ILCCO Newsletter: November, 2012

Jeff's Jargon
Jeff Newell, ILCCO Director

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John Wood Community College: Online Collaboration Boosts Enrollment, Lowers Cost (Featured College)
Stephanie Phillips, John Wood Community College

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Patrice Hess, Illinois Central College

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Jeff's Jargon (full article)

OASIS Redesign is LIVE!

ILCCO has updated its distance learning readiness tool, OASIS. The tool has two surveys for students: study skills and learning styles. The study skills survey allows students to assess their readiness for taking online courses. The learning styles inventory helps them understand more about themselves as an online learner. OASIS is available free, online for anyone to use.

ILCCO-NILRC Reception at ICCCA Conference

ILCCO and NILRC are co-hosting a reception at this year's ICCCA Conference in Rockford. The reception will be the evening of November 14, from 7:00 – 9:00 PM. If you are attending this year's conference, please stop by and see us.

Growing Online Learning Conference 2013

ILCCO's 5th annual Growing Online Learning conference will be held February 19 – 21, 2013. The theme of this year's conference is "Self-Regulated Learning." The conference is free to Illinois community college educators. Watch for registration and program information to come. Archives of presentations from past conferences are available at http://ilcco.net/ILCCO/?p=conferences.

Online Learning Resources at ICCB

Are you familiar with online learning resources through the Illinois Community College Board? A number of tools are available for Illinois educators. For more information about and logins for the tools listed below, please contact myself, jeff.newell@illinois.gov, or Todd Jorns, todd.jorns@illinois.gov.

i-Pathways provides online curriculum to Adult Education providers to supplement classroom instruction or to offer their students independent, self-paced, online instruction. An online readiness/assessment survey is available to guide online GED students. A Provider Locator helps potential GED students to easily locate Adult Education providers that service their area. http://www.i-pathways.org/.

Career & Academic Readiness System (CARS) provides an interactive and engaging developmental education curriculum for students to better prepare themselves for their academic studies in higher education. CARS is available for community colleges to supplement their existing developmental education offerings, or provide a standalone system for students, for adult education providers to help students transition to higher education and career advancement and counseling, and for high schools to help their students prepare for college-level coursework. More information can be found at http://iolr.iccb.org/.

Basic Skills Test Preparation Online System (BSTP), now the Test of Academic Proficiency (TAP), is available for teacher education students to study for and pass the Basic Skills Test (BST). The BSTP system is an interactive, web-based curriculum that contains content, examples, and questions for all three sub-areas of the BST (Reading Comprehension, Language Arts, and Mathematics). The BSTP includes a Learning Survey, which is designed to assist you in identifying what areas are your strengths as well as the areas in which you still need to work. More information can be found at www.basicsskillsprep.org.

Preparing Tomorrow's Teachers to Use Technology (PT3) provides faculty with 118 technology-infused instructional modules developed through a federal PT3 grant which involved development partnerships between 12 community colleges and 4 universities. These modules were created for higher education faculty to use and adapt into their curriculum. The modules focus on the four core areas of the general education curriculum (Communications, Humanities, Math, and Science). www.iccb.org/pt3

ILCCO Featured College (full article)

John Wood Community College: Online Collaboration Boosts Enrollment, Lowers Cost
Stephanie Phillips, John Wood Community College

John Wood Community College has been committed to online learning for over 12 years and enrollment continues to grow. In the Fall of 2012, there was an increase of approximately 600 credit hours in online learning and JWCC continues to expand the online courses available for students.

The online offerings at JWCC may be a bit different from other community colleges. We use partnerships to extend our online course offerings and expand enrollment. We partner with ILCCO member colleges, exchanging courses and students through the Internet Course Exchange (ICE). We also partner with Moberly Area Community College in Missouri. In the Moberly partnership, we develop courses together and share courses and students through a common LMS.

The partnership with Moberly began through a federal grant in 2000 to develop the Tristate Online Consortium among three schools to offer online courses in our districts. The schools included John Wood Community College in Illinois, Moberly Area Community College in Missouri, and Southeastern Community College in Iowa. John Wood and Moberly continue the partnership and the collaborative effort to develop and maintain a wide variety of online courses for students.

In the past few months, the consortium has decided to move away from the term Tristate Online and work toward branding each college separately. The online program at John Wood will now be called JWCC Online. While the terminology has changed, the services we offer haven't and the partnership with Moberly will be unchanged.

The partnership with Moberly has several advantages for students:

- More courses available because each college maintains and staffs different courses but students can enroll in all courses.
- Less strain on resources.
- Courses are transparent. It doesn't matter who is teaching the course, the student's transcript shows only their college.

In addition, there have been advantages to staff, faculty, and the colleges:

- Reduced costs for the Learning Management System.
- Less instructor training because each college is responsible for only a portion of the courses.
- Collaboration between the faculty and staff at each college has helped grow the online offerings and boost technological advances.
- Shared professional development opportunities for faculty and staff.

We are excited about our ability to grow and expand our online offerings for students through our collaboration with Moberly and course sharing through ILCCO.

To learn more about ILCCO, contact Jeff Newell at jeff.newell@illinois.gov

Great Technology Seminar at Illinois Central College (full article)

Patrice Hess, Illinois Central College

What's so great about technology? What's *not* great about technology, right?
ICC faculty and staff explored this idea in a two-day retreat, the Great Technology Seminar, held on Friday, September 21 and Friday, September 28, 2012 on ICC's North Campus in Peoria. ICC offered the first "GTechS" in 2010 as an alternative to the traditional retreat-style Great Teacher Seminar. For many years, ICC offered a Great Teacher Seminar, http://ngtm.net/, off-site at locations such as Starved Rock and Pere Marquette State Parks. With some limitations on funding and participation, ICC established a pattern of offering the Great Teacher Seminar about every three years. Interest in an "off year" retreat held locally without travel and overnights resulted in the creation of the Great Technology Seminar. The format of GTechS is inspired by the Great Teacher Seminar, using discussions of Innovations, Strategies, and Challenges in the programming. However, the GTechS does involve semi-structured presentations made by ICC personnel who have expertise in technology tools. We also used EDCUASE's "7 things you should know…" as a recommended guideline for the planned presentations in the agenda; http://www.educause.edu/research-and-publications/7-things-you-should-know-about.

Here is a run-down of tech tool highlights from the 2012 ICC Great Technology Seminar, including links to specific web pages with more details about the seminar activities:

- GTechS website for pre-seminar communication and post-seminar notes: https://sites.google.com/site/iccgts12/
- Twitter hashtag: #iccgts12; ICC TLC Twitter page: https://twitter.com/icctlc
- Agenda: https://sites.google.com/site/iccgts12/agenda; summary of key topics:
  o Envisioning the Future of Education Technology at ICC; https://sites.google.com/site/iccgts12/envisioning
  o Cloud Computing, Google; https://sites.google.com/site/iccgts12/notes/cloudgoogle
  o Video, Audio, Streaming Media, Desktop Conferencing; https://sites.google.com/site/iccgts12/notes/videoaudio
  o Social Media, Mobile and Tablet Learning; https://sites.google.com/site/iccgts12/notes/socialmediamobile
  o Web Content; http://www.delicious.com/tlcicc/learningobjects
  o The Flipped/Blended/Hybrid Class; https://sites.google.com/site/iccgts12/notes/flipped
  o Organizing Your Digital Life
- Day 2 of GTechS finished with two "birds of a feather" discussion sessions where participants could gather with experienced users to ask questions and make plans for integrating and/or improving their use of tech tools and strategies

Twenty-four (24) ICC employees participated in the 2012 Great Technology Seminar at ICC North. In the seminar feedback and evaluation survey, 84.2% of the participants responding indicated they would personally participate in GTechS again and 94.7% of the respondents indicated they would recommend GTechS to a colleague. With the next ICC Great Teacher Seminar tentatively planned for 2014, faculty and staff will consider offering another Great Technology Seminar in 2013.

If you have questions about GTechS or would like more information, please contact Patrice Hess at ICC, phess@icc.edu or 309-694-5295.

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New ICE Courses (full article)

College of DuPage is now offering 12 new courses online:

CIS 2542:	Advanced C++ with Data Structure Applications (4 Cr. Hr.) (IAI CS 912)
CRIMJ 2231:	Criminology (3 Cr. Hr.)
CRIMJ 2250:	Police Organization and Administration (3 Cr. Hr.)
EDUCA 2700:	Best Practices in Online Education (3 Cr. Hr.)
EDUCA 2740:	Multimedia for Online Teaching (3 Cr. Hr.)
ENGLI 0482:	Approaches to College Reading II (4 Cr. Hr.)
FRENC 1101:	Elementary French I (4 Cr. Hr.)
HISTO 2260:	United States Since 1945 (3 Cr. Hr.) (IAI S2 901)
HUMAN 1175:	Crisis Intervention (2 Cr. Hr.)
HUMAN 2213:	Grief Counseling (3 Cr. Hr.)
HUMAN 2251:	Fieldwork I (4 Cr. Hr.)
MANAG 2230:	Purchasing (3 Cr. Hr.)

Contact Min Pan, panmin@cod.edu, for more information

Using Screensteps for Technology Guides (full article)

Rob Lucas, Shawnee Community College

Creating guides on how to use all of the technology tools we encounter can be a real chore. Screensteps is software (Mac and PC) by Blue Mango Learning Systems (www.bluemangolearning.com) that makes the process of creating those manuals a snap. Before Screensteps I needed a program for formatting my text, another program for capturing images, and another for editing them. In Screensteps the process becomes simple: Open a new lesson; click on an empty step; title the step; click the image placeholder to take a screenshot; select a screen element to snap; click to make the snap fill the image placeholder; click the image in Screensteps to begin annotating the image; click in the text area next to the image to write the step description; Add another step and repeat.

Screensteps has a variety of tools that make creating training documents easy. Its document templates let you spend your time writing and editing your document instead of wasting time formatting it. The screenshot tool automatically inserts captured images in your document and lets you add basic annotations. If you need more advanced image tools, you can associate an external image editor. Once editing is finished in the external editor, the new image with its edits appears in Screensteps. Documents ("Lessons") are built around steps in a process; Individual lessons can be grouped into "Manuals". Screensteps automatically creates a table of contents for lessons grouped into manuals (each lesson can be like a chapter in a book). Templates for exported documents are simple but elegant. The PDF and HTML ones are my favorites. PDFs come with an automatically generated title page and table of contents, while the HTML format comes with an automatically generated homepage with links to the individual lessons associated with it.

Although built with simplicity in mind, there's surprising depth in Screensteps. You can modify and personalize templates to make your documents your own or brand them with your institutions images and colors. To see a range of documents you can create, go to the Blue Mango site at www.bluemangolearning.com/screensteps/examples/#HTML-Files.

Research to Read (full article)

21st Century Pedagogy
Linda Lee, Carl Sandburg College

Our Vice President of Academic Services recently recommended a book for faculty and provided a copy to those interested. The book, The Pedagogy of the 21st Century, by William A Draves and Julie Coates, has been a fascinating read. It is challenging me not to "think outside the box" but rather throw the whole box out! The box is broken and cannot be fixed. The box can however be re-shaped into a whole new container of customized and personalized learning.

By way of introduction, the authors state that:

"The new age simply demands a new kind of infrastructure, and institutions have to be transformed in order to remain relevant…. And while we have consciously used the word pedagogy, the art of teaching, to describe the emphasis of this work, we understand that andragogy, the art of learning, is far more important and determinant of the new structuring of our education system."

We need to understand the paradigm shift that has taken place with the technological and economic changes that have taken from the 20th to the 21st century. The 20th century is known as the "Industrial Age" because factory and office jobs constituted half of all the jobs in the economy; the 21st century is being referred to as the "Internet Age", but more importantly it will be the "knowledge society". The authors state that, *"Knowledge will be its key resource, and knowledge workers will be the dominant group in its work force."* To prepare young people for this new work environment, schools and college become web-based, just like the business organizations in which students will work. *"Knowledge workers will grow in number, and find that they not only can do their work at home, but that they can do it better from home."* In the authors research they found that people are 25% more productive when working from home. They are less stressed, healthier, safer and more connected to their communities, children and families. Working from home will soon become the norm for employees within any business sector.

Working in teams becomes more valued than ever in this new knowledge society. Collaborative learning is encouraged and taught. The critical shift is that education becomes personalized. Instead of treating students the same, we treat each learner differently. Schools need to create and make available different learning resources and design individual paths of learning. Curriculum may no longer be book-oriented. Learning contracts are used in place of syllabi. Here are some "*Pedagogy Predictions for 2030*" taken from the appendix:

- "Technology budgets will be larger than building or capital improvement budgets."
- "Almost all teachers will not be allowed to grade students. Grading will be done by specialists, who will administer and evaluate tests."
- "Students will take tests, on average, once or twice a week, almost always online."
- "The A, B, C, D, F system of grading will be replaced by pass-fail tests, with 80% being the pass rate."
- "Schools and colleges will have classes 18 hours a day."
- "Community colleges and public university systems will consolidate a number of operations and use a multi-campus approach where students travel by train between campuses. "

- "Most schools will offer online courses as part of elementary and secondary education."
- "Every face-to-face course in elementary, secondary and post-secondary education will by hybrid."
- "Faculty and administrators will cease treating and saying they treat, students the 'same', and treat, and say they treat, each student 'differently'."

The future is an exciting place in education! Will we recognize it when compared to how we teach today? I doubt it. Are we ready? I think so! The book is available at *www.lern.org*, ISBN: 1-57722-040-4.

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Web Site Watch (full article)

EDUCAUSE Library of Resources on Online Teaching Strategies
Molly Baker, Black Hawk College

http://www.educause.edu/library/online-teaching-strategies

EDUCAUSE is a nonprofit association whose mission is to advance higher education through the use of information technology. Over the years, it has lead the way in keeping colleges and faculty support staff up to date on issues and strategies related to online learning, as well as a host of other relevant topics involving tech use in higher ed. Their new web site is making it even easier to locate useful resources and learn about what other colleges are doing in the areas of online learning and faculty development. You can search for resources or subscribe to the Online Teaching Strategies page via RSS. Related searches are also available on blended/hybrid learning, distance education, e-learning and faculty development. Resources are drawn from Educause's podcasts, articles, reports, conference presentations, and more!

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Tech Tool Talk (full article)

Question Press
Kona Jones, Richland Community College

A tech tool I've recently observed in use and found to be very effective is Question Press. Question Press (http://www.questionpress.com/) is a cost effective web-based classroom response system that can be utilized for polling, surveys, and assessments. The instructor posts questions and students are able to respond via a web browser on their computer or smart phone.

Some notable features of Question Press include:

- Ability to create questions ahead of time or on the fly
- Ability to edit questions and answers on the fly
- Wide array of question types: True/false, Yes/No, Multiple Choice, Fill in the Blank, Short Answer, Essay, Check all that apply, Numeric, Sorting, Ranking, File Uploads & Images as Answers

- Instructors can decide whether to have students go through the questions at the same time or work at their own pace
- Each session is saved
- Questions are archived and can easily be pulled up and reused
- Includes option to have students indicate how confident they are in their answer
- Can be used synchronously or asynchronously
- Ability to auto-grade
- Real time monitoring of results
- Instructors have the option of requiring a password to start answering questions

Over the last three semesters I've observed the use of Question Press in an enhanced Statistics course. The instructor was looking for some type of technology that would allow him to quickly assess whether his students understood the concepts being discussed in the classroom. In many cases he was getting the deer in the headlights look from students, but no one was willing to speak up and say what was confusing or what they didn't understand. In addition, students didn't come to class prepared and seemed to learn the course information just long enough to take an assessment.

The instructor utilized Question Press to institute random "interactive quizzing" that were sometimes graded and other times used just to see how the students were doing or what they thought. The graded "interactive questions" completely replaced traditional assessments and were particularly useful in getting students to study between class sessions and not wait until a big assessment to do all their studying. In addition, with the immediate feedback from the students on what they understood and what they were having problems with, the instructor was able to tailor his lectures to what the students actually needed help with.

After utilizing this method for going on three semesters, the instructor feels the students are reviewing course content between classes more frequently and coming to class more prepared. Because the instructor can create graded questions/quizzes on the fly, the students also appear to be more engaged with the content and what's going on in class. Student feedback from the end of the semester indicates that they like the interactive quizzing via Question Press and recommend the instructor continue using it in future courses.