Using Course websites

and web-based material in classroom-based undergraduate courses

General aim: to develop and provide support for classroom teaching [not to offer distance learning]. Course websites can be **effective teaching tools** but are **not** a universal panacea.

Key things: be certain in your own mind **what you want to do** with the website. **Embed it** within the course. [Important that students shouldn't regard the website as an optional extra].

Lecturer's perspective

Why bother? Because websites give the opportunity to do **new things** not previously possible and **improve** the **teaching** and **running** of the course by:-

Incorporating **new range of material** into course i.e. visual, musical, architectural etc available via the web, e.g. SCRAN.

Enabling more **imaginative** presentation of **traditional course material**.

Encouraging more active **student participation** in course, especially **preparation** for classes enabling more **productive use of contact time**.

Assisting in **administration** and running of the course.

Students' perspective [based on evaluation project recently undertaken in University of Edinburgh]

1. **Access** at anytime and anywhere. Allowing **flexible** working times to fit student schedules.

2. **'One stop shop'**. Course information in one place, good for reference, revision, if lost notes. Range of information which is permanently available.

3. Access to and **guidance about web-based material**, not have to search internet on own.

4. Provides an **introduction** to the web as a study/research tool and offers a supported environment to **assist computer terrified** to get started.

5. **Opportunity for shy** [in seminar discussion] to contribute via written postings, way to keep in touch, swop work with classmates.

6. **'Keeping up with the times'**. Students expect university courses to be using web-based material/new technology.