

## ONLINE LEARNING NEWSLETTER

APRIL 24, 2008

### Figuring Midterm Grades Made Easier

*Looking forward to those midterm grade calculations?* If not, consider using the WebCT grade book. Enter your midterm grade formula just once, and WebCT will calculate your midterm grades including the percentage and letter grade. You will not need to crunch any numbers with a calculator, and you won't risk any calculation errors. You can export your grades to Excel in just a few steps. Call the Online Learning Office if you would like to set up your gradebook in WebCT.



### Respondus and StudyMate: Tools You Can Use

There is a tool available to all Hocking College faculty that will help you create electronic learning objects for your students. If you are a HC faculty member, Respondus and StudyMate are available to you as a download from WebCT. Hocking College purchases a license for our faculty to use this product every year, so please take advantage of it.

With Respondus, you can create exams or import existing exams (including those you already have in Word or those from publisher test banks) for use in WebCT or for editing and print. In StudyMate, you can create learning objects for your students to use in your course. You can use your own questions, or if your textbook publisher uses StudyMate, there may be a testbank of questions that you can use to create your study aids. StudyMate uses your questions to automatically generate references and interactive learning objects such as (continued on page 2)

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flash cards, a glossary, matching, fill-in-the-blank, pick-a-letter (Wheel of Fortune-style game), crossword puzzles, and Challenge (Jeopardy-style game).

If this sounds interesting, give it a try! Go to our web page (<http://online.hocking.edu>) and give Joni or Billy in the Online Learning Office a call to get the WebCT ID and password (753-7116 or 753-7217). When you enter the course, you will see two links for downloading the zip files for StudyMate and Respondus. Download and unzip the files, and read the three documents in each file to get started. If you need help downloading the programs or learning to use them, just let the Online Learning Office know. We will be glad to help. We want you to take advantage of the resources Hocking College makes available to you, so please don't hesitate to

**CHALLENGE** EXIT

Select a topic and point value. Feed the question and click the letter that corresponds with the correct answer.

Unit 4: The Nervous System				
Neuro Disorders-1	Neuro Disorders-2	Neuro Disorders-3	Neuro Disorders-4	Neuro Disorders-5
100	100	100	100	100
200	200	200	200	200
300	300	300	300	300
400	400	400	400	400
500	500	500	500	500

Player 1's score: 100 **PLAYER 1'S TURN** Player 2's score: 400

**Disorder characterized by the brain's inability to regulate sleep-wake cycles normally, resulting in irrepressible urges to sleep at various times throughout the day. An individual may fall asleep suddenly for a few seconds or minutes during normal waking hours.**

A) narcolepsy  
B) coma  
C) insomnia  
D) mania

Select Answer: **A** **B** **C** **D**

Show Answer Reset Help

StudyMate by Respondus

Screenshot of just one of the many learning object choices in StudyMate

## Cheating on Online Tests



In an effort to increase student access to higher education, we put more courses and course materials including our exams online, but in the process of making education more accessible, we also open up different kinds of opportunities for academic dishonesty. This is particularly true with online quizzes and exams. What can we do about it? Here are a few suggestions.

***It's open book!*** If students are taking their online tests outside of a proctored classroom, they are using their books, notes, the internet, and any other resource available to them at that moment including their family members, neighbors, and cell phones. This is not necessarily a bad thing; it just requires a different approach to writing test questions. When creating an online test, assume that it is an open-book test. Write test questions that require application of facts, concepts, and principles that the students have learned rather than memorization and recitation. However, assessment of memorization of a set basic facts is sometimes necessary. If this is the case, read on to the next suggestion . . .

***Set a time limit.*** Estimate the amount of time your students will need to complete the quiz, and set a quiz time limit in the “Edit quiz settings” options for that quiz in WebCT. Setting a time limit on a quiz encourages students to study before taking the quiz and discourages spending a lot of time looking up answers.

***Use question pools and essay questions.*** If you have a large question pool, students will get a random set of questions and be less likely to get the same quiz as another student in the class, and it makes passing questions and answers on to future students less attractive. If you are low on test question ideas, find out if your textbook publisher has a testbank. You might get some good ideas there.

***Lower the stakes.*** It is a good idea to use something in addition to quizzes to perform assessment. Consider weighting class projects, writings, and other assignments more heavily than quizzes and tests. Projects that truly reflect student learning and student character are often a better assessment tool than a multiple choice test, and attributing a lower proportion of the final grade to multiple choice tests lowers the risk that the student feels in a testing situation. A decreased sense of anxiety associated with testing can improve performance, reduce the temptation to cheat, and even create a situation where learning takes place in the testing process!

Click [here](#) to read another online educator’s ideas about how to prevent online cheating . . .  
And contact your Online Learning Coordinator for additional suggestions!