

TIPS News



TELECOMMUNICATIONS INFRASTRUCTURE PROJECT STATEWIDE

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CCCApply Brings Easy Access To All

California Community Colleges Chancellor's Office

Through a grant approved by the Board of Governors to Contra Costa Community College District and Yuba College, and administered by the Chancellor's Office Instructional Technology and Resources unit, XAP Corporation has developed an online admissions application that is now available for use by all of the California Community Colleges.

To assist in making this available to more colleges the Chancellor's Office has developed a CCCApply Mini-Grant Program. Applications will be available in May 2002. Funds will be distributed to interested colleges/districts to cover the installation and maintenance for the

first year (12 months). Colleges that have already paid into the program will be reimbursed.

The mini-grant application is one component of a Web site at www.CCCApply.org, which includes information for prospective students, provides links to all of the college web sites, and integrates with the www.CaliforniaColleges.edu web site where students can obtain information about the programs and services provided by all of California's higher education institutions.

The Chancellor's Office Web site was recently redesigned, and now links to the CCCApply site as the primary portal to the California Community Colleges for prospective students.

The CCCApply project was designed to provide a service to both colleges and students while helping to foster a common identity for the system. Visit the CCCApply web site at www.CCCApply.org at your earliest convenience.

- It's a virtual one-stop shop for prospective students to learn about the California Community Colleges and apply online to any campus. It was created especially for the California Community Colleges by the California Community Colleges and XAP Corporation.
- It will save your students time and effort and will save your college

continued on page ...

CCC Announces Educational Technology Award Winners

Seven Programs and Individuals Honored

Seven community college programs and faculty members were honored with Educational Technology Awards at the California Community Colleges Chancellor's Office and Board of Governors Annual Conference in Burlingame on April 10.

These awards highlight programs and staff members whose contributions have helped the community colleges to keep their campus operations and educational programs in step with the technology revolution.

Excellence in Technology Leadership Award

The Excellence in Technology Leadership Award is the highest honor given by the Chancellor's Office in Educational Technology. It recognizes extraordinary effectiveness, influence, statesmanship, and lifetime achievement within the field of higher educational technology management, on both individual campuses and within the California Community College system as a whole. This year's Excellence in Leadership award winners are:

- **Cheri Gray - Hartnell College**
Gray, a 13-year Hartnell employee, has been an advocate for more effective use of technology at the college. She designed and implemented a training program to keep college staff current with new

continued on page 3 ...

INSIDE

• Off the Wire

- Broadband Access Surpasses Narrowband
- @ONE Resource Database

• Datastream: Download Complete

- new spots to promote CCCSAT

• Hybrid Teaching Seeks to End Traditional and Online Divide

- the advantages of using the best of both environments

• Teaching With Technology And Generation "E"

- the reality of today's "tech-saavy" students



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



Broadband Internet Usage Surpasses Narrowband

According to Nielsen/Netratings, for the first time Web users have accessed the Internet more via broadband than by narrowband. Broadband usage out-paced narrowband usage for the first time in January 2002, as broadband surfers logged 1.19 billion hours, accounting for 51 percent of the 2.3 billion hours spent online during the month. Broadband usage in January was up 64 percent in the last year, while time spent online by narrowband surfers decreased three percent from 1.18 billion hours to 1.14 billion.

As the amount of time spent online by broadband surfers increases each year, so does the number of consumers accessing the Internet via high-speed connections. Nearly 21.9 million at-home users accessed the Internet via broadband connection in January, increasing 67 percent and accounting for 21 percent of the total online population at-home. During the same time period, the at-work broadband population jumped 42 percent to 25.5 million office workers, as compared to 18 million the year prior, reaching 63 percent of the Internet office population.

For more information, please visit: <http://www.emonline.com/ch030502.html>.

Source: Edupage
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@ONE Resource Database

Want to learn strategies for integrating technology into your teaching? Need to know where to find the latest resources for instructional technology?

Try browsing @ONE's "new and improved" resource database of online courses and tutorials, workshops and informational web sites to help you build your technology skills. Links to valuable resources are organized under "Technology Tools" (software & hardware training) or "Teaching Strategies" (effective practice in the instructional use of technology).

Categories, such as Web Design and Development, Classroom Techniques/Lesson Plans and Evaluation/Assessment, have been added to the database to accommodate about 320 resources now available.

Visit http://one.fhda.edu/training/training_resource_database/training.htm.

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Datastream: Download Complete

CCCSAT Staff
Palomar College

California is the epitome of cool. Known for its lengthy coast lines, vast deserts and high mountainous peaks, California has others green with envy. What they should be envious of, however, is the community college system, the largest higher education system in the world. What's cooler than that?

"Datastream," is a series of short edgy news style features designed to spread the good news about the work of the California Community College (CCC) system. Each "download" focuses on geographical regions of the CCC while

highlighting campus diversity and student successes. Currently thirteen "Datastream" spots are airing on CCN, the CCC channel that reaches homes via DISH Network.

Four CCC campuses that service California's 21 coastal counties are sampled in "Cool on the Coast," one of the 13 spots. Highlights range from West Los Angeles College's new ice hockey program to interesting facts such as that the 1950's "icon of cool," James Dean, attended Santa Monica College. Cuesta College's recent writers conference and Orange Coast College's con-

tribution to folk music also landed them on this Datastream download.

The California Community Colleges Satellite Network (CCCSAT) was awarded a public interest channel on DISH Network (CCN, channel 9405) in December 2000. Housed at Palomar College, CCCSAT was the first college satellite network selected for such an opportunity.

To submit items for program consideration, please contact Lisa Faas, Digital Satellite Network Manager at CCCSAT. She can be reached at (760) 744-1150 ext. 1513 or at lfaas@palomar.edu.

CCCCO Educational Technology Awards

...continued from page 1

technology, and has been a strong member of and advocate for a technical user group that includes more than 25 percent of the community colleges in California. She also provides training and assistance to the college regarding the computer legacy system, and she successfully lobbied for an imaging system to archive required documents.

• Vivian Sinou - Foothill College

Since joining Foothill College as dean of Distance and Mediated Learning in 2000, Sinou galvanized the college's program of online instruction. Under Sinou's leadership, student participation in Foothill's online classes grew significantly and Foothill developed a highly successful program of online instruction that meets the needs of faculty and students. It is now one of the strongest programs among community colleges in California and the nation.

Technology Focus Awards

Technology Focus Awards, which recognize exemplary technology initiatives that have identified and solved significant problems on campus, were presented to:

- **San Diego Miramar College SDCCD Online**, a program that quickly responds to requests from the military for online classes.

- **Las Positas College's Online Associates Degree Pilot Program**, a complete online degree program designed to meet the educational goals of full-time employed students.

- **San Diego Community College District's CurricUNET**, a system that reduces duplicative clerical efforts and delays associated with the traditional curriculum development and approval process.

- **Mendocino College's Teacher Toolkit Project**, a set of online tools that makes it easy for faculty to create, post, and maintain homepages, course syllabi, course assignments and activities, course schedules and students' grades.

Outstanding Contribution to TIPS News

The Chancellor's Office award for Outstanding Contributions to TIPS News was given to **Amit Schitai of Long Beach City College**, for his article in the June/July 2001 issue.

The article outlined the college's SALT (System Approach to Learning with Technology) Project, a simulation-based, interactive courseware program that helps entry-level students gain a basic understanding and working knowledge of computers.

Hybrid Teaching Seeks to End the Divide Between Traditional and Online Instruction

Jeffery R. Young

Staff Writer, Chronicle of Higher Education

Walter Cummins, an English professor sporting a gray beard and a tweed jacket, began to tell a meandering anecdote during a Friday morning class at Fairleigh Dickinson University's campus here. Several students exhibited classic signs of tuning out. One stared out the window, while another picked at her fingernails distractedly.

Moments like this make some professors and education-technology experts wonder: Would it be more effective to replace some traditional class meetings - or even whole courses - with online sessions? After all, in a virtual classroom, students can log in when it is convenient for them, and they can review prerecorded lectures if they miss them the first time. And some students who rarely take part in classroom discussions are more likely to participate online, where they get time to think before they type and aren't put on the spot.

As Mr. Cummins puts it: "Why do we have to meet twice a week? Why can't there be another type of activity that substitutes for a class?"

Such questions are popular at Fairleigh Dickinson, which has taken the unusual step of requiring all of its students to take at least one course online each year, beginning with this year's freshman class. With the requirement, most students at the university -- even those who live just a short walk from classroom buildings -- will take about 10 percent of their courses online. Though officials here say they are proud of the institution's teaching, they also say that students should get used to taking online courses. And they hope the online-course requirement will help bring outside perspectives to their campus.

Many other colleges are encouraging students who live on or near their campuses to take an online course or two. And a growing number of colleges are experimenting with "hybrid" or "blended" models of teaching that replace some in-person meetings with virtual sessions.

Welcome to what some officials are calling "the hybrid campus," where virtual classrooms are part of every student's routine.

"Within five years, you'll see a very significant number of classes that are available in a hybrid fashion," says John R. Bourne, a professor of electrical and computer engineering

at Franklin W. Olin College of Engineering who is editor of the *Journal of Asynchronous Learning Networks*. "I would guess that somewhere in the 80- to 90-percent range of classes could sometime become hybrid." And he says he expects to see more students choose to take online courses even if they live on campus.

Such moves represent a marked shift in the vision for online education. Previously, colleges focused on developing fully online courses that required no face-to-face meetings, hoping to attract students who could not otherwise get to a campus. But some high-profile efforts to do so, such as NYUonline, have flopped, and some colleges report high dropout rates in classes that are completely virtual.

Faculty Preferences

Hybrid courses and hybrid degree programs promise the best of both worlds, offering some of the convenience of all-online courses without the complete loss of face-to-face contact. Since the earliest days of online courses, some students living on campuses chose them, citing their convenience. Many administrators initially tried to discourage such students from taking all-online courses, but some of those are now warming to the idea.

Hybrid models appear less controversial among faculty members than fully online courses have been, though some professors worry about any move away from an educational system that has worked for centuries.

"The in-person system is the simplest and least expensive way to establish a mentor-scholar relationship," says Carole Fungaroli Sargent, an English professor at Georgetown University who wrote a book that urges adults to head back to campus to get degrees -- and that also warns against online programs. "It sounds like the distance-learning camp had to resort to this compromise because its ambitions failed miserably."

The move toward a hybrid education has been quieter than much-hyped efforts to create completely virtual programs. Graham B. Spanier, president of Pennsylvania State University, calls the convergence of online and resident instruction "the single-greatest unrecognized trend in higher education today," and he touted it as part of the vision for his university in a speech last year.

Even some of the oldest colleges are showing signs of embracing hybrid models. Earlier this month, Harvard University formed a new committee to reconsider a longstanding policy that requires students to spend at least a full academic year taking classes on campus to get a Harvard degree. If the rule is changed, it could pave the way for graduate degree programs at the university in which students take some or all of their classes online.

But most proponents of hybrid courses say their main motivation is to improve the educational experience for students. Their belief -- once taboo -- is that face-to-face instruction is not always best, and that not all students excel in a lecture format.

"Face-to-face is not the gold standard that it's held up to be," says Chris Dede, professor of learning technologies at Harvard University's Graduate School of Education.

"Many people find their voice in distance media in a way that they don't in face-to-face sessions," he says. A shy student, for instance, might never participate in a classroom environment, but the student might frequently speak up in online forums where students have more time to think before they comment.

And not all students learn the same way, Mr. Dede argues, so presenting materials in a range of formats can help make sure every student is fully engaged in at least some class activities.

With that idea in mind, an introductory statistics course at Ohio State University is developing a hybrid course with a "buffet" style -- a choice of classroom or virtual activities.

"You can think about how people present food to a group," says Dennis K. Pearl, a professor of statistics at Ohio State who is developing the hybrid course. "You can make the best roast beef that you can, but a vegetarian is not going to have a good meal."

Apparently, many students did not find the traditional version of the course appetizing: about 20 percent failed or dropped out in recent years, says Mr. Pearl.

"I think the best model is to provide a really good buffet," Mr. Pearl says, adding that he hopes more students will do well this year.

And some professors say that some activities -- such as delivering basic facts -- are better handled online, while some discussions and group activities are best done in person.

A Mixture is Best

Mr. Dede, of Harvard, says that his research and experience in teaching hybrid courses suggests that hybrid models can be superior to traditional classes.

"A strong case is beginning to be made on the basis of research evidence that many students learn better online than face-to-face, and therefore a mixture is the best way," says Mr. Dede. "What proportion that mixture should be would vary from course to course."

Chuck Dziuban, director of the Research Initiative for Teaching Effectiveness at the University of Central Florida, says that his office's research shows that student success rates in hybrid courses on the Central Florida campus are "equivalent or slightly superior" to face-to-face courses, and that the hybrid courses have lower dropout rates than do fully online courses.

But Mr. Dziuban says he is tired of attempts to compare traditional courses with online or hybrid courses. Instead, he says, a college should decide which type of course best matches its mission.

Many students who have tried hybrid courses say the model fits their attention spans and their lifestyles. "I lose interest in a classroom setting, but meeting 50/50 is nice -- it helps keep me in check and also gives me freedom," wrote Sarah Hangen, a student at Sinclair Community College, in an online discussion as part of a hybrid course.

"If I took an [all] on-line class I'd probably do poorly and stress myself out by procrastinating," she added.

Some colleges have turned failing online courses into successful hybrid courses, after deciding that some activities are better done in person. That's what happened in an online technology class offered by Marlboro College last year. The college quickly organized several in-person



continued on page 8 ...

Teaching With Technology And Generation “E”

Janette B. Benson University of Denver

Today's college students are sometimes described as knowing more about computers, the Internet, and just about anything electronic than most anyone else on campus. We hear them called "Generation E." Electronic technology has been an omnipresent force in their lives since they were born. Tell them you typed your dissertation on a typewriter and you become a dinosaur before their very eyes.

For those of us grappling with how to use technology effectively in teaching, Generation E presents an interesting problem. What exactly can we expect students to know about how to use the computer technologies that we are just learning and trying to incorporate into our teaching? It's an issue that requires serious attention as university administrators increasingly urge faculty to infuse computer-based technology into our courses.

As with many social changes, answers emerge from experience perhaps more forcefully than from think tanks or environmental scanning groups. My experience using educational technology in my course "Children and Government," an advanced undergraduate developmental psychology seminar on child policy in U.S. government, taught me some valuable lessons.

As a Carnegie Scholar in the Carnegie Academy for the Scholarship of Teaching and Learning, I developed a Web-based pedagogy designed to facilitate student critical thinking and deep understanding. When thinking about child policy issues, I wanted to move my students from a "make sense epistemology" (Perkins, Allen & Hafner, 1983), where they typically thought about issues from existing beliefs, to a "critical epistemology," that required them to ". . . examine the data and the reasoning for inconsistencies, take alternative perspectives, construct counterarguments, and look for bias and overgeneralizations . . . [which] . . . is necessary to do for a deeper understanding of the situation and to achieve more reasoned and informed decision making" (King, 1994, p. 33).

My primary strategy for achieving this "hoped for" epistemological goal was to provide each student with a template of a "side-by-side frames" Web site. Each week students published to their Web site "point versus counterpoint" arguments for two different sides of a child policy issue of their own choice (e.g., "Does maternal employment negatively affect children's development?"). Students were required to include two pieces of evidence to support each argument, with at least one in the form of a hypertext link. Requiring students to support their arguments with evidence from the

Web prompted them to think critically about its quality and credibility. I provided weekly feedback on Web site development, and classmates also reviewed each other's work.

To document changes in student critical thinking and the depth of their understanding, a 6-week learning record was created, consisting of students' archived weekly Web site work along with their weekly annotation paper. The annotation paper included a reflection on their Web site work for that week, their current position on the child policy issue, and an evaluation of the credibility of the evidence used to support their arguments.

At the beginning and end of the 10-week quarter I also collected students' responses to a questionnaire that assessed their orientation to critical thinking and their familiarity with, attitudes toward, and use of computers and the Internet.

Just because students are members of Generation E does not mean they have mastered even the most fundamental features of the operating system on their laptop or desktop computer. Some students in my course did not know how to move easily among open windows or even among applications that were running simultaneously on their computer. I received blank stares from some students the first time I said in class, "Minimize the current open window."

When students told me that they were familiar with computers and the Internet, for some this meant knowing how to send e-mail messages or how to order a sweater from a favorite e-commerce outlet. For a very small number of others, this meant knowing how to write computer code. Not only do some students arrive at college with limited computer skills, the range of ability and technology experience across students sitting in the same classroom can be vast.

We must wait patiently before we see in the majority of college students the effects of widespread progress in providing basic computer technology skills now being made in grades K-12. Until that time, instructors cannot take for granted that students come to college having mastered basic technology skills. Thus, we need to think through what skills students must possess and sometimes even devote valuable class time to reviewing the skills needed for class assignments and projects.

Ultimately, universities may want to define a set of basic technology skills required for admission and to offer remedial training for students who need it.

Most college students learn how to conduct scholarly library research on printed materials during their first-year English courses. However, when it comes to searching for

quality information available on the Web, many students are at a loss. They are often slow to realize that, unlike information that is published in academic journals or books, anyone can instantaneously publish to the Web. This lesson was learned quickly as students realized others could read what they were publishing to their own Web sites! The ease of Web publishing typically sidesteps the peer review process or editorial oversight of any kind, increasing the need for heightened scrutiny of the credibility of information found on the Web.

The American Library Association (ALA) has developed important criteria for information literacy in the Information Age. "To be information literate, a person must be able to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information." (ALA Report, Presidential Committee on Information Literacy, <http://www.ala.org/acrl/nili/ilit1st.html>). Additional information about what skills are required for information literacy is also contained at the ALA Web site.

Until universities institute information literacy requirements as they infuse technology into the curriculum, individual instructors will find Alexander and Tate's *Web Wisdom* (1999) a valuable guide for helping students to identify and evaluate the quality of information contained in different types of Web sites (<http://www2.widener.edu/Wolfram-Memorial-Library/>). This book and the accompanying Web site provide an important first step toward helping students achieve information literacy.

The assessment devices I included in my course design provided intriguing information about my efforts to facilitate student critical thinking. Students' responses to questionnaire items that assessed orientation to critical thinking revealed significant increases by the end of the quarter. Students also reported that the computer and Internet skills they acquired gave them a sense of empowerment, which has been suggested to lead to increased student ownership of learning (King, 1994).

Finally, contained in students' anecdotal comments and in my own reflections is the sense that, despite the long hours and sustained effort, the Web-based pedagogy employed in this course was well worth it. Students and instructor alike enjoyed the added challenge, critical thinking, and creativity required by the use of technology.

On some days members of Generation E even admitted that they were having a good time working on their Web sites!

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Hybrid Teaching

...continued from page 5

workshops midsemester to supplement virtual sessions, says Douglas Eyman, Webmaster for Cape Fear Community College, who was one of the instructors.

"Because of the material, it turned out better to have workshops," says Mr. Eyman. Marlboro flew him to the Vermont college's campus so that he could lead one of the in-person sessions. ...

"What surprised us the most was how insistent our campus students were about wanting to take these Internet courses," says Bill Pelz, coordinator of online courses at Herkimer County Community College. "Our plan was to not even let the on-campus students take these courses," he adds.

In response to student demand,

however, the college has allowed all students to take online courses. But administrators make it more difficult for on-campus students to take online courses, requiring them to get a dean's signature to do so.

Still, about 60 percent of the students in online courses are also taking traditional courses on the campus.

Colleges and universities may soon encourage students to take one or more online courses from other institutions -- perhaps in subjects that the student's own college does not offer."

More at <http://chronicle.com/free/v48/i28/28a03301.htm>.

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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