



## Start the Semester Off Right!

The first few weeks of class can shape students' attitudes for the rest of the term. Here are some ideas to consider employing as we start a new semester:

- ☑ **Break the Ice with Class Introductions.** Use the Discussions or Chat tools to solicit public introductions from students. Model an appropriate introduction yourself. Register on student's radar by responding to them individually. If you have TAs, have them introduce themselves as well.
- ☑ **Provide a Clear and Thorough Syllabus.** Things to include: contact info; office hours; prerequisites; goals and expectations; calendar of topics, learning activities, and assessment items; grading rubrics; grading scale; policies and standards; DE Help info; etc.
- ☑ **Declare Guidelines for Communication.** Tell students exactly what, when, and how they should expect communication from you, and when communication is expected of them.
- ☑ **Pre-assess students' skill or knowledge of the subject.** Use a simple pretest to gauge how much prior knowledge or skill students possess. Adjust your teaching strategies based on pre-assessment results.
- ☑ **Prepare Your Grade Book.** Whether you use Excel or MicroGrade, or you grade solely within of WebCT, set up your grade book columns early in the semester and provide students with access to their scores. Students may be motivated by knowing how they stand.
- ☑ **Manage Your Time.** Avoid the 24/7-syndrome by creating a specific schedule of times set aside to monitor your DE course (check E-mail, respond to discussions, post activities, and grade assessment items).

## WebCT Tip of the Day

Distance Education has made some great add-ons for WebCT, many of which are built right into the course's Homepage. Access any of the following options by clicking the appropriate link on the Homepage of your DE-designed WebCT site (**Figure 1**):

**Manage Message to Students** posts a message on site's front page for students to see each time they enter.

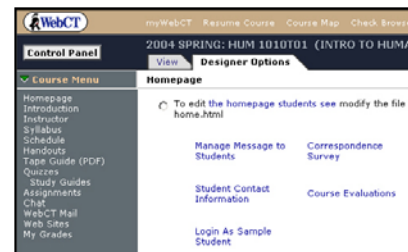
**Student Contact Information** lists contact info for students in your course as collected by the DE Service Center.

**Login as a Sample Student** allows you to instantly re-enter the current WebCT site as a "real" student, providing an immediate and accurate view of the course as a student would see it.

**Correspondence Survey.** Occasionally our Research team may ask you to participate in surveys or other data collection related to teaching.

**Course Evaluations.** Review the results of student evaluations collected each semester in an easy-to-read format that uses colorful charts and diagrams.

For more information on these options call Jared (x8929) or Nate (x8928).



**Figure 1** Design view of a Homepage.

## This Month's Workshops and Trainings

Title	Date	Time	Place
WebCT Easier w/ PowerTools	8/4	9-10am	SC111
WebCT Intro	8/4	10-11am	SC111
WebCT Communication Tools	8/4	11am-12pm	SC111
Fostering Online Ed. Communities	8/4	1-2pm	SC111
WebCT Question & Answer	8/4	2-2:30pm	SC111
WebCT Assignment Tools	8/4	2:30-3:30pm	SC111
WebCT Grades and Excel	8/4	4-5pm	SC111

Watch the UVSC Communicator for more workshops during August!

## What's New in the TETC

We have the following new equipment available for faculty use in the Technology Enhanced Teaching Center (CS633):

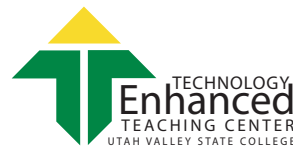
- Large document fed scanner (50pp at a time)
- Slide and 35mm film fed scanner (50 slides at a time)
- New Windows computers for curriculum development

### Did You Know?

Maintaining high learning expectations across DE and conventional sections will ensure that instruction is driven by pedagogy rather than technology.

### More on this Topic...

- Povlacs Lunde, Joyce. (2004). *101 Things You Can Do the First Three Weeks of Class*. Teaching and Learning Center, University of Nebraska-Lincoln. Available: <http://www.unl.edu/gradstudies/GSAP/101things.html>
- Newlin, M., & Wang, Alvin. (2002). *Integrating Technology and Pedagogy: Web Instruction and Seven Principles of Undergraduate Education*. 2002. Teaching of Psychology, 29(4), 325-30.



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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