional educators is that high-quality student interactions are essential for positive student outcomes. A recent study that specifically focuses on the impact of interaction on student performance supports this view (Keefe, 2003). The study demonstrates that when student interactions increased in either the classroom or the online learning environment, student achievement also increased. This article will present some strategies you can try in your classes to improve student achievement through increased interaction.

To warm up to this topic, take the quiz below. Write each of your responses on a separate sheet of paper, then use the answer key on page 4 to determine your score before proceeding with this article on page 2.

1. **In my classes, it is important for students to be able to:**
 - a. generate their own questions about course content.
 - b. formulate questions that extend beyond the course content.
 - c. answer the questions that I provide.
2. **Students primarily demonstrate their mastery of course content by:**
 - a. designing and developing projects.
 - b. taking tests.
 - c. writing papers or giving presentations.
3. **I use email in my classes for:**
 - a. course management - to send class announcements to students or for students to send me questions about course logistics (when is the test, etc.).
 - b. nothing; I don't use email in my classes.
 - c. students to submit assignments or extending classroom discussion.
4. **I grade class participation by:**
 - a. class attendance.
 - b. the number of times students are prepared to respond when called upon.
 - c. student initiation of classroom discussion.
5. **In my classes, students:**
 - a. select articles to critique and share with class colleagues.
 - b. read assigned articles and post their impressions to a discussion board.
 - c. have regular reading assignments.



IN THIS ISSUE

- *Student Interaction* pg 2
- *Grant Opportunities for Faculty and GTAs* pg 3
- *2003 ITC Faculty Instructional Technology Survey* pg 4
- ▶ *Fall 2003 Workshop Offerings* pg 5
- *Project SET Proposal Announcement* pg 7
- *Fall 2003 Workshop Calendar* pg 8
- *Enriching the Advising Experience* pg 9
- *Improving Interaction Through Email* pg 10
- *Push Me, Pull Me – Make Me Learn* pg 10
- *Ways to Promote Online Discussion* pg 11

Student Interaction

Discussion forums are a simple, highly effective way to integrate technology into the classroom. Dr. Jack Cummings (Indiana University) described his successful use of discussion forums in an online undergraduate class and a face-to-face graduate seminar.

Benefits

- ▶ Even students who are hesitant to speak in class have a voice if they are required to submit their input online.
- ▶ Dialogues can continue as long as anyone is willing to participate.
- ▶ Because the discussion forum is asynchronous, students can formulate their ideas before submitting them, thus improving the quality of the dialogue.
- ▶ Both instructors and students can review the discussions at a later time.

Concerns

- ▶ Instructor time required: For the forum to be effective, the instructor needs to create an environment in which the students feel comfortable conversing and must also be willing to dedicate time to providing proper feedback to students in the forum—feedback that will serve as a model for students to follow.
- ▶ Privacy concerns: To encourage individuality or ensure confidentiality of responses to certain topics, the instructor may choose to create private forums for each student that only the student and instructor can view.
- ▶ Discretion required: Students should be cautioned that discussion forums are classroom space and should be treated accordingly. Students should use appropriate language and be careful when divulging personal information.

References

Cummings, J. A. (1998). Promoting student interaction in the virtual college classroom. Retrieved March 28, 2003, from http://www.ihets.org/learntech/distance_ed/fdpapers/1998/52.html.

Student Interactivity – What Is It? (continued from pg 1)

Strategies for Increasing Interactivity

To increase students' ability to formulate questions extending beyond the immediate context of the course, try these suggestions:

- Prior to developing a project, have students deconstruct a project from a previous semester to generate questions focused on process and product.
- Have students redesign existing materials to eliminate weaknesses, build on strengths, and add new concepts.
- Have each student prepare one question from the assigned reading for the day. Put the questions in a hat, draw two (or more), and discuss them at the beginning of the class session. Include in the discussion a critique of the question, methods of formulating questions, and alternative methods of structured inquiry.

Sometimes the best way to assess student knowledge is by testing. However, if you want students to demonstrate mastery of course content, you can try these strategies:

- Have students develop presentations in which they “teach” the concept or skill to other students.
- Have students publish papers on the Web for peer review. Writing the paper and providing peer feedback provide opportunities to demonstrate mastery.

If you'd like to increase communication among students by extending discussion beyond the classroom, you could:

- Use an online discussion board to post a question for class discussion and make posting to the discussion a graded assignment.
- Set up group areas in your course site and enable the group discussion board, virtual classroom, file exchange, and email functions. Ensure that assignments require the use of one or more of these resources.
- During the first class meeting, assign student partners to interview each other and use the results to post a “biography” of their partner to the class site.

It is important for students to attend class (“Eighty percent of success is showing up” – Woody Allen). However, if you want students to go beyond passively sitting and listening, here are some ideas:

- Start each class with a short online quiz – this will “take roll” for you and provide statistics on the group's answers. You will be able to easily see the problem questions and use them to begin class discussion.
- Start class by asking a student to summarize the major points of the previous class session. You may want to follow by asking one or

Grant Opportunities

▶ 2004 Teaching with Technology Grant Program

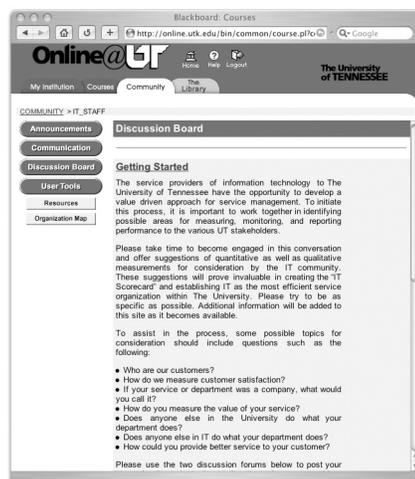
The Innovative Technology Center (ITC) invites applications from Knoxville campus departments interested in exploring new directions in teaching and learning. Five Knoxville campus departments will receive \$15,000 each, which can be used to purchase computing equipment and hire students for development tasks. Encouraged to apply are those departments that have two to five faculty members who are interested in creating a total of at least five modular pieces of instruction to be delivered on the Web. The modules must be structured so that a student can progress through the instruction in a self-directed manner. Additionally, the proposed module's content must be general enough for it to be used in other courses. The call for proposals will be posted on the ITC Web site on August 18, 2003. Proposals will be due on September 22, 2003. Awards will be announced on October 3, 2003. All grant recipients are required to attend two workshops tentatively scheduled for October 10, 2003, 9 a.m. to noon or 1 to 4 p.m. and October 24, 2003, 9 a.m. to noon or 1 to 4 p.m. If you intend to submit a proposal, please keep these dates in mind.

▶ 2004 GTA@itc Grant Program

The ITC provides professional development to GTAs in the form of a GTA@itc grant which gives GTAs an opportunity to redesign a course or course component for Web-based delivery. A grant recipient receives a monetary incentive to purchase software, attend a professional conference, prepare a professional presentation or journal article about integrating technology into a course, or use as a stipend. GTA@itc grant proposals for 2003-2004 are due Friday, September 5, 2003, by 5 p.m. For more information, visit the Fellowships and Grants option from the ITC's Web site (<http://itc.utk.edu>), or contact Dr. Julie Little (jkittle@utk.edu, 974-9450) or Tina Goode (cgoode@utk.edu, 974-9670).

more students to fill in the gaps if essential elements are absent from the summary.

- At the end of class or a reading assignment, ask students to provide one concept that is “crystal clear” for them and one that remains “muddy water.”
- Capitalize upon opportunities for giving and receiving feedback – formative, ongoing, midpoint, and summative – on student performance, your performance, and the course material.



Reading is fundamental. Synthesis of reading material is not! Here are some strategies to help your students interact with course readings:

- Have students write a summary of a course reading and post it to the Web. Assign students to critique each other's summaries.
- Have students evaluate online course resources using specific criteria you have established. Have them identify x number of important ideas raised from their evaluation and communicate these points via email or post to the class discussion forum.
- Assign students to find and submit articles that present an alternative view or interpretation of an assigned reading.

Sometimes the best way to encourage discussion is to simply ask questions that encourage student reflection and intellectual risk-taking. Collison, Elbaum, Haavind, and Tinker (2000) have developed a questioning scheme, “full-spectrum questions,” which is designed to encourage richer student participation in discussion:

- Questions that probe “what, so what, now what!”
- Questions that clarify meaning or conceptual vocabulary.
- Questions that explore assumptions, sources, and rationale.
- Questions that seek to identify cause and effect.
- Questions that consider appropriate courses of action.

You may also wish to employ Socratic teaching methods by encouraging inductive student reasoning and active participation by purposeful questioning. Here are some suggested questioning techniques:

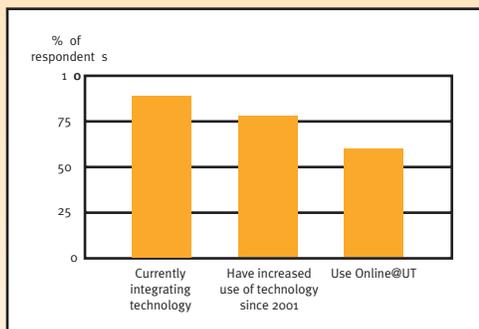
- Extending: asking students for more information or interpretation.
- Justifying: require students to defend their positions.

CONTINUED ▶

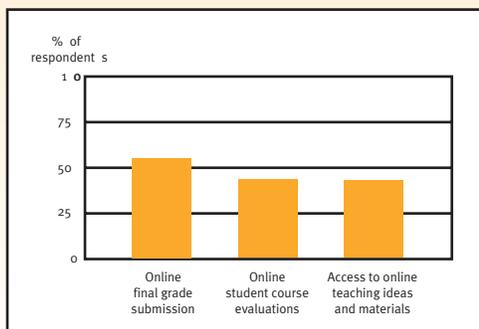
2003 ITC Faculty Instructional Technology Survey

The biennial ITC Faculty Instructional Technology Survey was conducted online in March 2003. Two hundred thirty-two faculty members responded to the survey. Ninety percent of the respondents indicated that they are currently integrating technology into their courses and teaching practices. Seventy-seven percent of the respondents indicated that they were integrating technology into their courses and teaching “much more” or “somewhat more” than they were in 2001. Sixty-one percent of the respondents indicated that they were using Online@UT (UT’s implementation of the Blackboard course management software product.). When asked what new electronic services they would find most beneficial to them, faculty indicated that they would most like online final grade submission (56.5%), online student course evaluations (42.7%), and access to online teaching ideas and instructional materials (42.7%). A complete summary report of the 2003 ITC Faculty Instructional Technology Survey is available on the ITC Web site at <http://itc.utk.edu/acad/o3itcsurvey.pdf>

Faculty Use of Technology



What Faculty Want from Technology



Student Interactivity – What Is It? (continued from pg 3)

- Refocusing: directing the student’s or class’s attention to a similar or related issue.
- Prompting: providing hints.
- Redirecting: bringing students into the discussion by getting them to respond to another student’s question or answer.

Your Departure Point

Based on your quiz scores and the strategies presented in this article, have you determined a departure point for initiating or facilitating interaction in your teaching?

The ITC invites your participation in a discussion forum to share ideas and strategies you employ for facilitating student interaction in the teaching and learning process. To locate the forum, point your browser to <http://itc.utk.edu/interaction> and click on the link “Join an open discussion on interaction.”

References

Collison, G., Elbaum, B., Haavind, S., & Tinker, R. (2000). *Facilitating online learning: Effective strategies for moderators*. Madison, WI: Atwood Publishing.

Keefe, T. J. (2003). Using technology to enhance a course: The importance of interaction. *Educause Quarterly*, 26(1), 24-34.

Scoring for “Interaction Quiz”

1. a=2; b=3; c=1
2. a=3; b=1; c=2
3. a=2; b=1; c=3
4. a=1; b=2; c=3
5. a=3; b=2; c=1

If you scored 5 – 8, your students might benefit from encouraging additional interactivity in class. Consider using some of the ideas in this article for your classes.

If you scored 9 – 11, you are encouraging your students to be interactive with your course content and each other. As you read this article, you may find other strategies that you can incorporate in your classes.

If you scored 12 – 15, you are incorporating many strategies that encourage interaction among your students. Good work! After you read this article please contribute some additional ideas for student interactivity to the open forum discussion. To locate the forum, point your browser to <http://itc.utk.edu/interaction> and click on the link “Join an open discussion on interaction.”

ITC's Fall 2003 Workshops

This semester the ITC is focusing on the theme Student Interactivity and anchoring each of our workshops to that theme. You will leave each workshop having learned not only how to use the tools, but also when and, most importantly, why to use them. Register online at <http://itc.utk.edu/workshops/register.shtml>

Online@UT Course Management System (CMS)

CMS 110 *Introduction to Online@UT*

Online@UT makes it easy to organize and post these materials online for students to access anytime from anywhere via the Web. In this introduction to Online@UT's course management system, participants will access their online course site, receive an overview of instructor development tools and resources, and create an online syllabus. **This workshop is required to obtain access to your Online@UT course site.**

Aug 11	10:10-12:10	Aug 13	1:30- 3:30
Aug 15	10:10-12:10	Aug 19	1:30- 3:30
Aug 21	10:10-12:10	Sept 15	10:10-12:10 GTA Pref.
Sept 29	1:30- 3:30 GTA Pref.	Nov 3	10:10-12:10 GTA Pref.
Nov 18	1:30- 3:30	Nov 19	10:10-12:10
Dec 3	1:30- 3:30	Dec 5	10:10-12:10

CMS 111 *Deconstructing a Course for Online Delivery*

"How do I modify face-to-face course's content for all or partial online delivery?" Not everything you do in the classroom can be accomplished online. Some things you can't do in the classroom can be accomplished online. This workshop will use the "Seven Principles of Good Practice" (Chickering and Gamson, 1987) as a benchmark to design and organize online materials that encourage interaction, participation, and collaboration; communicate high expectations; and address diverse learning styles.

Prerequisite: CMS 110

Sept 10 1:30-3:30

CMS 112OL *Facilitating Communications in Online@UT*

"How can I get students more involved in class discussions?" Participants will examine strategies for engaging students in virtual dialogue and discuss building a community of learners through Online@UT's features - discussion forums, virtual classroom, collaborative groups, and email. This online, synchronous workshop will also provide tips and tricks, lessons learned, and resources.

Prerequisite: CMS 110

Sept 24 10:10-12:10

CMS 113 *Online@UT's Assessment Tools*

During this workshop we will examine the tools available in the assessment area of Online@UT. We will examine the new feature sets in the online gradebook, as well as create and deploy online tests and surveys in Content Areas. We will also discuss the pros and cons of online assessment, and address your questions and concerns.

Prerequisite: CMS 110

Sept 30 10:10-12:10

Feature Focus Workshops: *One-Hour Skill Intensive*

The ITC is pleased to offer a new series of workshops to familiarize instructors with the features in the new Online@UT that will enhance a curriculum with appropriate technology. CMS 110 provides you with a broad overview of how Online@UT fits within the curriculum as a whole. To supplement that overview we have designed a series of one-hour intensive workshops that focus on pedagogy and skills. Becoming comfortable with these fundamental "how-to" skills will help jumpstart your use of these tools. These workshops are intended to help you hone the skills you will need to create a dynamic learning environment for you and your students.

FF 101 *Building Content Areas*

Getting ready to start uploading content into your course site? Join us for a one-hour intensive workshop on creating folders and attaching files to them. You were introduced to the pedagogy of developing online course materials in CMS 110. Now, learn the mechanics of getting those materials online effectively. **Prerequisite: CMS 110**

Aug 11 1:30-2:30 (6th floor Hodges Library)

FF 102 *Synchronous Communication Tools*

Online@UT now offers a new Virtual Classroom tool called Collaboration, as well as a Lightweight Chat for instant text messaging. Join us for a one-hour intensive workshop that will focus on the mechanics of using the Virtual Classroom, with its whiteboard feature and the new Lightweight Chat feature. **Prerequisite: CMS 110**

Aug 12 10:10-11:10

FF 103 *Gradebook and Assessment*

Are you ready to incorporate online testing into your course site? Join us for an intensive one-hour workshop that will focus on the new features in the Test Canvas and the Assignment Manager. This workshop will offer you the skills you need to use the assessment tool well. **Prerequisite: CMS 110**

Aug 12 1:30-2:30 (212 Hodges Library)

FF 104 *Asynchronous Communication*

This one-hour workshop will discuss some important asynchronous communication features in Online@UT – the Discussion Board, Digital Drop Box, and email. Asynchronous communication refers to the exchange of ideas among participants at different times and location. By using these tools, an instructor forms a virtual space within which students can communicate, store files, and interact with content and each other. **Prerequisite: CMS 110**

Aug 13 10:10-11:10

Oct 23 10:10-11:10

Communication Tools for Instruction (CT)

CT 185 *Outsmarting the SMART Board*

SMART Boards allow you to connect a laptop and project your computer screen onto a 4-1/2'X 6-1/2' display, then use the board like a combination touchpad/white board. Participants will learn how to set up their computer for use with a SMART Board and how to use the SMART Board's interactive features.

Aug 11	11:00 – 12:00	(Studio C, Comm 61)
	1:00 – 2:00	(Studio C, Comm 61)
Aug 12	11:00 – 12:00	(Studio C, Comm 61)
	1:00 – 2:00	(Studio C, Comm 61)
Aug 13	10:00 – 11:00	(Studio C, Comm 61)
Aug 14	10:00 – 11:00	(Studio C, Comm 61)
Aug 15	1:00 – 2:00	(Studio C, Comm 61)
Aug 18	1:00 – 2:00	(Studio C, Comm 61)
Aug 19	10:00 – 11:00	(Studio C, Comm 61)

Digital Media for Instruction (DM)

DM 141a *Getting Started with Adobe Photoshop: The Basics*

Discover basic strategies and criteria for reinforcing your online content with engaging imagery. This workshop will teach you the basics of Photoshop, one of today's leading image-creation tools. You'll receive an introduction to Photoshop's interface along with core concepts including resolution, common file formats (GIFs, JPEGs, TIFFs, PICTs), and file sizes. Explore ways to customize and improve your images. Try out Photoshop to decide if it's the right software package for your needs. **This is a prerequisite to DM 141b and DM 241.**

Sept 9	10:10-12:10	GTA Preferred
Sept 10	10:10-12:10	

DM 141b *Fixing, Compressing, and Resizing Photos Using Adobe Photoshop (NEW)*

If you're committed to learning Photoshop, this workshop will highlight the reason it was created – to fix, enhance, or change photos. You will learn how to enhance your digital camera pictures and scanned images, prepare them for Web delivery, and even learn to make a collage by combining one or more photos.

Prerequisite: DM 141a

Sept 25	10:10-12:10	
Oct 6	10:10-12:10	GTA Preferred

DM 241 *Preparing an Interface for the Web Using Adobe Photoshop (NEW)*

If you have mastered the basics of Photoshop and are thinking, "Was this really worth the money?" let us show you what lies below the surface. Using the advanced slice features of Photoshop, you can plan and create your entire Web site interface and make it Web-ready in a matter of steps. **Prerequisite: DM 141a**

Oct 2	10:10-12:10	
-------	-------------	--

Digital Media for Instruction (DM)

DM 148 *iMovie3 to iDVD (NEW)*

Capture your students' attention with sound, image, and movement. Video is a great tool for both instructional delivery and student assessment, and using a Mac to produce your video is fun and easy. In this workshop you will use Apple iMovie 3 to edit your video and learn to transfer it to DVD for playback in your classroom. Pre-planning, production, and file compression will also be covered as well as different video delivery methods.

Aug 27	10:10-12:10	
--------	-------------	--

DM 149 *Adobe Photoshop Elements Meets the Digital Camera (NEW)*

You might have found that Adobe Photoshop is just too much program for you. Well, meet the new relative that has come to town! Photoshop Elements is powerful yet easy-to-use image-editing software for print, email, and the Web. This workshop will cover the basics of the digital camera and how you can use it with Photoshop Elements to add visuals to your online classes. From quick corrections to creative editing, you can easily achieve high-quality results.

Oct 28	10:10-12:10	
--------	-------------	--

Creating Web Sites for Instruction (HTML)

HTML 106a *Getting Started with Macromedia Dreamweaver MX: An Introduction*

Macromedia Dreamweaver MX is one of the most popular HTML Web creation tools available, allowing users to build supplementary course support materials or entire instructional Web sites. The first hour examines educational uses of the Web, provides tips on organizing content, and introduces interface layout conventions. The second hour covers the fundamentals of Dreamweaver work space including inserting images and text, customizing your text, and creating links to other HTML pages. **This course is a prerequisite to HTML 106b and HTML 206.**

Sept 16	10:10-12:10	GTA Preferred
Oct 9	10:10-12:10	

HTML 106b *Uploading Your Dreamweaver HTML Files to the Web (NEW)*

Need a refresher? Mastered Dreamweaver but can't get your content out to the Web? Learn how to upload files to your University Web space using Internet browsers and free FTP programs. The workshop will also discuss content management. **Prerequisite: HTML 106a** Prior to attending class you will receive information directing you to register for a Unix Web site account.

Oct 14	10:10-12:10	GTA Preferred
Oct 30	10:10-12:10	

Register for Fall 2003 ITC Workshops at <http://itc.utk.edu/workshops/>

Creating Web Sites for Instruction (HTML)**HTML 206** *Creating Interactive Elements Using Macromedia Dreamweaver MX (NEW)*

Take your basic Web pages a step further by adding simple interactive elements. Provide basic user feedback by adding a rollover state to your menu buttons. Create a dynamic viewing experience using image maps by adding hot spots to areas of a photograph that link to additional information and resources. Also, learn to collect student information with forms. **Prerequisite: HTML 106a**

Oct 21 1:30-3:30

Productivity Tools for Instruction (PT)**PT 161** *Advanced Uses of MS PowerPoint*

This intermediate workshop will use MS PowerPoint to focus on enhancing an instructional presentation with custom animation, interactive elements, slide transitions, audio, and video. Participants will learn how to place hypertext links into their slideshows and save projects for Web-based delivery.

Aug 26 10:10-12:10 GTA Preferred

PT 166 *Enhancing Instruction with Screen Captures (NEW)*

This workshop introduces you to various ways to use screen capturing to enhance your instruction. It will cover capturing techniques from basic keystrokes to CamStudio, a freeware screen recorder for the PC. You will learn the basics of creating screen annotations and recording screen activity into standard AVI or SWF video files that stream onto the Web.

Sept 23 10:10-12:10 GTA Preferred

Instructional Technology (IT)**IT 125** *Using the Technology Enhanced Classrooms (TECs)*

Learn how to use the projectors, VCRs, DVD players, and other equipment in the Technology Enhanced Classrooms located in various buildings around campus. This hands-on workshop will give you the confidence to use new technology in your classes. For a list of TEC classrooms see <http://itc.utk.edu/resources/smartclassrooms/>

25 sections total on Aug 11, 12, 13, 14, 15, 18, and 19

For times and locations, see <http://itc.utk.edu/workshops/>

Special Topics (ST)**ST 021** *Security Awareness Training and Discussion*

This workshop will center on discussion of the new Information Technology Security Group's role in helping faculty become sensitive to the security issues on campus and on the Internet. Both proactive and reactive mechanisms – including such items as, “How do I report an incident or attack?”, “How do I get information on current guidelines?”, and “How do I protect my system from hackers?” – will be discussed.

Sep 18 10:10-12:10

Oct 15 1:30-3:30

Nov 25 1:30-3:30

ST 023 *Making Online Courses More Accessible to People with Disabilities*

Across East Tennessee, for the last several months, people with disabilities have been examining the usability and accessibility of online courses from area colleges and universities. The purpose of this workshop is to share their experiences and suggestions for making online courses more user-friendly for all learners who are taking online courses.

Oct 8 1:30-3:30

Just a Click Away . . .



Free Online Resources for Faculty Use

The University of Tennessee's Educational Technology Collaborative (ETC) is a statewide faculty development initiative that brings individuals together, via Project SET, to develop Web-based modules for instructional use. We encourage you to use this ever-growing resource to support your students' learning and your own professional development.

All instructional resource professionals are invited to develop and contribute modules to this shared repository for faculty and student use. Any staff member, faculty member, or graduate student, or team thereof, from any of the UT campuses may apply for Project SET funding. **Proposals for the 2003-2004 grant cycle will be due in September.**

Project SET Modules (Sharing Educational Technology)

Available online at <http://edtech.tennessee.edu>

Sample modules include:

- Designing Online Learning
- Information Literacy & Website Evaluation
- Introductory Technology Orientation
- Using Digital Cameras
- Videoconferencing Technology

For more information about Project SET, to apply for the grant, or to access the current modules, visit the ETC Web site.

	S	M	Tu	W	Th	F	S
AUG	10	11 IT 125 (multiple)* CT 185 (multiple)* CMS 110 10:10-12:10 FF 101 1:30-2:30	12 IT 125 (multiple)* CT 185 (multiple)* FF 102 10:10-11:10 FF 103 1:30-2:30	13 IT 125 (multiple)* CT 185 10:00-11:00* FF 104 10:10-11:10 CMS 110 1:30-3:30	14 IT125 (multiple)* CT 185 10:00-11:00*	15 IT125 (multiple)* CT 185 1:00-2:00* CMS 110 10:10-12:10	16
	17	18 IT 125 10:00-11:00* CT 185 1:00-2:00*	19 CT 185 10:00-11:00* IT 125 1:00-2:00* CMS 110 1:30-3:30	20	21 CMS 110 10:10-12:10	22	23
	24	25	26 PT 161 10:10-12:10	27 DM 148 10:10-12:10	28	29	30

SEPT	31	1	2	3	4	5	6
	7	8	9 DM 141a 10:10-12:10	10 DM 141a 10:10-12:10 CMS 111 1:30-3:30	11	12	13
	14	15 CMS 110 10:10-12:10	16 HTML 106a 10:10-12:10	17	18 ST 021 10:10-12:10	19	20
	21	22	23 PT 166 10:10-12:10	24 CMS 112 10:10-12:10	25 DM 141b 10:10-12:10	26	27
	28	29 CMS 110 1:30-3:30	30 CMS 113 10:10-12:10				

OCT				1	2 DM 241 10:10-12:10	3	4
	5	6 DM 141b 10:10-12:10	7	8 ST 023 1:30-3:30	9 HTML 106a 10:10-12:10	10	11
	12	13	14 HTML 106b 10:10-12:10	15 ST 021 1:30-3:30	16	17	18
	19	20	21 HTML 206 1:30-3:30	22	23 FF 104 10:10 -11:10	24	25
	26	27	28 DM 149 10:10-12:10	29	30 HTML 106b 10:10-12:10	31	1

NOV	2	3 CMS 110 10:10-12:10	4	5	6	7	8
	9	10	11	12	13	14	15
	16	17	18 CMS 110 1:30-3:30	19 CMS 110 10:10-12:10	20	21	22
	23	24	25 ST 021 1:30-3:30	26	27	28	29

DEC	30	1	2	3 CMS 110 1:30-3:30	4	5 CMS 110 10:10-12:10	6
	7	8	9	10	11	12	13

* Visit the online registration page for specific times and room locations.

Enriching the Advising Experience

Academic advising is an integral part of college students' lives and essential to their success. Many colleges are turning to the Web to assist in this process and finding the move to be both helpful and pleasant for students, faculty, and staff. The question of how a college or department can reach students during times of restructuring, budget cuts, and change might find a partial solution through Online@UT.

Online@UT offers colleges and departments the option of generating organization sites for their students. Many colleges have already taken the plunge and are finding success in this direction. Here are some suggestions for using an organization site to inform, engage, and support students during their academic tenure.

Create a Reference Desk for Students

Putting together documents and resources that are directly relevant to students' interests – creating a “reference desk,” so to speak – can increase student awareness of the steps involved in earning their degrees; reduce the frustration of trying to compile information currently found in multiple locations, both online and in print; and streamline the advising process by allowing easier advanced preparation. Furthermore, it helps ensure that everyone receives the same information and the same message.

Engage Students

As an advisor, have you been challenged with trying to get students involved in planning their academic path? Do you ever wish you could pair up junior and senior students with freshmen and sophomores as mentors in the program? Do the students have a way to reach one another, discuss trends and issues in the field, or provide feedback to the college regarding their program? These questions deal with our community of learning and interacting with one another to answer questions, find solutions, and share experiences. An Online@UT organization site can provide:

- Discussion forums for advisors to answer questions pertaining to the program, degree, or specific courses.
- Open discussions for students to share their knowledge, experience, and questions with one another.
- Email lists for all students or specific groups of students to send updates and timely information.
- Live chat sessions or virtual office hours for advisors to answer questions for students who can't get to the office (e.g., they work full-time or live at a significant distance from campus and come in only for classes).
- Group pages to divide up students by year or major for specific information communication.

Provide Students Support

Overall, an organization site allows students to interact with and support each other, receive support from their advisors, and easily obtain information pertinent to achieving their goal: the degree.

If creating an organization site for advising is something your department is interested in, please call 865-974-9670 or email online@utk.edu for more information. □

Quick Tips on Keeping Students Informed

- ▶ Organization sites offer a variety of tools and spaces to publish information to students. Imagine students logging into a secure site and finding:
 - A list of advisors with photos, contact information, and office hours;
 - Announcements about changes or events related to the program;
 - Documents to be completed;
 - A calendar with events, schedules, and deadlines;
 - Descriptions or syllabi for required courses;
 - University rules, regulations, and policies.

Resources on Advising Students

Advising Tips from Weber State University in Utah
<http://departments.weber.edu/aac/handbook/quicktips.html>

Advisor Roles and Responsibilities from Polytechnic University
http://cis.poly.edu/advising/advisor_roles.shtml

Creating Community for Students

- ▶ Use Online@UT organizational sites to build community for students:
 - Create common areas which offer accessible, online locations for students to meet and share ideas.
 - Provide tools for collaboration and exchange, allowing students to share files, meet in virtual space for online chats, and join discussion forums on issues critical to their student environment.

To read more about the potential of the Community Portal, visit:
<http://www.blackboard.com/highered/ps/index.htm>

Improving Instructor-Student Interaction Through Email

Email is a powerful communication tool that can allow for better interaction between students and instructors. Used inappropriately, however, it can be more of a hindrance than a help. Email's ease-of-use can lead students to be informal, making it much harder for you to understand their messages, so make sure you establish rules for the use of email in class.

Here are some tips you can give your students to encourage good email practice:

- ▶ Don't use slang and other terms that you wouldn't use if you were talking to your instructor on the phone or in person.
- ▶ Don't be cryptic. Always include a meaningful subject line. Any email relating to class should include your full name and the class section number.
- ▶ Be a responsible email user. If you use multiple email addresses, pick one to dedicate to classwork. This should prevent confusion on your part so that you don't have to check three or four accounts when you are waiting for an important response.

For more tips on improving email communication, please visit our Web site: <http://itc.utk.edu/interaction/email/>



The official University communication with all students will be e-mail effective Fall Semester 2003. Information about obtaining these accounts can be found at: <http://accounts.utk.edu/your-email-account.html>

Push Me, Pull Me – Make Me Learn

Interactivity in the face-to-face classroom setting can create meaningful, stimulating connections between a learner and a subject. But once the learner moves into an online environment, how does an educator involve the learner? A new discipline gaining respect among the multimedia design community is called Interaction Design. Nathan Shedroff writes:

Interaction Design is essentially story-creating and telling, is at once both an ancient art and a new technology. Media have always effected the telling of stories and the creation of experiences, but currently new media offer capabilities and opportunities not yet addressed in the history of interaction and performance. (1994, paragraph 2)

Build processes and steps into your learning materials that encourage active participation with the online content. Add simple rollover effects or have your students access content dynamically through the use of databases. The following are some of the many ways to make your content more engaging.

The first step in developing a meaningful online learning experience is constructing the shape and form of the content. This constructed information path will direct the learner through your material. At its most basic level, the content should include a beginning, middle, and end. John C. Lenker models his three-step framework for the online interactive experience – Attract, Inform, and Arvoke – on the processes described in Gagne's "Nine Events of Learning" and Aristotle's "Three Elements of Persuasive Communication" (2002). The introduction attracts learners, enticing them into the learning space; the middle imparts the information; the end solicits the learner's response. To create this guided pathway, develop an information flowchart leading the learner toward desired outcomes.

Build enthusiasm for the message on the opening screen. The general subject should be evident, the guiding structure clear, and the breadth defined. Just as the tone for the semester's class is set on the first day, the entry page provides an opportunity to engage your learner. Hollywood movies masterfully set the mood of the next 90 minutes in the opening title sequence. Online cues that set the stage for the learner's online experience include headlines and banners, introductory text, font choice, color palette, imagery, link titles, movement, and even sound. The combination of these elements has the potential to create an emotionally compelling and cohesive entrance into your content.

The learner clicks past the front page. Now what? Static interactions, like clicking, provide limited physical interaction. Clicking and paging weave content together, but they don't demand attention beyond simple page turning. Attract the learner by providing choices and alternative modes of viewing and understanding a concept through photographs, diagrams, video, and audio. Consider how the following elements contribute to the online experience and help engage a deeper understanding of your content:

Employ button clicks and simple mechanics

- Page forward and backward
- View photographs (photograph 1, photograph 2)
- Use scroll bars (scroll up/down, scroll left/right)
- Close or open a window
- Select a menu item

Clicking implies movement from one location to another

- Access more of the same content (next | previous)
- Move to the next section
- View a more detailed photograph
- Provide clarity and detail (enlarge the image, reveal more of the image)

8 Ways to Get Students More Engaged in Online Discussion

Dr. William Klemm suggests eight guidelines to create a strong collaborative learning environment in your course discussion boards. These methods are designed to increase both the quality and quantity of student participation.

1. Require Participation

Don't let it be optional. Set aside a portion of the grade allocation for quantity and quality of participation in the online discussion.

2. Form Learning Teams

Collaborative learning can occur just as well in the online environment. Asynchronous conferencing via discussion boards overcomes the schedule coordination issues that often plague face-to-face teams.

3. Make the Activity Interesting

Make it relevant so that students will want to participate. Challenge students to apply what they are learning.

4. Don't Settle for Opinions

Encourage rigorous analysis and creative thought. Instructors should insist that opinions must be supported with data or evidence.

5. Structure the Activity

Organize topics around course objectives. Structure provides guideposts to help students think of things to contribute.

6. Require a Hand-In Assignment (Deliverable)

Deliverables could include idea generation and analysis, decisions, plans and designs, proposals, case studies, problem generation and solution, research projects, term papers or reports.

7. Know What You are Looking for and Involve Yourself to Help Make It Happen.

Participate in the discussion. When you offer feedback, encouragement, and direction, students will become more involved.

8. Implement Peer Review and Grading

This can be a great way to encourage quality work. Be sure to provide students with appropriate evaluation criteria.

Klemm, W. (1998.) Eight ways to get students more engaged in online conferences. *T.H.E. Journal* 26(1). Retrieved June 4, 2003, from <http://www.thejournal.com/magazine/vault/A1997.cfm>.

- Move to a Web site with similar content
- Email the person related to the material
- Provide alternative navigational options (navigational icons, site maps, search boxes)
- Provide viewing choices (view the movie, read the passage, see aerial or ground views.)

Push

Pull

Learn

Interact

Clicking can begin a new process

- Play/stop a movie (watching and observing)
- Play/stop audio (listening)
- Follow a thought process (teacher- or learner-constructed)
- Begin a search

Create pathways for communication and reflection, thus helping sustain the learner's attention and interest. In the traditional sense, classroom time is thought of as lecture time. In the online environment learners read the lecture, reflect, and practice at their own pace. The requirement to interact with the content deepens the learner's involvement. The student invests in the online experience.

Elicit student engagement by requiring a response

- Fill out a simple form
- Take a test (in addition to the standard essay submissions, tests can include drag-and-drop elements or input fields for proper labeling)
- Add photos to a database
- View a result

Steer learners into reflective thought

- Interpret a presented image or written passage
- Respond to opinion polls
- Download a PDF document (could require printing for viewing details)
- Examine a 3-dimensional (virtual reality) object or photograph
- Locate a specific scene in a movie exemplifying a particular idea or concept

Provide feedback or results

- Provide direct feedback to a chosen answer (pop-up window indicating a correct/incorrect answer)
- Allow the student to follow a logic path that arrives at a conclusion or consequence
- Display group results
- Acknowledge the completion of a section (this feedback could take the form of audio, video, or a simple graphic)
- Embed rollovers that provide additional information

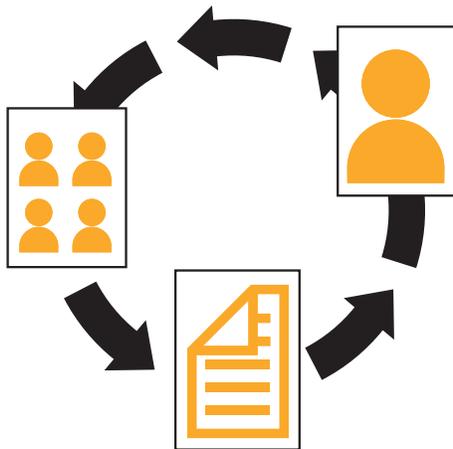
References

Lenker, J. C. (2002.) *Train of thoughts: Designing the effective web experience*. Indianapolis: New Riders Publishing.

Shedroff, N. (1994.) *Information interaction design: A unified field theory of design*. Retrieved June 4, 2003, from <http://www.nathan.com/thoughts/unified/2.html>

Student Interactivity – What Is It?

The prevailing view of traditional educators is that high-quality student interactions are essential for positive student outcomes. A recent study that specifically focuses on the impact of interaction on student performance supports this view (Keefe, 2003). The study demonstrates that when student interactions increased in either the classroom or the online learning environment, student achievement also increased. This newsletter presents some strategies you can try in your classes to improve student achievement through increased interaction.



To register for workshops, learn more about student interactivity, access resources cited in this newsletter, and engage in an online discussion forum focused on facilitating student interaction, please visit: <http://itc.utk.edu/interaction>



INNOVATIVE TECHNOLOGY CENTER
Office of Information Technology

**4th Floor
Dunford Hall
Knoxville, TN
37996-4050**

Call us
865-974-9670

Fax us
865-974-8655

Email us
itc@utk.edu

Visit us on the Web
<http://itc.utk.edu>

ITC TOPICS ► FALL 2003