@ONE Web Site Offers Enhanced Training Options

Revised Web Site focuses on training resources

Catherine Ayers
@ONE Project Consultant

The newly redesigned @ONE Web site at *http://one.fhda.edu* offers technology training and resources for California Community College faculty, technical staff, support staff, instructional designers and trainers, and administrators. The @ONE project team has redesigned the Web site to focus on technology training resources to assist faculty and staff with their own learning .

Training Center

Using the @ONE Web site, both faculty and staff can link to online courses, self-paced tutorials, and workshops to help improve skills. Training topics are organized in two tracks.

"Technology Tools" emphasizes software and hardware training and includes Web browsers, e-mail, word processing, and presentation software. "Teaching Strategies" emphasizes effective practices in the instructional use of technology, and includes instructional design, web site design, course management, simulations, etc.

@ONE Services

@ONE Training Packages are being put online for faculty and trainers to

IN THIS ISSUE

Palomar Satellite Uplink With PBS

Michelle Taramasco
Educational Television, Palomar College

Palomar College's award winning Educational Television Department has produced its second live satellite uplink in association with PBS Adult Learning Service.

The partnership between PBS and Palomar College has brought key issues to college campuses throughout North America.

On February 24, 2000 a live satellite broadcast addressed the topic of "Emerging Issues in Accreditation." Palomar College's Dean William Flynn moderated the panel of four nationally recognized experts in this area.

Panelists addressed current accreditation models, implications of competency-based education, and how the changing assessment models may impact traditional teaching and learning paradigms in higher education.

Participants who downlinked this conference to their campuses were able to participate by faxing or calling-in their questions to the panel, making this a truly interactive experience for everyone. **T**

off the wire

AS DISTANCE EDUCATION COMES OF AGE, KEEPING THE STUDENTS IS THE CHALLENGE

Chronicle of Higher Education

Many colleges are trying to expand their offerings and attract more students by providing distance learning, but online courses seem to have higher dropout rates than traditional courses. Some school administrators believe the attrition rates in distance learning can be attributed to the fact that students who enroll for online courses tend to be older and have responsibilities such as families and jobs that detract from the courses.

Meanwhile, others say the problem is not with the students but with the courses, which cannot offer the face-to-face interaction needed to keep students interested. Experts say distance learning professors need to form personal ties to students and clearly define course requirements. In addition, professors should make tests and assignments flexible enough to accommodate a busy student's schedule.

Some experts believe that retention rates for online courses will improve as technologies mature and instructors gain more experience working in an online environment. Although statistics range widely at different institutions, administrators agree that completion rates for distance education courses are generally 10 to 20 percentage points lower than in traditional courses.

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http://www.chronicle.com

QUESTIONS ABOUT OWNERSHIP IN ACADEMIA

EduPage

Debates over the ownership of intellectual property are mounting as the Internet creates opportunities to capitalize on writings, lecture notes, and inventions developed by university faculty members.

One especially controversial issue relating to intellectual property is the online sale of professors' class notes. Professors can obtain copyright protection by scripting their lectures, and students can take notes without violating the copyright because of fair use laws, says Roberta Rosenthal Kwall, DePaul University College of Law

Access CVC-Designing for a Diverse World

Carl Brown
Director, High Tech Center Training Unit
California Community Colleges

The California community colleges, along with most other institutions of higher education in the United States, are moving ahead rapidly with the development and implementation of video and Web based distance education resources. Recently, the Office for Civil Rights has determined that the California community colleges have an obligation under Title 2 of the Americans with Disabilities Act to insure that these distance education resources are accessible to students with disabilities.

In order to provide training and support for the faculty and staff creating distance education courses, the California Community Colleges Chancellor's Office has put in place five California Virtual College (CVC) training and resource centers around state. It is essential that the staff of these training and support facilities have access to the specialized trainings, guidelines, technologies, and techniques used for creating accessible distance education resources for students with disabilities.

Now, Access CVC provides training, technical support and online resources associated with the creation of accessible video and Web based distance education. Using a "train the trainers" model, Access CVC offers a variety of specialized trainings both at the High Tech Center Training Unit as well as CVC, @ONE, and other California community college locations statewide. Additionally, Access CVC provides a help desk, extensive Web based resources for creation of accessible distance education, associated listservers, chat rooms and other on-line resources.

Access CVC is intended to help close the gap between the extensive and complex access requirements for distance education outlined in the Chancellor's Office Distance Education Guidelines document and the current skill levels of CVC and @ONE trainers, faculty, and staff presently developing video and Web based distance education resources.

The Web site provides:

- links to Web access guidelines
- the latest papers and studies about accessible Web design
- tools for checking Web accessibility
- a schedule of available trainings
- FAQs
- the Access CVC Listserver
- chat and bulletin board services
- and more

Members of the CVC team have already been registered with the Access CVC listserve. If you do not receive notification from the listserv, you may sign up by sending an email to *acvc@htclistserv.fhda.edu* with "subscribe" in the body of the text. Please feel free to use this service, and the chat/bulletin board resource, to discuss any issue related to the CVC. ▆

Visit the Access CVC Web site at
http://www.acvc.htctu.fhda.edu

Web Accessibility Symbol

The CPB/WGBH National Center for Accessible Media has announced that the Web Access Symbol, shown above, is available for use. This image may be used by Web masters to denote that their site contains accessibility features to accommodate the needs of disabled users.

Web accessibility is the inclusion of everyone, whether or not they have a disability, to the World Wide Web. This effort was started by the World Wide Web Consortium (W3C). This move was made so that the 750 million people with disabilities, regardless of their capabilities, can access a usable Web.

For more information, and to download the Web Access symbol:

http://www.wgbh.org/wgbh/pages/ncam/webaccess/

Another Look at the Tower of WWWebble

Judith Boettcher
Executive Director,
Corporation for Research and Educational Networking

T he challenge of moving instruction and content to the Web continues, and expectations about the amount of time, expertise, and campus infrastructure it takes to move courses to the Web continue to be unrealistic. Some faculty are being asked by frustrated administrators to just "do it." Other faculty are more fortunate, finding some level of support, training, and infrastructure tools in campus faculty support centers.

Types of Web Courses

In a Syllabus magazine column in September 1997, I suggested that educators were experiencing a phenomenon akin to the "Tower of WWWebble." We all talked about Web courses, and putting courses on the Web, but we all meant something different. Based on examples of Web courses that were evolving, I proposed three categories of Web courses: Web-enhanced, Web-centric, and the Web course (which was a fully online course).

At about this same time, an initiative was announced at UCLA to create a "Web page for every undergraduate course" in the College of Letters and Science. This amounted to about 3,000 courses. It seemed that we had identified a new category: Web presence. In planning your move beyond the physical classroom in either a revolutionary or evolutionary model for Web shifting, there are now four levels of Course Webness to consider.

(1) Web presence

A course with a Web Presence, at a minimum, has all the information about the course that has traditionally been in the course catalog. A course with a Web Presence might also have pictures of the faculty who generally teach the course, course outlines, bibliographies, and course requirements. A course with an active Web Presence may evolve to feature comments and evaluations from students who have taken the course. How much time does it take to create a Web Presence? This can be done quickly as it is an outgrowth of existing materials, but it is important to note that this is more about the marketing of a course than about instruction.

(2) Web-enhanced course

A Web-enhanced course makes use of Web technology and services to support distribution of course materials and student access to the resources on the Web. Designing, developing, and delivering Web-enhanced courses can be an evolutionary step for many faculty by removing the dependency on handouts, phone communications, and office meetings. It can also be an evolutionary step away from the current classroom-centric model. This might be called a "Web-lite" course.

(3) Web-centric course

A Web-centric course makes significant use of Web technology to facilitate access to class materials and support communication between faculty and students, among students, and between students and resources. A key characteristic of a Web-centric course is that the communication hub of a course has shifted from the physical classroom to the Web.

Web-centric courses can be cohort-based, keeping one group of students together over multiple classes. Web-centric courses can also be courses that are available within a limited geographic area, such as a campus or a city, but attract more students with needs for flexible schedules and fewer class room meetings. Web-centric courses may include the use of other "gathering strategies," such as intensive location-based launching activities, weekend seminars, and other special events. Web-centric courses might look a great deal like regular campus residency courses, with heavy reliance on Web technology and tools.

(4) Web course

A full Web course is a course that can be accessed anywhere and anytime via the Internet and a Web browser. A Web course makes significant use of Web technology to facilitate access to class materials and to support communication between faculty and students, among students, and between students and resources. Web courses can be cohort-based to build a learning community over multiple courses and even a full certification or masters degree. Web courses are particularly attractive as a tools to reach cohorts of students in remote areas or with highly constrained time schedules. Web courses do not require any attendance or participation in location-specific sites.

In each of these types of Web course, the number of hours of instruction on the Web varies. Below is a chart that lists the number of hours that may have to be redesigned for the Web environment. This chart is based on the traditional assumption of 45 hours of in-class time and 90 hours of outside class time or independent work for a three credit course.

Hours of Instruction: The Web Environment				
	Course hours to be designed for the Web	Physical classroom course	Hours designed for independent work	Total hours of instruction
Web course -100% on the Web	45	0	90	135
Web-centric course - 50% on the Web	23	22	90	135
Web-enhanced course - 25% on the Web	11	34	90	135
Campus course with Web presence	0	45	90	135

The Fastest Way to the Web: Three Steps

So, what is the fastest way to establish a Web course of any type on the Web at this time? Those of you who are ready may want to consider the following three-step process: Determine your vision, select your tool, and adopt course materials.

(1) Determine your vision.

Select the level or type of Web course you are ready for, and gather the resources and the tools together for this level. For a Web-enhanced course, this can be a one-semester release time project with support. You will want to select the course to be moved to the Web with care. Ideally, it will be a course for which digital and Web materials are available and a course that is important and visible in your department offerings. This will help to ensure support along the way.

(2) Select/adopt/use a course management tool.

We all know that faculty and academics, as a group, often want to wait for the tool that really meets their unique personality and content needs. This is not the time to wait for the perfect tool. If your institution already supports a course management tool, accept that as a starting point. You will be able to learn from others, and support will be more readily available for you and your students.

Most of the more popular course management tools have their origins in templates designed by and with higher education faculty. So even if a tool is not perfect, it is often good enough for now. Some of the course management vendors recognize the trait of reluctance by faculty to use something new (and indeed, in most of us) and offer free Web hosting or trials for faculty just starting to put their courses on the Web.

The course management tools are getting more flexible every year. Now is a good time to start using them-while they are still being developed! Also, it is possible to use a tool, and not use all of it. Some faculty are using the tools for the communication modules and linking to existing course sites for other resources. Hint: Many faculty have suggested keeping digital originals of your course materials someplace, so that if you or your campus decide to switch to a new course management tool, you have easy access to your original materials. In other words, one drawback of these tools is that it can be difficult to extract the materials.

(3) Select/adopt/use a book or set of course materials that have accompanying CD materials or a "book site."

The content Web sites offered by publishers are rapidly evolving. These Web sites often started out as digital twins of the analog textbook and faculty resources. The faculty resources at one time consisted of overheads, PowerPoint presentations, test banks, and student problems and assignments. Book Web sites have now evolved into sites offering interactive tutorials, animations, simulations, and real audio and video content. Such Web sites are quickly becoming even more dynamic, with links to related Web resources, hosted events and contests, and contributing

Satellite Resources

America's Continuing Education Satellite Network
http://www.ace-network.com/

Cabletron Systems
http://www.cabletron.com/

Dallas TeleCollege
http://dallas.dcccd.edu/

General Instrument Corporation
http://www.gi.com/

Hospitality Television
http://www.hospitalitytv.com/

Hughes Space and Communications Company
http://www.hughespace.com/

INTELSAT
http://www.intelsat.int/

Miralite Communications
http://www.miralite.com/

National Association of Broadcasters
http://www.nab.org/

Nebraska Satellite Network (NEB*SAT)
http://net.unl.edu/~nebsat/

**Office of Air and Space Commercialization
Technology Administration, U.S. Department of Commerce**
http://www.ta.doc.gov/space/tics/

PanAmSat Corporation
http://www.panamsat.com/

Philips Digital Video Systems
http://www.broadcast.philips.com/

**U.S. Department of Education
Satellite Town Meeting**
http://www.ed.gov/inits/stm/

Satellite Communication for Learning
http://www.scola.org/

South Carolina Education Television
http://www.scetv.org/

Satellite Engineering Group
http://www.sateng.com/

The Teacher's Workshop
http://www.teachersworkshop.com/

There are many academic and professional resources available on the Web for information on satellite technology. Browse the sites listed here to explore some of the many applications of satellite technology in business and education.

For additional information, contact:
Charles Mawson
California Community Colleges
Chancellor's Office
cmawson@cccco.edu
916-327-5902

This resource list is also available on the TIPS Online Web site: *http://video.4c.net/TIPS*

@ONE Web Site

download as they become available. The focus of @ONE's training packages is the effective use of technology in teaching . Current training packages include:

- *Creating an Instructional Web Site*
- *Using Email to Support Instruction*
- *Simulations for Teaching & Learning*
- *Discovering Multimedia*
- *Internet Research to Support Instruction*

Orientation to @ONE Training Packages

These are free sessions to help trainers and other faculty development professionals adapt @ONE training to meet local campus needs. Information about the content, the schedule and locations for Spring 2000 are located on the Web site in under @ONE Services.

Co-Sponsored Training

For network and technical support staff:
- *HyCurve's Internet Professional Certification*
- *Catapult's Windows NT*
- *Prosoft's Certified Internet Webmaster Program*
- *Network Associates' Network Security and Management Training*
- *Pacific Bell's VideoConferencing training on the equipment and troubleshooting*

For faculty:
- *Cerro Coso Certificate in Online Teaching*
- *Learning Technology Series (LTS) on pedagogy of instructional technology*
- *Pacific Bell's VideoConferencing training*

Community Resources

Through the @ONE Web site, the CCC constituencies mentioned above, plus administrators, can find great resources to help enhance their use of technology:
- **Books** on instructional technology are divided into books on technology tools and books on teaching strategies.
- **Conferences** on technology;
- **Related Web Sites** of interest to faculty, staff and administrators; and
- **News** on recent instructional technology developments - devoted to keeping community college folks informed of recent news and information regarding instructional technology. This is a way to

quickly find out about current educational technology news, and subscribe to technology listserves and other technology newsletters. Bookmark this @ONE page as the starting point for instructional technology updates.

Trainer Network

The goal of the Trainer Network is to aid trainers to share ideas and resources. You can locate a technology trainer or register and add your name to our database of trainers.

New developments in the next few months will be geared to support a population of instructional designers, technologists and technology trainers at the colleges through what we hope will be a thriving Trainer Network.

Background

@ONE is a California Community College project whose mission is to empower faculty and staff to enhance student learning and success through expanded uses of technology by providing training resources and support. It is funded by the CCC Chancellor's Office through a grant to De Anza College.

The @ONE project team has representatives from ten colleges throughout California including Butte, Santa Rosa, Fresno City, Las Positas, De Anza, Cuesta, LA Trade-Tech, Santa Monica, Santa Ana and San Diego Miramar. **T**

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Visit @ONE at *http://one.fhda.edu*

SUBSCRIBE TO @ONE eNEWS

A bi-monthly electronic newsletter, for faculty and staff, about using technology in community college education. This newsletter alerts subscribers to the latest resources available, solutions to the challenges in using instructional technology and training opportunities.

Subscribe from the @ONE homepage
http://one.fhda.edu

Tower of WWWebble

editors that are almost like journalists-always on duty. The book sites also offer virtual spaces for faculty networking. Rather than waiting for annual conferences, faculty who are teaching in similar areas can network and share resources online. **T**

Contact:
Judith Boettcher, Ph.D.
jboettch@cren.net
http:// www.cren.net

Note: *A Faculty Guide for Moving Courses to the Web*, by Judith Boettcher and Rita-Marie Conrad, is being published by the League for Innovation in the Community College. For more information, visit:*www.league.org*.

Reprinted from Syllabus
http://www.syllabus.com

From the Wire

professor of intellectual property.

However, copyright issues arise if the notes are sold, Kwall says. The sale of class notes is part of the larger issue of whether professors or universities own the materials created by professors.

Universities have traditionally given faculty members the intellectual property rights to their own work, but with the possibility of profiting from creations such as computer inventions, schools are now more likely to claim property rights, says New York University law professor Rochelle Dreyfuss.

Federal copyright law says academic institutions own the copyrights on their professors' lectures, but the ownership of articles and books is more complicated, says Lewis and Clark College of Law professor Lydia Loren.
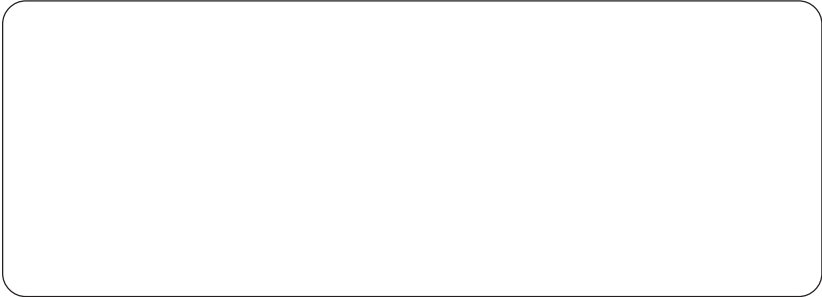
Copyright law is rooted in the idea that employers have the right to control an employee's work - a notion that is contrary to the concept of academic freedom, Loren says.

The American Association of University Professors has formed a special group to review intellectual property issues such as the sale of class notes and create policy proposals.

Source:
IP Law Weekly Online, 28 Jan 2000

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http://www.educause.edu/pub/edupage/edupage.html