DE Oracle @ UMUC

An Online Learning Magazine for UMUC Faculty
Center for Support of Instruction

Using WebTycho to Enhance F2F Classes

CSI Staff
Staff Writer
Center for Support of Instruction

Category: » **Online-pedagogy** » **Teaching-strategies**

UMUC made a commitment in 2000 to provide a WebTycho online classroom to every face-to-face (F2F) class, and asked all its faculty to find ways to use the online classroom to enhance their F2F classes. The principle reasons for this commitment were to

- enable all students to have ready access to online resources (e.g., UMUC's library resources), and to
- promote information literacy for all students.

Both the Graduate School and the School of Undergraduate Studies are requiring faculty teaching face to face classes to use the WebTycho classroom provided to them, at a minumum to provide their students

- the course syllabus and schedule online
- weekly announcements
- grades for all assignments in the online gradebook, updated throughout the term

This page provides a reference for faculty in use of their assigned WebTycho classrooms to enhance their face-to-face classes.

▼ **On-site classes; WebTycho acccess dates** (#onsite)

▼ **Expectations for Web-enhancement** (#expectations)

▼ **Substituting online for on-site sessions** (#substitute)

▼ **Weekly use of WebTycho enhancement** (#online_evaluation)

▼ **Technical support for Web-enhancement** (#techsupport)

On-Site Classes and WebTycho Access Dates

All on-site UMUC classes are provided with online WebTycho "classrooms" to be used by faculty to enhance their face-to-face class materials and activities.

Faculty access to WebTycho components. Faculty are generally able to access their online (WebTycho) classroom components within 24-48 hours of being officially staffed for their sections, assuming the online component has been created; this occurs by 4 weeks (28 days) before the official start date of the class. The instructor may then access the online classroom components by logging in at **http://tychousa.umuc.edu** (http://tychousa.umuc.edu) , then selecting the link to the class from the WebTycho *Classes* menu.

Student access to WebTycho components. Students are able to access the shell of the WebTycho components of their courses within a day of registering; they see the announcement area, the faculty name/email link, and the link to the instructor's biography. The full WebTycho class menu (and therefore any content placed there) becomes accessible to students **7 days** before the scheduled first day of their individual on-site classes.

UMUC's on-site class start dates vary. Please visit **MyUMUC** (https://my.umuc.edu) to confirm your class dates.

Instructors or students who have difficulty accessing the WebTycho class should contact UMUC360 at **888-360-UMUC (8682)** or 301-985-6710 or **UMUC360** (http://support.umuc.edu/) they are there to assist and can be reached 24/7.

Expectations for Web-Enhancement

As noted above, **at a minimum**, all faculty are expected to use their online WebTycho components to

- **provide the course syllabus and class schedule** in the online class space
- **update class announcements online at least weekly**
- **provide grades online for all assignments as they are graded**, updated in a timely manner throughout the term

Faculty are *strongly encouraged* to be thoughtful and creative in their use of the WebTycho component and its features. Use WebTycho to

- provide lecture notes and supplementary materials
- access UMUC's online library resources
- link to relevant websites
- complete discussions interrupted by the "class bell"
- give study groups a place to share materials and asynchronous discussions
- use the email function in WebTycho to contact all class members readily, *especially in case of emergency cancellation of class* (combined with a class announcement)

Because students have access to the online classroom well before the official first day of class, faculty should provide a welcoming class announcement with a reminder of the location/time of the first class meeting, and a biography in their WebTycho classrooms, as soon as they themselves have access to do so.

Instructors should make the course syllabus available by one week before class starts. The syllabus and class schedule may be posted within the class menu of the WebTycho classroom, via "**Faculty Center**," in either **Syllabus** or **Course Content** — as pasted text, as attached file(s), or linked to a webpage.

For an quick overview of what items should be entered into WebTycho before the start of the semester, please refer to the **checklist page**.

Weekly Use of WebTycho-Enhanced Classroom

Both the Graduate School and the School of Undergraduate Studies expects instructors of face-to-face classes to use their online WebTycho enhancements on a weekly basis.

There are both practical and philosophical reasons for this request. UMUC is committed to fostering technological literacy in all of its students, as well as to providing them with every possible tool to convenience their access to learning. The online classroom offers many potential benefits to augment the traditional face-to-face classroom.

Weekly use of the WebTycho classroom may be as simple or complex as faculty wish. Some examples follow. Those faculty who have little or no experience using WebTycho should plan to attend a **workshop** (http://www.umuc.edu/distance/odell/ctla/workshops.html) as available, and contact their **CSI Instructional Support Specialist**.

10 Ways to Use WebTycho to Enhance a Face-to-Face Class

1. Post **Syllabus**, **Schedule**, and class "**housekeeping**" information in lieu of first-day handouts (along

with an announcement and/or email before the class session informing students where these materials are available). These remain in class as a reference and permanent record.

Faculty may post a standard "Read Me First" webpage link as part of their class housekeeping information: **http://info.umuc.edu/de/faculty/rmf/** (http://info.umuc.edu/de/faculty/rmf/) . (Information on this page is updated as needed by the Instructional Support Specialist.)

2. Post initial and weekly or biweekly **announcements** in lieu of or in addition to making them in the on-site class. Regular announcements are an aide to communication when students are unable to attend class or when class cannot be held, as well contributing to the class record.
3. Post weekly lecture notes, powerpoint slides, exam answers, in **Course Content** for the benefit of students unable to attend class as well as to facilitate student review and organization of materials. Materials posted before class for student preview can enhance the quality of discussions; those posted after class can clarify points of confusion or provide additional resources in response to student questions in class.
4. Ask librarians to post journal articles in "**Reserved Readings**" area (**electronic reserves (http://www.umuc.edu/library/libservices/ereserves.cfm)**) in lieu of photocopying and hand-carrying handouts.
5. Use WebTycho's **Library link** to give students easy access to UMUC's online databases of journal and newspaper articles, as well as to UMUC librarians for direct assistance.
6. Use **Webliography** to point students to supplemental materials available on the Web, as well as to allow students to easily share pertinent websites they find on their own.
7. Use the **Conference** area to build class community via student introductions, allow the class to carry on class discussions cut short by "the bell," encourage shy students to participate, answer student questions for the record, etc.
8. Use **Study Group** areas to facilitate group work outside of face-to-face meetings.
9. Use te *Class Members* **email** function to easily email students via a prepared email list.
10. Use WebTycho **Gradebook** (**Assignment Folder**) area for students to turn in date-stamped homework and keep a record of their grades.

Thoughts from Colleagues

For thoughts from UMUC instructors and program directors on using WebTycho to enhance a face-to-face class, please see the following:

- **Using WebTycho to Enhance a F2F Class**
- **Perspectives on Enhancing a Course Through the Web**
- **Faculty Perspectives on Using WebTycho to Enhance a Face-to-Face Class**

Substituting Online for On-Site Sessions

Faculty have considerable latitude in determining their own use plans for their WebTycho classrooms. However, where instructors wish to substitute an online session for a face-to-face session, they should

- Clear this with their program directors, at least verbally
- Ensure that their students clearly understand the plans and are both prepared for and supported in (by the instructor and/or fellow students) their use of the online classroom
- Listen to and respect student concerns and provide alternatives as necessary
- Ensure that the reason for scheduling an online session is clear and functional: e.g.,
  - a take-home-type exam may be submitted online rather than in person
  - a particular session lends itself well to online discussion
  - groups need focused time for group project work/research
  - weather or events that affect commuting/parking make a f2f session impractical

Technical Support for Web-Enhancement

In addition to using the resources of the **DE Oracle @ UMUC** , the **WebTycho Faculty Guide**

(http://tychousa.umuc.edu/wtdocs/wthelp/html/facguide.html) , and **WebTycho Support Services**
(http://tychousa.umuc.edu/wtdocs/wthelp/index.html) , faculty may request technical assistance from an
Instructional Support Specialist in the Center for Support of Instruction assigned to their
department or program. They may also request to be rostered as a visitor into a colleague's WebTycho
classroom to observe use of WebTycho to enhance a class.

Rating: **Not yet rated**

Comments

No comments posted.

You must be logged in **and be a member of the UMUC community in order to comment.**

If you are a member of the UMUC community and do not have an account, please **register** for a FREE
one.

If you have a guest account but are Faculty/Staff of UMUC please send an email to the **DE Oracle Site
Manager** (mailto:degrad@umuc.edu?subject=Please Update my DE Oracle Guest Account) so that your guest account can be
updated.

Faculty Perspectives on Using WebTycho to Enhance a Face-to-Face Class

CSI Staff

Staff Writer
Center for Support of Instruction
Published: May-June 2006

Category: » **Online-pedagogy** » **Teaching-strategies**

Dr. Ted Field fully used WebTycho features to enhance several of his face-to-face classes, including ADMN659, Strategic Management of Not-For-Profit Organizations. He noted,

> There was no down time in the class, the students were fully engaged, they were much more active in taking charge of their learning, and I could spend less time on procedure and more time on substance in class...

> The f2f and the online taken together increased the range of formats and activities of students, allowing them to discover more of their strengths and to take advantage of the benefits of both mediums...

> All in all, the web-enhanced version provided a much more satisfying teaching experience than either a f2f or totally online stand alone version. I think that is reflected in one of the highest evaluations I have ever received.

Dr. Field made these specific comments on his experience using WebTycho to enhance his face-to-face class:

1. Web-enhancing a f2f classroom is a lot of work. However, it is work well worth doing because it will improve the f2f classroom as well as improve future WebTycho classes you may teach.
2. In my classroom, I used the **course content** section to upload supplemental lecture notes and materials I would normally distribute in class, such as tables, charts, and matrices. This had the decided advantage that I did not have to bring hardcopy to class with me. Students did not have to be burdened with extra paper. At the end of my course, they could print out the materials and have a strategy development workbook for use on the job.
3. I used the **webliography** and **library** functions to "force" students to use research resources. Those features when combined with an assignment to write an annotated bibliography directed students into professional and academic literature at a fast clip.
4. The **conference** feature was used to stimulate class discussion during the week. When the class did convene, students were more enthusiastic and ready to work. They were organized into discussion groups which readily picked up where the online conference ended. This enabled me to design a semester-long continuous learning experience combining the strengths of both f2f and online formats.
5. Students were required to submit all assignments using the WebTycho **assignment** function. This clearly indicated when an assignment was submitted, which helped me enforce deadlines. I could edit students' assignments with my comments and return them electronically. Again, I did not have to carry around a lot of hard copy. If students had questions about their grades or my comments, that discussion was confined to emails. More f2f time could be devoted to teaching rather than course administration, etc.
6. The web-enhanced course was a dress rehearsal for the online version. I received comments each course period from students about what worked and didn't work with the online version. Their realtime feedback was invaluable in helping me assess and design the fully online WebTycho version.
7. Students do travel for work and do have personal issues which occasionally prevent them from

attending class. The enhanced version allowed me to totally avoid the "what did I miss" or the "I didn't know" questions.

Rating: **Not yet rated**

Comments

No comments posted.

You must be logged in **and be a member of the UMUC community in order to comment.**

If you are a member of the UMUC community and do not have an account, please **register** for a FREE one.

If you have a guest account but are Faculty/Staff of UMUC please send an email to the **DE Oracle Site Manager** (mailto:degrad@umuc.edu?subject=Please Update my DE Oracle Guest Account) so that your guest account can be updated.

Perspectives on Enhancing a Course Through the Web

CSI Staff
Staff Writer
Center for Support of Instruction

Category: » **Online-pedagogy** » **Teaching-strategies**

Slide 1

Slide 2

Perspectives On Enhancing A Course Through the Web

■ Background
- ▮ Current capabilities for web enhancement (Web Tycho)
- ▮ Trends in enrollment

■ View points
- ▮ Students
- ▮ Faculty
- ▮ UMUC

H. Sayani, August 2001

2

Slide 3

Students Enroll in Face-to-Face Classes Because...

■ They like the interaction with faculty and cohorts

■ They may not enjoy on-line learning
- ▮ The technology
- ▮ The experience

■ They are willing to sacrifice convenience of on-line for the interaction

■ They may need a "prod" to get work done

H. Sayani, August 2001

3

Slide 4

Many Faculty Members Also Prefer Face-to-Face Classes

- They like to see the light dawn in the students' eyes
- They want to get to know their students
- It is more work to teach on-line
- They are great "hams!"

H. Sayani, August 2001

4

Slide 5

Students May Be Willing To Use On-line Facilities If...

- They do not have to sacrifice most of the face-to-face contact
- They are not coerced
- They are "seduced"

H. Sayani, August 2001

5

Slide 6

Advantages of Web Enhancement for Students

▍ They can accommodate unexpected conflicts, e.g., travel, illness, weather

▍ They can use an occasional "break"

▍ They can go over materials they did not "get" in class

▍ They may be able to take exams in a less stressful, friendlier atmosphere

H. Sayani, August 2001

Slide 7

Advantages of Web Enhancement for Faculty

▍ Similar to those for students, plus...

▍ Less pressure during face-to-face sessions—you have a chance to supplement if you can't get it all into face-to-face class time

▍ Better able to manage the equivalent of "office hours"

H. Sayani, August 2001

Slide 8

UMUC Perspective
(my interpretation!)

❚ Current enrollments seem to point towards on-line classes—we need to gently nudge those, both students and faculty, still uncomfortable with on-line teaching and learning

❚ We should use technology to make the learning and teaching experiences richer

❚ Initiatives by other programs
   ❚ Executive
   ❚ Doctoral
   ❚ MSWE Capstone Course

H. Sayani, August 2001   3

Slide 9

Strategies For Drawing Students Into
Taking Advantage of Web Enhancement

❚ Make lecture material available on the Web, annotated as in an on-line class

❚ Post examinations on the Web

❚ Create study groups for individual teams; demonstrate group privacy and convenience

❚ Show students how they can access their cohorts via e-mail

H. Sayani, August 2001   9

Slide 10

Strategies For Drawing Students Into Taking Advantage of Web Enhancement

❚ Participate in post-class discussions (via on-line conferences)
   ❚ Public speaking not a requisite
   ❚ Shy students can have an equal voice
❚ Use the assignment folder as an option—assures "certified" delivery of material
❚ Demonstrate the convenience of "webliographies"

H. Saryam, August 2001

10

Slide 11

Strategies For Drawing Students Into Taking Advantage of Web Enhancement

❚ Show how student presentations can be posted on the Web
❚ Faculty, spend more time on "web-enhanced" proposals
❚ Demonstrate web-enhancement facilities—LIVE!
   ❚ Start at a browser
   ❚ Show all the functions you would like them to use
   ❚ Preferably, demonstrated by a student

H. Saryam, August 2001

11

Slide 12

Forget Coercion...

- Forcing students into using web Tycho is *not recommended*—we will lose face-to-face students without gaining on-line converts!
- All on-line web-enhancements should also be available through a face-to-face method
- Avoid making students not fluent with the technology feel uncomfortable

H. Sayani, August 2001

12

Slide 13

Audience Experiences

- Pros – examples
  - What works

- Cons – examples
  - What NOT to do

H. Sayani, August 2001

13

Rating: **Not yet rated**

Comments

No comments posted.

You must be logged in **and be a member of the UMUC community in order to comment.**

If you are a member of the UMUC community and do not have an account, please **register** for a FREE one.

If you have a guest account but are Faculty/Staff of UMUC please send an email to the **DE Oracle Site Manager** (mailto:degrad@umuc.edu?subject=Please Update my DE Oracle Guest Account) so that your guest account can be updated.