



Quality Distance Education: Course Content

Over the next few newsletters I'd like to draw our attention to the issue of course quality. Based on research and observation, I plan to provide information on what a quality course consists of, focusing on content, interaction, assessment, activities, and the art of teaching at a distance.

Content refers to all materials and information that guide learners through the course, identify learning objectives, provide information or instruction to build knowledge or skill, exemplify good practice, etc.

A broadcast telecourse should **make use of audio/video resources** when they might facilitate understanding. There are a wide range of activities that might be produced for broadcast, including on-site interviews, virtual fieldtrips, recorded experiments, and other demonstrations that **apply content to the real world**. TV courses should compliment broadcast lessons with online materials such as incomplete lecture outlines.

All DE courses have a web site in WebCT, but for Online courses the web site is critical, as it delivers media-rich lessons to learners. **Think of online lessons as an adaptation of regular in-class lectures**. Each lesson must be well-organized, and should contain objectives, tasks, content beyond the text (i.e. lecture content), and supplemental materials, such as video segments, illustrations, articles, examples, etc.

If you're interested in having DE help you **create effective, media-rich**

WebCT Tip of the Day: Organizers & Modules

Organizer Pages and Content Modules are two tools used for organizing and presenting your course content. You're already familiar with an Organizer Page—your WebCT Homepage is the most obvious example. Organizer pages are simply empty pages that can contain links to other pages, tools, or components.

Content modules also contain links to components, but are more organized and structured, often used for linear presentation. Content modules include navigation features that best accommodate a sequential flow of information, though the table of contents feature allows users to advance to any point or page within a content module.

Content Module	Organizer Page
Sequential—items are set in order with a distinct starting point.	Exploratory—items are displayed in a table or list
Action Menu provides navigation features	No explicit navigation features
Uses headings within the sequence	Headings unavailable
Components are integrated with the table of contents and Action Menu	Components are presented with no relationship to content or other components

For more info on this aspect of WebCT, call the TETC at 863 6127.

This Month's Workshops and Trainings

Title	Date	Time	Place
WebCT Communication Tools	6/15	3-4pm	LC227
WebCT Grades	6/15	4-5pm	LC227
WebCT Quizzes	6/20	3-4pm	LC227
Respondus for WebCT Quizzes	6/20	4-5pm	LC227
WebCT Assignment Tools	6/22	3-4pm	LC227
WebCT Quizzes	6/22	4-5pm	LC227

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

What's New in the TETC

This month we're welcoming Carlos Alarco as our new Training Assistant! You may know Carlos for his tireless work in the DE Service Center. Carlos's excellent knowledge of technology and friendly approach to learning makes him a great asset to the new TETC. Call Carlos at the TETC (863 6127) or just stop by LC 221 to make a one-on-one training appointment, or learn about the technology and tools.

Did You Know?

DE Development's job is to design and create media-rich components for your DE courses. You provide the content and we'll take care of the technology!

On Topic...

Campbell, Dale F. and Richard D. Massie. (2000). Commitment to quality: There from the beginning. *Community College Journal of Research and Practice*, 24:1-5.

Savage, Anne R. (1999). Assuring quality distance learning programmes: The emergence of a new faculty. *Higher Education in Europe*, 14(2).



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

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