Introducing the Premiere Issue of ILCCO e-News

In this issue

Welcome Letter

Welcome to the first ILCCO Newsletter. Here we kick off a quarterly newsletter that will provide relevant articles to community college faculty and staff. We hope that you will find this a valuable resource as we continue in this endeavor.

If you have ideas for submissions, topics you would like covered in upcoming newsletters, or would like to have further dialogue on how ILCCO can benefit Illinois community colleges, please let me know. I can be contacted at jnewell@iccb.org.

In the fall of 2003, ILCCO held a strategic planning session. The result was a strategic plan that focused ILCCO on leadership and research. It was determined that ILCCO provides a key statewide voice for community colleges for online education. Shifts in the state over the last two years, largely due to economic factors, have diminished the voice of community colleges in distance learning and technology. ILCCO is looking into further grant opportunities to expand services, continuing and expanding professional and faculty development opportunities, as well as representing community colleges statewide.

ILCCO is working with The Growth Group on the development of a statewide needs assessment to assist the colleges in program planning. The assessment will occur in the 2005 academic year. The goal of the needs assessment is to provide a comprehensive statewide look at educational needs. The information from this needs assessment process will aid colleges in decision-making to meet future student need.

The ILCCO Strategic Plan can be seen at
http://www.iccb.org/html/pdf/ilcco/strategicplan_09_16_03.pdf.

Jeff Newell
Director, ILCCO

What Online Faculty Need to Know: Basic Competencies for Online Instruction

by Jeff Bathe

Peter Drucker has proclaimed a major change in education in the next 50 years due to the growth of technology (De los Santos, 2001). Online courses are growing at an amazing rate. For example, Illinois colleges and universities reported offering 3,742 online courses for fall 2003 (Illinois Virtual Campus, 2004). According to the Illinois Virtual Campus (2004), these courses generated 50,093 student course enrollments. This represents a 24% increase in online enrollments from the online enrollments reported in fall 2002.

However, the progress in online is without its price. "The current development of online course offerings has progressed in a similar fashion to this country's westward expansion during the 19th century, happening at a rapid pace without regard to all of the consequences being examined" (Bathe, 2001, p. 1). One reason for this is the desire for online courses and degrees being placed online without taking the time to ensure that all of the faculty possess the skills to teach online.

As the pace of course development starts to slow, we are starting to take a step back to examine what do our faculty need to know to work successfully in the online realm. In talking with instructional designers and online administrators in Illinois, some common themes were presented in what online faculty need to possess:

- Technology willingness
- Willingness to learn new things
- Understand that technology is not foolproof
  - Have a backup plan when technology fails
  - Being resourceful
- Interpersonal Skills
  - Be accessible
  - Ability to engage students
  - High energy
  - Flexible and open-minded
  - Ability to relate to traditional and non-traditional students
  - Be a cheerleader
  - Patience
  - Smile electronically
- Course Expectations and Outcomes
  - Realistic regarding what can be accomplished
  - Clear objectives/goals
  - Understanding of learning styles/instructional design
  - Use of Multiple Pedagogies
- Computer Skills
  - Basic computer skills
  - Basic Understanding of:
    - software used
    - HTML
  - Some exposure to online learning
    - Taken an online class
    - Used the technology as a supplement

While their list provides some insight, we can see that faculty competencies can be boiled down to three major areas: Technical; Facilitation; and Administrative.

Technical Competencies

Online instructors need to become "comfortable and effective" with the technology used in the course they will teach. The online instructor must be able to competently use technology. Just how skilled an instructor should be with technology is probably open for discussion, but the adjectives "comfortable and effective" are minimal descriptors.

We see that instructors need to have some common sense with regards to using the technology. We see faculty need to know their limits. I have seen instructors who have minimal experience placing every resource known to man in their courses. Along the same lines we see the instructor who does a lot but it is overwhelming to the students (or it is

technology beyond the capabilities, excessive streaming video and students have poor connections).

I think instructors need is to make sure that technology is just a tool. It in itself is not the course. Making sure that there is an appropriate amount of interaction between the instructor and students is key. That way the courses move beyond online correspondence courses (which exists in way too many cases).

While there is a push to use more and more technology in our classes, there is a danger that new, nifty technologies and software will play too large a role in online instruction. Teaching and learning activities may be fit to the technology, and the technology dictates course content and activities.

Facilitation Competencies

One virtue of online instruction is the ability to request/require "no lurkers" -- students are expected to contribute to discussions and their responses (quantity and quality) can be better objectified for the purpose of grading class participation.

The use of various learning options can stimulate learner participation and interaction-- small group discussion, debates, polling activities, dyadic learning partnership exchanges, and one-on-one message exchanges recognizing students messages are some of the activities to use when encouraging participation.

Discussions can be a piece where time can be a challenge. To help facilitate that, the instructor needs to utilize tips and tricks to help them ensure that the students are engaged and have the comfort of knowing that the instructor is present. Providing clear guidelines to how much you, the instructor, will be participating; having "stock" text that you can utilize and paste in to respond to common themes; and having students involved in the evaluation process can help with time and facilitation.

Administrative Competencies

Dividing the course into modules, units, weeks, etc. and posting an interactive, hyperlinked syllabus-agenda is an imperative as far as I'm concerned. The start-up of a class is likely most important. It establishes criteria and sets tone and pace. One of the common misconceptions that students have about online courses is that they are self paced. Just as we have to synchronize our watches, we need to make sure that the class is synchronized (or in step). While some classes work well with the students at various points, most course designers are proponents of students not only interacting with the content and the instructor, but with each other. A lot of rich discussion happens across students, and if they were allowed to roam free it would be as hard to deal with as herding cats.

While the hiding of modules is one way to assist in this issue, it is only part of the solution. When does one make the next module available? Do you wait until the first day of the new module, does one make it available a day or 2 prior? Those are things that you are going to have to fine tune (or resynchronize). In my courses, I make the materials available 2 days prior. This is because I have learned that with the schedules of the participants, they need the time to get all of the readings in, while working on the assignment.

Maintain as much flexibility as you can in the course. Because of the individuality of the learners, courses need to remain flexible and the instructor needs to support this. Rather than presenting an elaborate agenda at the outset and a complex process for students to fulfill, follow the flow of the conversation, while guiding it toward the subject.

Conclusion

As we have seen there are several things that need to be considered as one moves into online teaching. However, the points above are not all that need to be examined as part of getting prepared for the online realm. Legal

issues such as copyright and ADA guidelines need to be examined as courses are being designed. Also, compliance with institutional guidelines needs to take place. In these guidelines, web and course design, communication, and other factors can be assessed. Addressing the competencies, legal issues, and college guidelines, as well as working with the support staff at your institution will help in ensuring a course that everyone can be proud of, and most importantly, one that helps the students learn.

References

Bathe, J. O. (2001, November). *Love it, hate it, or don't care: Views on online learning.* Poster presented at the annual Conference on Information Technology: League for Innovation in the Community College, Minneapolis, MN.

de los Santos, G. E. (2001, November). *Access in the information age: Community Colleges bridging the digital divide.* Presented at the annual Conference on Information Technology: League for Innovation in the Community College, Minneapolis, MN.

Illinois Virtual Campus (2004). *Distance Education Enrollments at Illinois Colleges and Universities: Fall Term 2003.* Retrieved March 21, 2004, from http://www.ivc.illinois.edu/pubs/enrollment/Fall_03.html

McHenry Uses ICE for Course Sharing

by Dr. Julie Giuliani

McHenry County College knows a lot about the Internet Course Exchange System (ICE). Two years ago when the college was looking to expand its online course offerings, MCC piloted its first ICE course, Humanities Through the Arts. As Director of Distance Education, I was thrilled that I could import a quality course from a neighboring college without jumping through a lot of administrative hoops. The Humanities online course imported from Triton Community College proved to be a big success because our students were excited about registering for a required, online course not always available on the MCC campus. Furthermore, since this ICE online course was met with instant popularity, our own Humanities department chose to develop an MCC Humanities online course. MCC still continues to import a Humanities online course. However, only as a backup when our own Humanities section is filled. This has been a win-win experience for everyone. Triton Community College is able to grow their Humanities online enrollment. Our college is meeting the needs of its distance learners without adding another section or finding an additional instructor. And, the best part, MCC students no longer have to "virtually" wait to enroll in a required course.

The college discovered another positive benefit of ICE when planning its NCA accreditation proposal for distance education degrees. Since the distance education program at MCC is still relatively new, not every core degree course is offered via a distance learning delivery format. Fortunately, using ICE as a resource, MCC was able to import the required Physical/ Life Science courses and Communication course from colleges such as Waubonsee, Triton and Harper Community Colleges. As a result of importing these essential online courses, MCC moved one step closer to gaining accreditation for offering Associate of Science, Associate of Art and Associate of General Education distance education degrees. Currently, MCC is exporting its new distance education certificates via the ICE system. Two online certificates, International Business and Tax Agent Preparation, are being offered to any interested ICE participant. All in all, the ICE system has afforded McHenry County College many success stories.

Information Technology Faculty Institute in June

by Jeff Newell

Time is fast approaching for this year's Illinois Working Connections Institute 2004, scheduled for June 14-18 at the Capital City Center at

Lincoln Land Community College. The Institute is a 5-day IT faculty development opportunity for both full-time and part-time community college faculty to receive state-of-the-art training in "hot" topic areas. The seven curriculum tracks offered this year are:

- Java Programming
- Linux & Web Database Interaction
- Mixed Operating Systems Intro to TCP/IP
- Fundamentals of Wireless LANs
- Office 2003 & XML/InfoPath
- Web Multimedia
- Security+

Eighty-two faculty from 38 of the 48 community colleges in Illinois attended the Institute last summer. The annual Institute is designed to keep faculty on pace with cutting edge technologies so they can more quickly bring those technologies to their students. We are hoping to have attendees from all 48 community colleges this year. The cost of the week-long Institute is only $350 and includes hotel. Information on the curriculum tracks, online registration and more can be found at the Institute's website: www.iccb.org/wc-il.

ION Quality Online Course Initiative

by Jeff Newell

The Illinois Online Network (ION) has begun the Quality Online Course Initiative (QOCI) project. The goal of QOCI is to create a rubric that will be a useful evaluation tool to assist faculty and institutions in measuring the quality of online courses and aid in the development of online courses.

What is QOCI?

According to Michael Lindeman, ION Program Director, "The rubric will outline specific guidelines related to design, assessment, technology, and interaction and will be publicly available on our web site. Institutions, departments, and individual faculty members will be able to use the rubric when developing new online courses or to self-asses an existing course."

The QOCI committee is currently reviewing a number of national models in the development process, including the recent rubric developed by Illinois Central College. A draft of a rubric will be created and presented at this summer's ION Faculty Summer Institute, which is being held May 24 - 26 at the University of Illinois - Springfield.

Following development, the rubric will be piloted at several Illinois colleges and universities. Final revisions to the rubric will be made and then it will be made available for statewide release. Plans for an annual award are being developed for the Faculty Summer Institute to recognize the year's outstanding online courses. It will also help spotlight best practices used in Illinois' online courses. The competition is planned to begin with the 2005 Faculty Summer Institute.

For more information, please contact Michael Lindeman mlindema@uillinois.edu.

The Illinois Online Conference 2004

by Deb Hutti

*"The potential for change in learning, in teaching, and in the structure of educational organizations is enormous. If we only think of using new technology for teaching the same old subjects to the same kinds of learners with the same methods within the same kinds of institutional structures, we completely miss the potential of technology." **Dr. Michael G. Moore***

According to Dr. Moore, the obvious potential for technology is not in its ability to assist those leading the learning to do the same things faster and simpler. The real potential of technology is its ability to explore the unknown, to free fall into new educational adventures, to assist educators and students to unearth new ways to learn and to teach, and to reinvent and enliven traditional, yet imperfect educational paths. In effect, technology allows educators to try and do what has not been done or even

conceived in a way that has not been tried or conceived before.

Unremarkable as it may seem, it was Dr. Moore's quote that was the original catalyst for the development and implementation of the Illinois Online Conference for Teaching and Learning: Innovation, Education, Technology and You!

The Illinois Online Conference and the Free Fall-

In 2002, educators throughout the state of Illinois were embarking on all types of technology related activities. The Illinois Century Network had just completed its first wave of technology back-bone implementation, the Illinois Virtual Campus had opened its doors as one of the nation's premier distance education clearinghouses, the Illinois Digital Academic Library was on its way to assisting with the digitizing of mass quantities of library resources, the Illinois Virtual High School was opening its virtual doors to place-bound, time-bound high school students, the Illinois Online Network was providing second to none online learning professional development, and in addition and in unprecedented fashion, very smart people were developing very smart and very unique ways to use technology throughout the learning process.

Thus it came to be that, in 2002 a group of educators - all involved with technology and teaching and learning - met (ironically enough) face to face to discuss a new type of professional development conference - one that would be held in cyberspace, requiring no travel and had no time barriers. At that time, there were very few to no opportunities for educators to participate in online conference-like activities. It was technologically possible, but amazingly unavailable.

Without instructions, directions, a set of materials, adequate benchmarking, or funding, the group gathered decided to forge ahead regardless of what could have been perceived as a lack of a potential pathway for success towards developing a new way to conference.

From Free Fall to Soaring

Within a few months time, the idea for the first Illinois conference to be held entirely online became a reality. Presenters emerged, sponsors came forth, participants registered, funding was found, dates were secured, technology was identified, and the Illinois Online Conference for Teaching and Learning was born.

The cost was exceptionally low - three days worth of conference activities for $100 including keynotes and a year's worth of access to the presentation archives. Though the conference organizers still felt as if they were free falling, it was as if the conference was suddenly given a pair of small, but useful wings and rather than heading for a disastrous crash landing, the IOC believed that at worst these tentative wings would allow the IOC to slightly soar before landing.

The Educational Adventure

In February of 2003, participants and presenters gathered for the first Illinois Online Conference, and though imperfect in many ways, everyone agreed that the experience was beneficial to all. Motivated by the data captured within the evaluations and propelled by a grant received through the SBC Accelerator Program, the IOC steering committee decided to hold a subsequent conference in 2004.

In February 2004, participants and presenters gather for the second Illinois Online Conference. This year brought together several hundred participants, over 70 presenters, three keynote presentations, two welcome addresses, and a myriad of other conference activities - all aimed at broadening horizons in the area of teaching and learning and technology. This year, the IOC presenters and participants learned a great deal about the development of a community of educators who

were dispersed throughout the globe all attempting to unearth new ways to teach and to learn.

Currently, the archives of the 2003 and 2004 conference are accessible to the general public and can be found at http://home.learningtimes.net/ioc2004. The IOC steering committee encourages any interested individual to go to this site and review the conference archives. The committee welcomes feedbacks from visitors, seeking comments (send to mjaeger@lakeland.cc.il.us) that would be helpful for subsequent conferences.

Learning Tidbits from the IOC Experience

In general the IOC steering committee found that:

- Technology can do anything - only limited by what we dream it can do,
- Online conferencing is fun - lots of preparation involved, but very enjoyable,
- High tech does require high touch - but then, what doesn't require high touch, and
- Next year - February - comes quicker than expected; so, must run. See you at IOC 2005 shortly.

Online Faculty Development Resource

by Jeff Newell

Database for Innovative Course Exchange (DICE), is a faculty development resource that raises awareness of faculty development initiatives at Illinois community colleges and fosters collaboration by sharing resources. DICE is designed to be a one-stop resource for available faculty development workshops and courses, as well as expertise. A community college looking for specific expertise or a specific workshop can use DICE to find what is available regionally or statewide. Then,

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arrangements can be made between the schools for the sharing whether that be by sending faculty to another campus or bringing another college's workshop to your campus.

The idea for DICE began with a group of faculty development directors who practiced informal expertise exchanges with each other to enhance their on-campus faculty development. At the request of the ILCCO Learning Academy and the ILCCO Faculty Development Subcommittee, ILCCO began work on a new database to facilitate information dissemination on the breadth of workshops and expertise available statewide through community colleges.

DICE is a benefit because it provides easy access to information statewide that can aid in expanding faculty development workshops at colleges and because it centralizes faculty development points of contact for all participating colleges.

The two main features of DICE are the Schedule of Events and the Expertise List. The Schedule of Events provides information on date, location, course information, contact information, and materials and resources. The Expertise List provides expertise at colleges and points of contact.

On campus, faculty development directors have been contacted about involvement in DICE. DICE is a voluntary system. Participating colleges will have two faculty development contacts involved in use of the system. If your college has not been contacted, or to view a demonstration of DICE, please contact Jeff Newell at jnewell@iccb.org.

The OASIS Advantage

by Stephen P. Garren

ILCCO's Online Assessment System for Internet Students or OASIS is a self-assessment tool which gives both prospective and current online students a chance to evaluate their abilities to succeed in an Internet based course. The main features of the system

are two surveys, the "Study Skills" survey and the "Learning Styles" survey. A third component of the OASIS system is a series of tutorials designed to provide an online student with knowledge of some of the tools used in Internet based courses.

The Study Skills Survey consists of a series of statements assessing the student's ability to cope in the online environment. The statements are intended to evaluate the student's perspective on online learning, their ability to cope in the online environment and classroom, and their technological readiness. After answering the series of statements based on a five point Likert Scale, the survey breaks the responses down into a series of "tips" based on communication, time management, motivation, and technical skill. OASIS red flags those responses where the student may have a misnomer about online courses or where additional skills may be required.

Part two, the Learning Styles Survey of OASIS examine the student's learning style by asking forty-four random questions about how the student sees himself or herself in the learning process. The responses formulate a profile of the student based on four categories of learning styles: active-reflexive, sensing-intuitive, visual-verbal, and sequential-global. The information provided by the survey is not intended to give advice on whether the student should or should not participate in an online course; but rather gives the student information to make knowledgeable choices and strategies for having a successful experience in the course.

The last section of OASIS contain tutorials specific to the online course the student may be thinking of taking or are currently taking. A complete view of all tutorials is also available for the student. The student has the choice of going through all three phases of the tutorial: read it, watch it, and do it. OASIS keeps track of which tutorials have and have not been completed by the student.

My Viewpoint:

OASIS gives the novice online student a valuable precursor to the online learning experience. More importantly, OASIS allows the student to view his or her learning style and make an informed decision as to how, and if, to proceed in the world of Internet based courses. OASIS is a tool that should be used by both counselors and instructors in advising or directing students. OASIS should not, and does not, replace orientation to online courses at individual institutions. Each institution is unique in the version of their course management system and the tools they provide to deliver instruction. A more detailed experience with these tools is needed. OASIS is simply an advantage each student should be given prior to enrolling in Internet based courses to assure success, diminish failure, and increase retention.

To learn more about OASIS go to:
www.ilcco.net/oasis

Introducing Troy Walker

To introduce myself, I am Troy Walker, your new Web Application Developer. I am excited to be a part of the ILCCO team. My immediate predecessors, Danny and Jesica, and those before them, created a great and useful product. I know that ILCCO has new and exciting projects for me to complete, and I am looking forward to doing so.

Now, a little about me. I was born and raised in Mattoon, by my parents Robert and Mickie Walker. I have an older brother and sister. We all grew up helping out in our family business that we sold a little over three years ago. During that changing point in my life I decided to return to Lake Land College and get my Associate in Network Administration degree. I have since completed that and have continued to pursue a Digital Communications degree completely online from Franklin University in Columbus, OH. I will graduate from Franklin at the end of the year. I worked at Lake Land

College as a part-time employee in the Center for Professional Development as their ColdFusion developer for a little less than a year before ILCCO hired me.

My wife, Andrea, and I will be celebrating our 5 year anniversary this May. We have a beautiful daughter, Kaitlyn, who just turned two this past March. She enjoys playing with play-doh and tormenting our Pug, Lelu. In my spare time, when I am not doing homework, working and playing with my daughter, I enjoy making wood furniture items. Andrea and I enjoy vacations and spending time alone together (a very rare occurrence).

I am looking forward to working with everyone and encourage you to send me an e-mail anytime you are having issues with any of the ILCCO products, or just to let me know how we might enhance our current products.

Best wishes,
Troy Walker
ILCCO Web Application Developer
support@ilcco.net

ILCCOs got a brand new look

Check it out! My first project as the new ILCCO Web Application Developer was to redesign the www.ILCCO.net website. I wanted to bring a fresh new look to the site and design it with all the new accessibility standards. One of the first things you will notice is the color change. A calming business blue with a nice graphic grabs your attention as you enter the site.

All the links that you were used to are still there, just in different locations. Across the top are the main ILCCO links ICE, OASIS, OLE and DICE. Clicking on these links will allow you access directly into those sites. The next row of links to the Learning Academy, eLearning Illinois and IVC Tutor direct you to ILCCO support sites. The Contact Us link gives you information on how to contact the ILCCO staff, including myself. The News link directs you to the new ILCCO eNews newsletter. This quarterly newsletter features articles written by

your peers on topics related to what ILCCO has to offer and how some colleges are using the technology. On the bottom bar next to the copyright notice are links to the Demos sites and the Admin area of OASIS and OLE.

All of the great aspects of the site are there for you to use with a fresh updated new look. As always, if you would like to see improvements to any of the sites that you use, just send me an e-mail and I will add them to our wish list.

The ILCCO Learning Academy

To find out what upcoming professional development workshops and sessions are being offered now and in the near future, click on www.ilccolearningacademy.net or contact the academy at ilccoacademy@waubonsee.edu. If you would like to speak to someone, telephone 630-466-7900, ext. 2724.

Jeffrey Bathe

Jeffrey Bathe is the Director of Instructional Technology and Alternative Delivery at Kankakee Community College. He also provides instruction for the Illinois Online Network's MVCR program. He also teaches faculty development workshops throughout the state of Illinois, both online and face-to-face, on such topics as adapting curriculum and effective uses of technology tools. He received his B.A. and M.S. from Western Illinois University and is currently pursuing his Ed.D. from the University of Illinois at Urbana-Champaign in Community College Leadership.

Dr. Julie Giuliani

Dr. Julie Giuliani has been the Director of Distance Education at McHenry County College for nearly four years. She is a graduate of the University of Wisconsin, where she received her BA in Communication, and Northeastern Illinois University

where she received her MA in Human Resource Development and Instruction. Dr. Giuliani received her doctorate from Northern Illinois University in Adult Education with a research emphasis in the area of distance education and instruction.

Prior to coming to McHenry County College, Dr. Giuliani was the Director of Distance Education at Northwestern Business College. At NBC, Dr. Giuliani was responsible for creating a distance learning campus online. Since her position at MCC, Dr. Giuliani has been involved with the administration and implementation of alternative distance learning systems including online courses, telecourses, videoconferencing courses and hybrid courses. Currently, Dr. Giuliani is championing the pursuit of a Distance Education Degree for McHenry County College and North Central Accreditation.

Dr. Giuliani has conducted many program reviews in her position as Director of Distance Education and has visited Northern Illinois University, Northeastern Illinois University, Triton College, Moraine Valley College and College of Lake County to explore their Distance Learning Support Centers. Recently, she was a program reviewer for MCC's Library Program Review and Continuing Education Program Review.

Recent Presentations

2001 Rethinking Strategic Planning for a Web-based Distance Learning Program, presented at the 81st Annual AACC Convention

2002 Marketing Your Distance Education Program, presented at the Distance Learning Conference, Springfield IL

2003 (Pending) Teaching Styles and Learning Styles: Something Online Instructors Should Know, to be presented at the Illinois Online Network Conference and pending proposal for the National Conference for Continuing Education and Training

Steve Garren

Stephen P. Garren is Director of Learning Technologies in the Center for Technology and Professional Development at Lake Land College in Mattoon, Illinois. As Director of Learning Technologies he is responsible for working with faculty, staff, and students to facilitate, plan, develop, assist with and maintain activities that incorporate technology in the teaching and learning environment at the College. Steve is instrumental in supporting and directing initiatives that combine teaching and learning with technology, in supporting distributive learning, and in initiating new projects and partnerships that have the potential to enhance the academic excellence of technology driven teaching and learning projects. Steve is a member of the 2004 Illinois Online Conference Steering Committee. In particular, he was a guiding force in the conference's website development and with its helpdesk support.

Jeff Newell

Jeff Newell is the Director of Illinois Community Colleges Online and has worked at the Illinois Community College Board for the past 3 1/2 years. Prior to that, Mr. Newell was an educational television director-producer working for the Center for the Application of Information Technology at Western Illinois University and the Center for Educational Television at the Southern Illinois University School of Medicine. His work includes national educational broadcasts in the areas of educational methodologies, instructional technology, adult education, K-12 education, medical and health education.

Deborah Hutti

Deborah Hutti is the Associate Vice President for Educational Services at Lake Land College. As such, she provides leadership

for multiple academic processes including the use of technology throughout the teaching and learning process. She assists with the development of new curricula, the coordination of faculty/staff development, the coordination of articulation initiatives, the building of the academic schedule, and the assessment of learning outcomes.

Michael Lindeman

Michael W. Lindeman is the Program Director of Illinois Online Network at the University of Illinois at Urbana-Champaign. He has developed and taught online courses for faculty members on instructional design, student assessment, and web design.

He first started working with instructional technologies as a graduate student in the University of Illinois at Urbana-Champaign's Division of English as an International Language, where he specialized in Computer Assisted Language Learning (CALL). As an ESL instructor at the Intensive English Istitute, he incorporated Web resources, mailing lists, and multimedia into the course curriculum. As Online Education Coordinator for the Intensive English Institute, he directed the design and development of an online preparation course for the Test of English as a Foreign Language (TOEFL).

He has served as a consultant for Rush University College of Nursing, IDX.com and UNESCO, helping these organizations move towards online instruction. He has conducted many workshops and delivered presentations at national conferences focusing on online course development, assessment of student learning, and online course evaluation.