

**BRINGING CREDIBILITY TO ONLINE TEACHING**

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Introduction

Where's the Beef?

1. Where's the 150 minutes of classroom instruction in an online course?
2. What's the difference between a face-to-face class and an online version of the face-to-face course?
3. What are the different ways that students can earn college credits?
4. What are the different ways that face-to-face courses are taught?
5. Qualifications for becoming an online teacher.
6. Course design.

- An attempt to prevent printing. A student in the face-to-face course must use critical thinking skills to decide what's important in the classroom discussion. An online student should also use critical thinking. However, if the online course is not designed correctly, an online student could have a complete transcript of the online instruction by printing the page or downloading it, thereby giving the online student an unfair advantage over the face-to-face student. Also, if printed or downloaded, the student wouldn't necessarily have to read the content.
- Another idea to prevent printing. The use of rollovers to guide the student in instruction.
- Final version of text-heavy page.

Where Am I? Introduction Stage 1 Stage 1b A Diversion An Activity Stage 2 Stage 3 Stage 4 Another Diversion A Third Diversion Stage 5 Review Finish Line



1. The Lecture

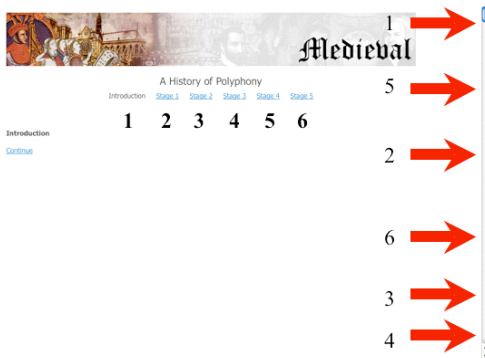
- A text-heavy start
- Attempt to improve a text-heavy page. The use of links to anchors.

- Final version with ability to check attendance.

Where Am I? Introduction Stage 1 Stage 1b A Diversion An Activity Stage 2 Stage 3 Stage 4 Another Diversion A Third Diversion Stage 5 Review Finish Line

8a 8c 8xf 8g 8h 8j 8k 8l 8m 8n 8o 8p 8r  
 8b 8d 8i 8t  
 8e

- Final version with "animated GIF"
- "Animated GIF" with commentary



For the narrative, I use short bursts of text that are no taller than four lines and no wider than 700 pixels.

I'm going to talk a little bit about the bassoon. It's a wonderfully versatile instrument. It's often considered the bass voice of the orchestra, but in truth it's really the tenor and the bass voice and in some cases even the alto. It has a very extensive range, which I'll demonstrate here in a minute.

The bassoon is a double reed instrument. Here is my double reed right here. You can get an idea of how the sound is produced by blowing into the reed to create some vibrations that travel through the instrument and make the sound. By itself the reed is not an attractive thing. [Doozzzzzz] But you can see how it is the driving force behind making the sound on the instrument.

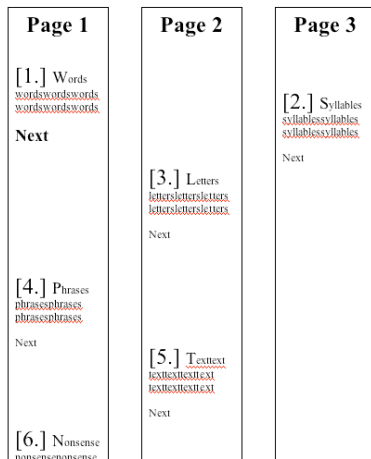
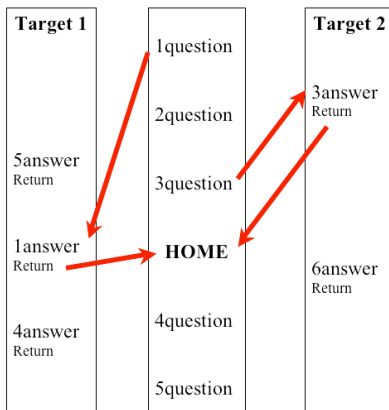
- SGs.

Chapter 5

1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.
14.	15.	16.	17.	18.	19.	20.	21.	22.	23.	24.	25.	26.
27.	28.	29.	30.	31.	32.	33.	34.	35.	36.	37.	38.	39.
40.	41.	42.	43.	44.	45.	46.	47.	48.	49.	50.	51.	52.

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- SG Improvement



3. Attendance

If the online course is the same as the face-to-face course, then tracking attendance is an important aspect of the course.

4. Comparisons/Contrasts (See page 3)
5. Other Design Samples
6. Questions

Miscellaneous Information

1. Online Courses

HUMA 1315, Art, Dance, Music, Theatre Interaction

295 HTML pages, 38 lectures, 4 tests, 33 quizzes, 3 homework assignments, four extra credit assignments, 37 practice quizzes, 84 Camtasia clips, 116 RealPlayer audio/video clips

MUSI 3347, Music History to 1750  
MUSI 3349, Music History from 1750

2. WTAMU uses Angel Learning Management System, Version 7.3.
  - A. There are no HTML headers, so CSS, etc. is not permitted.
  - B. Links to anchors on the same page work, but links to anchors buried deep on a second page do not work. Instead, the user has to use frame sets and he loses the ability to track student activity.
  - C. Fireworks for rollover graphics; Camtasia for lecture videos; RealPlayer for audio clips; Flash for video clips

3. Contact Information

tdubois@wtamu.edu (e-mail)

http://www.wtamu.edu/~tdubois (homepage)

Resources:

- Study Guides for Burkholder/Grout/Palisca, *A History of Western Music*, 8th, 7th, and 6th eds.
- Angel Learning Management System Tutorial for Quizzes/Assessments
- Angel LMS Tips
- Online Teaching Tips

2. Copyright Issues

Avoid using copyrighted material.  
Fair Use generally does not apply to online courses.  
Protect content with the use of rollovers.  
Scan images at 72 dpi. Make them large enough to be usable in an online course but not useful if downloaded and printed.  
Use Flash for media instead of formats that can be downloaded and burned.

## COMPARISONS/CONTRASTS

<b>Traditional Face-to-Face Setting</b>	<b>My Experiences As An Online Instructor</b>
1. For a three-credit-hour course, there are three "hours" of classroom activity, three times a week, at a specific time. When the lecture is over, it's over.	There are three one-hour lectures per week on a MWF schedule. Students have 48 hours (72 for Friday's lecture) to complete that day's work. The lecture is closed when the time expires.
2. Students take notes during the lecture.	There is a danger that students can obtain the lecture in it's entirety (the instructor's notes, music examples, listening, etc.) by "right clicking," thus avoiding the need to use critical thinking skills deciding what's important and what's not at a given moment. The other problem of printing the page is that the student doesn't actually read the page at that time but "will save it and read it later."
3. The instructor monitors the examinations.	Monitoring is less exact, though there are some checkpoints that the instructor can enact. Here the evidence is only circumstantial, however (IP addresses, start/stop times of the exam, whether the student left the exam to search the online course pages, etc.). You cannot know that the student taking the test is really the student enrolled in the course and you cannot tell with certainty if a student is cheating [except when two students have the same bizarre answer to a short-answer or essay question].)
4. An instructor new to the university has to prepare his/her own lectures.	A new instructor inherits the online course. (It is also possible that the new instructor does not have the qualifications to teach the course.)
5. The instructor has preparation time prior to the lecture.	Depending on the amount of instructional technology support afforded the instructor, the time needed to create the lecture (and this would also depend on the complexity of the lecture) is significantly more. But the preparation time needed in order to teach that lecture a second time should be significantly less (provided no changes are made).
6. Everything in the classroom has to be done within the 50 minutes allocated for the course.	Students can take as long as they wish to go through the lecture. If they didn't understand a concept, they can review it for as long as they like until the 48-hour time limit expires. Most students will be able to finish the lecture and turning in their homework within the 50 minutes. Some can complete the lecture in 5 minutes (and be counted absent) or take three hours (and be counted absent because they fell asleep at the computer.) If the attitude is "What is the least amount of work I have to do to get by?" or "What do I have to do to get a C on my transcript without having to learn anything?" then the time spent in the lecture is minimal.
7. If the student qualifies for a make-up of a missed lecture, the instructor usually doesn't repeat that "lecture." Instead the student is given an assignment related to the lecture topic.	The missed lecture can be reactivated and the student will have the opportunity to complete every detail of the lecture that was missed.

8. It would be difficult for an instructor to teach a music history course as an individual problems course to one or two students. It would not be cost-effective in terms of the instructor's time nor to the university if, for example, the instructor had to be paid out of the summer school budget.	Even though both of my undergraduate, online music history courses are built, it would be difficult to teach my online courses as an individual problems course. There are more than 500 HTML pages in the first-semester music history course, which means that more than 300 start/end dates would have to be adjusted and there would be approximately 50 study guides, exams, etc. to be graded.
9. Classrooms are limited by the room's occupancy limit or by other administrative decisions.	There's no classroom, but there are other factors can limit class size depending on how the course is organized.
10. The instructor can use a portion of a class period to review for the upcoming examination.	A practice test (or a series of quizzes) based on a test bank can be made available to the student online and no "classroom time" is relinquished.
11. Contact with the instructor is generally done in the classroom or during the instructor's office hours.	E-mail is the usual contact method and it's 24/7. Response is usually within the hour (except from 10 pm to 6 am).
12. There is a high participation rate in student evaluation of teaching effectiveness.	Low participation rate, and the ones who do participate are perhaps not representative of the majority.
13. A classroom instructor has no hope of having a graduate assistant regardless of the size of the course because those funds come from academic affairs baseline budget.	An online instructor who has 40 students enrolled in an online course is entitled to a graduate assistant paid by the distance education fee.
14. A hand-written note can be passed from one student surreptitiously. (There's no shame in being caught text-messaging during class.)	An angry student can hijack a course by sending an e-mail "to all students," which excludes the instructor.
15. Attendance is taken but usually nothing is done with that information.	Attendance is checked by the instructor after the lecture closes. The instructor can encourage students who were absent to attend the next lecture, thereby angering the student who receives the chastising e-mail. (You'd be surprised how many of those students "did too attend the whole lecture.")
16. Students do not have access to the course until the first class meeting.	At WTAMU, enrolled students have access to the course five days before the semester begins. Instructors can elect to show material to inform the student of the difficulty level of the course in advance.
17. The students who populate a traditional classroom are native students.	The students who populate an online course are native students. [General education courses or degrees offered through online coursework are the exceptions.]
18. In the classroom, the instructor can claim "fair use."	What you can do in the classroom requires copyright permission for the online course. Usually the university will monitor this situation. If not, the instructor has to think twice about what s/he will use in a lecture.
19. The use of media in the classroom is fairly reliable.	Accessing media in an online course is problematical in spite of stated system requirements.
20. Classes can be cancelled at the last minute.	Online courses are unaffected by school closings (because of snow) or an instructor's absence from campus due to illness or travel. Individual students may experience problems because of weather issues, but days missed can be made up easily.