



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 DE Students

Alfiya Rezepova, an artist, has been studying in the US since 2007. For her, Distance Education saves travel time, but it also allows her to better think and express herself in English.

Conference Calls

DE-related conferences coming up in the Bay Area.

Bb Training @ COM

Ali Klinger offers Bb training on Friday afternoons throughout the semester in LC 121.

Blackboard for Beginners

Ali Klinger presents a workshop to introduce Blackboard's course management system.

Must Follow and See

Valluable sites to check out for the latest on distance education.

Best Practices

How to create community with virtual icebreakers.

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 online courses.

College of Marin Strategic Plan 2009-2012; Strategic Objective 1.2.

Notes of 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

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

Click Clack from DE Students

Alfiya Rezepova, an artist, a freelance architecture scale modeler and drafter, has been studying in the US since 2007. She has earned an AS in Architecture, an AA in Art, and another AA in Spanish while at COM, and she is now working on her transfer requirements. For her, Distance Education saves her travel time and gives her freedom, but it also gives her a better chance to think and express herself properly in English. She explains: "As a non-native speaker, I rarely participate in regular class discussions, especially when it comes to critical analysis, because it takes me a while to form a question or opinion, and regular classes usually require fast thinking. Therefore, DE classes give me an opportunity to participate in all assignments without feeling intellectually inferior to anybody else."

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

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 in LC 121. 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. The training schedule for Fall 2010 will be available in September's DE@COM.

To suggest a training topic or to RSVP for a Friday training, please email 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

FLEX Workshop: Blackboard for Beginners

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.

When: August 11, 2010; 9:00-10:30am

Where: Information Literacy Lab - COM Library

Cap: 15 participants

Registration RSVP: alisa.klinger@marin.edu

Please indicate in your RSVP if you have a Blackboard account with username and password. If you do not, please get one from Steve Dodson (7473) before August 11: steve.dodson@marin.edu

Required: Be sure to bring both your Blackboard and email username and password to the workshop, for the hands-on component.

Optional: If you would like to bring a flash drive with some of your course materials (syllabi, assignments, etc.), please feel free to do so.

Seeking More Comprehensive Training?

- "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](#)
- Webinar: "Developmental Students: Using Hybrid Coursework to Improve Electronic Literacy," recording available. Please contact Susan Andrien (susan.andrien@marin.edu) or Ali Klinger (alisa.klinger@marin.edu) for details.

Best Practices - Creating Community and Social Presence with Virtual Ice Breakers

- **Introductions** - Be sure to provide your distance education students with some forum to introduce themselves and share a little about their interests with each other. Include yourself, too, so that students begin to feel a vibrant sense of community from the first day of your online course. The Discussion Area is an excellent place for meet and greet in Blackboard, enabling students to introduce themselves, respond to others' introductions, and practice attaching documents. Here's a sample introduction assignment from the summer 2010 session of ENGLISH 151:

Welcome to the Discussions area for our course. Week 1's first assignment is to introduce yourself to the rest of the class and to respond to two students' introductions (25 points total). Students are expected to read all the posts in a discussion, just as they would hear all the students' voices in a face-to-face class. Tell us where you are keyboarding to us from, why you are taking this course online of all places, and anything about your current or future educational and career plans that you wish to share. Also, be sure to describe one thing that you learned relatively easily. Then, tell us about something that you found very challenging to master. Finally, provide one relevant--course-related and course-appropriate--web link and image attachment for others in the class.

For reasons of confidentiality and fair use, your image can neither include people other than yourself, nor can

it use copyright protected images that rightly belong to others. So select a royalty-free image or a photograph that you took that helps introduce you. (Your point total will reflect your ability to follow these instructions, by not posting images of your friends and your family even if they give you their permission.) Keep in mind that "what happens in Vegas stays in Vegas," but what happens in Blackboard does not necessarily stay in Bb. Anything you write or attach can easily be copied and pasted; downloaded and uploaded. The last thing you or I want is for your children's images to get displayed inappropriately on the Internet or for your employer to see an image of you behaving inappropriately. Be sure to only post what represents your own best self from here to eternity.

Cover each of these 5 requirements, using complete sentences (3 points a piece; due June 15):

1. Where are you geographically situated and why are you taking this course?
2. Describe one thing you found very quick and painless to learn.
3. Describe something you learned that had a steep learning curve.
4. Include a relevant and appropriate web link.
5. Include a relevant and appropriate image attachment that shows us more about who you are and is helpful to others.

Finally, by June 17, respond to two students' introductions, sharing some common ground or life experience, suggesting a helpful hint or web link, being supportive or collegial, or making a scholarly connection. Each well-written and well-developed response is worth up to 5 points for a total of 10 points based on the significance and depth of the connection (10 points total).

Must Read

- Boettcher, Judith V., and Rita-Marie Conrad. *The Online Teaching Survival Guide: Simple and Practical Pedagogical Tips*. San Francisco: Jossey-Bass, 2010. Print.

Must Follow

- "[10 Tips on Writing the Living Web](#)," by Mark Bernstein
- "[A New Digital Repository for Sociology Instructors](#)," by David Glenn
- [Year 7 Mathematicians](#): "A wiki with stacks of Mathematics and Numeracy ideas, games, links to other sites with Mathematics resources, worksheets, links to Maths pages like 'create your own graph paper', etc."
- "[Integrating Digital Audio Composition into Humanities Courses](#)," by Prof. Hacker
- Blog: "[HackCollege](#)"

Must See

- [Effective Web 2.0 Tools for the Classroom](#)
- YouTube: "[Librarians Do Gaga](#)"
- [Best Illusions of the Year 2010 Contest](#)

Got Something to Share?

Send best practices, suggestions, and web links for inclusion in DE@COM to alisa.klinger@marin.edu