Three-Year Development Plan

There is a three-year plan to develop Distance Education (DE) at the College of Marin. The plan has two intended outcomes: to increase our online course offerings and to improve our rate of student success in DE courses. College of Marin Strategic Plan 2009-2012; Strategic Objective 1.2.

Presenting

How Santa Barbara City College (SBCC) Transitioned to Moodle and Increased Student Satisfaction, Class Completion Rates and Academic Success

Dr. Douglas E. Hersh, Dean, Educational Programs, Santa Barbara City College will present at COM on Friday, April 1, 10:00a.m.–12:00p.m. in LC53 @ Kentfield and IS 201 @ IVC.

At SBCC, Dr. Hersh serves The Online College, Learning Technologies, The School of Media Arts, Student Technology Support, and The Faculty Resource Center; and he is credited with bringing the “human touch” to Distance ED in order to narrow the gap between retention rates in face-to-face programs and those in online programs.”

Hersh convinced Santa Barbara in 2008 to abandon Blackboard, the LMS industry leader, in favor of Moodle’s open-source platform, which he used to build the straightforwardly named ‘Human Presence Learning Environment.’

Doug Hersh and his team share the following with COM:

- SBCC Faculty Resource Center – Moodle Tutorials Page
- Senior instructional designer and Faculty Resource Center Co-Director, David Wong, has developed a series of straightforward Jing videos that cover almost every aspect of using Moodle as an instructor.
  - Moodle Web Videos
  - Human Presence Template

Recommended Reading:
Moodle Training @ COM
Archiving Your Blackboard Course Content
Friday, April 21, from 2:30p.m. to 4:00p.m. LC 53 and IS 201 @ IVC. Please RSVP: alisa.klinger@marin.edu.

During this session, Ali Klinger will focus on what you can do now to best prepare your online Blackboard course content for summer and next academic year. Whether you can attend or not, it is never too early to start saving your documents from Blackboard to your own computer or flash drive. Organize your materials by topic or by week of instruction, so they will be easy to track and upload as needed. If you use announcements, emails, and discussion posts in Bb to communicate with your students, be sure to save those, too, so that you can recycle them. Ali will share some tips about how to most easily preserve your keystrokes:

- Archive & Download Course Files
- Archive & Download Assignment Dropbox Submissions
- Archive & Download Discussions
- Archive & Download Your Bb Course Grade Book

Sonoma State University has just completed its migration to Moodle and offers very detailed archiving directions on their SSU Moodle Project page. Faculty still have access to Course Studio until Spring 2012, so content can be uploaded there for face-to-face courses.

@ONE Training; Moodle and More...

Joan Van Duzer teaches instructors how to use Moodle in a series of courses offered by @ONE. Consider registering for Joan’s introductory or advanced class to learn how Moodle works. Ali Klinger has taken these courses, so she can work with COM faculty, as needed. The college encourages your participation in this online training. The cost is $55 per series. You can get reimbursed by this simple process: 1) sign up and pay; 2) print out the receipt; 3) submit a Claim for Reimbursement form along with the receipt to Carol Scialli in the Office of the Vice President of Student Learning.

- Get to the Point Fast with Pecha Kucha with Joan Van Duzer Wednesday, 04/13, 12:00p.m.–1:00p.m.
- More about Moodle with Joan Van Duzer (May 2 – May 27)
- Introduction to Online Teaching and Learning with Catherine Hillman and Tera Ulbert (May 2 – May 27)
- Building Online Community with Social Media with Michelle Pacansky-Brock (May 2 – May 27)
- Creating Accessible Online Courses with Carolyn Fiori (May 2 – May 27)

Now in Moodle News

Moodle’s Worldwide Organization Site
Moodle is a Course Management System (CMS), also known as a Learning Management System (LMS) or a Virtual Learning Environment (VLE). It is a Free web application that educators can use to create effective online learning sites. Moodle.org is our community site where Moodle is made and discussed.

Moodle Demonstration Site
Check out the Moodle Demonstration Site, designed in Moodle 2.0 “for you to explore features in Moodle 2.0. The database and files are erased and restored to a clean state every hour on the hour, so don't worry if you make a mess.” At the course demo site, you can view a course in Moodle Basics and learn all you need to know from "Understanding Moodle.”

How-To-Links
Embedding Youtube Video in Moodle (a Video Tutorial)
“It’s probably the most handy feature to know and the most requested “how do I...?” at training sessions: Embedding videos and other resources from 3rd party sites is a very good skill to have.”

Moodle Model Courses
"@Moodleshare Gives Away A Sweet English Composition Course," by Joseph Thibault. “This secondary or beyond level English Composition course was developed by Jon Fila through a funding grant in Minnesota. The course is intended for hybrid delivery but covers some great topics and includes discussion forums, videos and resources to help students navigate such tasks and assignments as blogging, essay writing, proper research techniques on the web and a final research project. It’s not a traditional English Composition course insofar as it includes non-writing communication methods which are indicative of the changing modes of communication that students encounter every day.”

Eye-Catching Design in Moodle
“How Students View a Moodle page (Research on Eye tracking across a Course),” by Joseph Thibault.
Best Practices: Rethinking How To Best Serve All Students

With the recent release of “Distance Education Guidelines for Students with Disabilities” (Distance Education Accessibility Guidelines Task Force Issued: January 2011), educators are rethinking how we can best serve all students, including those with learning differences and disabilities. The "Basic Requirements for Distance Education" can be found on pages 12–14, and the legal requirements are addressed in various places throughout the publication. In essence, online designers and instructors should take note of the report's call to "rethink the design, preparation and delivery of instruction.” The report indicates that "If principles of Universal Design were instituted from the beginning, accommodations required for students with disabilities because of inaccessible environments could be ameliorated. In education, the core designers of curriculum are faculty. Faculty must be provided with the opportunity to understand and implement Universal Design, which will create improved accessibility for students with disabilities” (7). To this end, resources funded by the California Community Colleges Chancellor’s Office are listed below. Other resources are listed on pages 38–40 of the report.

- **High Tech Center Training Unit**: Funded by the California Community College’s Chancellor’s Office, the High Tech Center Training Unit (HTCTU) is a state-of-the-art training and support facility for community college faculty and staff wishing to acquire or improve teaching skills, methodologies, and pedagogy in Assistive Computer Technology, Alternate Media and Web Accessibility. The HTCTU supports High Tech Center programs at 112 community colleges and satellite centers.

- **@ONE**: The @ONE Project goal is the provision of training, online resources and research for California Community College faculty and staff to learn about technology that will enhance student learning and success. @ONE’s programs are provided for free – or at a very low cost – with funding from the California Community College Chancellor’s Office Telecommunication and Technology Infrastructure Program (TTIP).

- **The Galvin Group**: The Galvin Group, as a contractor to the California Community Colleges Chancellor’s Office, provides technical assistance to all 112 college DSPS programs. Its website contains an extensive array of resources for DSPS professionals from federal and state laws to policies and procedures, forms and reports. These resources are divided into fifteen sections and contain over 500 links and documents. In addition, the Galvin Group offers, on behalf of the California Community Colleges Chancellor’s Office, modular online training for DSPS staff.

- **Distance Education Captioning Grant**: The Distance Education Captioning and Transcription grant (DECT) provides CCCs with funding for live and asynchronous captioning and transcription as a means of enhancing the access of all students to distance education courses. The DECT also promotes and supports awareness of available funding as a means to support faculty efforts to develop high-quality, media-rich distance learning courses.

Jayme Johnson, Web Accessibility instructor for the High Tech Center Training Unit of the California Community Colleges, presented at COM’s Spring FLEX on January 19, 2011. For a hard copy of Jayme Johnson’s "Overview of Web Accessibility for Community Colleges,” please contact Alisa Klinger at alisa.klinger@marin.edu

This issue of DE@COM puts the spotlight on the Distance Education Captioning and Transcription (DECT) Grant (from The DECT FAQ page):

The DECT represents a commitment by the California Community Colleges to expand access to distance education to all students. Further, DECT provides a means for colleges to promote faculty innovation in the use of audio, video, and multi-media content in distance learning classes. The system’s substantial support for
DECT is also a recognition that distance learning is the fastest growing segment of CCC enrollment. Funding has been authorized by the Chancellor’s Office to aid California community colleges in improving their capacity to serve disabled student populations and, in some instances, the public, by ensuring the accessibility of aural information. Services will be provided to colleges through a process whereby the grantee contracts with outside captioning vendors to provide assistance to any community college that elects to use these vendors as well as establish policies and procedures to reimburse colleges that contract these services directly with a captioning vendor not under contract.

Why do you need this funding?

- To ensure student access
- To support faculty innovation
- To support mission–critical technological advancement
- To comply with federal and state legal requirements

Can we purchase video content with this funding?

- Funding is available for captioning of videos that are already owned and can be used with telecourses.
- Funding is not available for purchase of new videos with captions that can be used with telecourses.
- Funding is not available for purchase of new videos without captions that can be used with telecourses.
- Funding is not available for captioning of new videos if they do not already contain captions.

The following is a list of new projects that the grant will cover:

- Hybrid classes (some instructional hours offered at a distance)
- On–campus classes utilizing distance methods of content delivery as they evolve (e.g., class capture, web conferencing, vodcasting, podcasting, content posted within a Learning Management System)
- Digital learning object repositories used to collect and make available digitized content; this content could be used by on–campus, hybrid, online, and other delivery methods

Who is eligible for funding?

California Community Colleges offering distance education classes, for either live or asynchronous captioning and transcription.
Must Read

- Blackboard’s Next Phase by Steve Kolowich.
- “Should You Teach Online?” by Chloe Yelena Miller.
- “You Probably Shouldn’t Teach Online if …,” by Rob Jenkins.
- “Comparing Online Programs,” by Steve Kolowich.
- “A Quality Scorecard for the Administration of Online Education Programs,” by Kaye Shelton, Ph.D.
- “Actually Going to Class, for a Specific Course? How 20th Century,” by Jeffrey R. Young.
- “The Distance Administrator,” by Steve Kolowich.
- “Online, People Learn Best from Virtual ‘Helpers’ That Resemble Them,” by Ben Wieder.
- “‘Embedded Librarian’ on Twitter Served as Informational Concierge for Class,” by Jeff Young.
- “As Technology Evolves, New Forms of Online Racism Emerge,” by Jeff Young.
- “Bill Gates Promotes Professor’s Online Course at TED,” by Jeff Young.
- “Professor Uses High-Tech Tools to Make Case for Importance of Reading,” by Jeff Young.
- “iPads: Bane or Boon to College Teaching?” by Josh Fischman.
- “Technology is disrupting college to its core,” by Jake Simms.
- “Disrupting College: How Disruptive Innovation Can Deliver Quality and Affordability to Postsecondary Education,” by By Clayton M. Christensen, Michael B. Horn, Louis Soares, Louis Caldera.
- “Feeling Lonely? Go to (THAT)Camp!,” by Ryan Cordell.
- Title 5 Regulations on Distance Education
- “Guidelines for Good Practice: Effective Instructor–Student Contact in Distance Learning,” The Academic Senate for the California Community Colleges, Adopted Spring 1999.
- “Guide to Evaluating Distance Education & Correspondence Education,” A Publication of the Accrediting Commission for Community and Junior Colleges Western Association of Schools and Colleges, October 2010 Edition. Scroll down to Commission Publications: http://www.accjc.org/publications.htm
- National Education Technology Plan 2010
- Distance Education Technology Plan 2010
- Distance Education Guidelines for Students with Disabilities Task Force Issued: January 2011

Must Follow

- Geometric Delights

Must See

- New Learners of the 21st Century
- "The Professor Behind the Hit Twitter Parody @MayorEmanuel," by Josh Fischman.
- Steven Johnson: Where Good ideas Come From
- “How to ‘Gamify’ Your Class Website,” by Prof. Hacker.
- “How to Upload Captions to Your YouTube Video,” by George Williams.
- “Get Clean HTML from MS Word Files,” by George Williams.
- "Improving PowerPoint–Style Presentations," by Jason B. Jones.
- RoadMovie: User Friendly Video Processing
- LearningCenterTech
- BetterExplained
- Spanish Proficiency Exercises: This website from the University of Texas at Austin offers free video lessons and exercises for each of six levels of proficiency in Spanish— from Beginning to Superior.
- Shakespeare Amongst the Maples
- The National Archives
- Science & Technology of World War II
- Z–Type
Migration Update

COM is moving to Moodle 2.0 as our distance education learning management system (LMS) after our license with Blackboard expires at the end of June 2011. The DE Committee of the Academic Senate selected Moodle for its functionality and affordability. Moodle requires no purchase or annual license fee and is much more user friendly according to faculty and students who have used it. Many colleges have migrated to this system with positive results, so COM joins a large community of Moodle users. Moodle 2.0 will be phased in with training and faculty access beginning in Spring 2011 semester. The Moodle Migration Team reports to VP Angelina Duarte; and includes Alisa Klinger, Marshall Northcott, Burton Schane, Steve Brown, Cathy White-Lambert, and Kathleen Kirkpatrick. Susan Andrien oversees the budget. Informational updates about the Moodle Migration are available online at the DE homepage and in DE@COM.

Summer Moodle Migration Pilot (Summer 2011)

While no regular Distance Ed courses will be offered during summer 2011, the following three courses were selected for the Summer Moodle Migration Pilot; they were selected because they are existing Blackboard courses that are taught by faculty with Blackboard and Moodle training and experience:

- ENGL 150 – Ingrid Kelly
- ENGL 151 – Alisa Klinger
- HED 130 – Kathleen Smyth

Fall Moodle Migration Phase 1 (Fall 2011)

Our focus for Fall 2011 is to migrate DE courses from Blackboard to Moodle. The Migration also includes any new DE offerings that have received approval from the Curriculum Committee for Fall 2011. Former Blackboard courses and new DE courses will, thus, be taught in Moodle during the Fall 2011. Though the schedule of classes is still being finalized, it appears that Phase 1 will include approximately 31 DE courses/sections.

Other DE courses offered in other Learning Management Systems will not be affected by the Moodle Migration for Fall 2011.

Spring Moodle Migration Phase 2 (Spring 2012)

DE courses offered in other Learning Management Systems will be included in Moodle Migration Phase 2 for Spring 2012. We anticipate approximately 9 courses, depending on what courses are offered.

By Spring 2012, all courses using a Learning Management System will be taught using Moodle.

Got Something to Share?

Send best practices, suggestions, and web links for inclusion in DE@COM to alisa.klinger@marin.edu