

## How Did You Manage To Do That?

By Joe Ben Hoyle

*This essay is one of a series of essays on teaching in college by Joe Ben Hoyle, the David Meade White Distinguished Teaching Fellow at the University of Richmond. The essay is reprinted by permission of the author. Other essays about teaching by Joe Hoyle can found at <http://oncampus.richmond.edu/~jhoyle/> Copyright 2006*

How can a teacher communicate positive reinforcement to the best students? How can a teacher elicit helpful feedback about a class? How can a teacher guide each new group of students at the start of the semester?

Here is a simple and genuinely nice gesture that provides a legitimate response for each of these needs, a single action that should provide three specific benefits.

Typically, between 10 and 20 percent of my students earn the grade of A. Sometimes it is a few more and sometimes a few less but that is a fairly normal range. Throughout the semester, I stress that attaining an A requires a serious amount of time and effort. Occasionally, I like to throw out a challenge to the students, “If you can make an A in this course, you will have achieved something worthy of telling your mom.”

After the semester, when grades have been calculated but before they are officially released to the students, I e-mail a congratulatory note to each one who earned an A. “Congratulations! You Did It!” It describes what they accomplished during the semester and how proud they should be of such an outstanding effort. My goal is for them to feel extremely pleased with their

educational achievement. Former students sometimes tell me, years later, that they held onto that e-mail as a treasured memory of college.

At the end of these e-mails, I ask each A student to do me a favor and write a paragraph or two describing how he or she managed to earn the grade of A when so many other, equally bright, students did not. They are told (as they should already know) that these messages will be passed along verbatim to the next group of students in this same class. The A students are directed to think about how they accomplished so much during the semester and then write a serious and honest description of what they did. This essay can be submitted anonymously, if they wish, but most prefer the recognition.

The responses are absolutely fascinating. I peruse each one carefully. What insight are these students providing about my class? Is this the way that I want a student to earn an A grade? If a student writes that the A came from excessive cramming and memorization on the night before each test, is that a sign that serious changes are needed immediately? More can be learned about a class from this short assignment than from most formal student evaluations. These essays are honest words from the best students.

All of the paragraphs are then cut and pasted into a single document which is distributed to the next class of students on the first day of the following semester. It is one handout that they read with interest and care; they are always inclined to believe the words of their follow students. These short essays help remove any rumors or mystery associated with my

### Upcoming Events

Classes End	Apr 28
Final Exams	Apr 30 - May 4
Final Grades Due at Noon	May 7
Commencement	May 8
Summer I classes begin	May 9
Memorial Day (No Classes)	May 28
Summer II classes begin	June 25

class. From the beginning, I want every student to understand exactly what it takes to earn an excellent grade. In most team sports, the players who are seniors are expected to teach the freshmen what it means to be part of the team. That is what I am seeking: One group of students instructs the next on how to achieve excellence.

#### Reference:

<http://oncampus.richmond.edu/~jhoyle/documents/Book-Teaching-X.doc.pdf>

### The Advocate

Send all information or inquiries to:

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## Tech Tips

Chérie Dodd



### Best Practice Tip for Oncourse CL

Oncourse CL provides many more ways to deliver a course than its predecessor with the result that students might find it confusing initially as each Professor is likely to use different tools.

On the home page for each course there is an option "Worksite Information". Use this to describe to your students what to expect from your particular course. I am sure they will find this extremely helpful. (See example below.)

The screenshot shows a course page with a red navigation bar at the top containing links for 'Workspace', 'Administrator Tools', 'Functional Req Com', 'CENTER TOWN HALL', and 'SP07 KO'. On the left side, there is a vertical menu with links for 'Home', 'Syllabus', 'Roster', 'Calendar', 'Assignments', 'Resources', 'Podcasts', 'Library Resources', 'Gradebook', 'Post'Em', 'Message Center', and 'Announcements'. The main content area is titled 'Worksite Information' and has a sub-section 'Options'. The text in the 'Options' section reads: 'Cherie Dodd's practice course site Spring 2007. I use Oncourse in the following way: Assignments - typically you will find my Assignments under the Assignments tool. Please use the Resources tool to upload your files for your group projects. Grades for assignments and projects will be found in the Post'Em Tool. Due dates for all my Assignments are in the Calendar.'

### How do I export content from original Oncourse, and import it into Oncourse CL?

**Note:** Courses in Oncourse are normally kept in the system for only two years. Therefore, if you have an older course for which you used original Oncourse, you will have to recreate it if two years have passed. However, original Oncourse will be retired after the summer 2007 semester, and any course data created for original Oncourse will be preserved for only **one** year after the retirement.

### Exporting content from the original Oncourse

1. Access your original Oncourse site at: <https://original-ncourse.iu.edu/>
2. Click **Tools** and then **Authoring Tools**.
3. Click **Export Course Settings for Import in Oncourse CL**.
4. Use the radio buttons to select an export option for the original Oncourse Schedule tool. Your choices are as follows:
  - a. **Export to Assignments**
  - b. **Export to Calendar**
  - c. **Export to Resources**
  - d. **Assign original Oncourse Schedule items to Oncourse CL tools individually**
5. After making a selection, click **Continue**.
6. On the subsequent page, if you chose to assign items individually, use the drop-down lists to assign a tool to each item, and then click **Continue**.
7. To finalize your selections, click **Export**.



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8. When prompted to save your .zip file, depending on your browser, click **Save** or **Save to Disk** to save the file to your local hard drive. Be sure to note where the file is saved, so you can access it for import later.

### Importing content into Oncourse CL

Note: To import content from the original Oncourse into Oncourse CL, you must have exported the content first.

1. Log into Oncourse CL at: <https://oncourse.iu.edu/portal/>
2. Select the course in which you wish to import content.
3. In the [menubar](#) of the [course](#) or [project site](#), click **Site Setup**.
4. At the top, click **Import from File**.
5. Click **Browse** and then navigate to where you saved the exported .zip file. Click **Open**. Then, click **Import**.
6. Choose the materials you wish to import by selecting them from the list on the left and clicking the appropriate arrow under "Move".
 

**Note:** Schedule items will appear with an (A), (C), or (R) next to them, indicating import to the Assignments, Calendar, or Resources tools respectively. If you chose to assign Schedule items individually to different tools, you will see multiple Schedule items to import.
7. Once you have chosen the material you would like to import, click **Copy Materials**.
8. You will receive a confirmation displaying the content you have chosen, along with the destinations of the imported content. Click **Finish** to complete the transfer.

### Export/import comparison

The following table shows the most recent features for export from original Oncourse and import into Oncourse CL:

Exports from original Oncourse	Imports into Oncourse CL
Announcements	Announcements **
Schedule	Assignments, Resources, or Calendar
Discussion	Message Center
Syllabus	Syllabus
In Touch Links	Resources
Course Tools	Resources
Drop Boxes	Assignments **
Group Spaces	Resources

\*\* Items that are imported into Oncourse CL as Announcements or Assignments will appear in Draft form and must be published in order to be visible to course participants.

**Note:** Tabs in original Oncourse that have been redirected using the Tab URL Editor will create Web Content tools when imported into Oncourse CL.

The following features or content are **not** available for import:

- Chat Rooms
- Groups
- Gradebook

### In Oncourse CL, how can I request a practice course site or project site?

Practice [course sites](#) are available to Indiana University instructors and staff members who want to familiarize themselves with [On-course CL](#) and its features. A practice course site is a good way to experiment with course tools, development, and organization.

To request a practice course site, submit the request form at:

<https://oncourse.iu.edu/siterequest/>

IU faculty and staff members who want to familiarize themselves with Oncourse CL collaboration features for projects, research, and committees can request a [project site](#) using the above request form.

Oncourse CL administrators will notify you by email once your site is ready.

**Ref:** Extracted from KB Docs - <http://kb.iu.edu/data/arih.html> and <http://kb.iu.edu/data/atkd.html>

### Training

We will be conducting MSOffice 2007 training, as well as Oncourse CL training, and open lab sessions to assist you with your transition to Oncourse CL and Office 2007 from May through August. Please check the online training schedule soon for an update on times and to reserve your place on the courses. **URL:** <http://www.iuk.edu/~koctla/technology/Schedule.shtml>

## **Coming this fall—**

Microsoft Office 2007  
on instructor computers in classrooms



Check out our training schedule to learn more about Office 2007 this summer or bring your course PowerPoints to one of our scheduled open labs to try them out in Office 2007. See the bottom of page 3 for the URL to our training schedule on the Web.