



OSU Extended Campus, Corvallis, OR; Spring 2008; April 30, 2008

## Welcome

Welcome to the spring Edition of Ecampus eFaculty News. Feel free to contact [Vickie Bailey](#) if you have questions about any of our services.

[OSU Academic Calendar](#)

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## Message from the Interim Associate Vice Provost for University Outreach and Engagement

### Message from Dave King, Associate Vice Provost for University Outreach and Engagement

#### “Talk About Commitment!”

If there is one common concept that I've seen among our colleagues who teach online, it is commitment. As an example, check out this message to her students from an OSU Ecampus instructor that I saw this (Thursday) morning.

Hello all,

I'm going to be out of contact until Saturday or Sunday. I'm in labor. If you have any questions that do not need immediate attention I'll answer them when I get back. If you need anything please feel free to contact (a colleague at [xxxx.xxxx@oregonstate.edu](mailto:xxxx.xxxx@oregonstate.edu).)

I'll have discussion boards for next week ready by either Sunday night or Monday morning. Plus, I'll post information about your exam on Monday.

Thanks,

(Instructor)

Talk about multi-tasking! I've withheld her name because (obviously) she's busy right now and I didn't have a chance to clear with her the use of her name.

Although this may be an over-the-top example of commitment to students, I was not shocked by this message. It takes commitment to work in this environment. And I'd like to use this space to thank all of you who exhibit the level of commitment you do to make the Ecampus online experience what it is for students and learners.

We are analyzing the numbers now, but this will be another record year for enrollments in Ecampus courses. It looks like we'll be up about 14 percent at least. So you're doing something right. I thank you for that, and, as you no doubt hear, your students thank you, too. It's your commitment to the

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[ecampus.oregonstate.edu](http://ecampus.oregonstate.edu)

students that makes this all work.

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## A Word From Our Featured Instructor

### A word from our featured instructor

#### Lessons I Keep Learning

##### **Jamie Lewis Hedges, Instructor, Department of Anthropology**

I have been teaching for Extended Campus under the Department of Anthropology since Spring 2005. I began as assistant instructor of ANTH 370 Family, Gender, and Generation with Dr. John A. Young. Since that time, I have been the instructor of record for that course as well as ANTH 481 Natural Resources and Community Values and ANTH 480 Non-Timber Renewable Resources.

What I've learned about teaching online during these past three years seems to recycle every term. By this I mean that what I learn from my experience teaching online one term, I may improve upon the next, but eventually I somehow forget and have to learn again remedially.

I've been an educator since 2000. My repertoire of influences on my teaching philosophy is rather eclectic. Having been a non-traditional student throughout my undergrad and graduate education, I've also been an avid fan of alternative class scheduling, including online education. My initial educational training was in group dynamics and team facilitation, which I used as an outdoor and environmental educator.

When I was asked to help design an online course in anthropology, I began with the idea that this course would somehow immerse the students in the subject matter. I made it a goal for the courses to be student-focused. Being an online course, this seems difficult, but being in a social science field made it considerably easier. The central experience of the course became direct ethnography: simply students asking people around them what their perspectives were. I struggle each term to keep it simple, maintain a course website that is easy for students to navigate. Not only removing links that are redundant or inefficient, but also questioning every activity and policy. If it doesn't work, I change it or dump it.

Each term I reworded and re-edited my explanations until some of my words and edits began to sound familiar. I had come full circle and come back around to an earlier version of the same course. Regardless of the reworking, I get the same questions from students who can't seem to find the information that's been repeated throughout the syllabus and website. Despite my own investment in the course, there's always that one student who never emails, signs in, or passes the course. There are weeks I spend several hours each day answering student emails only to have them beg for lenience on a week-late assignment. There are weeks I lag behind on answering emails and have the same students fill my inbox with desperate pleas for attention. And as if these failures weren't enough, the next term I forget to set the course to available the first day, or copy over an incomplete course.

Nevertheless, participants consistently tell me at the end of the term that they were surprised by the diverse values and points of view immediately around them. Many make lasting friendships of people they would have never talked to had they not been required to do so. Several have adopted the writing strategy I've insisted on as their own for future assignments. A few have had their assignments adopted by the communities they worked with.

From the last three years of teaching for OSU Ecampus I keep learning that high ideals for teaching are a dynamic process, not a static state. Pursuing

them requires patient and consistent investment on my part. Sometimes the students don't get it, sometimes I don't get it, but it's all about those students who get it eventually, and about increasing the odds that their numbers will multiply.

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## Spring Faculty Forum May 22

### Spring faculty forum invitation

**[Dianna Fisher](#), Director, Project Development and Training**

OSU Extended Campus (Ecampus) will be hosting a faculty forum, and you're invited! This is an opportunity for current and potential online instructors to meet one another and to share ideas and possibilities. All Ecampus instructors, as well as any interested OSU instructional or administrative staff are invited to attend.

**DATE: May 22, 2008**

**TIME: 9 a.m. – 3 p.m.**

**LOCATION: CH2M HILL Alumni Center, OSU Corvallis Campus**

The forum will offer breakout sessions that will showcase various OSU faculty members and instructors who teach Ecampus courses. Presenters will discuss their online courses, share examples, discuss their research related to online learning and highlight best practices on a variety of subjects, such as Blackboard course design and how to engage distance students in online courses (discussion boards, etc).

In addition to the various breakout sessions, Ecampus staff and others will be available for demonstrations and questions on:

- Business Services, such as pay information
- Student services
- Test proctoring
- Course syllabi and textbooks ordering
- Blackboard
- New course and program development proposals
- Smarthinking online tutoring
- OSU Library services

The forum will be casual and participants are welcome to stay for the whole day, or come and go to attend the various sessions, meet the staff and talk to other Extended Campus instructors.

A continental breakfast will be served at 9 a.m. and a buffet lunch will be provided from 11:30 a.m. to 1 p.m. RSVP registration will be required for the meals.

A more detailed agenda with registration information will be forthcoming through email announcement and through additional campus news venues.

We hope to see you there!

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## Ecampus Proctoring Challenges

### Ecampus test proctoring: The challenges

**Vickie Bailey, Administrative Program Specialist**

With a growing number of campus students taking Ecampus courses, arranging for test proctoring is becoming a growing challenge.

One of the major challenges Ecampus has when accommodating proctoring is locating appropriate computer lab space to hold the exams. The primary constraint is Ecampus can't request a room for proctoring until after all the main campus courses have been scheduled, which can be as late as the end of the second week of the term.

The Schedule Desk on the main campus has the following factors to consider before they can assign a room to Ecampus: available classrooms that fit our needs, including rooms with computers for all Blackboard exams; buildings that are taken out of service for remodeling; and others.

Ecampus offers proctoring for main campus students as a courtesy. We attempt to set dates and times to accommodate the majority of the students. Of course, there are always a few students who need time on evenings and weekends. For those students we direct them elsewhere to make local alternative arrangements at a public library or local community college.

When setting up your exams for your distance course, try to keep the number of proctored exams to a minimum of three per course (two midterms and a final). You can have as many un-proctored tests and quizzes in Blackboard as you would like for students to test their knowledge. We recommend this number of proctored sessions for several reasons: students who do not have access to the main campus can pay up to \$20 per exam to be proctored and available space for proctoring on main campus is very limited.

Please note: Because of space constraints on campus, Ecampus can't accommodate individual proctoring requests for campus exams to fit specific schedules. Ecampus schedules exams for the majority.

If you have questions, or need help in setting up quizzes, please contact [Dianna Fisher](#) or her staff will help you, or give you suggestions as to what other instructors are doing to make the process more efficient.

There are many things you can do to help exams go smoother for your students. Submit your proctoring request and exams before the end of the second week of the term. This helps us to determine how many proctoring sessions we need to set up.

Alert [Ecampus Student Services](#) when there are any changes to your exams, such as changes to exam itself, opening/closing of exam and change of password.

Please be available for us to contact you or your TA in case of problems during the scheduled time of your proctored exam. You may also give Ecampus prior written (email) approval to reset the exams in your absence.

When setting up the parameters of the exam, please consider the different time zones. For example, a student on the East Coast is three hours ahead of us, and one in another country may be a day forward. Please consult with us if you have questions about this.

Staff from Extended Campus Department and Student Services will be on hand to answer any questions about proctoring at the spring faculty forum.

Extended Campus is working to secure a full-time test proctoring center, not only for Ecampus students, but main campus as well. For now it is still in the discussion stage. Extended Campus knows the need for Ecampus exam proctoring is only going to grow by leaps and bounds as enrollments grow. With your help, we're confident we can make this work until a center is developed.

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## Online tips and tricks

### Online tips and tricks

Victor Yee, Multimedia Developer

#### How to make your Blackboard course available to your students:

Before the term begins you need to make your course available to your students. You can do this by going into the Control Panel inside Blackboard. Then click "Settings Button" under Tools. When you click on "Course Availability," you will be presented with a yes/no option. By selecting "yes" and submitting this will make you course available for your students to view when they log into Blackboard. Typically, you would want to make your course available to your students a least a day before the term begins.

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## How to add assignment links in Blackboard

### Add assignment link – The Digital Dropbox alternative:

#### Dianna Fisher, Director of Project and Development Training

Adding an assignment link automatically creates a column in the gradebook, and allows students to submit their assignments directly into the gradebook.

Instructors can add a template file or worksheet to this link for use by students. Instructors can also comment on student assignments and grade them without leaving the gradebook.

To add an assignment link to your course:

1. Go to the location where students should see the Assignment's View/Complete link.
  - On the Add Item Bar, choose Assignment from the drop down menu.
  - Add a Title in the Title field
  - Add a description and instructions in the Text field.
  - Example: Please type the work in a text-only (.txt) format and attach it using the View/Complete link. This assignment is due by midnight on April 10.
  - Choose Yes if you want to make the assignment visible now.
  - Choose Yes if you want to track the number of times students view this area.
  - Adjust the dates you want the assignment to display.
  - The default is Always when you make the assignment visible.
2. Click Submit
3. Click OK.

For help doing this, please contact [Dianna](#), [Mandy](#), or [Victor](#).

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## Forwarding your ONID email account

### Forwarding your ONID email account:

#### Dianna Fisher, Director of Project and Development Training

Your ONID account is the account used when students send email via Blackboard. If you do not check your ONID account, please remember to forward your ONID email to the account you do read. If you don't, you are probably missing communication from your students and other official OSU emails. In addition, when your ONID account reaches its limit, new emails

will bounce.

If you have trouble forwarding your account, please refer to the ONID FAQ or click on Contact Support under the Help menu on the [ONID](#) page.

The ONID FAQ states:

Q: How do I forward my ONID email to another email address?

ONID email forwarding can be set up, changed, or removed by going to <http://onid.oregonstate.edu> and clicking "Login to ONID." Once you've logged in, click on "Manage Mail," type in the address that you want your email forwarded to, and click "Set Mail Forwarding." A confirmation page is displayed to indicate that your forward has been successfully set. To test the forward, send email to your ONID account and verify you receive it at the target address.

If you want to stop forwarding mail, click on the "Stop Forwarding Mail" button.

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## Blackboard exams & Internet Explorer

### What you need to tell your students about Blackboard exams and Internet Explorer:

**Victor Yee, Multimedia Developer**

Blackboard has changed how it displays time left on the exam, when the time limit feature is being used. Instead of being in the status bar at the bottom of the page, it displays time left in a little applet window in the upper right hand corner of the frame. Internet Explorer is having problems with this applet.

Possible Solutions:

1. Use [Firefox browser](#). Firefox handles the applet correctly and there are no slowness issues.
2. In IE 7 you can change a security setting to speed up the process. Going to:

- Tools -> Internet Options
- Security->Internet->Custom Level
- Enable "Allow Status Bar Updates via Script" then "OK"

If you do not have access to change the security settings in Internet Explorer, please use Firefox.

For more information, please see this [FAQ](#).

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## Parting Notes

Thank you for taking a few moments to read the Ecampus spring 2008 edition of eFaculty News.

Please let us know if you have a topic you would like addressed in a future edition, would like to submit an article, or have any comments or suggestions. We appreciate any feedback that is given!

[Alfonso Bradoch](#)

Director Department and Student Services  
541-737-9116

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