Developing Online Course Materials

San Jose City College

CONTENTS

Figures

Overview

- ♦ "**Why should I develop an online course?"**

  - ♦ **"Will my students really benefit from taking an online course?"**

    - ♦ **"Will online courses improve or hinder student communication?"**

      - ♦ **"What tools do I need to develop an online course?**"

These are some of the questions we plan to answer during our session on preparing online course materials. Now that the whole world seems fascinated with distance learning, these questions are ones that instructors are frequently asking.

This session provides staff who are designing information for the Web with a set of guidelines and planning strategies for preparing and posting Web pages. Any instructor who is publishing course information on the Web should find some, or all, of this information helpful.

In this course, you will

- Develop an awareness of information mapping and apply this to Web page design

- Discuss the advantages and disadvantages of online courses

- Analyze online audience requirements

- Review tools available for developing online courses

- Organize information to suit students' requirements

- Design and storyboard on paper a navigational model for a course Web site

- Create a Web site and present the results to the class for discussion and suggestions

- Determine the amount of preparation time required for online courses

- Evaluate several online courses offered at various Community Colleges

- Develop a set of criteria to use for evaluating online courses

Additional Information

For additional information about online course materials, visit the Web site at the following address:

http://members.tripod.com/LDodge

or write to the following e-mail address: Lucy.Dodge@sjeccd.cc.ca.us

Chapter 1- Integrating E-Mail into Classroom Instruction

Several e-mail packages let you create free e-mail accounts. Before introducing your students to e-mail, it's helpful to understand the following fundamental terminology.

Terminology

- E-Mail & E-Mail Addresses
- WWW & URL's
    - IP Addresses & DNS Host Names
- Browsers (and the Great Browser Wars)
- Internet Access for E-Mail
    - Institutional: The District Connection and its Discontents
    - Individual: ISP's and Dial-Up Access
    - ISP-Independent Services

Establishing your own ISP-independent E-Mail Account

1. Opening the IE Browser
2. Entering the URL to the Browser: www.mail.yahoo.com
3. Your userid (Yahoo! ID) - (Write it down - don't trust your memory)
4. Your password (Yahoo! Password) - (Must begin with a letter - write this down also)
5. Name and Date of Birth
6. Secret Answer to Mystery Question
7. Be a US Resident
8. Handling the Commercials and more commercials

Fundamental skills that will pay off

1. View your Inbox and recognize new messages
2. Be able to tell the difference between read and unread messages
3. Navigate a multi-page Inbox (in both directions)
4. Exit, Complete Exit, and Logging In
5. Viewing the contents of a message in the Inbox
6. Distinguishing between Header and Body of a message
7. Return to your Inbox

Now we're ready to COMMUNICATE!

1. Using Compose to create a message
2. Entering message headers and message body
3. Changing headers and body
4. Using the Draft and Sent Folders
5. Sending the message
6. Replying to a received message
7. Including or excluding current text in a Reply
   - b) Changing the Subject: Header Line in a Reply
   - c) Deciding on Top-Down or Bottom-Up organization of a Thread
8. Forwarding a received message with or without your own comments

What about storage?

1. Existing Folders
2. Establishing your own Folders
3. Moving messages among Folders
4. Saving messages as disk files

Adding convenience

1. Creating and using Signatures
2. Creating and using filters
3. Using recycled text in message bodies
4. Copying and pasting HTML documents into Web pages

Figure 1. Creating a Yahoo E-mail Message

Chapter 2 - Developing Web Pages

Although enhancements to Web pages seem to proliferate almost daily, the instructor's basic toolkit consists of the following basic items:

1. Two-way e-Mail Capability

➢ Institutional Connections - College district e-mail access provides communication abilities as long as users have access to the institution's server.

➢ ISP-Mediated. These services depend on the capabilities of services such as netcom, netzero, aol, and so on. Some charge monthly rates and others offer free monthly service.

➢ ISP-Independent

2. Internet Browser

➢ Internet Explorer (MSIE) - Supports a variety of Web page enhancements such as VBX and Active X designs.

➢ Netscape Communicator - Supports Java, JavaScript enhancements.

3. Editing Tools -Notepad lets you write "raw" HTML code.

➢ Word Processors (Web-challenged vs. Web-abled) - If you use MS Word, you can automatically convert a document to HTML format.

➢ Dedicated Web Page Editors (MS Front Page, Arachnophilia, Dreamweaver) These tools lets you design a Web page without having to know HTML, but may add their own native code.

➢ Host-supplied Editors, e.g., Tripod. Tripod provides free Web pages and lets you add enhancements such as interactive forms, graphics, and animation.

4. Web Page Host Server -Tripod etc. al. Tripod posts and hosts your Web pages.

➢ Separate FTP Utilities vs. Built-Ins

➢ URL for your Web Page - You give students the address, that is the location, of your Web pages (URL) so that they can access class information by opening their Web browser and typing the URL of your Web page.

Putting the Tools to Work for Your Classes

Several possibilities exist for creating Web pages. These tools range from those that let you simply log onto a Web site and type a Web page to those that require you paste HTML code into a Web site. Textbook publishing firms may also provide ways you can either enter individual pages or prepare an entire class online.

A Beginner's Cookbook for Web Page Creation

Use SchoolNotes.com to create your school-related Web page. No HTML or Web-skills are required!

To register as a new user, follow these steps:

1. Open your Web browser, i.e., Internet Explorer or NetScape Navigator.

2. Enter the URL http://SchoolNotes.com in your browser and press <Enter>.

3. Click **Teachers Register Here** from the SchoolNotes main page.

4. Complete the requested information, such as User Name (i.e., Account), Password, and School.

5. Type the text you wish to display on your Web page.
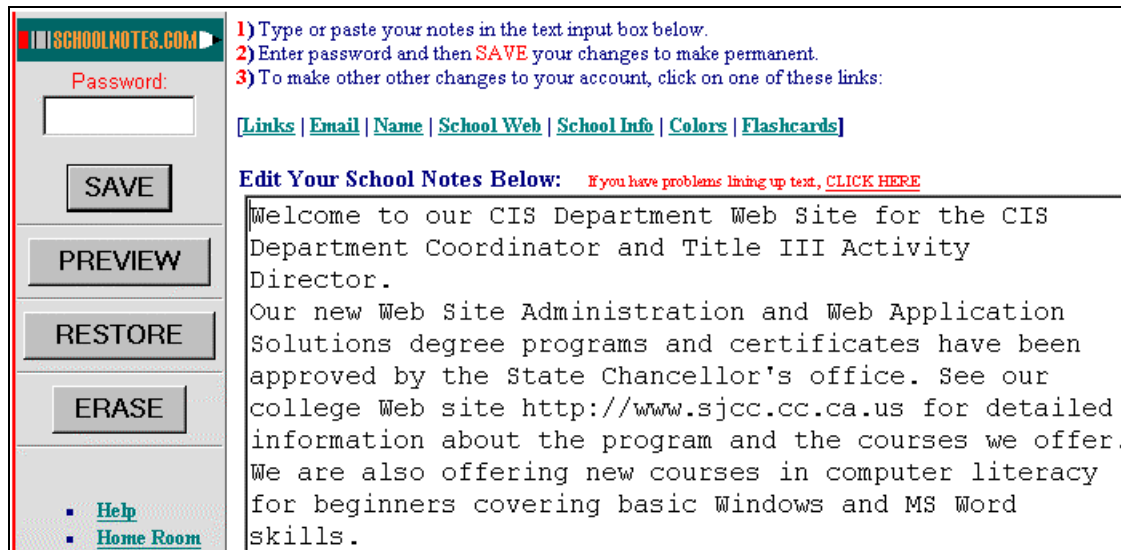
Figure 2. Typing a SchoolNotes Web Page

6. Click the Submit this Information button at the bottom of the screen.
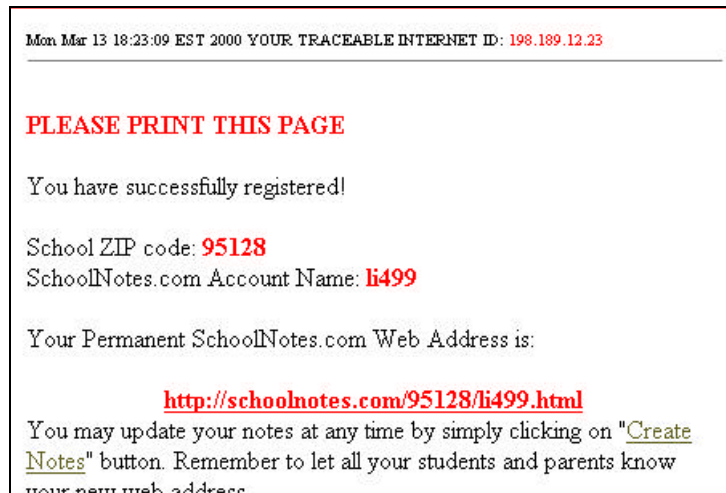
Figure 3. Registering a New Web Page with SchoolNotes

To modify your SchoolNotes Web page, follow these steps:

1. Open your Web browser, i.e., Internet Explorer or NetScape Navigator.

2. Enter the URL http://SchoolNotes.com in your browser and press <Enter>.

3. Click Create Notes .

4. Enter your School ZIP code, Account Name (which is the same as your user name), and your password.

5. Click LOGIN to access your Web page.

Figure 4. Modifying an Existing SchoolNotes Web Page

You can modify an existing Web page by adding Links:
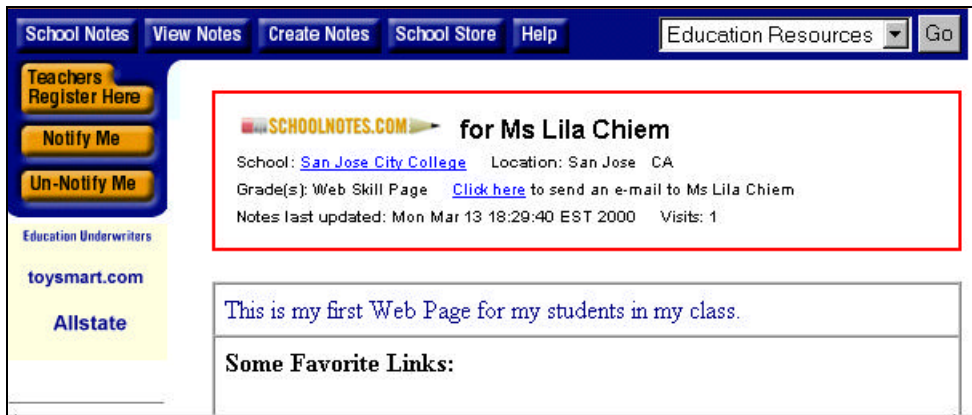
Figure 5. Modifying a SchoolNotes Web Page

6. You can also add flashcards to your page by simply typing the text you want students to see. You can also modify the font and flashcard style and color.

▪ To view your Web page, type http://www.schoolnotes.com/95128/led511.html (Substitute your Web page account name, e.g., li499.html.)
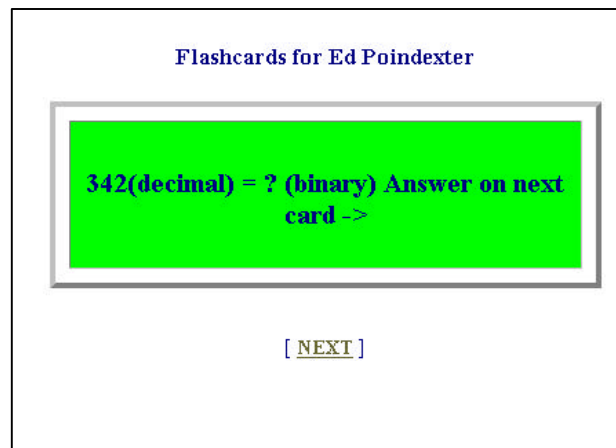
Figure 6. FlashCards on a SchoolNotes Web Page

Figure 7. SchoolNotes.Com Web Pages

A Detailed Cookbook for Web Page Creation

1. Point your browser to the following URL: http://www.tripod.com
2. Click Sign Up. (If an account has already been created for you, click Log in.)
3. Supply a Name and Password. (If an account has not been created, supply the zip code and relevant information, and then click Submit.)
4. If an account has not already been created for you, answer the questions regarding advertising you'd like to receive and then click Complete Sign-Up.
5. Click HomePage HouseKeeper on the bottom left of the page. (URL: http://www.tripod.com/build/builder.html)
6. Click First Time Builders Wanted (URL: http://www.tripod.com/build/builder.html)
7. Choose a filename (Use index.html.)
8. Select a layout (Either one is fine although Layout 2 lets you add Table of Contents links on the left side of the page.)
9. Enter a title, then click on Use this Title
10. Scroll down and click **Save Page**
11. Note the URL for your page (it starts with HTTP) and click on it to view the page. (You'll want to remember this URL so that you can visit your page later.)
12. Notice the Title Bar, then click on your Browser's Back button

13. Click on Continue editing this page

14. Click on Pick a Color Scheme, then choose your preferred Color Scheme

15. When you get the "Section Stored" page, scroll down and click **Save Page**

16. Click Continue editing this page

17. Scroll down to Section 1 and click on Your Contact Information

18. Follow the on-screen instructions, then click on Use This Information

19. When you are returned to Quick Page Builder, scroll down and click on **Save Page**

20. Click on Continue editing this page

21. Scroll down to Section 2 and click A Block of Text

22. Follow the on-screen instructions, then click Include this text

23. Scroll down and click on **Save Page**

24. Click on your page's URL to view the page - CONGRATULATIONS!!

Chapter 3 - Updating Web Pages on Tripod

To update Web pages on your Tripod account, select the most recent version of your Web page from your public Web site, use a Web editor to add changes, store your updated Web page on your public Web site.

1) To save the most recent copy of your page from the Web site:

   a) Double-click your Web browser's desktop icon (i.e., Internet Explorer or Netscape) to open the program.

   b) Type the URL (that is, the Universal Resource Location) of your page to display the page on your screen.

   c) Select **File, Save As** from your Web Browser's main menu at the top of your page. Your local drive is usually identified as C:\. If you store your file under the My Documents directory, you will be able to find it easily.

   d) Type the complete name of your Web page, for example, `index.html` in the File Name: list box. The name must be identical to the name used on your Web site. Make sure that the file type is listed as htm or html.

   e) Click **Save** or press Enter.

2) To edit your Web page:

   a) Open your Web editing program, for example, WebEdit, HotDog, FrontPage, etc. by double-clicking the program icon on your desktop or by selecting the program from the Windows Start menu.

   b) Update the text and graphics using the commands and menu selections your Web page editor provides. Some useful changes include

   i) Typing new text

   ii) Adding a link to a graphics file, for example:

`<img width="246" height="246" src="geisha-musician.gif"alt="Picture"border="0">`

   iii) This image link requires that you also store a copy of the graphics file on your Web site. The `width and height` tags tell your Web browser what size to use when displaying the graphics file; the `src` tag tells your Web browser the name of the source graphics file; the `alt` command provides a name for the file that users can see if a browser doesn't display pictures; the `border` command tells your Web browser not to place a border around the picture.

   iv) Adding a link to the page you want to include, for example:

`<a href="http://members.tripod.com/~DonnaHolloway/index.html">Another ESL link</a>`

<div align="center">or</div>

`<a href="http://daphne.palomar.edu/go-online/catesol">ESL in a Digital World - Annual CATESOL Conference</a>`

   The information within quotation marks tells your Web browser the address of the link. The text between the `<a>` and `</a>` tags displays the name of the link to the user. The `href` tag tells your Web browser that this is a hyper-text link to another Web page.

3) To store your updated Web page on your public Web site:

   a) Type the URL of tripod's update site in your Web browser's address bar:

<div align="center">http://homepager.tripod.com/service/homepager/housekeeper</div>

---

b) Enter member name and password into the boxes on the right of the update page.

c) Click Log in. Tripod will display the files currently stored on your Web site.

d) Select Upload files from the drop-down list box near the top of the page.

e) Click Go.

Things you can access from the Homepage Housekeeper: | Upload files | ▼ | go!

Show me these files in my Tripod Member Directory: | All types | ▼ | Filter

You are currently in this directory: http://members.tripod.com/~LDodge/			
Filename	**File Type**	**File Size**	**Actions**
artist.gif	Image	2.0 K	View Move Rename Copy Erase
index.html	QuickPage	2.6 K	View Edit Rename Copy Erase Convert
webpagedev1.html	Text or HTML	3.9 K	View Edit Move Rename Copy Erase

Here are the statistics for your Tripod member directory:

f) Click Browse. Find the version of the .html file you just updated (probably in the C:\My Documents directory on your PC) and double-click the name of the file to place name and location of the file in the upload box.

g) Click Make lowercase.

h) Click Overwrite if you are updating a file that's already stored on your Web site by the same name (for example, index.html).

After you have selected your files, hit the "Upload" button to send them on their way. All uploaded files will be placed in your Tripod Member Directory. Use the Housekeeper to move the file to other directories.

File 1:	C:\My Documents\Lucy\F	Browse...	Make lowercase: ☑
Rename to: (Optional)			Overwrite: (Caution) ☐

i) Click Upload at the bottom of the page.   The file will be loaded into the root (i.e., main) directory of your Web site. If you have more than one directory, you will need to move the file to the correct directory by following these steps:

   i) Select Move from the drop-down list box.

   ii) Browse your Tripod Web site to find the file.

   iii) Click Move once you identify the file.

   iv) Select Overwrite if you wish to overwrite an existing file.

j) Select View to view the updated file.

k) Relax! Your page is ready for public viewing. Type the address of your Web site in your Web browser's address bar to view your new page. Be sure to click Refresh or Reload so that the latest version is displayed. (Sometimes your Web browser finds an older version of your page that's stored in the computer's memory and displays that one instead.)

Chapter 4 - Using a Course-Related Web Site

Publishing firms may host Web pages and courses for those who adopt their textbooks for classes. These turnkey systems provide ready-made tools that instructors can use. Often these sites also support importing data from commercially available packages such as WebCT or Blackboard. When you prepare online course materials using these firms, the information is supported on their Web server and not on a local college server.

For example, Course Technology provides a complete curriculum and student site for courses that adopt their publications. The instructor distributes passwords to the students so they can access the information. The course includes

Build-in e-mail with attachments and links to external e-mail
✓ Threaded discussions
✓ Links to online lecture notes
✓ Online tests linked to textbooks
✓ Blackboard for discussions
✓ Calendar
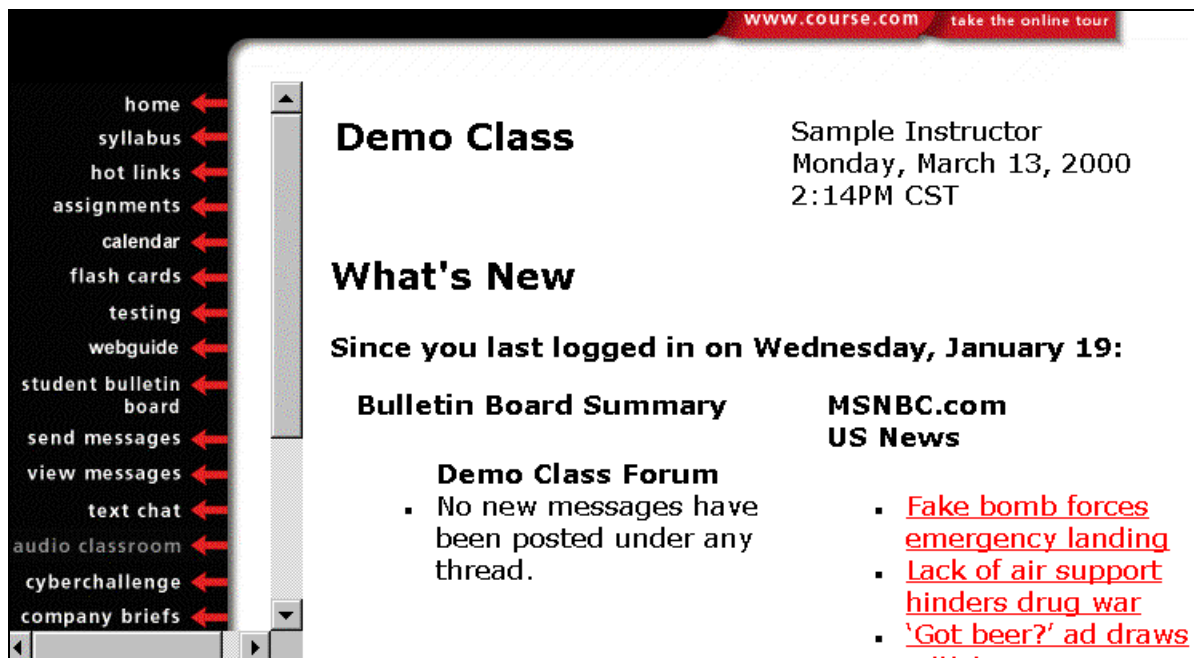
Figure 8. Using Course Technology's CyberClass Web Site

To use CyberClass
1. Log on as an instructor.
2. Click the menu items to amplify your home page with the following information:
   ♦ Course Syllabus
   ♦ Links to Web Sites
   ♦ Assessment tools

Test name: Integration Project 1

1. When you _____ an Excel worksheet to a Word document, the worksheet displays within the document, as though it were a part of it, but it does not become part of the document.

　　○ paste
　　○ embed
　　○ link
　　○ All of the above

Figure 9. CyberClass Quiz

10. The Hypertext feature of Microsoft Office 2000 allows you to insert an Excel chart into a Word document.
　　True
☞ False
You did not answer this question.
Feedback and/or page reference: **I1.13**.

11. With the copy and _____ method, the source document does not become part of the destination document.
　　paste
　　embed

Figure 10. CyberClass Assessment

Chapter 5 - Creating Interactive Forms

Using a few simple HTML codes, you can create feedback forms that your students can complete and e-mail to you. Although there are many varieties of forms, a simple form includes the following elements:
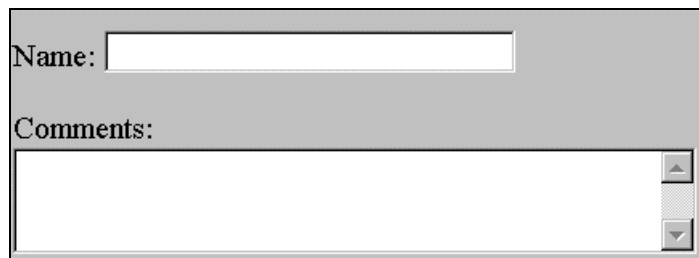
- Comment boxes

- Radio buttons

- Submit buttons

The feedback form on the Web site, http://members.tripod.com/LDodge includes these basic elements. Initially, you will probably find it easiest to use this form as a template and modify the information to suit your requirements.

When the user submits the form, the results will be sent to the e-mail address you specified when you established your Tripod account.

These are the elements of a simple form and the HTML used to create these elements.
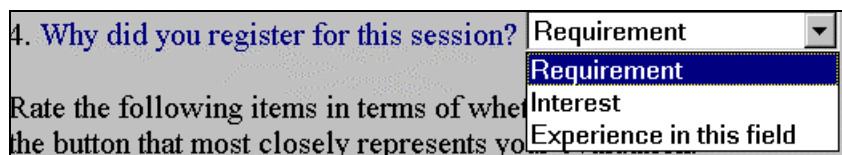
1. A simple comment box:

And here is the HTML used to produce it:

```
<form ACTION="/bin/mailto" METHOD="POST">
    <p>Comment: <input TYPE="TEXT" NAME="comment" size="20">
    </p>
  </form>
```

2. A drop-down box with options:

And here is the HTML used to produce it:

```
2. Why did you register for this session?
   <select NAME="how" size="1">
         <option VALUE="req">Requirement</option>
         <option VALUE="interest">Interest</option>
         <option VALUE="experience">Experience in this field</option>
         <option VALUE="experience">Experience in this field</option>
```

```
        </select>
```

3. Radio buttons:

5. Difficulty recruiting faculty or participants/students
○ **No Barrier**   ○ **Moderate Barrier** ○ **Strong Barrier** ○ **Very Strong Barrier**

And here is the HTML used to produce the buttons:

```
3. Difficulty recruiting faculty or participants/students<br>
        <input TYPE="radio" NAME="recruiting" VALUE="1">
        <b>No Barrier</b> <input TYPE="radio" NAME="recruiting"
        VALUE="3"> <b>Moderate Barrier</b>
          <input TYPE="radio" NAME="recruiting" VALUE="4"> <b>Strong
        Barrier</b> <input TYPE="radio"
          NAME="recruiting" VALUE="5"> <b>Very Strong Barrier</b>
```

3. Submit button:

Send it!   Reset form

And here is the HTML used to produce a submit button:

```
        <p><input TYPE="submit" NAME="submit" VALUE="Send it!">
         <input TYPE="reset" NAME="reset" VALUE="Reset form"> </p>
```

This is the sample online course survey form you will find on the IID Web site. Please complete the form and e-mail it to us. The results will be compiled and sent to you.

Online Course Survey

1. Please describe how you would like to incorporate Web-based training into your courses:

Comment: [   ]

2. What do you feel are the greatest advantages of online courses?

Comment: [   ]

3. Please describe how you would like to incorporate Web-based training into your courses:

Comment: [   ]

3. Please indicate your name and provide any comments about your experience in developing online courses.

Name: [   ]

Comments:

[   ]

4. Why did you register for this session?

Rate the following items in terms of whether they form barriers to Distance Learning? Check the button that most closely represents your evaluation.

5. Difficulty recruiting faculty or participants/students

○ **No Barrier** ○ **Moderate Barrier** ○ **Strong Barrier** ○ **Very Strong Barrier**

6. Inability to adequately monitor the identity of the DL participants/students

○ **No Barrier** ○ **Moderate Barrier** ○ **Strong Barrier** ○ **Very Strong Barrier**

7. Lack of identified need (perceived or real) for DL courses/program

○ **No Barrier** ○ **Moderate Barrier** ○ **Strong Barrier** ○ **Very Strong Barrier**

7. Lack of technical support

○ **No Barrier** ○ **Moderate Barrier** ○ **Strong Barrier** ○ **Very Strong Barrier**

8. Concern about faculty compensation, incentives, workload, promotion and tenure, recognition, or awards

○ **No Barrier** ○ **Moderate Barrier** ○ **Strong Barrier** ○ **Very Strong Barrier**

9. Increased time commitment (e.g., for exploration of new materials; course development; training; release time needed)

○ **No Barrier** ○ **Moderate Barrier** ○ **Strong Barrier** ○ **Very Strong Barrier**

11. Concern that DL lowers the quality of courses/programs, students that are admitted, or expectations for student learning

○ **No Barrier** ○ **Moderate Barrier** ○ **Strong Barrier** ○ **Very Strong Barrier**

12. Lack of research supporting effectiveness of distance learning

○ **No Barrier** ○ **Moderate Barrier** ○ **Strong Barrier** ○ **Very Strong Barrier**

13. Do you plan to create Web-based training materials? ○ Yes ○ No

Please provide your e-mail address so that we can send you the results of the survey:

[   ]

Thank you for taking the time to complete this survey for our training session on creating Web-based course materials.

Chapter 6 - Threads of a Discussion

If you add a threaded discussion list to your Web page, you and your students can easily post e-mail messages to each other. In contrast to a simple discussion list or e-mail exchange of information, a threaded discussion list lets you post messages to a group of users who share similar interests. If you as the moderator select this option, all members of the discussion group can read the messages among members. Although several free services provided threaded discussion support, one of the easiest to configure is Topic. To establish your own Threaded Discussion list, complete the following steps:
1. Register as a Topic user
2. Create a discussion list
3. Set subscriber options
4. Provide a link on your web page to the discussion list
5. Invite students to join
6. Approve students as members of the list
7. Post messages

Becoming a Registered User

Before you create a discussion list, you must be a member of Topic with a valid e-mail address and a password. To become a registered user, follow these steps:
1. Point your browser to the Topica web site: http://www.topica.com
2. Enter your email address. This can be either your college or an outside e-mail address.
3. Enter a password.
4. Click submit. Topica will send a message to you at the specified e-mail address.
5. Log onto your e-mail account and respond to the message from Topica.
6. If you know the URL for the specific discussion group, you can enter it directly into your browser's address bar, e.g., http://www.topica.com/lists/CIS100, and click Subscribe to this List .

Creating a Discussion List

Creating a list involves identifying the author and the characteristics of the list.

1. Point your browser to the Topica web site: http://www.topica.com
2. Enter your email address.
3. Enter your Topica password.
4. Click Create a List.
5. Enter a name for the list, for example, CIS100.
6. Enter a nickname if you wish.
7. Enter an e-mail address that includes the list name, e.g., CIS100@topica.com
8. Enter a short description of the list. This description will be sent to subscribers when they are invited to join the list.

Figure 11. Topica List Description

10. Enter a Web site URL for this discussion list so that the information is included in Topica's directory. This step is optional.
11. Click Continue after you have finished entering this information.

Setting Subscriber Options

To establish the format of the discussion list, select List Type. These options included under List Type determine how members interact with the list. The options you can set to modify the format of the list include the following:

1. Type of e-mail list. Open discussion lists let users post message without prior approval from the moderator.
2. Requirements for new subscriptions. To limit membership to class participants, for example, select "require your approval."
3. Default setting for returns to messages. Select everyone on the list if you want all participants to receive messages.
4. Who can read the e-mail discussion topics. Topica maintains a complete archive of every list it hosts. As the owner of one of these lists, you may elect to have your archive be publicly available or limited only to you and your subscribers.
5. E-mail addresses of the subscriber.

Figure 12. Topica Subscriber Options

6. Click Send and Receive Options to select how, when, and where you would like to receive mail from this list.
7. Click Web Reading Options to determine how information is displayed when the list is accessed from the Topica Web site.

Figure 13. Web Message Display Options

Providing a Link to the Discussion List

If you have a class Web site, you can add a link to your Topica web site discussion list. Then, when students access your Web page, they can click the link to your Topica Web site, where they will be invited to join the class discussion list.

Inviting Subscribers to Join Your List

To add subscribers to your e-mail list, enter the e-mail addresses of your prospective members.

12. Decide whether you want to automatically enter all names or send invitations to the members. If you send invitations, the members must return your e-mail message before they are added to the discussion list.

> This is a list for students in the SJCC CIS 100 DOS class to use to exchange ideas and course information.
> TO SUBSCRIBE TO THIS LIST:
> Simply click reply in your email program, and then send - we'll automatically add you to the list.
> If this list does not interest you (or you do not want to join the list at this time), just ignore this message and you will not be added.
> If you have any questions about the list, you can contact the list owner at LED511@yahoo.com.
>
> Thank you,
> Natasha
> Topica Customer Support

Figure 14. Request to Subscribe

13. You can either enter individual e-mail addresses or import a text file that includes a list of e-mail addresses. To import an existing list, or for lists larger than 300 people, you can upload a text file or send email to import@get.topica.com requesting help from the Topica technical support team.

After Topica processes the names of the subscribers you add, you will receive an e-mail message stating that a subscriber has been added or an invitation has been sent. The names of the invited subscribers do not appear on the subscriber list until they have accepted the invitation to join the list.

Viewing and Posting Messages

To view messages on this discussion list,

- Select the discussion list, i.e., CIS100, from the List of Lists on the top of the screen.

To post messages on this discussion list,

- Send a message to the e-mail address specified when the list was created, e.g., CIS100@topica.com.

To reply to a message on the discussion list,

- Become a member of the list.
- View the message.
- Click Reply.
- Type the message in the comment box.
- Click Submit to send the message to the members of the discussion list.
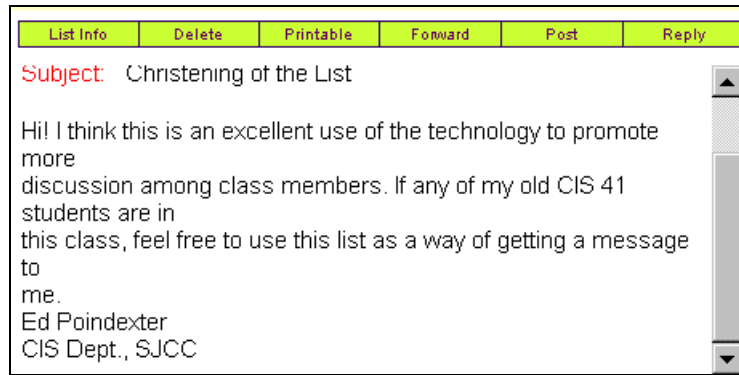

Figure 15. Response to Discussion List

Topica offers many other services that you can read about on their Web site. Although these services change to reflect the latest technological advances, the basic threaded discussion list is a popular and convenient way to add online communications technology to your classroom instruction.

Chapter 7 - Guidelines for Information Mapping

Designing a Web site requires an understanding of several basic principles of the differences between presenting information on paper and presenting information online or on a screen. Some of the more familiar guidelines for preparing, designing, and evaluating your Web site are listed on this page.

A) Long-term questions to ask about your Web site

1) Who are the intended audiences?

2) Why will people visit your site?

3) What types of tasks should users be able to perform?

4) What types of content should and should not be part of the site?

B) Web page guidelines

1) Use meaningful titles for your pages.

2) Keep the format simple.

3) Add an e-mail link so that users can contact you.

4) Add the complete, official name and location of the school.

5) Maintain a logical, organized flow of information.

6) Use a table of contents or an image map.

7) Use small pages that are linked together logically.

8) Use low contrast backgrounds and textures.

9) Try transparent background gifs to add an artistic touch to your page.

10) Use small interlaced GIFs so that GIFs load faster.

11) Use the *Alt= tag* for inline graphics.

12) Limit the number of images to those immediately useful to your users.

13) Link to information resources you reference in your pages.

14) Make hyperlink anchors meaningful instead of telling users to "click here."

15) Explain your links and tell users why they would want to use them.

16) Test and retest your links.

17) Prepare a text only version of your site.

18) Include a mail address if appropriate.

19) Add links to Web indexes and catalogs, such as Alta Vista, Lycos, Yahoo, or Infoseek.

20) Proof, edit, test, and print your pages.

C) Web master tools

1) Test several HTML Editors, such as the Careware editors listed by TUCOWS.

2) Use a spelling checker, such as Doctor HTML.

3) Use an HTML syntax checker, such as Weblint.

4) Use a translation service, such as Alta Vista, if appropriate.

Chapter 8 - Some URL's to Investigate

URL	Description
http://www.sjcc.cc.ca.us/library2.htm	(Our very own library catalog - lots of good resources!)
Educational Resources	
http://www.pbs.org/learn/mathline/concepts/moreconcepts.html	(See what PBS is doing to help math teaching)
http://ustimss.msu.edu/frame.htm	(About the international comparison of students' math skills)
http://www.scsite.com/dc98/default.asp	(A good example of how one publisher is using the Internet to deliver instruction)
http://www.nytimes.com/books/first/first-index.html	(First chapters of books)
http://mason.gmu.edu/~epiphany/	(On-Line Education Project)
http://polyglot.cal.msu.edu/lit	(On-Line Education Project)
http://www.assembly.ca.gov/acs/defaulttext.asp	(CA Assembly Home Page)
http://www.sen.ca.gov/	(CA Senate Home Page)
http://rs9.loc.gov/	(Thomas - Federal Gov't.)
http://www.lawlinks.com/ar-main.html	(It's not just smart - it's the law!!)
http://www.microsoft.com/office/	(If you use Office 97, check this site)
http://www.pcwebopaedia.com/	(Useful definitions of computer terms)
Graphics	
http://www.arttoday.com	(Sign in with a user name and password. You can download wallpaper, icon, buttons, images, and animated gifs.)
Cultural References	
http://www.kqed.org/FM/daily/	(What's on KQED-FM?)
http://www.npr.org/programs/	(What's on NPR?)
http://www.student.gu.se/~pelu0005/	(CD's of music by women composers)
http://us.imdb.com/search.html	(Movie Database)

URL	Description
Http://www.urbanlegends.com/	**(Collection of urban legends)**
Http://www.scoopy.com/trivia.htm	**(Trivia game)**
Pedagogy	
http://www.hs.nki.no/~morten/cmcped.htm	**Computer-mediated communication techniques**
http://home.navisoft.com/edg/communities.htm	**Thoughts on building virtual communities**
http://www.plagerism.org	**Submit a document to see if the information has been used previously**
http://www.nlight.com/Cavirtual/assess.html	**California Virtual Campus Web Site - Includes an assessment of online readiness for institutions and staff**
http://members.tripod.com/Ldodge	**Web Site for online training materials and documentation**
http://www.schoolnotes.com	**Look Ma! No HTML! Create your own Web page without knowing any HTML**

Appendix A - Fundamental Computer Skills

1. Identify the controls on the Windows desktop.
2. Point and click the mouse.
3. Identify and use the controls in a window.
4. Switch between programs using the taskbar.
5. Use Windows controls such as menus, tabs, scroll bars and toolbars.
6. Use Windows controls such as list boxes, radio buttons, and check boxes.
7. Use the Windows Menu button to run software programs.
8. Open and close a window.
9. Use the mouse to move a window to a new position on the screen.
10. Drag an object to a new location on the desktop.
11. Use the Maximize button to enlarge a window so that it fills the entire screen.
12. Open a window by double-clicking.
13. Use the sizing handle to change the size of the current window.
14. Use toolbar buttons to gain quick access to program commands.
15. Identify menu options that lead to submenus.
16. Identify the visual clues that indicate a menu option is not available.
17. Identify the purpose of the three dots that follow a menu option.
18. Use Help to obtain information about a program.
19. Use the Find tab in Windows Help to find a Help topic.
20. Describe the significance of the check mark that appears next to a menu option.
21. Use list box controls to view all possible entries in a list box.
22. Use the right mouse button to display context-sensitive menus.
23. Copy a file using the copy option on the right mouse button menu.
24. Run multiple programs at the same time.
25. Expand the directory listing by double-clicking the mouse.
26. Shut down Windows.

Glossary

Advanced Distributed Learning Initiative (ADL)

ADL is a program developed by the US Department of Defense and the White House Office of Science and Technology. Fundamentally, its purpose is to design guidelines for the large-scale implementation of effective distributed learning..

Course Session

A term used to differentiate the sections of a course scheduled at different times, days, facilities, and with several instructional methods.

Dialog Box

A Windows user interface object containing command buttons and various options that a user can select to complete a particular task or command. For example, the Print dialog box lets the user select various options that control how a document is printed.

Distance Education

Instruction in which the instructor and student are separated by a distance and communicate using electronic technology.

List Box

A list box is a dialog box containing a list of items a user selects. For example, the Windows Print list box lets users select the printer to use for printer a document.

Scroll Bar

A scroll bar contain scroll arrows and scroll boxes the user can move to display different areas of a document. Point to the box or arrow on the scroll bar and hold down the mouse button. Then drag that square box in the same direction you want the screen to move.

Toolbar

A toolbar is a collection of tools such as drawing cut, font, and color selections, In a programming environment, toolbars can also include controls users can add to programs such as OK and Cancel buttons. In Word, toolbars include buttons users can click to draw and format documents and pictures.

World Wide Web Consortium (W3C)

W3C establishes specifications for the Web. It is responsible for standardizing formats for Web-based languages such as HTML and XML.

Index