SESSION TOPIC: What aspects of e-learning are you interested in? How do you see e-learning applying to your teaching/learning in the next 3 years?

Where are we at?
Basics
- e-Learning enrollments are growing at about 50% per year (see graphs at end)
- e-Learning enrollments represent about 15% of total enrollment
- The “NeST” – “North’s e-Learning Support Team” LB 2237
- Online resources for faculty: http://distance.northseattle.edu/faculty
- Online resources for students: http://www.virtualcollege.org
- Teaching & Learning Center: http://northonline.northseattle.edu/tlc/
- NSCC Library & Media Services: http://dept.sccd.ctc.edu/nslib/
- District online course development stipends are available
- High-speed capability (K-20 Network, Pacific NW Gigapop, Internet2 Consortium)
- Choices in courseware: FrontPage, Dreamweaver, WebCT, FirstClass
- Access to extensive website space available to all faculty & staff (“www folder”)
- Especially powerful high-bandwidth video-stream servers at SCCtv

Useful Online Resources for Facilitating e-Learning:

Copyright issues: Can I copy film clips? Here is the nifty online tool to help determine if certain online uses of copyright-protected media are permitted for educational purposes under the 2001 TEACH Act: http://www.baruch.cuny.edu/tutorials/copyright/. Details on NSCC’s copyright policy are presented on the Teaching & Learning website: http://northonline.northseattle.edu/tlc/forfaculty_copyright.shtml.

Advances in e-learning student orientations: How can we help students get started (whether they are distance learners or on-campus learners)? JC Clapp and the e-Learning Team are working on an online student orientation module. In the meantime, students can find many resources at http://www.virtualcollege.org/help/index_help.html.

An example of an “Online Student Companion” created by Anita Crowley at Montgomery College is: http://webet.montgomerycollege.edu (user name and password are guest_nb). This “Online Student Companion” website has 12 modules: Getting Started, Online Learning Success (which includes Goal Setting, Education Planning, Transfer Planning, Career Exploration and Personal Barriers), Using the Internet, Online Communication, Academic Support, and Introduction to Library Resources.

Advances in e-learning faculty orientations: Logistical information, technology tutorials, pedagogical guidelines, best e-teaching practices and practical tips are available at http://distance.northseattle.edu/faculty/. Steps for developing an online class (including CAS approval process) are provided at the following website: http://northonline.northseattle.edu/CASDL.
Opportunities to share ideas, strategies and experiences in e-teaching:  Several informal and formal NSCC groups have been formed (or will be starting in the Spring) for “envisioning current and future directions in e-learning within distance and on-campus classes.

- **eTaLK** “e-Teaching and Learning Klatsch” – a lunchtime informal conversation in the TLC on ideas, issues and experiences reflecting on e-teaching and e-learning.
- **eTAC** “e-Learning and Technology Advisory Committee” – Monthly meetings with faculty, administrative and staff representatives from Instruction, Student Services, IT Services, Library, e-Learning Support and students.
- **DOES-IT** “Dialogue On E-learning Successes, Issues and Technologies” – a faculty advisory committee that reports to eTAC.
- **HUG** Hybrid Users Group – a faculty discussion group.

NSCC’s “web presence”:  Educational institutions are creating social settings on the web in order to foster online learning communities and to provide potential and current students with a reflection of their personality and individuality.  Facebooks are designed to allow students to share information about themselves.  NSCC has not yet developed a true facebook.  However, it is “putting a face” on its web presence in several ways:

- [http://northonline.northseattle.edu/community/](http://northonline.northseattle.edu/community/) Profiles of NSCC faculty and staff with links to faculty websites and videos.  **Please join us!**
- [http://www.virtualcollege.org/student_community/registered_community.htm](http://www.virtualcollege.org/student_community/registered_community.htm) A community page in NSCC’s Virtual College that provides registered students with important campus announcements, specific financial resources for distance learners, and a featured “faculty bio”.
- The IT folks and e-Learning Team are working on technology for integrating faculty information and website links automatically into the online quarterly schedule.

New Directions in e-Learning Pedagogy

Nationally recognized best practices and practical tips for e-teaching:

- Books available for check-out from the e-learning office (NeST) in LB 2237:

- A few of many websites with best practices, resources and practice tips for e-teaching:
learning modalities”. Based on the “Essential Elements” book cited above, other sources and collective experiences of faculty at NSCC.

- [http://concord.org/elearningmodel](http://concord.org/elearningmodel) The Concord Consortium e-Learning Model for Online Courses

**Addressing e-learning quality:** Quality Matters ([http://www.qualitymatters.org/](http://www.qualitymatters.org/)) is a nationally-recognized rubric which was created via a FIPSE grant. It is a formal peer-mentoring process for developing, implementing and then periodically reviewing and improving classes that use e-learning elements. “Quality drift” over time may benefit from periodic review.

The rubric examines key components found to be important for pedagogically-sound e-learning methodology. Major categories studied include: Course overview and introduction; Learning objectives; Assessment and measurement of learning objectives; Resources and materials; Learner interaction (faculty/student, student/student, student/material); Appropriate use of technology; Learner support and ADA compliance.

Are faculty in favor of incorporating this rubric into the e-learning curriculum preparation process and a CAS-supervised periodic review process?

**How is learning changing?** At national conferences, the talk is about a major paradigm shift: Today’s young students are generally proficient at using a variety of online tools and communication methodologies that allow students to build their own personal learning environments. These effective environments are decentralized and learner-orchestrated. Students can pick from many online tools to aggregate their own learner “toolbox”. In fact “aggregation services” are becoming common place.

Students no longer need content providers nor do they need to be taught “the one way” to learn. Instead, they need expertise in assessing content using online tools, many of which are already part of their everyday lives. The Web 2.0 social software tools mentioned below allow students to create, not just consume, content. This may be hard on us expert content-providers!

**The pedagogical value of Web 2.0: “Is Social Software Online Education’s Killer App?” (YES)** The promise of online tool interoperability is coming to fruition with Web 2.0. The latest generation of “social software” (blogs, wikis, etc. as discussed below under emerging technologies) is creating potential for personal learning environments which put power back into the users’ hands. Social software tools help to build community, combat isolation, foster collaboration, and prepare students for their professional futures. We need a change of attitude to
trusting the user, letting the user build her/his own set of tools, modify those tools and share modifications with others. Student control and freedom is integral to 21st Century learning.

**Web 2.0** has great pedagogical value: It is dynamic (instantly updated information), authentic (relates to students everyday learning experience), permeable (connects with the outside world), and integrated (using the tools that are part of students’ daily lives). An excellent presentation of their potential can be found at [http://community.uaf.edu/~cde/wiki/SSW/](http://community.uaf.edu/~cde/wiki/SSW/).

**What are the teaching and learning advantages of hybrid on-campus/online (blended) classes and web-assisted on-campus classes?** Community colleges around the state are quickly expanding hybrid learning opportunities for students. The classes combine effective teaching methodologies, provide flexibility in scheduling and reduce commute time for students. Effective hybrid learning requires a clear distinction between on-campus work, online activity and individual homework components. All three elements must be integrated together clearly and logically in order to garner student participation in each. We have discussed various models for development of hybrid courses. Some useful websites are:

- [http://coe.sdsu.edu/eet/articles/blendedlearning/index.htm](http://coe.sdsu.edu/eet/articles/blendedlearning/index.htm) “Blended learning solutions”

**How can information literacy be integrated in e-learning?** Jennifer Wu is working directly with faculty and with the e-Learning Office (NeST) to create course-specific online activities that integrate information literacy (including an introduction to the NSCC library electronic resources and databases) together with pre- and post-assessment of student understanding in this area. Jennifer explains more on her website: [http://nsccinformationliteracy.pbwiki.com/](http://nsccinformationliteracy.pbwiki.com/).

**Emerging e-Learning Technologies:**

**What is the “www folder” and why is it so useful for e-learning?** The www folder was developed by NSCC’s IT Services in order to provide every staff and faculty member with an easy option for creating and publishing web content. Any file dragged into the www folder found on your I-Drive because available at: [http://facweb.northseattle.edu/yourNetIDname](http://facweb.northseattle.edu/yourNetIDname) (for example, [http://facweb.northseattle.edu/mallen](http://facweb.northseattle.edu/mallen)). You can use your www folder in conjunction with Dreamweaver to create a website; or you can simply place any type of file (WORD, pdf, Excel, PowerPoint, video, audio, etc.) into this folder to make it available to others online. You can password protect your www folder or password protect specific sub-folders within it. The www folder is one of several automatic conveniences on which IT Services has been working.

**What can I do with the K-20 Network, Pacific Northwest Gigapop and the Internet2 Consortium?** This combination of networks and consortia provide the Seattle Community College broad bandwidth

- Bulk high-speed data transfer
  - robust video-streaming to multiple users simultaneously
  - data exchanges with museums and universities
  - archives of recorded classroom sessions
- Real-time high-definition video-conferencing
  - courses shared live across campuses via ITV room or portable polycoms
  - live class interviews with distant experts and guest lecturers
live performances
connections to classrooms in other countries – e.g. Cristina Zahajko
live debates across campuses or elsewhere
interaction with open-heart surgeons after watching an operation!

Remote Instrumentation
Seafloor cameras
Scanning Electron Microscope and “Nanomanipulator”!
Digital anatomy

More information: [http://k20.internet2.edu/uwi2day/files.html](http://k20.internet2.edu/uwi2day/files.html)

What are “Web 2.0 social software tools” and why are they called the “killer apps” of 21st century technology? A new generation of social software is helping to build online community, combat isolation, foster collaboration, and prepare students for their professional futures. These tools substantially exceed the power of discussion boards (part of the previous generation of social software) which, in themselves, have been important tools for expediting student/student and student/instructor interaction.

Carol Gering was a faculty presenter at a recent national conference on e-learning. Her resources are at [http://community.uaf.edu/~cde/wiki/WCET06](http://community.uaf.edu/~cde/wiki/WCET06). She uses several free entry-level social tools in her classes:

- [http://del.icio.us/](http://del.icio.us/) The del.icio.us tool for social bookmarking. It hosts your resource bookmarks quickly and publicly so you can share them with students immediately. Your URL becomes [http://del.icio.us/jwudel](http://del.icio.us/jwudel) for example.
- [http://www.flickr.com/](http://www.flickr.com/) The flickr tool for adding photos quickly in a way that everyone can add comments. You can also use photos of others from flickr as well in your teaching.
- [http://edublogs.org/](http://edublogs.org/) The blogger tools like edublogs which can be used for student reflections. The difference from websites is that postings are in reverse order. It is more organic, not linear. You can lock down a blog so only students can comment.
- [http://www.mediawiki.org/wiki/MediaWiki](http://www.mediawiki.org/wiki/MediaWiki) Resources and assignments can be built into group projects using wiki tools like PMwiki which is free software which can be downloaded onto your own server. An example is: [http://nsccinformationliteracy.pbwiki.com/](http://nsccinformationliteracy.pbwiki.com/).
- Webcams ([Click here](http://nsccinformationliteracy.pbwiki.com/) for an example of one I sent to VP Mary Ellen on Tuesday) are required for her courses and are sold along with text materials in the bookstore. The videos can be uploaded easily and incorporated in a discussion board. You can create small group discussion rooms where students use webcams to communicate to one another.

In addition to this list, another example of social software is the 3-D virtual world at [http://www.secondlife.com](http://www.secondlife.com). Harvard, for example, is using this virtual world in combination with Moodle courseware to create an e-learning environment for their law classes: [http://blogs.law.harvard.edu/cyberone/administration/syllabus/](http://blogs.law.harvard.edu/cyberone/administration/syllabus/).

Utilizing re-usable learning objects to build a foundation for online programs What are “RLOs”? You can find many definitions for this term but I think of them in terms of being potentially reusable components which are smaller than a learning unit, self-contained, can be adapted, aggregated and are durable (able to be used on the fly) and are available anytime and anywhere. RLOs are better investments than unique designs which can only be used in one
They are likely to be economical especially if they are being used, and thus paid for, in collaboration with other institutions. However, faculty are not used to sharing! The old 19th century model of teaching is based on unique courses being taught by individual experts.

Currently being developed: Standards for RLOs, best practices for use of RLOs, research and assessment of RLOs, collaboration and archiving of RLOs. RLOs perhaps represent a good step toward standardizing quality in curriculum.

A collection of 13,000 RLOs can be found at [http://www.merlot.org/merlot/index.htm](http://www.merlot.org/merlot/index.htm). Another creative commons website with RLOs is “OpenLearn Lab Space” at [http://labspace.open.ac.uk](http://labspace.open.ac.uk) which connects world learners and is freely accessible. Examples of other RLOs:

- RLOs that teach how to correctly format reference citations can be used in every class. An example is at [https://ilrb.cf.ac.uk/citingreferences/](https://ilrb.cf.ac.uk/citingreferences/).
- RLOs that demonstrate surgeries virtually are available at [http://www.edheads.org/](http://www.edheads.org/).
- Purdue’s Online Writing Lab (OWL) at [http://owl.english.purdue.edu/](http://owl.english.purdue.edu/) provides RLOs for learning writing skills applicable to most classes.

You can find many learning objects just by using Google and typing in your subject along with the words “learning objects”. Sometimes you link to RLOs from your website; in other cases, you download the RLOs and incorporate them into your own website.

**Some digital multimedia tools being used by NSCC faculty:**

**Blogs, podcasts, Camtasia, Producer, Photoshop Elements, narrated PowerPoints**

- Jean Kent’s workshops: [http://faculty.seattlecolleges.com/jkent/workshops/media/index.html](http://faculty.seattlecolleges.com/jkent/workshops/media/index.html).
- Seattle District Summer Institute 2204: [http://northonline.northseattle.edu/SI2006/participants.htm](http://northonline.northseattle.edu/SI2006/participants.htm).
- An example of Camtasia (screen action capture) for teaching: [http://faculty.northseattle.edu/tbraziun/PE3/7_PE3redeye/PE3redeye.html](http://faculty.northseattle.edu/tbraziun/PE3/7_PE3redeye/PE3redeye.html).
- An example of combining laptop notebook abilities and Camtasia: [http://faculty.northseattle.edu/si2004/hamilton/necklace.html](http://faculty.northseattle.edu/si2004/hamilton/necklace.html).
- Videostreaming of faculty-made and licensed proprietary content: [http://northonline.northseattle.edu/gel101tb/videos.htm](http://northonline.northseattle.edu/gel101tb/videos.htm).

**More design tools and how to use them:** Dr. Richard Lillie at California State University at San Bernardino has a great power point demonstration of multiple low-cost design tools for expediting an online course: [http://www.drlillie.com/Impatica/wcet.html](http://www.drlillie.com/Impatica/wcet.html).

**Course Management Systems (CMSs) & ePortfolios: Futures and options.** Rising costs of proprietary, commercial CMSs like Blackboard are leading many colleges to explore “open source” systems such as Moodle. “Open source” is a conceptual framework designed to allow IT-savvy college support teams to adapt courseware features to their college’s own needs. With the ability to use free programs comes some freedom from licensing of CMSs. However,
the costs in-house development, maintenance and faculty/student support must be factored in as well. The Washington State Board and community colleges are conducting a review of options in order to make recommendations on best products and decision approaches for individual needs. The State has researched ePortfolios and recommends “Chalk & Wire” as a commercial product that is economical and effective for many colleges: http://www.chalkandwire.com.

Seattle Central Community College has switched from Blackboard to Angel, in part because of cost considerations. NSCC’s IT folks are exploring how courseware tools can be built into our NetID system using Moodle software and open-source programming capabilities.