



COLLEGE OF  
MARIN

DE@COM

## Table of Contents

### Three-Year Development Plan

There is a three-year plan to develop Distance Education (DE) at the College of Marin.

### DE@COM Fully Online

DE@COM is now a fully online publication with embedded links rather than URLs. Just click on the blue text to activate the links.

### Click Clack from COM DE Students

Bryan Loretz, once skeptical about a class with no physical classroom, confesses that he now "feels like a DE pro!"

### Bb Training @ COM

Ali Klinger offers Bb training on Friday afternoons throughout the semester.

### Beyond Blackboard

COM's license with Blackboard expires at the end of the Spring 2011 semester, so what comes next is currently under consideration.

### Online Student Authentication

Summarizes key points of the current Higher Education Opportunity Act regarding online student authentication.

### Must Follow and See

Valuable sites to check out for the latest on DE.

## Three-Year Development Plan

There is a three-year plan to develop Distance Education (DE) at the College of Marin. The plan has two intended outcomes: to increase our online course offerings and to improve our rate of student success in DE courses. *College of Marin Strategic Plan 2009-2012*; Strategic Objective 1.2.

### Notes for COM Instructors

If you would like to use the Blackboard platform for the Fall 2010 semester, please let Steve Dodson (7473) know ASAP: [steve.dodson@marin.edu](mailto:steve.dodson@marin.edu)

If you have not done so already, it is time to contact Alternative Media Specialist, Bobby Bradford (7551), to ensure that your course is compliant with the legal accessibility requirements of the Americans with Disabilities Act (ADA): [bobby.bradford@marin.edu](mailto:bobby.bradford@marin.edu)

## Click Clack from COM DE Students

Bryan Loretz is an Environmental Policy major, beginning his second year of study at COM and planning to transfer to UC Berkeley. He works part-time at a pet hospital, while preparing for a career in environmental conservation. He confesses, "when I first signed up for Distance Ed, I was skeptical about whether I would be able to get through a class successfully without ever having to physically go to a classroom. However, I was pleasantly surprised to find how easy it was to navigate online as well as how organized the class was. I could tell the class had been well planned out, and by the end, I felt like a DE pro!"

## Conference Calls

- [Soaring To New Heights](#), Computer Using Educators, Nov. 5-6, 2010, Napa Valley
- [Learning Technologies: Yesterday, Today, Tomorrow](#), Annual Conference and Silver Anniversary, Directors of Educational Technology in California Higher Education, Nov. 30 - Dec. 3, 2010, San Diego
- [Submit your proposal to present at eLearning 2011](#) via the conference website by Oct. 8, 2010. eLearning 2011 will be held Feb. 19-21, 2011, at the Trade Winds Island Grand Resort, St. Pete Beach, Florida.

## Call for Papers

- [The MERLOT Journal of Online Learning and Teaching \(JOLT\)](#) is now seeking manuscripts for its Spring 2011 issue. To be considered, manuscripts must be submitted by Nov. 15, 2010.

## Bb Training @ COM

Is there something about Blackboard that confuses or confounds you? If so, why not suggest a training topic? Ali Klinger offers Bb trainings on Friday afternoons throughout the semester. By keeping the trainings limited to a few people at a time, Ali can share a brief training module with the group, as well as provide some one-on-one customized support. Stay tuned to October's DE@COM for details about trainings on October 8, 22, and 29 from 1:00 p.m. to 3:00 p.m. in the Information Literacy Lab – COM Library.

To suggest a training topic or to RSVP for a Friday training, please email [alisa.klinger@marin.edu](mailto:alisa.klinger@marin.edu). If you are new to Blackboard, please request a demo shell from Steve Dodson (7473) before attending trainings, and be sure to bring your Blackboard log on information with you: [steve.dodson@marin.edu](mailto:steve.dodson@marin.edu)

## Blackboard for Beginners: Re-FLEX

**Friday, September 10, from 3:00 p.m. to 4:30 p.m. in the Information Literacy Lab – COM Library**

Dr. Ali Klinger, Online Learning Faculty Resource Instructor, facilitates a workshop to introduce Blackboard's course management system to instructors who have had no experience teaching online, but who are interested in pursuing distance education or adding an online component to their face-to-face classes. Participants will tour an existing online course to discover its instructional and communication features, as well as develop their own mini-courses during the workshop.

Because this is an introductory workshop for beginners, it is not recommended for instructors who have experience teaching online or hybrid courses unless they wish to shadow or assist others new to online instruction. This repeat training is for those who missed the Fall FLEX Workshop and for those who attended but want a repeat.

**Registration RSVP:** [alisa.klinger@marin.edu](mailto:alisa.klinger@marin.edu) Please indicate in your RSVP if you have a Blackboard account with username and password. If you do not, please request one from Steve Dodson (7473) before September 8: [steve.dodson@marin.edu](mailto:steve.dodson@marin.edu)

## Teaching Online Q & A

**Friday, September 24, from 1:00 p.m. to 3:00 p.m. in the Information Literacy Lab – COM Library**

This session is dedicated to responding to specific questions about online instruction regardless of CMS (course management system). Come prepared with your questions about existing courses or courses you might want to create. We will discuss how to conceive and design a social, participatory online course, focusing particularly on online teaching rather than on technology.

## Fostering Social Presence

**Friday, October 1, from 1:00 p.m. to 3:00 p.m. in the Information Literacy Lab – COM Library**

This session focuses on taking the distance out of distance ed, by creating the kinds of social presence in your online courses that foster student engagement and success regardless of your CMS (course management system).

## Seeking More Comprehensive Training?

- Webinar: “[Developmental Students: Using Hybrid Coursework to Improve Electronic Literacy](#),” recording available. Please contact Susan Andrien ([susan.andrien@marin.edu](mailto:susan.andrien@marin.edu)) or Ali Klinger ([alisa.klinger@marin.edu](mailto:alisa.klinger@marin.edu)) for details.
- “[The @ONE Project](#) makes it easy for California Community College faculty and staff to learn about technology that will enhance student learning and success. @ONE's programs provide training, online resources and research for free – or at a very low cost – thanks to funding from the California Community College Chancellor's Office Telecommunication and Technology Infrastructure Program (TTIP)”
- [Upcoming Desktop Seminars and Online Courses](#)

## Beyond Blackboard

COM's license with Blackboard expires at the end of the Spring 2011 semester, so what comes next is currently under consideration. Many community colleges and universities, including City College of San Francisco, Peralta Community College, Chaffey College, Dominican University, Sonoma State University, and Humboldt State University, have recently migrated from Blackboard to Moodle because of its ease of use and affordability. You can learn more [about Moodle here](#).

You might also be interested in Kathy Munoz and Joan Van Duzer's 2005 publication, "[Blackboard vs. Moodle: A Comparison of Satisfaction with Online Teaching and Learning Tools](#)." Joan Van Duzer is currently teaching instructors how to use Moodle in a series of courses offered by @ONE. Since it is quite likely that COM will migrate to Moodle, consider registering for Joan's upcoming introductory class to learn how Moodle works. Ali Klinger is already registered in the course, so she can work with a COM cohort, as needed. The Vice President of Student Learning, Nick Chang, is committed to funding this training. Be sure to keep your registration confirmation and payment receipt for reimbursement of the \$55 fee.

### [Introduction to Teaching with Moodle with Joan Van Duzer](#)

**Mon. 10/04/2010 – 8:00 a.m. – Fri. 10/29/2010 – 5:00 p.m. (Pacific Time)**

"Are you ready to become a Moodler? Moodle is an easy-to-use, open source, course management system for online, hybrid, or face-to-face classes. In this course you'll learn how to enter a Moodle course shell and organize and present content—including graphics—all without needing to know HTML! You'll discover handy tools for site, course, and student management functions, as well as tools for creating quizzes, assignments with due dates, grades, and interactive forums. You'll not only finish the course with a working knowledge of Moodle, you'll also walk away with the foundation for your own online course."

## Online Student Authentication

Student authentication is relevant to both face-to-face and online instruction, ensuring that instructors know who is taking their courses from start to finish. As distance educators, we need to consider issues of academic integrity and compliance with federal rules when developing and offering online courses.

Below is a summary of the most current interpretation of the Higher Education Opportunity Act (HEOA) regarding authenticating the identity of online students from "[August 2010– Student Authentication, Academic Integrity, and Higher Education Opportunity Act of 2008](#)." Additional reference: [WCET](#)

- Institutions that offer online courses to students are presently in compliance with the HEOA if they have, at a minimum, a pass code/password system in place as means to authenticate students, or proctored exams, or technologies and practices which are effective in verifying student identification.
- As new identification technologies are developed and become more sophisticated, less expensive and more mainstream, accrediting agencies or associations and institutions will consider their use in the future and we can assume that institutions will be adopting these measures accordingly.
- Institutions must protect student privacy as part of the authentication process and if there are extra fees associated with this as part of the online course, students need to be made aware of this prior to enrollment.

The issue of student authentication is both pedagogical and technological, underscoring the importance of academic integrity online and off. For "Best Practice Strategies to Promote Academic Integrity in Online Education" (Version 2.0, June 2009), see [WICHE](#).

**Technology:** Our MyCom Portal is password protected, as is our Blackboard learning management system.

*Online Student Authentication continued*

**Pedagogy:** Instructors use multiple measures to ensure student authentication, including proctored exams, mandatory in-person meetings, reliance on written assignments and threaded discussions, group work, randomized question assessments, timed tests, test banks, interactive assignments and assessments, frequent and varied assessments rather than high stakes assessments, and so forth. Semester-to-semester modifications also discourage cheating. COM's Student Conduct Policy, course communication guidelines, statements about academic integrity and dishonesty, and collaborative honor codes are some of the ways that online instructors discourage cheating.

COM's "Student Conduct Policy" (2010–2011 Catalog, page 38) advises students against "cheating, plagiarism (including plagiarism in a student publication), or engaging in other academic dishonesty." Even still, it is a best practice for online educators to include specific guidelines for academic integrity and appropriate student conduct in their course syllabi.

## Best Practices – Communication Guidelines for Distance Etiquette

Here is a sample "Communication Guidelines" statement from Alisa Klinger's recent "Blackboard for Beginners" FLEX Workshop at COM.

Participation in discussions, chats, and email are mandatory in this class, enabling you to score points for your contributions and for reading the contributions made by your classmates. You are expected to read all the posts in a discussion, just as you would hear all the students' voices in a face-to-face class. Since the goal of our discussions is an exchange of ideas in a learning community, I ask you to write posts that reflect your most intelligent and mature self, respond to questions, show a knowledge of the topic, provide evidence of critical reading and critical thinking, reveal planning and forethought, and demonstrate an understanding of the course materials. This is all to say, our discussions are not off the proverbial cuff. Whatever you post in Blackboard

can also easily live on long past this course. One of the cardinal rules of virtual reality is do not post anything that you would not want a future employer or your mother to see. So be sure to take the time to contemplate and compose, as well as to revise and proofread. Discussions are the crux of our learning community, allowing for an exchange of ideas, interpretations, and insights. Our discussions, moreover, are how we combat the isolation of the distance education student (and instructor). So post early and post often; your grade depends on it.

In the Discussions and Email forums, you should use Standard English, prose that is grammatically correct, and spelling that has been checked. (Click on the HTML editor for the spellchecker or compose in a word processing document and cut and paste into the Discussions forum if you prefer.) Please refrain from using abbreviations and contractions (text-speak), since this is neither a social networking forum nor a telephone. I imagine it goes without saying, but know that you must post your own words rather than rely on someone else to post for you or groom your work for you.

When you are in the chat area, the environment is much more casual and forgiving of spelling and typos, so you should just keyboard as fast as you can during a session. Keep in mind that I do receive transcripts of your chat discussions, so you always want to present your best self to others in the course and to your instructor.

Because this is an online environment and we cannot read facial or body cues, the written word often comes across harsher than we expect. Many of you have probably already formed all kinds of opinions or made assumptions about me just based on the way I sound in my course materials: task master or drill sergeant perhaps? (Would it help to know that I am only 5 feet, 2 inches tall, a former gymnast, a mother of a 11-year old daughter, and a Ben and Jerry's Cherry Garcia Low Fat FroYo enthusiast?) Try to be especially sensitive to your peers' feelings when you are responding to a question or offering feedback. A few kind or encouraging words are almost always well received and appreciated.

Although I will read all the Discussions postings, I will only respond with comments or advice as appropriate. Sometimes, my responses will be private; so while you may not realize it, I am sending my responses to students through email to discuss issues that are not for the whole class to read.

Issues of private and public are sometimes difficult to sort out in Cyberspace. So here are three important points. First, never post anything online that you would not want your mother, grandmother, and future employer to read. Second, do not spam the class. In other words, never send an email to more than 5 students at once in Blackboard. If you have anything that needs to go to more than 5 students, put your post in the discussions area rather than email. (It is a violation of this course's academic code of conduct to send spam.) Finally, never give out your personal whereabouts and telephone number in the discussions area to the whole class. This is an issue of personal safety. Your telephone number is private. You can email it to whomever you want, but it is not something you should tell the whole class. Similarly, if you are going to the Library and you want to meet others in the class, it is not a good idea to tell the entire class when and where. Think about your personal safety. A better way to accomplish your study goals is to post in the discussions area, asking if anyone is interested in studying together or working on an assignment together. Once you get responses, then move the discussion to email to the particular people with whom you are comfortable sharing information about your whereabouts or your contact information. If you wish to discuss these Guidelines with me, do feel free to email me. COM's "Student Conduct Policy" is printed in the 2010–2011 Catalog, page 38.

### Must Follow

- ["California Community Colleges End Controversial Deal With Kaplan U.,"](#) by Josh Keller.
- ["Academic Resources and Universal Design,"](#) by George H. Williams.
- The [Beloit College Mindset List](#) "provides a look at the cultural touchstones that shape the lives of students entering college this fall."
- ["Justice Department Weighs Putting Web Sites Under Disability Rules,"](#) by Marc Parry.
- ["Blinding Technology of Online Learning,"](#) by Steve Kolowich.
- ["Movie Clips and Copyright,"](#) by Steve Kolowich.
- ["A Blended Librarian Talks Information Literacy,"](#) by Jennifer Howard.
- ["The Open, Social, Participatory Future of Online Learning,"](#) by Marc Parry.
- ["Texas Students Could Be Required to Seek Off-Campus Learning Options,"](#) by Marc Parry.

### Must See

- ["Video: Voices From the Front Lines of Online Learning,"](#) by Marc Parry.
- [Bill Gates Predicts Technology Will Make 'Place-Based' Colleges Less Important in 5 Years,](#) by Jeff Young.
- [Visual Thesaurus](#)
- [Animator vs. Animation](#)
- [Social Media Revolution](#)
- [A Choir As Big As The Internet](#)
- [Today in Literature](#)
- [Stem Cell Education Portal](#)
- [The Futures Channel Educational Videos and Activities](#)
- [New Spice: Study Like A Scholar, Scholar](#)
- [@wawoodworth | Old Spice](#)
- [Classical Typewriter Symphony](#)

### Got Something to Share?

Send best practices, suggestions, and web links for inclusion in DE@COM to [alisa.klinger@marin.edu](mailto:alisa.klinger@marin.edu)