



Week 9

March 3 – March 9, 2014

UPDATES/ REMINDERS

- The process of **copying courses** over for next semester begins. Notify donniecrosby@amridgeuniversity.edu X7547 to add /update material in a course. (Remember the course formatting changes we discussed at the beginning of this semester. Look for more detailed information to follow later this week on this topic.)
- Watch for **Early Alert** emails from Student Services regarding student participation during Week 9.
- The **Summer 2014 Course Schedules** are available online for the upcoming Summer semester. **Undergraduate Schedule** >>
http://www.amridgeuniversity.edu/pdf/Course_Schedule/2014%20Summer%20Undergraduate.pdf
- **Graduate Schedule** >>
http://www.amridgeuniversity.edu/pdf/Course_Schedule/2014%20Summer%20Graduate.pdf
- **Registration** begins this coming **Monday, March 3rd** and continues through **May 9, 2014**. Remind your students to go ahead and register for the summer term!
- Summer classes begin **Monday, April 28, 2014**.
- **Wednesday, March 5, 2014**= LIVE! Weekly Devotional at 8:30am. From a distance you can login through Blackboard.
- **Wednesday, March 5, 2014**= Microsoft Training "Basics". Watch for a participation link that you can use to participate in the training every Wednesday morning.

INSTRUCTIONAL LINKS OF INTEREST

TECHNOLOGY

Distance educators have the additional task of incorporating the use of technology to reach students and facilitate learning. See the following links for assistance in the use of instructional technology and tools.

- <https://www.youtube.com/watch?v=U6FvJ6iMGHU> (Cutting edge strategies and technologies)

If you review this video, it's not provided to advocate 'free courses'; the intent is to use the ideas in the video to better understand that the technologies we use in online instruction remain untapped in many ways. While this is holistic in nature, it is to incite thinking-outside-the-box to improve Student Learning Outcomes at Amridge, using not only Blackboard, but other technologies that are available to faculty.

- <http://www.pcworld.com/article/2065126/the-absurdly-simple-guide-to-backing-up-your-pc.html> (Using these technologies can be a life saver)

It may seem that 'backups' of your files and system information is as common as the sunrise each day. However, do you have a systemic process to save (backup) your files, emails, and system items from your PC or Apple? This article addresses this issue and this is a critical issue since without our files, video clips, exams, grades, ad infinitum, it is quite difficult for faculty to use what they don't have. Note the following link for easy storage disks via USB format:

- http://www.amazon.com/s/ref=nb_sb_noss_1?url=search-alias%3Daps&field-keywords=1TB%20USB%20external%20hard%20drive
- <http://www.youtube.com/watch?v=-wmSHbDkJ8> (Humorous look at PowerPoint).

This link is provided to give you a light-hearted look at PowerPoint. Next week, additional links will be provided to help with presentation technologies, including self-designed or acquired graphics, images, videos, and interactive tools that might be used in the instructional area to support enhanced Student Learning Outcomes.

- <http://office.microsoft.com/en-us/powerpoint-help/what-s-new-in-powerpoint-2010-HA010336563.aspx> (Tools in MS PowerPoint 2010 for presentations)

If you have ever considered how to improve on a PowerPoint slide deck, this link provides an overview and access to the details of the tools found in PowerPoint. Thus, if you need to create specific presentations, these tools might help to make your presentation more robust.

INSTRUCTIONAL STRATEGIES

As you begin to think about course preparation for the Summer Term, now is the perfect time to review your courses and update your approaches to student engagement. How can you add an element of interest to the course while maximizing learner performance? Visit the links below for great suggestions.

- <http://www.blackboard.com/About-Bb/Catalyst-Awards.aspx> (Blackboard Catalyst Award)

As you are considering improvements in your Blackboard courses, it may provide useful and insightful to review the web site for the Blackboard Catalyst Awards. When you review this site, you will notice many ideas, examples, and best practices that may prove very helpful as you update and maintain your course in the LMS.

- http://www.fhu.edu/Libraries/SFtutorials_Main/Best_Practices_for_Developing_Online_Courses_in_Blackboard.sflb.ashx (Best Practices for Developing Online Courses in Blackboard)

This guide focuses on the development of online courses. The reader is introduced to the concepts presented in the guide by first examining the needs of distant (online) learners. This

examination introduces the topics of content development, course organization, and communication between instructor and students. These topics are examined in detail and a list of best practices is provided at the end of each section to support their implementation in online courses.

- <http://sloanconsortium.org/publications/survey/grade-change-2013> (2013 Survey of Online Learning Report)

“Grade Change: Tracking Online Education in the United States” is the eleventh annual report on the state of online learning in U.S. higher education. The survey is designed, administered and analyzed by the Babson Survey Research Group, with data collection conducted in partnership with the College Board, and is sponsored in part by Pearson and the Sloan Consortium.

- <http://cft.vanderbilt.edu/guides-sub-pages/flipping-the-classroom/> (Flipped Classrooms)

The link provided here is in reference to the “flipped classroom.” It might be of interest to see if any strategies in this article might be of value to the online classroom, including the new trend to bring flipped class teaching strategies into the online course.

WRITING TOOLS/ WRITING FOR PUBLICATION

Scholarly writing is an important trait for all college students to master. Listed below are several links to assist students in their pursuit of correct use of grammar, punctuation, and scholarly publication.

- <https://seelio.com/> (ePortfolio Site For Students to Publish Work)

This web site recently came “online” and provides server space for students to post their work in terms of an ePortfolio. The uniqueness of this site is that employers can also create accounts on this site and access, via ‘keyword searches’, those ePortfolios indicating specific skills, experiences, and abilities. It is a highly useful tool to recommend to students. ***The underlying tenet of this web site is that students must be able to effectively promote their skills, experiences, and abilities, e.g., good communication skills.***

- http://www.pstcc.edu/gep/files/pdf/XXXIV_7.pdf (Do students understand the reason that they must write well?)

A short article to move the paradigm for writing slightly from “they must write well” to “they must write well and understand why they must write well.” It’s a short read and might give you some ideas on how to motivate students to reconsider writing assignments.

- http://www.uww.edu/learn/improve_student_writing.php (Efficient Ways to Improve Student Writing)

This link provides a list of suggestions that will foster ideas for improvement of student writing, even if your instructional area is not English. These strategies can be used for a one page

writing assignment or for the task of completing a thesis or research paper. These ideas may help students in specific areas of writing in which they have been unclear as to “how do I do this?”

- <http://writingcenter.unc.edu/faculty-resources/tips-on-teaching-writing/what-is-good-writing/> (UNC: College of Arts and Sciences; The Writing Center)

Sometimes it may be a simple statement, suggestion, example, or exercise that bridges the difficulty that some students may have in writing well. This link offers a well-written explanation of several areas associated with writing. The materials found here are of value to both faculty and students, in terms of teaching the facets of writing and the actual activity of writing well, respectively.

PERSONAL ASSISTANCE

Do you need help with a particular component of your course? Would you like one-on-one assistance? If so, please feel free to contact one of the following people to receive the help you require.

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