



Putting “YOU” in Your Online Course



The importance of an involved, knowledgeable and caring online instructor cannot be overstated. As you will read inside, the annual Online Student Feedback Survey of students at the San Diego Community College District provided evidence of the vital impact an instructor has on a student's ability to learn and succeed in an online class. Many of the students reported that they appreciated an online instructor who provided frequent opportunities to communicate and interact. A clear syllabus with details about what is required and rubrics for completing assignments help provide roadmaps for student achievement as well as make the online learning process more enjoyable.

At our recent Online Teaching Excellence Symposium, keynote speaker Pat James encouraged faculty members to personalize their online courses by putting more of themselves into their course content, course resources, and course communication and to share their individual perspectives, ideas, and helpful tips, illustrations, cartoons, bits of humor, relevant current events—whatever it takes to build rapport and put students at ease. Teaching online is more rewarding for instructors when they use not only their subject-matter expertise but also weave their real-world experience and personalities into their online course.

—Andrea Henne, EdD, Dean, *Online and Distributed Learning*

CCC Consortium for Open Educational Resources

A statewide effort by the California Community Colleges to explore the feasibility of developing and/or adopting alternatives to traditional textbooks is underway. The San Diego Community College District is one of 70 colleges who are members of the Community College Consortium for Open Educational Resources (CCCOER). This Fall there are numerous training opportunities for faculty who are interested in learning more about Open Educational Resources:

September 24-26, 2008
'Sustainability Models for Community College Open Textbooks'
2008 Open Education Conference
<http://cosl.usu.edu/events/opened2008>
Logan, Utah

Sunday, October 19, 2008
'Introduction to the Open Educational Resources Movement and Open Textbooks'
2008 League for Innovation's Conference on Information Technology
http://www.league.org/2/conferences/cit/2008/learning_centers.cfm
Salt Lake City, Utah

Thursday, November 6, 2008, noon - 1 pm
'Save \$\$ With Free and Open Textbooks'
@ONE Lunch 'n Learn Desktop Seminar
<http://www.ccone.org/seminars/index.php>
CCC Confer (delivered via the Internet and telephone)

November 20-22, 2008
'New Directions in the Open Textbook Movement'
Community College League of California Annual Convention
<http://www.ccleague.org/i4a/pages/index.cfm?pageid=3363>
Anaheim, CA



Online Faculty Workshops

Camtasia Studio
Captioning Web Video
Communication
Instructional Video
Podcasting
Time Management
Vista 4 Tips & Tricks
Wimba Live Classroom
Wimba Voice Tools

For more
information:

www.sdccdonline.net/faculty
Register on Faculty
Flex District
Calendar

Fast Facts:

- Fall 2007 Online Enrollments were 18,776, which was 12% of the total for the SDCCD. In Fall 2006, the number of enrollments was 15,306, which was 10.3% of the total for the SDCCD.
- Online sections have grown from 355 in Fall 2006 to 423 in Fall 2007 and 477 in Fall 2008.

Source: *Facts on File 2008-09 Edition*, SDCCD Office of Institutional Research & Planning, August 2008.

FTES from Online Classes Grows 15 Percent

Data from Spring 2008
SDCCD Online Student
Feedback Survey

1,682 students responded
(18% response rate)

75% were satisfied with
the online format for tak-
ing courses.

37% felt they learned
more in an online course
than in a traditional on-
campus course and 42%
felt they learned about
the same amount in an
online course as in a tra-
ditional oncampus
course.

20% felt they learned less
in an online course than
in a traditional oncampus
course.

77% felt they could com-
municate effectively with
their instructor.

71% were able to commu-
nicate effectively with
their classmates.

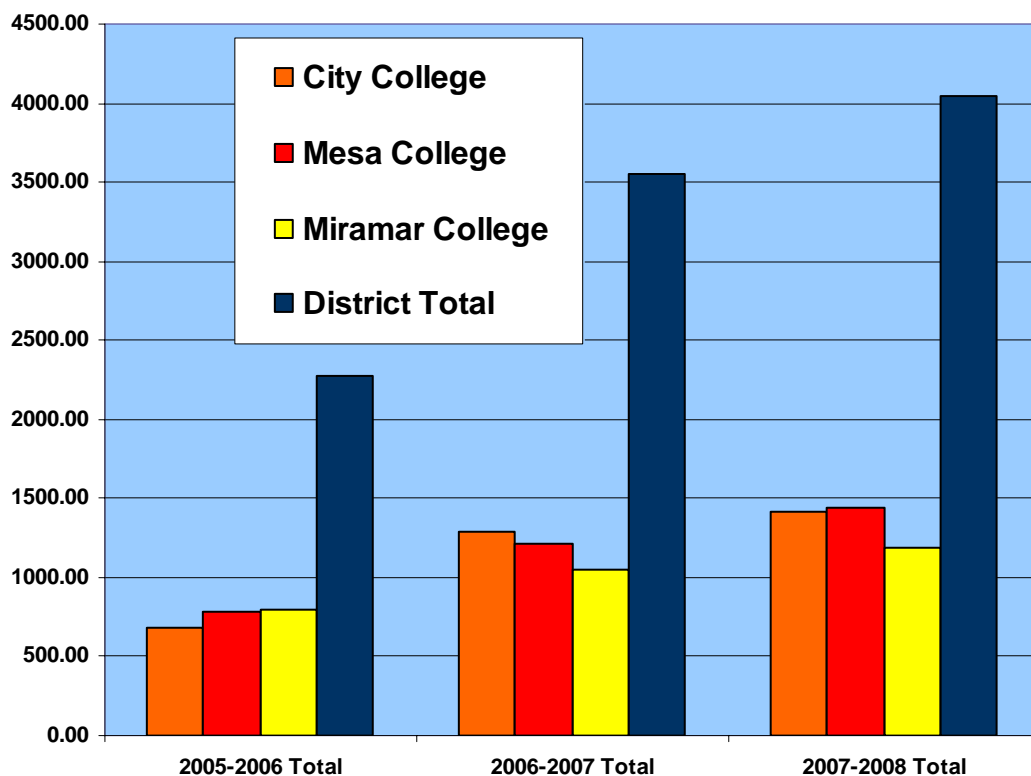
95% felt comfortable navi-
gating through the
course.

87% would be likely to
take another online
course rather than a tradi-
tional oncampus course if
given the choice.

Students most frequently
mentioned that online tu-
toring (18%) would be a
beneficial support service
in the future, followed by
online counseling ser-
vices (15%).

Full Report:
<http://research.sdccd.edu>

San Diego Community College District
2007-08 Annual Report Summary
Online FTES - Resident Only
SDCCD Office of Institutional Research, July 2008



Sample Student Comments from Spring 2008 Online Student Feedback Survey

Conducted by the SDCCD Office of Institutional Research and Planning, April-May 2008

"All of the reading and self discipline required of myself made me learn. I also like the discussion board questions and answers. They make me think more about the subject, and having to answer and communicate with other students is fun and informative. You learn what others think and feel about the same subject. I also like doing assignments at my own pace, like at night when it is quiet. I love online courses."

"I found that because I had the flexibility of logging in when it was convenient for me, I was able to concentrate better than if I were in a campus classroom environment."

"Flexibility in scheduling. I have to be out of town a lot, and the online format enabled me to take this course. I enjoy the classroom setting, but I think I actually learned more in this format because of the self directed nature of the course, and the requirement to actually read the text, rather than relying on the teacher's lecturing."

"I actually think that there is more interaction with the online courses vs. real-time classes. I think being online gives people that are normally shy and introverted a way to communicate more so than if they were in a real-time class. I enjoyed interacting with the students online, much more so than in person. I enjoy my online courses and hope that SDCCD offers more."

"I really appreciated the responsiveness of my online teachers. They all consistently and thoroughly responded to my questions within the day."

Meet the New 2008-09 Online Faculty Mentors—Gwyn Enright & Crystal Rust



Gwyn Enright: Online instruction offers advantageous learning avenues, not just for students, who have received SDCCD online classes with great enthusiasm, but also for those faculty interested in an alternate teaching mode. Classes where even shy students participate, individual attention is supported and learners' progress is easily followed appeal to a growing number of faculty.

City

I am pleased to have been selected as the 2008–2009 City College Online Faculty Mentor. I feel qualified to support faculty interested in online instruction and those already committed to online instruction. I have been teaching online since the SDCCD Online program began, and I am currently teaching three online classes using Blackboard/WebCT Vista: English 51, English 101 and

English 205. I have developed these classes myself, and this will be the third semester I have taught all three.

I am fortunate to have had much experience mentoring faculty. I have been a faculty mentor to the Annual Institute for Learning Center Directors and Staff since its inception at the University of California Berkeley over twenty years ago. Since then, I have worked with faculty at California State University Long Beach, the Air Force Academy in Colorado Springs, Paradise Valley Community College and the University of Arizona. My first professional experience at San Diego City College was as Director of the Independent Learning Center, where I helped faculty select individualized, mediated materials for their classes.

I am looking forward to an opportunity to work with my colleagues on online learning and instruction. I'm especially interested in helping faculty design and implement quality courses for online students, while, at the same time, keeping a common-sense attitude about the instructional work load. **Contact Information: City College C-208 619-388-3086 genright@sdccd.edu**



Crystal Rust: I began teaching at the University of Houston in 1991 after completing my Bachelors of Science in Mathematics. I received my Master of Science in Mathematics from the University of Houston in Houston Texas in 1994. In 1999, I continued my teaching career at Houston Community College, Northwest Campus, as a full-time Mathematics Professor for seven years. In July of 2007, I relocated to Miramar College in San Diego where I continue with my mathematics teaching career. While at Houston Community College I taught hybrid classes, I did not begin instructing fully online classes until I began teaching at Miramar College in August of 2007. My desires to design and implement quality online courses led me to take additional graduate work in online teaching and design through the University of California at

San Diego. I have almost completed my Certification in Teaching Online through UCSD. Through a series of flex workshops this coming academic year at Miramar College, I would like to share what I have learned with other faculty interested in online instruction.

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Miramar

Online Faculty Mentors
Hank Beaver and Joe McGerald
Returning for Another Year of Service

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ContinuingEd

<http://www.sdccdonline.net/faculty/mentors>



Final Days of WebCT Campus Edition Server

December 31, 2008, is the end-of-life date for our WebCT Campus Edition course management system. After 2008, the Blackboard/WebCT company will no longer support WebCT Campus Edition 4.1. We now have a license through 2010 for the Vista Enterprise version of the Blackboard Learning System.

Our two-year project to migrate all online and oncampus courses to Blackboard/WebCT Vista 4 from WebCT Campus Edition is coming to successful completion. Several hundred faculty members have been actively involved in training and re-designing their courses for the new course management system.

My Journey Teaching American Sign Language (ASL) Online

Online Learning Pathways 2008-09 Staff

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<https://www.sdccdonline.net/help>

Online Faculty Website:
<http://www.sdccdonline.net/faculty>

By Dr. William Clary, Jr.

In August 14, 2007, at Mesa College I took the Vista Online Training course taught by Dr. Dave Giberson. Wow, what a wonderful journey that has been and still is. The course gave me some basic knowledge, but it wasn't enough as I needed more hands on experience which I received from Hank Beaver. Hank Beaver has been very helpful and insightful such as I needed to have a "sprinkling" of deadlines and/or reminders to students in the greetings, course syllabus and calendar sections. Furthermore, I learned I have to add more specifics in the online course syllabus compared to the face to face course syllabus. In the face to face course you can explain the specifics in class whereas in the online course, you need to add the specifics.

This experience has been very good because starting in Fall 2008 during the first day of face-to-face class, the specifics will already be in the course syllabus which the students will see in writing and hear from me via my team of ASL interpreters.

Before I took the Vista Online Training, I had worked with Hank Beaver to try to develop the ASL 104 Deaf Culture into a Hybrid course. It didn't work out but the discussion I had that time with Hank Beaver and Jill Baker was in regards to videotaping me teaching Deaf Culture which would provide a

personal touch to an online course along with PowerPoint slides. Hank and Jill were going to explore this possibility, and voila! Dr. Giberson and Hank stated it would be possible to do this by using Camtasia Studio software. To pioneer this effort, I had an interpreter from Network Interpreting Services (NIS) videotape me that one time at the beginning of Spring 2008 semester and I provided the videotape to Hank. Hank and Dr. Giberson worked together to make this possible and they also added captions to this effort. Hank and Dr. Giberson stated the process wasn't difficult and would make this available to other online teachers who wanted to add a personal touch to their online course. Camtasia Studio is a wonderful software but is limited in a small way in not being able to switch sides. It just means I will have to stand on the other side so my looking and pointing to the PowerPoint slides will match.

A small problem I discovered was the background noise interfering with the voicing done by ASL interpreters. It just means an ASL interpreter from NIS would need to be hired to provide voicing in a private room without any background noises getting in the way.

I made a proposal to hire a person to videotape me in the first eight (8) week face-to-face ASL 104 Deaf Culture for Fall 2008 through VTEA funds. This proposal was accepted. This will provide online students an

opportunity to learn from four convergent avenues of teaching such as watching me signing and hearing me via ASL Interpreters, and reading from PowerPoint slides and captions. This broadens the teacher's repertoire and makes it more personal for students. I am still learning the "ins and outs" of teaching an online course such as constant communication with students is very important whether you are sick or not and to let them know ahead of time as to whatever changes are made. Hank and Katie Palacios are very important team members as there are little things that I am not aware of or familiar with such as adding last minute information during the semester.



I have submitted three course outlines for distance learning delivery to CurricUNET: ASL 105 Implications of Deafness, ASL 220 Introduction to Linguistics of American Sign Language, and ASL 210 Specialized Settings. Hopefully the number of student enrollments and options for students will increase once these courses are approved for online classes.

I would be interested in sharing my knowledge with other instructors who might be interested in teaching one of these courses as an online course.



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Instructional Services, Planning and Technology 2008

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