

The three projects were:

- Nancy Dickinson's integration of the WebCT text book supplement into her GENL 116 course, *Becoming a Master Student*. Attached is her interim report. (She intends (April, 2004) to provide us with longitudinal data comparing the number of students from this class who chose to continue their studies at Augustana to students from years past.)

Her interim report states that only two of her ten students visited any external Web links beyond those assigned. It was hoped that the easy access to supplemental material provided on the Web might entice students to engage in that material. It doesn't appear that was so.

Another objective was to have an online discussion forum where students could discuss the process of becoming a master student. That succeeded only in part; students posted responses to the instructor but not to other students. Thus, it never truly became an online exchange forum as was hoped.

The students did complete the online discovery wheel at the beginning of the course and again at the end of the course. They remarked that they felt that by the end of the course their wheels had improved. It is difficult to determine how much of that improvement is related to the WebCT supplemental materials being provided online. But, that was one of the goals of the course, and in that respect, students' discovery wheel improvement could be judged a success.

Overall, the instructor states that she will continue to use the textbook WebCT course supplement. She felt several exercises were very successful online, such as the test-taking strategies review and the sample tests. She intends to retain some elements of the WebCT supplement and delete others.

- Shelly Gardner's attempted use of online assessments in her ACCT 210 course. Unfortunately, Shelly was slightly ahead of the curve with this project. She had wanted to provide the students with online testing to help them prepare for class and to automate the delivery and grading of quizzes. It turns out that the publisher had created supplemental online quizzes for the previous text, but not for the current text. She tried to individually create online quiz questions that would deliver data to the students and grade their responses, much like the publisher's online quizzes. But, given the complexity of the accounting questions and the need to provide unique data sets to students (so that students can work together to master concepts, but not to share answers, and thereby cheat), it couldn't be done with WebCT's limited quiz functions. She did learn a great deal about online quizzing and test question generation, even though she was unable to incorporate those into this course. She does intend to use the online quiz supplements for the text when she teaches the course next time. (The publisher has assured her they will be available at that time.)
- Julia Pachoud-Bennet's ongoing integration of Web resources into her THEA 220 and 225 courses, *Acting I* and *Directing I*. She has been creating a Web page with links to online resources for her students. Her goals are to provide Web links to potential internship, major improvisation theatres, actor resources, and resume development, among others. She also is wanting to provide an active online bulletin board for the courses.

Grant recipient: Nancy Dickinson
 Grant period: 1st year (Course taught during Fall, 2003)
 Course: GENL 116 Becoming a Master Student

Background: This grant will involve Integrating a WebCT course pack that correlates with the course text to provide online access to external links and tools for GENL 116. The course has been taught with a WebCT component in the past, but is was “homegrown”. It is hoped utilization of the publisher-designed course pack will result in students having greater access to supplemental online materials.

Expected Outcomes	Evaluation Strategies
Students will determine their personal study style, note-taking and time-management skills.	Students will complete the initial “Discovery Wheel” (a tool for determining personal study styles, note-taking and time management strategies) online. They will complete the follow-up “Discovery Wheel” at the end of the course. The instructor will summarize a comparison of the results.
Students will be engaged enough with the material to visit other links beyond those assigned.	Students will visit other external links from within the course beyond those assigned. This will be evaluated through a question on the course evaluation.
Students will communicate with each other about topics in the course. This communication will be more than simply posting a discussion comment in order to fulfill the posting requirement.	Discussions will involve students responding to each other as well as to the instructor.
Students will continue enrollment at Augustana beyond the semester enrolled in GENL 116.*	Enrollment records will reflect whether students have continued at Augie beyond the semester subsequent to their taking GENL 116. (The instructor has longitudinal data to enable comparing this class to previous years' classes.)

Summary:

Outcome 1. Nine of ten students completed the initial discovery wheel to determine where they wanted to focus their efforts during the class. Eight of ten students completed the follow-up discovery wheel at the end of the class. As might be expected, most of the students felt that their wheels had “Improved” or “become rounder” , indicating that they were now applying the study strategies they

had determined to focus on. We discussed how they felt their habits reflected by the wheel exercise had changed specifically. Most cited “a new awareness” and “more self-confidence” as being as important as having learned new strategies they had not been previously using.

Outcome 2. Only two of ten students indicated that they visited any external web links that were not assigned. Those two students indicated that they were just seeing what other source material was available online. Those who did not visit any sites beyond assigned ones noted that the links and sites were not required and that they felt they didn't have time to do more activities than were required.

Outcome 3. All ten students met the requirement to post their thoughts on the discussion board for the various topics. However, from the chronological order in which I could view the postings it became evident that the students were not responding to each other's postings; they were simply posting to meet the requirement. Their responses were all addressed to me, the instructor, not to each other or to further any sense of an online conversation.

Outcome 4. To be determined by April 04.

General remarks. The publisher-designed course pack for web ct will continue to be used as a component for the study skills class. I will modify the expectations for discussion board postings to require responses to one another, thus attempting to foster true communication, not just posting and never reading what anyone else said. The web component will continue to occupy about one-third of the course requirements. Several exercises were very successful online: the time readings and the test-taking strategies review and sample tests, for example. I will retain these exercises as web-required and delete some that can just as easily be done in the work text: the discovery wheels for example.

Furthermore, I have discovered that the web course pack is designed for the tenth edition regular edition, not the tenth edition concise version, which is the edition used in the course. Thus there exists some misalignment among exercises and chapters. These issues will be addressed in the next semester's list of assignments.

The final report will offer a comparison of retention for the subsequent semester for the Fall 03 students to previous semesters -- both with and without a web-component requirement. That report will be available after midterm of spring term 2004.