CALIFORNIA COMMUNITY COLLEGES

TIPS News

Technology in Education

TELECOMMUNICATIONS INFRASTRUCTURE PROJECT STATEWIDE

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CCCSAT Digital Satellite Means Access

CCCSAT Staff

This is the first in a series of three articles on the technology that runs CCCSAT

Access is the key issue in distance education," said Sherilyn Hargraves, Project Director for the California Community Colleges Satellite Network. CCCSAT will rely on technological advances to deliver video, audio, and Internet content via satellite. Whether students watch class on cable television, rent or purchase videos, download streaming media to home computers, chat online, or e-mail instructors or other students, their choices will allow education to fit a variety of lifestyles and learning styles. Satellite technology helps make these choices possible.

CCCSAT transmissions will be in MPEG formats. The send site at Palomar College encodes video, audio, and data transmissions into compressed MPEG-2 digital versions which travel to a PanAmSat satellite orbiting almost 22,300 miles above the earth. The satellite operates like a bent pipe, taking in information and beaming it back to earth where the receive sites decode, decompress, and deliver the information.

Satellite transmission is also a cost-effective way to deliver real time video to a large group of students. The number of students who can view a satellite transmission is only limited by the satellite's footprint, or area of coverage, allowing CCCSAT to broadcast to students wherever they may be.

Satellites give CCCSAT the ability to provide clear video transmitted close to each student's home, and to do so almost instantaneously. As John King, Vice President of Technical Services of *bitcentral.com*, explained, "From the time the word is spoken in Palomar to the time the student hears it in their ear is less than two seconds.

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E-Mail Use On The Rise For Faculty, Students

@ONE's second Faculty Instructional Technology Survey, conducted in February 2000, documents use and skill in the application of a number of instructional technologies in the California Community Colleges.

Faculty continue to use e-mail most for communicating with colleagues. However, using e-mail for communication with students increased from 30% of the respondents (1998) to 55%, though only 14% encourage students to use e-mail for group work.

This may indicate concern for lack of student access, or a lack of awareness of the usefulness of e-mail in collaborative learning. It could also be indicative of the relatively low self-reported skills that faculty have in providing activities that encourage students to use e-mail for collaboration.

Though students in community colleges have more difficulty convening than do college students in residence, e-mail is a vehicle that allows them to collaborate anytime, anywhere. Group projects can be assigned and students can participate as never before!

Download the training materials for The @ONE training course, "Using Email to Support Instruction," for your own use at:
http://one.fhda.edu/services/emailClass/instmail.htm

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•Articles appearing in this newsletter and other relevant news may also be accessed on the World Wide Web at:

TIPS online *http://video.4c.net/TIPS*

off the wire

COLLEGES GET BAD GRADES FOR WEB SITES

Source: Edupage

Prospective college students say, on average, university and college Web sites do not provide the information they need.

BreathingLife.com Director of Operations Bonnie Matheney says higher education Web sites often have big files and badly placed scripts, as well as high-resolution pictures, which make downloads much longer. Her company intends to offer assistance and information to college and graduate applicants.

Case Western Reserve University Dean of Admissions Bill Conley says college Web pages tend to be bandwidth-heavy because the schools have faster connections than their audiences, so even a focus group reviewing the site on campus will get a different picture than those elsewhere. Student Stacey Recarba researched schools online, and found, after waiting for the pages to download, that she could easily find information about the schools' athletic programs, but application information was much more difficult.

Matheney notes that schools have so many different groups within themselves and so many different groups they want to reach that forming a coherent message can be a major challenge. She recommends that someone from the information services support staff be appointed Webmaster to track usage, assign URLs, and keep the system running.

(Interactive Week, 1 May 2000)

GROWTH OF WIRELESS ACCESS TO INTERNET COMING AT HURRICANE FORCE SPEED

Source: TechLearn Trends

Over the past 12 months, The MASIE Center has been monitoring the growth of (and venture development for) wireless access to the Internet.

Imagine your cell phone or palm computer device able to make queries of the Internet for instant display. While we might start with queries for stock prices, access to e-mail and checking the time for the local movie theater, the commercial and e-learning opportunities are huge. Plac-

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COMMENTARY

The Road to "Natural" Digital Collaboration

Elliott Masie,
President, The MASIE Center

If I told you that we were going to have a conference call, the steps would be natural. You would want to know the number to call, perhaps with a password or ID. And, in a few seconds or a couple of minutes, you would be in a telephone conference, focusing on the content rather than the technology.

It wasn't always like that. A decade ago, telephone conference calls were preceded by days or hours of anxiety, testing of phone lines and a learning curve that scared off many users. I remember leading a conference call in 1985 that required that I have two telephones to my ear, using one to communicate with the control center and the other to talk to fellow participants online.

We walked a road to get to the natural state of telephone conferences as collaboration. Multiple positive experiences, maturing technology, full compliance with standards and a price point that made the decision to use a conference call model a "no-brainer."

What is the road to the natural use of a wider set of digital collaboration tools?

Video conference technology is awesome, yet the logistics can be daunting. Almost every time that I schedule a keynote speech or meeting via video conference from my office, there is a flurry of testing and free-floating anxiety. Will it work? Do our systems like each other? Even though we are both using standards-based systems, the process is far from natural. And, for many folks in video conferencing sessions, they are distracted by the technology.

Will it evolve to a more natural state? Yes, but it will take the same elements as the telephone conference call: loads of positive experiences, maturing technology, full compliance with standards and a friendly price point. Video conferencing technology is one of the great inventions of the 20th century but is often found gathering dust in the conference room of the CEO.

In the next 36 months, digital collaboration technology will explode on the scene. Accelerated by the popularity of the Internet, we will have the opportunity to have one-to-one and larger group experiences of collaboration and community. Watch for systems and services that will allow individuals and organizations to use digital collaboration for these core functions: learning, knowledge transfer, planning, meetings, selling, supporting, coaching, customer contact, relationship development, family gatherings, interviewing, shopping, litigating, researching, managing, and more.

The technology will come to us in both generic packages that allow a broad category of collaboration as well as function specific services that allow us to launch an event with a single click.

The challenge is to make these technologies work so well that they disappear from our radar screens and allow us to focus on just the relationships and content. We have to work hard to rapidly get to "natural" collaborations.

Vendors of digital collaboration tools must work together to extend their standards compliance and provide simple checking and setup procedures. I should not have to call a command center prior to attending a virtual meeting or classroom. We should be "collaboration ready " and have the ability to dive into a meeting or online relationship without requiring a "techie" moment first.

> *"The technology will come to us in both generic packages that allow a broad category of collaboration as well as function specific services that allow us to launch an event with a single click."*

Organizations implementing digital collaboration will need to address the process issues of people working together with technology. There is a skill set to using a shared white board. There is a skill to delivering a speech over a videoconference system. There are wonderful and awful examples of a distance learning experience. We can't expect our colleagues to automatically adapt to new models of collaboration. There will be learning, coaching and modeling processes that

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Grant Seeking 101: Approaching Grantors For Your Technology Project

Cheryl C. New
President, Polaris
http://www.polarisgrantscentral.net

Grant funding is an investment by a funding agency. The grantor believes in a project that has a solid chance to provide a solution to a problem in which both you, as the potential grantee, and the agency, have an interest. You have a potential solution and the grantor is willing to pay to test your project and see if, in fact, it can provide the predicted outcome.

Funding agencies may define their interests broadly: "Improve the quality of education in America." Or they may have a very specific interest: "Create an Internet-based science curriculum that meets state standards. Both types of agencies have something definite in mind. Your project must match the agency's agenda, not the other way around. You are not likely to talk an agency into funding a project that is outside the grantor's area of interest.

You communicate with the agency about your project through a proposal. Describe your plan so that the grantor can judge if your project is the best one proposed. Most agencies have developed guidelines for proposal submission to ensure they get the information needed to make a sound decision. Some guidelines are complex and request very specific information, and others are not as demanding. Even those few agencies without developed guidelines have basic information in mind when they review proposals, so you must carefully provide complete information about your project.

Have a clear concept of your project before you "shop" for a matching agency. No proposal should be started until the project has been worked out in detail.

One key point must be made: the technology itself is not a project. You do not write a grantor and ask for a computer. You might do so for a fund-raising effort, but that is a different type of request. In fund-raising, you might request money to buy a computer lab for your school and then send a letter to potential donors, hoping some will contribute to your cause. But in grant seeking, the agency is not interested in your particular school; the grantor wants a complete project designed to help solve the problem in which it is interested. The idea is that others could replicate your process to solve the problem on a larger scale. Your technology is simply the tool you need to accomplish the project. You do not concentrate on the tool in the proposal, but on what you are trying to accomplish with that tool: your project. The reviewer should think, "Well, of course, they need computers, scanners and Internet access. Without them, they will not be able to fulfill the objectives of their project."

Having said all that, just how does one shop for a grant-funding agency? Here's a step-by step process:

1. Develop your project including the why, what, when where, who, with what and for how much.
2. Search directories and other documents for agencies that seem most likely to fund your project. Directory information typically contains brief descriptions, including general areas of interest, amount of funding available and contact information.
   - For federal programs, search the Catalog of Federal Domestic Assistance (CFDA). The CFDA contains an extensive profile of every domestic federal funding program. Review a copy of the CFDA at your local public library so you know how it's organized and what information it contains. This step is very important. You can search the CFDA online, but will have difficulty if you are not familiar with the organization of the document and what information it contains. Use indexes to help you with your search. After you are familiar with the CFDA, you can do an online search at *www.cfda.gov*.
   - The Foundation Center and its directories are your best one-stop shopping place for foundation programs. Most public libraries have directories for your review. The center has an extensive offering online at *www.fdncenter.org*. Some corporate programs are included.
   - For a comprehensive database of education funding agencies, whether foundation, corporate, federal, state or local, access the Teacher Universe Web site at *www.teacheruniverse.com*. It sponsors a free resource called RightGrant Online, a searchable, guided database of funding sources for education projects.
3. Write to grantors you have targeted and simply ask them for funding guidelines, newsletters, and other information and publications, along with a list of those to whom they have made awards in the past year or

two. Do not describe your project, since you are not making a proposal; you are simply seeking information. Be sure to check online sources, as many agencies publish the information you need on their Web site.

4. Thoroughly study the information you receive. Learn as much about the potential funding agency as possible before you consider making a proposal. There must be a good match between your project and the agency's focus and requirements, to have any chance of winning a grant.
5. Choose your best funding match. Analyze the grantor's guidelines from three perspectives: content required; key points or issues in which the agency is interested; and publishing requirements for the proposal itself.

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example one

Regional Technology in Education Consortia
(addresses vary by region of the country)
http://rtec.org

General Description of Program Interest

"The Regional Technology in Education Consortia (RTEC) program is established to help states, local educational agencies, teachers, school library and media personnel, administrators, and other education entities successfully integrate technologies into... (K-12) classrooms, library media centers and other educational settings, including adult literacy centers."

Proposal Guideline

"The Secretary considers the following factor in determining the quality of the application, the extent to which the proposed project meets the following program objective: Collaborate with state educational agencies and local educational agencies requesting collaboration, particularly in the development of strategies for assisting those schools with the highest number of disadvantaged students with little or no access to technology in the classroom."

Discussion

Collaborations are key to many grant programs. Grantors want unduplicated services within a community, and all possible resources used. The more partners, the more funds (actual or in-kind) contribute to project stability and success. Partners must be fully involved. Agencies can easily spot perfunctory partners - their antennae are finely tuned to this issue.

example two

Technology Opportunities Program (TOP)
1401 Constitution Avenue, NW, HCHB, Room 4096
Washington, D.C. 20230
http://www.ntia.doc.gov

General Description of Program Interest

"TOP promotes the widespread use and availability of advanced telecommunications and information technologies in the public and non-profit sectors. By providing matching grants for information infrastructure projects, this program will help develop a nationwide, interactive, multimedia information infrastructure that is accessible to all Americans, in rural and urban areas."

Proposal Guideline

"Be succinct and clear. Because of page limitations, you should discuss your project clearly and succinctly. Reviewers are less interested in jargon and exaggeration, than in learning what you are proposing and how well you respond to [our] criteria…"

Discussion

This agency is very clear about what it wants: a straightforward description of your intentions. No nonsense, but clear simple sentences. There are no "magic" words. Readers have little time to review each proposal and don't have time to interpret what you mean. If your proposal is not absolutely clear on first reading, you may lose your funding opportunity. Have several readers not connected to the project read your proposal and then tell you what they think you are trying to accomplish. This ensures that readers will understand your points without having to labor over difficult language.

example three

AT&T Foundation
(addresses vary by region of the country)
http://www.att.com/foundation

General Description of Program Interest

"The AT&T Foundation supports education programs that focus on the use of technology to enhance teaching and learning. Through the AT&T Learning Network Grants Program as well as invitational grants, the AT&T Foundation concentrates on the role of technology in education and its capacity to connect Students, teachers, classrooms, institutions and communities."

Proposal Guideline

"Special consideration will be given to projects that involve collaboration among families, schools, colleges, universities, educational organizations and/ or community-based organizations…"

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funding is highly competitive. Anytime there is a "'special area of interest," winning projects will leration" or "'special area of interest," winning projects will kely meet or exceed the stated considerations or interests. If oject does not contain the elements described, then look for nt grantor. Requirements of collaborations and partnerships as described above are a trend in grant funding. Agencies seek projects that involve partnerships among related community groups and agencies.

Video Conferencing at The Museum of Television & Radio

The Museum of Television and Radio is a public archive of over 100,000 television and radio programs that span the history of television and radio. Through original footage, reporting and dramatization, television programs can give us access to material unavailable through other sources. These television and radio programs act as a window to the past and present, illuminating significant events in our nation's history and culture. How can you expose your students to these programs? By video conferencing with The Museum of Television & Radio's Education Department.

During each session, a Museum Educator will introduce clips from past and current television programs from the Museum's collection and then participate in question and answer sessions with the students. In order to participate, schools should be able to connect to a bridge at 384kbps (3 ISDN lines), but the program is also available at 128 kbps or 1 ISDN line. Each conference is ninety minutes but can be adapted into two forty-five minute sessions.

Fees for these video conference field trips are as follows:

- Program Overview: FREE
- Technical demonstration: FREE
- 90-minute video conference field trip of your choice: $100.

College Class Listing

Live Television

By the end of 1947, about 170,000 television sets had been purchased in the United States. That number jumped to two million by the end of 1950. With the advent of live television in the late 1940s, millions of Americans sitting at home in their living rooms witnessed events all over the world as they occurred. This unique sensation of being in two places at once is an essential part of the live television experience. This class examines the history of live television drama and its roots in theater, as well as the reasons for its popularity and success.

Raising the Curtain on the Cold War The Cold War began in television's infancy and escalated as the medium matured, allowing us to use fiction, news and documentary programs as primary documents to trace the course of events. This class uses those programs to explore the way television audiences from the 50's to the 90's were exposed to issues such as espionage, the blacklist, and Communism in Eastern Europe and beyond.

Hitchcock by Hitchcock

This class serves an introduction to the small screen work of the master of suspense, including the series Alfred Hitchcock Presents (1955-1965) which featured his most famous thematic and stylistic elements. Clips include examples of Hitchcock's tongue-in-cheek introductions, his macabre humor and the twist endings made famous by the film masterpiece Psycho (1960).

Network Radio

This class presents a history and analysis of network "radio days" from the late 1920s through the early 1960s. The popular genres of radio which were later to surface on television: soap operas, game shows, variety shows, situation comedies, anthologies, and westerns will be discussed as well as the way in which news was presented: from President Roosevelt's fireside chats to The March of Time, and coverage of World War II.

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cpearlman@mtr.org
http://www.mtr.org
(310) 858-8709 ISDN bonded (384 kbs)

MT&R

CCC Foundation Launches Newsletter

The Foundation for the California Community Colleges has recently launched an electronic newsletter to showcase cooperative purchase agreements and feature new members of the consortium, new vendors, specials, and other items of interest.

Archived newsletters and information on subscribing are at the Foundation website:

http://www.foundationccc.org/

David Pierce Faculty Technology Award

On the occasion of the retirement of Dr. David R. Pierce from the position of President of the American Association of Community Colleges (AACC), Microsoft Corporation has established the David Pierce Faculty Technology Awards, to be presented to two outstanding community college technology faculty members as determined in a nationwide search through AACC institution nominations.

The national awards, each with a $5,000 honorarium, will be presented to two outstanding faculty members who:

- demonstrate a high level of enthusiasm for technology through its creative use in their field of instruction.
- demonstrate leadership to their peers toward using technology, through mentoring and example. inspire students to enter the technology field or excel in it.
- increase access to technology skills to underserved populations through their efforts (an example of this might be upskilling the workforce through incorporating technology use into coursework).

Community and technical college presidents will nominate faculty candidates by completing the nomination form accompanied by a letter of justification not longer than 750 words. One nomination will be accepted from each applying institution.

Eligible faculty nominees should be currently teaching in an accredited community or technical college within North America and setting the bar for the integration of technology into teaching and learning.

The application form should be completed and returned as indicated prior to Friday, October 13, 2000. The selected technology champions will be announced at the AACC Annual Convention, April 4, 2001 in Chicago.

Nomination form is available at:
http://www.aacc.nche.edu/headline/040800head2.htm

Satellite Transmission

(continued from page 1)

The use of satellites to transmit information is hardly news. What is new is the delivery of Internet broadband content, such as streaming media, via satellite. Streaming media is anything that continually downloads to the computer screen, such as video lectures, Internet radio stations, or online games. With steaming media, digitalization and the order in which the packets of digitalized information are delivered are crucial to the quality of the transmission.

Until very recently, streaming media reception on computers was often an exercise in frustration as the video or audio jumped, shivered, or even froze. CCCSAT's use of satellite and digital technologies will deliver broadcast quality video to the home. When video or any other information is transmitted over land routes, it hops through many routers to reach the student's home. Satellite transmission places that information much closer to the student in only one hop – from the sender to the satellite to the receiver. This closeness reduces the error rates, enhancing the quality of the video.

PART Two: Broadband technology and distance education.

Digital Collaboration

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must happen before we get to natural collaboration.

Just as there is a process of instructional design for developing instructional experiences, we believe that there is a parallel process of collaborative design to create the best uses of digital collaboration technology. We need to learn how to assess the needs of the groups involved and select media that is appropriate to the outcome objectives. We should envision the development of collaboration templates that will embody a design for ideal use of tools in a given situation (e.g. A template that walks the group through a highly interactive video conference for an employment interview, including application sharing of resume and job description documents.

Finally, there are new roles that we must invent and perfect to make digital collaboration really soar. Facilitators, community builders, virtual coaches and other roles will evolve that will make digital collaboration work effectively and naturally.

This is a great time to start the experimentation process. We should find teams within our organizations to lead pilots for leveraging existing and new technologies for effective collaboration. It would be great if the "owners " of collaboration technology were not techies but rather process-oriented folks in the Human Resources, Training, or Business areas.

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Grant-Writing 101

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Here are additional steps to help develop your idea, from project to proposal.

1. From directory descriptions, target agencies that seem to match up with your project.
2. Request guidelines from the grantor or access them through the Internet.
3. Analyze guidelines to ensure a solid fit with your project. Pay close attention to the agency's special requirements or key areas of interest.
4. Choose the agency that best matches your project.
5. Outline the components the grantor requires in a proposal such as a problem statement or needs analysis, project summary, overall mission and measurable objectives.
6. Outline key interests or issues. Read between the lines for things important to the funding agency.
7. Outline the publishing requirements: page limits, spacing, font size and numbers of copies.
8. Follow directions to the letter. Don't skip any part of the guidelines. Write a clear, concise, jargon-free description of your project.

converge
Education » Technology » Fast Forward

Off the Wire

(continued from page 2)

ing the power of the internet in a wearable and mobile device changes dramatically people's perceptions of how it can be used.

Already in Finland and Japan there are major uses of mobile Internet access underway. Commercial applications will include queries to ERP and other corporate databases as well as the use of a form of “instant messaging.”

Watch for coaching and other e-learning processes to rapidly expand to wireless internet access. A study recently released by International Data Corporation predicted that wireless “surfers” will outnumber wired ones by 2003.

(ComputerWorld)

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