Chancellor's Office Presents Technology 2000 Awards in Palm Springs

On Wednesday, April 5, the California Community Colleges Chancellor's Office and The Foundation for California Community Colleges, in association with Pacific Bell Education First, presented the Technology 2000 Awards at a luncheon during the annual Mega Conference in Palm Springs, California.

See page 5 for a complete list of the award recipients.

Technolgy 2000 Award recipients: (*from left*) Andy Howard, Leticia Suarez, Ann Koda, Paul Meyers, Fred Sherman, Robert Breuer, Susan Obler, and Lebaron Woodyard.

@ONE Summer Institute: Technology For Teaching

The Academic Senate for California Community Colleges and @ONE are pleased to sponsor "Technology by the Sea" at CSU Monterey Bay, June 5-9, 2000. This third annual, five-day technology institute continues the highly successful tradition of providing faculty with an opportunity to learn technology skills from other community college instructors.

- *The Beginner's Track* will explore Microsoft Word, email, PowerPoint and basic web page creation.
- *The Web Supplement Track* will teach you to take your existing materials to create an instructional Web site for your students.

- *The Trainer Track* has hands-on workshops for Flash, Dreamweaver and Quicktime; plus time to share resources with colleagues.
- *Multimedia* participants will learn to incorporate photos, scanned images, sound files and video clips into presentations or their web site.
- *Online Course Development* participants will think through the design, support and management of a course, using FrontPage to build the elements needed.

More information is available at: *http://www.academicsenate.cc.ca.us/ Senate/Meetings/Institute/technology.htm*

off the wire

SAVVY E-LEARNERS DRIVE REVOLUTION IN EDUCATION

EduPage

There is a revolution underway in the field of post-secondary education, driven primarily by the desire of traditional corporations and "dot-com" startups to take advantage of the flexibility and efficiency of the Internet. This revolution comprises three interrelated trends-the rapid growth of distance learning, the advent of corporate universities, and the extreme competitiveness of the job market.

International Data reports that nearly 710,000 students in 1998 were enrolled in at least one online course, and predicts that figure will reach 2.2 million by 2002. Businesses are realizing that potential internal educational facilities have to quickly and cost-effectively train employees, and also to successfully attract and retain more skilled individuals in a tight job market.

Traditional universities and colleges face a bleak future unless they significantly alter their instructional methods to keep pace with developments spurred by the Internet. In order to survive, these institutions must examine the educational undertakings of such companies as Dell Computer and Sun Microsystems, understand their own strengths and reputation among the public, and customize teaching methods to the different age groups of students.

Source:
Financial Times, 3 April 2000

Reprinted from Edupage
http://www.educause.edu/pub/edupage/edupage.html

NEW COMMUNITY TECHNOLOGY CENTERS HELP BRIDGE DIGITAL DIVIDE

As part of a national effort to expand access to new technologies, the U.S. Department of Education recently announced $44 million in 3 year grants to establish 214 Community Technology Centers. The centers will make computers and Internet access available to low-income residents in urban and rural communities. The awards went to community centers, libraries, schools, community colleges, public housing facilities, and other

Not Your Father's College Class

Carol D. Misner
Instructional Technologist, Porterville College

What does the classroom of the 21st Century look like? Let's take a look at what is possible and actually happening today. Recent advancements in technology have brought an unprecedented delivery methodology into the college classroom of today. Professors are no longer the dictators of instruction, but the directors of learning.

The Classroom of Today

From A Distance

Students are not always on campus; they are provided access to learning 24 hours a day, seven days a week (24/7), from the convenience of their own home. Today's students merely have to log on to their home computer and they are transported to the learning environment of their choice.

They can join a "chat room" to interact with fellow students, receive updated information from their instructor, send a question to their instructor, or review much needed material. They might research a topic using suggested Web sites from their professor or peruse intriguing sites from their own research on the topic of interest. They may take a quiz, read assigned material, or view a lecture they missed.

Web based classrooms make it convenient and possible for many students to gain that degree or certificate they might not otherwise be able to accomplish. Today's busy and demanding world makes the at-home, 24/7 education a must, not a luxury.

Not all classes are online, but many make use of this powerful and valuable format. Many instructors who have not placed their course entirely online have designed Web pages to enhance their classes. For each course, they will often provide the syllabus, applicable hyperlinks, preview quizzes, sample student work, pre-recorded classroom presentations, or the desired outcomes of the course. These are just a few of the resources instructors have placed on their Web page and they are limited only by their imagination and the course requirements.

On Campus

What about the students who learn best from attending the class on campus, from the personal interaction with classmates, or experiencing live discourse from their instructor? Technology is impacting that environment as well.

Today when students enter the classroom they might be greeted with music that delights their ears and encourages them to come in, sit down, and become a part of a total sensory learning experience. Instructors have replaced their outdated, mundane lectures with visual presentations that make use of animation, sound, color, video, and more. With the focus on instruction; there is no lag time available to "day dream." At times it may even be entertaining or humorous, in seeking to totally capture the attention of the student.

This use of multimedia does not bring education into the "Hollywood format" but brings the "Hollywood format" into education. Educators can now personally design and deliver extremely professional lectures through the use of presentation packages such as Microsoft Office PowerPoint. They no longer must depend on outdated filmstrips or canned presentations to bring relevance and variety into their class. They now have the tools to design and prepare their own multimedia modules.

Through a few hours training on the successful and creative use of multimedia, instructors have started to revitalize their classroom instruction. Having lecture notes transformed into powerful media presentations is not only advantageous for the student but makes updating, correcting and improving of classroom lesson plans instantaneous and easy.

Does this infusion of what some would call "Hollywood techniques" improve retention and understanding? A study done at the University of Minnesota found multimedia presentations had a 17% increase in audience agreement, were 24% more persuasive and had a 27% higher credibility of presenter. ("Who's Using Multimedia," Training, September 1994)

When instructors integrate the use of technology into their classroom instruction a positive change takes place. After all, what instructor

TIPS on *Online Classes*

Professor-Publisher Partnerships

Ric Matthews
Biology Professor, San Diego Miramar College

There is increasing interest in using the power of the Web to enhance and supplement our classes, whether to support our campus-based traditional ones or to explore delivery totally online and at a distance.

There are several ways for faculty to put course material online for their students to access. In decreasing order of complexity, skills, and time required I would suggest the following list of options:

- *Coding in HTML*, for those so skilled, allows for the maximum customizability and control, but it takes time to learn to write your own programs.

- *An HTML editor interface*, such as Microsoft FrontPage, Adobe GoLive, or Macromedia Dreamweaver with Course Builder, are solid Web creation tools, but are not principally developed to deliver course materials online.

- *Course management software*, such as WebCT, BlackBoard, or eCollege, are designed to be the engines around which the faculty member would add content for online delivery.

- *Outsourcing* the transition of material using a consultant such as eCollege (Real Education). Here, for a fee, outsiders will take an instructor's material and translate it into a Web format.

- *Partnering with publishers* – Traditionally faculty have worked closely with publishing houses to assist in the design of textbook content, selecting the examples that most closely parallel the way that he/she wants to present material.

Today, all major publishing houses are putting their content into a Web format. Many are designing their materials for easy placement with some of the Web management tools mentioned above.

The latter partnership is an excellent starting point for those new to the reformatting of courses, since it most closely mirrors the current relationship that exists between the professor and the publisher. Today most publishers are allowing some form of Web access as an

> *Today, most publishers are allowing some form of Web access as an ancillary to the adoption of the textbook materials – either their Web site is made available to the student or they have a strategy to download content onto your campus Web site.*

ancillary to the adoption of the textbook materials – either their Web site is made available to the student or they have a strategy to download content onto your campus Web site.

This semester, I used such a product to easily create an entirely online Introductory Biology class by partnering with Archipelago, a subsidiary of Harcourt Higher Learning Company (*www.archipelago.com*). This product finds a usable solution to the media rich content within the field of biology by providing some of the instruction on CD's to compliment the material that I design within the Web site they provide.

Students purchase a three-ring binder that gives them written instructions on setting up their computers and how to log on to the Web site. The binder also contains 4 CD's that have content on them in the form of lesson snippets. Within these snippets, the student is able to see a QuickTime video of an "instructor" presenting concepts, with animations and graphics, along with a full text of the lecture. This is run on the CD drive on their home machine so it is able to deliver content that normally consumes large amounts of bandwidth.

The CD material is complemented by the use of the

Web site. Here, the instructor can set the course up with the desired sequencing that works best. It is interesting to note that between making the decision to use this product and the beginning of the semester, our campus department opted for a different sequencing than usual, and since some of these online students might want to take the campus lab sequence, which follows this new schedule, it was very easy to rearrange the module sequence.

Students log on to the Web site, check assignments such as "complete Module 3-6 on the CD," or "read Chapter 4 in the textbook." The Web site also allows for the easy assignment of Web sites related to the content or various offline activities, and there is a built in discussion forum to facilitate a student dialog about a particular subject.

I found that it was quite easy to adopt this rich material and to find the appropriate place to insert my own professional spin on the subject, allowing easy interaction with the students through e-mail and discussion. The students have appreciated the richness of the content, and the convenience to doing this class at their own time. As the professor, I have appreciated the quality of the work that went into the production, and to be able to access the deeper resources that are available to a publisher than to a twenty-year faculty member. Yet it is not a turnkey product, and there was ample opportunity to me to structure and run the course as I see fit, to include additional material that I desire to emphasize and to omit that which I have deemed less important.

I strongly recommend that each faculty member look at what other publishers have available in your own areas of specialization. I have seen the material which Pearson Publishing, an accumulation of many publishing houses, has completed for transition into the Web environment, as well as Macmillan Publishers. Check with your favorite textbook publisher to see what they have ready to assist you.

Textbook Publishers Online
- McGraw-Hill Higher Education
  http://www.mhhe.com
- Allyn & Bacon
  http://vig.abacon.com
- Harcourt College Publishers
  http://www.hbcollege.com
- Prentice Hall
  http://www.prenhall.com
- Lyceum Books, Inc.
  http://www.lyceumbooks.com

TECHNOLOGY 2000 AWARDS

The Technology 2000 Awards are to recognize excellence that evolves out of a comprehensive planning process closely linked to the institution's mission and vision for the future. It reflects strategic, integrated uses of technology to empower faculty, students, and administrators and bring new information resources within reach of all campus constituents - and often the wider community.

Excellence in Technology Leadership
- Dr. Frederick Sherman, Butte College
- Paul Meyers, Cerro Coso College

TIPS Newsletter Contribution of the Year
- Dr. Susan Obler, Rio Hondo College

Technology Focus Awards
- **The Virtual College Student Retention and Success Project, Rio Hondo College**
  Dr. Andy Howard, Belen Torres-Gil, Mike Martinez, Suzanne Fredrickson, Sue Roig, Jim Hipolito, Karen Garcia
- **Team Approach to Technology Integration, Long Beach City College**
  Amit Schitai, C.C. Sadler, Fred Rossmanek, Monika Mravec, Cindy Hanks, Eric Hobbs; Student Help Desk Team: Ivan Gutierez, Michael Bartledt, Scott Hayworth, Rebecca Cochrane, Peter Mahabaj
- **Faculty Core Groups: Creating Instructional Web Sites, Las Positas College**
  Robert Breuer, William Desmond, LaVere Adams, Debbie Fields, Lawrence Aguiar, Trudi Fields, Dale Boercker, Jackie Fitzgerald, Janet Brehe Johnson, James Forcier, Lindell Bruce, Allen Furuyama, Juliette Bryson, Eric Golanty, Steven Bundy, Ruth Hanna, Mary Campbell, Eric Harpell, Elena Cole, Tim Heisler, Nan Ho
- **@ONE Project, DeAnza College**
  Ann Koda, Michael Bertsch, Karla Frizler, Roberta Baber, Catherine Ayers, Scott Vigallon, Ric Mathews, David Diaz, Linda Delzeit, Claudine Franquet, Jacque O'Lea, John Heminway

CONGRATULATIONS!

Textbooks in Cyberspace: Online Bookstores Go Back to School

Steven Epstein
Vice President for Market Development, Sentius Corporation, Inc.

The traditional bookstore has one powerful advantage when it comes to selling college textbooks to college students: it is right on campus. The students pass it on a daily basis. It is the place where students buy not only books, but also sweatshirts, beer mugs and computer supplies. But when the student arrives at the bookstore, perhaps during the first week of classes, he must push through the crowds, search for the books, stand in line, and carry the 30-pound stack of new and used books back to the dorm.

In the parlance of the college store, "student rush" has nothing to do with pledging the Greek system. It refers to the first two to four weeks of class when the store does the bulk of its business and must deal with the endless crowds and lines. To avoid the rush, the students can now turn to the Web and order the books online.

Compare the bookstore experience to the online experience. The student comes home from the first day of classes, goes online, and searches the Internet bookstore by college and course, by title, or by ISBN number. Once found, the student designates new or used book, mode of shipment, and form of payment. Two to five days later, the books arrive via FedEx or UPS. In the online world, the student can even do comparison-shopping and select the best price - something unheard of on campus. And purchases on the Internet still have one additional price advantage: no sales tax.

Comparison Shopping on the Net

The Internet is giving consumers new power by giving them access to real-time knowledge about products and prices. Books are no exception. In the past, only a few campus bookstores had competition from "unofficial" private bookstores off campus, and most did not. Now, each campus bookstore has some 10 to 20 competitors for each sale. Moreover, the Internet is not only a source to make the purchase, it is a tremendous source of market intelligence.

There are three ways to get information about books and place orders online: from the publisher's site, from an online bookseller, and from the growing number of services that search the online bookstores and do comparison shopping.

College publishers have long maintained Web sites that contained the electronic version of their book catalog. At these sites, the faculty could review the list of titles, see what faculty resources were available to the adopters of each text, and order examination copies. Originally there was no attempt to sell the book directly to students from the publisher's site, but times are changing.

Some college publishers, such as Wadsworth (*www.wadsworth.com*) will take an order directly online. Others, such as Prentice Hall (*www.prenhall.com*), will try to close the sale in one of three ways: refer the student to the local bookstores, take the order via fax or phone, or provide links to several of the online bookstores who sell online.

Each online bookstore tries to offer a unique buying experience. Some sell both new and used books while others sell campus merchandise in addition to books. In some cases, as with www.bigwords.com, the cost of shipping is included in the prices quoted.

At other sites, such as *www.textbooks.com*, the student is offered a service that guarantees a buyback price at the time of purchase. All sites, of course, note the price of the books and allow the customer to select the speed and mode of transportation. Orders are paid for with a credit card.

Students can find the online bookstores among the clutter of the Web by using any search engine and typing a search argument such as "textbooks online" or they can use index sites such as *www.back2college.com* or *http://home1.gte.net/mcorphan/books.html*. Then they can select one or more to shop on the Web.

In the 20th century, many people are "letting their fingers do the walking" by using the Internet to shop. As we now approach the 21st century, it is becoming easy to let

someone else's fingers do the walking. By making use of one of the comparison shopping portals, as shown in the example above, the student can search for a book on dozens of online sites through a meta search.

At sites like *www.pricescan.com* or *www.addall.com*, the student can enter the ISBN number for a book and get a list of the online bookstores that have access to the title as well as the cost of the book and the fee for shipping and handling via several transportation options.

Business Models: Online Bookstores

Pricescan.com is an advertiser-supported portal. David Cost, one of its cofounders, argues that since advertising supports him, he will attempt to link to as many online bookstores as possible in order to provide students the lowest price. The site currently searches more than 30 sites to find the prices and shipping information. The user puts up with some banner ads and page sponsorships in return for free market information.

The second business model is represented by AddALL (*www.addall.com*). This site contains no advertising but presents a more limited set of Web sites from which the user can compare prices. The reason for the limited number of sites searched is that Addall has an affiliate relationship with the sites it represents. It receives a commission whenever a user buys as a result of following a link back to any of the online bookstores that it represents. Many of the online bookstores offer this relationship to schools, Web portals and student organizations.

Used Book Savings

The savings available with a used textbook is so great that *www.eFollett.com* uses new and used prices to let the student "Compare & Save." The chart includes information about more than 20 books and shows prices for new books from four online bookstores as well as used book prices from Follett. Tim Dorgan, senior vice president of E-commerce at Follett notes that while his firm may not have the lowest price for every new book, their large inventory of used books can now be seen and purchased all over the globe.

While some students will buy online because of the savings, a major value of purchasing books online is the convenience. Students can order books any time of day.

As distance learning courses proliferate, students who do not come to campus to take the class Will welcome an option to save the trip to campus to buy books. The fact that they will save time and money doubles the benefit.

The Paperless Book

Publishers are already creating paperless versions of their books. The electronic versions of the book, along with electronic ancillaries, are being prepared as "digital cartridges." These cartridges are intended to be used with online courses and with standard course management systems.

Students will turn to online bookstores because they offer convenience and lower costs. Publishers will turn to online content because it offers increased profits. And as course content gets fully integrated with the course, there may not be a print book to sell in the traditional bookstore. **T**

Steve Epstein, a former college professor at Columbia University, has held positions in such firms as the IBM Corp., Wang Labs, and the ROLM Corp.; most recently, he was vice president in the Distance Learning Group at Simon & Schuster.

Off the Wire
(continued from page 2)

organizations. The centers are also supported by business and community partners that have generated matching commitments valued at more than $42 million in state, local and corporate funding.

These centers and services will be expanded through a department-funded project called the America Connects Consortium. The department is inviting groups to submit proposals that will establish the new consortium, which will provide national leadership to launch a focused, coordinated and comprehensive effort to promote, support and help maintain Community Technology Centers.

Source:
U.S. Department of Education

Not Your Father's Class
(continued from page 3)

wouldn't want to maximize agreement from his/her students on his/her subject matter, improve their persuasive skills or possibly acquire higher credibility presence?

These are the tools of the teaching profession today: computers, projectors, video, interactive CD's, Web based courses, hyper-syllabi, digital cameras, scanners, and the list goes on. This is "not your fathers college class."