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"The number one benefit of information technology is that it empowers people to do what they want to do. It lets people be creative. It lets people be productive. It lets people learn things they didn't think they could learn before, and so in a sense it is all about potential."  
- Steve Ballmer, Microsoft

# The Browser

ADDRESSING ELEARNING ACROSS WASHINGTON STATE COMMUNITY AND TECHNICAL COLLEGES

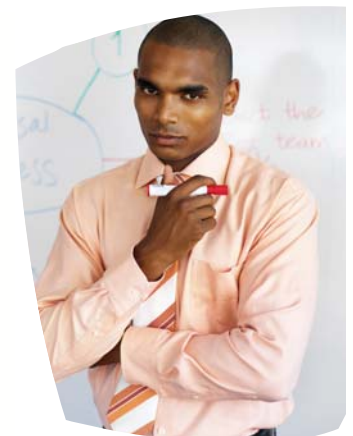
## Lecture Capture RFP

New state funds were made available in the last legislative session "for the state board to enhance online distance learning and open courseware technology." The eLearning Council decided a system-wide, centrally funded "Lecture Capture" solution was one of its top priorities. This suggestion was approved by the Instruction Commission. Rolling out a system-wide lecture capture solution is part of implementing Strategy 1 / Action 1 in the [Strategic Technology Plan](#).

What is Lecture Capture Software? Lecture capture software typically has the following capabilities:

- captures and records live presentations, audio, video, etc.
- has a very simple user interface (easy to learn and use)
- creates a full featured archive along with derivative digital works (e.g., podcasts)
- allows students to take notes time-synced with the presentation
- archives viewable from PC and mobile devices
- client-based software is on classroom or mobile PCs
- archived and derivative digital works hosted by vendor

A diverse committee that is composed of representatives from different colleges, from different regions, and who currently use different lecture capture solutions is being assembled. The new ITC Chair, Mary Kay Wegner (CIO, RTC) has appointed a system CIO to join the RFP committee.



Possible solutions are:

- [Panopto](#)
- [Tegrity](#)
- [Camtasia Relay](#)
- [Echo 360](#)
- [Accordent](#)
- [Media Site: Sonic Foundry](#)
- [VideoNote](#)

Comments / suggestions? Please send them to Cable Green at [cgreen@sbctc.edu](mailto:cgreen@sbctc.edu)

## Scott Dennis—New SBCTC Professional Development Manager



The State Board for Community and Technical Colleges welcomes Scott Dennis to his newly accepted position of eLearning Professional Development Manager, to start October 26<sup>th</sup>, 2009. Scott has repeatedly demonstrated excellent working relationships with the eLearning Council and throughout the system offering collaboration and training for ANGEL as WashingtonOnline moved to the new LMS last year. He has participated in system-wide projects and activities, including the Course Management System Review, the Teaching and Learning Conference Planning Committee, and various work groups. Scott has worked at Lower Columbia College for the past five years as an IT specialist, network and learning management system administrator and their primary ANGEL administrator. Prior to LCC, he worked for the City of Longview as an Information Systems Technician, a crime analyst, and a commissioned police officer. He holds a Masters in Public Affairs and a Bachelors degree in Business/MIS both from WSU Vancouver. He also holds an Online Graduate Instructional Design Certificate from WSU. Scott is married to Brittany Begley-Dennis. They have 2 young sons and live in Longview, WA. Scott's new email address will be [sdennis@sbctc.edu](mailto:sdennis@sbctc.edu)

# Faculty Learning From Quality Matters

By Charlene Gore, RHIA, CCS, Instructor, Health Information Management Tacoma Community College

When I first began teaching online courses I felt lost; I was not sure where to start. Sure, I had seen other online courses, I had even taken online courses, but I had not seen one that really felt like the whole package. My first attempt at creating an online course was to jam pack it full of material. Of course this was not optimal as I overworked and overwhelmed my students, as well as myself. Little by little I kept reorganizing and re-evaluating the course until it was something I could live with, but still not necessarily what I wanted. Then, I was given the opportunity to attend Quality Matters (QM) training. QM showed me what a quality online course looked like. I felt like I finally had the direction I had been waiting for. When I left that first training and went back to work, the first thing I said to my colleagues was “I wish I had had this training before I built my first online course!”

The QM trainings and trainers have been great. I have attended face-to-face and online workshops and both have been extremely worthwhile. All of the QM instructors I have worked with have been knowledgeable about QM, as well as enthusiastic about

teaching QM to others. I have also had the chance to participate in the QM course review process as a course reviewer. Working on course reviews has been a valuable experience. It has given me the opportunity to see how other instructors implement the QM rubric in their courses as well as showing me the importance of having a quality course.

QM has changed the way I create online courses. It has given me a blueprint to follow of what a quality online course should contain. Attending the QM workshops has given me confidence in my ability to build a quality online course. Before the trainings, I was not sure that I was doing all that I needed to in order to give my students the best learning environment. After attending the QM trainings I had concrete examples to build from, based on research, and a group of peers to work with as I worked towards creating a QM certified course. I believe that QM can make a big difference in the quality of online courses, and I highly recommend that instructors check out this invaluable tool.

## Technical Support with WashingtonOnline ANGEL

In addition to the resources each college provides to its faculty and students, WashingtonOnline (WAOL) ANGEL users have access to two additional help desks for technical support. (See the chart below for details.)

1. **Presidium:** SBCTC/WAOL contracts with a 24x7x365 Technical Support Help Desk for user support. Presidium provides an extensive Knowledge Base of technical support articles, Live Chat and a 24x7 toll-free telephone number.
2. SBCTC / WAOL also provides a help desk during normal office hours for college domain administrator support. The WAOL office can be reached by toll-free phone number or email. In addition, many resources for administrators and faculty are available on the WAOL web site: <http://www.waol.org>

Support Method	Target Audience	Support Provided	Hours	Access Methods
<b>Presidium 24x7x365 Support Help Desk</b>	All ANGEL users including students, faculty and staff	Log in to ANGEL, how to use ANGEL, loss of ANGEL service	24x7x365	1-866-425-8412 <a href="http://d2.parature.com/ics/support/default.asp?deptID=8161">http://d2.parature.com/ics/support/default.asp?deptID=8161</a>
<b>College Help Desk</b>	Local College ANGEL users	User accounts, local issues – network access, PC configuration, local backup/restore, policies	Varies by College	Varies by College
<b>SBCTC / WAOL Help Desk</b>	College Domain Administrators, College eLearning staff	Incident support, problem resolution, security policy updates, etc.	Mon - Fri 8:00am – 5:00pm PST	1-888-580-9011 <a href="mailto:Wa-online@ctc.edu">Wa-online@ctc.edu</a>  <a href="http://www.waol.org">www.waol.org</a>
<b>ANGEL Service Portal</b>	College Named ANGEL Administrators and SBCTC / WAOL staff	Unresolved incidents; software errors; system down	Mon - Fri 8:00am – 7:00pm EST or After-hours ANGEL Premium support for emergencies	Available only to named college and SB staff ANGEL Administrators. For emergencies, contact Presidium

# US DOE Evaluation of Evidence-Based Practices in Online Learning—Is It Really Better?

By Connie Broughton

“A systematic search of the research literature from 1996 through July 2008 identified more than a thousand empirical studies of online learning. Analysts screened these studies to find those that (a) contrasted an online to a face-to-face condition, (b) measured student learning outcomes, (c) used a rigorous research design, and (d) provided adequate information to calculate an effect size. As a result of this screening, 51 independent effects were identified that could be subjected to meta-analysis. The meta-analysis found that, on average, students in online learning conditions performed better than those receiving face-to-face instruction.”

The finding in this SRI study <http://www.ed.gov/rschstat/eval/tech/evidence-based-practices/finalreport.pdf> that online students did slightly better than face-to-face students is certainly provocative; however, the investigators found that the delivery method did not matter so much as the opportunity for student engagement with the instructor, with the material and with each other.

Here are a few findings from the original study: (underlining is mine)

Analysts examined 13 online learning practices as potential sources of variation in the effectiveness of online learning compared with face-to-face instruction. Of those variables, (a) the

use of a blended rather than a purely online approach and (b) the expansion of time on task for online learners were the only statistically significant influences on effectiveness. (xv)

*Elements such as video or online quizzes do not appear to influence the amount that students learn in online classes...*

Inclusion of more media in an online application does not appear to enhance learning. The practice of providing online quizzes does not seem to be more effective than other tactics such as assigning homework. (xvi)

*Online learning can be enhanced by giving learners control of their interactions with media and prompting learner reflection. Studies indicate that manipulations that trigger learner activity or learner reflection and self-monitoring of understanding are effective when students pursue online learning as individuals.* (xvi)

Obviously, both online and face-to-face opportunities can work for students. The commentary on this study that focuses only on which delivery system is better misses the more important point: The more opportunity the learner has to engage with the material and with other learners, the more learning is likely to occur no matter what delivery method is used.

## Gates & Legislature Fund Course Redesign

### 80 Core Courses will be Redesigned with Open Textbooks

321,000+ WA community and technical college students take 80 commonly taught courses and spend over \$41M (yes – that’s “million”) on textbooks ... just in those 80 common courses... each year. This is a global problem – and the good news is, we can fix it.

“ Our goal in this country must be to prepare all students for college, work, and citizenship. And our challenge is to give students and schools the support they need to reach that goal. ”

William Gates Sr.  
Co-chair  
Bill & Melinda Gates Foundation  
[About the Foundation](#) ▶

The Bill and Melinda Gates Foundation and the Washington Legislature have funded a project to redesign those 80 high enrollment, gatekeeper and pre-college system courses.

**Goal:** Improve course completion rates, lower textbook, time, and travel costs for students, and increase content sharing across colleges. This redesign will be accomplished using open educational resources, library resources and other high quality, low cost instruction materials that will reduce textbook costs for students.

**Rationale:** Student success in gatekeeper, first year college academic courses falls below the rate of success for other higher

level college courses. Instructional materials in these courses are expensive and limit students’ ability to afford college. For students to get the courses they need, when they need them, at an affordable price, these disparities need to be eliminated.

**Strategy:** This project will research the disparity in completion rates, create instructional improvement teams to redesign the 80 courses, and will openly disseminate these improved courses throughout all 34 colleges and with the rest of the world using [creative commons \(CC BY\)](#) licensing.

**This project is not about mandated curriculum.** Faculty, departments, curriculum committees may choose to use all, some or none of the redesigned courses... just like they do today. **This project is about:**

- improving student success in common, gatekeeper courses.
- using open courses and textbooks, library resources and other high quality, low cost instruction materials to significantly reduce textbook costs for students
- digitizing content so faculty can remix it, take the pieces they want, and make their contributions.
- further developing our culture of sharing our digital content and using others’ content in the college system and around the world.

**Timeline:** Elluminate “town hall” meetings this Fall; Grant applications in Winter, project starts in Spring.

**Contact:** Cable Green @ [cgreen@sbctc.edu](mailto:cgreen@sbctc.edu)



# Assessment, Teaching and Learning (ATL) Professional Development Events

2009-10, for all-inclusive list of PD for Faculty, see <http://www.sbctc.edu/college/e-assessfacdevelopment.aspx>

DATE	LOCATION	EVENT	TARGET AUDIENCE
Oct. 14, 2009	<a href="#">Elluminate</a>	Continuity of Instruction / Emergencies	Faculty, campus safety, IT, eLearning
Oct. 15-16, 2009	Rainbow Lodge, North Bend	<a href="#">College Readiness Retreat</a>	Developmental Education Faculty
Oct. 20-21, 2009	Pierce College, Puyallup	Leadership Training for Workforce Deans (kick off)	Faculty, staff and administrators whose career plans include workforce administration at the dean or VP level and for individuals newly serving in such positions
Oct. 23, 2009	<a href="#">Elluminate</a>	FLC Kick Off event	All FLC members, especially facilitators
Feb. 11-12, 2010	Rainbow Lodge, North Bend	<a href="#">College Readiness Retreat</a>	Developmental Education Faculty
Apr. 28-30, 2010	Clark College, Vancouver, WA	<a href="#">Pacific Northwest Higher Education Assessment, Teaching and Learning Conference</a>	All higher ed faculty and instructional support, included online faculty and instructional support

## Year-long:

[Faculty Learning Communities](#) – small groups of faculty and staff meeting and learning together in a year-long cohort

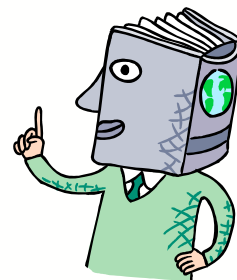
Leadership Training for Workforce Deans – 7 in-person days, 6 Elluminate days, monthly online meetings

ATL Guest Lecturer Series – monthly Elluminate sessions, initially targeted toward new faculty, broadening into sessions for experienced faculty, *(in development phase, dates TBD, beginning in November, 2009)*

[ATL Potlucks](#) – online discussions, variety of topics, mainly targeted to Faculty Development Leads and Assessment Liaisons

[ATL Digests](#) – semi-monthly (or so) newsletter, sent to ATL Community listserv

[ATL web pages](#) – including college annual reports, online instructional resources, and other information; updated and revised regularly



## Tech Prep Statewide Enrollment and Reporting System (SERS)

Tech Prep is an industry and education partnership committed to providing a highly-trained and motivated workforce, prepared to pursue lifelong learning in a changing technological society. It is a national educational initiative that includes a rigorous and focused course of study which provides students with essential academic and technical foundations preparing students with necessary workplace skills.

The purpose of SERS is to have a single statewide web-based application that would meet the needs of the Carl D. Perkins Career and Technical Act of 2006, track student career pathways (clusters) and to accommodate future reporting requirements. The requirements for SERS were identified by the SERS Task Force which included individual workgroups to represent the needs of the various user groups that would use SERS. They also reviewed and approved design documents and the user interface.

SERS can now be used by the public to search statewide for Articulations that students might sign up for, but its “power users” are Tech Prep staff, teachers, registrars, and students who sign up for Articulations through the Student Portal. Teachers use SERS to log grades and credits received by the student for completed classes. They can also help advise students by searching for Articulations. Registrars use SERS to log student’s received credits college courses. Students use SERS to register for Articulations. With the system they can keep track of their current and past Tech Prep Articulation history, including the grades received and the credits earned at the college. Tech Prep staff use SERS to manage student data, to create the Articulations for which a student registers and to maintain consortium information and business rules. They can also edit a student’s registration history where permitted and where needed. See <http://sers.techprepwa.org/>

