



Planning & Writing Distance Education Lessons

Compared to traditional instruction, development of Distance Education courses hefts an unusually heavy workload on the content expert upfront. But, if designed right, DE courses can be significantly less taxing on the instructor once the semester begins. A big piece of this equation lies in the fact that in-class lectures and demonstrations can be “recorded” once-through text, images, video, etc--and “replayed” on-demand for any number of students in perpetuity. Here are some tips for writing lessons:

1. **Know something about the learners.** Understanding learners' prior knowledge and experiences can help you write applicable content.
2. **Have a starting point.** Put your lessons in context of previous lessons. Introduce topics with authentic experiences such as a short video field trip or demonstration.
3. **Clearly state instructional objectives.** Know what you want students to learn, and frame your lessons and activities accordingly.
4. **Provide content in forms that address different learning styles.** Consider having text of a lesson recorded and made available as audio or video. Include recorded demonstrations or interviews.
5. **Provide practice opportunities with feedback.** Self-tests, guided practice interactions, etc. within the lessons can be engineered to give learners automated feedback.
6. **Have a closing point.** Go beyond summaries. Consider including an authentic experience as mentioned, or design a wrap-up discussion.

WebCT Tip of the Day: Automated Feedback

The WebCT Assessments tool allows you to store feedback for individual questions—and in the case of multiple choice questions, individual answer choices—within the assessment itself. This feedback can be automatically revealed to students when they’ve completed the assessment, offering them insight into their mistakes, additional information for further learning, or elaboration on the question itself.

To add feedback to existing quiz questions:

1. Go into the **Quizzes/Tests** tool and **click an assessment title**.
2. **Choose a question** from the listing by clicking the question title.
3. Type your feedback in the **Feedback** field beneath the question or answer choice
4. Click **Save** at the bottom of the page when you’re done.

Figure 2 The question editor window lets you enter rich, automated feedback.

This Month's TETC Workshops and Trainings

Title	Date	Time	Place
WebCT Quizzes	11/4	10-11am	LC218
Quizzes with Respondus	11/4	11am-12	LC218
Digital Images: Scanning	11/9	10-11am	LC218
Digital Images: Intro Photoshop	11/9	11am-12	LC218
WebCT Assignment Tools	11/11	12-1pm	LC218
Acrobat PDFs	11/11	3-4pm	LC218
Excel in a Nutshell 1&2	11/18	10am-12	LC218
WebCT Communication Tools	11/25	10-11am	LC218
WebCT Grades	11/25	11am-12	LC218



This newsletter was published for Distance Education by the Technology Enhanced Teaching Center at Utah Valley State College.

For more information on this newsletter or how you can contribute:

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To sign up for these workshops and more, visit our website:
www.uvsc.edu/disted/tetc/workshops

Come to the TETC Open House 2005!

Drop by LC 227 on November 17th and 18th between 10am and 4pm for the Technology Enhanced Teaching Center's Open House. We'll be demonstrating our equipment and capabilities, and will have **snacks and refreshments** on hand for anyone who stops by.

Did You Know?

Instructional activities should be varied every twenty minutes, and designed to encourage interaction among the instructor, students, and the content.

On Topic...

Wagner, Ellen D. (1995). Distance Education. *Adults Learning*. Vol. 7 Issue 1, 18-21.

Meyen, Edward L.; Lian, Cindy H.T. (1997). Teaching online courses. *Focus on Autism & Other Developmental Disabilities*, Vol. 12 Issue 3, 166-175.