# ELI Guide for Faculty
## Developing a Course

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ELI GUIDE FOR FACULTY
DEVELOPING A COURSE

Introduction To ELI

You are among a group of approximately 60 faculty who have developed courses for ELI. ELI courses are designed for the distant learner, one who cannot or prefers not to attend campus courses. There are few, if any class meetings, although all exams are proctored in the campus testing labs. Most include technology to increase interaction between the faculty and students, and between students themselves. The courses are offered across service boundaries. Students who take distance learning courses include not only the typical college aged student, but also business travelers, the incarcerated, the homemaker, and those not physically located in the area, such as military personnel.

How ELI Is Different From Campus

Continuous Registration - A big difference between campus and ELI classes is continuous enrollment. This means that a student can register for a course on any day of the year that the College is open and the enrollment period begins on that day. Hence, a student who registers for a course, say November 20, will have 16 weeks from that day to finish course work, thereby ending sometime in March. Although ELI faculty take vacations, they are usually available all year to work with students.

Student Records - The record of student progress is kept in a logbook, one for each course, located at ELI. Each student has a log sheet that keeps track of where the student is in the course. The log sheet has the official dates for enrollment, refund, withdrawal, and end of enrollment. When faculty receive work from students, they grade it and record the student grades on each log sheet. Some courses have online logbooks.

Technology - Technology plays two main roles at ELI, content presentation and interaction. For example, content that is either missing from the text or needing additional clarification can be supplied to students by a variety of technologies. Content can be applied to a particular situation by using computer simulations or case studies. Voice mail, email and computer conferencing can enhance interaction between faculty and students. Voice mail, e-mail and computer conferencing can also provide interaction between students. Web based courses can handle a variety of strategies.

Staff - Following is a brief description on each staff position:

- **Director of ELI** supervises all academic and administrative decision making including the selection of courses to be offered, faculty workload assignments, and student/faculty conflicts.

- **Course Specialists** deal with the concerns of students in each ELI course. They answer student administrative questions, open and sort student assignments, keep track of student progress and help faculty with the administrative details at ELI. A Course Specialist is assigned to each faculty member teaching at ELI.

- **The Manager of Records and Registration** supervises the whole area of student interface. Student concerns about availability of course materials, enrollment dates, and all registration issues are part of the job.

- **Instructional Technologists** (ITs), who are trained in learning theory and design strategies, work with faculty to plan and develop new courses and revise current courses for distance learning. They
make suggestions concerning overall course design, technologies, learning activities and assessment. Each faculty member teaching at ELI is paired with an Instructional Technologist.

- **Instructional Technologist Assistant** works with faculty to manage course revisions. This includes editing, and scheduling the timing of the course materials development process.
- **Video Producer** works with faculty to plan any video segments of a course. He follows the process from planning, through production and duplication of copies for the LRCs.
- **Computer Support Specialist** assists faculty with computer hardware and software questions.

**Proposing a Course Through ELI**

In most cases, a faculty member approaches ELI with an idea for a possible course offering. Occasionally, ELI recruits a faculty member to teach a course, but it is still the faculty member’s choice if s/he wants to teach at ELI. Faculty should consult with the Director of ELI and their Division Chair to explore the possibility of teaching at ELI. Division Chairs have the authority to allow or disallow faculty to teach at ELI.

Faculty who are 1) thinking about offering a course or 2) going to revise an existing course are asked to propose the course using the appropriate Course Proposal Form. This form provides the Director of ELI with information necessary for deciding whether or not the proposed course is an appropriate offering for ELI. Criteria established by ELI are applied to each course proposal.

**Criteria for Course Selection:**

- Is the course deliverable at a distance? Can this subject matter be delivered successfully to a distance student? What special instructional techniques will be necessary to provide students with a quality educational experience? How many on-campus visits will be necessary?
- Is the course part of VCCS curriculum? All ELI courses are included in the VCCS Curriculum Guide or are fairly certain of being approved for inclusion at the time of the proposal.
- Is the course substantially in demand? A course that is an essential part of several degree programs, or is in great demand by business and industry, or has special relevance because of external pressures, is more likely to be offered. The efficiency of developing a course, both in terms of faculty/student productivity and staff time is also considered.
- Is the course relevant to ELI or College curriculum? There are instances when ELI or the College has particular initiatives that may dictate priority in ELI course offerings. Special grants or initiatives accepted as important to the College, or opportunities to use new technologies are examples.
- Is there a unique feature of benefit to the College? There may, at times, be courses that are deemed to be relevant offerings at ELI that may not meet any of the other criteria described. These courses would be approved at the discretion of the Director of ELI.
- Is the instructor interested and experienced? Faculty who propose a course should be experienced with not only the subject matter but also with distance learning techniques and technologies. Successful on-campus faculty, from all campuses, are encouraged to propose courses.
Course Elements in ELI Courses

An ELI faculty discussion of what is good instruction evolved into basic course elements. These elements should be considered when proposing, developing, teaching, and evaluating ELI courses.

Purpose: A stated purpose provides both faculty and students with a clear understanding of what is important in the course.

Content Presentation: Course subject matter is presented through effective instruction.

Designing Content:
- Is the content set up to teach objectives or purposes as determined above?
- Does content coincide with the College course content summary?
- Does the content motivate students?
- Is the content appropriately sequenced?
- Is content presented in several levels of learning? (name, explain, apply, value)
- Is content broken down into manageable chunks?
- Do concepts reinforce each other?

Presenting Content:
- Does content presentation address various learning styles?
- Does text/material reflect current knowledge in the field?
- Is content presented using the most appropriate form of technology?

Student Interaction with Content: Student assignments offer effective instruction.

1. Designing Interaction:
- Is interaction related directly to purpose or objectives?
- Is early interaction expected in order to get students started?
- Is interaction designed to be active rather than passive?
- Is it designed to address several levels of learning?
- Is it designed to address various learning styles?
- Is the amount appropriate given ELI students’ situations (too much? too little?)
- Does it provide students with practice in skills, type of exam questions, or activities before grading occurs?
- Does it include assignments addressing critical thinking, writing, verbal communication, computer literacy and/or other general education elements as appropriate for content?

Presenting Interaction:
- Is content available using the most appropriate form of technology?
- Is required interaction evaluated promptly?
- Is each required interaction given direct, personal feedback?
**Student Interaction with Faculty and/or Peers:** Interaction goes beyond the “study-the material-and-call-if-you-have-problems” approach.

**Designing Interaction:**
- Does interaction increase students’ attainment of objectives?
- Is interaction with faculty and/or peers encouraged and built into the course?
- Is it targeted at the point at which students need it most?

**Presenting Interaction:**
- Does it use the most appropriate form of technology?
- Is it timely for faculty and students?

**Evaluation:** Grading and feedback augment effective instruction.

**Designing Evaluation:**
- Does evaluated work relate directly to purpose/objectives?
- Is it proportional to importance of material/objectives?
- Is it timed appropriately within the course?
- Is feedback planned for each assignment and exam?

**Presenting Evaluation:**
- Does it use the most appropriate form of technology?
- Is feedback prompt?
- Is feedback direct and effective?
- Are students asked to give their evaluation of the course (problems, ideas, “is it working?”) during the course?
- Is the final grade given on last feedback sent to students?

**To Propose a New or Revised Course:**
- Complete the appropriate Course Proposal Form which can be obtained from the ELI Guide for Faculty (see Forms), the Director of ELI, or the ELI web page.
- Submit the form to the Director of ELI.
- Obtain Division Chair approval for the course offering.
- If the course is approved, the faculty developer will be assigned an Instructional Technologist who will help draft the Course Plan.

**Planning Your Course**

The Course Plan is an important planning document that organizes not only the course content, but also student interaction and the technologies used. Because all facets of an ELI course need to be complete (Syllabus, Course Guide, Exams, Videos, other technologies, etc.) before students enroll in the course, organization is critical. Faculty developing the course will work with an Instructional Technologist to make sure the course is appropriate for distance students and the course plan is complete.
Course Components

Each ELI course includes the following components.
• An independent study component built around a core textbook or other core instructional materials.
• A content delivery component delivered by some form of technology: ‘homegrown’ video, commercial video (telecourses), a combination of the two, or computer or voice mail if feasible.
• A Syllabus and Course Guide which provide directions on assignments, how to use technology, when to take examinations, and overall course coordination. The Syllabus also includes a course summary and objectives consistent with VCCS requirements.
• An interaction component enabling you and your students to discuss course content, explore and apply course concepts, and otherwise interact using technologies (telephone, web, computer conferencing, voice mail, fax, etc. or a combination of these)
• A lab component (if a lab course) which meets the same lab objectives as the on-campus course via experiential learning and practice in application of theory
• An evaluation component to monitor and document student progress in the course.

Course Planning Decisions

You will find it helpful to think about the questions listed in the following pages. Use these questions to think through your course, then use the Course Plan (Forms) to produce the actual plan.

Which textbooks do I want to use?

Besides choosing the actual texts, you should also decide which edition you want to use, what other print materials such as study guides, lab guides, etc. you also want students to use, and whether you want to make students purchase them or not. You should make sure that the edition you want to use will be available in time for the bookstore to order it; the bookstore requires a six month lead time. For materials that students have to purchase in the bookstore, including textbooks, study guides, audio/video tapes, lab kits, or any other items, you should provide complete ordering information, including title, edition, year, ISBN# (if any), publisher or vendor name/address/telephone number, and any special ordering information.

If you have previously taught your course on-campus, we strongly recommend that you use the same textbook (and edition, if possible) for your ELI course, at least the first time you offer the course. Designing a course with a new textbook adds a lot of work in re-designing materials, assignments, exams, etc.

What instructional approach(es) and media do I want to use to deliver content?

Deciding how to deliver your course content may require a lot of careful thought ahead of time. An ELI course is more than just an adaptation of an on-campus course; it is an opportunity to be innovative and to try out new approaches to teaching and learning.

An ELI course requires you to structure time differently. No matter which medium you use, you won't have as much time to deliver content as you would in a classroom lecture setting. For instance, three credit ELI courses using video typically have 13 hours of broadcast, versus 45-80 hours of classroom contact time. Delivering instruction using other media enables you to compress the content by
eliminating the time normally spent in classrooms with getting started, answering questions, digressions, etc., but you still need to be selective in the content you present and the media you use to present it.

Your Instructional Technologist can help you if necessary with selecting appropriate instructional strategies and matching your instructional approach(es) with appropriate media. As more new technologies become available and new ways to use them are developed, there are a surprising variety of options available to you that you might want to consider. For instance, some courses use voice mail to deliver content (via recorded 'mini-lectures'), administer quizzes, and give feedback on assignments; other courses use the Internet or computer conferencing to deliver content, provide help with homework and other assignments, or even structure collaborative assignments on-line. Possibilities abound; check out what other instructors are doing, use what's available, or create your own new ways!

For more information about the various technologies available see the Media Options section of the Guide.

**Will I want to use video for any part of my course?**

*For what purpose?* You can use video in a lot of ways -- delivering lecture-type content, showing laboratory experiments and procedures, or providing supplementary information are just a few examples. Remember that video is primarily a visual medium, used best with visual information.

*Homegrown, telecourse, or wraparound?* There are a number of commercially produced telecourse series available; one of these may be appropriate for your course. To determine this, you need to preview series programs to make sure of their suitability. If you do select a commercial telecourse, allow plenty of time for ELI to make the necessary licensing and other arrangements. You can also work with ELI’s Video Producer to produce 'homegrown' video course material. It is also possible to use a commercial telecourse and produce a "wraparound", or segment inserted in the beginning and/or end of each program, to enhance the telecourse material.

*Remote or studio shooting?* If you choose to produce your own video material, video production requires a lot of careful advance planning. It must also be scheduled well in advance, especially if you are planning to use 'remote', or on-location, shooting. Remote shoots can greatly enhance your video production, but they require even more planning up front; so consider the costs and benefits before selecting this option.

*Use other visual materials?* You can include other video in your course materials; for example, one current course includes a video on laboratory safety. You can also insert other materials into your 'homegrown' video such as pictures, graphics, and videotape clips. However, if you use copyrighted materials, permission must be obtained in advance and is not always possible to get. Allow plenty of time for this process (it can take weeks, even months) and select alternatives in case the visuals you select cannot be used for copyright reasons.

**How do I want to communicate with my students?**

Being accessible to your students is a key ingredient in their success and your course's. To enable communication that's as easy, timely, and convenient as possible for everyone, decide which media you want to use and how. Most instructors rely heavily on telephone voice mail and U.S. mail to keep in contact with students; e-mail, the Internet, computer conferencing and fax can also be used.
How do I want my students to complete their laboratory assignments?

If your course has a laboratory component, designing laboratory activities that are at least equal in quality to on-campus laboratories can be especially challenging. Before selecting and designing laboratory activities, take some time to think through how and what you want your students to learn -- for instance:

- what is essential for students to learn by hands-on experience?
- what kind of equipment and materials do these experiences require?
- what other ways are there for students to learn as effectively?

Fortunately, you have more choices available to you than you might realize.

On-campus labs -- for learning experiences that absolutely require access to special equipment, materials, or other resources (e.g., a mainframe computer), an on-campus lab may be your only option. You may be able to schedule as many as six or eight on-campus laboratory experiences in one course. However, consider strategies to reduce on-campus time required by you and your students, for instance by structuring pre- and post-lab activities so that so they can be done at home.

Off-campus labs -- many laboratory experiences can be redesigned so that they can be done just as effectively at home using commercial lab kits or commonly available materials and equipment. Some laboratory exercises, such as ones involving observation and measurement, can be converted into paper-and-pencil exercises without sacrificing instructional quality.

Field trips to museums and other facilities -- local museums and other educational facilities may have hands-on exhibits, programs, or other activities that are perfectly suitable learning experiences.

Video -- laboratory experiments can be demonstrated on videotape; showing elaborate laboratory science demonstrations available on commercial video disc can save considerable setup time and expense while offering equal or better quality. Video can also be used to demonstrate process, for example how to perform operations in software programs.

Computer simulations -- there are a growing number of software programs that simulate laboratory exercises in the sciences and engineering. While such 'virtual lab' programs do not offer direct hands-on experience, they do offer numerous advantages such as low setup time, cost and maintenance, infinite replicability and patience, and often a wide variety of test cases. As a result, such programs are often equal and even superior to laboratory experiences.

By selecting from these options, you can design laboratory instruction with hands-on experience and cognitive content that is at least equal in quality to on-campus courses.

What type and number of assignments do I want to have?

Specifying the type and number of assignments students must complete, such as worksheets, textbook problems, field trips, etc. will help you:

- get a sense of whether there's too much or too little to do in your course;
- clarify the specific content you wish to include in the course;
- match course objectives, assignments, and evaluation so that your course is well integrated and consistent.
**How do I want to evaluate my students?**

*Type and number of exams* -- specify the type and number of examinations that students will have to take. ELI courses require at least three proctored activities, such as exams, to be administered at campus testing centers to guard against student cheating and fraud. Pre-and post-testing directly related to course objectives is an important consideration. Avoid the exclusive use of multiple choice evaluation on exams and other graded activities; plan to use additional means of evaluation if at all possible. Feedback explaining to students what they missed and how to improve is an important part of each graded assignment.

*Other graded activities* -- specify any other assignments that will be graded, including extra credit assignments if applicable.

*Grading scale* -- develop at least a tentative grading scale (you can always revise it later); make sure that on-campus exams constitute at least 30% of the total grade.

*Ungraded forms of evaluation* -- ELI faculty often assign ungraded learning tasks such as solving textbook problems, readings, etc. Keeping in mind the maxim, “what gets measured [or graded] gets done”, consider what type of motivation or feedback you will give students so that they will be sufficiently motivated to complete ungraded assignments.

**The Course Plan**

The Course Plan (Forms) is in grid form and identifies all aspects of the course. The plan is to be filled out and given to the Instructional Technologist for review. Once the plan has been reviewed and revised as necessary, faculty will begin the process of developing the various components.

Below is a list of what you must develop to produce a complete course. For print materials, template files are available for your convenience; you can also arrange to submit materials in typed, handwritten, or word processing formats.

**Print materials**
- Course Guide
- Syllabus
- Examinations, feedback and answer keys
- Log sheet
- Welcome letter

**Web-based/Computer Interaction/Conferencing Materials:**
- Homework help materials
- On-line course content (if applicable)
- On-line assignments (if applicable)
- On-line conference folders (if applicable)
- Computer disks for student distribution (if applicable)
Video Materials (if applicable)
• Videos for each lecture
• Identified telecourse for each lecture, and video wraparound if applicable
• Identified support video from book publisher

Lab Materials (if applicable)
• Lab activity handouts
• Means for doing the activities (simulations, instructions for doing home labs, etc.)
• You can either insert these materials into the course guide or create a separate lab guide if necessary.

Voice Mail
• Recording of mailbox messages for communication
• Setting up and recording mailbox messages for instruction (if applicable)

DEVELOPING YOUR COURSE MATERIALS

Scheduling Your Development

Because the development of the components can take longer than you might originally expect, courses will not be placed in the Schedule of Classes until all components are drafted and ready for typing. For existing courses being revised, the old edition of the textbook will be ordered, whenever possible, in order to continue the course into the next semester. Only when the course components are completed will the revised course be placed in the schedule.

ELI courses employ multiple media that are often produced on different schedules, so it may be useful for you and your Instructional Technologist to create a 'master schedule' that contains all of the course components to be produced. Such a schedule will enable you to allocate your time most effectively. The scheduling procedure for each media type is listed below.

Print Materials -- Because the Course Guide and Syllabus are "controlling documents" which integrate all the vital course information, and because several weeks must be allowed for duplication of materials, the print materials schedule is the most important one. A draft of the CG and Syllabus are due to the Director of ELI before the first draft of the Schedule of Classes is sent to the Brault Building. **This draft deadline generally falls five months prior to the start of the semester the course is to be offered.**

Laboratory Materials -- Laboratory print materials, including on-campus lab schedules (if the course will have on-campus labs), should be produced on the same schedule as other print materials, generally two months before the semester to be offered.

Exams -- The information in the Course Guide concerning exams and the exams themselves need to match. Exams are duplicated and mailed to the learning labs prior to the beginning of the semester. For these reasons, exams are to be completed with feedback at the same time as other print materials, generally two months before the semester to be offered.

Web-Based/Computer Conferencing Materials -- Unlike print materials, there are no standard computer conferencing materials, so you need to work out a production schedule with your Instructional Technologist. If you are planning to send out computer disks to students, allow enough time for
duplication and mailing so students can receive these disks at the start of the semester. Web pages and online conferences should be completed at least one month before the course is offered.

Video Materials -- If you are using video materials in your course, you need to work out a video production plan in conjunction with the Video Producer and your Instructional Technologist. This plan will detail what content is to be covered and the schedule for production. The video production schedule should allow time for post-production and duplication so students can receive their video materials at the start of the semester.

Voice Mail Materials-- If voice mail is used, instructions for using voice mail are generally included in the Course Guide. Although the actual production of the voice messages can come somewhat later in the process, care should be taken that the instructional material produced corresponds to what appears in the Course Guide. These messages should be completed before registration begins.

MEDIA OPTIONS FOR ELI COURSES

This section describes in detail how various technologies can deliver content and/or interaction. Instructional strengths and weaknesses are listed for each medium as well as some examples of ways the medium can be used for content organization, presentation and interaction.

VOICE MAIL

OVERVIEW

Voice mail is a system for leaving instructional or informational messages via the touch-tone telephone. Both the instructor and the student can initiate voice mail. Messages can be described in terms of modes: 1) one-to-many mode, 2) one-to-one mode, and 3) many-to-many mode. The types of mailboxes include individual boxes for one-to-many and one-to-one activities and group mailboxes for many-to-many activities. The length of the messages is generally no more than 5 minutes for information and 1-2 minutes for responses. Instructors and students can access messages and make responses from any location where there is a touch-tone phone.

STRENGTHS

• promotes voice interaction between instructor and student
• promotes voice interaction between students
• practice in pronunciation and intonation
• practice in verbal and aural communication
• helps students attain General Education Communication Goal
• students can replay messages an unlimited number of times
• messages are easily changed and are therefore timely
• faculty can access messages from students at home, office, or ELI
• allows for quick response by instructor

WEAKNESSES

• students may initially be intimidated by unfamiliarity of system
• students may be initially intimidated by speaking to an unknown audience
• to prevent rambling, students need to be reminded to prepare response before talking
• delayed response by instructor
• length of time it takes instructor to listen and respond to all messages
• numbers of group mailboxes needed

**EXAMPLES**

**Organization/process**

*Mini-lectures:* The instructor records short messages of up to 5 minutes on topics that often prove troublesome for students. Students can dial in and listen any time. The instructor describes lab requirements, how to write papers, other course organization information. The support and counseling topics found on ELI Information Line are another example.)

*Local events:* The instructor records short messages about local events that correspond to content, ex. art exhibits, films, poetry reading, civil war reenactment, etc.

*Test Preparation:* The instructor records pertinent information concerning each exam or presents sample questions and other information relevant for students.

**Presentation**

*Mini-lectures:* The instructor records short messages on content that often proves difficult for students

*Guest mini-lectures:* The instructor asks a guest expert to record short messages on pertinent topics. Students can dial in and listen any time.

*Current event examples:* The instructor records short messages pointing out current event examples of course topics whenever they occur. Students can dial in at any time to hear the latest examples.

**Interaction**

*Oral practice:* Students complete oral skill practice by recording and sending messages to the instructor. The instructor records feedback messages and sends them to the student.

*Understanding checks:* At strategic points in the course, students are asked to record and send messages to the instructor explaining key concepts they should have learned. The instructor listens to the messages, diagnoses misunderstandings that students may have and records and sends feedback messages to each student.

*Organization checks:* Students are asked to outline chapters as they read, then record their outlines in messages to the instructor. The instructor listens to the messages, diagnoses misunderstandings or missing points, and records and sends feedback messages to each student.

*Oral quizzes:* Instructor records questions to which student responds. Instructor provides feedback.

*Collaboration:* Students collaborate with each other by sending messages to each other or to a group mailbox.

*Discussion:* Students discuss or debate issues by sending and responding to messages via group mailboxes.

*Peer review:* Students record oral assignments (such as reading poetry) into a message that they send to group mailboxes. Other students respond to the work by recording and sending responses to the group mailboxes.
**Personal examples:** Students are asked to record examples from their own experience of concepts taught in the course. They send the messages to group mailboxes so that everyone benefits from hearing the different examples.

**Information sharing:** Students complete different but related research assignments. They record the results and send the messages to group mailboxes so that everyone benefits from the findings.

**COMPUTER CONFERENCING**

**OVERVIEW**
Computer conferencing is the use of computers to exchange typed messages. Instructors and students use their own personal computers with modems and either communication software or the Internet, or similarly-equipped workstations provided by ELI in NVCC computer labs. After linking his or her computer to the conference, an instructor or student can read messages written by others and leave messages for others to read. Messages can be made public or kept private at the discretion of the author. Students and instructors do not need to be connected at the same time to exchange messages. Students using ELI communication software buy a manual and a simple-to-use communication program in the bookstore.

**STRENGTHS**
- Distance students can communicate with each other and have the equivalent of classroom discussions without travel and without schedule restrictions.
- All students have an equal opportunity to contribute to a discussion; students do not have to wait for an opportunity to speak, as in a classroom, and there need be no time limit to a discussion.
- After reading what others have written, students can take time to think before composing a response, so the quality of interaction tends to be higher than in classroom discussions, and students with poorer spoken English skills and shy personalities tend to participate more than in the classroom.
- Students cannot see each other’s dress, age, skin color, etc., so communication tends to be more egalitarian than face-to-face communication.
- Students can see all other students’ homework assignments, so they can critique and learn from a larger number of examples than by exchanging papers in a classroom.
- Communication can be much faster than it is through the postal service, depending upon how frequently messages are checked.
- Information and updates can be "broadcast" rapidly to everyone in the class.
- Everyone has access to a written record of the class’ communication, which is easier to learn from and review than notes of classroom presentations and discussions
- Writing to communicate to real readers strengthens students’ writing skills and supports the College's Writing Across the Curriculum objectives.
- Using the computer conference helps students gain computer skills and experience, and supports the College's Computing Across the Curriculum objective.

**WEAKNESSES**
- All communication is written, so misunderstanding is more likely than with face-to-face communication; this is particularly significant when students critique each other's work.
- Information that requires pictures or sound can be more difficult to convey.
- Students without easy access to computers and modems participate less frequently or not at all.
- Students who lack basic computer skills or confidence in dealing with computers may have technical difficulties or attitudes that interfere with learning.
• Students who live outside the local calling area, and do not have Internet access, will have to pay long-distance telephone charges and may therefore participate less frequently.
• Computer conferencing increases the amount of communication with the instructor and may therefore require more time on the part of the instructor.

EXAMPLES
The computer conference assignments that seem to work well have these two elements in common:

Each student is able to respond uniquely. Each student has a different task, or the task or question can be completed or answered in many correct ways, or each student is contributing personal experience, opinions, or creations. Avoid tasks or questions that can only be correctly completed or answered in one or two ways.

Students can learn from each other. For this to happen, the task or question must be focused narrowly enough so students can recognize the commonalities in other responses.

The following are examples of computer conference activities that have worked well:

Organization/Process
Responding to Current Events: There was an excellent example of potentially misleading statistics in a Washington Post article entitled "Driving the Information Highway." If you wish, you may substitute a review of this article for the one listed in Assignment 2 of your Course Guide. Be sure to describe which statistics you feel were potentially misleading, and why.

Presentation
Guest Participation: Corrine Stewart, who writes technical manuals for SAIC, will join this conference for the next two weeks. Please use this opportunity to ask her any questions you have about writing manuals at SAIC, or about any of the topics you have studied in this course. This is your opportunity to discuss what you are learning with a professional in the field of technical writing.

Information Broadcasting: Many of you are having trouble using active voice in your sentences. I have written a short explanation of active voice and how to recognize and use it in sentences. It's in Message 4 of Conference 10. Please read it before writing your next assignment if this has been a problem area for you.

Interaction
Debates and Discussions: Australia, New Zealand, and Canada all seem to have been able to mature within the British Empire into states which value liberty and citizen participation in governance. Was the American Revolution necessary? What caused the colonists in America to rebel? Support your opinions with facts that you have learned.

Peer Reviews and Critiques: Write a character presentation and submit it to the computer conference, where you will have the benefit of the responses of other students. You may feel that my response is more important, but this is not necessarily so. There may be another student out there using the conference who is in closer sympathy with your characters than I am. Or there may just be someone who says something that "clicks" for you in a way that my comments don't. If you are responding to someone else's work, remember that you do not want to humiliate the student (your own piece of writing may be next!) but you do want to give him honest feedback that will help him become a better writer. What is he doing well? What could he do better? Can you make any SPECIFIC suggestions, like a change in a particular sentence, and give a reason for it?
**Personal Examples of Concepts:** Tell an example of a classically conditioned behavior. Describe the circumstances surrounding the behavior. In your description make sure to identify the unconditioned stimulus, the unconditioned response, the conditioned stimulus, the conditioned response, and how the association between the unconditioned stimulus and the conditioned stimulus occurred.

**Personal Applications of Skills:** Read "Clear Only if Known," then write directions for a tourist from Kansas City, Missouri, who wants to visit a tourist spot of your choosing.

**Sharing Information and Research:** Tell us something that you have found out about your home campus that is not described in the "official" campus literature.

**Collaboration:** You will be writing two pieces for the school paper, the Voice. Fill the journalism students in on the topics each of you selected, tell them about your interests within each topic area, and ask them for suggestions about possible news and editorial pieces they envision evolving out of your research. They might have suggestions about people to interview for your third essay. Remember, these students want to help because they hope you will come up with some pieces for the paper.

**WEB-BASED DELIVERY**

**OVERVIEW:** Web-based delivery uses the Internet to disseminate web pages developed by faculty for student access. Students need to have access to a computer, a modem, and the Internet. Students may use the workstations in the NVCC computer labs. Web-based delivery has many of the same strengths as computer conferencing, but is more extensive. Through web links, students have access to course specific lecture information, conferencing assignments, practice exams, and a multitude of other web sites that are content related.

**STRENGTHS:**
- All of the strengths that apply to computer conferencing.
- Access to a huge variety of databases, such as college and government databases.
- Access to course content that would usually be available only through a variety of print sources, much of which would be more difficult or even impossible to find.
- Pictures, graphics, video and sound are more easily included in the content and assignments.
- Students can develop their own web pages.
- The entire course (Syllabus and Course Guide) can be placed on the web for student access, alleviating the need for a paper Syllabus and Course Guide.

**WEAKNESSES:**
- All communication is written, so misunderstandings are more likely than with face-to-face communication; this is particularly significant when students critique each other's work.
- Students without easy access to computers, modem, and the Internet participate less frequently or not at all.
- Other computer conferencing weaknesses
- If not designed with disabled populations in mind, may be difficult to navigate.
- Web design and delivery may be labor intensive for faculty, especially if unfamiliar with web editors.
EXAMPLES:

Organization/process:
- Syllabus and Course Guide online.
- Students submit assignments via web
- Faculty provides feedback via web.
- Links to sites for ordering additional course materials.
- Links to library databases for research.

Presentation:
- Short segments of content can be delivered via print, audio, or video
- Links to other web pages by publishers, well-known authors, textbook authors or organizations for additional content information.
- Links to magazine articles for review.

Interaction:
- Many of the computer conferencing examples apply here as well.
- Faculty web page with picture and personal information as well as student web pages encourages communication.
- Peer review and critiques
- Group projects
- Debates and discussions about course specific topics
- Student examples of course content description.

VIDEO AND VIDEO TAPE

OVERVIEW
Instructors can use commercially produced videos or develop their own by using the TV center and ELI’s Video Producer. Most of the courses are broadcast on the local cable TV stations. Some are available for rental through College Video.

STRENGTHS
- create a visual and auditory element.
- are easily accessible to students.
- are a convenient and modern way of learning.
- can provide a pacing mechanism.
- can be recorded by students and viewed repeatedly.
- can show process in how problems are solved or a phenomenon progresses.

WEAKNESSES
- Cablecast videos can only be seen in limited areas.
- Broadcast time is limited on some cable systems.
- Video programs usually do not allow for interaction.
- Videos are subject to technical problems, i.e. inclement weather, equipment malfunctions.
- Video production can be time-consuming and costly.
EXAMPLES

Organization/Process
Any instructor using College-produced videos can provide students with an overview of the course and can also indicate during each lecture where students should be in the course, thereby providing the students with a pacing mechanism.

Presentation
Such courses as American History and Mysteries in Film and Fiction lend themselves to videotaping lectures at remote locations. This enables the instructor to take the students to sites that are directly related to the subjects studied. In other courses, such as Physics and Biology the instructor can demonstrate lab examples.

For Speech, studio taping has been an effective way for students to learn. The instructor uses the studio to tape lectures as well as to videotape students during their oral presentations. The instructor also shows examples of famous speeches and students giving speeches in the studio.

Commerciably produced telecourses are usually elaborate, hi-tech productions. Typically, an instructor using a commercially produced TV series will design or base his/her course, i.e. readings, assignments, field trips, exams, etc., around the series.

Interaction
Typically, videotaped courses provide no instructor/student interaction. However, by posing commonly asked questions that come from typical students, the instructor can simulate interaction. This is done in Philosophy and also in our Math and Accounting Homework Help series.

AUDIOTAPES

OVERVIEW
Instructors can make audiotapes in the Telecommunications studio (or perhaps on campus in the AV department). The master goes to a commercial reproduction company, and bookstores order the tapes in the same manner as they order textbooks. A second master should be on file at ELI. Currently, we file the second master in the file with all the original Course Guides and exams.

STRENGTHS
• Audiotapes are inexpensive for students, and they can reuse the tapes after they finish the course.
• Listening to tapes is convenient for students; they can listen to tapes anywhere --on the metro, during lunch, or even in a car!
• There is no problem with accessibility; tapes use technology available to virtually every student.
• Tapes help bridge the "distance ed. gap" by conveying instructor's personality.
• Tapes make continuous enrollment easy. For example, there's no dependence on broadcast schedules.

WEAKNESSES
• Tapes can't be returned (as a used book can). Some students complain that this is an added expense.
• Tapes are not useful for courses such as math, which need visual demonstrations.
• Tapes may be boring. Students raised on TV expect to be entertained
EXAMPLES

Organization/process
• Lead through a problem step-by-step
• Preview each unit
• Use as pacing, encouraging students to finish the first assignment, for instance, before looking at what they must do next
• Emphasize main points (students often complain that for ELI courses they don’t know what is most important and will therefore be on the test)
• Pose questions, encouraging critical thinking
• Explain assignments
• Alert students to assignments/projects/pitfalls others typically have difficulty with
• Discuss controversial ideas
• Diffuse protests, problems that students call
• Tell anecdotes (ex. history)
• Solve problems (ex. philosophy, ethics).
• Analyze a case study (ex. business)
• Examine a cultural phenomenon (ex. sociology)
• Describe safety precautions for a lab experiment
• Explain difficult terms
• Discuss alternatives for assignments/projects

Presentation
• Read poetry (or other literature)
• Invite students to perform a brief excerpt from a play
• Play excerpts from famous speeches in public domain (ex. speech, history)
• Invite guests (experts in field, other faculty)

Interaction
• Give a quiz, pause, and give feedback
• Allow students to send in a tape instead of a written assignment or voice mail and give feedback on tape
COURSE PROPOSAL FORM

Please supply the requested information and submit this form to:

Director, ELI

Your name: ______________________________
Your campus: ______________________________
Course number: ______________________________
Course title: ______________________________

Briefly describe the proposed course activities and media (e.g., # of projects, essays, exams, and other assignments; video, audiotapes, computer conferencing, etc.):

Briefly explain how the course meets the following ELI course selection and retention criteria:

1. Explain how this course is deliverable by home study distance education, describing how key course elements would be delivered at a distance and how any potential barriers to home study delivery would be overcome.

2. Confirm that this course is approved by the VCCS and NVCC.
3. Explain how this course meets an existing demand, for example in terms of high on-campus enrollments, high transferability of course to four-year institutions, specific evidence of strong emerging market demand, etc.

4. Explain how this course relates to existing ELI and College offerings, for instance whether degree and/or certificate program(s) require the course, or whether the course is a part of an ELI or Collegewide initiative (e.g., new degree or certificate program, grant-funded initiative, etc.)

5. Describe your qualifications to teach this course via distance education. Include here any past distance education teaching experience, proficiency with distance education technologies, on-campus success rates, willingness to work with students to help them succeed, etc.

6. Describe any special benefits of offering this course at ELI. Examples are subject matters with special value, use of innovative technology, or high potential value of the course in an emerging market area.
Please supply the requested information and submit this form to the ELI Director.

1. Your name: _________________________
2. Your campus: _________________________
3. Course number: _________________________
4. Course title: _________________________
5. Instructional Technologist: _________________________
6. In the following table, summarize the history of this course by filling in data from the most recent three evaluation reports. What? You don’t have the last three semesters’ evaluation reports? Look in your logbook. Your ever-helpful Course Specialist keeps them there.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Enrollments</th>
<th>Success rate for all students</th>
<th>Success rate for students who sent in at least one assignment</th>
<th>Attrition rate for students who sent in at least one assignment</th>
<th>Non-start rate</th>
<th>Question numbers on student surveys with mean scores of 2 or above</th>
<th>Most frequently-mentioned likes and dislikes by students</th>
</tr>
</thead>
</table>

6. Briefly describe the changes you propose and your reasons for the changes:
ELI Course Planning Form

<table>
<thead>
<tr>
<th>General Course Information</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Name</td>
<td></td>
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<tr>
<td># of Credits</td>
<td></td>
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<tr>
<td>Course Instructor</td>
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<td>&amp; Voice Mailbox #</td>
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<tr>
<td>ELI Instructional Technologist</td>
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<tr>
<td>Developed/Revised During:</td>
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<tr>
<td>Developed/Revised For:</td>
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</table>

General Course Design Features

1. Estimate the percentage of the course devoted to each type of learning:
   ___% information recall
   ___% conceptual understanding
   ___% procedures/skill
   ___% values
   ___% independent thinking

2. List any copyrighted materials which will require obtaining permission to use (write on additional page if necessary):

3. If this is a revision, describe how evaluation data from previous versions have been addressed in your new course design (write on additional page if necessary)
**Planned Course Activities**

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Quantity</th>
<th>Medium</th>
<th>Graded?</th>
<th>Pts.</th>
<th>Hrs.**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introductory Letter*</td>
<td>1</td>
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</table>

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Number</th>
<th>Types of Questions</th>
<th>Pts.</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams: [list by type]</td>
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</table>

*The introductory letter is a required assignment. If the introductory letter is ungraded, a graded activity **must** also be included within the first two weeks of the course schedule.*
“Hrs. = estimate the number of hours it should take a student to complete this assignment. If more than one of the listed type of assignment is required (e.g., 10 reading assignments), list the total number of hours required to complete the assignments (e.g., put “20” for 10 reading assignments which require an average of 2 hours each to complete).

### Textbooks, Course Materials, and Course Supplies

<table>
<thead>
<tr>
<th>Medium¹/Quantity</th>
<th>Title/Author(s)</th>
<th>Publisher</th>
<th>Year</th>
<th>Ed.#</th>
<th>ISBN #</th>
<th>Status²</th>
<th>Student Cost</th>
<th>How Student Will Obtain³</th>
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</thead>
<tbody>
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¹Medium = print (textbooks et al.), videotape(s), audiotape(s), CD-ROM, lab kits, etc.; if set, specify quantity (e.g., set of 10 audiotapes)
²Status = put R for required; O for recommended but optional
³How Student Will Obtain material = put B for ‘buy in bookstore’; R for ‘rent from 3rd party vendor; O for other (and describe)
<table>
<thead>
<tr>
<th>Technology</th>
<th>content delivery</th>
<th>communication with students&lt;sup&gt;1&lt;/sup&gt;</th>
<th>student interaction/collaboration with faculty and/or peers&lt;sup&gt;2&lt;/sup&gt;</th>
<th>evaluation/other&lt;sup&gt;3&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>audiotapes</td>
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<tr>
<td>computer conferencing &amp; e-mail</td>
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<td>computer program</td>
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<tr>
<td>Internet/Web</td>
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<tr>
<td>television</td>
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<td>videotapes</td>
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<td>video conferencing</td>
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<td>voice mail</td>
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<tr>
<td>other</td>
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<sup>*For each applicable technology, describe its use to:</sup>
<sup>1</sup> communicate course-related information indirectly related to learning, e.g., announcements, syllabus, etc.  
<sup>2</sup> enable learning activities involving student interaction &/or collaboration with faculty &/or peers, e.g., projects, role plays, feedback from practice exercises, etc.  
<sup>3</sup> support evaluation (e.g., voice mail quizzes) or other purposes not covered in the other listed categories