EXECUTIVE SUMMARY

In the Spring 2007 term, a pilot online Advanced ESL Writing course of nine students was run. Its stated purpose was “to promote transition of Adult Education English as Second Language (ESOL) students to college credit as well as career and technical education.” The online Writing course aimed at improving ESOL students’ writing skills enough to be placed into English for Academic Purposes courses.

An online course seemed particularly appropriate for ESL students for an host of reasons (both negative and positive):

- Erratic work schedules
- Family responsibilities
- Retention in ESL classes
- The wealth of online life skills information
- The inevitable need for students to be computer savvy

The course used the WebCT 4.1 Learning Management System (LMS) and the text The Writer’s World: Paragraphs and Essays (1e) by Gaetz and Phaedke (Pearson Prentice Hall, 2006) along with the text’s e-pack supplement—containing quizzes, PowerPoint chapter summaries, text chapter summaries, and the supplemental “My Writing Lab” website, which included voluminous chapter-related exercises and video animations and, most notably, access to free online tutors. An additional staff of three provided superior technical, counseling, and planning support on an as-needed basis.

This material served as a “generic skeleton” course, which, during planning and even more so throughout the course, would become a uniquely ESL course and undergo so many adaptations as to be nearly unrecognizable. The adaptations were
most often precipitated by the requirement that ESL students not only read and write English but also listen to and speak it as often as possible.

In the planning stage, the most notable of these adaptations were:

- The addition of several dozen teacher-produced video mini-lessons.
- The liberal audio recording of dozens of homework assignments and introductory materials.
- The creation of seven “cultural life skills” Discussion topics—including songs and recited poetry.
- The addition of a 250 self-created glossary to accompany the text.
- The addition of a “Puzzle” section including games and motivational activities.
- The liberal use of art images throughout.

In the implementation stage, the most notable adaptations were:

- The use of Microsoft’s “track changes” to edit and comment on student writing electronically.
- The use of Elluminate’s “Lite” Live Classroom to conduct weekly Q & A.
- The creation of student homepages.
- The posting of an audio dictionary.
- The use of monthly course feedback surveys.
- The posting of monthly “pep talk” video messages.
- The use of student groups to produce static mini-lessons posted on student-created websites.
- The production of several “how to” videos to clarify certain common technical procedures.

By the end of the term, then, the class had become more truly an ESL online Writing course. Its success is attested to by both anecdotal evidence such as this quote from a student survey: “I think this course is very good and helpful to prepare us for the university because we have to study by ourselves....”

And by statistical evidence: Of the nine students who began, six finished—the others withdrawing from ALL of their courses for reasons such as pregnancy, conflicting work schedules, and overseas emergency. Three showed marked improvement in their
writing. Though it may not have placed them in a higher EAP level, their post-writing samples indicated that they were more apt to succeed in their original placement. The other three students advanced anywhere from one to three EAP (English for Academic Purposes) levels as indicated by pre- and post-test writing sample scores.

WHY NEED?

An online class always seemed particularly appropriate for adult ESL students, who are plagued with job and family responsibilities, often working erratic schedules, multiple jobs, while taking care of children. Also, they must often return to their countries for short periods of time to attend to family responsibilities/crises. An online class seems to be a viable solution to combat the challenge of persistence.

One student would articulate it succinctly in her first journal entry: “[Being in an online class] I’ll have time to pick up my younger child from school three days a week. Otherwise, I can’t take the boys to school. I can’t pick them up, which means my husband has to do this, but he also has to work.”

Additionally, with the plethora of online resources available, an online class provides a great way to deliver the life skills component of an ESL class.

Finally, a sizable proportion of our students want to transition into college-credit, English for Academic Purposes (EAP) classes and then to a degree and/or technical & career program. In these higher-level courses, online delivery is becoming increasingly common, and a facility with this mode of learning as well as a honing of computer skills in general is absolutely necessary.
PLANNING AND IMPLEMENTING

A. PLANNING

Designing and then teaching an online course is like first learning aeronautical engineering, then planning, designing, fabricating an airplane, learning to fly it, then finally flying it somewhere. Or perhaps a better analogy, reflecting one’s nearly infinite artistic options, is writing and designing a textbook and then using the text to teach a class.

I had taken three WebCT training courses before I attempted to teach this, my first online class. In my own opinion I am low to moderately computer savvy. For instance, not until beginning the course planning had I ever owned a flash drive, laptop, or webcam—let alone worked more than several minutes with any of the many programs.

This course developed in two major steps: First, I created a GENERIC WEBCT COURSE (the relatively easy step); then I refined and adapted that course into a "TRUE" ESOL WEBCT COURSE, its cornerstone built upon maximum communicativity and minimum affective filter. This second stage, where I realized I had yet barely scratched the surface, was the more difficult and time consuming. And it was in this stage especially that I felt many times that the pedagogy was in danger of being swamped by the technology—though fortunately this never did happen.

The first stage, the development of the generic WebCT course is well-documented in many sources and assumes training in some Learning Management System (LMS). I designed my course using WebCT 4.1 and a publisher “e-pack” as a kind of anchor for the course based on two thoughts: a well-organized/structured class is a successful one, and my own inexperience.
For ESL, e-packs are few and far between; they tend to be “hidden” under the Developmental English category. I chose *The Writer’s World: Paragraphs and Essays* since it was more “ESOL-oriented.” With the text’s e-pack downloaded, I had my skeleton: a series of chapter summaries, PowerPoint lessons, and quizzes, to which I added assignments and then laid everything out on the online Calendar with deadlines. (Students also received a paper copy of the text—an electronic version was preferred but not available.) I also added a supplementary package called “My Writing Lab,” which provides scores of writing topics, exercises loosely paralleling the text, short animated video lessons, and most attractive to me, online writing tutors. See Appendix for a list of software used.

When I realized I had just the bare essence of a class, which just wouldn’t suffice, particularly for ESL students who require optimal communicativity in listening and speaking—as well as the lowest possible “affective filter”—the least threatening environment, stage two began in earnest, still several months before the class would begin in January. From this point until the end of the course in May it became a never-ending process of adaptation.

One of the first things I realized was that I would have to provide some kind of substitute for face-to-face lessons. Rather than simply videotape six hours of weekly classroom lectures, I settled on approximately 20 mini-lessons of about 10 minutes each corresponding roughly to the text chapters. I experimented extensively with free software, but ultimately chose Techsmith’s Camtasia software, expensive at around $180 for a single-user license, but powerful and without a doubt the most convenient when uploading videos to one’s course. I used Microsoft Paint as my virtual
I also realized I should speak and encourage my students to speak as much as possible. To this end, I used Microsoft’s “Sound Recorder.” I recorded myself reading nearly thirty assignments. I continued this technique well into the course, dictating emails and comments on paragraphs and constantly urging my students to do the same especially in their email, Discussion comments, and even paragraph submissions.

I added a puzzle section with games, which is something I do in class as well, as a motivator and to lower the affective filter. I peppered the pages of the course with some 30 images from the Museum of Modern Art and the Metropolitan Art Museum. (Use of images is generally permitted if credit is attributed.)

Only several weeks before the class began, after mulling it over for months, I finalized and added my Discussion topics. Their general spirit so as not to overwhelm my students was “engaging”, “fun”, “interesting”, “cultural”, “encouraging”, and “not graded” (except for participation), and so they included seven general bi-weekly Discussions. I encouraged comments (100 words or so) on such things as: a painting by Arcimboldo, three different speakers reading RL Stevenson’s “The Cow”, a virtual tour of the University of Central Florida campus (in keeping with the theme of transitioning to higher education), a blues song, a jazz song, and a folk song, a reading of the “Yes, Virginia, there is a Santa Claus” letter, Rudyard Kipling’s “If”, and “The Owl and the Pussycat”. The readings and poems were found on the “Internet Archive”; the songs from music.podshow.com, one of many such Creative Commons music copyright sites. One assistant developed four additional Lifeskills Discussion topics, one per month, all revolving around studying websites related to tenant/landlord issues, President’s day,
trial by jury, and Florida maps. I also mastered Microsoft’s “Track Changes” tool which would allow me to edit, comment on student papers electronically, fortunately, a relatively straightforward tool.

The last month before the class began, I constantly pared down my syllabus (and would continue to do so throughout the course). Teaching an online course for the first time AND using a brand new textbook had caused me to misjudge severely. By January, I halved the initial number of chapters and reduced the scope of “My Writing Lab” to its barest minimum: only some of the grammar/sentence structure exercises, and I made those optional. In the first weeks of class, as will be reported in the next section, these cuts proved to not go far enough.

In the very last weeks, I added a Glossary (the text proving to be quite challenging to students) of some 250 words from the text. (I had to hire my daughter to help me input it all). I adjusted Quiz settings so that they could be taken three times (maximum grade used), made the text answer key available on the homepage, revised, re-revised, and recorded my introduction letter (including my photo).

In the final weeks of planning, the whole team made several important decisions:

- As a safety net, the online course and its in-class counterpart would parallel each other if online students had to return to class.
- A “suitability to online learning” survey was drawn up to screen potential students.
- A pre-writing sample reviewed by the EAP placement coordinator to determine the EAP level.
- A student study “alcove” with wi-fi access where students could work and foster a sense of student camaraderie.
- Perhaps most importantly I revealed my course to an assistant whose astute comments allowed me to realize that I’d missed the forest through the trees. The importance of an editor and/or mentor, someone to give the course a last “shake down cruise” cannot be overstated. (Wives and sisters-in-law are helpful but not too objective).
By January, the final incarnation of the course homepage appeared as follows.

(Figure 1)

The Communications Tools consisted of:

- WebCT email
- Discussion Board
- Whiteboard
- Virtual Office Hours (Chat)
- Word games and puzzles
The Course Tasks by Chapter appeared incrementally throughout the term as follows:

(Figure 2)
Clicking on any of these chapters led to a page very similar in structure to the following for Chapter 18:

1. ASSIGNMENTS #14 AND 15
2. Exploring: Chapter 18 Summary
3. PowerPoint Presentations for Chapter 18
4. DAVID’S MINI-LESSON: INTRODUCTION
5. DAVID’S MINI-LESSON: ADVERB CLAUSES
6. DAVID’S MINI-LESSON: ADJECTIVE CLAUSES
7. DAVID’S MINI-LESSON: NOUN CLAUSES
8. CHAPTER 18 QUIZ

VOCABULARY WORDS

(Figure 3)
The 27 assignments included:

- monthly paragraph assignments
- six journal assignments (especially soliciting course feedback)
- a final essay assignment
- a “participation in discussions” assignment

B. IMPLEMENTATION

I was grateful for the deadline or may have worked on the planning forever. I thought naively, but didn’t entirely believe, that I was somewhat “finished.” I was in for a big surprise. I naively thought that once “aloft” the class would run itself, that it would be self-sufficient (that I would sit back and watch it run itself!) The reality—at least the first time around—was anything but. As the course was actually underway and evolving, situations developed that I could never have anticipated beforehand. It became instead characterized by constant modification and vigilance/cheerleading (especially in monitoring email) and non-stop learning and experimentation. It required constant adaptability, flexibility, openness, discovery, and modification as the need arose.

One good example of this was the nearly exponential evolution of the “Virtual Office Hours” throughout the term. Originally, I’d thought the WebCT 4.1 White Board would suffice for editing/critiquing student paragraphs in real time. This idea quickly proved to be highly unwieldy and unrealistic. Unfortunately, the White Board is not coupled with a Chat function (as it is in later versions), so the possibility of discussing a paragraph while editing was virtually nil. I could, at best, circle, underline, correct an error then type a small message in the margin then wait for the student to reply in writing if she/he could even figure out how to do so. It was somewhat akin to
communicating by telegraph. Virtual Office Hours became for several weeks just a written chat as we gave up on the Whiteboard altogether, not very optimal for ESOL students, who should really be listening and speaking, and frustrating for me, the teacher, as well.

By happenstance, I discovered my school possessed an Elluminate Live Class license, (Wimba is a similar product). Far superior to using Chat, it was, however, only the “Lite” version, a glorified chat plus whiteboard with the all-important “speaking” ability. Term half over, I hurriedly arranged a get acquainted session to explore the above tools plus “yes/no” and an “A/B/C/D” polling function, a “speed up or slow down” function, and various emoticons such as “happy” and “confused”.

We held several Elluminate lessons, sometimes as long as 2 hours (one hour, we learned, about the ideal time, not unlike a real class), mostly reviewing samples of student paragraphs as well as sample CPT questions. These CPT reviews were very valuable exercises for students intending to enter the college.

Eventually, in the very last weeks of the class, I obtained a trial version (three people at a time maximum) of Elluminate “Academic” Live Classroom, the most sophisticated version including face-to-face webcam live video, website touring, application sharing, the ability to show all kinds of media: the absolute closest one can get to a real classroom and, of course, allowing students to speak, see, listen, write, and read: my cornerstone criteria.

I was encouraged by one student’s journal comments:

“I really enjoyed having the live classroom because I could participate in a different way as I used to do in a classroom…I could hear the teacher and watch the explanation that the teacher was giving on the screen with the only difference (being) the class was performed in cyberspace. I could interact with my friends even though they were in different places. I loved the way the teacher made us take part in the exercises….In addition, we were able to practice our speaking.”
TIMELINE OF COURSE EVENTS

A short month-by-month summary of the course follows:

January was characterized by CONSTANT, nearly obsessive monitoring of the WebCT email as students had many questions. These inevitably cropped up in spite of my best planning and occurred even though we had an assistant available in the computer lab for just such a purpose. I also liberally sent “Student Tips”, announcements that appear on the student homepage when students first log on, in addition to email. In spite of these initial technical difficulties, I’m still convinced they were typical of ALL first time WebCT users and not a function of second language interference. I also feel a live orientation conducted by myself and longer than the twenty minute, pre-recorded one given to them, might have precluded many of these problems. In addition, I think it would have been very wise to give the students a week or two “get acquainted” period before the actual start of the class.

It was also an eye-opening time to experience for the first time what WebCT looked like and was capable of with nine students actually enrolled. I quickly appreciated the Management function and my ability to chart, for example, who was logged in and when, and the number of times a student had visited certain pages as well as the more obvious: who had taken a quiz or handed in an assignment. I quickly realized I had been over-ambitious in my planning, despite having already cut drastically.

One student, the same student who noted in her first survey that she had been devoting 25-35 hours or MORE to the class, noted in her journal early on,
“...we had too much work...I spent so much time for this and I couldn’t help my kids with their school homework. My home was such a mess, and everyone was nervous with me because I forbid everybody even to touch the computer”

Additionally, I experimented and adapted. I sent out the first of several monthly surveys of 10 questions plus a space for comments. Several students began to show up to my Virtual Office hour for the before breakfast time slot. I added a link to the Encarta Audio Dictionary/Thesaurus/Translator (one of many online dictionaries available) on the advice of one student. I produced and added short Camtasia videos on “How to Record One’s Voice”, “How to Record for over 60 Seconds”. “How to Phrase an Initial Letter to the Online Tutor” and “How to Submit an Assignment” when I realized I had explained the procedures countless times in emails and Announcements. I continued to update my Puzzle section as it seemed to be getting a lot of traffic (and doing what it was designed to do: involve the students). I began learning how to manage/sort/put into folders the students’ submissions and voluminous email. Students created their own homepages with photos and short autobiographies. I posted an International Time Converter for one student who was in Korea for several weeks. Throughout January, I manipulated deadlines and “optionalized” assignments.

By February, students seemed to be getting the hang of things and emails—particularly involving technical problems--tapered off a bit, assignments came in without problem, quizzes were taken relatively on time. Two students withdrew in February, but I took solace in the fact that they had dropped ALL of their classes. (One was giving birth; the other had work conflicts.)

Discussions were engaged in and became VERY popular. The first Discussion topic, soliciting the students’ opinions on a painting by Acrimboldo, elicited nearly one hundred comments (with a little coaxing on my part), an exchange of pictures of
artworks from Israel, Bulgaria, and the Dominican Republic, and then subsequent comments on these contributions; it became a sort of self-feeding phenomena, as I had hoped.

One student remarked: “I hope everybody feels the same peace which I feel when I saw these pictures. They are beautiful, so who wants to come with me to my country?”

The second Discussion, soliciting comments on “The Cow” elicited nearly as many comments as the first and again an exchange of both original and published poetry—several of the poems read aloud by the students using Microsoft Recorder—from several countries.

A few snippets might give the flavor of the Discussions:

From an original poem (translated and read by its student-author!) called “You have the answer”:

“…the only truth is into yourself
There are all your answers about everything
There are your past, future, and present
…go direct to the right side...YOU”

And two comments:

“I want to greet (student) for her amazing poem. She is so young and she expresses very clever thoughts. I think she has real talent.”

“I am sure you are going to be a winner. We will say one day, ‘Hey, this young lady learned with us in the same class.’”

And the student-author’s response:

“I feel very happy because you like it…when people that I love and appreciate like you, my friends, enjoy my job, I feel motivated to keep writing.”

And a comment on a different/published Bulgarian poem:

“You have translated one of my favorite love poems…You remind me of my school years in my country, and of days full of happiness and (carefreeness). Thanks to all of you! It was a pleasure for me to read and listen to these poems.”

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And on an Israeli poem read by a student:

“I think her voice is so mild and warm; it just sounds wonderful…Her pronunciation is just like American. Am I right?”

Laptops were issued to all students, which definitively ended most technical problems. The laptops had wi-fi access within the campus and also at libraries and coffee shops throughout town if students did not have Internet at home. Through the month, my perspective began to shift from obsessive monitoring to trying to let the students be—Independence, I reasoned, being at the very core of an online course. I consciously diminished my communications, reminders, tips.

We issued microphones to students when I realized that I had been constantly encouraging their OPTIONAL recording of their own voices in emails, Discussions and even written assignments, when, in fact, many did not even own microphones. The idea never quite took off although one student did read several of her paragraphs and Discussion comments. I began also to issue “Monthly Messages”—10-minute Camtasia “pep-talk” recordings to check up, encourage, and remind students of important deadlines while looking over the Calendar.

In March, I experimented with forming groups, assigning students to a partner, and asking them to do three compound sentence exercises, in which they were to write 15 original compound sentences, and then post their answers on a page that would be visible to all students, somewhat the same as if they were presenting a mini-lesson on the board in a class but without the audio. The content of the exercise was not difficult, but what proved to be the problem were the technical steps involved. In the end, only half of the groups presented, and then only after I had created two 10 minute step-by-step Camtasia video detailing the precise steps to follow. I received a webcam
and began to incorporate it by using Picture-in-Picture in my monthly messages to maximize their communicative nature.

During April, although the class had finally seemed to reach a point where it was running itself, and nearly the entire class could be seen daily in their “alcove” toiling away on their laptops,—a real community had formed, borne out by the overwhelming participation in Discussions in the form of sharing poetry, music—as in a real class (but perhaps more so in this new, experimental, overly ambitious online class) the students and the teacher were showing signs of “burn out”. One student, also, began to feel she was missing something by not being in the “real” class. In one journal she wrote:

“Sometimes I really want to get back to class. There is something easy and convenient in the way you learn by a teacher. The teacher stands in front of you, and feeds you. Instead, (in the online course) you need to sit for hours and read the book, sometimes you still don’t understand everything….”

Another student—a more serious case—began to palpably “disappear”. (It is interesting how, perhaps counter-intuitively, I was somehow more aware of when students were in trouble than in a real class. This may be a reflection of the greater intimacy that arises through emailing and Discussion postings as well as the purposely small class size.

In spite of my constant e-mails of encouragement and invitations to the Live Classroom, and even private office hours, she would not respond, and I could see that she had been logging on “sporadically” at best. Often, I’d see her in the hall between classes and invite her to email to a mostly tepid, deer-in-the-headlights response. Later, we understood part of the problem was that this student had been undergoing medical treatment and then surgery. Ultimately, she passed in a last-minute burst of assignments—she had actually been doing quite well up until the time she went
incommunicado and had made much more use of the independent My Writing Lab exercises than any other student, successfully completing many of the units.

I continued through April to encourage the use of the free online tutors in My Writing Lab, to not much avail. Accessing the tutors was not a particularly difficult technical procedure, and all the students had successfully registered for the service. Although two students did avail themselves of the tutors, the feedback they received suggested—and I’m only conjecturing—their marginal familiarity with ESL writing. For one, their comments were restricted to broad, general organizational suggestions—at least on the first draft—with none of the fine proofreading that ESL students crave. The students that utilized the tutors did not, in fact, send their assignments back for a second review.

Final writing assignments were coming in: an essay written and submitted in parts—Introduction, Body Paragraphs, Conclusion.—this being an integral part of the CPT. All students took the CPT in mid-April. Then, suddenly, I was sending out tips and email concerning end-of-term responsibilities such as turning in laptops, CD’s, texts, and microphones, and the course had finished.

CONCLUSION/SUGGESTIONS/CHANGES

To return to the “airplane” metaphor or the “textbook” metaphor, in spite of the hours and hours of work, and constant threat that the technology would get the better of the pedagogy, the result—like a flight to a faraway country or a great novel—made it all worthwhile.

I learned that when I create another online course, I will not try to use a brand new text and will be perhaps half as ambitious. With Discussions and emailing and
simply getting used to the technology, the scope of the course cannot be too overwhelming. In fact, it’s safe to err on the side of less, if in doubt. I also hope to take advantage of more self-generated material (in addition to Camtasia) with software such as Softchalk and Study Mate, which help create LMS-ready lessons, puzzles, games, and exercises. I hope also to have Elluminate’s Academic Live Classroom from the very start and have students equipped with microphones and webcams from day one to maximize communicativity—with ESOL students particularly it seems that “no stone should be left unturned” in this respect—the more the better.

As I had expected, there seemed to be no correlation between English ability and technical ability: some higher English-level students had technical difficulties while some lower-level students did not. What seemed to be important was the student’s prior experience with computers, which suggests a more stringent intake survey, perhaps some kind of computer knowledge test.

The student use of microphones, as has been noted, never really “took off” despite my constant urging. I suspect this was a combination of timidity with speaking and the technical “inconvenience” of Microsoft Sound Recorder. Wimba Voice tools are more convenient and can be embedded where needed and might, therefore, help to encourage more student voice recording.

Regarding orientation to the class, I believe a longer—an hour or two!—session preferably given by the instructor might have made for a smoother, less-technical problem-ridden start. Our orientation was much shorter,—20-30 minutes—run by an assistant, and relied on a short, 10-minute Camtasia recording that I had created. I think it would be very helpful to allow a week or two of time for students to explore the actual course before it actually begins although I understand this might be unfeasible.
As is obvious then from the above, any online ESL course must be tailored to fit the population by rendering it as communicative and affectively friendly as possible—this seems to apply to such small but crucial details as one’s tone in email and discussions as well.

Technology, however, is constantly growing. A quick visit to the Horizon Wimba website reveals a cornucopia of new Voice products such as Pronto, which allows for Live Voice Chat, Voice Discussion Boards, and Podcasting with Voice Tools. Next semester, as well, my school will be utilizing a new LMS, ANGEL, a step up in ease of operation compared to WebCT 4.1. For example, I’ll have a combined whiteboard/chat and will be able to share Internet applications there. Also, grades will be automatically calculated, and calendar entries and so-called “tasks” will be able to be automatically repeated among other things.

ANGEL is also touting its new partnership with “Second Life” a Sims-like online community of millions, in which, if I understand it correctly, a student could, for example, create a character and then have him/her engage in some activity, say, shopping, or perhaps even sit in a virtual classroom and listen, watch, and participate as a virtual teacher teaches writing.

My class, although it barely made inroads into the technology, I believe was a great success both anecdotally (from a student journal):

“I have to say that it is a wonderful experience. I am sure that I would like to do it again.”

. . . and statistically:

The following chart compares pre- and post- writing sample scores. Writing samples—a short essay based on a single topic supplied and written in 50 minutes--are evaluated for their organization, development of ideas, and use of language. There are
four levels of English for Academic Purposes (EAP): 300 (lowest), 400, 1500 (indicated as “500” on the graph to reflect the linear progression of levels), and the highest 1600 (indicated as “600” on graph to reflect the linear progression of levels).

* (note: student DL actually increased from “borderline 300” to “solid 300” over the term)

Degrees of improvement shown in this chart directly reflect the observed and student-reported levels of hours of work put into the class.
Successful Distance Learning Skills Survey

Is Distance Learning right for you? If you are uncertain about taking a distance learning class, answer the questions below and then select the "Score Test" button at the bottom of the page to tally your score.

1. My need to take this course now is:
   a) High - I need it immediately for degree, job, or other important reason.
   b) Moderate - I could take it on campus later or substitute another course.
   c) Low - It's a personal interest that could be postponed.

2. Feeling that I am part of a class is:
   a) Not particularly necessary to me.
   b) Somewhat important to me.
   c) Very important to me.

3. I would classify myself as someone who:
   a) Often gets things done ahead of time.
   b) Needs reminding to get things done on time.
   c) Put things off until the last minute.

4. Classroom discussion is:
   a) Rarely helpful to me.
   b) Sometimes helpful to me.
   c) Almost always helpful to me.

5. When an instructor hands out directions for an assignment, I prefer:
   a) Figuring out the instructions myself.
   b) Trying to follow the directions on my own, then asking for help as needed.
   c) Having the instructions explained to me.

6. I need faculty comments on my assignments:
   a) Within a few weeks, so I can review what I did.
   b) Within a few days, or I forget what I did.
   c) Right away, or I get very frustrated.

7. Considering my professional and personal schedule, the amount of time I have to work on Distance Learning courses is:
   a) More than enough for a campus class or Distance Learning course.
   b) The same as for a class on campus.
   c) Less than for a class on campus.

8. When I am asked to use VCRs, computers, voice mail, or other technologies new to me:
   a) I look forward to learning new skills.
   b) I feel apprehensive, but try anyway.
   c) I put it off and try to avoid it.

9. As a reader, I would classify myself as:
   a) Good - I usually understand the text without help.
   b) Average - I sometimes need help to understand the text.
   c) Slower than average.

10. If I have to go to the campus to take exams or complete work:
    a) I can go to campus anytime.
    b) I may miss some lab assignments or exam deadlines if campus labs are not open evenings and weekends.
    c) I will have difficulty going to the campus, even in the evenings and on weekends.

Score Test | Close
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<th>Function</th>
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<td>Window’s Media Enclosure</td>
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<td>School purchases license for use with WebCT/ANGEL</td>
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<tr>
<td>Elluminate Academic*</td>
<td>Live Virtual classroom</td>
<td>School purchases license. I used free version for 3 people maximum</td>
</tr>
<tr>
<td>Wimba Live Classroom</td>
<td>Live Virtual classroom</td>
<td>School purchase license for use with WebCT/ANGEL</td>
</tr>
<tr>
<td>Learning Management System (LMS)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WebCT6 (now Blackboard)</td>
<td>LMS-used for initial planning</td>
<td></td>
</tr>
<tr>
<td>WebCT 4.1*</td>
<td>LMS</td>
<td></td>
</tr>
<tr>
<td>ANGEL*</td>
<td>LMS-used for planning next term</td>
<td></td>
</tr>
<tr>
<td><strong>Miscellaneous Software:</strong></td>
<td></td>
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</tr>
<tr>
<td>Microsoft Paint*</td>
<td>“whiteboard” for mini-lessons</td>
<td>free</td>
</tr>
<tr>
<td>Microsoft Word Track Changes tool*</td>
<td>Electronic feedback for student writing</td>
<td>free</td>
</tr>
<tr>
<td>Document to Image Converter v 2.0*</td>
<td>To change student writing into image file for upload into Virtual classroom (renders scanning unnecessary)</td>
<td>? (inexpensive) Used trial version</td>
</tr>
<tr>
<td>Softchalk</td>
<td>To create lessons as well as games and quizzes</td>
<td>Licensed by school for use with LMS</td>
</tr>
<tr>
<td>Respondus Study Mate</td>
<td>To create puzzles and games</td>
<td>Licensed by school for use with LMS</td>
</tr>
<tr>
<td>CD ROM*</td>
<td>Supplement to text with exercises, PowerPoints</td>
<td>Free with adoption of text</td>
</tr>
<tr>
<td>e-pack*</td>
<td>Quizzes, PowerPoints, written summaries</td>
<td>Free with adoption of text</td>
</tr>
<tr>
<td>Tool</td>
<td>Function</td>
<td>Cost</td>
</tr>
<tr>
<td>------</td>
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<td>------</td>
</tr>
<tr>
<td>My Writing Lab*</td>
<td>Extensive writing exercises, PowerPoint tutorials, and online tutors</td>
<td>$20 per copy with adoption of text</td>
</tr>
</tbody>
</table>

**SOME USEFUL WEBSITES**

<table>
<thead>
<tr>
<th>Life skills</th>
<th></th>
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<tbody>
<tr>
<td><a href="http://www.patriotism.org/presidents_day">http://www.patriotism.org/presidents_day</a></td>
<td>Holidays</td>
</tr>
<tr>
<td><a href="http://www.800helpfla.com/landlord_text.html">http://www.800helpfla.com/landlord_text.html</a></td>
<td>Landlord-tenant issues</td>
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<table>
<thead>
<tr>
<th>Cultural</th>
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</thead>
<tbody>
<tr>
<td>Internet Archive (for recited poetry and stories)</td>
<td></td>
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<tr>
<td>Metropolitan Museum (for artwork)</td>
<td></td>
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<tr>
<td>Museum of Modern Art (for artwork)</td>
<td></td>
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<tr>
<td>Music.podshow.com (for copyright-free music)</td>
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</tbody>
</table>