



# **College of Arts and Sciences e-Learning**

**Dr. Jean-Claude Bradley**

**CoAS e-Learning Coordinator**

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# FOCUS POINTS

## Tools and Platforms

WebCT, Tablet PC, Blackboard etc.

## Content

Syllabus, Websites, Lecture Notes, Software, Recordings etc.

## Interaction with Students

E-mail, Discussion boards etc.

## Assessment

Quizzes, Tests, Surveys etc.

## Unique Experiences

Professor observations and student responses to e-Learning



# Featured Faculty

**Dr. Valarie Arms**  
**Professor**  
**English and Philosophy**  
**valarie.meliotes.arms@drexel.edu**



- **Tools and Platforms**

TDEC/Humanities Webpage, WebCT, Drexel One E-mail

- **Content**

Html syllabus on departmental webpage, Design reports assigned to students that require Adobe or other graphics software

- **Interaction with Students**

Links and homework postings on TDEC/Humanities webpage

- **Assessment**

Waypoint, student evaluations available online

- **Unique Experiences**

Dr. Arms says, “When using a computer, one should have a strong pedagogical reason.”

Waypoint was helpful because Spring term students could view student work from Winter term and improve upon their work

**Dr. Jean-Claude Bradley**  
**Associate Professor, e-Learning Coordinator for CoAS**  
**Chemistry**  
[bradlejc@drexel.edu](mailto:bradlejc@drexel.edu)



- **Tools and Platforms**

WebCT, Media Site Live, Smart board

- **Content**

Links to electronic archive in WebCT, video and audio class recordings with Screen Capture, PDF syllabus in WebCT including homework postings

- **Interaction with Students**

Drexel One e-mail, FAQs in PDF on WebCT, 'Open Classes' for students who take class fully online (optional) – can e-mail or drop by once a week by appointment, WebCT discussion boards for urgent info

- **Assessment**

Voluntary, untimed quizzes on WebCT, Required, timed quizzes on WebCT, Walk-in testing policy: designated rooms in Korman for tests and exams  
Surveys throughout term about archived classes

- **Unique Experiences**

Students appreciate viewing classes anytime and prompt online feedback

**Dr. Douglas Chute**  
**Professor**  
**Psychology**  
**douglas.l.chute@drexel.edu**



- **Tools and Platforms**

Personal webpage, WebCT, Dell Blackboard, Tablet PC

- **Content**

Sniffy the Rat software, html syllabus, jpeg files, multimedia files, Word docs. For Sniffy the Rat, Departmental “mini lectures” on WebCT, PSYCH 101 lab manual available in Adobe format, PSYCH 101 text available

- **Interaction with Students**

WebCT discussion boards

- **Assessment**

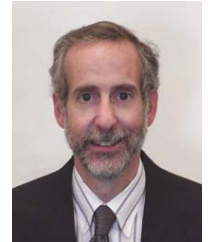
Generally does not use most online assessment tools

- **Unique Experiences**

Students less willing to ask questions electronically

Communicating electronically bridges social gap between professors and students

**Dr. John DiNardo**  
**Professor**  
**Physics and Atmospheric Sciences**  
**n.john.dinardo@drexel.edu**



- **Tools and Platforms**

WebCT, Drexel One E-mail, Departmental webpage (TDEC), personal webpage

- **Content**

Syllabus, lecture notes, homework postings and solutions on WebCT- PDF

- **Interaction with Students**

Drexel One E-mail

- **Assessment**

Survey on WebCT- given at end of semester to gain feedback from students on the effectiveness of WebCT

- **Unique Experiences**

Dr. DiNardo is pleased that the students are happy with the teaching methods

Students like the instant response from the WebCT homework assignments

**Dr. Cecilie Goodrich**  
**Professor**  
**Bioscience and Biotechnology**  
**cecilie.goodrich@drexel.edu**



- **Tools and Platforms**

Drexel One E-mail, WebCT, Laptop and Projector

- **Content**

Syllabus in html, PPT and jpeg slides in WebCT, Real Media Player streaming video, Matlab, PDFs(lecture notes, homework postings and grades), Adobe needed, animated CD available for BIO203 recitation

- **Interaction with Students**

Discussion forums on WebCT with study questions (not required)

- **Assessment**

Quizzes and surveys on WebCT

- **Unique Experiences**

Surveyed students in the beginning on WebCT about what kind of computers they had

Student said that, "Seeing her PowerPoint was like hearing her voice."

**Dr. Pat Henry**  
**Senior Lecturer**  
**Mathematics**  
**patricia.henry@drexel.edu**



- **Tools and Platforms**

Tablet PC, WebCT, Drexel-One E-mail

- **Content**

Html syllabus on departmental webpage, PDF lecture notes, Maple software

- **Interaction with Students**

E-mailed students Tablet PC lecture notes

- **Assessment**

Freshman placement exam on WebCT

- **Unique Experiences**

Students appreciated her openness with new e-Learning technology, encourage feedback

For Tablet PC: Students preferred when she did writing in front of them rather than when she had work already prepared, so they could copy notes with her

**Mr. Andrew McCann**  
**Auxiliary Instructor**  
**English and Philosophy**  
**[andrew.james.mccann@drexel.edu](mailto:andrew.james.mccann@drexel.edu)**

- **Tools and Platforms**

Departmental Webpage, WebCT,

- **Content**

Html syllabus on departmental webpage, Lecture notes (PPT) posted on WebCT

Text: Engineering for the Humanities Curriculum

4<sup>th</sup> Edition

Valarie Meliotes Arms

- **Interaction with Students**

WebCT group discussion boards

- **Assessment**

Insight Webpage – by Heinle Publishing, professors check for originality

- **Unique Experiences**

Data-rich,real-time environment, brings consistency to teaching methods

**Ms. Marna Mozeff, M.S.**

**Instructor**

**Mathematics and Computer Science**

**[marna.a.mozeff@drexel.edu](mailto:marna.a.mozeff@drexel.edu)**

- **Tools and Platforms**

Blackboard, Tablet PC

- **Content**

Syllabus in PDF, links on syllabus, lecture notes in PPT, Audio software – Sound Forge, graphs in bitmap, Adobe and Wacom-Graphire Board for students to take exams online, Tablet PC to post lecture notes, syllabus and exams, Maple to create graphs

- **Interaction with Students**

Blackboard discussion boards, E-mails students using Blackboard and receives e-mail through Outlook

- **Assessment**

Tablet PC for grading, surveys on Blackboard

- **Unique Experiences**

Course consisted mostly of working adults - very focused with great performance

**Dr. Steven Platek**  
**Assistant Professor**  
**Psychology**  
**[steven.m.platek@drexel.edu](mailto:steven.m.platek@drexel.edu)**

- **Tools and Platforms**

Departmental and Personal Webpages, Independent Webpage, Laptop and Projector, Drexel One E-mail

- **Content**

Xml Interactive Chatroom, Html syllabi (departmental and personal), PDF and PPT files, videos available for download on QuickTime and Windows Media Player, Adobe used for Sniffy the Rat software, b-Learning software, JIMI software

- **Interaction with Students**

Interactive chatroom on personal webpage

- **Assessment**

Online take-home midterm and final on independent webpage

- **Unique Experiences**

Students unresponsive to interactive chatroom, students would frequently print out e-Learning materials because they wanted a hard copy

**Dr. Don Riggs**  
**Auxiliary Instructor**  
**English and Philosophy**  
**donald.albert.riggs@drexel.edu**



- **Tools and Platforms**

Blackboard, Eudora e-mail, Departmental webpage

- **Content**

Syllabus in Adobe Acrobat, Homework postings and journal entries in Blackboard, Lecture notes in Presentation Pro software, Video and audio lecture notes in Real Player

- **Interaction with Students**

Announcement section, Discussion boards - all in Blackboard

Eudora e-mail, Phone conference at the end of the end

- **Assessment**

Timed quizzes and exams

Survey about course during the middle of the term

- **Unique Experiences**

Weekly e-mailed journals and discussion boards resulted in more interaction between professor and students than a face-to-face course

**Dr. Ludo Scheffer**  
**Associate Professor**  
**Psychology**  
**[ludo.carel.scheffer@drexel.edu](mailto:ludo.carel.scheffer@drexel.edu)**

- **Tools and Platforms**

Departmental Webpage, WebCT, Drexel One E-mail

- **Content**

Html syllabus on departmental webpage, Electronic version of Diagnostic Statistical Manual on WebCT, streaming videos of case studies embedded in WebCT

- **Interaction with Students**

Discussion and analysis of case studies through Drexel One E-mail, Final project done mostly through Drexel One E-mail, Chatrooms created by students on Yahoo, AOL, etc.

- **Assessment**

No online assessment

- **Unique Experiences**

Even though registered for class, some students could not access WebCT