

# TEACHING & E-LEARNING NEWS

VOLUME 1, ISSUE 2      DECEMBER 2004

## FROM CLASSROOM TO WEBCT IN 90 MINUTES?

Are you interested in using WebCT for making course material available online, but aren't quite sure how to start? FCTeL now offers a great new workshop, *From Classroom to WebCT in 90 Minutes*, designed to show you how to get up and running in WebCT as quickly as possible. You will leave the workshop with a basic WebCT course already prepared!

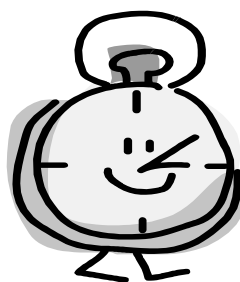
In this single workshop, you will learn how to create a basic WebCT course from files you already have. Participants will learn how to convert MS Office files into Web pages, upload them into WebCT, add a syllabus, add course content, modify the gradebook,

and release grades to students. If you have PowerPoint or Word files that you already use in your current course, please bring a few along on diskette. There will be an extra 30 minutes of guided practice at the end of the workshop to add more information to your course.

This workshop will be offered during the following days/times:

- ◆ Tuesday, December 7, 10:00 am to 12:00 pm
- ◆ Monday December 13, 1:00 pm to 3:00 pm
- ◆ Tuesday, January 4, 10:00 am to 12:00 pm

Sessions will be held in FCTeL's Technology Lab in



Atkins 146. To attend, please RSVP to Juandra Burris at extension 7-3022 or via email to [fctel@email.uncc.edu](mailto:fctel@email.uncc.edu).

NOTE: You will need to have a WebCT course for development use before you attend this workshop. To request a Development course, fill out the Development Course Request Form at <https://www.uncc.edu/webct/REQUEST/developaccount.html>.

## SPECIAL POINTS OF INTEREST:

- *One 90-minute workshop will leave you with a basic WebCT course already prepared!*
- *FCTeL offers many other great workshops for WebCT and other e-learning technologies. Our complete listing is available online at <http://www3.uncc.edu/elearning/fctel/calendar/index.html>*
- *Call ext. 7-3100 today to learn more about teaching strategies to enhance e-learning experiences*

## TIME & SKILLS NO LONGER BARRIERS TO CREATING E-LEARNING: ASSISTANTS CAN NOW HELP!

Have you ever considered enhancing your course with an online component but thought you might not have the technical skills or the time to implement it? Now there is help available!

The Faculty Center for Teaching and e-Learning has assembled an amazing team of talented graduate students who are known as the Student e-Learning Assistants (SeLAs, pronounced

*see-luhs*). The SeLAs are ready to provide direct assistance to faculty with various time consuming and technical tasks.

(see *e-Learning Assistants Program*, pg. 2)

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## E-LEARNING ASSISTANTS PROGRAM

(continued from pg. 1)

Some examples of what the SeLAs can do for you include the following:

- ◆ Converting your Word documents and PowerPoint presentations into Web pages
- ◆ Scanning and digitizing images for online viewing
- ◆ Helping you set up your Internet browser for use with WebCT
- ◆ Uploading quiz questions into your WebCT course
- ◆ Setting up an online class discussion or small group discussions in WebCT
- ◆ Copying CDs for use with class
- ◆ Troubleshooting HTML in your WebCT course
- ◆ Converting videotapes to digital format
- ◆ And much, much more!

If you are interested in receiving this type of assistance or have questions about how we can help you in your e-learning needs, please call the Help Center at ext. 7-3100, and be sure to mention that you are seeking e-learning assistance from FCTeL.

If you would prefer to send us your request via email, you may contact us at [fctel@email.uncc.edu](mailto:fctel@email.uncc.edu). We will promptly determine how we can best serve your needs.

**38% OF UNDERGRADUATE STUDENTS USE THE WWW FOR PLAGIARISM. 44% DO NOT CONSIDER THIS BEHAVIOR WRONG.**  
(McCABE, 2003)

## LIBRARY COMBATS PLAGIARISM ON THE WWW

In the last issue of *Teaching and e-Learning news* (vol. 1, issue 1, "Use Technology To Stop Plagiarism"), we highlighted the growing problem of Web plagiarism. In response, Atkins Library's Donna Gunter informed us that she has created a comprehensive faculty resource for plagiarism.

Several years ago, as a library instructor, Gunter was approached by faculty, concerned with a new twist on plagiarism. No longer did students "lift" papers from a fraternity file; instead, they were "lifting" from the World Wide Web. Often their students were more "Web savvy" than they felt themselves to be, so they turned to her for help.

The result? Gunter constructed a Web page, entitled "Resources for Web Plagia-

rism: Prevention and Detection" <http://library.uncc.edu/plagiarism>. The page contains a link to UNC Charlotte's commercial detection source, TurnItIn, available through the Faculty Center for Teaching and e-Learning.

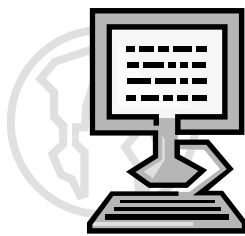
The guide contains links to teaching resources, helping faculty to navigate through the developmental, ethical, and cultural issues involved in plagiarism. It also contains a list of tips for developing assignments that are "plagiarism proof" and a list of links, including two sites for term paper mills gathered by a librarian at the University of South Carolina at Spartanburg, to help the teacher detect plagiarism in a given paper or project. A noncommercial, low-tech, free service, developed by Henry Schaffer at North Carolina

State University is on the page as well.

Finally, the page contains links to legal and statistical resources to help the teacher understand the evolving world of Web plagiarism.

*Donna Gunter is the Coordinator of Instructional Services, J. Murrey Atkins Library.*

HAVE MORE RESOURCES ON PLAGIARISM OR PERHAPS A STORY TO SHARE?  
CONTACT US, AND WE WILL PUBLISH IT IN THE NEXT ISSUE OF THE *TEACHING AND E-LEARNING NEWS*.



## LIBRARY TUTORIALS NOW AVAILABLE ONLINE

Finding your way through the maze of information alternatives can be daunting for anyone – including students.

The Librarians at Atkins Library are developing electronic teaching modules designed to help navigate library resources successfully. There have been many tutorials developed already, and they will be continually updated as our resources change. These modules include traditional guides to searching databases, as well as multimedia tutorials on various Library topics. These learning objects can easily be inserted into WebCT courses, and provide students with immediate access to the specialized help

they need.

Each of the following sites contains a short tutorial, three minutes or less, demonstrating various functions or resources of the library:

- ◆ [Connect](#) from off-campus.
- ◆ Search [CINAHL](#) for nursing and allied health information
- ◆ [Get It!!!!](#) (the green "Get It!!!" button) to find an article
- ◆ Search [PsycINFO \(Basic\)](#) for psychology information.
- ◆ Search [American Fact Finder](#) for demographic

information.

- ◆ Search [PAIS International](#) for information on public policy.

Any of these tutorials can be included in WebCT courses. In addition, the Library welcomes requests for the development of other modules as needed. The [Liaison Librarians](#) will work directly with Faculty in identifying learning needs, and designing Library modules to address them.

*Betty Ladner is the Associate University Librarian for Access & Outreach Services, J. Murrey Atkins Library.*



## TEACHING, LEARNING STYLES AND THE 12-MINUTE SLUMP

For most instructors, student engagement in the classroom creates a more rewarding teaching and learning experience for everyone involved. Diligent faculty spend hours preparing for class not only to inform students, but more importantly to inspire them to think critically, and to motivate students to apply their knowledge in the world at large. But some disturbing research (Scerbo, et al., 1992) indicates that student attention wanes after the first 12 minutes of class, regardless of cues from the instructor that the information is important. This "vigilance decrement" can occur with

almost any unchanging teaching method, especially straight lecture (Stuart & Rutherford, 1978).

The implication is obvious: blending a number of methods into a single class period will enhance student attention and comprehension (Grasha, 1996). This is supported in research about students' tendency to have learning preferences or "learning styles." Most students can readily identify three learning modalities: visual, auditory, and tactile. Faculty members should assume that all three learning style preferences are represented in any class. The 12 minute slump in concen-

tration can be avoided by preparing class material that utilizes more than one teaching methodology to stimulate and engage student thinking. Classroom discussions, writings, and questions may be more elevated and intriguing. Participation might be more spirited and the general classroom experience more energizing and rewarding. If all goes well, "vigilance decrement" will only happen to the faculty member who didn't get coffee before teaching an 8:00 am class.

*Charlynn Ross is the Director of the University Center for Academic Excellence*

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Faculty Center for Teaching and e-Learning

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WebCT Support: [www.uncc.edu/webct](http://www.uncc.edu/webct)

Student E-Learning: [www3.uncc.edu/elearning](http://www3.uncc.edu/elearning)

**WE'RE ON THE WEB!**  
[WWW.FCTEL.UNCC.EDU](http://WWW.FCTEL.UNCC.EDU)

INSTRUCTIONAL IMPROVEMENT FOR  
THE 21ST CENTURY.

## NEWSLETTER IS A SUCCESS!!

We appreciate the comments and positive feedback we received after the e-publishing of our first issue of *Teaching and e-Learning News*. We have taken your comments and suggestions into account when creating this issue, which now contains several articles submitted from our readership. It remains our goal to include in each newsletter your best practices, thoughts, experiences, and knowledge, so we continue to encourage you to please contribute in any way you wish. For example, if you would like to write a short article for publication, something in the 75-125 word range will fit well into our format. This may be sent to [fctel@email.uncc.edu](mailto:fctel@email.uncc.edu), and you can expect to see it in the next issue.

I would like to give credit to Lorraine Stanton, our Manager of e-Learning Support, for writing and seeking a large variety of content, providing support, and editing, and to Garvey Pyke, our Instructional and e-Learning Consultant, for creating and seeking content and editing and assembling the newsletter.

Mark Sivy

Associate Director, Faculty Center for Teaching and e-Learning

*This issue's contributors included Caryl Gordon, Donna Gunter, Betty Ladner, J. Garvey Pyke, Charlynn Ross, Mark Sivy, and Lorraine Stanton.*

## FCTeL LAB AVAILABLE FOR FACULTY USE

The Faculty Center for Teaching and e-Learning has a lab available for faculty to use for instructional development! The FCTeL lab is located in the Atkins Library, room 146.

Among our high-end Windows and Macintosh computers, additional equipment includes:

- ◆ CD duplicating station to burn up to seven CDs at one time
- ◆ Scanning stations for scanning articles and pictures, including slides; printing is also available
- ◆ Hardware to capture and

digitize video and audio

- ◆ Computers for 49er Express, WebCT, TurnItIn, and Respondus

Available software includes:

- ◆ Adobe After Effects 5.5
- ◆ Adobe Illustrator (Mac)
- ◆ Adobe Photoshop 6.0
- ◆ Adobe Premiere 6.0
- ◆ Adobe Photoshop Elements
- ◆ Adobe After Effects 5.5
- ◆ Camtasia Studio 2.0.3
- ◆ Jaws 4.5
- ◆ Pinnacle Hollywood FX

4.6

- ◆ Pinnacle Studio 8.10

- ◆ Quick-Time Pro 6.4

FCTeL consultants are available to

provide assistance with any of the equipment and software.

When workshops are not in session, the lab is open for your use, generally 7 am to 5 pm, Monday through Friday. Please call Juandra Burris at



*Windows and Mac scanning stations in Atkins 146*

extension 7-3022 to check for availability, or you can check the workshop schedule at <http://www.fctel.uncc.edu/calendar/index.html>.