



School of Education NETL CONNECTIONS

VOLUME 2, ISSUE 1

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NETL MAJOR OBJECTIVE

Western New Mexico University proposes to reduce the teacher shortage in New Mexico by creating an easily accessible option for teacher licensure and endorsement coursework through its Network for Web-based Teacher Licensure (NeTL).

MESSAGE FROM THE DEAN

Welcome to our Fall Semester. In this issue of *NeTL Connections*, I want to welcome our new faculty, acknowledge our online students, and



Dr. Patricia Manzaneros-Gonzales

highlight our professional development opportunities. Please, join me in extending a warm “bienvenidos” to our new School of Education

faculty. Our visiting scholar-in-residence is Dr. Felipe Ortego, offering courses in Bilingual Education. Visiting faculty members include: Dr. Debra Dirksen, General Education; Jerry Juarez, Elementary Education, Joyce Barela, Special Education, and Dr. Shirley Weaver, NeTL Faculty Developer. Our new tenure track faculty include: Dr. Gwen Countryman, Early Childhood Education; Dr. Ann Harvey, Reading; Dr. Candelario Jauregui, Educational Leadership; Dr. Linda Hoy, Educational Leadership in Gallup, and Dr.

Marilyn MacGregor, Counseling.

The SOE is offering 30 online courses this semester. These courses are listed on the back cover. 364 students are enrolled in our NeTL courses. These students are generating 1,092 credit hours.

The SOE is offering three new venues for professional development: two online courses designed for faculty who are designing or facilitating courses and our Technology Tuesday training sessions. Don’t miss the descriptions of these professional development opportunities in this issue.

The SOE logo uses a Classic Mimbres Black-on-white geometric bowl from the Eisele Collection of Southwestern Artifacts and Pottery, a permanent collection of Western New Mexico University Museum (Accession Number 73.8.337). The prehistoric Mimbres people made the bowl between A.D. 1000 and 1140 during the Classic Mimbres period. For more information about the Eisele Collection, the SOE logo vessel, and other



Mimbres pottery and artifacts please visit the Western New Mexico University Museum.

Your feedback is greatly appreciated. Please send all comments to: Shirley Weaver, netlconnections@wnmu.edu

INSIDE THIS ISSUE:

Message from the Dean	1
NeTL Offers Online Courses	2
Software Discounts	2
NeTL Professional Development Opportunities	3
Planning for Effective Online Discussion	3
Number of Online Courses Continues to Grow	4
Continuous Evaluation Ensures Quality	5
NeTL Course Design and Development Process	5
SOE Highlights	6
WNMU SOE News: La Familia Receives Support	6
El Puente Scholarship — Laptop Lending Program	7
School of Education Contacts and Locations	8
NeTL Online and Web-Enhanced Courses for Fall	8

NETL OFFERS ONLINE COURSES



Dr. Shirley Weaver
WNMU SOE
Faculty Developer
(NeTL)
Silver City,
New Mexico

Two online professional development courses are offered by Dr. Shirley Weaver each semester. The two courses are entitled, *Creating an Online Class for K-12 Teachers* and *Designing an Online Course*. These two fully online courses give educators opportunities to:

- Experience being an online learner.
- Follow a systematic instructional design

process to develop an online course or unit for delivery in their own classroom.

- Assemble an instructional course or unit within WebCT.

Through their experience as an online learner, teachers come to consider the online classroom as just another kind of classroom for interacting with students.

The teachers-as-learners complete individual and team

assignments each week and collaboratively build and evaluate each component of their course. During the last few weeks of the course they become web-authors and construct the course elements in WebCT.

For more information contact Dr. Shirley Weaver, SOE, NeTL Faculty Developer.

“Learning is not a spectator sport.”

—anonymous

SOFTWARE DISCOUNTS

In the last issue of NeTL Connections, I talked briefly about *open source* software and how you could obtain free software on the Internet. Today I would like to talk about **academic pricing** and **educational discounts** on brand-name software and how educators and students can obtain complete, fully-functional applications for far less than the suggested retail price.

The terms “academic pricing” and “educational discount” are used to describe the long-standing practice of software vendors, and some hardware vendors, offering greatly discounted prices for students and faculty currently enrolled or working in academia.

Microsoft®, Adobe®, Apple®, and many other software companies make their applications available at greatly discounted prices for

faculty and students, and for very good reasons. By making their products available at a substantial discount, there is a good chance they can capture or “lock-in” that customer for life. Some companies offer greater discounts than others, but almost every software vendor offers an academic discount for students and faculty. Be sure to ask for it.

Most of the software vendors check credentials – and have specific requirements for obtaining the educational discount. Many require a copy of a school photo-ID, or a letter on school letterhead stating that the purchaser is either a student or a faculty member (or an IT specialist working to purchase software for the school or a department in the school. Also, the vendors and developers of the academic versions of the software expect you to follow some rules and regulations when

using their software for educational purposes.

The educational versions of the software are to be used while learning the software, or learning aspects of a career that will utilize the software. Under no circumstances are students and faculty to use the software for anything other than education.

Rather than try to list all the pertinent web sites or companies that offer educational discounts, I would rather recommend going to your favorite search engine and typing in **educational discount** or **academic pricing**. Or, visit a the web site of a software vendor whose product you are considering buying and do a search to see if they offer academic pricing. If you do not find anything on their site, be sure to contact them and ask about academic pricing just to be sure.



Alfred H. Dubé
WNMU SOE
Information Resource
Manager
Silver City,
New Mexico

NETL PROFESSIONAL DEVELOPMENT OPPORTUNITIES

The NeTL program is sponsoring two new professional development opportunities: *Technology Tuesdays* and a new online course entitled: *Mentoring Online Course Facilitators*.

Technology Tuesdays:

Held on the fourth Tuesday of each month, Technology Tuesdays are face-to-face workshop sessions open to the SOE's faculty and staff. The first session, held on September 25th, was presented by the SOE's Information Resource Manager, Al Dube'. The session was entitled: *Up to Speed with Outlook 2007*. The workshop provided an

opportunity to experience the changed interface of Microsoft's Office Suite in general and the new version of Outlook in particular.

Eight faculty members attended the hour-long session that was held in the Bootheel lab on the WNMU Silver City campus. Al's Power Point presentation and the session hand-outs were also shared with the Gallup campus. Both campuses are upgrading to Microsoft Office 2007 and intend to take advantage of some of the new features to increase avenues for communication and collaboration.

The next Technology Tuesday session is scheduled for October 23 at 2:30 and will focus on using Groove as a collaborative tool. Future Technology Tuesday sessions will address ways to use technology to enhance pedagogy in both face-to-face and online learning environments.

Mentoring Online Facilitators:

To provide ongoing support for online course facilitators, NeTL is offering a class entitled: *Mentoring Online Facilitators*. Faculty who are currently facilitating online courses can arrange to meet with the faculty developer in groups or

individually to discuss how to improve online facilitation techniques and instructional strategies. Many faculty are participating in an online social networking site. The site provides an interactive space where faculty use communications technology to share ideas, expertise, and resources, as they reflect on their practice. This corresponds with a view of professional development that moves beyond skills training.

We learn by
teaching.

— Proverb

PLANNING FOR EFFECTIVE ONLINE

Of the many instructional strategies available for use in the online learning environment, most have not been developed specifically for online instruction, but are currently used in traditional classrooms, and can be successfully adapted for facilitating online learning.

Discussion, for example, is an instructional strategy favored by adult learners, because it is interactive and encourages active, participatory learning. Threaded discussion is often the heart of an online course, but just as in face-to-face environments this strategy requires careful planning and preparation to be effectively delivered. Consider the following items, when planning for effective online discussion:

Define Expectations for Students:

Require student participation in online discussion. The expectation of regular

student participation in the online discussion forum can help students to actively engage in the learning experience and keep up-to-date on course topics and requirements. Students can learn even more about the content being studied by reading the writings of their fellow students as well as the teacher responses to them.

Define Expectations for

Instructor: Participating in the discussion enables the instructor to take advantage of those teachable moments by expanding and extending the discussion, while also modeling proper discussion techniques. However, it is important that the instructor not dominate the discussion and take over every thread. Consider how balance can be achieved and set expectations for how the instructor will or will not participate in the online discussion forum at the outset of

the course.

Determine How to Measure: The old adage about what gets measured—gets done applies here. Develop an online discussion rubric and apply it to the feedback you provide your students.

Consider Socratic Questioning: Socrates used open-ended questions that worked to draw out his students. This type of questioning strategy encourages dialog and discussion and is much more effective at stimulating discussion than questions that have a right or wrong answer.



NUMBER OF SOE ONLINE COURSES CONTINUES TO GROW

WNMU's SOE continues to offer more online courses through its NeTL program. The table below shows the number of courses offered in web-enhanced and fully online formats and the student enrollment in these course during the Spring 2007 semester. The column labeled SCH indicates the student credit hours attained through offering 55 courses to 598 students.

Online – Spring 2007 Courses			Web-enhanced - Spring 2007 Courses		
Number of Courses	Enrollment	SCH	Number of Courses	Enrollment	SCH
20	262	777	35	336	1101
TOTAL ONLINE and WEB-ENHANCED SCH					1878
TOTAL ONLINE and WEB-ENHANCED Enrollment					598

CONTINUOUS EVALUATION ENSURES QUALITY

While the number of online courses continues to grow as NeTL moves toward its goal of offering 100% of its licensure/endorsement courses online, the School of Education is also concerned about the quality of these courses and follows a continuous evaluation and improvement process to ensure that high quality standards are maintained.

Design Course

The first time a faculty member designs an online class, they are required to enroll in the online course entitled: *Designing an Online Course*. Faculty work

individually and collaboratively to design and develop a new course or adapt an existing one for online delivery. At the completion of the course they continue to work to complete all the course materials and upload them into WebCT.

Internal Adaptation Audit

Next, the course is submitted to the faculty developer for an adaptation audit. It is evaluated for consistency and instructional effectiveness before it is approved for online delivery. Upon approval from the SOE Dean, the course is delivered.

On-going Facilitation Audit

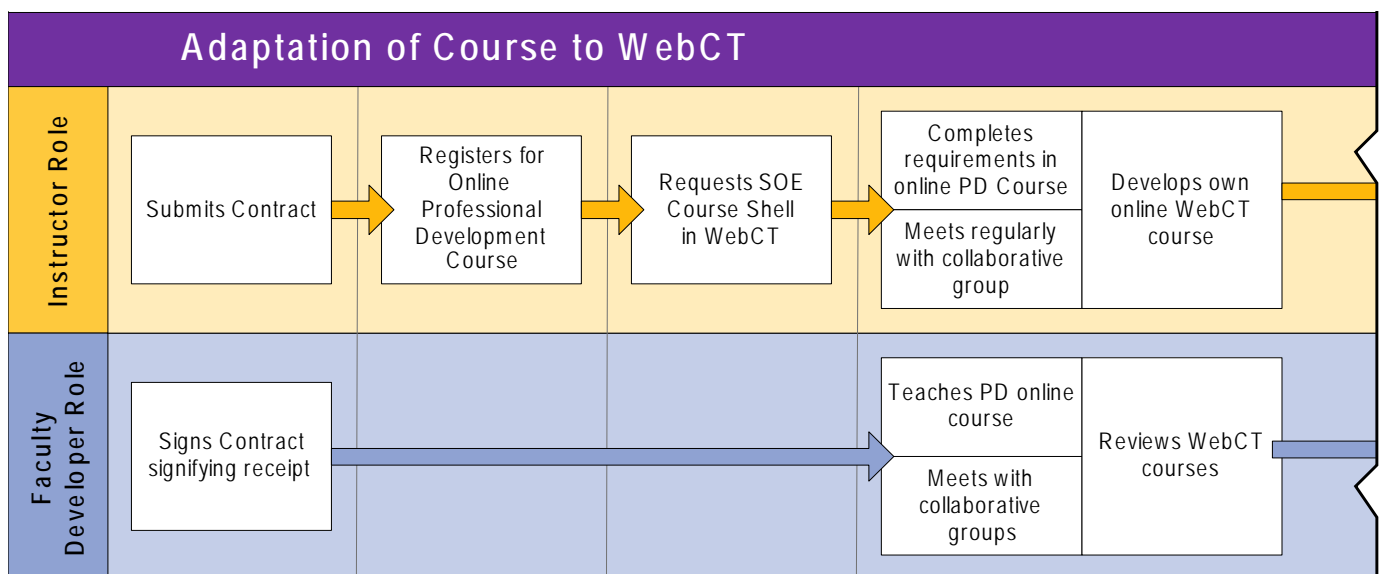
During delivery of the courses, regular

course evaluations to gauge the quality of interaction and facilitation in the class are performed by the NeTL faculty developer and the SOE Dean.

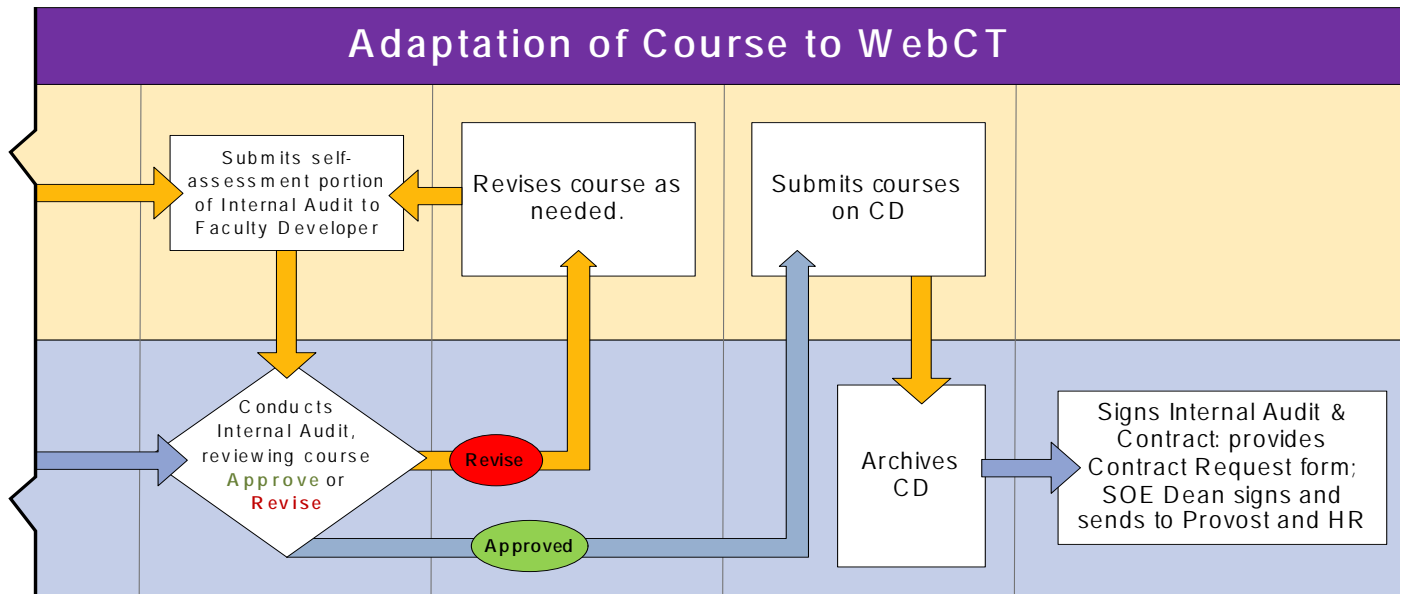
Internal Delivery Audit

Following the delivery of the course a second rigorous audit is conducted to determine ways the course can be improved the next time it is delivered. The process flow chart, depicted below, shows the first stages of the course development process.

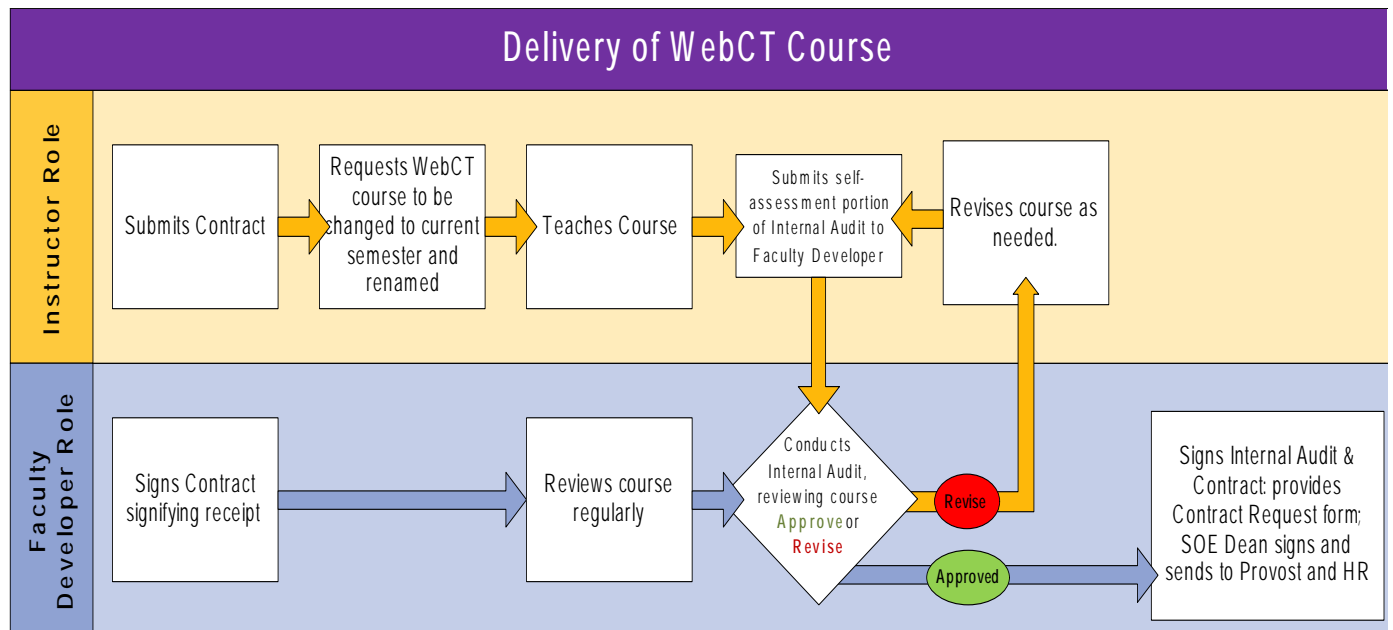
Process flow continues on top of p. 5.



NETL COURSE DESIGN AND DEVELOPMENT PROCESS



The figure above depicts the course development process as the course is audited and revised to comply with NeTL quality standards. Once it has been approved, it can be delivered to students.



Courses are routinely audited during course delivery, ensuring that NeTL standards for active facilitation are met. Once the course has been delivered, the delivery audit is performed.

SOE HIGHLIGHTS

PUBLICATIONS, PRESENTATIONS, AND SPECIAL RECOGNITION

PUBLICATIONS:

Dr. Felipe De Ortego y Gasca, Scholar in Residence has two forthcoming publications:

1. "Chicano Literature and Genesis of the term 'The Chicano Renaissance': Reflections on Provenance, Production, and Posterity" in *Immigrant Rights Are Civil Rights: Cultura, Arte y Comunidad*, edited by Roberto R. Calderón, Lorenzo García, David Molina, Mariela Núñez-Janes, and Denis Paz, eds., Denton, Texas: National Association for Chicana and Chicano Studies, Tejas Foco, 2007.

2. "Lords of Aztlan: Icons of Pre-Conquest Mexico in the Development of Chicano

Literature," *Journal of Latino Studies* (a Palgrave Macmillan publication).

Dr. Felipe De Ortego y Gasca also has several recent publications:

"Mexican American Literature: Reflections and a Critical Guide" in *Chicano Studies: Survey and Analysis* (3rd Edition), edited by Dennis Bixler-Marquez, et al. Kendall/Hunt, 2007

"*Reflexiones Milenarias sobre el Renacimiento Chicano*" translation by Ruben Rodriguez of "Millennial Reflections on the Chicano Renaissance," *Puentes: Revista mexico-chicana de literatura, cultura y arte*, Numero 5, Otono 2007.

"Lies Like Truth: Discourse Issues in Language," *Plagiary: Cross-Discipline Studies in Plagiarism, Fabrication, and Falsification* (on-line journal of the Scholarly Publishing Office, University of Michigan), June 26, 2006.

"Chicano Poetry" in the *Greenwood Encyclopedia of American Poets and Poetry*, Greenwood Press, 2006.

PUBLICATIONS:

PRESENTATIONS:

Dr. Ann Harvey, Assistant Professor of Reading presented the results of her research at the Mid-Summer Council of Exceptional Children Conference, July 16, 2007 in Columbia, Missouri. Research on *The Effects of Vision Therapy on Reading Achievement in the Early Grades* was completed with Dr. John Alspaugh of Missouri

University and Mr. Mike Flynn of Successlink. Successlink is an educational technology association sponsored by Microsoft for the purpose of disseminating proven practices in teaching.

The presentation covered the results of the study and its implication for teaching reading. Many of the special education teachers who attended the conference were familiar with the study and contributed to the discussion.



WNMU SOE NEWS: LA FAMILIA RECEIVES SUPPORT



La Familia Resource Center, one of the six Early Childhood Programs at WNMU, now offers an important new service for childcare centers and home providers serving children with special needs.

This new program is supported by funding from the CYFD Office of Child Development and by a generous grant

from the New Mexico Community Foundation. The new program also offers the support needed to encourage other providers to accept children with disabilities into their programs.

La Familia Resource Center offers child care resources and referral for parents seeking care for their children and training and technical assistance for child care

providers in five southwestern New Mexico counties. La Familia also operates free toy and resource lending libraries in Deming and Silver City.



EL PUENTE SCHOLARSHIP — LAPTOP LENDING PROGRAM

In August 2007, the Title II Teacher Quality Improvement Grant known as the El Puente Scholarship Program began lending laptops to their scholarship recipients. The program purchased twelve laptops to loan to students that did not have access to computers at home. Each El Puente scholar was eligible to apply for the use of a laptop for the fall 2007 semester. Students taking online classes who did not have a computer at home were given the highest priority for the laptop loan program. On August 20, 2007, all twelve laptops were loaned out to scholarship recipients that had completed a computer request. The laptops will be returned by the students on December 14, 2007.

The laptops will be available again in January for El Puente scholars to borrow again in the spring 2008 semester. Applications for laptop use are available from the Early Childhood Programs Office in Glaser Hall. You must be an El Puente Scholarship Recipient to be eligible to participate in the laptop lending program. For questions and answers contact Christine Webster 538-6195.

"Education is not the filling of a pail, but the lighting of a fire."
—William Butler Yeats

WNMU SOE PROUDLY ACKNOWLEDGES STUDENT TEACHERS

Western New Mexico University's School of Education has been producing high quality teachers since 1894. The School of Education is fully accredited by the National Council for Accreditation of Teacher Education (NCATE) and prides itself on successfully preparing its students for success in the education field. The program has maintained a reputation for producing some of the finest teachers in the Southwest. In carrying on this proud tradition, the faculty of WNMU's School of Education would like to acknowledge this semester's student teachers for their hard work and dedication as future educators.

"A teacher affects eternity; he can never tell where his influence stops."

—Henry Adams

In the fall 2007 semester, thirty-one student teachers are completing their practice teaching in New Mexico and other states. Twenty-two of these student teachers are also enrolled in our NeTL online classroom management course: EDUC 436/536.

Silver Schools:

Twelve student teachers are working in the Silver Schools including: Liz Bandera, Adelia M. Candelaria, Michele Damore, Jamie Fisher, Bobby Holroyd, Jr., Rebecca Maxwell, James Piles, Aram Pinto, Cody Richards, Brett Tedford, Cynthia Vega, and Angel Vos.

Cobre Schools:

Two students are placed in the Cobre Schools: Jessica Garcia and David Goeckel.

Deming Schools:

Leila Gomez, Angela Maes, Cathy White, Sergio Campos, and Lourdes Huerta are the five student teachers placed in the Deming Schools.

Around the State:

Eight student teachers are located in other parts of the state, including: Patricia Márquez in Truth or Consequences, Bryan Baca in Magdalena, Candice Dalton in Santa Rosa Elementary, Andrew Lackey in Los Lunas, Jenny Jones and Rogelio Villa IV in Lordsburg, Carolyn Nelson in Reserve, and Teri Villafana in Arrey.

Out of State:

Four student teachers, in our program, are located in other states including: David Cantu in El Paso, TX, Rhiannon Costello in Phoenix, AZ, Anna Donaldson in Safford, AZ and Anya Mc Allister in Washington State.

Our practice teachers are working with students to create opportunities for learning. We thank their Clinical Faculty, Lead Clinical Faculty, Supervising Teachers, and building Principals for their contributions in helping these practice teachers reach their goals. Congratulations and Best Wishes!



School of Education NETL CONNECTIONS



School of Education Main Campus

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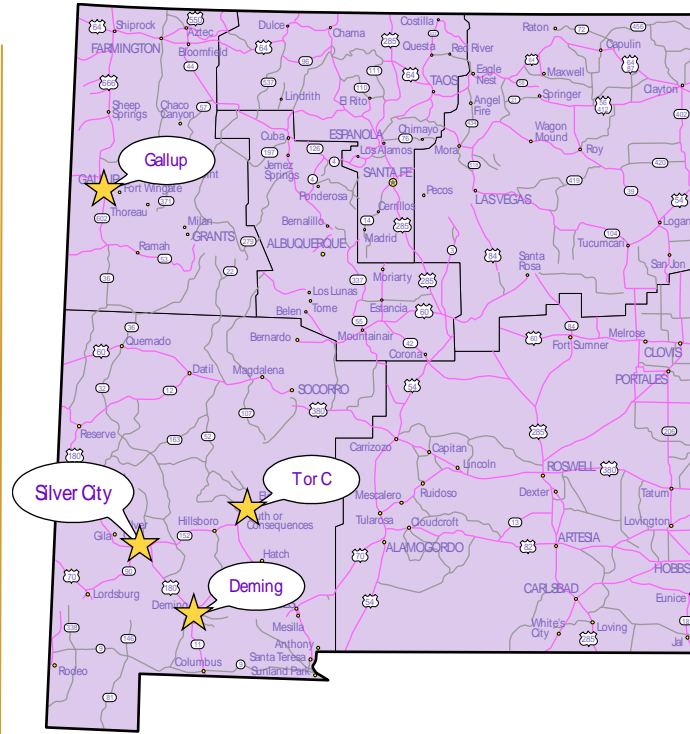
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(505) 538-6011

Deming Extension

Mimbres Valley Learning Center
2300 East Pine
Deming, NM 88031
(505) 546-6556

Gallup Extension

Gallup Graduate Studies Center
2055 State Road 602
Gallup, NM 87301
(505) 722-3389

T or C Extension

T or C Gardner Learning Center
601 Sunset Street
Truth or Consequences, NM 87901
(505) 894-9050

FALL NETL COURSES ONLINE

FALL NETL COURSES WEB-ENH

BLED 414/514: Multicultural Education	ECED 120: Professionalism
BLED 427/527: Linguistics One for Second Language	ECED 125: Family & Comm Collaboration
BLED 441/541: Language Acquisition and Development	ECED 225: Assess of Chld & Eval Prog I
CTTE 431: Coordinating Experiential Work-Based Education	EDUC 311: Foundations of Education
CTTE 475: Methods of Teaching in CTE	EDUC 402: Computers in the Classroom
ECED 315: Teaching Reading & Writing	EDUC 436/536: Classroom Management
ECED 331: Research in Child Growth & Dev	EDUC 471/571: Secondary Curriculum
ECED 381/481: Teaching Reading & Writing Practicum	EDUC 506: History & Philosophy of Education
EDUC 402: Computers in the Classroom	EDUC 534: Integration of Technology
EDUC 500/COUN 500: Methods of Research	EDUC 544: Clinical Faculty Seminar
EDUC 503: Action Research	EDUC 564: Field Experience
EDUC 544: Designing an Online Course	EDUC 474/574: Classroom Assessment
EDUC 544: Creating an Online Class for K-12 Tchrs	RDG 410/510: Teaching of Reading
EDUC 544: Mentoring Online Facilitators	SPED 508: Introduction to Exceptional Children
	SPED 428/528: Curriculum & Methods
	SPED 552: Parent, School, & Community Relations
	SPED 569: Nature and Needs of Persons with MR
Online = 100% accessible to students via the Internet	Web-Enhanced = Course supplemented by online elements