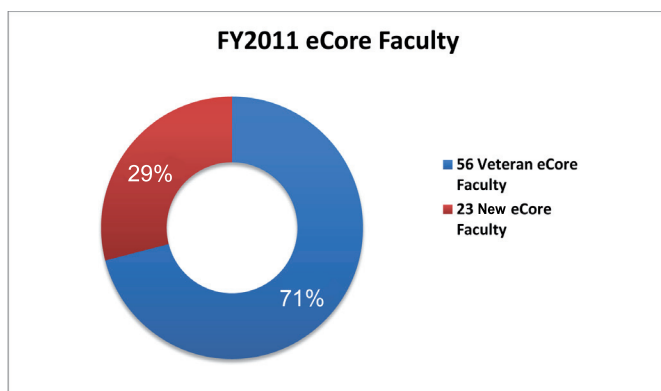
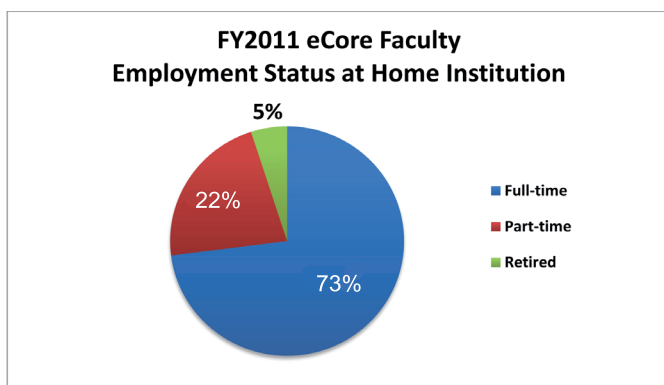


## eCore Teaching Experience

When the online curriculum began in FY 2001, it started with 16 faculty members who were all teaching eCore for the first time. The number of professors and their online teaching experience has increased over time. During FY 2011, the eCore faculty pool consisted of 79 qualified active faculty members who are well-versed in their subject areas. Of the 79 faculty members, 56 were veteran faculty members and twenty-three were first-time eCore faculty during the 2011 academic year.



Out of 79 eCore instructors: 56 were full-time at their home institutions, 19 were part-time, and 4 were retired during FY 2011.



## Current Initiatives

### Mentorship Program

Under the new administration of the University of West Georgia during FY 2010, during each academic term new professors are paired with experienced professors who are able to share their knowledge and assistance in their respective subject matter. The two collaborate throughout the semester to address any questions, concerns or other issues that may arise. Both the mentor and mentee can access the other faculty member's course in order to receive necessary

feedback and ideas for improvement. Since UWG has accepted responsibility for eCore, it has brought on 43 new faculty members. Of the 23 instructors who were new to eCore in FY 2011, five participated in the mentoring program as "mentees" in Summer 2010 and three faculty members participated in Fall 2010. For Spring 2011, 15 faculty members participated.

### Mentorship Evaluation for FY 11:

- Mentor's Helpfulness :  
Very Helpful 59.26%  
Helpful 24.07%  
Very Receptive 67.78%
- Mentee's Receptiveness :  
Very Receptive 67.78%  
Receptive 7.78%

## Strategic Instructional Technology

### Wimba Classroom and Pen Tablets

In the Fall of 2010, eCore piloted a technology strategy for Math courses to use Wimba Classroom in conjunction with Wacom Bamboo pen tablets. Select eCore Mathematics instructors were provided with Bamboo tablets. Those participating faculty attended a virtual presentation explaining best use of the tool, along with a demonstration, and received a stipend to test using the tool along with Wimba Classroom in a minimum of four live and/or recorded/archived sessions for students. When the archives were reviewed and feedback received from the faculty, results showed that using pen tablets in conjunction with Wimba Classroom worked well. One professor discovered through the pilot that using her PC tablet instead of the Bamboo worked better for her.

Wimba sessions were utilized for office hours for addressing student concerns as well as on-the-spot demos for clarity of course topics. Sessions were also conducted as live, formal and structured facilitation and demonstration of course content and were archived for students unable to attend. Other sessions were purposely archived without an audience and served strictly as demonstration