DECEMBER 2013

The New Year is always a good time for new beginnings — in a work environment, it’s a time to reflect on processes and procedures and evaluate what’s working and where change is needed. The New Year always signals a fresh start, providing an opportunity to introduce new, better ways of doing things...and so, it’s seems like a perfect time to implement some new processes and procedures for how we support and communicate with MNSON faculty, like this newsletter! Other changes are highlighted inside this issue. Be sure to read “Support Site.”

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**New Year — New Procedures**

**ID Team Support Portal**

The ID Team Support Portal allows you to browse a knowledge base for FAQs, submit a ticket or email request for support, or schedule an appointment with a member of the ID Team. You can access the [ID Team Support Portal](#) from the [Instructional Design](#) section of the School of Nursing website.

**Sending Email Requests**

We now have a group email address that faculty should use when they need assistance or have a question. All email correspondence should be sent to **IDteam-HSD@luc.edu**. The email will be received by Mike, Toni and Stacey. We will then determine who will handle the request based on area of expertise and current workload. Requests will be tracked to assure that assistance has been provided.

**Scheduling Appointments**

To simplify the process of scheduling an appointment, we will be using a scheduling tool that allows you to see the services available to faculty and schedule time with a member of the ID Team who is available and able to provide the requested service.

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**One-Stop Shopping**

Who doesn’t love one-stop shopping? It would be great to get all of your holiday shopping done in one store or even one mall, wouldn’t it? Well, in an effort to provide more efficient and effective support to faculty, we are implementing a type of one-stop shopping for requesting support from the members of the ID Team. The ID Team Support Portal allows faculty to browse a knowledge base for FAQs, submit a ticket or email request for support, or schedule an appointment with a member of the ID Team. Of course, you can still just send an email directly from Outlook — however, we are asking that you send emails to our group email address at **IDteam-HSD@luc.edu**.

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**How does it work?**

- Start by visiting the [ID Team Support Portal](#).
- Next, choose an option:
  1. Search the Knowledge Base. Can’t find what you are looking for? Okay, then…
  2. Send an email request—link provided! Or…
  3. Submit a support request. Click the “**new ticket**” button.
  4. Need to meet with us? Click the “**Book a Meeting Time**” button.
  5. Browse by service or ID team member and set up an appointment!
The purpose of this article is to take an in-depth look at the field of instructional design and better inform faculty of the expertise available for instructional support. An exploration of the field of instructional design really starts with a look at the much broader field of instructional technology. A field that is sometimes confused with the other IT field — information technology.

So what exactly is Instructional Technology? That is a good question to which there is no easy and absolute answer. In fact, it has been a difficult question for educational researchers and technologist to answer. The field of instructional technology is by its very nature evolutionary and therefore complicated to define. The term instructional technologist further confused because it is often used interchangeably with the terms educational technology and instructional design.

The U.S. Commission on Instructional Technology (1970) defined instructional technology as “...the media born of the communications revolution which can be used for instructional purposes alongside the teacher, textbook, and blackboard...a systematic way of designing, implementing, and evaluating the total process of learning and teaching in terms of specific objectives, based on research in human learning and communication and employing a combination of human and non-human resources to bring about more effective instruction.”

A good definition, but bear in mind that instructional technology is much more than computers, projectors, VCRs and monitors, cart-pushing, filmstrips, and all those other artifacts of the 1950s and 60s by which some still seem to stereotype the field. It is a complex field that is equally concerned with the processes of learning as it is with the products that support learning (Albright, 1955).

A more recent definition is offered by the Association for Educational Communications (AECT) (1994). The AECT defined instructional technology as “the theory and practice of design, development, utilization, management, and evaluation of processes and resource for learning.”

Okay, that’s good...but what happened to the word “technology?” The word technology is used by some to mean hardware — the devices that deliver information and serve as tools to accomplish a task — but those working in the field use technology to refer to a systematic process of solving problems by a scientific means. Combine that with instruction which is defined as the process of imparting knowledge or teaching (Webster, 2000) and a simple definition of instructional technology as the “technological processes for teaching and learning” is formed.

At the foundation of instructional technology is instructional design, the process of planning instruction. Instructional design is process technology completely independent of any hardware or software (Christopher, 2000).

So exactly what does the field encompass Where did the notion of instructional technology come from? What about educational technology? An analogy will be used to answer the question of what instructional technology encompasses. Picture a large field filled with rabbits. Now think of the task of
An instructional strategy is a method you implement in your teaching (in the classroom, online, or in some other medium such as the lab) to help activate students’ interest in the topic, to engage the students in learning, to probe critical thinking skills, to keep them on task, to engender sustained and useful classroom interaction, and, in general, to enable and enhance their learning of course content. The goal of an instructional strategy is to enable learning, to motivate the learners, to engage them in learning, to help them focus. There is no one best strategy; we can select from several instructional strategies for just about any teaching episode. However, it is important to vary your instruction to not only keep the students’ interest but also to allow them to interact with your content in a variety of ways.

Many instructors use the instructional strategy of lecturing, but within that they often ask questions, have students write something, show images on a screen, make some kind of presentation, write notes on the board, etc.

Consider the instructional strategies that you are currently using in your teaching. Are you satisfied with your repertoire of strategies? Would you like to find out about some different strategies? We are going to highlight a couple of instructional strategies in this section of the newsletter as well as provide some resource links for you to explore. In addition, you can schedule an appointment to talk strategies!

First, let’s think about the instructional strategies you are currently using or have implemented in the past. When you ponder instructional strategies, consider assessment of learning as well. Quite often, instructional strategies serve assessment purposes in your courses. Here are some websites that can be helpful to peruse as you reflect on instructional strategies. As you compose a list—mentally, written, or as a brainstorming concept map (compose a list? concept mapping? Hmmm...those are instructional strategies!) — of the strategies you employ these sites can spark your memory and help you organize your thoughts. They are also a great resource for generating ideas for new strategies or new ways of utilizing common strategies.

- Interactive Strategies
- Instructional Strategies Online
- Glossary of Instructional Strategies

* Visit the Instructional Design Team webpage and click the Book a Meeting Time button. “Instructional Strategies” is one of the services available under the “Instructional Design” category.

“What we learn, we learn by doing.”

~Aristotle
The Sakai Stuff section of the newsletter offers ideas for using Sakai tools to augment your instruction. In this first issue, let’s explore some strategies for enhancing student engagement in your online or hybrid courses.

**Add Comments Tool**

Spark student input on controversial topics or invite students to share personal or work experiences related to the content presented with the Add Comments tool on lesson pages.

*Here’s how…*

1. Click **More Tools** at the top of a Lesson page.
2. Click the **Add Comments Tool**.

**Add Student Content**

Utilize constructivist theory in your course with the Add Student Content tool. Each student can construct a lesson page to convey content knowledge that can be shared with the class. Students can add text, images and hyperlinks to express their understanding of the content.

*Here’s how…*

1. Click **More Tools** at the top of a Lesson page.
2. Click **Add Student Content**.

**Important Tip!**

Place both of these tools at the very bottom of the Lessons page. As students add their comments, the page will become rather lengthy. To avoid excessive scrolling, subpage buttons and/or activity (i.e., discussion board, assignments, tests & quizzes) links should display above the Add Comments Tool.

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**TIME TO ENTER THE GRADES**

**BUT...WHERE DO I GO TO DO THAT?**

Entering grades into Sakai takes a bit of getting used to. Your instinct might steer you to click on the Gradebook tool to enter student grades. Makes sense, right? While it does make sense, it’s only right some of the time. It all depends on the item you are grading. Let’s take a closer look at the what and where of entering grades into your Sakai course sites.

**What**—Gradable content for which you have created a Gradebook Item.

**Where**—Go to the Gradebook and click on the linked title of the Gradebook Item.

**How**—Enter the grade into the Points/Percentage field box for each student. Click **Edit Comments** to add a comment, if desired.

**What**—Assignment (e.g., project, paper, etc.) set up in the Assignment Tool.

**Where**—Go to Assignments and click on the linked title of the Gradebook Item.

**How**—Enter the grade into the Points/Percentage field box for each student. Click **Edit Comments** to add a comment, if desired.

**What**—Discussion board participation (associated with the Gradebook)

**Where**—Go to Discussions (Forums) and click on the linked title of the forum topic.

**How**—Click to open a message from a student then click **Grade** under the message title. Enter the grade into the field box.

**What**—Online tests and quizzes with subjective content (i.e., items requiring teacher intervention for grading)

**Where**—Go to the Published tab of Tests & Quizzes. In the Select Action drop-down menu, choose Scores. Click on a student name to view and grade their submission.

**How**—Click to open a message from a student then click **Grade** under the message title. Enter the grade into the field box.

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WebQuests

WebQuests are innovative, inquiry-based learning activities that use Internet resources to engage and prompt students to seek, analyze and synthesize data in the construction of new knowledge or meaning.
counting and characterizing each of these rabbits. Just when you think you have a handle on all the rabbits and their characteristics, they have multiplied. So it is with field of instructional technology. As soon as you think you know every aspect, something new pops up! Currently, instructional technology includes theories, traditional media, computer-based training, games and simulations, multimedia, distance education, electronic performance support systems, and virtual reality with more being developed (Christopher, 2002).

Where did the notion of instructional technology come from? Technology in the classroom has been around for a long time—early on in the form of chalkboards, pencils, slates then to movies, radio, overheads and more recently, iPads, SmartBoards, digitized pens. During the years of World War II, mass training became essential to the war effort and the learning process began to be studied. From this study, theories and models of learning began to take shape and a new profession emerged, the Educational Technologist. The Education Technologist was a person with knowledge of technology and learning theory; a person with the skills to analyze, design, develop, implement, and evaluate educational programs using appropriate technology required for the job (Jones, 1999).

To sum it all up...instructional technology is the pursuit of knowing how people learn and discovering the best method to teach the learner. Instructional technology is objects—tools, machines, instruments— those physical devices of technical performance. Instructional technology is knowledge—the know-how behind technological innovation. Instructional technology is a process that begins with a need and ends with a solution.

**Ending comments with info on upcoming what is ID?** Add closing section and include Everything that can be invented… from CCSJ newsletter.