Commission on Building For The 21st Century

The California Business, Transportation and Housing Agency

Recommendations

The California Business, Transportation and Housing Agency's Commission On Building For the 21st Century, through its Technology Committee, has formed a separate Technology Advisory Group (TAG) composed of the leaders in communications, hardware, software, and educational technology applications. The members of the TAG have been instrumental in providing advice on the state of the art in educational technology and a sense of the future trends and directions that can affect the quality of education in California.

It is with the input of the TAG that the Technology Committee was able to shape the following recommendations to refine their previous proposal for Connecting California's Schools. These recommendations for a comprehensive Connecting California's Schools program involve the following four components: Hardware, Connectivity, Training, and Content. They are reflective of the federal government's Four Pillars for educational technology.

Recommendation 1: Hardware

Increase the ratio of students to computers in California.

The term hardware includes PCs, Macs, thin client appliances, notebooks and laptops, and, eventually, hand-held wireless appliances.

Using the ratio of students to computers as a measurement for success in education technology is nationally recognized by Education Week, the California Basic Educational Database System (CBEDS) and President William J. Clinton, among others. Both California's Digital High School Program and former President Clinton have set a goal with respect to this ratio of four students per computer. The following data indicates

Technology II Project

U P D A T E

As a strategy to document the need for significant CCC technology funding for inclusion in the May revise of the Governor's budget, there will be two phases to Technology II planning. The first phase is to determine the current status of the technology need at your college and within the system through the collection and analysis of local information.

Colleges can use the Telecommunication and Technology Infrastructure Program (TTIP) funds ($25,000 to each college and $9,700 to each funded district) for the planning and collection of the requested data. Upon completion of Technology II planning, colleges may apply any portion of these unused TTIP funds toward improving the technology program at your district/college.

The California Community Colleges Chancellor's Office has scheduled the Technology II - Phase One implementation workshops for February 13 &15, 2001 and video conferences for Feb.26 & 27, 2001. The workshop should provide guidance to administrators and staff involved with Phase One planning.

Phase One planning tools can be reviewed online at:
http://www.cccco.edu/cccco/esed/irt/tnt/TechII/guidelines.htm
Source: @ONE eNews
http://one.fhda.edu

STUDENTS TRAIN FOR NEW MEDIA CAREERS

Edupage

California community colleges report a significant increase in the number of courses dealing with "new media," namely courses in Web site design and Web animation. Educators say the courses are essential to matching the needs of the new economy, and participating students agree that the courses are a key step toward finding jobs, often quite lucrative ones. However, some educators question this emphasis on new media, especially considering the current shakeout occurring in the dotcom sector. In fact, some graduates of the courses contend that the new curriculum is already out-of-date. "To be quite honest, it's about over, as far as a hot trend goes," says Michael Eggert, who graduated from Santa Monica College's Academy of Entertainment Technology and became director of Web production for Wirebreak Entertainment.

Officials at the colleges offering the courses acknowledge that few students actually complete the entire curriculum. Many are only filling out their tech education with desired skills, and others turn in-school internships into full-time jobs.
(Los Angeles Times, 31 January 2001)

INTERNET ACCESS IN THE U.S.

Association For Interactive Media

According to the "Contemporary Issues in Employment and Workplace Policy" report by the Employment Policy Foundation, 51 percent (54.5 million) of US households have at least one computer and 43.5 million have Internet access. By November 2002, 68.2 million US households are predicted to have computers and 66.9 million will be able to use the Internet. The report showed that the digital divide still exists, as 80.7 percent of upper income households had computers compared to 41.2 percent of lower income households in August 2000.

The survey also found that while free Internet access was available to 16.4 percent of respondents, most people paid an average of $21.28 per month. For those with broadband capability, 51.7 percent had cable modems, 32.5 percent had DSL, 10.8 percent had ISDN connections, and 5.1 percent had wireless or satellite. Nearly 60 percent of broadband Internet subscribers paid $20 per month for web access.

COMMISION SAYS FEDERAL RULES ON DISTANCE EDUCATION MUST BE UPDATED

Dan Carnevale
Chronicle of Higher Education

A federal commission sent a message to state and federal agencies last month that rules and regulations governing distance education are out of date and must be revamped.

The panel, known as the Congressional Web-Based Education Commission, released a report that specifically mentioned two federal financial-aid policies: the 12-hour rule and the 50-percent rule. The 12-hour rule requires that students take at least 12 hours of instruction a week through various courses to be considered full time. Part-time students are eligible for smaller amounts of aid money. The other rule requires that an institution participating in federal financial-aid programs teach no more than half of its courses at a distance.

Officials in charge of new institutions and online programs have openly criticized these rules, arguing that they make no provision for virtual universities or for new, self-paced, online courses that rely less on face-to-face instruction. Regulators have countered that the rules are necessary to root out fraud and diploma mills, and to ensure quality in distance education.

The commission, made up of members of Congress and education officials, heard these arguments and more during 10 months of testimony taken around the country. Commission members, seeking to promote the use of the Internet in education, gathered information from a variety of experts in education and in the technology industry.

The result is a report called "The Power of the Internet for Learning." It outlines recommendations for using the Internet to improve education at all levels, from preschool through doctoral program (*www.webcommission.org*).

"The Web is demonstrating that you can deliver quality content anywhere in the world," says Rep. Johnny Isakson, a Georgia Republican who is the vice chairman of the commission. "We need to make sure that every teacher in the country is able to take advantage of this great asset."

To do this, the commission concludes, some federal regulations need to be updated, including the 12-hour and 50-percent rules. The report cites testimony from officials at several institutions who believe that accrediting agencies should have the sole responsibility for evaluating programs' quality, and that additional regulations from the government are unnecessary.

The Education Department is currently conducting a demonstration program that allows a select group of institutions to ignore the two rules and still provide federal financial aid. The demonstration program was mandated by Congress.

The commission also cites some federal statutes that need to be updated. Among them is the copyright law, which the report refers to as "horse and buggies on the Information Superhighway." The existing "fair use" provision does not give professors enough leeway to put material online, the report concludes.

Professors testified that although they can use certain materials anytime in class, they aren't able to place material online without permission from the copyright holder, the report says.

But Patricia Schroeder, president of the Association of American Publishers, says any change to copyright law must be made carefully. She applauds the commission's recommendation that the U. S. Copyright Office be in charge of gathering ideas and proposing ways to revamp the system. "Copyright is something everyone wants to rail about, but it's very complex," Ms. Schroeder says.

The commission's report makes clear, however, that members do not want state or federal governments to shy away from offering money to online education. The report says grants and other investments in innovative programs are necessary to find out what works and what doesn't.

The next challenge for the commission will be persuading legislators and bureaucrats to take the report's recommendations seriously. The commission may be hampered, however, by the departure of Sen. Bob Kerrey of Nebraska, a Democrat who served as the commission's chairman. Mr. Kerrey decided not to seek reelection and will become the president of New School University this month.

Representative Isakson says he will take it on himself to try and persuade his colleagues to accept the panel's ideas.

Some analysts expect education to

Long-Time Internet Booster Sees Clouds on Web Horizon

Pamela Mendels
CyberTimes columnist

"Show them a list of the presidents out of order on a Web site. Then show them the correct listing in a book. They'll believe the computer."

For years, Karen G. Schneider, a librarian in the suburbs of Albany, N.Y., has been known as a fighter for free speech online.

She was the author of one of the early books about filtering, a critical examination for librarians of various software programs used to shield children from objectionable content online. She has long been vocal in decrying legislative and political efforts to curb an unencumbered exchange of information in cyberspace. And among those who follow the growing presence of the Internet in people's lives, she has often been asked to weigh in, be it in court or in print.

So it was not surprising that the Electronic Frontier Foundation, a group advocating civil liberties online, recently selected Schneider to accept an award recognizing "librarians everywhere" for their efforts to preserve the public's right to free speech on the Internet.

"Librarians have played a very important role in protecting intellectual freedom and privacy online," Schneider said in a telephone interview this week. "We've done it formally as a profession. And we have been champions for people who don't often have champions - poor people who use libraries because they have no other access to the Internet."

What is perhaps more surprising about Schneider, an Internet enthusiast since she first logged on to a computer bulletin board at her library graduate school program in 1991, is that she sees clouds on the Internet horizon other than threats of censorship.

For one thing, she said, she worries about the mass commercialization of the Web and the effect it is having on young people, who now increasingly encounter advertising and promotion from a variety of media in schools, once a kind of safe-haven from consumerism.

"It's funny that people are concerned about being exposed to a naked body on the Internet, but they're not concerned about the ramifications of being exposed to this onslaught of commercialism from an early age and its impact on the value systems of children," she said.

Schneider has a related concern. She is worried that young people who are perfectly adept at using technology are often clumsy at something perhaps more important: evaluating the quality of the information the technology feeds them.

"Show them a list of the presidents out of order on a Web site. Then show them the correct listing in a book," said Schneider, who regularly spends time with children and teenagers at the Shenendehowa Public Library, where she is in charge of technology. "They'll believe the computer."

Schneider expresses a concern that is increasingly common among librarians and educators, said Julie A. Walker, executive director of the American Association of School Librarians. Walker said that the Internet has entered modern life in general, and schools in particular, so quickly in recent years that administrators, teachers and others have not had the time to think through what young people need to learn about the new medium in order to use it wisely.

"Schools are trying, but this has come on so fast," she said, adding later: "The medium is well ahead of the skills we are able to give kids at this point."

One indication of that may come from Samuel E. Ebersole, chairman of the department of mass communications at the University of Southern Colorado in Pueblo. Last year Ebersole completed a study in which he took at look at students and their Internet use at 10 Colorado middle and high schools.

One thing he examined was the type of Web sites students viewed in their school libraries and computer labs. The students reported that they were using the computer predominately for learning and research. But when Ebersole had two librarians scrutinize a random sampling of the sites the students viewed, the librarians rated only 27 percent of them as suitable for academic research.

Ebersole does not believe that the students were necessarily goofing off. Rather he believes that many students are ignorant about both how to conduct an effective search online and how to distinguish between reputable information and questionable information.

"For kids to be successful in using the Web for academic research in schools, they probably are going to need more help than they are getting," he said. "I suspect they need more guidance, more hand-holding, more attention."

Jean Amour Polly, a former librarian and now author of an annually updated family guide to cyberspace, hopes to address the problem in the next version of her book. "I'm collecting more sites about media literacy, how to surf and sift though all the stuff," she said. "A lot of kids don't know it."

Recommendations

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where California now stands compared with the rest of the nation. The ratios are based upon California's current enrollment of over 5.8 million K-12 students.

Students per Multimedia computer, nationally: 9.8

Students per Multimedia computer in California: 14.8

(multimedia computers include a sound card and CD-ROM)

Recommendation 2: Connectivity

Provide incentives to network all California schools, regardless of geographic location.

Connectivity establishes networks that allow computers to communicate with each other in their simplest form, and grant access to the Internet in advanced forms. Connectivity is accomplished through:

Local Area Networks (LANs) within a classroom or school,

Wide Area Networks (WANs) which connect the school to the outside world (from within a particular district to connectivity with the local community to connectivity with the Internet and World Wide Web),

Points of Presence (POP) which are the local tele-communications services infrastructure that school networks connect with, and

Internet backbones, such as the CalRen2 (UC's Internet 2) or a State backbone such as those used by the State Lottery or Department of Corrections.

Connecting California's schools to each other and the Internet is the wave for education. It will place California at the forefront of the country in education. The cost to connect all of California's schools would be in the billions of dollars. Our schools have participated in the first two rounds of the federal E-rate incentive program and are currently competing for funding in the third round. Unfortunately, given the strict application requirements associated with this round of the E-rate, California's schools will not qualify for as much money as they have in the past.

Additionally, the exorbitant cost associated with the "last mile" of telecommunications infrastructure needed to connect the schools to the Internet would place too great a burden on the California taxpayer, if the State were solely responsible for its funding. Given the Internet's potential to provide teachers with a classroom tool to offer everything from Advanced Placement (AP) courses to kindergarten courses, it is imperative that the State's schools achieve connectivity to ensure that all students have equity of access to the best and greatest information. To achieve this goal, California needs to develop a policy that will encourage and provide incentives to the telecommunications industry to build out the "last mile."

Recommendation 3: Training and Professional Development

Extend training and development to school administrators.

Unless teachers and administrators are trained in the use of technology, its advantages will never be realized and California's students will fall behind in the New Economy. The California State University and other institutions, both private and public, have developed excellent programs to achieve this need (including certification processes). The Commission endorses Governor Davis' proposal to provide $25 million for training teachers through AB 1942 (Reyes). However, California has not yet developed a proposal for similar training for administrators.

Recommendation 4: Content

Explore the potential of the "education service provider" (EduSP) model as one possible way of developing curriculum, accountability and management content for schools.

Content includes curriculum, accountability, and management systems development. Everything from online coursework to grading and accountability systems shared among schools to procurement systems are possible once schools are connected, both in the classroom and administratively.

Once an Internet or Intranet connection has been established, EduSP's can provide services for administrative/management applications, programs, procurement applications (Business to Education "dot-com" business systems), and curriculum applications (online AP courses) through the same portal to every piece of hardware connected to the network within that particular school. Similarly, the same portal could be available to an entire school district, county, or conceivably, statewide. EduSP's offer an opportunity to provide multiple services and reduce the need for schools and districts to divert their resources from direct education to building the human and mechanical infrastructure to support technological improvement. **T**

TechEd01 Offers "The Power of Knowledge"

Celeste Ingrid
Marketing Communications Coordinator
Community College Foundation, TechEd Events

T he Power of Knowledge" thrives at TechEd01 International Conference and Exposition, a hands-on educational technology conference where intellectual connectivity abounds. TechEd01 is a technology conference featuring hundreds of hours of instruction on how to use computers to enhance teaching and learning.

Taking place in sunny Southern California March 26-29, 2001, TechEd01 is not just another conference. "TechEd provides a more personal and unique feel than any other conference of its kind, where attendees are guaranteed to come away with a renewed enthusiasm for technology and a true validation of their efforts to promote technology on their campus," says Conference Director William Neece.

Technology in education

www.TechEdEvents.org

Organized by the Community College Foundation, TechEd01 will explore the key technology issues faced by educational institutions throughout the country and provide practical, innovative solutions for use in the 21st Century. The conference will feature keynote presentations by John Morgridge, Chairman of the Board of Cisco Sytems, Inc. and Dr. Stanley Davis, best selling author of The Monster Under the Bed, Future Vision and BLUR.

The event's theme, "The Power of Knowledge" is especially appropriate as information now blurs into the world of education at astonishing speeds. It is fitting to discuss the power of sharing knowledge in the context of educational technology. During the past decade, technology has helped us better understand the learning process and helped us shape our teaching methods to fit that process. It has emerged as a resource from pre-school to university education, forever altering the way we seek and use knowledge. TechEd01 Chairman Dr. William Feddersen, president of Mt. San Antonio College, CA says "TechEd01 plays a vital role in equipping universities, colleges, and schools with a strong base technology awareness and the knowledge needed to tackle the increasing challenges of teaching and learning."

With more than 120 hands-on computer workshops led by leading technology companies and trainers, TechEd01 provides hands-on opportunities for educators to test-drive a wide variety of technology solutions. The event offers 30 pre-conference workshops, 130 concurrent and vendor sessions, special interest symposiums, dynamic spotlight presenters and the always-popular interactive roundtable and poster sessions. The event is rounded out by more than 180 exhibitors showcasing the most advanced educational software and hardware available today offering participants a greater awareness of the most pioneering classroom and administrative solutions available.

To learn more about registering for this exciting conference, including group and early-bird discounts, visit *www.TechEdEvents.org* or call 916-418-5151. **T**

@ONE eNews

The Instructional Designer Role

In its publication "Guidelines on Minimum Standards for College Technology," the CCC Academic Senate recommends that every college provide instructional design support to faculty. The @ONE recommendations presented in the Summary Report of the 2000 Faculty Instructional Technology Survey include providing faculty with pedagogical support as well as technology training (*http://one.fhda.edu/services/services.htm*). An instructional designer can help faculty by approaching the use of the technology from a teaching perspective, which might include a lesson or course, or specific teaching strategies.

So what qualifications and experience are desirable in an instructional designer? Teaching or training experience helps, as does project management skills, oral and written communication skills and the ability to convey technical concepts to non-technical people. Because there is great demand, both in education and industry, for recent graduates of instructional design degree programs, Scott Vigallon, instructional designer at Las Positas College, suggests encouraging experienced faculty to prepare for this role.

To access the @ONE presentation, "Why Every College Needs An Instructional Designer," go to:
http://one.fhda.edu/services/ppt.htm

Post Instructional Technology Positions

An effective way to reach a targeted audience for your college's open positions related to technology training and instructional design is to post job announcements at the California Community College Trainers' Network. The main goal of the Trainers' Network is to optimize productivity of those charged with training and supporting CCC faculty and staff to effectively use technology.

At the CCC Trainers' Network, technology trainers can browse current job postings. Your posting will be automatically removed from the database after the application deadline date you provide.

Go to the job posting area at:
http://one.fhda.edu/tn2/postings.htm

To subscribe to @ONE eNews:
http://one.fhda.edu

CALIFORNIA VIRTUAL CAMPUS

CONFERENCES

CVC Award Winning Online Teaching Sites
Foothill College
March 2, 2001

Come to this session to see presentations of the CVC award winning online teaching sites and other model online courses. This session is ideal for current online teaching faculty and individuals who are interested in web-enhanced instruction or are considering creating online or hybrid courses. This event will close at 100 participants. To sign up, go to the Foothill Global Access calendar:
http://socrates.fhda.edu/fga/

CVC Online Student Services Conference
Napa Valley College
April 19-20, 2001

This conference is the second annual Student Services Conference sponsored by CVC Region IV. Presentations will address topics such as online counseling, matriculation, financial aid, student success, tutoring, and admissions.
http://www.cvc4.org/studentservices/

ADEC 2001 Annual Conference

Summit XII: Bridging the Distance
Clarion Hotel, San Francisco Airport
February 28 - March 3, 2001

Registration
http://155.135.22.12/regs.htm

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Internet Access

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The Employment Policy Foundation also notes the five highest and five lowest states according to the number of households with computers. Highest were: Alaska - 67 percent, Utah - 66.8 percent, New Hampshire - 64.3 percent, Colorado - 63.2 percent, and Oregon - 61.2 percent. The five lowest were: West Virginia - 43 percent, Oklahoma - 42.1 percent, Louisiana - 42 percent, Mississippi - 38.7 percent, and Arkansas - 38.5 percent.

For information on the report, go to:

http://www.epf.org/forecasts/2001/ tf20010111.pdf

Federal Rules

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become a central theme once George W. Bush becomes president. And some of the report's proposed regulatory changes may prove popular, given that they wouldn't cost any money.

Representative Isakson says he plans to concentrate on changing some existing regulations as well as on getting money to help colleges train new teachers to use the Internet in their teaching.

Persuading colleges to do this will involve some arm-twisting, he says. The "inducement," he says, may be as important as the statutes.

Clouds

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What all this adds up to, Schneider said, is a pressing need for teachers, librarians and other caring adults to redouble efforts to teach students how to use the Internet for education -- not just entertainment and consumerism.

"There has to be an ongoing educational effort. It has to begin at home and continue at school," Schneider said. "We all have the tendency to want to just put a kid in front of a computer and then do something else. But there has to be that involvement."

TIPS
News
Technology in Education

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