CALIFORNIA COMMUNITY COLLEGES

TIPS News

Technology in Education

TELECOMMUNICATIONS INFRASTRUCTURE PROJECT STATEWIDE

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@ONE Project Outlines Lessons Learned

Catherine Ayers
@ONE Project Consultant

@ONE, the technology training and learning project for the California Community College (CCC) system, has been funded for a third year for 1999-2000.

The staff of @ONE recently took time to reflect on lessons learned over the last two years during one of the audiographic conferences (a telephone conference call that incorporates reference information on a Web site or a computer) sponsored by the System Think Tank project led by Virginia McBride from Mt. San Antonio College. Over 40 participants from around the state joined the conference and explored the @ONE electronic learning community (*http://one.fhda.edu*) before focusing on instructional technology issues.

Background

The @ONE faculty team, formed from ten community colleges around the state, has worked on various subteams to accomplish project tasks. The @ONE Advisory Committee, co-chaired by Martha Kanter, President of De Anza College, and Ric Matthews, faculty from San Diego Miramar College and lead on the Technology II Plan for the CCC system, has given direction to the project.

Recently, direction has focused on the business plan developed to continue the project eventually in a cost-recovery mode. However, the Advisory Committee has primarily advised on issues that need to be brought forward to the California Community Colleges Chancellor's Office (CCCCO)

(continued on page 6)

Professors Stressed Over Technology

Associated Press

The stress of staying up-to-date with technology affects more professors than traditional stresses such as teaching loads and publishing demands, according to a recent survey conducted by University of California, Los Angeles.

The survey shows that 67 percent of professors are regularly stressed by keeping up with emerging technology, compared with 62 percent stressed by teaching loads, and 50 percent stressed by research or publishing pressures. Researchers say fear may be preventing professors from using new technology. Only 35 percent of professors use the Internet for research purposes, while 38 percent use technology to prepare presentations for classes.

The survey results indicate that colleges should work to improve instructors' computer skills in order to meet the needs of students who have grown up using computers and are comfortable using new technologies.

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IN THIS ISSUE

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Online Continuing Education a Hit With California Teachers

More Than 400 Teachers Sign Up for UCLA Extension Online Courses in First Month of Partnership

A new partnership aimed at providing online continuing education to California's teachers has received a tremendous initial response, with more than 400 members of the California Teachers Association (CTA) enrolling in courses from OnlineLearning.net during the first month.

The partnership between the CTA, the state's largest teachers union, and OnlineLearning.net, a leading online supplier of continuing higher education, will provide access to more than 100 continuing higher education courses developed by UCLA Extension. CTA members will also get a substantial discount on all online courses distributed by OnlineLearning.net.

"We are extremely gratified by the success of this program and are pleased to expand the professional development opportunities available for our members," noted Lois Tinson, President of CTA. "The tremendous response to this program is representative of the importance of continuing education to California's teachers.

OnlineLearning.net and UCLA Extension are leaders in this field, and CTA is proud to provide our members with top-quality, relevant and accessible professional development opportunities."..."The UCLA Extension/OnlineLearning.net online education program was designed keeping the needs of educators specifically in mind, and no other institution offers more courses or trains more teachers online," said John Kobara, President and CEO of OnlineLearning.net. "The success of this program during the busy spring season highlights both the importance and convenience of online continuing education to California's teachers, and we expect over 3,000 teachers to enroll in UCLA Extension online courses through OnlineLearning.net in the next year."

UCLA Extension is fully approved by the California Commission on Teacher Credentialing (CTC) to provide professional development courses for teachers.

With more than 35 online courses in education to choose from, teachers will find UCLA Extension's online education curriculum is the most comprehensive in the country. California teachers can complete their requirements in many subjects, including sequenced TESOL (Teachers of English to Students of Other Languages) and TEFL (Teachers of English as a Foreign Language) programs, and workshops on using new instructional technologies. UCLA Extension online education courses distributed by OnlineLearning.net are also fully compatible with the provisions of California state law SB 2042.

For more information, please visit the web sites of CTA at *http://www.cta.org* and OnlineLearning.net at *http://www.OnlineLearning.net.*

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Learning Histories, Stepping Stones To The Future

Virginia L. McBride
Project Director, System Think Tank

When the Connecting the Campuses project was funded under the California Community Colleges Chancellor's Office Fund for Instructional Improvement (FII), a series of Web-enhanced voice conferences resulted. These conferences, which used ordinary telephones for voice signals and used Web sites for visual materials needed during the conferences, illustrated the value of this hybrid technology in disseminating information systemwide.

Building on the work of this project, the "System Think Tank" project, also funded by FII as a Board of Governors set-aside, continued the work of information dissemination to the system. However, this new project promised to explore other communication models. Noteworthy among the models were those devoted to building field-centered telecollaboration that possibly would create sustained change.

In testing tele-collaboration models, the System Think Tank project focused on using web-enhanced voice conferences to build learning histories within the project's development sphere of influence. Learning histories focus on what is already known by an organization and on what organizational work is producing new learning. To create dynamic histories, knowledge-base developers share their knowledge and learning with others who want to build upon what is already known and what is being learned.

Focusing on telecollaborative development, rather than implementation or vision, the Think Tank chose the Telcommunication Model Applications Pilot Projects (TMAPP) as a source of content. By their very intent and design, these projects produced significant new learning. The System Think Tank, together with the Distance Education Unit (DEU) at the Chancellor's Office, established a series of six telecollaborative TMAPP conferences to allow interaction between the original pilot project teams and the people in the field grappling with similar issues, concerns, or questions.

Through pre-conference testing, Cristina Mora from the DEU worked with TMAPP teams in defining each conference's content. Presenters quite naturally wanted to explain what they did during their projects. She guided directors to understand that the focus of conference content was to be less on what the projects did and more on what the people involved learned and what the directors felt should be done in the future to take the best advantage of the work already done. Guiding presenters to focus essentially on what they learned, either through success or failure of some project component, demanded significant coaching from Cristina. Over the course of six conferences, the presenters improved because they were able to learn from earlier presenters. Cristina improved her coaching of presenters, and the designed model improved as well.

> *"Learning histories focus on what is already known by an organization and on what organizational work is producing new learning."*

The conferences included a wide range of content topics: Online Student Services Center featured Cheryl Chapman and Rendell Drew of Coastline College and Rob Alworth and Jose Jibaja of Los Angeles CCD; Faculty Access to Computers and Technology featured Collie Tettelbach of Hartnell College; Statewide Delivery of Distance Education featured Joyce Arntson of Irvine Valley and Pat Fenton of West Valley Mission district; Online Curriculum and Instruction Resource Center featured Paul Butler-Nalin and Susan Sargent of Santa Barbara; Suppoting the Integration of Technology and Instruction for this new environment featured Ann Koda and Catherine Ayers of the @ONE project funded under the Telecommunications and Technology Infrastructure Project; and Universal Internet Access featured Rob Alworth of Los Angeles CCD.

Also learning were the conference participants. Various topics drew different groups. In most cases, field participants attended because they wanted to avoid mistakes made by pilot projects and/or wanted to consult with directors about steps to take to build upon the project's knowledge base. By the end of the six conferences, the Think Tank team learned how to conduct all steps related to these conferences, the DEU learned how to coach participants, and the field learned the extent of the learning history developed by the TMAPP projects. All of this learning shows the system's potential for using the telecollaborative model to work toward the future.

Telecommunications Model Applications Pilot Projects 1999-2000

Digital Signature Feasibility Study

Recipient: ***San Joaquin Delta CCD***

Request for Application Specifications

Application Identification Number: 98-0664
Program Unit: Educational Services and Economic Development
Funding Category: Student Support Services
Funding Period: June 29, 1999 through June 30, 2000
Maximum Funds Available: $50,000
Number of Awards: One

Purposes/Uses of the Funds

Digital Signatures will dramatically alter the way the world communicates. Essentially, this technology will allow us to conduct legally binding paperless communication. Almost any transaction that requires a signature can be replicated electronically with the inclusion of digital signature technology. Some California Community College Districts are already using Internet based applications. However, signatures are still being provided on paper. For example, an application may be signed by the applicant and mailed to the college to be matched with an electronic document.

This project seeks to fund a feasibility study to assess the different methods and technologies involved in digital signatures, current best practices, the costs and the pros and cons of the particular technologies. Once the appropriate technology is identified, recommendations need to be developed on how this could be offered for use systemwide.

The project should determine that the systemwide solution is applicable to a wide variety of office productivity applications. For example, it would be helpful to have a single solution that allowed the system or college to authenticate for access to secure web content, certify that a computer program was safe to run, digitally sign a document, sign e-mail messages, encrypt e-mail messages or enclosures, take exams for distance education courses, etc.

Comprehensive Statewide Community College Distance Education Delivery Models Feasibility Study

Recipient: ***Santa Barbara CCD***

Request for Application Specifications

Application Identification Number: 98-0665
Program Unit: Educational Services and Economic Development
Funding Category: Distance Education
Funding Period: June 29, 1999 through June 30, 2000
Maximum Funds Available: $200,000
Number of Awards: One

Purpose/Use of the Funds

This project would study various comprehensive distance education delivery models for the purpose of examining possible changes in post-secondary education that would make education more cost effective and learner-centered. This project will look into several policy areas that have been identified as having significant interaction with distance education. The areas of investigation will include quality, student and academic support services, decision-making structures, mission, program approval, infrastructure, and financial aid.

This project would expand and enhance the California Community Colleges participation with the California Virtual University, and facilitate the level and quality of participation by California Community Colleges in distance learning. This project will look into the use of the 4CNet, the statewide telecommunications and technology infrastructure created as a result of the Telecommunications and Technology Infrastructure Program (TTIP), for purposes of delivering a comprehensive series of distributed course delivery mechanisms and distributed educational and student support services.

The study would review existing federal and state statutes and regulations pertaining to the delivery of distance education and related services for the distance learner. The study would also evaluate the development of exist-

ing virtual/electronic colleges in the United States and other countries. The project will review previously funded TMAPP projects to determine if and how their outcomes may facilitate the development of an electronic community college and integrate best practices into its development. The final report would identify and recommend policies, procedures, and processes related to quality, student and academic support services, decision-making structures, mission, program approval, infrastructure, and financial aid.

Statewide/Regional Delivery of Distance Education Demonstration Project

Recipient: ***Palomar CCD***

Request for Application Specification

Application Identification Number: 98-0666
Program Unit: Educational Services and Economic Development
Funding Category: Distance Education
Funding Period: June 29, 1999 through June 30, 2000
Maximum Funds Available: $300,000
Number of Awards: One

Purpose/Use of the Funds

The project seeks to develop procedures for the identification of successful pre-existing or newly developed distance education programs that can be revised, edited, and improved for regional and statewide delivery. The project goal is to delivery distance education across district lines in a regional or statewide consortium. The project may acquire pricing agreements based on volume for the leasing/purchase of selected programs and courses.

The proposal will consider courses using one or more of these technologies: television, computer conferencing, audio/audio-graphic conferencing, video-conferencing, voice mail, and e-mail in synchronous and asynchronous mode.

Library and Learning Resources Services for the Remote Learner Demonstration Project

Recipient: ***Grossmont-Cuyamaca CCD, Glendale CCD***

Request for Application Specification

Application Identification Number: 98-0667
Program Unit: Educational Services and Economic Development
Funding Category: Feasibility Grant
Funding Period: June 29, 1999 through June 30, 2000
Maximum Funds Available: $150,000
Number of Awards: Two

Purpose/Use of the Funds

The purposes of this project are twofold: 1) to coordinate and support the planning and implementation of a program designed to increase remote student and faculty access to the same high quality library and learning resources programs as received by the on-campus community and 2) to increase usage of the system's library and media information resources and services. The target audiences for this project are remote learners, disabled students, working students, faculty and staff.

The projects should further address providing these services 24 hours a day, be accessible from multiple sites, and be offered and in a format appropriate to the different learning styles of users.

The results of this demonstration project would be reviewed by the Library and Learning Resources Programs Advisory Committee for possible inclusion into the Telecommunications Technology Infrastructure Program and the Equity of Access to Quality Library and Learning Resources Programs long range planning process. The results could be considered as a model for providing library and learning resources programs to the students and faculty of the California Community Colleges and the nation.

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@ONE: Lessons Learned

(continued from page 1)

and the Technology and Telecommunications Advisory Committee (TTAC).

Results from @ONE Advisory Committee recommendations to TTAC include:

1. Increased ongoing funding for technical support and training at each college
2. Flexibility in use of technology funds to meet local needs (e.g., equipment, training, staffing).

The @ONE Advisory Committee also recommended coordination of technology at the CCC Vice Chancellor level so that there would be coordination of the many technology related initiatives and projects being funded by the Chancellor's Office.

What @ONE has learned

The comments below are based on observations made during the audiographic conference.

1. *There is a need for a central meeting place or portal to collect information and communicate about instructional technology use and learning opportunities.*

We think there would be great value for the CCC System to have a one-stop Web site/portal for the many related projects and resources in the system for technology faculty development and support.

This issue is related to a larger issue. The Chancellor's Office current approach for funding technology initiatives in the colleges is project-driven and coming from a number of different CCCCO units. In order for the investment being made in these projects to provide a support infrastructure for the CCC system, it is imperative that these initiatives build on and integrate the work of present and future projects.

2. *There is a need to promote and teach effective methods and pedagogy for using technology.*

In the 1998 faculty instructional technology needs assessment, we found that faculty are interested in ways to use technology to improve student outcomes. We think that the niche for @ONE is not to teach a software package, but to provide opportunities for faculty to learn how it can effectively be used in instruction.

3. *There is a need for a wide range of skills for course development.*

One of the strategies in the @ONE Training Plan has been to develop self-contained training courses or packages that can be picked up by local campuses to train faculty on site.

What we have found in the development of the first two training packages, "Using Email to Support Instruction" and "Using a Web site to Support Instruction," is that no one person had the skills to develop and produce the entire training unit.

We have needed an instructional designer, writer, Web master, subject matter experts (faculty who have successfully used the technology in instruction), video producer with the assorted required skills, and project manager.

This point also has implications for course development by faculty on campus. As faculty continue to expand their use of instructional technology, there is a greater need for development experts on campus to play a role on a development team.

4. *To locate and broker quality existing training may be more cost effective than development.*

We have found training development to be expensive and time consuming when we start from scratch. We think there is a useful role for @ONE to play in identifying quality training that already exists and make it more accessible to the community colleges.

We have found that the @ONE niche, focusing on effective pedagogy when integrating technology, is not a crowded market. However, we have yet to do targeted investigation, and we expect that this training is being developed in different segments of higher education. Some of this may be developed within the CCC system. One example of making outside training more accessible is the UCLA Extension Online Teaching Program, for which we've negotiated a discount for California Community College faculty and staff.

5. *The development of the @ONE Business Plan to recover costs is not always compatible with what we think would be most valuable to the community college system.*

For example, because the needs assessment pointed to taking advantage of on-campus staff development

(continued on page 7)

@ONE: Lessons Learned

(continued from page 6)

structures (faculty didn't want to travel, wanted training in short chunks, liked being mentored, liked using flex days) we had decided to focus on supporting existing training units and train the trainer. However, in the development of the business plan, we realized it may not be a good business strategy to focus on the small market of trainers for 107 colleges, rather than the 45,000 faculty in the system.

Also, we believe the online resources and communication infrastructure that the @ONE eCommunity provides is important. However, we are struggling with how to recover costs for maintaining and growing the @ONE site.

6. *There is a need to assess how technology affects student outcomes.*

Very important to all of our work as educators is learning whether or how technology affects student outcomes. This research is not within the scope of the @ONE project, but it is something that we support being done within the context of community college learners.

7. *Effective use of technology has made working at a distance possible among the @ONE project team and partners. Some of the techniques that we have used over the course of the project are:*
   - *Email and listserv.* We have found email to be an effective way to share information, but not so effective for making decisions or coming to consensus.
   - *Phone conference calls.* We have regularly scheduled conference calls with the @ONE faculty team every two weeks throughout the year. These have been successful for decision making. We have also used conference calls successfully for work on specific tasks with sub teams.
   - *Audiographic conferencing.* Using the phone while referencing a document on the computer or a Web site has been useful, especially in working on the @ONE site.
   - *Video conferencing.* Using the video conferencing equipment at the colleges has been useful for point-to-point meetings especially. It has been less useful for our faculty team meetings because the technology becomes increasingly unstable after four points and therefore a number of faculty had to travel significant distances to be at one of four sites.
   - *Face-to-face meetings.* Face to face meetings have been extremely useful for team building and planning. We have two, day and a half meetings per year.

@ONE in 1999-2000

Two training packages with both trainer and participant materials are available to colleges now: Using Email to Support Instruction and Using a Web site to Support Instruction. (See the @ONE Web site for details *http://one.fhda.edu*). Three new training packages will be developed this fall.

A Trainers Network for both community college technology trainers and instructional designers is being developed. The @ONE electronic learning community will also continue to support the infrastructure for faculty communication and technology training.

@ONE will identify other training partners, in addition to partnerships with UCLA Extension for the Online Teaching for CC Instruction program (see the @ONE web site for fall courses), and the CCC Academic Senate for the Faculty Summer Institute in June 2000.

The fiscal agent for the @ONE project is De Anza College in Cupertino, California. Funding for @ONE is from the California Community Colleges Chancellor's Office Telecommunication and Technology Infrastructure Program.

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