

TIPS News



TELECOMMUNICATIONS INFRASTRUCTURE PROJECT STATEWIDE

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Take Time To Brush Up On Meeting Skills

CCCSAT Offers Introduction To e-Conferencing

The fundamentals of meeting preparation and participation, as well as a look at meetings of the future, are the topics of an upcoming training series in October. These unique professional development events will be sponsored by the CCC e-Conferencing Grant and brought to campuses via the California Community College Satellite Network (CCCSAT).

The administrators, staff and faculty of the CCC system will be introduced to meeting fundamentals and e-conferencing technology through a series of five "live" television programs entitled, "Meeting Time: Every Minute

Counts." CCCSAT is currently available in over fifty percent of the system* and the administrators, staff and faculty on those campuses (with the satellite feed) will receive an invitation to attend these programs.

In order to fully prepare campuses for digital meeting and e-conferencing capabilities, the first four programs will offer information on "traditional" meeting preparation, planning and participation. Each program will feature guest experts in the field of meeting management. In addition, they will feature administrators and faculty from throughout the system who are involved with meetings and technology. The final program will feature experts in digitally delivered meetings featuring e-

conferencing. All programs will be hosted live, with an opportunity for audience participation from all locations.

Programs are scheduled from 2-3 p.m., on the following Wednesdays:

October 3

- *Introduction to the Traditional Meeting*

October 10

- *Meeting Planning and Preparation*

October 17

- *General Meeting Skills*

October 24

- *Meeting Documentation, Evaluation and Conclusions*

October 31

- *Meetings of the Future: What Technology Can Bring Us*

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Better Living Through Technology

Source: Association for Interactive Media

A recent Gallup poll of e-mail users finds that more than nine in ten say that both e-mail (97 percent) and the Internet (96 percent) have made their lives better. The typical e-mail user is on the Internet seven to eight hours each week, and 37 percent indicate they use it more than 10 hours per week. Nine in ten use e-mail at home and more than eight in ten use it at work. Gallup reports that there are very few differences in the amount of time spent on the Internet by gender or

age, though the heaviest users of the Internet -- those online 40 hours or more per week -- are usually male or below the age of 50.

A majority (52 percent) of e-mail users says that sending and receiving e-mail is their most common online activity. Thirty-two percent spend most of their time online searching the Internet for information on topics that interest them. Fifty-three percent use e-mail both at work and at home, and 76 percent have

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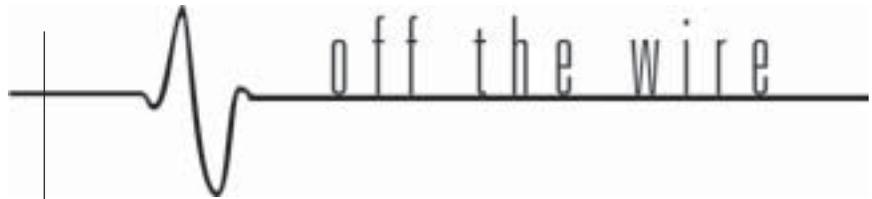
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TIPS <http://www.tipsnews.org>
online



RUTGERS STUDY CONFIRMS THAT WEB MAKES CHEATING EASIER

eSchool News Online

The potential for students to use the Internet as a means for plagiarism has elicited calls from education experts to teach students about copyright issues and ethics. Barbara Stein, senior policy analyst for the National Education Association, said more emphasis should be placed on informing students of their rights and responsibilities when using technology.

Recently, researchers at Rutgers University conducted a study of 4,500 students from 25 high schools and found that 2,430 (54 percent) plagiarized from the Internet. However, the research shows that an overwhelming majority of the cheaters would have plagiarized without the Internet. In fact, the researchers found that only six percent of those who turned in plagiarized work relied solely on the Internet to cheat. Rutgers Faculty of Management Professor Donald McCabe argued that the Internet has not encouraged large numbers of students to cheat for the first time. McCabe, an expert on academic integrity, said students who have plagiarized in the past may be using the Internet to take even more information that is not their own.

CSU AND NETLIBRARY STRIKE A DEAL

The Chronicle of Higher Education

California State University (CSU) Library System officials cut a unique deal with netLibrary to ensure a better circulation of e-books for patrons. The typical sales arrangement between netLibrary and clients is the purchase of a single copy of an item, with usage restricted to one user at a time. The model is clearly not adequate for academic settings, so CSU's director of Systemwide Electronic Information Resources Group, Evan Reader, devised a new arrangement with netLibrary. The CSU model enabled them to purchase a single copy of nearly 1,500 different e-books, including popular reference books, books on information technology, business, and economics, along with the capability of allowing unrestricted circulation access to multiple users simultaneously. Reader said netLibrary may regard this new concept as a way to market volume sales to their benefit. netLibrary's Marge Gammon said the arrangement with CSU is one of several new sales models the firm is developing with clients and publishers, but no final decisions have been made regarding volume pricing.

Liberal Studies Online Poised To Educate California's Future Teachers

Sandoval Chagoya

*Center for Regional and Continuing Education,
California State University, Chico*

Due to increasing student enrollment, teacher retirements, and class size reduction, California faces a crucial shortage of elementary school teachers, which is expected to intensify over the next ten years. The California State University (CSU) has launched a new effort to address this shortage.

The Liberal Studies Online program is a Web-based degree completion program for those working toward a baccalaureate degree in liberal studies and a California elementary teaching credential. The Liberal Studies Online degree is administered through CSU, Chico with online course work available from both Chico and CSU, Sacramento.

"Liberal Studies Online is part of a series of initiatives that reflect California State University's ongoing commitment in teacher education," said CSU Chancellor Charles B. Reed. "The demand for quality teachers has drastically increased, and we must find alternative ways to meet that demand without forgoing our high standards of teacher education."

Professors at CSU Chico and CSU Sacramento deliver Liberal Studies Online courses using the multimedia powers of the Web. Digital images, text, and streaming video and audio files are used to present course material. E-mail, instant messaging, and phone calls during office hours keep students in contact with their professors and with each other.

Certain courses are delivered by live Web broadcast. Live broadcasts allow distance students the opportunity to interactively participate in regularly scheduled classes as they are taught on campus.

Courses are also digitally archived to allow students an opportunity to view classes asynchronously at their convenience.

"Liberal Studies Online provides a link to the CSU for those who are restricted by a busy schedule and physical distance," said Dr. Gina Johnston, program professor and adviser.

"The program is specifically designed for California residents to become California's future teachers," Johnston said. "Provided they are current California residents, students can use the Web to take classes from anywhere in the world."

"For example, a U.S. soldier in Bosnia, who is a California resident, enrolled in the program because he wants to be an elementary school teacher by the end of his service term," Johnston said.

The program is designed for students who have two or more years of transferable college course work, including all lower

division requirements. Students wishing to participate must meet the same CSU Chico admissions criteria and pay the same fees as their fellow on-campus students.

To obtain the liberal studies degree, students must complete a total of 120 units, of which 57-60 units are specified lower division courses that can be earned at a community college or other university. An additional 63-66 upper division units are available online through the Liberal Studies Online degree completion program.

Students who complete the program and meet the criteria for subject matter competence will not need to take the MSAT exam (Multiple Subjects Assessment for Teachers) prior to student teaching.

The Liberal Studies Online Program is also an option for students who already have a Bachelor's degree other than Liberal Studies and would like to take courses to waive the MSAT. Coursework, time and cost will vary depending upon each student's academic history.

The coordination of a systemwide Liberal Studies Online program continues a 26-year distance education tradition at CSU Chico. The degree completion program is accessible directly from CSU Chico's Distance & Online Education Web site at <http://rce.csuchico.edu/online>, which hosts a variety of established online certificate, baccalaureate and master's degree programs.

In the past, the Chico Distance & Online Education program delivered classes at a distance by using satellite transmissions to remote class sites. To increase interactivity and allow students to take classes from their home computers, Chico Distance & Online Education moved its focus from satellite to Web-based delivery in January 2001. The migration to online degree delivery received support and grant money from the CSU Chancellor's Office.

Through the Chico Distance & Online Education program, students have access to Chico's Meriam Library, interlibrary loan and document delivery program, and online library

The demand for quality teachers has drastically increased, and we must find alternative ways to meet that demand without forgoing our high standards of teacher education.

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Combining Technology and Group Learning

Carolyn Kapinus

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Ball State University, Indiana*

In my Sociology of Women course, a basic introduction to the analysis of women's roles in contemporary society, I encourage students to engage in cooperative learning and to use computer technology by requiring a group Web page project. Groups of four to five students research a topic related to the course and present their findings on a Web page that is then linked to the course site. Each group's project has three parts:

- An overview of the issues related to a particular topic (this is similar to a regular term paper)
- Related links, with descriptions of the linked sites and their sponsors
- An annotated list of books and articles for further reading

This assignment has three learning objectives. First, it encourages course-related research and fosters "information literacy," identifying a research topic, gathering and evaluating information, and synthesizing data into a useful form (Breivik & Jones, 1993; Work Group on Information Competence, 1995). Second, it requires students to develop computer technology skills by presenting their results in a user-friendly Web-based form. Third, the project provides an opportunity for cooperative learning and helps students learn to work well in groups.

To get students started, I provide a list of potential topics and ask students to rank them. I then place students into groups accordingly. Each member of a group has several responsibilities: researching a particular sub-topic and writing that part of the overview on it, contributing a Web link and a reference for future reading, and volunteering for a task such as compiling a progress report or writing transitions among various parts of the overview. Each group specifies its own division of labor at the start of the project to me.

This assignment presents several challenges. The instructor must consider how to overcome student resistance to computer technology, foster student skills in critically evaluating Web resources, and deal with the issues involved with grading collaborative projects.

Overcoming Resistance to Technology through Group Work

Conventional wisdom has it that students universally embrace computer technology. I have found that this is not always the case. When asked the question, "How comfortable do you feel using the Internet?" one of my students responded, "I hate computers. I end up messing things up and then I feel dumb." While some students are proficient with computers and the Internet, others have little experience and may be uninterested in computer-based assignments (Pychyl, Clark, & Abarbanel, 1999). In addition, students who do not own a computer may have difficulty accessing computer labs during peak times (Althaus, 1997). Placing students in groups alleviates some of the difficulties associated with varying levels of computing experience and access, as long as instructors create these groups with care. A group composed entirely of students with little computer experience and access can be problematic. My placement of students into project groups is partly based on their responses to a questionnaire about access to computers, familiarity with Web browsing, and experience in creating Web sites.

Most students in my course have never created a Web page for a class and are apprehensive. I have found that providing a model of the project and clear instructions on its technical aspects relieves a great deal of apprehension, so I distribute detailed handouts on creating Web pages and include on the course Web site a template that illustrates how the project should look. Other instructors may consider Web-conferencing software such as e-Room and FORUM. Since ensuring technical competency may reduce the time instructors have to teach course content, instructors may instead want to use computer workshops outside of class.

After completing their projects, students upload them to the Web, and I create links to them from the course Web page. Students can then see and evaluate other groups' projects.

Fostering Critical Evaluation of Web Resources

A second issue with this type of project is that students often are not critical consumers of information. The ease of producing Web pages has led to an explosion of Internet re-

sources, and students often do not know how to choose a legitimate Web source (Hammett, 1999). They must learn this skill, and this project creates the perfect opportunity to teach it. Following Hammett's suggestion (1999), I provide my students with a handout that lists questions to help them evaluate each Web site:

- Authority. Can you clearly identify the author of the page and the author's credentials?
- Accuracy. Is the page part of a peer-reviewed publication? Can information be verified through references or a bibliography?
- Timeliness. Can you determine when the site was published? Does the sponsor keep the information current?
- Objectivity. Does the site express a particular bias or perspective? If so, does the site clearly acknowledge its viewpoint?

I discuss the handout during class and instruct students to reconsider using a Web source if they answer no to any of these questions. Another way to address this issue is to give each group examples of Web resources and have the groups explain to the class how they can discern whether the resources are legitimate.

Some students are more adept at Internet searches than others, so instructors may need explain how to conduct an effective search. (To save class time, instructors may provide a handout on Internet searches.) Another possibility is for students to work in pairs on their searches. A third option is to have students use a computer-based tutorial on search engines.

Dealing with Problems in Grading Collaborative Projects

As one of my students noted in her evaluation of the project, "In every group there is always one person who doesn't want to participate but wants to receive the same grade as the group." Enerson et al (1997) suggest making multiple assessments of group members' work throughout the project. These assessments reinforce personal accountability and provide

more information for calculating grades. I require students to complete short assessments during the project to inform me of difficulties with the project or other group members. Students also periodically turn in parts of their project so that I can check their work and make sure they choose appropriate resources as they research their topic. Periodic assessment of group work reduces (although it may not eliminate) the problem of "free riders," since final grades are based on my evaluation of individuals' parts of the project and student evaluations of group members' contributions.

Conclusion: Benefits of the Project

The benefits of this project outweigh its potential problems when instructors pay particular attention to crafting it. Synthesizing information and making it publicly available on the Internet provides an opportunity for students to practice writing for a general audience. As one student noted, "I think the most enjoyable part of this project is seeing our work put on the Internet." Instructors can adapt this project to a variety of courses or change the assignment to an individual project.

The projects are enjoyable to read and allow students to explore in more depth topics related to the course. Several students noted that the structured format provided a model for effective group work. Furthermore, using technology in a collaborative setting helps students overcome their computer skills weaknesses. The proof of this project's value is found in student evaluations: 32 out of 36 students recommended keeping the group Web project as part of the course.

References for this article are available online at <http://horizon.unc.edu/TS/default.asp?show=article&id=851>

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PROFILE OF AN ONLINE COURSE

Grocery Lists for Students Taking an Online Biology Course

Brock Read

Chronicle of Higher Education

Title: Biology Concepts: Bio 100

Institution: Mesa Community College, Arizona

Instructor: Peg Johnson, professor of biology and microbiology

Course content: The course provides a general education in basic biology, touching on ecology, chemistry, cell life, genetics, evolution, and other topics.

Target audience: The course is offered to non-biology majors at Mesa Community College, an urban commuter college in southern Arizona that offers distance-education degrees.

How delivered: "Bio 100" doesn't have a laboratory, but the course still strives to provide hands-on learning. Ms. Johnson says that she wants her students to learn through inquiry, not exposition. A new biological concept is taught each week -- through an "interactive lecture" that punctuates textbook readings with online multiple-choice questions, a quiz, and experiments that students conduct themselves. Class members never meet face to face, but a bulletin board allows students to discuss and analyze their lab projects.

Course requirements: Students must complete one laboratory activity and readings for one unit of study every week. Readings appear in the course's textbook, online, and in a CD-ROM for the course.) Each unit culminates in an online quiz; midterm and final examinations are supervised by proctors. Posts to online bulletin boards are required -- and graded.

When offered: The course has been offered every spring and fall semester since 1998. In 2000, Ms. Johnson started to train adjunct professors to teach the course; four faculty members now do so.

Enrollment: Each of the course's four sections is capped at 20 participants. Because of demand, there is often a waiting list.

Cost: Tuition for students of the college is \$164. There is a laboratory fee of \$25; a required laboratory kit costs \$30, but \$25 is refunded if the kit is returned at the end of the course.

Unusual features: In devising the course, Ms. Johnson had to design experiments that were relatively simple and inexpensive. Her solution: Send students to the supermarket. On the

In devising the course, Ms. Johnson had to design experiments that were relatively simple and inexpensive. Her solution: Send students to the supermarket.

campus, she teaches osmosis and diffusion with dialysis tubing and sensitive scales; online, she developed an experiment using purple cabbage, Knox gelatin, and common liquids (orange juice, ammonia, and milk) of varying acidity. A course book describes in detail how the unpretentious exercises should be conducted; the laboratory kit includes some necessary tools.

A CD-ROM used in the course is about to get a unique upgrade in the form of an "interview" with Gregor Mendel, the long-dead geneticist. Mendel will be played by Ken Costello, an information-technology specialist at the college. "I'm sewing a monk's robe," Ms. Johnson says. "Mendel died thinking himself a failure. Students will see that great contributions often come from people who do not fit the stereotypical image of a genius."

Instructor comment: Ms. Johnson says she drew particular inspiration from a student who enrolled in the course from Pennsylvania, and then lost his job during the semester. "He packed his wife, dog, and belongings in the car and moved to Houston, Tex." -- all while completing the class via laptop. "He never missed a beat." Such students, she said, "inspire faculty to invest the creativity, time, and energy needed to develop a quality online course."

URL: http://www.mc.maricopa.edu/users/Johnson_p/online100.html

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CVC Online Teaching Web Site Award

Congratulations to Dr. Elizabeth Barkley, the winner of the CVC Online Teaching Web Site Award for 2001! The award and a \$2,500 prize will be presented at an October 15 luncheon that's part of the CVC Online Learning in Higher Education conference at the Waterfront Hilton in Huntington Beach.

Elizabeth Barkley chairs the Music Department at Foothill College and was the 1999 recipient of the California Community College's Hayward Award for Excellence in Teaching. Her "Music of Multicultural America" online course was praised by the judges for the excellence of its content and the strength and variety of its student activities. The course is designed to offer students the flexibility to study the subject entirely online, entirely face-to-face or through any combination in between that meets their scheduling and learning needs. Students from traditional and online sections are "blended" into one; everyone logs on to the same course site, providing the potential for richer student learning.

The instructor describes "Music of Multicultural America" as a "quiet revolution." Historically, music courses have covered primarily the music traditions of Western Europe. The "Music of Multicultural America" traces the development of music such as blues, jazz, gospel, spirituals, Anglo folk music, salsa, rock 'n roll, Tejano, and Cajun.

Two additional sites will also be recognized on October 15 for exemplifying quality online instruction. These Honorable Mentions go to:

Gina Jerry

Introduction to the Internet
Los Angeles Valley College

Dr. David Pierce

The Solar System
El Camino College

Nominated web sites were judged on educational content, construction and layout, instructional design, use of multimedia, interactivity and community, and accessibility to those with disabilities.

The winner of the 2001 CVC Award for the best online teaching web site and Honorable Mention awardees have been invited to demonstrate their courses at the October 14-16 CVC 2001 conference.

For more information about the conference, visit <http://pdc.cvc.edu/conferences/>.

Meeting Skills

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For those campuses not full connected to the CCCSAT network, videotaped copies of the events will be provided to campus libraries.

These unique series of events will be the first time that CCCSAT has been utilized to provide all affiliates with a system-wide training opportunity.

Palomar College was chosen as the e-Conferencing grant recipient of a five-year,

\$11.5 million technology initiative from the Chancellor's Office. The funds underwrite a system-wide needs assessment on meetings and collaborative communications. The desired outcome is the implementation of e-conferencing capabilities throughout the system. This process is being completed through a series of targeted surveys, with ongoing data compilation and analysis. Subsequently, potential e-conferencing vendors will be identified, with the goal of choosing a provider to serve the system in the near future.

*see www.cccconferencing.org for list of CCCSAT affiliates

Contact:

Sherry Hargraves
CCCSAT Director
760-744-1150 x2722
<http://etv.palomar.edu/cccsat/>

Better Living Through Technology

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more than one e-mail address. Ninety percent of e-mail users say they use e-mail at home, and 83 percent use it at work. Fifty-three percent use e-mail at both places, and most have more than one e-mail address (23 percent have only one). Overall, 33 percent have two unique e-mail addresses, 14 percent have three, 7 percent have four, and 22 percent have five or more.

For more information, go to:

<http://www.gallup.com/poll/releases/pr010723.asp>

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Liberal Studies Online

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services. CSU Chico will coordinate all academic advising, maintain the academic record of the participants, and award the baccalaureate degrees.

The CSU educates about 60 percent of the state's teachers, and Liberal Studies Online is one of the many initiatives CSU has implemented in recent years to meet the teacher shortage and to improve the quality and quantity of California's teachers.

To learn more about this new program, visit the Liberal Studies Online Web site at:

<http://liberalstudies.calstate.edu>.

For more information on the CSU Liberal Studies Online program:

- Liberal Studies Online: <http://liberalstudies.calstate.edu>
- Liberal Studies Online Adviser Dr. Gina Johnsto
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530-898-5802
- Chico Distance & Online Education
<http://rce.csuchico.edu/online>

Contribute to TIPS News

TIPS News focuses on projects funded by the California Community Colleges Chancellor's Office that involve technology in education. **TIPS News** also features other issues concerning distance education in California, including videoconferencing and online learning.

If you have an article suitable for publication in **TIPS News** or are interested in writing material for publication, contact:

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