



# eplus NEWS

The Journey of eLearning Course Development

May 2007

## From the Director

### GLEN JENEWEIN -

Following are some interesting statistics revealing the extent of how Blackboard is being used as an instructional tool at Clark College. Watch for Day 1 Statistics in upcoming issues.

### SPRING 2007, Day 1

Number of Active Courses: 452

Number of Active Students: 2006

Number of Instructors: 271

Number of Hits on Blackboard (as of 2:30 pm): 21,155

### Inside this issue:

Staff Spotlight: Scott Coffie	1
Old Dogs and New Tricks Bill Shelton	2
Transitioning from F2F to Online Tani McBeth	2
Tips for Success Carole Mackowich	3
Introducing the eLearning Committee Maggie Peeples	4
A Testimonial for eLearning Clyde Fahlman	5
Excerpt from "Security of Online Testing in Education" Betty Barrows	6

## Staff Spotlight: Scott Coffie

**ePLUS NEWS STAFF** - Call with a complicated technical problem and you're likely to find yourself talking to Scott Coffie, eLearning's Blackboard Administrator and resident technical guru. His pleasant demeanor belies his very busy schedule troubleshooting multiple software and hardware issues, responding to faculty and student help requests, managing Blackboard and Respondus upgrades and patches, and operating the data integration systems behind the scenes which creates the courses, users, and content in Blackboard. In addition, he handles video streaming, production of multimedia projects for online courses, assists online faculty with their own productions, coordinates interactive and accessibility technologies, as well as research and technical consulting for future eLearning innovations.



Scott Coffie, eLearning

feel that the faculty and our eLearning team have a strong partnership, which is very important for Clark's future as there are so many interesting and exciting possibilities ahead for our students and faculty."

Scott's technical abilities and helpful manner have been repeatedly commented on and give us great pride. Faculty teaching a wide range of courses utilizing Blackboard either online, as a hybrid, or face-to-face have expressed their approval as well.

eLearning functions as a team in our service to the college, but at times we focus on our individual efforts to show our appreciation. Scott's positive attitude and talents are a great asset to our department and we hope you'll join us in our thanks for a job well done. ♦

Scott spent many of his 26 years at Clark in the Media Services Department, but says he finds his position in eLearning to be the most rewarding and challenging yet. "I really enjoy being a part of the new technology here at Clark," says Scott. "Helping the faculty and students overcome some of the technical hurdles we face is very gratifying. Our faculty here are the best, and they've been very supportive and appreciative of my efforts. I

**I just wanted to thank you for your time today. Your calm, patient personality allowed me to get the answers I needed and ask all the questions I had... You are a credit to your department.**  
- Excerpt of a letter from Jeanne Hoff



## Certification Course PPAC-Approved

[http://www.clark.edu/eLearning/docs/ePlus\\_brochure.pdf](http://www.clark.edu/eLearning/docs/ePlus_brochure.pdf)  
We still have room in our Summer and Fall sessions!

Summer: June 25th - September 28th

Fall: October 8th - January 30th

To register, send an email to [mpeeples@clark.edu](mailto:mpeeples@clark.edu)

**"This ePlus course has provided an amazing opportunity to share knowledge and strategies with other faculty while experiencing Blackboard from the student's point of view with an experienced instructor. I recommend it to all faculty who teach online – or who plan to!**

**~Geneva Chao, English Faculty**



## Old Dogs and New Tricks

**BILL SHELTON, BUSINESS ADMINISTRATION** — “You can’t teach an old dog new tricks.” A bad cliché at best, but one that gets proven false every day. There are times I feel like one of those older dogs and my first experience with Blackboard and putting a course on line was one of those times. Definitely a new trick for me, but, I thought, there have been other challenges before, why should this be any different?

I’ve been an adjunct at Clark for over 14 years now, a counselor and instructor at Tulsa Junior College, taught at Oklahoma State University for several years, managed training and development for a large corporation, taught several corporate training programs, and I’ve even taken a few online courses, but I’ve never developed an online course. So, when I was asked by the Business & Technology Division if I was interested in putting my courses online, I was really unsure about learning this new trick. I suppose the conflict in my mind was that I liked the classroom, the interaction with students, and the ease with which I could weave my personal experiences into the discussion. Could I do that with Blackboard? I wasn’t so sure, but I was willing to try.

The first step, of course, was to negotiate the initial planning, administrative, and approval process. This is not a new experience for most of you. I got through that step, but now I had to figure out how to make my in-class course fit the online format. I think I figured out how to make it fit, and I’m happy to report that I have completed the development work for putting my first course on line. I’ve made real progress in learning the new trick, so to speak, and I’m looking forward to fall 2007, the first time it will be offered. I think I’m looking forward to it anyway.

Was the development process easy? Surprisingly, it was easier than I anticipated. But, without the help of the staff in the eLearning department, I would probably still be tearing out what’s left of my hair.

I am no computer wizard by any stretch of the imagination, but I can maneuver around fairly well in most of the programs that we all use pretty regularly. When I look back at when I began this whole process, I thought Blackboard was pretty confusing. I already had most of my course material in digital form, so it was a matter of making that material more useable for an online course. Some was deleted because it was only suitable for the classroom and other parts were altered in ways to make it fit the new way of presenting material.

**Continued on page 6**

**...I honestly believe I am getting as much or more discussion in my online courses as I get in the classroom.**

**- Clyde Fahlman**

## Transitioning from F2F to Online

**TANI MCBETH, HUMAN DEVELOPMENT** - I have learned a lot since my first quarter teaching online. I started teaching online before we had any of the trainings and resources that we now have. Fortunately, I’m a pretty tech-savvy person, but there still is a lot to learn about the process of facilitating an online course beyond the structure of it. Teaching online is about both content and process.

The first quarter I taught online, I found that online teaching was challenging my thinking about what I do in the classroom around discussions, assignments, etc. Just the process of constructing the course shell and content requires thinking purposefully about the structure and flow of the course. What do I want it to look like? What do I want my students to get out of the course? How will I facilitate

the course to ensure this learning acting with each other. occurs?

One of the main areas that I have found interesting in teaching online is developing the learning environment in the “classroom” to encourage discussion and application of the course material. I find that requiring students to participate in the discussion board is encouraged by assigning points weekly and having interesting discussion topics.

One of the areas that I have learned works well is to require students to post their initial ideas about the relevant chapter to the discussion board by Wednesday and then respond to the ideas of their classmates by Saturday (my online week runs Monday-Sunday). I have learned that this prevents the problem of students waiting until the end of the week to post their ideas and not inter-

I have also learned to be somewhat less active in the exchange of ideas after responding to each student’s introductions to the class during the first week. Rather than responding to each student each week, I point out and elaborate on key points from a few students and/or clarify confusion of concepts and their application.

I’ve also learned that when I find I’m inclined to respond to a thread with my ideas, more often I instead ask a question to further challenge and entice curiosity and participation in the topic of discussion. This allows for a richer discussion and then I respond with my own ideas (many of which will already have been referenced by my students).

**Continued on page 6**

I knew Carole Mackowich had a wealth of experience developing and teaching online, so when Tani McBeth suggested I request newsletter material from Carole, I jumped at the opportunity. With all of her other many obligations, in very short order Carole brainstormed the following outstanding tips that contribute to the success in her online courses. Thanks, Carole, from all of us at Clark.

-Kathy Chatfield

## Tips for Success

### CAROLE MACKOWICH, HUMAN DEVELOPMENT -

- Design your classroom so that it is easy to navigate and *consistent*. Create a folder in the Assignments area for each week that includes the Lecturette, Assignments, Discussion, etc. Be sure to include a discussion thread for each of these topics in your discussion board.
- Be certain that you and your students understand the time commitment involved in online learning. Conceptualize your online course as a virtual learning community and then create *that!*
- Require discussion and reward it with points. Structure your grading system so that the lack of discussion will negatively impact their final grade.
- Have students post some kind of a Structured Autobiography as (or part of) the first week's assignment. This gives them an opportunity to learn the courseware and begin to create connections on a personal level. I really believe this encourages participation and increases retention. An added benefit is that it gives you an idea of who you have in your "classroom" and ideas for structuring assignments and exercises.
- Be consistent with your presentation. For example, each week post a short lecturette, links to online sources related to it, a variety of discussion questions to pique interest for all of your students, and an assessment activity.
- Post a separate thread for each discussion question. Make sure students know how to create their own threads and reply properly.
- Consider greater use of "authentic" assessments rather than a "test" after each section or week of work.
- Be visible online! We cannot demand participation from our students and then be absent ourselves! Respond to the online work of each student *at least* once a week. Participate actively with students, coaching and guiding them. Model the way that you want them to participate! As the quarter progresses and students become more competent and comfortable "talking" online, monitor discussion, ask questions to get more "depth" and gently correct where needed.
- Return work *with feedback* promptly! Students need to know how they are doing and what you expect of them!
- In a face-to-face classroom students can "shoot the breeze" in the hallway. A virtual classroom needs a hang-out space, too. Consider creating a "Coffee Shop" for your students. Tell them you won't lurk there, and keep your promise!
- Consider a "contract" for students that clearly states the course objectives and expectations. Have them read it and return it to you with an 'E-signature.'
- Add a section to your syllabus related to "Online Etiquette." Make the consequences for not following classroom rules clear.
- Create a Q and A discussion thread. Encourage students to post all of their questions there. Answer these messages quickly!
- If you notice a student isn't actively participating, send them a personal email and ask how they're doing and how you can be helpful.
- When responding to work posted online, always begin with positive feedback and then suggestions for improvement. Personal comments should be emailed to the student along with their grade for the assignment.
- Posting "contests" related to the current topic for a few additional points can be a real motivator! Consider posting them at odd times and on different days, with a short time limit. These should be fun and relatively easy. I've found this technique helps keep my students "plugged-in" to the class on a regular basis.
- Be careful about bells and whistles! Some of our students have difficulty downloading large programs or files!
- Turn your lectures into conversations and keep them short! Consider asking questions within them and offering points or virtual candy to the person who answers correctly.
- Speaking of virtual candy, consider sending virtual "rewards" (cake, candy, etc.) to students celebrating a birthday, or someone who has had a stunning insight (the definition of stunning varies with the student!) My students love this!
- Create a space for collaborative learning. Consider at least one team assignment each quarter.
- Let students know when you will be out of town or unable to be online. Let them know when you will respond to them or return their graded work if you anticipate a delay.
- If you run into problems or have questions about anything related to your online class, contact the good folks in eLearning. Every one of them is "worth their weight in gold!"

## Tech Tips from Scott

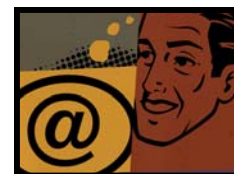
After a few quarters of teaching online, you may notice that the display on your "My Courses" module is getting cluttered up with old course listings. Here is a quick tip for selecting items to display or suppress.

- Click on the pencil-tip icon in the upper right corner of the "My Courses" module (located within the "Welcome" page under the "My Clark Blackboard" tab).
- On the "CUSTOMIZE: MY COURSES" page **uncheck** the "Display Course Name" and any other information boxes related to the courses you want to remove from your displayed list. After deselecting the appropriate boxes click "Submit," then click "OK."
- You can repeat this process for any other display modules that have the pencil-tip icon available.
- The course quarter code can be handy for sorting identically named courses. The quarter codes for this academic year are:

Summer 2006 = A671  
 Fall 2006 = A672  
 Winter 2007 = A673  
 Spring 2007 = A674

The quarter codes for the 2007-08 academic year are:

Summer 2007 = A781  
 Fall 2007 = A782  
 Winter 2008 = A783  
 Spring 2008 = A784



## Introducing the eLearning Committee

**MAGGIE PEEPLES**, eLEARNING - Our new eLearning committee met for the first time on April 19, 2007. Glen Jenewein, the Director of eLearning and chair of the committee offered the following introduction regarding the committee's purpose.

### Why was the eLearning committee established?

The committee as it is today originated out of the original Distance Learning steering committee which was established to help in the design and development of a comprehensive distance learning program at Clark College. Once the steering committee completed its work, it was disbanded and the eLearning committee was established.

The current goal of the eLearning committee is to ensure students who choose to take eLearning classes are successful and have all the tools and services required. The committee will help to define and drive the direction the college moves related to eLearning.

### What outcomes are you expecting from the eLearning committee?

- Help with short-term and long-term planning related to eLearning.
- Establish and/or review existing eLearning policy and provide guidance in new eLearning initiatives.
- Recommend hardware and software standards and needs for eLearning.
- Assess the training needs of the campus community and formulate recommendations to Instructional Council.
- Review technical support needs of the eLearning community and recommend changes or additions.
- Assist in maintaining the alignment between administrative and instructional goals within the area of eLearning.

### What were your initial impressions after the first meeting?

This highly qualified group of professionals will help to lead eLearning into the future and will ensure students have complete access to all college services. I look forward to working with this group.

In order to get to know the member of the committee, they were asked the following questions:

- 1) Where do you work/for how long?
- 2) Tell us something interesting about yourself.
- 3) Why did you join the eLearning Committee?

Please join us in welcoming the new members of this committee:

#### **Kathy Chatfield**

eLearning Instructional Designer, 7 months;  
Adjunct Faculty, BTEC, 12 years.  
Her hobby involves cutting fabric into little pieces and then sewing them back together again, over and over and over.

#### **Irene Cheney**

Disability Support, 7 years

#### **Scott Coffie**

Currently eLearning Blackboard Administrator.  
Has been with Clark for 27 years.  
He was born in the same town as Steve Martin, Jennifer Love Hewitt, and Dr. Pepper. Any Guesses? Scott says the intersection of technology and education is an absolutely fascinating phenomenon. To be a part of this eLearning enterprise that advances the creation of knowledge and understanding is a unique opportunity to be of service to others and explore new ideas.

#### **Roxanne Dimyan**

Reference Librarian, Cannell Library, 10 years.  
On a desert island she'd have her favorite film "Lawrence of Arabia" and her horse Doobie, a Fell pony from northern England. She feels that libraries and learning, in whatever format, have a natural connection.

#### **Marti Earhart**

Textbook Buyer, Clark College Bookstore, 9 years.  
Prior to Clark she worked in marketing research. She is currently pursuing a degree from Clark in the Fitness Trainer program. She looks forward to her involvement with the committee because she is anxious to understand how the bookstore can best meet the needs of students in eLearning classes. She also looks forward to being part of a committee that helps Clark College evolve and stay current with the needs of the community.

#### **Gothard Grey**

Newly tenured professor in the physics department.  
He has a background in physics, chemistry, and mathematics. He has taught college science for 20 years, teaches physics, astronomy and the occasional chemistry course and LIVES on his computer. Oddly enough, with his formal background, his hobbies are aquatic insect studies and gardening.

#### **Adnan Hamideh**

Teaches Business classes at Clark. Taught in both California and Thailand prior to settling in the Northwest.  
He recently acquired an interest in fishing and camping, both of which he plans on doing a lot of this summer while teaching his online classes. He is interested in the eLearning committee because he researched transforming curricula to the online environment as part of his doctorate degree.

**Continued on page 5**

## eLearning Committee Introductions - continued from page 4

### Glen Jenewein

eLearning Director, 2 1/2 years.

He spent four years at the South Pole and had a pet penguin, which is probably why he enjoys working at Clark. He really believes in eLearning as a means for students to complete their educational goals in a flexible manner. The more students we can reach with these online offerings, the more educated members of society we will have.

### Carole Mackewich

Counselor and faculty member in Human Development.

This is her 22nd year at Clark.

She recently learned to knit (she can make a mean pair of socks) and is also learning to play the piano. Her idea of a perfect day is playing with a big dog (especially her own) on the bank of a river or at the coast. She asked to be on the committee because she loves teaching and learning online and is delighted that Clark finally has the vision and the personnel in place to make the program an asset for our students and a model for the state.

### John Maduta

Computer Technology Advisor, 9 months.

In his free time he composes music on his computer and begrudgingly provides technical support to anyone who can find a way to contact him. His hope is to see the eLearning program attain or exceed the level of excellence of other distance learning programs.

### Tani McBeth

Faculty counselor in Human Development.

Has been with Clark 5 years.

She loves technology but is also very artistic. She is in the process of working towards a certificate in web design which nicely blends the two. She is interested in eLearning from both the instructional and student affairs angle. She wants to be involved with developing the program as a resource with quality instructors and courses. She also wants to ensure that the student's perspective is being considered.

### Kathy Mitchell

Registration, 9 years.

She loves working in her yard and fishing. Fishing is her way of relaxing.

## A Testimonial for eLearning

**CLYDE FAHLMAN, BUSINESS ADMINISTRATION**— I have the utmost confidence in the content of the courses I teach. No big deal. Most instructors feel this way. Through research, reading, applications, and give and take with students, we've come to know and modify our course content comfortably. Again, no big deal.

But now let's add a new dimension. More and more of our students are seeking distance learning classes for a multitude of reasons: transportation problems (gas prices anyone?), baby-sitting difficulties, 24-7 job requirements, and a whole list of other concerns.

How could they do that to us? We are such great face-to-face instructors and now the students want us to work with them online. You know what that means? We have to learn more than we want to know about computers and software programs. That sound ominous.

On a scale of 1 to 10 my computer skills are at .2. Software literacy is even worse. Some people I've worked with have questioned whether I have a left side of the brain.

Okay. So that's the starting point. With this background I timidly

### Naomi Opie

eLearning Administrative Assistant.

Has been with the department just over a year.

While she believes there is nothing interesting about her, I am pretty sure she is secretly superwoman. She works full-time, takes classes full-time, and is a full-time mom to 3 great kids. Her interest comes from working within the department as well as being a student. She wants students to have quality, valuable courses offered to them. As a student, she has a full-time job and a family that requires much of her time so online class availability is important to her as well as other parents in similar situations.

### Anna Peros

Office of Financial Aid, 2 years.

She likes to play golf and is an avid reader of science fiction.

### Vicki Presley

Dean's assistant for Science, Health and Physical Education. She has been in this position for 7 years but has been with the college for 31 years.

Her hobbies include motorcycle touring, camping, jewelry making, weaving and gardening. She has put over 100,000 miles on motorcycles since 1997. Her interest in eLearning lies in assisting faculty with coordination of eLearning classes by gaining additional understanding of the classes and processes involved.

### Michele Sharp

Adjunct Faculty in English, 2 years.

She is a relative newcomer to the Pacific Northwest and is totally enchanted by the mountains. She took up skiing last year and it has become one of her favorite activities. Her interest in eLearning is as a practitioner. She likes using technology in her teaching but thinks it's really important that it is done in a way that supports learning.

### Dave Sims

Computing Services, has been with the college for 27 years.

He loves to go camping and ride dirt bikes. ♦

approached Glen Jenewein's eLearning group at Clark and mumbled that I would like to teach one of my courses online.

I can't believe what happened from that time on. Working with Kathy Chatfield and Scott Coffie, I began to thread my way through the software program—okay Blackboard—and actually constructed an excellent framework for the course. What was different from many of the "help groups" I have worked with in the past? They were willing to start at the beginning with me---no assumptions that I knew anything (which of course was true.)

One of the keys to an effective online course is the organization. Kathy's expertise here was most instrumental in developing a student-friendly course that optimized the delivery of lecture notes, web sources, evaluation criterion, examinations, and most importantly discussions. On this latter point I honestly believe I am getting as much or more discussion in my online courses as I got in the classroom.

I have to admit it wasn't all easy---for me or the staff--- but I have a newfound confidence that I can be effective teaching online. And the staff? They now have more material for an additional chapter in "Blackboard for Dummies." ♦

## Old Dogs and New Tricks - continued from page 2

By Bill Shelton

Formatting and transferring that format to Blackboard was a learning experience. Why would some of the things I transferred work just fine and others did not work at all? Baffling! Then, learning how to structure the course to keep the students on track was another animal altogether. That's where the eLearning department bailed me out the most. Suggestions I received regarding logical placement of information, instructions to keep on track, and reminders for students kept my frustration at a low level.

I'm still fine-tuning that first course, and I suspect that may never end. Am I enthused about online courses? Yes, but that will be best answered after the first one is in progress. And, although I will miss the in-class process, I believe online courses will be a fun experience in themselves and offer a lot of flexibility to my teaching style. Am I looking forward to the next course to develop for online use? Definitely, and maybe I'm not such an old dog after all. ♦

---

### Excerpt from "Security of Online Testing in Education" - Recommendations (In Partial Fulfillment for Master's Degree Course)

**BETTY BARROWS, BUSINESS TECHNOLOGY**— Security issues are important when it comes to online testing because the number of online courses has increased dramatically within the last few years and is expected to continue. Factors such as diverse geographical locations, convenience, Internet accessibility, and access to resources make online courses attractive to many.

My recommendations are that the first assessment by an institution should be to determine the outcome expected. Whether you want the student to walk away with an understanding of concepts they can use in business, or whether specific formulas, equations, or other information are to be memorized and utilized during the exam, will dictate the level of security that should be implemented.

Identifying that the student taking the exam is the student enrolled in the course should be a priority, no matter which determination above is made. Using a login and PIN are essential, but some other recognition (such as retina scan) may need to be in place also. Requiring identification if the exam is taken in a proctored setting would also increase security.

Proctoring an exam by webcam with a view of the entire room or having the student go to a place where the exam can be administered with a proctor (school, library, or government office) would decrease the convenience for the student but definitely increase the security. However, if the student were required to install a webcam on his personal computer, this would add an additional expense to the cost of education. If the webcam did not encompass the entire room, someone else could be in the room supplying answers to the student.

Clearly, the most popular option is disabling the access to everything except the exam on the computer being used. This increases the security by not allowing the student access to material online or stored on their PC. This does not preclude the student from using textbooks or other printed material, however. Many companies are developing software to be used by institutions to accomplish this.

Online courses are here to stay and may eventually take the place of conventional classes. As more classes are available online, the need for security measures will increase. Planning for security during exams is only one of the online issues that need to be addressed. ♦



---

### Transitioning from F2F to Online Teaching...My Process - continued from page 2

By Tani McBeth

I particularly enjoy that while teaching online I get to experience the more introverted students participating more actively than typically occurs in the f2f classroom. The nature of the online classroom provides them with time to reflect and construct their thoughts more fully.

Finally, I have found that in addition to teaching online, taking online courses helps me to understand the experience of the online course from the student perspective. I have taken courses that were well structured and facilitated and I have taken courses that were essentially glorified correspondence courses lacking an organized structure and with minimal-to-no interaction by the instructor. This provides me with invaluable ideas about ensuring that my courses are structured clearly and flow smoothly.

And the learning continues...♦



**There is a whole school of thought that says there is no such thing as teaching...only learning. This basically says that you can't cram knowledge into an unwilling (unopened) mind.**

**So what's the difference between learning and e-learning? It seems that if there is learning via a computer connection between teacher and student rather than F2F, we could call it e-learning if we like. But do we really need to differentiate between the two? We've gone from chalkboards to handouts and now to Blackboard. It's really the tools that will change over time, not the learning part.**

**If a student has an open mind and is ready to learn, the method is probably less important than the reasonable presentation of information.**  
~Sandy Haigh, Ph.D.

Every day you may make progress. Every step may be fruitful. Yet there will stretch out before you an ever-lengthening, ever-ascending, ever-improving path. You know you will never get to the end of the journey. But this, so far from discouraging, only adds to the joy and glory of the climb.

Sir Winston Churchill  
(1874-1965)



**Glen Jenewein**

Director

**Scott Coffie**

Blackboard Administrator

**Kathy Chatfield**

Instructional Designer and Trainer

**Naomi Opie**

Administrative Assistant

**Maggie Peeples**

Secretary Senior

**Tyler Chen**

Instructional Technologist

Please feel free to drop by the eLearning office, email, or call us if you have questions related to eLearning. Remember, eLearning involves more than just online learning.

**ePlus News**

Kathy Chatfield: Editor-in-Chief  
Maggie Peeples: Managing Editor



[www.clark.edu/eLearning](http://www.clark.edu/eLearning)

360-992-2654

877-748-2654

## Upcoming Conferences

- **Bb World 07:** [www.blackboard.com/company/events/Bbworld07/Home](http://www.blackboard.com/company/events/Bbworld07/Home)  
July 7-12, 2007, Boston, MA
- **Conference on Distance Teaching and Learning:**  
[www.uwex.edu/disted/conference](http://www.uwex.edu/disted/conference)  
August 8-10, 2007, Madison, WI
- **Educause 2007:** [www.educause.edu/e07](http://www.educause.edu/e07)  
October 23-26, 2007, Seattle, WA

**ITC Professional Development AudioConferences:** [www.itcnetwork.org](http://www.itcnetwork.org)

If you are interested in participating in one of these following audioconferences, please contact Maggie Peeples ([mpeeples@clark.edu](mailto:mpeeples@clark.edu)) for more information or to RSVP. The audioconferences last for 1 hour from 11am-Noon.

The sessions are also “reserveable.” This means that we can access the recording by telephone and a computer at a later date and time for up to 60 days. So, if Tuesday at 11 a.m. is a time when you are unavailable, don’t let that stop you. Just let Maggie know that you are interested in participating in a particular session, and we will coordinate your access to it.

- May 22, 2007: Teaching Music Appreciation Online
- June 19, 2007: Making ESL Accessible Online
- July 17, 2007: Complying with the TEACH act and Copyright Issues in Distance Education

**Innovate-Live Webcasts:** [www.innovateonline.info](http://www.innovateonline.info)

Innovate-Live webcasts are offered on a variety of topics regarding the “...creative use of information technology (IT) to enhance the educational processes...” Times and dates are listed on the website along with access to archives of previous webcasts. There is no cost, simply register at their site.

### On-Campus Blackboard Training

Blackboard Intermediate: Friday, June 8, 2007, 2-4 p.m. AA4-102

To register for group sessions, one-on-one, or training-by-request, send an email to [KChatfield@clark.edu](mailto:KChatfield@clark.edu)

## In the next issue...

### The Student’s Perspective

Our upcoming September issue of ePlus News will focus on the student perspective of eLearning (online or hybrid). If you have taught an eLearning course at least one term this year, please consider soliciting statements or articles from your students that we can use (either anonymously or by name) for this issue. It will be a great opportunity to highlight some of our students and how eLearning has made a difference in their education.

We welcome your contributions regarding this or any other topic. Please send all submissions to [MPeeples@clark.edu](mailto:MPeeples@clark.edu) or [KChatfield@clark.edu](mailto:KChatfield@clark.edu) with “Newsletter” and the topic stated in the subject line. Submissions due August 11, 2007.

### Call for Topics

Have an idea for an ePlus News topic? We’re seeking topics for the upcoming 2008 year. Please send ideas to [MPeeples@clark.edu](mailto:MPeeples@clark.edu) or [KChatfield@clark.edu](mailto:KChatfield@clark.edu). Previous/upcoming topics have included: Advantages of Using a Course Management System, Innovations of Moving Content from F2F to Online, The Journey of eLearning Course Development, The Student’s Perspective, and Hybrid/Blended vs. Online.