UT TeleCampus Faculty Workshop Specifics

Engaging and interactive faculty workshop sessions are now held online for instructors developing and/or teaching an online course with UTTC.

Who Attends?

- Faculty members who have never taught courses online through the UT TeleCampus.
- Faculty members currently teaching via the TeleCampus who would like to receive the distinction of being a *UTTC Diamond Certified* Online Instructor.

What is Covered?

Through the interactive online workshop sessions, instructors will learn and experience the latest pedagogies in course development and management, including the use of the Blackboard courseware platform. The workshop will also help faculty members better understand how UTTC services and technology can enhance online instruction. Experienced faculty members will share best practices and lessons learned.

1. **UT TeleCampus Instructional Design for Online Courses** (self-paced tutorial) The award-winning UT TeleCampus Instructional Design for Online Courses tutorial addresses specific issues instructors face when designing and delivering online education.

2. **Copyright: Just the Basics** (self-paced tutorial) This self-paced tutorial by Georgia Harper explains copyright basics: the law's purpose and how it achieves it; what it protects and for how long, what are an owner's exclusive rights and what are the rights of the public that limit the owner's monopoly. The tutorial further explores the fair use provision, the fair use guidelines and getting permission as well as the right of faculty members to display and perform works for students in their classrooms, both face-to-face and remote. Finally, it addresses the issues raised by recent changes in the law and technology and their effect on the balance copyright law must achieve between the interests of copyright owners and the users of their works.

3. **Getting Started in Blackboard** (self-paced tutorial) Getting Started in Blackboard is a self-paced tutorial designed to familiarize faculty members with the Blackboard Course Management System which includes video tutorials on common courseware tasks.

4. **Teaching Online** (four-week facilitated online workshop) Teaching Online is a four-week facilitated online workshop for faculty members, focusing on creating, sharing, and critiqueing each other's work. The course will provide an opportunity for faculty to discuss and collaborate with other faculty on basic elements of online teaching. Experienced faculty will have a chance to share lessons learned.

Other Course Development Resources

Faculty Online
Monument Information Resources (MIR) gives college faculty, bookstores, and publishers access to textbook data, including lists of top-selling titles by course and discipline, discussion forums, new title information, and a course materials information exchange.
http://www.facultyonline.com/

Interactive Multimedia Development
University of Texas at Austin site providing useful information about learning theories, multimedia development processes, design principles, and software programs related to interactive multimedia production and design.
http://www.edb.utexas.edu/multimedia/

Teach2000: The Educator's Guide to the Internet and the World Wide Web
This section focuses on pedagogy, specifically, instructional strategies and tools for enhancing classroom learning using the Internet and World Wide Web in schools and in postsecondary institutions. We'll explore some of the current hot issues in education and technology. Finally, we'll examine tips for developing school and class websites and look at ways to make the transition from traditional forms of teaching and learning to more collaborative, project-based and student centered forms of learning.
http://geocities.com/theteacherlinks/index.htm

Teaching with Technology
This University of Oregon site includes some material that is specific to UO, but also has a wealth of useful ideas on topics such as enriching discussions with technology, improving lectures, and online assessment.
http://darkwing.uoregon.edu/%7Etep/technology/index.html

UMUC-Bell Atlantic Virtual Resource Site for Teaching with Technology
Provides resources for use in the selection of appropriate media to accomplish specific learning objectives and for faculty using technology in research assignments, small group projects, and discussions to encourage activity.
http://www.umuc.edu/virtualteaching/

VirtualSalt
Includes articles for educators about technology, teaching tips, anti-plagiarism strategies, and other tools.
http://www.virtualsalt.com/

UTTC Recommendations for Designing for Students with Disabilities

Why Accessible Design?
http://www.htmlhelp.com/design/accessibility/why.html

Accessibility in Distance Education
http://www.umuc.edu/distance/odell/cade/ade/index.html

A Challenge
Turn off your browser images (in the Edit-->Preferences-->Advanced menu in Navigator, or Internet Options-->Advanced-->Multimedia in Explorer) and then go through one of your favorite websites. This will give you an idea of how students with disabilities access web pages, and how much information is lost to them.

- Are you able to navigate?
- Do the images have ALT tags so that you get a description of the missing images?
- Is the web page as entertaining or as useful as it usually is?
- Are there tables in the page? Tables are very difficult for reader programs.
- Is there a text only version of the page?

Guidelines
Ensuring barrier-free access to web pages can be summarized by the following guidelines:

Guideline 1: Provide equivalent alternatives to auditory and visual content.
Guideline 2: Don't rely on color alone.
Guideline 3: Create tables that transform gracefully.
Guideline 4: Ensure that pages featuring new technology transform gracefully.
Guideline 5: Ensure user control of time sensitive content.
Guideline 6: Ensure direct accessibility of event user interfaces.
Guideline 7: Design for device independence.
Guideline 8: Use interim solutions.
Guideline 9: Provide content and orientation information.
Guideline 10: Provide clear navigation mechanisms.
Guideline 11: Ensure that documents are clear and simple.

Suggestions
Images and animations:
- Provide text alternatives for such items especially when the image or animation conveys actual content information and is more than decorative.
- Where graphics are necessary, be sure to include ALT tags.
- Avoid server-side image maps and where necessary use client-side maps as they let the client software have more control. Use text for hot spots.

- Consider your color choices carefully. See [Effective Color Contrast](#) by Aries Arditi, Lighthouse International.
- Some low-vision students may benefit from adjusting their browser settings to increase legibility.

Multimedia
- Provide captioning of videos or at least text transcriptions.
- If needed, provide text descriptions for the blind which will depend on whether or not all information is conveyed through the audio already.

Hypertext links
- Remember that blind users will have the actual highlighted links read to them, and it is important that those words make sense read out of context.

Page organization
- Design your page layout for clarity and simplicity.
- Make your page organization consistent from page to page.
- Use headers and lists in a logical manner.
- Where possible use cascading style sheets for layout and style.

Graphs and charts
- If these are complex, you may need to provide a text explanation in a link or use the longdesc attribute

Scripts, applets and plug-ins
- It is possible that active features may be unsupported by a user's software or the features may be inherently inaccessible. Therefore, provide alternative content.

Frames
- It is important that you label frames with the title or name attribute. (This is important to help disabled users understand the page layout and relationship between frames.)

Tables
- Frequently a summarization of the table is useful to help explain its meaning but especially for disabled users who may not grasp it all in context.
- Also make line by line reading of tables so that it makes sense.
- Avoid using tables for column layout.

Checking your work
- Be sure to validate your HTML.
- Check the pages with different browsers with graphics on and with graphics turned off.
- Use some accessibility checker and, where possible, have users with disabilities also look at your pages.

Accessibility Resources

- Browsers with Built-in Voice or Other Access Features
http://trace.wisc.edu/world/web/#bbvo
- Validating your html
http://www.w3.org/People/Raggett/tidy/
- Accessible Web-based Distance Education: Principles and Best Practices." Laurie Harrison, University of Toronto.
http://www.utoronto.ca/atrc/rd/library/papers/accDistanceEducation.html
- Accessibility Resources for Developers
http://ncam.wgbh.org/accesslinks.html

Copy Editing Checklist

When a course is complete and finalized, it should be edited for grammar, spelling, consistency of style, etc. by a qualified professional copy editor. This edit does not deal with accuracy of content. The UT TeleCampus provides this service for newly developed courses, as well as existing courses by request.

If arrangements for the edit are made by the course author or campus instead of through the TeleCampus, the following checklist must be completed and submitted:

1. **Proofread and mark every page of every lesson and every question of every test for**

   __ spelling errors, typos
   __ grammar errors
      -abbreviations
      -punctuation
      -capitalization
      -bulleted lists
      -numbered lists
      -Internet terms, URLs
   __ consistency of style according to appropriate style guide (APA, MLA, Chicago)
   __ documentation
      -bibliographic references
      -footnotes
      -copyright awareness

2. **Note any instances of**
   __ web page design inconsistency
      -colors
      -fonts
      -spacing
   __ organizational or navigational inconsistency
   __ content inconsistency and readability
      -word and phrase usage
      -links to external materials logical and accurate?
      -images seem appropriate within the context?
      -gaps (apparent "missing" content)
      -unclear or confusing instructions

Resources
Writing and Editing Online
http://hotwired.lycos.com/hardwired/wiredstyle/
The Elements of Style by William Strunk, Jr.
http://www.bartleby.com/141/index.html
Online Dictionaries
http://stommel.tamu.edu/~baum/hyperref.html
APA Style
http://www.apastyle.org
MLA Style
http://www.mla.org/www_mla_org/style/style_index.asp?mode=section
Chicago Manual of Style
http://www.press.uchicago.edu/Misc/Chicago/cmosfaq/

UT TeleCampus Course Technical Review Guidelines

Please use the following guidelines to ensure that each course meets UT TeleCampus quality standards.

Common issues found include broken links, broken images or media, old semester notations and dates, old announcements and/or discussion threads.

Note to reviewers: Please do not make comments regarding editorial errors, factual errors within the course content or subjective comments about the quality of the course or its content on the technical review form. We welcome your comments and we want our courses to be of the highest quality. However, these comments (should you choose to make them) should be emailed to your supervisor separately. The technical staff who access your review notes have no control over editorial or course-quality issues; these must be raised individually by us with the faculty member or course author.

☐	Check that all pages load properly; **no areas of the course should be blank or hidden.** If any portion of the course is missing, please stop the review and notify your supervisor.
☐	Check that all course content (text, links, images and media) works correctly in Firefox or IE. Please note on the review form which browser you are using. **Please manually check each link**; external links (links that lead to a site outside of Blackboard) should open in a new browser window, with the exception of links within a PDF file.
☐	Check the syllabus, calendar, announcements, assignments, discussions and tests for **incorrect semester references and/or old dates.**
☐	Check the syllabus for the following; each course should include: - a copyright statement (usually at the bottom of the syllabus, but may also be in lessons—example: "Copyright © University of Texas System 2007") - technical support information; must link to the TeleCampus website, but not incorporate or reproduce the information.
☐	**Check the navigation bar, assignments and syllabus for references to the Blackboard tool called the "Digital Drop Box" or "Drop Box."** This tool will be discontinued in next year's version of Blackboard, so we need to start identifying which courses use it.
☐	**Check the course for references to "WebCT."** Some of our newer courses are transferring in from a learning management system called WebCT. Since they've now moved to Blackboard, we need to be sure that all of those references are removed.
☐	Check that all navigation links/buttons within lessons work correctly and make sense.
☐	**NEW COURSES ONLY - Take each test all the way through**; make sure the test grade posts to the Gradebook and displays a reasonable grade (you don't have to pass! ☺)
	Please do NOT review any quizzes or tests in returning courses. We have found that errors in tests occur so infrequently that it is really not economically justifiable to review each test each semester.
☐	Confirm that **at least one forum exists** in the Discussion Board.