



Presents:

eLearning Innovations: Curriculum Development for Online Courses

This program will look at not only the key elements of online curriculum development but show what several colleges and universities are doing. Features include the LeCroy Center's Ready2Go course concept, Governors State University's Online Faculty Certification, and cloud computing trends. A number of content and presentation strategies will also be presented.

Audra Barrett

**Associate Vice President of Instruction
Dallas Telecollege**

Dr. Tina Stavredes

**Vice President of Online Education
Ultimate Medical Academy**

Charles Nolley

**Director, Division of
Digital Learning and Media Design
Governors State University**

Dr. Curtis Bonk

**Professor of Education
Indiana University**

**Resource
Packet**

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and**





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Agenda

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ADA Compliance Needs
David Wood

Online Certification for Faculty
Governors State University

Content Enhancement
Alexandra Pickett
Curt Bonk

Discussion Period

The Cloud

Close

Panelist Roster

Audra Barrett

Associate Vice President of Instruction
Dallas Telecollege

Audra makes students, faculty learning, and success a priority. She was awarded best teaching practices at Richland College for bringing technology to the ESOL classroom. Also, she has won Innovation of the Year Awards.



John Barrett

Professor of English
Dallas County Community College District

After completing his Ph.D. at the University of Notre Dame, Dr. Barrett became a faculty member in the Dallas County Community College District, where he has taught freshman English, British literature, and technical writing for almost 40 years. For the past decade John has designed and taught online versions of all his English courses. Currently he teaches for Eastfield College of DCCCD and continues his interest and involvement in online learning



Dr. Curtis Bonk

Professor of Education
Indiana University

Curt Bonk is Professor of Instructional Systems Technology at Indiana University and adjunct in the School of Informatics. He is author of the Handbook of Blended Learning: Global Perspectives, Local Designs (2006) as well as Empowering Online Learning: 100+ Activities for Reading, Reflecting, Displaying, and Doing (2008). He has received the CyberStar Award from the Indiana Information Technology Association,

Most Outstanding Achievement Award from the U.S. Distance Learning Association, and Most Innovative Teaching in a Distance Education Program from the State of Indiana. Dr. Bonk is in high demand as a conference keynote speaker. He is President and Founder of CourseShare



Yvette Lewis Brown

Yvette Lewis Brown is an Associate Professor of Media and the Coordinator of the Center for Online Teaching and Learning at Governors State University, in University Park, Illinois. She is also an Emmy award winning producer/writer receiving her BA in Speech/Communications from the University of Illinois at Chicago and her MA in Television/Film from Northwestern University. Ms. Brown's media career spanned more than 20 years including positions at WTTW(PBS), NBC and CBS in Chicago before joining the academic staff at Governors State.

Ms. Brown's current work and research interests focus on the convergence of traditional broadcasting with the Internet and Web 2.0 technologies. Her projects include the DVD and

Internet based PRIDE Digital Curriculum for care-givers of children in the foster care system, training DVDs for the American Psychological Association and transitioning the university's video-based courses to the media-rich online environment.



Jan Engle

Jan Engle has been designing, developing and teaching online courses for the past 8 years. In her role as Coordinator of Instructional Development for the Center for Online Teaching and Learning at Governors State University, her responsibilities included faculty development related to online teaching and teaching with technology, instructional design, consulting, and developing fully online, hybrid, and web-enhanced courses. Additionally, she oversaw the Graduate Certificate in Online Teaching, which she developed and for which she currently teaches two of the courses. She is a 2006 recipient of the

WebCT Exemplary Course Award. Jan has a Masters Degree in Online Teaching and Learning from California State University East Bay in addition to an M.A. in Counseling and an M.H.S. in Health Sciences.



Barbara Mandel

Barbara Mandel loves technology and online teaching, and currently teaches "Introduction to Online Teaching" in Governor State University's Certificate in Online Teaching program. With degrees from Valparaiso University and the University of Notre Dame, she has taught at the college level for more than twenty years, the past seven years specifically in online education. She works daily with GSU faculty, conducting numerous workshops, and working one-on-one with individual instructors to develop both web-enhanced and fully online classes. In addition to handling the technical side of the Learning

Management System, she also serves as Advisor to the Certificate in Online Teaching program.



Charles Nolley

Charles Nolley is Director of the Division of Digital Learning and Media Design at Governors State University where he leads an experienced team of producers, artists and instructional designers producing innovative educational media communications. An anthropologist by training, he has worked in media production and education for the past three decades including the production of award winning documentaries which have been translated into multiple languages and distributed worldwide.

At GSU he has led the development of distance learning strategies as well as the pioneering new forms of media based education. He is the project director for the development of the PRIDE Digital Curriculum, a unique collaboration involving state and provincial agencies as well as six First Nations communities in Canada. He has collaborated on numerous educational projects in China including a bi-lingual, web-based multimedia course in World History which was named by China's Ministry of Education as one of the most significant

educational projects of the last Five Year Plan. His leadership in television and multi-media technologies has helped GSU to develop first class HD production facilities, staffed by award winning creative/production professionals producing hundreds of programs for national distribution.

Over the past 18 months he has led the initiative to move GSU from WebCT to Blackboard 9.1 in a process that has provided extensive faculty training in both pedagogy and technology, upgraded infrastructure, and increased capacity for using streaming media and implementing collaborative online environments. Charles' work has taken him around the world and he has provided leadership to cross cultural team projects in China, India, Israel, Canada, Haiti, Albania, Switzerland, the U.S. and elsewhere.



Alexandra Pickett

Associate Director SUNY Learning Network

She is currently on the National University Technology Network Advisory Board and the Sloan-C ALN Conference Steering Committee & faculty development track Program Chair at [The Sloan Consortium: ALN Conference](#). Under her leadership SLN was honored to receive the first Sloan Consortium Award for Excellence in ALN Faculty Development, and the Educause award for Progress in Teaching and Learning.



Dr. Emilio Ramos

District Director of Instructional Technology
Dallas County Community College District

Emilio Ramos, District Director of Instructional Technology at the Dallas County Community College District, is responsible for district-wide leadership, strategic planning and direction for educational technology used district-wide including all technologies related to distance education. His duties and responsibilities include the management of all departments responsible for technical design and support of district-wide

enterprise systems used for distance educational purposes, including Learning Systems, video streaming, content distribution systems and others. Dr. Ramos also provides leadership and coordination in developing and implementing strategies and plans for DCCCD-wide technologies used in distance education including integration of voice, data, and video communications. In addition, he coordinates and directs DCCCD-wide information technology strategic solutions, especially as they relate to distance learning and integration of data, voice and video systems.

Dr. Ramos designed, implemented, and currently manages eCampus, a complex large-scale network, in support of the DCCCD academic mission. He also provides supervision and oversight to DCCCD software training and its student and faculty technical support help desk. In addition, he is the author or co-author of over 21 textbooks and dozens of referee publications.

He has been the author and presenter at over 60 conferences on subjects dealing with technology and education. Summaries of presentations can be found at EDUCAUSE, NACUBO, League for Innovation and AACE.



Nikki Rosebough

Nikki Rosebough is an Online Instruction Specialist with the Center for Online Teaching & Learning at Governors State University. In addition to course development and planning and developing Faculty Workshops, she is also Adjunct Faculty for the Online Teaching Certificate program. Nikki holds a Master of Education Degree in Instructional Technology, and brings extensive experience in online course development to her role.



Dr. Tina Stavredes

Tina Stavredes has over ten years of professional experience in traditional and online learning in higher education. She is the Vice President of Online Education at Ultimate Medical Academy in Tampa, Florida. Tina is a Harold Abel Distinguished Faculty and previously held the positions of Chair of the Psychology Program in the School of Undergraduate Studies and Director of Curriculum Development at Capella University. She holds a PhD in Educational Psychology with an emphasis on cognition and learning in computer-mediated environments. Tina has numerous publications and recently completed a book with Jossey-Bass titled "Effective Online Teaching: Foundations and Strategies for Student Success" and a companion training manual to

support training staff to deliver a high quality faculty training program for faculty interested in teaching online.



David Wood

IT Access Coordinator
Dallas County Community College District

David Wood has over 12 years of experience in assistive technology for students with disabilities. He is a graduate of Texas Christian University. David has given presentations in many venues on how to make both the traditional and online classroom more accessible.



Ready to Go

1. SACS and THCEB best practices and standards (including but not limited to student to student, student to content, and student to faculty interaction)
2. ADA federal standards
3. QM quality standards
4. Mobile accessibility

The R2G concept not only is about creating courses, it is about creating the ideal online environment.

R2G courses will each have a similar rhythm and feel. This is important for students as they move through an AA degree online. Most challenges for new online students are the use of technology. Once the hurdle of technology is addressed, students become comfortable to the rhythm and feel of the class, technology diminishes and learning takes over. Creating similar standards and rhythm will help promote student success and retention because students know what to expect as they move through their online degree. We are ready to go, are you?

Benefits to Faculty



- Courses fully developed
- Mobile compatibility developed
- Student centered
- QM compliant
- ADA reviewed
- Courses updated
- Advisor supported
- Faculty supported





Benefits to Students

- Consistent course rhythm
- Functional mobile capability
- Complete clear pathway to a degree
- Advisor support



Potential Cost Savings



- No course development costs
- No professional development responsibilities
- No course updating costs
- Increase contact hours



5 Higher Ed Tech Trends To Watch

Three higher ed tech experts discuss technology trends for the year ahead, citing increased mobile and wireless access and cloud computing among them. But are campuses also in for a little bit of a return to the "basics" in the coming year?

- By Bridget McCrea
- 12/09/10

Technology that was unimaginable a decade or so ago is commonplace on today's campuses. In 2010 American colleges and universities responded to the ever-advancing IT requirements of their students and faculty with mobile pilot programs, investments in online learning, massive network overhauls, and initiatives designed to offset some of the increases in energy use brought on by all these new technologies, among other novel programs. What will 2011 bring? Campus Technology spoke with a handful of higher education technology experts to get their take. We've compiled their top 5 responses here.

1. The Cloud Computing Movement Will Continue.

Investing in purchase-and-install software is falling by the wayside as institutions catch onto the value of using "cloud" applications that are housed (and accessed) online. Not only are these options more affordable and easier to implement, but they also include vast storage capacity that can be used for, say, portfolio assessments. "Using cloud computing, schools can create large collections of loosely-sorted data (such as school records, written documents and even video recordings)," said Bob Spielvogel, CTO at [EDC](#), a Newton, MA-based nonprofit that creates programs to address educational challenges, "and then utilize that information to track project activity and conduct portfolio assessments across the student's entire college career." With these and other uses gaining ground in the higher education space, expect cloud computing's popularity to grow in 2011.

2. More Work Will Be Done Without Wires.

Being tethered to an outlet or Ethernet connection is so passé for college students, teachers, and administrators. With more and more of these individuals using mobile devices to connect to the Internet, the wireless wave is sure to grow in 2011.

"We're seeing a continued migration towards tablets and other mobile computers beyond just the Ipad," said Spielvogel. "As more technology vendors introduce lower-cost devices, and as these types of computers become more economically feasible, we'll see even more WiFi introduced to support their use."

3. Mobile Technologies Will Continue to Proliferate in the Classroom.

There's no doubt that students have become more mobile in terms of the technology they're using, and colleges seem determined to keep up with that trend. David Stoloff, a professor in [Eastern Connecticut State University's](#) education department, said the Willimantic, CT school has embraced the notion of "laptops and mobile devices in class" to the point where it's implemented interactive portfolio assessment technology to help maximize the trend.

"We're not quite at the point of every student using a laptop in class, but we're definitely getting there," said Stoloff, who added he expects the mobile trend to take an even stronger hold on higher education in 2011. "It provides a great way to supplement classroom instruction in a productive manner."

4. Online Education will even Further Displace Seat Time.

Stoloff, who attended the most recent [Sloan-C Conference on Online Learning](#), said 2011 will find more colleges integrating online learning into their curriculums as core offerings, and not just adjuncts to classroom learning.

"New high school graduates have less and less patience for sitting and listening to long lectures in college," Stoloff said. "They want to be more active, and that means getting their hands on computers."

Looking out even further, Stoloff painted a future picture where colleges are less focused on "seat time" and more on validating learning regardless of where it takes place (be it overseas, in the community, or in a traditional classroom). "Engagement will become the central issue for education in the future," said Stoloff, "and learning won't necessarily be defined by how much 'seat time' a student has put in."

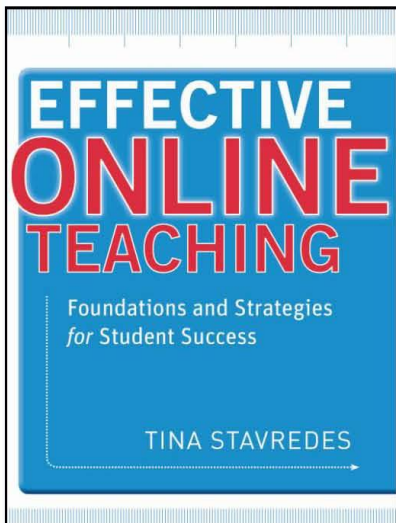
5. A Retreat from Technology Overload is Imminent.

As the Master of Arts in Teaching and Technology program director for the [Marlboro College Graduate School](#) in Marlboro, VT, Caleb Clark uses blended learning, e-portfolios, WordPress, and other Web media tools in the classroom. And while he doesn't dispute the value of these and the multitude of other technology innovations being used in higher education right now, he does expect a slight pullback on the technology hype in 2011 as people get back to basic communications and human interactions (outside of Facebook and Twitter).

"We're in an over-adoption stage right now," said Clark. "To get through it, we're going to need to get students to close their laptops and get back in touch with the other side of their desks--the one that doesn't face their computers."

Effective Online Teaching and Training Manual Foundations and Strategies for Student Success

by Tina Stavredes



Praise for *Effective Online Teaching and Training Manual*

"Tina Stavredes has done something sorely needed in the online teaching world —she has successfully combined solid theory and research with the practical application of instructor training. Both the book and the training manual are a 'must' for any online education organization. Bravo!"

—Dr. Darcy W. Hardy, assistant vice provost for Technology Education Initiatives, University of Texas at San Antonio, and chair emerita, United States Distance Learning Association

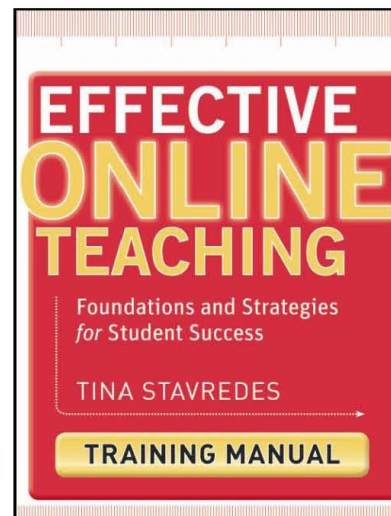
Effective Online Teaching is an essential resource that offers a clear understanding of how cognition and learning theory applies to online learning. This much-needed resource provides specific strategies for incorporating this knowledge into effective learner-centered teaching that gets results. The book includes strategies on motivation, tailored instruction, interaction, collaboration, monitoring and communication, time and information management, student concerns, and legal and ethical issues.

Designed as a text for online instructors, the chapters can be used for self-directed learning or in a formal training setting in concert with the companion Training Manual and CD.

Available Now! | Paperback | \$40.00
978-0-470-57838-4

Designed to accompany the book *Effective Online Teaching, the Training Manual* offers instructors a handy resource that follows the main text and includes overviews, readings, discussion questions, hypothetical scenarios, activities, assignments, and scripts that can be used in face-to-face training or plugged into an online course management system. The companion CD contains plug-and-play narrated presentations for each chapter of *Effective Online Teaching*, as well as handouts, templates, and PowerPoint slides.

Available Now! | Paperback | \$75.00
978-0-470-57839-1



About the Author

Tina Stavredes is the chair of the psychology program in the School of Undergraduate Studies at Capella University, where she works to manage and train a high-performing team of online faculty. She previously served as Capella's director of curriculum and was responsible for creating the office of Curriculum Development. Prior to joining Capella, Stavredes worked as manager of academic technology support for the University of Minnesota's College of Education and Human Development.

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Popular Web 2.0 and related Technology Tools

By: Curtis J. Bonk

1. E-Portfolio and Web Page Tools: (Personal webpage/portfolio: Google Sites: <http://sites.google.com> *(like a wiki and a homepage—easy to change)*)
2. Document collab (Google Docs; <http://docs.google.com/> and Google Presentations)
3. Share Docs and Slides (SlideShare: <http://www.slideshare.net/>). Online presentations.
4. Group collaboration (Google Groups: <http://groups.google.com/>, Yahoo Groups)
5. Wiki collaboration (Wikispaces: <http://www.wikispaces.com/>, Wetpaint: <http://www.wetpaint.com/>, PBworks (formerly PBwiki: <http://pbworks.com/>)
6. Blogging (Blogger: <https://www.blogger.com/start>, Word Press: <http://wordpress.org/>, Live Journal: <http://www.livejournal.com/>); Compare Blogger & Word Press: <http://pulsed.blogspot.com/2007/07/blogger-wordpress-chart.html>
7. Social networking (Facebook, Ning) e. g., Classroom 2.0: <http://www.classroom20.com/>; School 2.0: <http://school20.ning.com/>; Ning in Education: <http://education.ning.com/>
8. Online photo sharing (Picasa: <http://picasa.google.com/>, Flickr: <http://www.flickr.com/>, Facebook: <http://www.facebook.com/>, etc.)
9. Podcasting (Audacity for PC: <http://audacity.sourceforge.net/> and Garage Band for the Mac); also Gabcast (<http://gabcast.com/>) to create audio podcasting by using your phone or VoIP. Many podcasts in Education Podcast Network: <http://epnweb.org/>.
10. Shared online video: YouTube, TeacherTube (<http://www.teachertube.com/>), SchoolTube, TVLesson, NASA TV, Link TV (<http://www.linktv.org/>), YouTube Edu.
11. Concept Mapping tools (Gliffy, Mindmeister, Bubbl.us (<http://bubbl.us/>))
12. Social bookmarking (del.icio.us: <http://delicious.com/>), trailfire: <http://trailfire.com/>)
13. Finding online media (Odeo: <http://odeo.com/>)
14. Bookmarking websites and collaboration (Diigo); e.g., math resources: <http://groups.diigo.com/groups/teaching-middle-school-math> and science resources: <http://groups.diigo.com/groups/teaching-middle-school-science>), etc.
15. Communication (Skype: <http://www.skype.com/>, Google Talk: <http://www.google.com/talk/>)
16. Adding audio to Web content (Voice Threads: <http://voicethread.com/>)
17. Adding Audio to email (YackPack: <http://www.yackpack.com/>)
18. Screencasting to capture and instantly share your screen (Jing: <http://www.jingproject.com/>, Screenr: <http://screenr.com/>); with Screenr you can save your project as mp4 (ready for ipod/iphone), link to Twitter, post product on YouTube.
19. Collaborate on Math and Science Problems Online (Math Calculators like Instacalc: <http://instacalc.com/> and <http://my.instacalc.com/>)
20. Webstreaming (UStream: <http://www.ustream.tv/>)
21. Video Creation (e.g., film a lecture or presentation by yourself from your laptop or desktop Web cam); VideoSpin: <http://videospin.com/Redesign/>) Windows Movie Maker: <http://www.microsoft.com/windowsxp/downloads/updates/moviemaker2.msp>
22. Synchronous web conferencing (Vyer: <http://vyew.com/site/>, Dimdim: <http://www.dimdim.com/>); both are free up to 20 users; Dimdim is also open source)
23. Virtual Worlds: Second Life: <http://secondlife.com/>; Global Kids: <http://globalkids.org/?id=30>
24. Free Course Management Systems (Moodle: <http://moodle.org/>); Note: there is also free hosting of Moodle for basic installation: <http://ninehub.com/>
25. Collaboration and Kids as Researcher Sites (BioKIDS, GLOBE, iEARN, ePals, etc.)
26. Free and Open Access K-12 Contents and Courses:
 - a. Curriki: <http://www.curriki.org/xwiki/bin/view/Main/WebHome>)
 - b. National Repository of Online Courses: <http://www.montereyinstitute.org/nroc/>

- c. Hippo Campus: <http://www.hippocampus.org/>
- d. MIT Highlights for High School: <http://ocw.mit.edu/OcwWeb/hs/home/home/>

Note: An alternative site with many free applications like Google is Zoho: <http://www.zoho.com/>

1. Student Video Production
http://www.youtube.com/watch?v=x3FJyi4Pn_E
<http://www.youtube.com/watch?v=eD1awpaSuP0>
2. Student Blogs: <http://mypage.iu.edu/~cjbok/friends.htm>
3. **More student blogs:** <http://mypage.iu.edu/~cjbok/Blogs-R685-Fall-2007.htm>
4. **Student Podcast:** <http://2point0ify.blogspot.com/>
5. **Student Podcast: John Watts, IU master's student in School of Library and Information Science program "I'm Just Over Here Selling It" blog and on Technology, Learning, and Libraries podcast series, *Podcast with Dr. Bonk Drops Today*, October 5, 2009.**

Blog: <http://john-bloggingaround.blogspot.com/2009/10/podcast-with-dr-bonk-drops-today.html>

Podcast: <http://podcast.iu.edu/Portal/PodcastPage.aspx?podid=9aa36b48-bf2a-4b2e-8624-78b831b6c7ee>

Interview MP3 link: http://trainingshare.com/video/Bonk_final_cut.mp3

6. Wikibook: Michael Orey's class:
http://projects.coe.uga.edu/epltt/index.php?title=Main_Page
7. Wikibook Online Work and critiques:
<http://wow-iu-uh.wikispaces.com/>
8. The POLT:
http://en.wikibooks.org/wiki/The_Practice_of_Learning_Theories
9. The WELT:
http://en.wikibooks.org/wiki/Web_2.0_and_Emerging_Learning_Technologies
10. Web 2.0 Syllabus:
http://mypage.iu.edu/~cjbok/Syllabus_R685_Spring_of_2010.htm
11. Curt Bonk Videostreamed talks:
<http://mypage.iu.edu/~cjbok/streamed.html#p>
12. Cool Resource Provider sign up: <http://www.trainingshare.com/p540.php>
13. Online Video (YouTube) Resources for P540:
http://mypage.iu.edu/~cjbok/youtube_videos.htm
14. BobWeb: <http://www.indiana.edu/~bobweb/r546/index.html>

Robin Good interview:

Webcam interview on my World Is Open book by Robin Good, November 19, 2009,

<http://www.youtube.com/user/RobinGood#p/u>

<http://www.youtube.com/user/RobinGood#p/u/1WgM2nyCt-iU>

<http://www.youtube.com/watch?v=WgM2nyCt-iU>

<http://www.youtube.com/watch?v=urWQuf47-sg>

<http://www.masternewmedia.org/future-of-learning-a-video-interview-with-curtis-bonk/>



Video Resources and Portals:

Academic Earth article: <http://www.techcrunch.com/2009/03/24/academic-earth-is-the-hulu-for-education/>; <http://academicearth.org/>

BBC News: Video and Audio: http://news.bbc.co.uk/2/hi/video_and_audio/default.stm

BBC News: Video and News: <http://news.bbc.co.uk/>

BBC Video Nation: <http://www.bbc.co.uk/videonation/>

Big Think: <http://bigthink.com/>

CNN.com Video (see also Interactive News and News Documentaries):

<http://www.cnn.com/video/>

CurrentTV (see also Interactive News and News Documentaries): <http://www.current.tv/>

Edutopia: <http://www.edutopia.org/video>

Explo.tv: <http://www.exploratorium.edu/webcasts/>

FORA.tv: <http://fora.tv/>

Global Nomads Group: <http://www.gng.org/>

Google Video: <http://video.google.com/>

Link TV: <http://www.linktv.org/>

NASA TV: <http://www.nasa.gov/multimedia/nasatv/index.html>

MIT World: <http://mitworld.mit.edu/index.php>

MSNBC Video (see link to videos): <http://www.msnbc.msn.com/>

Nomadsland: <http://www.nomadsland.com/>

Opencast (from the Berkeley, funded by the Hewlett Foundation:

<http://www.opencastproject.org/>); <http://video.opencastproject.org/video/285/>

SciVee: <http://www.scivee.tv/>

SplashCast: <http://web.splashcast.net/catalog/search.aspx>

TeacherTube: <http://www.teachertube.com/>

TV Lesson: <http://www.tvlesson.com/>

Yahoo! Video: <http://video.search.yahoo.com/>

YouTube: <http://www.youtube.com/index>

WonderHowTo: <http://www.wonderhowto.com/>



Online Learning and Learning Technology Resources

AJET (Australian Journal of Educational Technology) (<http://ascilite.org.au/ajet/ajet.html>)

"The Australian Journal of Educational Technology is a refereed journal publishing research and review articles in educational technology, instructional design, educational applications of computer technologies, educational telecommunications and related areas."

Australian Educational Computing (<http://www.acce.edu.au/journal/>)

"Journal of the Australian Council for Computers in Education (ACCE)."

BJET (British Journal of Educational Technology)

"The British Journal of Educational Technology provides readers with the widest possible coverage of developments in international educational and training technology. BJET is a primary source for academics and professionals in learning technology."

Campus Wide Information Systems

"Campus-Wide Information Systems publishes cutting-edge research and case studies relating to administrative, academic and library computing, as well as other educational technologies. The journal analyses the latest theories, applications and services relating to planning, developing, managing, using and evaluating information technologies in higher education."

Computers and Education

"Targeted at researchers interested in the educational aspects of computers and computing, and specifically at Educational Technologists."

Educational Technology Review (<http://www.aace.org/pubs/etr/index.cfm>)

"Focuses on issues and applications of educational technology to enhance learning and teaching. Reviewed by leaders in the field, this publication is designed to provide a multi-disciplinary forum to present and discuss all aspects of educational technology in all learning environments. Published by the Association for the Advancement of Computing in Education (AACE)."

EDUCAUSE Quarterly (<http://www.educause.edu/eq/about>)

EDUCAUSE Quarterly (ISSN 1528-5324) is an online, peer-reviewed, practitioner's journal from EDUCAUSE about managing and using information resources in higher education. EQ is published in an online-only format with multimedia (graphics, live links, audio, and video) and community-building applications that enhance the magazine's value. Beyond the content, you'll be able to experience and interact with information and others in the community in more engaging ways, all while adopting a more environmentally sustainable approach.

EJEL (Electronic Journal of e-Learning) (<http://www.ejel.org/>)

"The Electronic Journal of e-Learning provides perspectives on topics relevant to the study, implementation and management of e-Learning initiatives. The journal contributes to the development of both theory and practice in the field of e-Learning. The journal accepts

academically robust papers, topical articles and case studies that contribute to the area of research in e-Learning.”

[EJIST](http://www.usq.edu.au/electpub/e-jist/html/archive.htm) (e-Journal of Instructional Science and Technology) (<http://www.usq.edu.au/electpub/e-jist/html/archive.htm>)

The e-Journal of Instructional Science and Technology (e-JIST) is an International peer-reviewed electronic journal. The Journal is an multi-faceted publication with content likely to be of interest to policy makers, managers, investors, professional staff, technical staff, and academics within education and training. The editions of e-JIST will adopt an evolutionary style. In the meantime, the Journal continues to welcome new contributions based on original work of practitioners and researchers with specific focus or implications for the design of instructional materials.

[eLearn Magazine](http://www.elearnmag.org) (<http://www.elearnmag.org>)

“Published by the Association for Computing Machinery as the most accurate and unbiased source for news, information, and opinion on the now-flourishing field of online education and training. It also offers a community hub for e-learning professionals on the Web, providing a wealth of public forums for the free exchange of ideas.”

[IJET](http://www.ed.uiuc.edu/ijet/) (International Journal of Educational Technology) (<http://www.ed.uiuc.edu/ijet/>)

“*The International Journal of Educational Technology* is an international refereed journal in the field of educational technology, sponsored by faculty, staff, and students at the Graduate School of Education at the University of Western Australia and the College of Education at the University of Illinois at Urbana-Champaign. IJET is published online twice each year and is available without an access charge.”

[IMEJ](http://imej.wfu.edu) (Interactive Multimedia Electronic Journal of Computer-Enhanced Learning) (<http://imej.wfu.edu>)

“An online peer-reviewed journal devoted to the presentation of creative and practices for teaching with technology and to the exploration of theoretical and pedagogical issues that arise from these innovations. Through our use of multimedia interactivity, readers will be able to use experimental software, take sample tests, manipulate graphs and three-dimensional images, search text, and communicate with authors.”

[Innovate](http://www.innovateonline.info) (<http://www.innovateonline.info>)

“*Innovate* is a bimonthly, peer-reviewed online periodical published by the Fischler School of Education and Human Services at Nova Southeastern University. The journal focuses on the creative use of information technology to enhance educational processes in academic, commercial, and government settings.”

[International Journal on E-Learning](#)

“Advances in technology and the growth of e-learning to provide educators and trainers with unique opportunities to enhance learning and teaching in corporate, government, healthcare, and higher education. IJEL serves as a forum to facilitate the international exchange of information on the current research, development, and practice of e-learning in these sectors.”



[International Journal of Instructional Technology and Distance Learning](http://www.itdl.org) (<http://www.itdl.org>)

From the TEIR Center, Duquesne University, Pittsburgh “to facilitate collaboration and communication among researchers, innovators, practitioners, and administrators of education and training programs involving technology and distance learning.”

[Internet and Higher Education](#)

“*The Internet and Higher Education* is a quarterly journal devoted to addressing contemporary issues and future developments related to online learning, teaching, and administration on the Internet in post-secondary settings. It is a peer-reviewed journal intended to be a vehicle for scholarly presentation and dissemination of contributions, theoretical and applied, significantly addressing innovative deployments of Internet technology in instruction and reporting on research to demonstrate the effects of the Internet and information technology (IT) on instruction in various contexts in higher education. The journal is international and interdisciplinary, inviting contributions from across the globe and from various academic disciplines.”

[ITALICS](#), (Innovation in Teaching And Learning in Information and Computer Sciences) (<http://www.ics.heacademy.ac.uk/italics>)

“The electronic journal of the Higher Education Academy Subject Centre for Information and Computer Sciences (ICS). ITALICS provides a vehicle for members of the ICS communities to disseminate best practice and research on learning and teaching within the subject disciplines.”

[JIME](#) (Journal of Interactive Media in Education) (<http://www-jime.open.ac.uk/>)

“This journal aims to foster a multidisciplinary and intellectually rigorous debate on the theoretical and practical aspects of interactive media in education, and to radically improve teaching and learning through better interactive media.”

[Journal of Computer Assisted Learning](#)

“A quarterly, peer-reviewed, international journal which covers the whole range of uses of information and communication technology to support learning and knowledge exchange. It aims to provide a medium for communication between researchers and the practitioners and to foster collaborative research. It is a rich source of material for research students in areas such as collaborative learning, knowledge engineering, open, distance and networked learning, developmental psychology and evaluation.”

[Journal of Distance Learning Administration](#) (<http://www.westga.edu/~distance/ojdla/>)

“*The Journal of Distance Learning Administration* is a peer-reviewed electronic journal offered free each quarter over the World Wide Web. The journal welcomes manuscripts based on original work of practitioners and researchers with specific focus or implications for the management of distance education programs.”

[Journal of Educational Technology and Society](#) (<http://www.ifets.info/>)

Educational Technology & Society includes “academic articles on the issues affecting the developers of educational systems and educators who implement and manage such systems.”



[Journal of Interactive Online Learning](http://www.ncolr.org/jiol/) (<http://www.ncolr.org/jiol/>)

“*The Journal of Interactive Online Learning* is an online publication of the National Center for Online Learning Research, and a joint effort of The University of Alabama and The University of Idaho.”

[Journal of Online Learning and Teaching](http://jolt.merlot.org/) (JOLT) (<http://jolt.merlot.org/>)

“The MERLOT *Journal of Online Learning and Teaching* (JOLT) is a peer-reviewed, online publication addressing the scholarly use of multimedia resources in education.”

[Journal of Research on Technology in Education](#)

“The quarterly JRTE publishes articles that report on original research, system or project descriptions and evaluations, syntheses of the literature, assessments of the state of the art, and theoretical or conceptual positions that relate to educational computing.”

[Learning, Media and Technology](#)

“*Learning, Media and Technology* – incorporating Education, Communication and Information – is an international, peer-reviewed journal that aims to stimulate debate on the interaction of innovations in educational theory and practices, with media and educational technologies.”

[Learning and Training Innovations](#)

“Management strategies for enterprise, government and education.”

[Learning Solutions e-Magazine \(formerly eLearning Developers' Journal\)](http://www.elearningguild.com/articles/abstracts)
(<http://www.elearningguild.com/articles/abstracts>)

“*Learning Solutions e-Magazine* is a forum for the sharing of strategies, techniques and best practices for designing, developing, delivering, and managing e-Learning. Every issue includes thoughtful articles and offers you practical advice and solutions for solving a variety of e-Learning challenges.”

[Learning Technology](http://lttf.ieee.org/learn_tech/) (http://lttf.ieee.org/learn_tech/)

A publication of the IEEE Computer Society-Learning Technology Task Force.

[SideBars](http://online.bcit.ca/sidebars/) (<http://online.bcit.ca/sidebars/>)

“*SideBars* (by the Learning Resources Unit of BCIT) provides useful information and news items for instructors, course developers, educational technologists and anyone else who has an interest in distributed learning in its various manifestations.”

[Sloan-C View](http://www.sloan-c.org/publications/view/) (<http://www.sloan-c.org/publications/view/>)

“The intention of the Sloan-C View is to provide you with useful information about online learning, commentaries about the field and pointers to more details about the work of the Sloan Consortium. The Consortium currently has approximately 1235 active organisational members, including colleges, universities, consortia, and vendors.”



[Spreadsheets in Education](http://www.sie.bond.edu.au/) (eJSiE) (<http://www.sie.bond.edu.au/>)

“Provide a focus for advances in our understanding of the role that spreadsheets can play in constructivist educational contexts.”

[THE Journal](http://www.thejournal.com/) (Technological Horizons in Education) (<http://www.thejournal.com/>)

“Articles from educators involved in integrating technology on their campuses and into their curricula. Articles may describe effective administrative or instructional projects with a local, regional, statewide, national or international scope.”

[TechKnowLogia](http://www.techknowlogia.org/) (<http://www.techknowlogia.org/>)

International Journal of Technologies for the Advancement of Knowledge and Learning has been suspended.

The archive of past issues continues to be available, for free

[The Technology Source](#)

“*The purpose of The Technology Source* a peer-reviewed bimonthly periodical published by the Michigan Virtual University, is to provide thoughtful, illuminating articles that will assist educators as they face the challenge of integrating information technology tools into teaching and into managing educational organisations”.



Discussion Questions

"Considering the comments and ideas you have heard in the program, how might you now further enrich student engagement in your online classes?"

"Share with your colleagues your experience with any of the resources/tools mentioned or presented in the program. Also, share any others that you have used which have worked well."



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2011- 2012 Remaining Programs

Feb. 27, 2012	Learning To Project the Person You Really Are – Linda Papadopoulos
Apr. 3, 2012 – 2:00 PM(CST)	Live Webinars
Apr. 11, 2012 – 10:00AM(CST)	The Core Curriculum: a focus on 21st Century Competencies
Mar. 26, 2012	Play is Serious Business! – Kevin Carroll
Apr. 9, 2012	How to Get What You Want – In the Real World - Mel Robbins
Apr. 30, 2012	Strategies for Dealing with Different Learning Preferences



EVALUATE “eLearning Innovations: Curriculum Development for Online Courses”

On a scale of 1-5, with 5 being the highest, rate the video/conference in terms of its value to you.

	Excellent				Poor
Timeliness of topic	5	4	3	2	1
Program’s format	5	4	3	2	1
Program Host	5	4	3	2	1
Panelists or Instructors	5	4	3	2	1
Handouts	5	4	3	2	1
Technical quality	5	4	3	2	1
Overall evaluation of program	5	4	3	2	1

Local site activities were held YES NO

1. Institution name: _____

2. My current position is: (circle one)
a. Faculty c. Classified Staff/Professional Staff
b. Administrator d. Other _____

3. What did you like most about the videoconference?

4. What could have been done to make it more valuable to you?

5. What topics would you like to see addressed in future videoconferences?

Return to: STARLINK, 9596 Walnut St., Dallas, TX 75243
Fax: 972-669-6699
Email: starlink@dcccd.edu