

Captions

(M230B)

IdeaTools: Rapid Development Tools for Creating Interactive Multimedia - Enabled Courses on the Web

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5 January 25, 2001.

6 "Idea Tools: Rapid Development Tools for

7 Creating Interactive Multimedia-Enabled Courses on the

8 Web" with Simon Ting, Jason Pitonik and Kathy Clark.

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10 HANK: My name is Hank Wallace and I am the

11 facilitator for this session. Our interpreters are
12 Gail and Joy and Christina. This session is Idea
13 Tools. Most of you already know since you already have
14 the handout. Simon Ting, Jason Pitonik and the easy
15 one, Kathy Clark. Our presentors, at the end of the
16 session, will have some time for questions and
17 answers. Also at the end of the session, if you will
18 please pick up an evaluation form or go to the learning
19 center and do the evaluation form. I would appreciate
20 it. They have asked me to remind you there is a
21 reception at 5 o'clock and it is included in your
22 admission to the conference. It is very nice and you
23 are all invited and all encouraged to attend. And now,
24 Simon.

25 >>SIMON TING: Hello. Can you hear me?

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1 >>THE INTERPRETER: We have a request for the
2 interpreter to be standing closer to the signer.

3 >>SIMON TING: What is Idea Tools? It is a
4 web-based instructional development tools for managing
5 on line courses. Why do we want to go on line in the
6 first place? We are talking about the worldwide web
7 and facilitate delivery of, the web supports many

8 multimedia formats, such as stock wave, steaming video,
9 chem sketch, and math ML, formula, and CAD,
10 instruction. There is demand for on line courses and
11 distance learning growing rapidly. Learners in the
12 work place need to be able to take classes while
13 staying on the job. And also campus resident students
14 prefer on line courses for ease of access and hours in
15 which there is requirements.

16 There are significant barriers. This is a
17 course that was given 3 or 4 years ago. The course is
18 organization by section, as you can see. Each section
19 has its own diagrams, activities, class notes, sign
20 language vocabulary. All courses are developed in all
21 languages. You just have to walk into one of the
22 courses to see. Go in and run your course and
23 everything is there. It is not easy to do. In a web
24 design class, such as HTML for creating content,
25 programming skills for adding interactive

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1 functionality, and artistic and UI skills for visually
2 impaired and easy to navigate websites. And it is
3 labor intensive and you have to do it and it takes
4 months and you want to hand code everything and it

5 might take months and months. So we trade to augment
6 most of the courses so that everything can be done
7 quickly. Before I proceed --

8 >>A VOICE: What was that?

9 >>SIMON TING: I have no idea. We started
10 this as a gradual approach and work closely with some
11 instruction developed here at National Technical
12 Institute for the Deaf and our components that were not
13 created to the end user use was not involved in the
14 classroom. We have to define it based on feedback that
15 we get from the faculty. As a result Idea Tools has
16 been adapted to meet a wide range of teaching styles.
17 Also, designed for applications you saw that we started
18 working with video streaming and smaller size requires
19 requires not Internet band width. This allows you to
20 create and present information visually. You can
21 supplement written materials with images, graphics,
22 multimedia. It supports visual instruction for
23 learners and they like that.

24 And we learn English skills like that. And
25 it allows you to bring in tools and allows to you do

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1 many things. You don't to have use all the tools but

2 select the ones you want to use. And drop out the ones
3 you don't want to use. The first thing you notice is a
4 personal portal page, a place where people can come for
5 information about the professor like notes, and has a
6 course information and you can put links and other
7 resources you want your students to access. You can
8 open up files, resume's for other people to share with
9 other people.

10 This is my personal information about myself,
11 more information. These are the courses that are
12 created. I can set up a web forum so a student can ask
13 me a question and I can reply. Some information,
14 opinions, discussion to discuss with other students.
15 There is a mini announcement, a nice place to post
16 announcements. All this is generated by idea tools,
17 not coded by me. This is where we create a course.
18 You can work in group E-mail on my class and I can
19 select and combine them. So all students on the list
20 will receive E-mail, and I can unselect as well. I
21 want to touch files with my E-mail and I can do that
22 and I can review it and let them send response to me
23 or not. If I want to, I can create an announcement
24 here. It allows you to schedule appointments.

25 Students can decide when they want to meet me.

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1 To confirm our schedule I can send an E-mail

2 notification. I will show you how we can create a

3 course very quickly. This is an example I developed

4 especially for this presentation. You can see here

5 everything has been generated by idea tools. There are

6 different tools to work with and you will get

7 interactive functionalities, and questionnaires that

8 you can create a course calendar.

9 This has been generated very quickly. You

10 are able to organize your courses into sections. Each

11 section consists of subsections and each subsection has

12 other information. You can work with graphics. You

13 can work with word files. This is loading MicroSoft

14 Word and created in MicroSoft Word. You can also work

15 with PDA files. What we do is we create your course

16 material with Power Point, Word, Excel, PDA files. You

17 can bring them into the website. This system does not

18 have acrobat but it is a free program component that

19 can be downloaded very easily from the web. We don't

20 have time to download the components so that was the

21 faculty portal. The next part Jason will show you how

22 to use idea tools to begin the process in building the
23 courses. We have the component called course builder.
24 Jason.

25 >>JASON PITONIK: I will just show a brief

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1 interaction on how to start creating a course. You go
2 into your faculty portal and you have a caption of
3 creating a new course. Now I'm going to go to the
4 tools to go here and you first select the course
5 builder. Everything is turned off automatically and
6 started up and you turn it on. It also -- the course
7 builder is easy to use, like breaking out a word
8 processor. It is set up with the files that you want
9 to create and what kind of files they are, and you go
10 through and upload files. What you put in can be
11 anything because it doesn't matter how you structure
12 it. It allows you to sort already. So teaching on a
13 week-by-week basis or unit by unit basis and you put
14 the material in one place and it allows you to set it
15 up however you are comfortable. I want to go through a
16 few web pages for example. And you save the outline
17 that you created and I guess it takes care of the
18 rest. Right here it would prompt me, if there were any

19 files that needed to be uploaded, it would be right
20 there. In this case it doesn't create blank ones that
21 you go and fill in later. Here are the two that
22 require folders with an outline and you click on there
23 and it opens up a menu with all the pages that are
24 dated and you click on line and you look at that and
25 edit it. If you want to escape this outline that was

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1 created, and it showed, and you want to copy that into
2 the site that I just created, it would speed things up
3 a little bit. You can see there are several files that
4 are not general files that were in that outline and you
5 upload them right here. I will take it out and deal
6 with them. This isn't quite where I expected it to be,
7 but I structured it. Here is a video and because I
8 didn't upload it yet, there isn't a full message that
9 says it hasn't been uploaded. And then when the
10 faculty person is ready to upload it, you can just go
11 in and do that and see the video instead of the
12 message. A few different views. This was the drop
13 down menu that I just showed where all of your files
14 appear in the drop down menus. Another option is table
15 of contents. Now you see the options on the side up to

16 here now, and you click on one of these and the content
17 is up here over there. Another option, if you want to
18 pick your own evaluation style, you can turn that off
19 all together. There is no navigation at all. You look
20 at files and take your own off. Now I'm going to
21 quickly show you how to do some simple editing with
22 this editor. Kathy will go into a little more depth in
23 a few minutes. I'm going to upload a syllabus style
24 that was created to show you how easy it is to bring
25 previously-graded content into visuals. Here is the
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1 syllabus file. You can now go and do another page and
2 type in anything. You save it. When the student
3 enters a syllabus, you will see what was submitted and
4 it is automatic. No uploads has to be done. The last
5 thing I want to show is the cross calendar tools. You
6 date the calendar which you can then use for
7 scheduling, to store files. Here are classmates
8 already loaded on there. I will now turn it over to
9 Kathy and she will go into a little more in depth on
10 editing the actual content.

11 >>CATHY CLARKE: I will show you guys how you
12 look at the could be tent and the course program. Here

13 is the file I will edit. Right now I look at it
14 automatically with the file. It will go in and import
15 text file that we already created, and I will format
16 it. And upload it.
17 Here is some basic text, and now I can go
18 through and choose things with a subtitle so it is easy
19 to see. I can go through the whole thing but I will
20 quickly insert a graphic. So a format is based on how
21 you want to make it look. That gives you a quick idea
22 of what you can do. I will save it. The file name is
23 already there for you. And then you click on browse
24 and you see this. Now I will show you how to do, to
25 build a quiz, homework. So I will shut it off and

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1 click on a quiz. The quiz setup will come up whenever
2 you look for a quiz builder. You have the amount of
3 points, the number of questions add it to the grade
4 book and you can choose if you want to take it, and it
5 is automatically reviewed when finished. That's all
6 for that.

7 So we have some questions in the tech file
8 and I will import that quickly. I will pick one. I
9 will highlight my first question, and turn it into a

10 question. I will put the add in button for a
11 selection. I will do the same thing for number two.
12 You can also have fill in the blanks, true
13 and false questions. This question is to fill in the
14 blanks and I will keep the line you have there in a.
15 The last question involves an image. I will have that
16 cut out. I will look at these two words and mix them
17 up. So I will put a bunch of blank boxes and upload
18 this. Jason will show you the other quiz. This is how
19 it works for you and we will show you that. And I will
20 also quickly show you a homework assignment that we
21 created. You can go through and do whatever they want
22 and the instructor will go ahead and evaluate it on his
23 own. The homework is there and it grades
24 automatically. The instructor can evaluate it. I will
25 leave some blanks. But it is resolved. It tells you

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1 what you got wrong and tell what you the right answer
2 is. Then it will automatically go into the grade.

3 That's it.

4 >>SIMON TING: We have to look at there

5 website, and if you would like to try out, you come to
6 there. You can go to this website. And you have my

7 E-mail. If you have any questions, send me an E-mail
8 and I will respond to your questions. Thank you all
9 for being here.

10 >>A VOICE: Where did you create the file of
11 correct answers for the quizzes?

12 >>CATHY CLARKE: I didn't get a chance --

13 >>A VOICE: Where did you create the file of
14 correct answers for the quiz?

15 >>SIMON TING: You have to look for the right
16 answers. Samples are here for all consumers and the
17 answers are there, and we separate it with a bar and
18 you do typing with a bar or herbivore or carnivore.

19 >>A VOICE: You create the quiz first and
20 create an answer key like a template for the answer?

21 >>SIMON TING: Each quiz is created with an
22 answer key and placed to the right of it, and you set
23 up the correct answer on the answer plate. And when
24 you finish typing or answer the quiz, the answer is
25 checked compared with the answer in the setup.

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1 >>A VOICE: Can we use this website that you
2 have given us at no cost to us?

3 >>SIMON TING: Any idea will be happy to

4 support people that would like to experiment. I will
5 allow you to use and plus the cost of our server. Does
6 that answer your question? Voice what you mean is, we
7 can use this for no cost?

8 >>SIMON TING: It is free, no cost.

9 >>A VOICE: Where can I get a copy? Do I
10 have to download this from the web?

11 >>SIMON TING: It sits on our web server, and
12 you can use the tools on our web server. You can look
13 on our web server, and work there or your student can
14 access your materials and you can post your material on
15 our web server.

16 >>A VOICE: So we keep the rights of the
17 course or does in the TID now have the rights? Do they
18 assume the rights?

19 >>SIMON TING: My boss will explain to you if
20 you send me E-mail.

21 Hank we can't answer all the questions. We
22 are out of time. If you have individual questions, and
23 he also gave you E-mail address so that you can contact
24 him directly.

25 >>SIMON TING: I will send out to all.

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1 Hank: I need to remind you that there is an
2 evaluation form at the door or you have electronic
3 evaluation form from the learning center to evaluate
4 this section. Thank you very much.
5 (Session concluded).