

The logo for Distance Opportunities for Interpreter Training Center (DOIT) is a blue oval with a horizontal line through the center. The letters 'DOIT' are written in a large, light blue, serif font across the oval. The text 'Distance Opportunities for Interpreter Training Center' is written in a smaller, black, sans-serif font across the horizontal line. An arrow points to the right from the end of the horizontal line.

Distance Opportunities for
Interpreter Training Center

Study Guide

DLTI 100

Distance Learning and
Technology Internship
Part 1

Distance Learning and Technology Internship

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Distance Learning and Technology Internship

The Distance Learning & Technology Internship (DLTI) is one of several programs offered through the DO IT Center. The goal of this program is to provide you the opportunity to experience firsthand the possibilities of distance education and to explore with you how these possibilities can positively influence the field of interpreter and ASL education.

This course is the first part of your internship and it provides a foundation in distance learning terminology, concepts, technology, design, and facilitation.

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Course Overview

Purpose

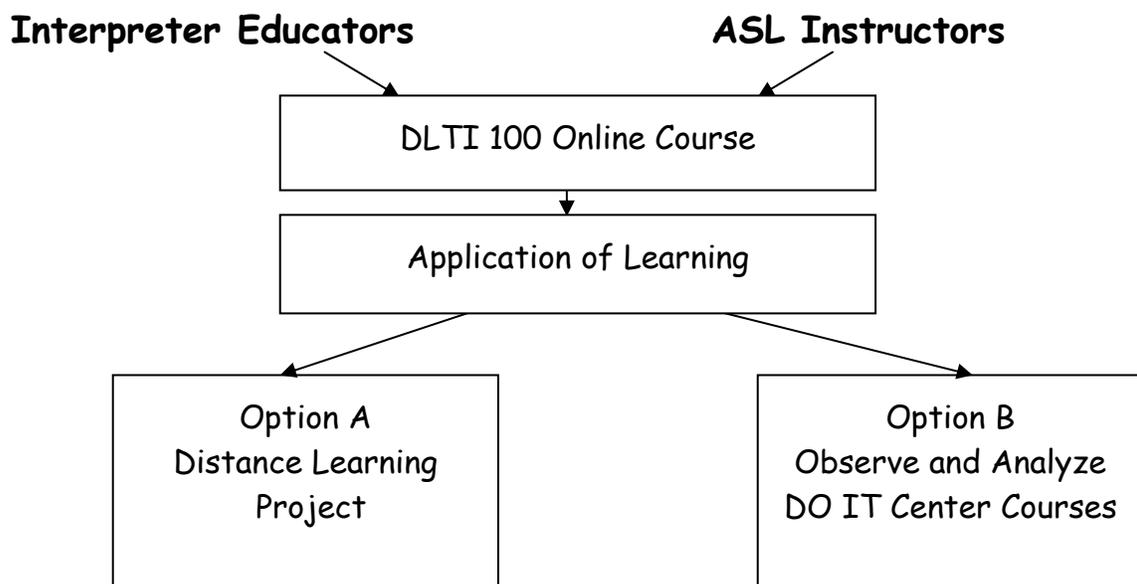
The purpose of this course is twofold:

1. To provide you with knowledge and skills that will help you facilitate distance delivery of ASL and interpreting instruction.
2. To prepare you to implement diagnostic assessment services “at a distance” utilizing the analysis system developed by Dr. Marty Taylor.

Impact

This course provides the foundation for DLTI by introducing key terminology, concepts, and techniques for implementing distance learning. Upon this foundation the practical application of learning is built.

Two types of students participate in the DLTI: Interpreter Educators and ASL Instructors. After completion of this course, DLTI 100, you will proceed to a practical application of your learning by either completing a project or by observing and analyzing DO IT Center courses.



Objectives by Lesson

By the end of this course, you will be able to:

Lesson 1 – Getting Started

- Describe how the DO IT Center is organized.
- Understand the roles of various team members at the DO IT Center.
- Find policy and procedures information in the *Student Handbook*.
- Start the lessons with the appropriate background (pre-readings).

Lesson 2 – Introduction to WebCT

- Use WebCT as a student to access course content and communicate with peers and facilitators.
- Use WebCT as a facilitator to enter grades for students, read assignments in the drop box and manage student discussions.
- Assess your current level of experience with technology and identify areas where you need to improve.

Lesson 3 – What is Distance Learning and How Does it Work?

- Describe the advantages and disadvantages of different technologies used in distance learning.
- Discuss what it takes to be an online learner and the implications that these requirements have for ASL and Interpreter Education.

Lesson 4 – Principles of Distance Learning Design

- Explore instructional design models for distance learning.
- Describe how rubrics aid in student assessment.
- Review design strategies used in various distance learning courses.
- Discuss the critical characteristics and advantages of collaborative projects.

Lesson 5 – Delivering Diagnostic Assessment at a Distance

- Describe a methodology for delivering diagnostic assessment and skills development at a distance using discourse/text analysis.
 - Identify and discuss the features of effective interpreted messages.
 - Apply features of discourse analysis to a discussion of ASL and spoken English texts.
- Identify and analyze the strengths and areas that need improvement in a student’s videotaped interpreted performance.
- Provide simulated feedback to a student of his/her interpreted performance.

Lesson 6 – Facilitating Online Learning

- Identify your learning style and develop strategies to help you in your learning and your teaching.
- Discuss the role of the facilitator in online learning.
- Identify the skills required to be an online facilitator.
- Discuss methods for developing a community of learners.
- Lead an online discussion.

Lesson 7 – Next Steps

- Develop your action plan to improve your skills as a distance educator, including your next step in the DLTI.

Materials Checklist

You will be using a variety of media for this course. You should have received the following instructional materials.

The Study Guide containing:

- Course Overview, Roadmap, Assignment Overview, Assignments 1 & 2, Lesson 1 & 2 Activities.
- Appendices
 - Appendix A: Meet your Instructional Team and the Students in your Section
 - Appendix B: Information on the Course Technology
- Readings
 - Reading #1: “How to Find Resources on the Internet”, Vicki Wood

Separate materials:

Textbooks (Bound texts used in the course):

- *Student Handbook* (2003). Published by the DO IT Center.
- *WebCT User Guide* (2003). Published by the DO IT Center.
- *WebCT For Facilitators* (2003). Handout inserted in the back of the *WebCT User Guide*.
- *You Can Teach Online* (2001). Gary S. Moore, Kathryn Winograd, Dan Lange. New York: McGraw Hill.
- *E-Moderating* (2004). Gilly Salmon. Sterling, VA.: Stylus Publishing.
- *Interpretation Skills: English to ASL* (1993). Marty Taylor, Ph.D.. Edmonton, Alberta, Canada: Interpreting Consolidated Publishers.
- *Interpretation Skills: ASL to English* (2002). Marty Taylor, Ph.D.. Edmonton, Alberta, Canada: Interpreting Consolidated Publishers.
- *Tapestry of Our Worlds, Proceedings of the 17th National Conference of the Registry of Interpreters for the Deaf, August 6-11, 2001*, (2002). Alexandria, VA.: RID Publications.

(continued on next page)

Materials Checklist (continued)

Three Videotapes:

- Videotape 1 labeled “DO IT Center Overview” with two parts:
 - Part A: “Welcome to DLTP” by Leilani Johnson (20 minutes).
 - Part B: “Introduction to WebCT” by Sherri Lancton (29 minutes).
- Videotape 2 labeled “Distance Learning Technology Internship- Spring 2005” with two parts:
 - Tape 2 - Part A: “Application of the 10-step Discourse Analysis Process” by Betti Bonni, Instructional Manager, DO IT Center.
 - Tape 2 - Part B: “Guided Self-Assessment” by Anna Witter-Merithew, Assistant Director, DO IT Center.
- Videotape 3 labeled “Student Performance Sample”.

Online Readings:

In addition, the following two readings will be accessed online as part of the course materials.

- Online Reading #1: “Content Mapping: A Text Analysis and Mnemonic Tool for Interpreters” (2004). Anna Witter-Merithew.
- Online Reading #2: “Feedback: A Conversation About ‘The Work’ Between Learners and Colleagues” (2004). Anna Witter-Merithew.

Course Preview

Lesson 1 – Getting Started

This lesson is basically the “prep” work that you need to do prior to getting online for the Distance Learning and Technology Internship course. You will have several pre-readings to complete, a policy and procedures quiz and an assessment of your technical skills. In addition, you will be introduced to the structure of the DO IT Center courses and course materials.

Lesson 2 – Introduction to WebCT

This lesson presents an overview of the technology you will be using for this course. You will be using a system called WebCT to access your course information on the Internet, communicate with peers via email and participate in discussion groups. In this lesson, you will learn how to use WebCT as both a student and a facilitator. You will also participate in a collaborative assignment to develop Netiquette rules for your class.

Lesson 3 – What is Distance Learning and How Does it Work?

This lesson provides you with a basic foundation in distance learning including a definition of distance learning (DL) and information on the various technologies available for distance learning. You will also explore and discuss what it takes to be an online student.

Lesson 4 – Principles of Distance Learning Design

In this lesson you will gain background understanding of the principles and practices of distance learning design, including the ADDIE model and Gagne’s 9 events of instruction . You will review several DO IT Center courses and discuss the design philosophy used. You will also explore collaborative/cooperative learning and the role it plays in distance education. You have had one experience with collaboration in Lesson 2 when you worked on the Netiquette project. Assignment 6 provides another opportunity for you to experience collaboration when you collaborate with other students to lead a discussion group. These two experiences, along with the information presented here in Lesson 4, will help you understand collaborative learning from both student and facilitator perspectives.

Lesson 5 – Delivering Diagnostic Assessment/Skills Development at a Distance

It might seem difficult to deliver ASL or Interpreting skills development courses at a distance. However, the DO IT Center has been delivering such courses for over 10 years to students all around the US. This lesson will introduce you to the methodology used by the DO IT Center for skills development in several different programs. The methodology has three simple components including: (1) exchange of videotapes between students and mentor; (2) the use of the 10-step process for discourse analysis to analyze ASL and interpreting strengths and areas of improvement; and (3) self-analysis and feedback in which students analyze their own skills and learn to give and receive feedback.

This lesson will provide you with a foundation in the 10-step process and how self-assessment and feedback are used for skills development at a distance. You will also gain firsthand experience of how these methodologies can be used in skills development when you complete Assignment 5.

Lesson 6 – Facilitating Online Learning

This lesson covers several critical areas relating to facilitating online learning. You start the lesson by taking a Learning Style inventory to help you understand yourself and your students. Then you will examine the role of the online facilitator, the skills required to be an effective facilitator and tips and techniques for online facilitation. You will gain practical experience by planning and leading a discussion as a collaborative project for Assignment 6.

Lesson 7 – Next Steps

This lesson provides a transition into the next phase of the DLTI. Some of you will want to use this foundation as a springboard into a project for your school or community; while others may want to gain more knowledge through first hand observation and reflection on DO IT Center courses. This lesson presents you with some information on these options and instructions for your next step.

Course Roadmap

Use this as your “map” while traveling on your distance learning journey. All the information you need to complete the course is here in one location. Use the last column to check off each item as you complete it. Icons are used in two situations:

- To indicate activities that use media other than the web
- To indicate activities that carry points that count for grading

Dates within the lessons are designed to provide a guideline for you to help you pace your activities. Due dates for assignments are firm.

| Points | Non Web | Dates | Activities | Done! |
|--|---|---------------|--|--------------------------|
| Lesson 1 - Getting Started - Start Immediately!!! | | | | |
| |  | By start date | 1.1 Videotape 1, Part A: “DO IT Center Overview” | <input type="checkbox"/> |
| |  | | 1.2 DO IT Center Materials: Review organization of materials | <input type="checkbox"/> |
| |  | | 1.3 Policies and Procedures Quiz: Take the quiz in your Study Guide | <input type="checkbox"/> |
| |  | | 1.4 Distance Learning Pre-work: Web article: “Distance Education and the Undergraduate Curriculum” Textbook, <i>You Can Teach Online</i> , Lessons 1-3 Textbook, <i>E-Moderating</i> , Chapter 1 | <input type="checkbox"/> |
| |  | | 1.5 Technology Survey: Take the survey and use the resources in Activity 1.6 to review as needed | <input type="checkbox"/> |
| |  | | 1.6 Computer Pre-work: Textbook, <i>You Can Teach Online</i> , Lesson 5, (computer basics) Web page: Internet Overview Search Engines – Reading #1 | <input type="checkbox"/> |
| |  | | 1.7 Interpreting Skills Assessment Pre-work: Textbooks: <i>Interpretation Skills: English to American Sign Language</i> and <i>Interpretation Skills: American Sign Language to English</i> | <input type="checkbox"/> |

| Points | Non Web | Dates | Activities | Done! | |
|---|---|----------|------------|---|--------------------------|
| Lesson 2 - Introduction to WebCT | | | | | |
| |  | 1 day | 2.1 | Videotape 1, Part B: "Introduction to WebCT" by Sherri Lancton | <input type="checkbox"/> |
| |  | 1 day | 2.2 | Textbook: <i>WebCT User Guide</i> | <input type="checkbox"/> |
| The rest of the activities in this lesson require WebCT; so plan time to do this! | | | | | |
| | | 1 day | 2.3 | Login to WebCT | <input type="checkbox"/> |
| | | ↓ | 2.4 | Access Course Content | <input type="checkbox"/> |
| | | | 2.5 | Access the Calendar | <input type="checkbox"/> |
| | | | 2.6 | Use WebCT Email | <input type="checkbox"/> |
| | | | 2.7 | Use WebCT Discussions | <input type="checkbox"/> |
| | | | 2.8 | Use Quizzes or Surveys | <input type="checkbox"/> |
|  | | Next day | | Assignment 1: Post your introduction and response to the WebCT discussion group | <input type="checkbox"/> |
| | | 3 days | 2.9 | PowerPoint Show: View show on WebCT for Facilitators | <input type="checkbox"/> |
| |  | ↓ | 2.10 | WebCT for Facilitators (handout) Information for facilitators | <input type="checkbox"/> |
| | | | 2.11 | WebCT Practice Lab | <input type="checkbox"/> |
|  | | 1 week | | Assignment 2: Collaborative project on Netiquette, group posting due 4/6 | <input type="checkbox"/> |
| |  | Next day | 2.12 | Technology Action Plan: Complete your technology action plan | <input type="checkbox"/> |

Lesson 3 - What is DL and How Does it Work?

| | | | | | |
|---|---|--------|-----|---|--------------------------|
| | | 1 week | 3.1 | Web Exploration: DL Definition and Technologies | <input type="checkbox"/> |
| |  | ↓ | 3.2 | Textbook: <i>You Can Teach Online</i> , Lesson 6 (The Tools of the Trade) & Lesson 7 (Course Delivery Platforms) | <input type="checkbox"/> |
| | | | 3.3 | Web Exploration: What it takes to be an online student | <input type="checkbox"/> |
|  | | | | Assignment 3: WebCT Discussions on: <ul style="list-style-type: none"> • DL Technologies • Course Delivery Platforms • What it takes to be online student • DL issues and Interpreter Education | <input type="checkbox"/> |

Lesson 4 - Principles of Distance Learning Design

| | | | | | |
|---|---|--------|-----|--|--------------------------|
| | | 5 days | 4.1 | Web Exploration: What is Instructional Design? | <input type="checkbox"/> |
| |  | ↓ | 4.2 | Textbook: <i>You Can Teach Online</i> , Lesson 8 (Will My Teaching Style Convert) and Lesson 9 (Translating Content to Online) | <input type="checkbox"/> |
| | | | 4.3 | Web Exploration: Assignments and Rubrics | <input type="checkbox"/> |
| | | | 4.4 | PowerPoint Show, Web Exploration: Collaborative/Cooperative Projects | <input type="checkbox"/> |
| | | | 4.5 | WebCT Lab: Review courses to identify design elements | <input type="checkbox"/> |
|  | | | | Assignment 4: WebCT Discussion on different course design elements | <input type="checkbox"/> |

Lesson 5 - Delivering Skills Development at a Distance

| Part 1 10 step process for Discourse Analysis | | | | | |
|---|----------|-----|---|--------------------------|--|
|  | 2 days | 5.1 | Textbook: <i>Tapestry of Our Worlds, RID 17th Convention Proceedings</i> , A. Witter-Merithew (2000). “Understanding the Meaning of Texts and Reinforcing Foundation Skills” | <input type="checkbox"/> | |
|  | | 5.2 | Videotape 2, Part A: “Application of the 10-Step Process” by Betti Bonni | <input type="checkbox"/> | |
| | | 5.3 | Online Reading #1: “Content Mapping: A Text Analysis and Mnemonic Tool for Interpreters” by Anna Witter-Merithew | <input type="checkbox"/> | |
| Part 2 The Feedback System and Self Assessment | | | | | |
|  | 1 day | 5.4 | Videotape 2, Part B: “Guided Self-Assessment” by Anna Witter-Merithew | <input type="checkbox"/> | |
|  | | 5.5 | Textbook: <i>Tapestry of Our Worlds, RID 17th Convention Proceedings</i> , “Guided Self-Assessment” by Witter-Merithew, Johnson, Taylor | <input type="checkbox"/> | |
| | | 5.6 | Online Reading #2: “Feedback: A Conversation About ‘The Work’ Between Learners and Colleagues” by Anna Witter-Merithew | <input type="checkbox"/> | |
|  | 5 days | | Assignment 5A: WebCT Discussion related to readings and videotape lectures | <input type="checkbox"/> | |
|  | Next day | | Assignment 5B: Videotape Analysis due | <input type="checkbox"/> | |

Lesson 6 - Facilitating Online Learning

| | | | | | |
|---|---|----------|-----|--|--------------------------|
| | | 2 days | 6.1 | Web Activity: Take learning style assessment | <input type="checkbox"/> |
| |  | | 6.2 | Web Exploration and Textbook: Online facilitator skills <i>E-Moderating</i> , Chapter 3, Table 3.1 | <input type="checkbox"/> |
| | | | 6.3 | Web Exploration: The role of online facilitator | <input type="checkbox"/> |
| |  | | 6.4 | Textbooks: <i>E-Moderating</i> , Chapter 2 (A model for online education) <i>You Can Teach Online</i> , Lesson 11 (Conducting the Class) | <input type="checkbox"/> |
|  | | ↓ | | Assignment 6A: Begin collaboration to plan a discussion - posting due 5/16 | <input type="checkbox"/> |
| | | 3 days | 6.5 | WebCT Lab: Analyze discussions in DO IT courses | <input type="checkbox"/> |
| | | ↓ | 6.6 | WebCT Discussion: The five-step model and DO IT Center programs | <input type="checkbox"/> |
|  | | 1 week | | Assignment 6B: Facilitate a discussion | <input type="checkbox"/> |
|  | | ↓ | | Assignment 6C: Participate in student led discussions | <input type="checkbox"/> |
|  | | Next day | | Assignment 6D: Evaluate the group process | <input type="checkbox"/> |
| |  | ↓ | 6.7 | Textbook: <i>You Can Teach Online</i> , Lesson 12 (Evaluating the Effectiveness of Your Course) | <input type="checkbox"/> |

Lesson 7 - Next Steps

| | | | | | |
|---|--|-------|-----|---|--------------------------|
| | | 1 day | 7.1 | Review information on next step in DLTI | <input type="checkbox"/> |
|  | | ↓ | | Assignment 7: Action plan due | <input type="checkbox"/> |
|  | | ↓ | | Take the online course evaluation in WebCT | <input type="checkbox"/> |

Assignments

Assignment Overview

This page provides a brief overview of the assignments for this course. Details on each assignment are included in WebCT.

| | Description | Points | Due |
|--------------|--|--------|-----|
| Assignment 1 | WebCT Introduction and Discussion Posting Post your intro and a reply to one of the discussion questions. | 5 | |
| Assignment 2 | Collaboration on Netiquette Rules Examine the web resources on Netiquette, then collaborate with your small group to develop your own set of rules. Post these rules to the class. | 10 | |
| Assignment 3 | WebCT Discussion on DL Technology | 5 | |
| Assignment 4 | WebCT Discussion on DL Design | 5 | |
| Assignment 5 | Assessment and Feedback using Videotape | 30 | |
| Part A | WebCT Discussion Reflect on 10-step process and self-assessment and feedback. Each discussion is worth five (5) points. | 10 | |
| Part B | Assessment and Feedback using Videotape Analyze a videotape segment using Dr. Marty Taylor's work as a guideline. | 20 | |
| Assignment 6 | Collaborative Assignment | 35 | |
| Part A | Research a topic of choice and prepare to lead a discussion group Collaborate with a small group to research a topic and prepare to lead a discussion group. | 10 | |
| Part B | Facilitate an online discussion Lead the online discussion regarding the results of your collaborative assignment. Prepare discussion questions ahead of time, introduce yourselves in the discussion and respond to student postings. | 15 | |
| Part C | Participate in Student led discussions | 5 | |
| Part D | Group Self-Assessment Complete a questionnaire on the group process | 5 | |
| Assignment 7 | Action Plan How will you continue to develop your skills as a distance learning facilitator? Develop your action plan and submit a plan for your hands-on application (Option A, B). | 10 | |



Important:

Be sure you follow the guidelines in your *Student Handbook* throughout the course for each assignment.

- Guidelines For Use Of Technology
- Security of the Online Environment
- Guidelines For WebCT Discussions
- Guidelines For Written Assignments

Assignment 1 - WebCT Introduction



Participate in WebCT discussions

Description

Goal:

The goal of this assignment is twofold. The first goal is to verify that you can compose a new message and reply to an existing message in a WebCT discussion. Since most of the communication and discussion in your courses will be accomplished using the WebCT discussions, the ability to post and reply to discussion messages is required for success in the program. The second goal is to get to know you and for you to get to know each other.

Objectives:

- To use the WebCT discussion group to post your introduction
- To use the WebCT discussion group to reply to a discussion question
- To follow the “Guidelines for Discussion Groups” from the *Student Handbook*
- To share your introduction and learn about others in your section

Approaching the Assignment

To prepare for this assignment, you need to:

- Complete all the activities up to this point
- Read or review the sections in the *WebCT User Guide* covering discussion groups
- Review the section in the *Student Handbook* on “Guidelines for Discussion Groups”

Look at what you will be asked to post and compose an articulate response. Think about it before you get online so that when you are ready to post, you know what you want to say.

Completing the Assignment

Note: It is strongly recommended that you compose your posting for assignments off line in MS Word and save them in a document. This will ensure recovery in case of a technical problem on your computer, WebCT or the Internet. You can copy and paste your text into the discussion posting in WebCT when you are ready.

This assignment has two distinct parts as described below.

WebCT Introduction

In order to complete this part of the assignment you should:

- Post an introduction in the discussion group named Assignment 1 Introductions. A key part of the discussion groups is posting to the correct discussion. You will not be given credit for responses posted in the wrong discussion group.
- Include the following information in your introduction:
 - Your name
 - Where you live
 - Where you work
 - Why you chose Interpreter Education or ASL Instruction as a profession
 - A “personal” tidbit (hobby, family, etc.)

Response to Questions

In order to complete this part of the assignment you should:

- Post a “reply” in the discussion group named Assignment 1 Questions. Within this group there will be four initial postings, one with each of the following questions. Reply to one of these questions with your thoughts on the topic. This should develop some nicely organized threads.

Question 1: If you have recently attended some training seminars, courses or presentations, indicate if the training experience was good or bad and why. These can be face-to-face or distance delivered courses.

Question 2: What do you think your biggest challenge would be as an online facilitator?

Question 3: Why are you interested in doing this distance

learning program? Do you see any drawbacks?

Question 4: What challenges do you see in implementing distance learning technologies for Interpreter Education or ASL Instruction?

Grading

This assignment will be graded using the Assignment 1 rubric available on WebCT.

Notes about grading for this course:

Each assignment in a course carries a specific point value. The total for all assignments in the class will add up to 100.

Grading for all assignments will be done using “rubrics” as guidelines. A rubric usually contains details on what is expected for an A, B, C or D quality assignment. These rubrics can help you focus on what is expected of you for the assignment.

Assignment 2 - Netiquette



Collaborative project to develop “Internet Etiquette” rules for your cohort group

Description

Goal:

The goal of this assignment is to develop your own rules or guidelines for Internet manners.

Objectives:

- To use the WebCT discussion to collaborate on a project.
- To develop “internet manners” for your cohort group.

Approaching the Assignment

This assignment is important because it introduces you to the idea of collaborating with your colleagues in class via the Web. As you progress through your coursework, you will have other projects that require collaboration. These collaborative projects can take multiple forms (discussed in Lesson 4 of this course).

Secondly, the assignment is important because of the product that you will be producing. As a DO IT Center student, you will be communicating with colleagues via the Web. You will be working on projects together, sharing thoughts and ideas. Sometimes you will agree; sometimes you will disagree. It is extremely important that you all follow some basic rules of etiquette to avoid hurt feelings and misunderstandings and to make best use of the discussion groups and emails. A new term has been coined for Internet etiquette – “Netiquette”. Rather than the DO IT Center publishing what the rules will be, you now have a chance to develop your own rules by working together.

It is important that you approach this assignment with an open mind. Some of you may not have a lot of experience collaborating with others to accomplish a task. Others may not be comfortable with communicating in writing and would prefer to do this face-to-face. This assignment will introduce you to the process of collaborating online, when you can’t be face-to-face!

Completing the Assignment

In order to provide you with more practice on using the discussion groups and to give you a first taste of “collaborating on the Web”, you will need to collaborate with a small group to develop a set of Netiquette rules for this class. In order to do this you need to:

- Look for a posting in your Homeroom discussion for who will be working together in groups.
- Touch base with your group to decide how you are going to approach the assignment.
- Read the resources listed under “Netiquette” on the Resource page.
- Research and find at least one additional resource on Netiquette that you like.
- Work with your group to consolidate/rephrase/rewrite the Netiquette rules and decide on five rules that you think are the most important.
- Your rules can include:
 - General guidelines or etiquette
These outline general guidelines for behavior, politeness and respect when communicating online.
 - Mechanics
These outline the use of mechanics including capitalization, punctuation, abbreviations, and emoticons (smiley faces made with punctuation symbols).
- Post your set of five rules in the Assignment 2 discussion.
 - Include your section, group number and the names of the group members at the start of the posting.
 - Include a reference to the additional resource you found and used.
- A member of the Instructional Team will compile the rules and propose a “Cohort Netiquette” list that can be discussed and amended by the class.

Grading

This assignment will be graded using the Assignment 2 rubric available on WebCT.

Instructional Insights

The following structure provides a classic model for completing collaborative assignments and is offered here to help you get started with this assignment.

Getting started:

- **Netiquette Scenario**
You are about to embark on a distance learning journey that will require you to use the Internet to communicate with your facilitators and peers. It is extremely important that you all understand the “rules” and use the same “Netiquette” as you communicate to avoid misunderstandings and to maximize your communication.
- **Getting Organized**
The easiest way to get organized is to start as an individual and then work with your group. Make a list of what you think are the most important items to cover relating to your assigned topic. List several “rules” or opinions you have about the topic.
- **Gathering Information**
First, do some research and thinking on your own as an individual. Go to the websites listed under “Netiquette” in the resources for this lesson. You can also use a search engine to find Websites that discuss Internet or email etiquette. You might also see if your place of employment has any policy on email etiquette. You can gather the information in a variety of places. Take a look at the *Student Handbook* for any guidelines already published by the program.

Once you have your thoughts together, you are ready to get with your group and share what you have found. Everyone will bring ideas to the table. You will be placed in small groups for this assignment and there will be a discussion group set up for each small group within your section, making it easy for you to share your ideas.

Instructional Insights (continued)

- **Analyzing Information**
Now is the time to consolidate and brainstorm. After your group has shared ideas using the appropriate WebCT discussion, you will need to consolidate and refine the ideas. Hopefully someone in your group will volunteer to make a consolidated list (you can often do this by cutting and pasting). After you have read each other's ideas, you also need to brainstorm for new ideas, because each of you will think of new things after you have been exposed to everyone else's thinking.
- **Presenting Your Decision**
Finally, each group will present their "Netiquette" rules to the whole group by posting it in the Assignment 2 discussion group. Again, it would be nice to have someone in your group volunteer for this. There should only be one posting for each small group.

Once each group's list has been posted, a member of the Instructional Team will consolidate all the lists and publish a draft of the "Internet Netiquette." You will have the opportunity to comment and provide feedback and revisions will be made accordingly.

When this is complete, you will have developed your own "Netiquette" which will be the rules or guidelines to be followed by your cohort group for the rest of your course(s). If new topics come up, the rules can be updated.

As you will discover in Lesson 4, collaborative projects can take multiple forms. This is a simple format where you start as an individual, share thoughts with a group and expand outward. Other projects may require you to organize into different roles where each person performs a different task or completes a different part of the project. In addition, collaborative projects often require that you evaluate yourselves and your process.

Assignments 3-7

Details on Assignments 3-7 will be located in WebCT.

Lesson 1 - Getting Started

Introduction

This lesson provides you with an orientation to the DLTI program, terminology, goals, course materials, and policies and procedures. This information will start you on your DLTI journey and give you the tools to handle any obstacles you may encounter. In addition, during this lesson, you need to finish all the pre-readings for class, which will give you background on three important areas of study:

- Distance Learning
- Technology: Computer and Internet basics
- Interpreting Skills Analysis: English to ASL and ASL to English

Lesson Objectives and Activities

It is extremely important that you complete this lesson ASAP – prior to the official start of class on April 5, 2004.

By the end of this lesson you will be able to:

| Objective | Activity | Dates |
|---|---|---|
| Describe the DLTI program organization and the functions of the DO IT Center. | Activity 1.1 – Videotape 1, Part A | Complete all activities as pre-work prior to official start of course on 3/21 |
| Find and describe essential parts of the DO IT Center courseware. | Activity 1.2 – Overview of DO IT Center Materials | |
| Find policy and procedures in the <i>Student Handbook</i> . | Activity 1.3 – Policies and Procedure Quiz | |
| Be prepared for the lessons to come! | Activities 1.4 – 1.7 | |

Overall Plan

This lesson starts with a videotaped introduction that will welcome you to the program and provide an overview of the DO IT Center programs and structure. Then you will review the structure of the DO IT Center course materials.

After that, you go right to a test. But, you don't exactly have to study for it – it is an open book test! The book you will use for reference is the *Student Handbook*. The objective of the “test” is to give you the chance to find information in the *Student Handbook*, so that you know you can find it later when you need it.

Finally, you will take a technology survey and complete pre-readings that provide background on the course topics.

Activity 1.1 - Welcome to DLTI



Videotape 1, Part A: DO IT Center Overview, Leilani Johnson

Purpose

The purpose of this video is to get you started on the right path in the DLTI program. It provides you with background information on the DO IT Center programs, funding and terminology.

What to Look For

After viewing the video segment, you will have been introduced to the following:

- DO IT Center Projects, Mission, Funding and Organization:
 - EICP
 - RSA Region VIII Programs
 - The National Distance Learning Center
 - Instructional Development and Delivery
- EICP Structure
 - Competencies and Assessment
 - Steps 1, 2, 3
- LITP Structure
- DLTI Structure
- DO IT Center Staff

Instructional Insights

This video clip was created for the “Legal Interpreter Training Program” and delivered on CD to the LITP students for ease of distribution. It serves two purposes in this course: (1) to provide you with some basic information about the DO IT Center; and, (2) to serve as an example of how a message can be delivered in both sign and audio. Other presentations prepared for the Legal Program included captioning along with the audio and sign.

Throughout this course, you will have the opportunity to view media, Web courses and samples from other DO IT Center programs as examples of distance course materials and techniques.

Activity 1.2 - DO IT Center Course Materials



Review your course materials

Purpose

The purpose of this activity is to familiarize you with the materials you have received for this course and the model used for developing course materials for all DO IT Center programs.

What to Look For

Read the information under Instructional Insights for background on the DO IT Center course materials, and then see if you can answer these questions.

- What materials do DO IT Center students receive for each class?
- What are the key parts of the Study Guide for every course? Locate each of these in this Study Guide.
- Why is the Roadmap such an important element of the Study Guide?
- How will you organize your materials? What are some of the different ways students might organize course materials?

Instructional Insights

How DO IT Center Courses Are Developed

The development cycle for DO IT Center courses is different than at many educational institutions. Courses are developed centrally at the DO IT Center using “SMEs” (Subject Matter Experts) and professional instructional design personnel.

This ensures that all courses have the same “look and feel” and follow the DO IT Center standards and design.

The Parts of a DO IT Center Course

Each DO IT Center course has the following components:

- Printed Study Guide that serves as the extended course syllabus and is sent to the students prior to class. It also includes any readings, media or textbooks used for class.
- WebCT course that includes a calendar of critical dates, a detailed description of each activity in the course, instructional insights that provide examples or tie course information together, a detailed description of each assignment, resources (glossary and web links) and communication tools.

Do It Center Printed Course Materials

The EICP was the first program developed by the DO IT Center in 1996 and at that time it was a “course in a box”. Students received a hard copy study guide, videotapes, audiotapes, textbooks and readings.

The structure of the courses that was developed at that time has continued to work well as technology improved and is still the foundation for the course material design.

Now, each student receives a “short version” of the Study Guide along with any media, readings and texts used in the course. The short Study Guide is an extended course syllabus that provides critical information and helps students keep organized.

Key elements of the Study Guide include:

Course Overview that includes:

- Purpose of the course
- Impact (Why is this course important?)
- Objectives (What will you be able to do at the end of the course?)

- Portfolio information, depending on the program (How does this course effect the portfolio, what assignments might be good portfolio products?)
- Materials checklist (What you should have received along with the Study Guide.)

Course Preview that includes:

- Lesson Preview (A verbal description of each lesson.)
- Course Roadmap (A detailed list of activities that are required to complete the course.)
- Assignment Overview (A short description of each assignment with point value and due date.)

Appendices that include:

- Instructional team names and email addresses
- List of the students in each section
- Technology information (Address for WebCT, videoconference information.)
- Any other critical information used in the course

Readings Section that includes:

- Any hard copy readings for the course. (Each reading is numbered and then is referred to by number in the Roadmap.)

DO IT Center WebCT Courses

Each DO IT Center course in WebCT has the same basic design and layout, making it easy for students to find critical information.

The parts of the course on the Web include:

- Calendar of critical dates: The printed Course Roadmap provides detail on everything that needs to be done for the class. Critical dates are also entered into the calendar in WebCT.
- Course content: Every activity has a detailed description that includes the purpose of the activity, what to look for and any instructional insights.
- Assignments: Every assignment has a detailed description that includes the goal of the assignment, how to approach the assignment, how to complete the assignment and grading.
- Communication tools: Discussion groups, email and chat are available in each WebCT course.
- Resources: A glossary and list of links is included in every course.

Activity 1.3 – Policies and Procedures Quiz



Become familiar with the *Student Handbook*

Take the policies and procedures quiz in this activity

Purpose

The purpose of this activity is to familiarize you with the *Student Handbook* containing information on the DO IT Center and policies and procedures. You don't have to memorize this information, but you DO need to be able to find it when you need it.

What to Look For

Familiarize yourself with the *Student Handbook* and look for the following information:

- Table of Contents – This is where you want to look first to find the needed information.
- DO IT Center Grants – This section describes the Center's mission and funding.
- DO IT Center Instruction and Course Delivery – This section describes the DO IT Center beliefs, curriculum assumptions, instructional design and delivery methods and instructional staff roles (IM, SF, Mentors) and assessment of learning.
- Program Details – This section provides more detail on the Center programs and organization.
- Policies and Procedures – This section contains important guidelines and rules that should be followed for all courses.

A corrected version of the quiz will be available on WebCT so that you can check your answers.

Policy and Procedures Quiz

DO IT Center Overview and Programs

1. DO IT stands for _____
2. EICP stands for _____
3. EICP has three (3) different “steps” based on the skill students demonstrated when entering the program.
The expected entry point is step _____
4. EICP final assessment is based on: _____
5. LITP stands for _____
6. DLTI stands for _____
7. DX stands for _____
8. PLA stands for _____
9. There are two types of people in the DLTI depending on the role interns will take in distance learning:

_____ or

10. DLTI students will experience two parts to the program:
 1. _____
 2. _____

Instruction and Course Delivery

1. The title of the person with whom you will have the most contact during a specific course is:

IM Section Facilitator RSA Coordinator

2. The title of the staff member who helps students develop interpreting skills at a distance is:

3. The person responsible for overall monitoring of course implementation is the _____

4. For each course, students receive a _____ that contains the course information and media.

5. The rest of the course is delivered on the Internet in a learning management program called _____

6. Is attendance at scheduled class meetings (videoconferences, audio conferences, chats) mandatory? _____

Internship Rules

For the following situations, describe the policy or what you need to do to handle the situation.

1. You have an emergency at home and are not able to complete an assignment on time. What would you do?

2. You would like a colleague to be able to look at your current DO IT Center course on WebCT, so that she has an idea of what you are learning. What would you do?

3. You find a great article on the Web that is exactly on topic for one of your assignments. You copy the bulk of the article into a Word document and submit it as your assignment.

Is this OK? Yes or No

What are the consequences of this? _____

4. Assignment 2 in your course requires you to post a response in a WebCT discussion group. Which discussion group will you post it in?

Main Assignment 2 Activity 2.1 Student Lounge

5. You just got a new puppy and want to tell your friends in class about it. Which discussion group will you post this message in?

Main Assignment 2 Activity 2.1 Student Lounge

Need Help

This section is affectionately called “Who ya gonna call...”

For each situation, list whom you would call for help.

| Situation | Whom Would You Contact? |
|--|--------------------------------|
| It is a week before the course and you have not received the course materials. | |
| You login to WebCT, but you don't see the course you are supposed to be taking. | |
| You login to WebCT, look at the assignments and have a question about Assignment 2. | |
| You are moving and your address will change. | |
| You have a question about your grade for the last course. | |
| You send your Section Facilitator an email about an Activity in the course and you don't hear anything for a week. | |

Activity 1.4 - Distance Learning Pre-work



"Distance Education and the Undergraduate Curriculum", Gary. E. Miller, The Pennsylvania State University.

<http://itesm.cstudies.ubc.ca/561g/canada/resources/miller.html>



Textbook, *You Can Teach Online*, Lessons 1-3
Textbook, *E-Moderating*, Chapter 1

Purpose

The purpose of this activity is to give you some background in the evolution of distance learning and some of the issues you will face as a distance learning facilitator. In addition, you will be introduced to the two textbooks that will be used for this course.

What to Look For

Distance Education and the Undergraduate Curriculum

This article by Gary Miller at Penn State provides an excellent introduction to distance education and how it has been implemented in colleges.

You Can Teach Online, Lessons 1-3

The purpose of these three (3) lessons in the textbook is to introduce online learning, explore some of the advantages and issues in online learning both for students and facilitators.

Here are some questions to consider as you read these lessons:

- What has spurred the growth of distance learning students from 1998 to 2002?
- What changes in technology have made it practical/feasible for more students to participate in online learning?
- What are the advantages of online learning?
- What issues are there for course designers/developers and institutions in online learning?

E-Moderating, Chapter 1

The first Chapter in *E-Moderating* introduces you to the textbook and provides some insight into what it is like to facilitate an online discussion or conference. It introduces the terms ICT (Information and Communication Technology) and CMC (Computer Mediated Conferencing), which works very similarly to the discussions you will be using in WebCT. The content and concepts in this book apply to facilitating online discussions, no matter what specific technology is used.

Activity 1.5 - Technology Survey



Take the Technology Survey on the next page

Purpose

The purpose of this activity is to give you a chance to evaluate your own level of technology skills. You do not have to be an expert to use WebCT or complete the DLTI course, but you do have to have a basic level of understanding and comfort.

Also, looking forward to your internship project, you may need to improve your technical skills in order to be comfortable and helpful as an online facilitator or to incorporate the use of technology into your teaching.

What to Look For

For a few topics, the survey will direct you to resources you can use to learn about each topic.

1. I can do this easily and without looking things up.
2. I can do this, but I often need to think about it, use help, ask someone or try different things.
3. I am not comfortable doing this at all.

Worksheet #1 - Technology Survey

The following self-assessment will help you identify areas where you need to concentrate or perhaps get a little extra help.

| | Function | Task | Rating | Resources in Activity 1.6 |
|---|---|---|--------|---|
| 1 | Computer Background | Name the type of computer and what software programs I have, including versions Organize files, rename files, locate files | | <i>You Can Teach Online</i> , Lesson 5, "Computer Basics" |
| 2 | Word Processing | Create, save and print documents Edit documents, cut and paste Save files in different formats (rtf, doc, txt) Use tables in Word | | |
| 3 | Email | Send and receive email, print an email Send an attachment Download/receive an attachment | | |
| 4 | Internet | Describe what the Internet is, what the WWW is, use terminology such as HTML, URL Name the browser and version you are using Access pages on the Web using a URL, move backward and forward, use links and scroll bars Customize or change the settings in your browser Create a bookmark or favorite Use a search engine to find specific things on the web Print a web page Use Instant Messenger or some other form of chat | | <i>You Can Teach Online</i> , Lesson 5, pp. 5.12-5.19 Internet Overview at http://www.learnthenet.com/english/section/www.html WebCT User Guide, page 7 Reading #1 |
| 5 | Other skills that would be useful as facilitator | Create a web page Create a PowerPoint presentation | | |

(This page left blank intentionally)

Activity 1.6 - Computer Pre-work

Based on the results of your Technology Survey, look at the following resources:



Textbook: *You Can Teach Online, Lesson 5*

Reading #1: "Search Engines" by Vicki Wood



Internet Overview

<http://www.learnthenet.com/english/section/www.html>

Purpose

The purpose of this activity is to make sure that you are "up to speed" on specific areas of technology prior to starting this course. If you rated yourself a 2 or 3 in some of the areas in the technology survey, review some of the materials provided here.

What to Look For

You Can Teach Online, Lesson 5

You Can Teach Online, Lesson 5, "What is the Online Environment?", provides background on the following topics:

- Computer terminology, peripherals and hardware
- Computer software that is used for web development
- Background on the Internet and WWW

The Internet Overview

<http://www.learnthenet.com/english/section/www.html> provides an animation of "How the Web Works" as well as links to information on browsers, URLs and domain names and online learning. Look for the following key concepts in the presentation:

- How does the Web work?
- What is a URL and what are the parts of a URL?
- What is a browser?
- What are favorites or bookmarks?

This site has a lot of other good information about the Internet; feel free to explore other areas as you have time and interest!

Reading #1: "Search Engines"

This reading provides some good basic information on search engines and how to use them. If you need more help in this area, you can look at the following websites:

This page has all the basic information on search engines:

<http://www.searchengines.com/searchBasics1.html>

Animated overview of search engines

<http://www.learnthenet.com/english/animate/search.html>

(This page needs "Flash player" to use, so if you cannot access it now, do not be concerned).

Look for the following key concepts in the presentation:

- What is a search engine?
- What search engines are available?
- How do I search for something?

Most of the search engines respond by telling you the number of "hits" – that is, the number of pages that matched your search criteria. These "hits" could be as many as 500,000 or even a million!

Practice

If you have not searched the Web, you might try the following practice.

Go to <http://www.google.com> and try the following searches.

Write down how many "hits" you get.

| | |
|-------------------------------------|--|
| Interpreter | |
| "sign language interpreter" | |
| "educational interpreter" | |
| Deaf | |
| +deaf +association | |
| "deaf association" | |
| Add your state name to above search | |
| ASL | |
| ASL dictionary | |
| "ASL dictionary" | |

Instructional Insights

Searching to get the results you want doesn't need to be difficult.

Just remember:

- Capitalization can make a difference
- Use quotes to search for a phrase
- Use + to indicate a word is required (may be default in some search engines)
- Start with several words and phrases so that you do not get hundreds of thousands of hits (you can always take out a word in the search if you do not find any results)

Here's something else for you to think about.

Question: How do you know if a webpage that you find contains valid information?

Answer: You don't!!!

You need some way to evaluate whether a webpage contains good information. What criteria would you use to judge this?

If you need help with this, check this page at Berkeley for some guidelines:

<http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/Evaluate.html>

Note: these Web links will all be provided in WebCT on the Resource page.

Activity 1.7 - Interpreting Skills

Assessment Pre-work



Read the textbooks:

Interpretation Skills: English to American Sign Language

Interpretation Skills: American Sign Language to English

Purpose

The purpose of this activity is to familiarize you with work by Dr. Marty Taylor that will be helpful for Lesson 5. This work is integral to the methodology used by the DO IT Center to deliver skills development at a distance.

If you have already read either or both of these books, then you might want to review them quickly to refresh your memory.

What to Look For

These books provide a list of skills required to interpret from English to ASL or ASL to English

Skills are grouped according to Major Features and each skill is defined and listed with possible errors that might be made. As such, the books “represent the key requirements for an effective interpretation” (*Interpretation Skills: English to ASL*, p. 8).

By providing a standardized format for discussing English to ASL or ASL to English interpretations, the books can be used for skills development and as a way to facilitate communication between language mentors and mentees.

These books provide the basis for skills assessment and feedback by Language Mentors in the DO IT Center skills development programs and will be used for your response to Assignment 5.

Lesson Summary

Conclusion

This lesson provided you with your first look at the DO IT Center and how it is structured. It also gave you the chance to review the important policies and procedures by taking a quiz.

In addition, you should have completed some pre-readings to get you “in the mood” for the lessons to come. The technology information is extremely important because you will be expected to be able to function at a certain level during this course. If you are weak in any of the required areas, please arrange to get help NOW!

Key Points

The key points to remember are:

- The *Student Handbook* contains important information on policies and procedures.
- Chain of command – it is critical for you to contact someone when you need help. When you are a distance learner it is YOUR responsibility to ask for help. Your Section Facilitator won't be able to tell if you are having technical problems or if you are just not interested unless you tell him or her.
- As a student in DLTI you must abide by the Policies and Procedures outlined in the *Student Handbook*.
- All DO IT Center courses use a similar course design and philosophy.
- Technology is critical for being an online student and an online facilitator. If you are weak in any areas of technology, you should get assistance.
- The books by Dr. Marty Taylor on Interpretation Skills are useful resources for this course and the Skills Assessment process.

What's Next?

Time to get online and use WebCT!

Lesson 2 - Introduction to WebCT

Introduction

In order to be a DLTI student, you need to be able to use technology to access course content, activities and assignments. This lesson introduces you to WebCT, which is used for all DO IT Center courses. This is your chance to “shake out” the system and make sure that you can successfully access WebCT and use all the WebCT features to participate in your coursework.

This lesson really asks you to wear two hats. First, if you have not used WebCT before, you need to learn how to use WebCT as a student in the DLTI. Next, you will want to put on your facilitator hat and consider how you might use WebCT as a facilitator and what challenges and opportunities that presents.

Lesson Objectives and Activities

By the end of this lesson you will be able to:

| Objective | Activities | Dates |
|--|---|-----------|
| Use WebCT to access course content and communicate with facilitators and peers. | Activity 2.1-2.2 – WebCT video and WebCT Users Guide | 4/5 – 4/6 |
| | Activity 2.3-2.8 – Practice with WebCT | |
| | Assignment 1 | 4/7 |
| | Assignment 2 | 4/15 |
| Use facilitator functions in WebCT. | Activity 2.9-2.11 – WebCT Facilitator functions & lab | 4/8-11 |
| Assess your level of technology experience and identify areas where you need to improve. | Activity 2.12 – Technology Action Plan | 4/15 |

Overall Plan

Start by watching Videotape 1, Part B, which will introduce you to WebCT. The *WebCT User Guide* you received provides a resource for using WebCT on an ongoing basis. You don't have to read it cover to cover unless you want to. This is a reference

guide that you can use when you have questions on how to use WebCT in your coursework. Once you have reviewed the *WebCT User Guide*, you will log in to WebCT and begin using the Web to access course information.

It is critical that you do all the activities in this lesson so that you will be able to complete your coursework.

Normal courses involve contact time and homework time. However, because Lesson 2 deals specifically with using WebCT, you will need to plan for both the contact time and homework time to be online. The only way you can learn about WebCT is to use it!

There are many activities in Lesson 2, but you should be able to do several of them requiring WebCT at one sitting. You will have to gauge what is going to work for you based on your current comfort level with technology.

Instructional Insights

Throughout this course you will often be asked to “put on two hats”: your student hat and your facilitator hat. This means that activities, readings, media, and discussions often will be considered both from your perspective as a student and from the instructional or facilitator’s perspective.

As an example, the video segment in Activity 2.1 was created for use in the Orientation course for the last EICP Cohort.

Student perspective: The video segment provides a good basic introduction to using WebCT and the design and features used in DO IT Center programs. The information is valid whether you are an EICP student or DLTI student.

Facilitator perspective: One of the principles of distance learning is “personalization”. Since students are located at a distance, they often feel isolated or removed from the facilitators and other students. This is why the DO IT Center course materials are written in a “personal” way, using informal language and “you” in several places. Very formal, third person language only creates additional barriers and does not provide a feeling of connection between the students and the program. Since this video was created for the EICP, it takes a very personal approach geared directly to the EICP student. You will notice that it mentions “EICP” several times and uses an EICP course as an example.

Comments on “Student Perspective” and “Facilitator Perspective” will be included in various activities throughout the course.

Activity 2.1 - Introduction to WebCT



Videotape 1, Part B, "Introduction to WebCT" Sherri Lancton

Purpose

The purpose of this activity is to provide you with an introduction to WebCT, the program you will be using to access your course information on the Internet. The videotape section will provide a "show and tell" about WebCT to help you understand what the program is, what it does, and how you will use it.

What to Look For

See if you can answer these questions after viewing the tape:

- What is WebCT?
- What are some of the features WebCT has to provide information to you?
- What are some of the features WebCT uses to help you communicate with facilitators and fellow students?
- How will you get to the WebCT home page?

Note: The college has recently installed a new version of WebCT, so some elements of your course will look slightly different (different color, for example) than in the videotape. However, all the features and functions discussed in the tape are still basically the same and work the same way as described.

Instructional Insights

Student perspective:

You need to learn about WebCT in order to complete this course and participate in the DLTI program.

Facilitator perspective:

WebCT is one of several "course delivery platforms" that are available to deliver training via the Internet. You will learn about some other platforms in Lesson 3, Activity 3.2. The features and functions in these various platforms are all similar so learning how to use WebCT will provide you with helpful information and a better understanding of how "course delivery platforms" work in general.

Activity 2.2 - WebCT User Guide



Review the entire *WebCT User Guide*,
Read pages 4-6

Purpose

Now that you have some idea of what WebCT is and what it does, it is time to take a look at the *WebCT User Guide*. This guide documents all the features of WebCT that you need in the DLTI course. If you are ever required to use a feature not documented in the *WebCT User Guide*, you can find information on all WebCT features in the online help.

The *WebCT User Guide* was included in your course package and is spiral bound separately from this Study Guide.

What to Look For

Flip through the WebCT User Guide and notice the following:

- Table of Contents
The Table of Contents can help you to find specific information when you need it.
- Screen Shots (p. 7)
Screen shots are pictures of what your screen should look like at any point. These pictures show “generally” what the screen should be – each course may have slightly different features. Some of the screen shots are annotated like the one on page 7. This means they will have labels describing different aspects of the screen.
- Instruction Format (example, p. 5)
Step by step instructions are given in a table format. The first column has a step for you to perform. The second column describes what the result will be and usually contains a picture of what the screen looks like at any point in time.
- Icons (p. 3)
Various icons will be used in your courses. This page lists the WebCT icons that you will see and what each icon represents.

After you have taken a quick look through the WebCT Guide, read pages 4-6, specifically noticing how to login to WebCT.

Activity 2.3 - Login to WebCT



Login to WebCT

Purpose

The purpose of this activity is to make sure that you can login to WebCT. If you cannot get into the course, be sure to contact the DO IT Center office for help.

Call Gertrude Dathe (1.866.885.6087, option 4) for assistance during regular working hours.

What to Look For

Login

Follow the instructions on pages 4-6 in the *WebCT User Guide* to login.

Once you have accessed WebCT, notice the following information on your “myWebCT” page:

- List of courses
This list should contain the courses you are currently registered to take. You should see this course, “Distance Learning and Technology Internship”, along with some other archived DO IT Center courses that you will be able to review during activities.
- Announcements
The announcements shown here come from Front Range Community College, our WebCT host, and do not relate specifically to the DO IT Center.
- Course homepage
Click on the link for a specific course and you will see the course homepage. Notice the specific icons or “tools” that are on the homepage for this course. The tools are listed on pages 11 and 12 of the *WebCT User Guide*. Also notice that the menu along the left of the screen provides access to all the “tools.”

Check Browser

Pages 7-9 describe a process in WebCT called “check browser”. This will check what browser you are using and provide you with instructions on how to change your browser settings to work best with WebCT.

Activity 2.4 - Accessing Course Content



Use the Course Content icon to view course lessons and activities

WebCT User Guide, pp. 13-15

Purpose

The purpose of this activity is to make sure that you can access the course content and assignments in WebCT.

What to Look For

When you access the Course Content for this course, you will see lessons presented in two different formats. This is to provide you with a chance to practice navigating any type of lesson that you may have.

HTML Format

Lessons 2 and 3 are presented in HTML format. This means that each page in the lesson is a separate HTML page and you will see every page individually:

| | |
|--|---|
| <p>Distance Learning Technology Internship Home > Course Content</p> <p>Table of Contents</p> <ul style="list-style-type: none">▼ 1. Lesson 1 in hard copy<ul style="list-style-type: none">1.1. Activity 1.3- Quiz Answers.pdf▼ 2. Lesson 2<ul style="list-style-type: none">2.1. Activity 2.12.2. Activity 2.22.3. Activity 2.32.4. Activity 2.42.5. Activity 2.52.6. Activity 2.62.7. Activity 2.72.8. Activity 2.82.9. Activity 2.9 | <p>When you click on Lesson 2, you will be on the first page in the lesson and you can navigate to the next or previous page.</p> <p>Or, you can click on any individual activity to jump to it directly.</p> |
|--|---|

Practice navigating in Lesson 2 to become familiar with the HTML format for a lesson.

PDF Format

Lessons 4-7 are presented in interactive PDF format. This will enable you to navigate to the next or previous page and jump to different activities in the lesson as well. A big advantage of the PDF format is that it can also be printed if you want a hard copy of the entire lesson.

When you click on a lesson, a PDF file will open that contains all the activities for that lesson.

Practice navigating in Lessons 4-7 to become familiar with navigating in the PDF form of a lesson.

If you have any trouble accessing the PDF lessons, please go to the Adobe Acrobat website to download a new version of Adobe Acrobat Reader.

Now, see if you can answer these questions.

| | |
|---|--|
| How many lessons are in the course? | |
| How many activities are in Lesson 2? | |
| How many assignments are in the course? | |
| Which lesson has the most activities? | |
| Which lesson has the fewest activities? | |

(Note: The online version of this page will contain the correct answers).

Instructional Insights

Facilitator perspective:

Put on your facilitator's hat for a minute and think about the advantages/disadvantages of HTML format vs. PDF format for both you and your students.

HTML format:

While this format is easy to navigate for the students, it does provide a problem if the student wants to print the information. Every activity is a separate page and would have to be printed separately. And, HTML pages don't print with page breaks in logical places, etc.

For you as facilitator, you would need to know how to create HTML to create a course in this format.

PDF format:

The PDF format provides the student with a printable document, so that they can easily print an entire lesson at once. In addition, if you have the full version of Adobe Acrobat, you can create links and the Table of Contents to make the document easy to navigate.

Students might need to download the Adobe Acrobat Reader in order to read the PDFs, but they only need to download once and then they should be able to access the PDF files in all courses.

From a facilitator's viewpoint, you will need to have the full version of Adobe Acrobat in order to create the links, table of contents, etc.

So, think about the following questions:

- Which format do you prefer?
- What advantages/disadvantages does HTML or PDF have for you as a facilitator?
- Which format do you think your students would prefer?

Activity 2.5 - Accessing the Calendar



Access the WebCT Calendar and add a personal entry

WebCT User Guide, pp. 16-19

Purpose

The purpose of this activity is to make sure that you can access the calendar in WebCT. The calendar shows the start dates for each lesson and the due dates for all assignments with links to the web pages that describe the lesson or assignment. In addition, the Instructional Manager can post reminders and other information on the calendar. If you need help with this, look at the section about the calendar in the *WebCT User Guide*.

What to Look For

Make sure you can perform the following tasks in the calendar:

- Access the calendar
- Move to the next month
- Add a personal entry to the calendar
- Print the calendar for a month

Once you are in the calendar, find the following information:

| | |
|---------------------------|--|
| Date Assignment 2 is due: | |
| Date Lesson 2 starts: | |
| Date Assignment 4 is due: | |
| Date Lesson 6 starts: | |
| Last day of the course: | |

(Note: The online version of this page will contain the correct answers).

Activity 2.6 - WebCT Email



Send and reply to email

WebCT User Guide, pp. 20-31

Purpose

The purpose of this activity is to make sure that you can read email in WebCT, reply to messages and send new messages.

What to Look For

The WebCT email is designed for one-on-one communication within a course so the address book automatically contains all the students attending the course and the Section Facilitators. You cannot send or receive email from external email servers using WebCT email.

When you access the WebCT email, there should be two messages in your inbox from your Section Facilitator. Here are some simple tasks for you to do to get oriented to email in WebCT.

- Read a message.
Click on one of the messages from your SF to read it.
- Reply to a message.
While you are reading the message from your Section Facilitator, click **Reply** and let him/her know you have successfully accessed the email message.
- Show all the messages in your inbox.
Click **Show All** to show all messages, click **Show Unread** to show unread messages.
- Print a message.
Click on one of the messages and then use your browser to print the message.
- Compose a new message.
Click **Compose** to compose a new message. Send this to your SF with the Subject of "Compose" so that he/she knows that you can do this.

Activity 2.7 - WebCT Discussion Use



Look at the discussions available for this course

WebCT User Guide, pp. 32-43

Purpose

The purpose of this activity is to familiarize you with the way the discussion groups in WebCT are organized. You do not need to post anything, just get oriented to the discussion groups so that you are ready to post your Introduction in Assignment 1.

What to Look For

Notice the following as you review the pages on discussion groups in the *WebCT User Guide*.

- The list of discussions for this course.
- How to select a discussion group (go ahead and select the Introductions group to try it out).
- How to change the discussion if you select the wrong group.
- The location of the button to **Compose** a new message.
- How to read a message (click on the message in Introductions from your Section Facilitator to read it).
- The location of the button to **Reply** to a message.
- The location of the link to go to the **Next Message**.

Instructional Insights

It is important for you to understand how the discussions in WebCT are organized. Make sure you look at the description of the discussions in the *WebCT User Guide*, page 34.

There are three extremely important aspects to using discussion groups successfully:

1. Do not post to MAIN!
The Main discussion group will be used by the IM (Instructional Manager) to post general information about the course. The Section Facilitators may post important information in Main that has come up in their section, but may be of interest to everyone in the course. Students should never post in Main!
2. Posting to the correct group.
Each DO IT Center course will have multiple discussion groups based on the activities or assignments in the specific course. You MUST post to the correct group to get credit. For example, if Assignment 1 in a course requires a posting, there will be a discussion group specifically for Assignment 1.
3. Reply to the appropriate message.
Within each discussion group, there are numerous messages. When you click REPLY, you are replying to the message that you are currently reading. A message and its replies are called a “thread”. If you post a new message instead of replying, or you reply to the wrong message, the “threads” don’t make as much sense.

Tips for WebCT discussion use:

- Remember, the default is to “Show Unread” messages only. You need to click “Show All” to see all the messages.
- The messages are organized in “threads” so if you read the first message in a thread, you can click “next message” to read the replies to that message.
- If you click the magnifying glass on a message, WebCT puts all the messages for the thread in one window, making it easy to follow the gist of the discussion and to print a posting and its responses. (Show All must be on).
- You can select messages with the checkbox and choose “compile” to compile the messages into one window for printing (an easy way to catch up on the reading off-line).

Activity 2.8 - Using Quizzes and Surveys



Take the "Assurances" Survey

Purpose

This activity serves two purposes. First and foremost, you must submit your responses to the Assurances survey regarding your "agreement" to the terms of the DLTI. If you do not complete this survey, you will not be able to continue with the course.

Second, a minor purpose of this activity is to give you the opportunity to take a survey in WebCT and think about how surveys or quizzes might be used in distance learning courses.

What to Look For

In order to complete the survey, follow these steps:

1. Go to the Quizzes and Surveys icon from the homepage and open the Assurances survey.
2. Click your response to the survey questions.
3. Save each response.
4. Submit your survey.

Instructional Insights

Facilitator perspective:

WebCT enables instructors to enter quizzes or surveys into courses. These can include multiple choice, short answer or essay type questions. In surveys, multiple choice questions are tallied to indicate the percent of students who answered a question a specific way. In quizzes, multiple choice questions can be graded automatically by WebCT.

In DO IT Center courses, surveys have been used to collect demographic information about educational interpreters and as the course evaluation at the end of every class. Quizzes have been used as pre-assessment or self-assessment techniques in various courses. Because the courses stress application of concepts rather than "memory," quizzes have not been used yet as a part of the formal grading for a course.

Activity 2.9 - WebCT for Facilitators



Watch PowerPoint show about the features/functions of WebCT

Purpose

Now it is time to put on your facilitator hat – are you ready??? You have learned some of the basics of how to use WebCT as a student, but there are many other features/functions available in WebCT for you as a facilitator or course designer.

The purpose of this activity is to provide you with a “big picture” of what WebCT is and what it can do.

What to Look For

Look for these important points in the presentation:

- Different roles in WebCT:
 - Student
 - TA (Teaching Assistant or Facilitator)
 - Designer
- What a TA can do:
 - Grading
- What a Designer can do - create a course:
 - Homepage
 - Calendar entries
 - Content modules
 - Discussion Groups and members
 - Quizzes/surveys
 - Assignment drop box
 - Create columns in grade book

Instructional Insights

Facilitator perspective:

This activity provides you with an idea of how PowerPoint can be used to add some interactivity and color to an online course. The only restriction is that students must have PowerPoint in order to view the slide show.

An HTML version of the presentation has also been provided for students who may not have PowerPoint or who have trouble with viewing the slide show. HTML can be created directly from PowerPoint by saving the presentation as a web page. The presentation was modified prior to creating the HTML since the animations were not visible in the HTML version. The original PowerPoint presentation had 31 slides, the version for HTML has 38 since some of the slides had to be duplicated to show text that was done with overlays. Also, you might notice in the HTML version that there are no special effects like the dissolve or zoom that make some of the screens appear. However, this presentation did not use too many special effects, so the HTML version is almost the same as the PowerPoint version.

In addition, notice how a printable version of the slides is available for the students to take notes, or to read in case of access problems.

Activity 2.10 - WebCT Facilitator Functions



WebCT User Guide Addendum, “WebCT for Facilitators”

Purpose

The purpose of this activity is to introduce you to some of the functions available to you as a Teaching Assistant (the WebCT name for a facilitator) along with some standard WebCT features that will be extremely helpful to you as a facilitator.

What to Look For

Note: The addendum is entitled “WebCT for Facilitators” and was a separate document inserted into the back of your User Guide.

There is one major feature that will be available to you as a facilitator in DO IT Center courses – grading.

As a facilitator, you will have responsibility for grading student assignments. This is done through a selection called “Manage Students” that appears when you login as a Teaching Assistant (TA).

Look for these key points in the grading function:

- How to display one specific section of students
- How to edit the grades

As a facilitator, you may also need to grade items that are submitted to the Assignment drop box. Look for these points in the WebCT User Guide:

- How to access the drop box submissions
- How to download an assignment from the drop box
- How to grade an item in the drop box and provide feedback

There are also some features in WebCT that can make it easier for you as a facilitator to read and print discussion messages for students. Look for these key points in the WebCT guide:

- How to read and print a thread
- How to search for all postings from a specific student
- How to print all postings for a student

The next page contains an exercise for you to do to practice these functions. You can practice them in the “EDI 100” course that is available on your “myWebCT” page.

Activity 2.11 - WebCT Lab



Use the practice in this activity to become familiar with facilitator functions

Purpose

The purpose of this activity is to provide you with hands-on practice with some of the facilitator functions.

What to Look For

The next page has a series of tasks for you to perform to practice facilitator functions.

You each have a second WebCT user id that gives you access to a WebCT course as a TA (Teaching Assistant). There will be one additional function in the menu at the left of the screen and that is “Manage Students”. This function will let you enter grades into the WebCT system.

The other tasks in the lab are available to everyone (facilitators and students), but will be particularly useful if you facilitate any online classes.

WebCT Facilitator Lab

You will each be assigned the role of TA and a section in the course entitled EDI 100. This was the orientation course for a recent cohort of DO IT Center students.

Section assignments are as follows:

| If your last name starts with: | Your section is: |
|--------------------------------|------------------|
| A-F | 1 |
| G-N | 2 |
| P-S | 3 |
| T-Z | 4 |

Manage Students

1. Sort by Section

This is one way you could view, or work on, students in your section. If you click on the column heading, WebCT will sort the student list by that column.

2. Search for your Section

Use **Search for Records** to select just your section. If you are successful, you should see **ONLY** the students in your section listed.

3. Return to a listing showing all the students.

4. Enter a grade for Assignment 7 for your student (you will be notified of your student's name later and you can make up the grade).

Discussions

1. Search for all the discussion messages posted by your student.

2. Use **Compile** to put them all together into one list. (You should see all the messages in a readable format in a separate window). Make sure you can figure out how you would print this so you can read the messages off-line.

3. Use **Update Listing** to return to the list of all messages.

4. Search for all messages that contain reference to the words "learning style." (This can be very handy for finding messages about a specific topic.)

Drop Box

1. Look at the list of submissions for the student drop box.

2. Did your student submit an assignment?

3. Download your student's document to your hard drive.

Activity 2.12 - Technology Action Plan



Complete your Technology Action Plan

Purpose

You now have some experience with WebCT both as a student and a facilitator. The purpose of this activity is to help you identify areas of technology in which you may need help.

What to Look For

Now that you have taken the Technology Survey and had a chance to access WebCT, it is time for you to identify the areas where you think you need improvement and jot some notes in the Technology Action Plan on the next page.

List the areas in which you want to improve and what you can do to improve. If you are really weak in some areas, you might want to start working on them right away.

In the immediate future, you want to be able to concentrate on the DLTI course work, not spend time struggling with technology. In the longer term, you want to be comfortable enough with technology that you can facilitate (and maybe even create) online courses.

Look for resources to help you become more proficient using your computer and the Internet. Sometimes a friend, neighbor, co-worker, spouse (or even one of your children) can help you. Or, check out whether there is a short course or seminar you can take at the local Community College to help you improve in the areas identified on your Technology Action Plan.

Worksheet #2 - Technology Action Plan

| Function | Specific Areas I Need to Improve | What I Can Do To Improve |
|---------------------|----------------------------------|--------------------------|
| Computer Background | | |
| Word Processing | | |
| Email | | |

| Function | Specific Areas I Need to Improve | What I Can Do To Improve |
|--|---|---------------------------------|
| Internet | | |
| WebCT | | |
| Other skills that would be useful as facilitator | | |

Lesson Summary

Conclusion

This lesson has introduced you to the computer technology that you will be using for your DLTI courses and to some of the features/functions of WebCT for facilitators and course designers. You should have gained some perspective on what it takes to be a successful online student as well as some insight into what skills you may need to improve if you are going to be an online facilitator. You will learn more about what it takes to be an online facilitator in Lesson 6.

Key Points

During this lesson you should have:

- Successfully logged in to WebCT.
- Accessed course content and the calendar.
- Sent and received email.
- Posted and replied to discussion postings.

If you were not able to perform these tasks, please let your Section Facilitator know immediately. You will not be able to continue unless you can do these things!!

You should have also completed the WebCT lab in Activity 2.11 that required you to:

- List all students in your section.
- Enter grades for your student.
- Access a drop box assignment.
- Search for and print all postings from a specific student.

If you were not able to perform these tasks, please let your Section Facilitator know. Now is the time to identify any technology areas where you may need help.

What Next?

The next lesson will help you understand Distance Learning terminology and technology. The detailed information on Lessons 3-7 is found in WebCT.

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Distance Opportunities for Interpreter Training Center

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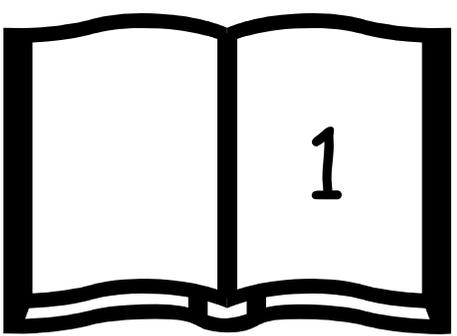
In partnership with:

US Department of Education,
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Rehabilitation Services Administration
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State Education Agencies and the Bureau of Indian Affairs
(FR #10054)





Reading

Reading #1 - How to Find Resources on the Internet

By Vicki Wood

Introduction

Exploring the Internet (or the World Wide Web as some call it) can be very exciting and/or the most frustrating experience around. It is exciting when you find what you want and are able to make sense of the information on the screen. It is frustrating when you conduct a search that results in 1,000,000 hits and you don't know what to do next. The purpose of this article is to give you strategies to use when exploring the Internet and to increase the useful information found while limiting the frustration experienced.

Navigating in a Browser

The Internet is a valuable resource for an educator. The more you know about this tool, the more valuable a resource it is. To connect to the Internet you must have an Internet Service Provider (AOL, MSN, Worldnet, etc.). This opens the door to the information available. Once you are on the Internet, you can use any browser to navigate through the system. The two most popular browsers are Netscape and Internet Explorer.

Quick Tips:

- **To get to an Internet location:** Type the URL (Uniform Resource Locator, the technical description of the Internet location usually starting with www. Or http://) in the window for the address and hit the Enter key.
- **When your computer freezes:** Wait for a little while. Many pages have images and sounds on their web pages. These all take time to load onto your computer. If after a few minutes nothing happens, click on the 'Back' button in the browser. You might also try the 'Reload' or 'Refresh' button.

- **To get back to where you came from:** Use the ‘Back’ on your browser. You can click on this a number of times to navigate backwards to the desired location. Also, next to the address window click on the arrow and you should see a list of current addresses you have accessed.
- **Extra software for viewing pages:** Sometime you may try to access information that requires software on your machine to interpret it. For example, you may be asked to download Real Player or Acrobat Reader to view the files selected. Usually you are given the appropriate link for accessing the page where you can download the software for free. Follow the directions for downloading and then go back to the page you were trying to access.

Top Search Engines

Below is a list of the top search engines. To get to any of them, simply type the address into the address window of your browser. Each search engine will provide different information and a different way to look for the data.

Google (www.google.com)
Yahoo! (www.yahoo.com)
Excite (www.excite.com)
AltaVista (www.altavista.com)
HotBot (www.hotbot.com)
Infoseek (www.infoseek.com)
Lycos (www.lycos.com)

Searching Tips

- **Google** is probably today’s most popular search engine and is excellent for general or specific searches. Enter as many keywords as you can to really focus on a specific topic. If you are looking for a title or specific phrase, put it in quotes.
- When looking for a fairly broad or generic topic, start your search with **Yahoo**. Yahoo’s subject categories help organize these broad topics, narrow your search, and improve the quality of the sites you find.
- Specific and exact searches queried with multiple words are best suited to the other 5 search engines. **HotBot** is recommended for an accurate and efficient search. As a

suggestion, try them all and find out what works best for you.

- Search for phrases by putting the entire phrase in quotation marks, i.e. "computers in education".
- Search for a root word by placing an asterisk after the word. For example, searching for **research*** will turn up sites containing **researching** and **researcher**, in addition to the root **research**.
- Use Boolean operators to define your search more specifically.

AND ... Tells the search engine to pull up sites that contain all of the words (ex: computers AND education)

OR ... Tells the search engine to pull up sites that contain either or both of the words (ex: computers OR education)

AND NOT ... Pulls up sites that contain the first word, but not the second. Note: some sites just use NOT for this operation (ex: computers AND NOT education)

NEAR ... Only valid in a couple of search engines, including AltaVista. Tells the computer to only pull up sites that contains both words within 10 words of each other. (ex: computers NEAR education)

- If you are getting too many results, try entering more keywords. For example, **research on computers in education** may be more helpful than just **computers in education**.
- If nothing is working, the **Help** sections of most of these Search Engines are extremely useful. They will tell you how that particular engine searches the web, how to improve your chances of finding what you want, and what your advanced search options are.

Evaluating Web Sites

One interesting characteristic of the Internet is that it is not "policed". By this I mean that anyone can create and "put up" a web site on the Internet containing whatever information they desire. There is no guideline for creating a web site and no one to evaluate the materials and

approve "putting it on the web". The good news is that anyone can "put up" a web site and say what they want. The bad news is that there is a lot of misinformation. As users of the Internet, it is your responsibility to examine a web site and evaluate whether or not the information is useful and accurate. Whenever you find an interesting site, ask yourself the following questions:

- **Do all the links work?** Links that don't work is an indication the web site is not well managed and/or contains information that is out of date. There is so much information on the web, that you shouldn't spend a lot of time on a web site where the links go nowhere.
- **What is the date of the last revision?** Usually on the bottom of a web page you will find a date showing the last time the site was revised. If this date is over a year old, this is also an indication of a web site that is not well managed and may contain information that is out of date.
- **Is the web site well designed?** When you look at the web site, is it easy to see what information is available and how to access it? Do you like the colors used on the page? Does the background complement the information presented? Do you like what you see? Is the page quick to load?
- **Is the information accurate?** This is very important. Read all the information from a web site carefully and don't accept it at face value without evaluating its accuracy. Look to other resources (books, articles, other web-sites, etc.) to validate information.
- **Does the information come from a credible resource?** Does the web site represent information from an institution such as a college, university, or research institute?

Tracking Information

After finding a web site full of information (no easy task), you will want to save it for later reference. This can be done a number of ways. Do what is easiest for you.

- **Copy the URL** (web-site address) into a file, notebook, or on a piece of paper.
- **Print out the home page** of the web site. This can be done by choosing **File** on the browser menu bar and

selecting **Print**. Most browsers print the URL on the printed page. (AOL is the only browser that doesn't automatically print the URL. You will want to hand write the URL on the page.)

- **Bookmark the URL.** All browsers have a way to save the web-site address (URL) for later reference. Netscape uses the term "bookmarking", and Internet Explorer uses the term "favorites". You can find out how to do this by clicking on the **Help** feature of your browser.

Vocabulary

Bookmark: saving an address through your browser software (bookmarking for Netscape and adding to favorites for Explorer) for later reference.

Browser: provides a framework for viewing all the information available on the Internet (the two most popular browsers are Netscape and Explorer).

Html, htm: hypertext markup language. The code which defines how a web page is to be presented on the screen.

Internet: the physical aspects - computers, networks, services that allow us to connect to thousands of other computers across the world.

ISP: the connection to the Internet is through an Internet Service Provider (AOL, MSN, Worldnet, etc.)

Listserv: a program that administers a mailing list.

Search engine: a program that allows users to type in words for the purposes of locating web pages containing information on that word or subject. (Yahoo, HotBoot, etc.)

URL: Uniform Resource Locator, the technical description of the Internet location usually starting with http://

WWW: World Wide Web: a common set of services on top of the Internet that let us share information with each other.