

TIPS News



TELECOMMUNICATIONS INFRASTRUCTURE PROJECT STATEWIDE

Volume 3 Issue 11

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@ONE Rolls Out New Courses for Spring 2000

Wendy Baker
@ONE Project, Communications & Outreach

Beginning in 2000, the @ONE Project, which is the statewide technology training initiative for faculty and staff of the California Community Colleges, will make available three new courses to campuses for use by faculty development trainers.

If your faculty has been seeking help with using Internet research for teaching and learning, or using simulations or multimedia presentations in teaching, these courses will be avail-

able for you to deliver in the Spring. The courses will be available at no cost to each campus.

According to Kenneth C. Green's 1999 national Campus Computing Project data, "assisting faculty efforts to integrate technology into instruction remains the single most important information technology challenge confronting American colleges and universities." @ONE's courses are in direct response to this need.

Kenneth Green's data concludes

that "what's ahead for most faculty and most students is some kind of hybrid learning experience in which technology supplements, not supplants, both the content and the discourse that have been part of the traditional experience of going to college."

@ONE has purposefully avoided "technology for technology's sake" in developing courseware. @ONE courses are designed to help faculty

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\$70 Million Project to Expand Broadcasts of Teacher-Training Workshops

Dan Carnevale

The Corporation for Public Broadcasting and the Annenberg Foundation recently announced a \$70-million plan to broadcast teacher-training workshops nationwide 24 hours a day, seven days a week.

Many of the workshops have been developed by education professors, and teachers who participate can earn college credit. The workshops are used by both veteran educators and new teachers at elementary and secondary schools looking to improve

their skills in various subjects.

Since it started broadcasting the workshops, in 1996, the Annenberg/CPB Channel has grown to provide training to teachers in about 43,000 schools. The channel broadcasts free, non-commercial programs for 60 hours a week via satellite through the Public Broadcasting Service. Around-the-clock broadcasting is expected to begin in January.

Frank Cruz, chairman of the Corporation for Public Broadcasting's

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online

Palomar College: Riding the W.A.V.E. to Success

**CCCSAT Staff
Palomar College**

The Western Access Video Excellence Awards (W.A.V.E.) were presented by the Alliance for Community Media Western States in October of 1999. Palomar College's Educational Television was honored to receive an award in the Public Forum category for "Tools for Transformation: Making the Learning Paradigm a Reality," produced by Lisa Faas and William Flynn.

This live Public Broadcasting Service satellite telecast was licensed by over 113 colleges and universities throughout the United States, Canada, and Mexico. The telecast addressed key issues in facilitating the transformation of the learning paradigm. This interactive program featured four nationally recognized leaders in education including Freeman Hrabowski III, President of the University of Maryland, who participated live via PictureTel video conferencing technology.

An additional award was received in the Educational Access category for the California Community College Satellite Network (CCCSAT) video produced by Lisa Faas, Warren Wolfe, and

Judy Wind. This dynamic video highlights CCCSAT as a statewide initiative established by the California Community Colleges Chancellor's Office to advance distance learning and to support the mission of the California Community College System.

CCCSAT will combine the power of television as a learning tool with the depth and diversity of information available through the Internet. CCCSAT's vision in providing access, affordability, customer focus, and performance were clearly communicated through the use of key graphics and animations.

Palomar College's PhotoShop telecourse with instructor Neil Bruington was a finalist in the Instructional Programming category. This class has been extremely popular with students and the community. ☺

Contact:

For more information on CCCSAT at Palomar College, visit their Web site at <http://etv.palomar.edu/cccsat/index.html>

W. A. V. E.
THE AWARD FOR EXCELLENCE
IN LOCAL CABLE PROGRAMMING



Electronic Communication:

What Do Online Students Think?

Susan Obler
Project Director, The Flashlight Consortium
Rio Hondo College

Overview

The project's purpose was for students and faculty to assess Web-supported classes (fully and partly online) in the ten participating colleges: Rio Hondo College (Lead College), City College of San Francisco (Northern Host) Cerro Coso College, De Anza College, Irvine Valley College, Santa Rosa Junior College, Rancho Santiago Sierra College, Mira Costa College, West Valley College.

College Teams

In each college, participating faculty (usually 3 per college) received a stipend of \$1,000 for attending two workshops, giving students the cross-college survey, conducting their own course-specific assessment, and submitting a final report. The colleges each contributed one researcher to the project. The selection of the faculty came mostly from the college Chief Instructional Officers.

The national Flashlight Project's director, Steve Ehrmann, with Alec Testa of Western Governor's University, conducted one-day workshops, one north and one south in October 1998, for planning the assessment activities. Dr. Ehrmann's colleague, Robin Zuniga, conducted one-day north and south workshops in May 1999 for reviewing survey and project results.

A listserv, provided by Dan Mitchell at DeAnza, was used for discussion and announcements.

The Flashlight Student Survey

At the fall workshops, and during the ensuing online conversation, the participants agreed to narrow the focus of the survey to students' uses and perceptions of electronic communication. We included e-mail, online conferences, chat rooms, and news groups—among students or between faculty and students. We contracted to use items from the Current Student Inventory in the extensive Flashlight Handbook, developed and tested by the national group in Washington. The survey was conducted in mid April for semester courses and in late May for quarter system courses. 710 students were surveyed.

We beta-tested the Flashlight-Silhouette program from Washington State University (WSU); the program allows students to submit responses directly from their class Web

THE FLASHLIGHT CONSORTIUM

Field Report Summary

A summary of the Field Report compiled by the California Community Colleges Flashlight Project.

site. Gary Brown and his staff returned aggregate data within and across colleges; individual class data went to each faculty participant. Rio Hondo's Mike Martinez and Peg Collins at WSU solved program glitches quickly and helped faculty remedy problems on their Web site.

Discussion of Findings

The survey findings are preliminary and must be replicated if they are to have substantial credibility. Preliminary indications are, however, that students usually new to classes using electronic communication say they are more likely to actively participate in classes with these tools than in face-to-face classes. They also indicate a greater willingness to ask clarifying questions when they don't understand something, and they are will more willing to discuss ideas and concepts with others students in the class when using electronic communication.

These students say that e-mail and online discussion has enhanced their relationship to the instructor. They are more likely to receive detailed comments from the instructor more promptly than in a face-to-face course. They are also more likely to tell the instructor that they have a complaint or suggestion than in a face-to-face course.

Electronic communication, however, has its limits. Students indicated they were less likely to discuss academic goals and career plans with their instructor nor were they likely to discuss ideas and concepts taught in the course with their instructor. Students seemed to be more autonomous; more willing to search for their own answers to questions rather than rely upon the instructor.

The net result was that classes relying fully or partly on electronic communication generated a great deal of student enthusiasm. Significant majorities said they had put more thought into their comments, were willing to ask awkward questions, spent more time studying and three quarters said they were more confident that they would be able to reach their academic goals. Over 90% said they would recommend both the course and the instructor to other students. Ninety one percent said they would recommend that other students take classes with electronic communication.

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TIPS_{on} *Multimedia*

Using PowerPoint in the Classroom

Carol D. Misner
Instructional Technologist, Porterville College

In the educational rush of colleges to offer more and more courses over the Internet, the local classroom has been disproportionately ignored with regard to the use of multimedia and the latest in technological enhancements. Students pay their fees, take the time and energy to attend a live classroom, and are given an out-of-date uninspiring lecture! More time, energy, and monies need to be focused on the face-to-face learner as well as e-learning.

There are ways to creatively use multimedia in the local classroom. It does take time, but the rewards in classroom attention, course retention, clarified updated material, and pedagogical satisfaction are limitless. Present day instructors are teaching to technically savvy students who grew up with every venue of media, entertaining and capturing their interest and imagination. The radio is no longer the mainstream of information and entertainment it once was. Gone, with this listening icon, is the audio learner. What we don't use begins to dissipate in its usefulness.

How then can instructors bring out-dated lecture presentations into the here and now? PowerPoint is simple, intuitive presentation software that enables instructors to change the way they teach. At first, the process of putting notes into a PowerPoint presentation format will seem endless, but the task will become simpler as the user finds shortcuts and begins to enjoy this refreshing challenge. Just becoming increasingly familiar with the format will shorten the time it takes to put together a class presentation.

When working with a PowerPoint presentation, here are some tips to remember:

Clean and Concise

It is a good idea to begin by creating an outline of what the lecture will include. Do not use long or even complete sentences when listing concepts that will be covered. Remember, the screen image is for students' ease of taking notes and to keep their interest while the information is verbalized. Don't clutter the slides, but

give enough information to keep the class on task and motivated to take additional notes.

Color Coordination

At first, use the colors suggested by PowerPoint. But don't be afraid to experiment with other selections of background or text color. Just make sure it is not offensive and it is easy to read. Be sure to project your image after completion before you take it to the classroom. Projected colors are not always true to the computer image, so be prepared to make changes if necessary.

Animation Awareness

Do not have everything "Fly" in from the left! Quickly entering sentences are often times dizzying. Try "Dissolve" or "Wipe" for a change of pace in bringing in your text or graphics. Pay attention to the graphic; if it is an arrow, for example, make it appear in the direction that will emphasize your point by making it "Wipe" the correct direction. Make clip art come alive by using an appropriate animation effect.

Visual Variety

Many instructors may feel they are lacking the creativity to compose a visually stimulating presentation. So, what to do? Pay close attention to newscasts, advertisements, etc. These were often times created in a program similar to PowerPoint and can be replicated with a little imagination and time.

Don't continually use the Times New Roman font; it gets old very fast. Investigate other options for font styles, and make use of the Office 2000 feature that allows an on-screen visual of the font before using it in PowerPoint.

Linking Latitude

There are various ways to hyperlink to other programs, the Internet, or another slide within the presentation. If a Web browser is set at a site to explore with the class, just minimize it. Then, while in the PowerPoint Presentation, hold down the ALT and TAB keys and the icon for the Web

site will appear without leaving the presentation.

It is easy to link clip art or text, if desired. To activate a program or CD-ROM within the presentation, go to Insert -> Object, check "Create from File" and then select the program, file, or CD-ROM to be embedded in the presentation. Investigate the option of "Action Settings" for additional hyper-linking paths. With smooth transitions from PowerPoint to other programs, you will appear as a well-seasoned magician, flawlessly performing without the audience knowing how it's done!

Multiplicity Magic

The key to keeping students attentive and eager to come to class is to have a multiplicity of presentation formats. Variety is important, and designing a classroom presentation to meet the mood, topic and to have the desired effect takes a multiplicity of formats. Experiment and become comfortable with a mixture of ways to present your lectures. There are many tools available--make use of them.

Copy and Collect

It is of utmost importance to have a folder designated for each presentation you compile. You will not only want to copy the PowerPoint presentation in this folder, but collect any sound bites, animated movies, special font (to be copied to the machine that will be used for the presentation) and perhaps a copy of your notes to go along with this presentation. Everything will be there when you need it and it can be easily changed and updated as required.

This is just a glimpse into some of the information that will help instructors to begin using multimedia in the classroom, but perhaps it will answer some present questions, inspire you to begin, and give you a path to follow.

This is an exciting time to be an instructor. Use what is available and have fun. Alan Funk once said, "When people are smiling they are most receptive to almost anything you want to teach," and I strongly believe this is a key to successful creative instruction. ©

Internet Access, Usage, and Policies in Colleges and Universities

A recent questionnaire designed by two Columbus State University professors surveyed computer center directors in the 1998 Higher Education Directory to learn about recent changes in Internet access and usage, and how schools are responding to technology.

Of the 137 responding institutions, 39 reported an increase over the last year in the number of hours students spend on the Internet and 50 reported an increase in the number of sessions. The schools also reported increases in the number of terminals installed or engaged, new T-1 lines, and increased network traffic. 68 of the responding institutions monitor or limit Internet use, while 61 try to avoid monitoring, recording, supervising, or restricting student Internet access.

Although some schools opt not to have usage policies, the survey's authors note that an informal policy usually emerges in these institutions, leaving the schools vulnerable to legal charges. The largest Internet concerns, according to respondents, are access control and uncontrolled growth that is unsupportable by the school's computing, personnel, and financial resources. ©

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"Internet Access, Usage, and Policies in Colleges and Universities" by Robert Fleck, Jr. and Tena McQueen

http://firstmonday.org/issues/issue4_11/fleck/index.html

@ONE Spring 2000 Courses

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plan the process of thoughtfully integrating technology into the classroom, addressing learning goals and projected student outcomes.

Coming from a pedagogical standpoint, @ONE courses focus on benefits and challenges to using technology in the classroom, and take advantage of best practices of other community college faculty.

The @ONE Project is currently scheduling a series of Train-the-Trainer sessions at campuses that volunteer to host a session. The host requirements are minimal since the sessions are discussion style, and don't require a computer lab. The purpose of the Train-the-Trainer sessions is to distribute course materials (CD-ROMs, course guides, etc.); describe the support that is available to Trainers; provide an overview of course content, such as tips to help Trainers focus on pedagogy; help Trainers adapt materials for their local campus environment; and discuss best practices for local delivery.

To host a session at your campus or for more details, contact Wendy Baker at WBaker@onemail.fhda.edu or visit our Web site <http://one.fhda.edu>. You may also call the @ONE office at 408-864-8250.

A Description of the New @ONE Courses

The multimedia and simulations courses are traditional classroom instructor led courses. The Internet re-

search course will be accessible online as a self-paced tutorial or can also be delivered as a traditional classroom course led by an instructor. Course length typical runs approximately six hours. Following are descriptions of these courses.

Internet Research for the Classroom

In this training course, faculty will learn how and why to incorporate Internet research assignments into their courses. Participants will engage in hands-on activities, demonstrations, and discussions related to effective search strategies, evaluation of content, appropriate online research tools, online source citation, and instructional design issues. After completing this course, faculty should be well-prepared to assign Internet research tasks in their courses and expect positive student outcomes.

Using Simulations in Teaching and Learning

This course provides an introduction to simulations. It introduces the fundamental concepts that define simulations, exposes the participants to excellent examples of simulations, and invites the participants to discover the potential benefits of simulations in their own classrooms. Faculty will identify their students' needs and teaching goals, learn to identify different categories of simulations, and learn how to search repositories, Web, and other resources for appropriate simulations.

Multimedia Presentations

This training course is under development, and will model good practices, give participants hands-on training in technical skills, and include the development of a project that can be used in the participant's classroom. A major emphasis of the course will be the pedagogical reasons for and benefits of incorporating multimedia into classroom instruction.

To aid faculty of the California Community Colleges to keep pace, all campuses are invited to take advantage of these new training courses, to customize and adapt them as needed for local use, and use all of the related services @ONE has to offer. ©



<http://one.fhda.edu>

TechEd2000 Offers Hands-on Opportunities

Educators from throughout the world will gather in sunny Palm Springs March 6-9 for TechEd2000, a hands-on technology conference featuring hundreds of hours of instruction on how to use computers to enhance teaching.

Organized by the Community College Foundation, TechEd2000 is designed to help education and business leaders expand their knowledge of current technology trends and solutions that are shaping education's future. The conference will feature keynote presentations by Nicholas Negroponte, Director of the MIT Media Lab; John Warnock, CEO of Adobe Systems; Shirley Jackson, president of Rensselaer Polytechnic Institute; and cultural anthropologist Jennifer James.

The conference provides educators an opportunity to see, hear and touch educational technology. Presenters and speakers from 25 states and five nations will share their knowledge and experiences, and there will be more than 70 hands-on computer lab sessions for attendees to enjoy and explore the latest educational hardware and software.

This year's conference chair of TechEd200 is Dr. Fred Gaskin, President of Cerritos College, which bills itself as the most technologically-advanced college in the state.

Participants are encouraged to take advantage of the wide variety of workshops, sessions and roundtables led by educators who are making technology come alive in schools and on campuses across the county.

One of the largest and most popular technology conferences available to the educational community, TechEd2000's theme is "Teaching and Learning in a Network World." Conference Director Peter Hoffman said the event will explore the key technology issues faced by educational institutions throughout the country and provide practical, innovative solutions for use in the new millennium.

Educators praised last year's TechEd conference. "The variety of workshops was excellent," said Brenda Davis, Norco Campus Provost of Riverside Community College. "I enjoyed sharing ideas with colleagues from around the world."

TechEd is one of the best conferences I've attended," said Jolie Collum-Fink, of Duquesne University. "It encompasses the community of faculty who make up the future of the education process."

With more than 175 exhibitors showcasing the most advanced educational software and hardware available today, participants will gain a greater awareness of the most pioneering classroom and administrative solutions available.

All participant registrations received by January 14, 2000, receive a special Early Bird discount rate of \$220 for the Full Conference, and campus teams of 50 or more receive an additional 50% discount. Detailed conference program and registration information is available at www.TechEd2000.org, or by calling 916-551-2050. ☎

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Teacher-Training

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Board of Directors, compared the expansion of the program to a plumber's adding new pipes for better flow. "We've got the ideas here, but we've got to get them to you," he said at a news conference here Tuesday.

The programs operate in conjunction with the channel's Web site, <http://www.learner.org/channel> where users can find links to chat rooms for discussing ideas brought out in the workshops.

The move to 24-hour-a-day broadcasting isn't being made because many educators have a sudden urge to learn new techniques at 3 a.m., said David Pelizzari, project officer for communications with the Annenberg/CPB Projects. Instead, the extra hours

will allow additional programs to be created and broadcast. Programs broadcast at odd hours can be recorded on videotape to be watched later.

The additional time slots will also accommodate teachers in different time zones. The \$70-million commitment covers five years' worth of programming. If everything goes well, the expanded hours could be extended for another 15 years. ©

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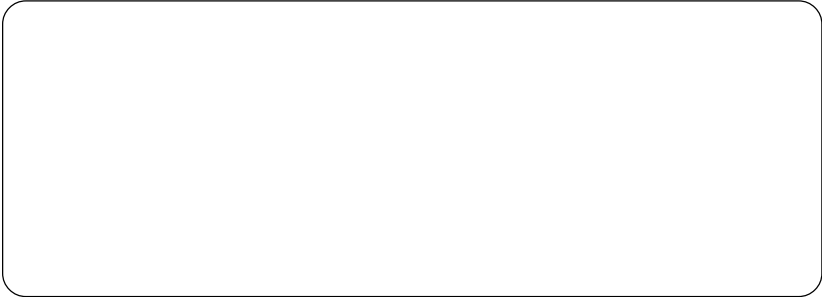
Flashlight Survey

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Comparing student responses based on whether they had enrolled in fully online or partly online classes suggests that the combination of face to face and electronic communication may be more useful and exciting for more students than the fully online classes. There is not enough data to make a strong case for this yet, but more study may yield some significant differences between the two modes of electronic delivery: fully online and combinations of online and class meetings. ©

For the full Field Report contact Susan Obler at SObler@rh.cc.ca.us

Survey statistics are available online at <http://www.rh.cc.ca.us/projects/flashlight>



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