

The background features several large, stylized, overlapping swirls in shades of purple, green, and light blue. Interspersed among these swirls are numerous small, yellow, starburst-like shapes, some pointing towards the center and others pointing outwards, creating a dynamic and energetic feel.

# **Web Based Learning**

**How do they do it?**

The background features several large, flowing, abstract shapes in shades of purple, green, and light blue. Interspersed among these are several yellow starburst or sunburst shapes, each composed of multiple triangular rays pointing outwards. The overall aesthetic is bright and dynamic.

**Web  
Interactions  
Provided by the  
U of A**

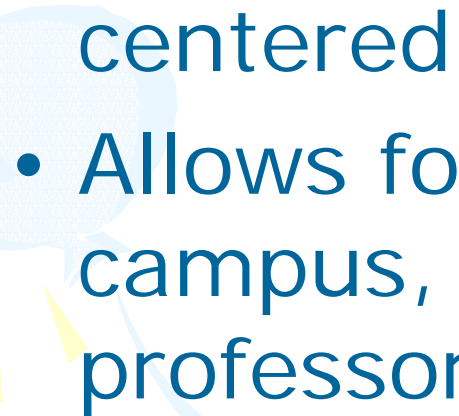
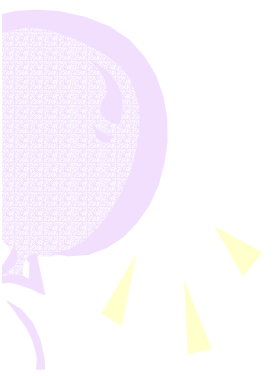


# WebCT

- Provides options for:
  - Syllabus
  - Internal e-mail
  - Threaded discussions
  - Real time chat
  - Integrated grade book
  - On-line quizzes
  - Auto quiz grading
  - Student presentations
  - Electronic White Board
  - Calendar tool
  - Auto-notification of new material




# Old Pueblo Moo

- Dynamic, synchronous environment designed to promote student-centered distributed learning
  - Allows for virtual wander around campus, classrooms are present, professors offices, chat forums, etc.
- 
- 



# POLIS – Projector for On-Line Instructional Support

- Interactive lessons
  - Course home site
  - Discussions
  - Bibliography builder
  - Webliography builder
  - Click mail – List serve
  - Work group bench – Private list serve
  - Study guide
  - Customized resources – Links to other web pages
- 



# Caucus

- Complete computer conferencing center
- Idea exchange
- Electronic meetings
- <https://caucus.arizona.edu/>

The background features three large, stylized swirls in purple, green, and light blue. Scattered throughout are several yellow starburst shapes, each composed of multiple small triangles pointing outwards. The text 'Questions and Answers' is centered in a dark teal, bold font with a slight drop shadow.

# Questions and Answers



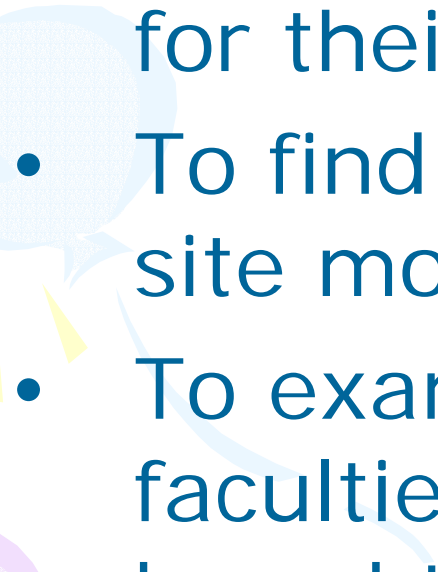

# Who did Tilak interview??

- Chris Johnson
  - Kathryn Hatch
  - Elizabeth Grace Winkler
  - Judi Moreillon
  - Arin Haverland
  - Sue South
  - Billye Foster
  - Priya Raman
- 
- 



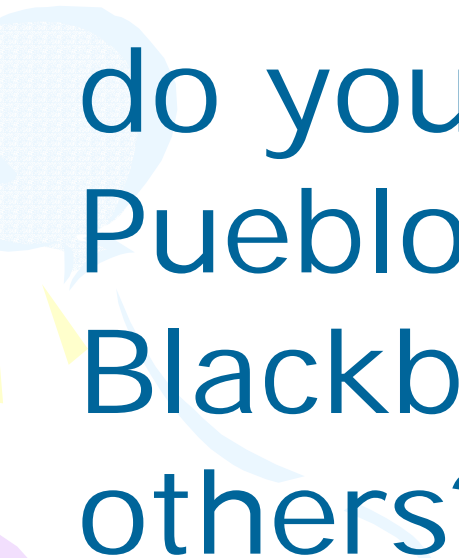
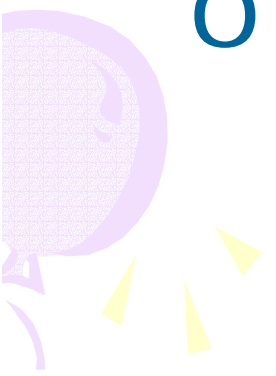


# Objectives

- To find out the types of web based programs used by U of A teachers for their teaching
  - To find out how teachers make the site more experiential
  - To examine the perception of faculties about the role of web-based teaching
- 
- 



# Questions One

- What type of web program do you use: Caucus, Old Pueblo Moo, WebCT, Polis, Blackboard and any others?
- 
- 

- 
- Almost all of the interviewees used at least one of the university provided web interactions.



- Most indicated that they used WebCT, except for Sue South, Billye Foster, and Priya Raman



- The Old Pueblo Moo is used only by Judi Moreillon

- Caucus is used only by Billye Foster

- Arin Haverland, Judi Moreillon, and Priya Raman use POLIS


- Sue South uses a customized program called WEBBOARD

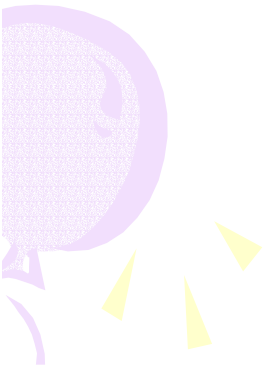



- Others: ICOHERE, Web Quest, bulletinboard


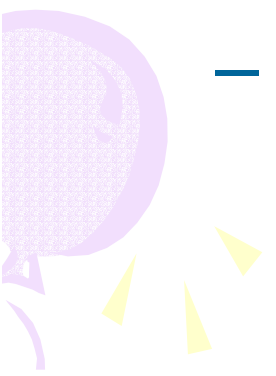


# Question Two

- 
- What are some ways to make the web site experiential?



- 
- Of the instructors who claimed that their web sites were experiential (two did not) they cited the use of:

- 
- Simulations
  - On-line discussions or dialogues (both synchronous and asynchronous)
  - Links to photos, maps, and other relevant websites
  - Movie clips
- 



# Question Three

- How can you be sure that students are engaging the technology? In what ways does this improve the learning experience?



- The responses included:

- Exploration of the internet to discover the correct answer

- Project/assignment completion



- Homework and readings are only available on-line

- Points available for participation in on-line activities

- Students are tracked each time they log into the site





# Question Four

- From your perspective, does the technology enhance the learning process and quality of education? If so, how?




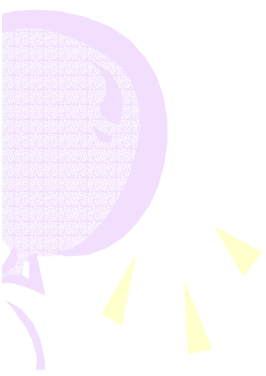


- All respondents indicated that technology does enhance the learning process

- Able to better prepare the student for class (notes on-line)
- Allows for students who are absence to still obtain the material
- Assignments can be turned in via e-mail
- Allows for easier review of the class material
- Allows for closer assessment of student progress/activities
- Enhances and supports the learning process
- Provides students with an equal access forum (talkative students do not drown out the quieter ones)
- Textbooks tend to be inadequate, the web allows for posting of relevant articles and materials to the course
- Saves time
- It is just a tool among many



# Question Five

- What are the some advantages and disadvantages of web based learning in your experience?
- 
- 



# Advantages

- Flexibility
- Great communication/interaction tool
- Organized
- Instantly updateable and correctable
- Outlet for creativity and delivery
- Skills gained
- Easy to establish student involvement
- Safe, non-threatening environment
- Saves time




# Disadvantages

- Difficult for computer illiterate students
- Equipment failure
- Equipment availability/accessibility
- No face to face interaction
- Student may not acquire enough knowledge from the experience
- Does not allow for spontaneous reflection
- High equipment cost
- Determining how much material to make available to students
- The possibility of incorrect information being obtained by the students through the internet




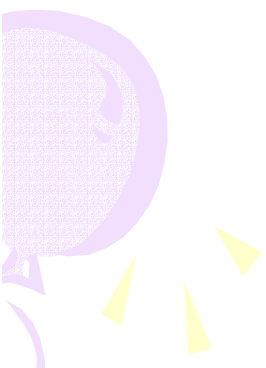
# Question Six

- In your experience what are the most useful technologies preferred by students that incorporate learners' involvement?

- 
- Cell phone equipped with internet and e-mail
  - Word and PowerPoint, not Excel
  - Don't know
  - The instructors preferences become the students
  - Discussions and forums
  - Interactive web sites
  - Software that is user friendly



# Chris Johnson

- Director of the Digital Media Resource Center
  - Web site indicates that he mostly facilitates the instructors in the ILC
  - <http://www.ilc.arizona.edu/features/DMRC.htm>
- 
- 

[Auditoriums](#)

[Large Classrooms](#)

[Midsize Classrooms](#)

[Small Classrooms](#)

[Information Commons](#)

[University School](#)

[Courtyard](#)

[From the Mall](#)

## Digital Media Resource Center

Room 136

The Digital Media Resource Center supports the instructional classroom spaces in the ILC offering staff and technology to assist faculty in creating course materials. Staff of the DMRC are available to help with technology problems and offer assistance and advice on the use of hardware and software to augment and support instruction.



In addition to support, the Equipment Services staff located in the DMRC provides access to the following additional teaching equipment:

- 3 dual slide projectors on carts for VPU hook up in any classroom
- 3 single slide projector on carts for VPU hook up in any classroom
- Macintosh Titanium laptops for connection in any classroom
- 4 Rolling carts with laptops for student use
- Student Response System with the capacity to poll 90 individuals or groups

For equipment questions or to reserve specific audio/visual equipment for use in the ILC classrooms call Equipment Services at 621-3852.



### Floor Plan Key:

- [Auditoriums](#)
- [Large Classrooms](#)
- [Mid-size Rooms](#)
- [Discussion Rooms](#)
- [Information Commons](#)
- [University School](#)
- [Courtyard](#)
- [Digital Media Resource Center](#)

### From the Mall

Larger Detailed Plans:  
(will open a new window)

- [800x600](#) (90K)
- [1024x768](#) (113K)
- [1280x1024](#) (160K)



# Kathryn Hatch

- Teaches ABE 120
- Web site pass word protected...



# Elizabeth Grace Winkler

- Teaches linguistics courses
- All of her web pages are password protected...





# Judi Moreillon

- She teaches in the Language, Reading, and Culture department
  - [https://polis.arizona.edu:9443/fall03/Course-Homesite.cgi?LRC\\_480\\_580-07](https://polis.arizona.edu:9443/fall03/Course-Homesite.cgi?LRC_480_580-07)
  - <http://www.sir.arizona.edu/sm99/696d/696D.html>
  - [http://www.gened.arizona.edu/jmoreillon/inquiry\\_project.htm](http://www.gened.arizona.edu/jmoreillon/inquiry_project.htm)
  - [http://www.readingonline.org/articles/art\\_index.asp?HREF=/articles/moreillon2/](http://www.readingonline.org/articles/art_index.asp?HREF=/articles/moreillon2/)
  - [http://www.readingonline.org/articles/art\\_index.asp?HREF=/articles/moreillon/index.html](http://www.readingonline.org/articles/art_index.asp?HREF=/articles/moreillon/index.html)
  - <http://jamaica.u.arizona.edu/ic/swchildlit>

## **IRLS 696D: Current Resources in School Libraries: Information Literacy and Educational Change**

School of Information Resources and Library Science - Second Summer Session, 1999

Facilitator: Judi Moreillon (Office Hours: Monday -Thursday 11:00-12:00)

[Email](#) Judi Moreillon

[Information About the Facilitator](#)

[Meet Our Class](#)

---

### **Course Description:**

In order to thrive in the 21st century, today's students must meet the demands of the Information Age. Paradigms in education shift as students are prepared for a technologically-rich future defined by change. It is said that as a culture we suffer from "information anxiety." The cure is information literacy, skills and strategies which can be taught and learned. Working collaboratively, classroom teachers and teacher-librarians (the term preferred by the facilitator) can ensure that students come effective and critical users of ideas and information. "The ability to find and use information is the keystone of lifelong learning." (*Information Power: Building Partnerships for Learning*)

Collaboration is an essential element in integrated 21st-century instruction. Effective classroom teachers facing the challenges of large class sizes, national, state, and district standards, and the demands of an ever-expanding curriculum will seek support in developing and delivering quality learning experiences. With widespread use of the Internet, the role of teacher-librarians as teaching partners who integrate the resources of the school library into the classroom curriculum has been expanded. Electronic resources and learning experiences, in particular, provide teacher-librarians with the opportunity to collaborate with classroom teachers reach out beyond the walls of the library to address students' information needs. Experts predict that early in the 21st-century 90% of all jobs in the United States will be computer dependent. The use of personal computers in the home is also escalating at an exponential rate. Developing skills to utilize and evaluate electronic resources is critical to our students' futures.

Through sharing the literature and research on school reform, trends in instruction, information literacy, especially electronic literacy, and collaboration, this course will empower teacher-librarians to become leaders in educational change and to build partnerships to provide quality learning experiences for students. The course facilitator will employ the teaching strategies and technology tools studied by the class, and students will have the opportunity to experience theory made real by active

## Course Objectives:

The objectives for this course are to provide teacher-librarians with strategies for designing and implementing information literacy curricula; to research and apply teaching techniques; to recommend roles for teacher-librarians in educational reform; to utilize and evaluate technology while solving information problems; to develop guidelines for collaborative work; to evaluate personal growth and understanding, and to apply interdisciplinary teaching techniques, particularly in relationship to the use and evaluation of electronic sources.

[Click here for online tools.](#)

---

## Facilitator's Beliefs About Learning and Teaching:

### 1. Learning is constructed by the learner.

By actively engaging in theory and practice, the learner will construct his/her own knowledge. Active participation is essential to learning; students must take ownership of their learning process. Hands-on experience and reflection are essential components of learning. Students will construct and reflect upon their learning in class and in online discussions, through written assignments, projects, course and self-evaluations, and examinations.

### 2. Learning implies change.

Revising and adding to personal constructs involves change. Personal, professional, educational, and societal change are addressed in this course. Beliefs about change can facilitate or hinder the learning process.

### 3. Learning is social.

Students learn best when engaged in dialogue and collaboration with their peers, experts in the field, and the course facilitator. The primary focus of this course is collaboration. Collaboration will occur in class, online, and/or in inquiry projects.

### 4. Teaching is best when it can be described as facilitation.

The role of the teacher is to provide a framework that facilitates the student's self-directed learning.

### 5. Teaching personalizes knowledge and brings it to life.

To be meaningful, learning experiences must relate to the learner's real world experience. Instruction must be individualized and include choices for the learner.

### 6. Teaching is a continuous learning experience.

The teacher is a partner in the learning process. Together, the students and teacher form a learning community in which respect and caring create the context for learning together: exploring information, constructing knowledge, and creating the potential for wisdom.



## COURSE HOMESITE

### LRC 480/580 - 07: Children's Literature in the Classroom

Offered by: **Judi Moreillon**

- Hours: By Appointment
- Phone: 621-1311 (LRC Office)
- E-mail: [storypower@theriver.com](mailto:storypower@theriver.com)

#### Announcements

Dear Class,

Remember: All assignments are due on December 4th, except the Final Reflection.

The Final Reflection is due either in hard copy by December 4th or electronically by December 7th at 7:00 p.m.

Best,

Judi

posted 12/2/03

#### Important Links

- [Course Home Page](#)

#### Assignments

#### POLIS Resources

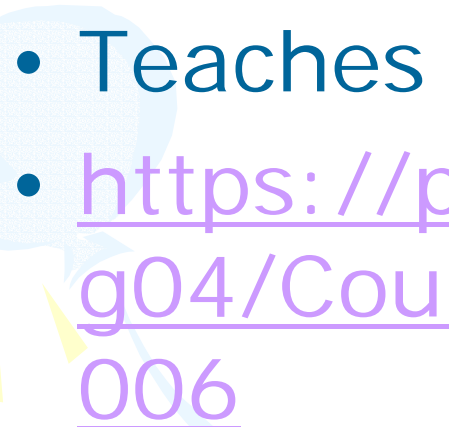
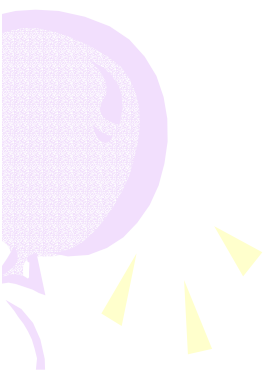
- Electronic Reserves  
Enter Electronic Reserves Password:

Check Reserves

- [ClickMail](#)



# Arin Haverland

- Teaching assistant in the Agricultural Education Department
  - Teaches ABE 120
  - [https://polis.arizona.edu:9443/spring04/Course-Homesite.cgi?ABE\\_120-006](https://polis.arizona.edu:9443/spring04/Course-Homesite.cgi?ABE_120-006)
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- 



## COURSE HOMESITE

### [ABE 120 - 006: ABE120 Section 6](#)

Offered by: [Arin C. Haverland](#)

- Office: Forbes 109C, Forbes 238
- Hours: By Appointment-please email me!
- Phone: 621-7175
- E-mail: [arin@email.arizona.edu](mailto:arin@email.arizona.edu)

#### Announcements

Welcome to ABE120-6. As we move into Excel, the assignments will become more challenging. Please post questions and concerns about excel here so that a study guide may be developed for you.

#### Important Links

- [ABE120-6 Course Home Page](#)

#### Assignments

Students are to post excel questions for discussion.

#### POLIS Resources

- [Bibliography](#)
- [Webliography](#)
- [ClickMail](#)

#### Lessons

#### Discussions

- [\[GO\]](#) Access Questions
- [\[GO\]](#) Excel Questions
- [\[ADD\]](#) *a discussion on a new topic*

[Instructor's Tools](#)

[Course Homesite](#) ] [\[ Exit to POLIS \]](#) [\[ Exit to UAINFO \]](#)





# Sue South

- Works with the Integrated Medicine Group (IMP)

Leadership & IM - Netscape

File Edit View Go Bookmarks Tools Window Help

http://af.arizona.edu/2003/leadership/phases.html

HOME NSHuber Portland Press... Google Ldrshp Cap ILA Program in Int... Academic Prog... POLIS 403H FocEx

THE UNIVERSITY OF ARIZONA,  Associate Fellowship in Integrative Medicine

# Leadership & Integrative Medicine

**Here's what to expect in the coming weeks:**

This module is divided into an introduction and 3 phases. This phases page provides instructions and a calendar for working through the module and completing assignments.

 **Introduction to Leadership** (May 23-30)

Explore the concept of changing paradigms and how it relates to your personal definition of leadership. Meet your guide for the leadership curriculum.

 **Phase 1: Personal Leadership** (May 30 - June 6)

Describe the concept of your personal leadership role in medicine, including identifying your management and leadership tasks, and create a deeper understanding of the relationship of your values and beliefs to who are as a leader.

 **Phase 2: Leadership Strategies** (June 6-13)

Explore the context in which you lead, including identifying your vision and mission for leading, and create relationships and alliances with others that will move you toward your vision.

 **Phase 3: Global Leadership**

Learn how integrative medicine is emerging as a model in the world and strategize how you can market and promote yourself within that movement.

[< Return to Class](#)



Program in Integrative Medicine  
The University of Arizona

start Faculty Lounge, AF C... Leadership & IM - Net... 8:35 AM



# Billye Foster

- She teaches in the Agricultural Education Department
- She teaches AED 493/593  
AED 460/560  
AED 498/598  
AED 597  
AED 462  
AED 607



AED 607

## ***Untold Stories: Understanding University Women in Agricultural Fields***

[Index](#)

[Schedule](#)

[Syllabus](#)

[Guest Speakers](#)

[Assignments](#)

[Announcements](#)

[Home](#)

[Web Cast Link](#)

**Dr. Billye Foster**  
Associate Professor,  
Agricultural Education

**621-7174**  
office hours by appointment

**Spring 2003**  
*Thursdays 5:00 PM-7:30 PM*  
**Forbes 230**

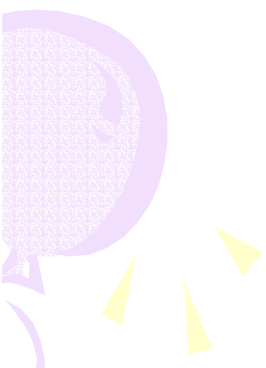


This course will examine the status of women involved in higher education in a variety of agriculturally related fields. Through readings and interviews we will survey the working conditions, personal challenges and lifestyles of professional women in non-traditional fields. Covering a wide variety of topics, this course will survey the contributions of women to the professional workplace and to the household. The role of the law in shaping conditions for women in the workplaces and levels of satisfaction in their chosen professions will also be reviewed. In addition, this course will move toward understanding how to work with women in the professional workplace and enhance their contributions and encourage their professional growth.

The class meets weekly in a two and one half hour block. Ongoing discussions will be held via internet as a mandatory component of the class.



# Priya Raman

- Teaches in the Communications Department
  - [https://polis.arizona.edu:9443/spring04/Course-Homesite.cgi?COMM\\_117-001](https://polis.arizona.edu:9443/spring04/Course-Homesite.cgi?COMM_117-001)
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Address [https://polis.arizona.edu:9443/spring04/Course-Homesite.cgi?COMM\\_117-001](https://polis.arizona.edu:9443/spring04/Course-Homesite.cgi?COMM_117-001) Go Links » Norton AntiVirus

Search  Google AltaVista Ask Jeeves AltheWeb LookSmart Files Customize My Button Highlight



## COURSE HOMESITE

### COMM 117 - 001: Culture and Communication

#### Offered by: Priya Raman

- Office: Rm # 309, Communication Building
- Hours: MW: 1-2 p.m.
- Phone: 6263052
- E-mail: [priya@u.arizona.edu](mailto:priya@u.arizona.edu)

#### Announcements

25th April 2004, Sunday 3:25 pm

Lecture Fourteen - Immigration and Acculturation doc is uploaded. So are all of your presentations. :)

#### Important Links

- [COMM 117 Syllabus - Spring '04.doc](#)
- [Gradesheet & Attendance Record.xls](#)
- [Lecture Eleven - Women & Children.ppt](#)
- [Lecture Eleven - Women & Children - Word doc.doc](#)
- [Lecture Twelve - India.doc](#)
- [Lecture Thirteen - Contact Between Cultures.doc](#)
- [Lecture Fourteen - Immigration and Acculturation.doc](#)
- [Afghanistan.ppt](#)
- [AMISHGROUP5.ppt](#)

#### Assignments

#### POLIS Resources

- [ClickMail](#)