RCCD DISTANCE EDUCATION

Open Campus

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In Every Issue

**Trends in Learning
Faculty Focus
Tool Teaser
Fun Corner
Tips and Tricks**

What is the OEI Rubric?

As the college District considers its participation in the Online Education Initiative (OEI), one of the key components impacting how online courses are designed is the OEI Rubric. Here is a reprint of the introductory section from the OEI website about online course design standards:

The Online Education Initiative (OEI) Course Design Rubric contains the online course design standards developed and adopted by this initiative. The Rubric is intended to establish standards relating to course design, interaction and collaboration, assessment, learner support, and accessibility in order to ensure the provision of a high quality learning environment that promotes student success and conforms to existing regulations.

In the development of these standards, the OEI team was fortunate to have access to significant work already undertaken in this area by @ONE, the CCC Distance Education Coordinator's group, the Academic Senate for California Community Colleges (ASCCC), and the CCC Chancellor's office (CCCCO) along with a variety of other local college and nationally established standards.

Use of the Rubric has already begun at the OEI pilot colleges and forms the basis for the course reviews for courses offered within the pilot. Numerous colleges have already reported local adoption of the OEI Course Design Rubric. ***In addition, in November of 2015, the Academic Senate for the California Community Colleges adopted a resolution urging local senates to establish course design standards for their colleges*** *(Resolution 9.01 F15)*.

The OEI, in partnership with @ONE, is offering workshops that assist faculty and staff from across the colleges in aligning online courses to the course design standards. For a current schedule, visit: *http://oei.wpengine.com/events/*.

The following rubric and standards are available for use by all under Creative Commons licensing. We welcome your feedback:
https://sites.google.com/site/coursedesignrubricoeifinal/home
(Note: Each section of the rubric can be viewed by clicking on the left menu headings.)

The Distance Education Unit of RCCD is committed to assisting faculty with its course design efforts.

Trends in Learning:
How to Prepare Students to Learn Online

A number of years ago, I was asked by a publisher to edit a short booklet (which later became an insert in a popular grammar handbook) describing the strategies which online learners needed to know. In an abridged edition, they are: *Continued...*

1. Prepare to learn online - Students should research about learning online and familiarize themselves even with some of the terms that are used like "navigate" and "wiki" among others that teachers may use. There are also self-assessment quizzes or surveys to take that will codify as to which category or type of learner a student falls under. Students who are disciplined, well-organized, good readers, and who like to take the initiative will most likely be successful online learners.

2. Become familiar with your online courses - If allowed, students should try and navigate the course platform such as: eCollege, Blackboard, Desire2Learn, etc. Information for these types of platforms can easily be researched through the internet and sample courses can even be accessed to review. The District has one of these already accessible through the "Open Campus" webpage. Course platforms are generally different, and even if students are familiar with one, they may not be acquainted with another. Students should also become familiar with course materials and requirements like: the syllabus, announcements, content pages and patterns. Many times instructional units follow specific patterns like an introduction, body of information, and conclusion where directions describe which steps to take next.

3. Participate actively in the course - Because most communication in an online course is asynchronous (at different times), students must regularly communicate with other students and the instructor, even if they have to wait for some time for an initial response. This can get tricky, especially when there is, for example, a due date for a discussion board question in which a response is due on another student. Time management is critical so that participation activities are not bunched up at the end of the week and due dates are missed. Plans for completing assignments according to their due dates must be strictly followed, as teachers sometimes lock out the ability for students to submit or upload an assignment if it is late. Regular communication with the instructor and classmates will help to ensure wrong assumptions about the class are corrected and that students are supported by each other.

4. Contribute appropriate content to the course - Because communication is usually non-visual, students should use clear written communication with the appropriate clarity, detail, and professionalism. Short abbreviations like in texting or social media should be avoided and formal academic English should be used. Courteous and professional language should also be used with polite remarks like "Please…." or "Thanks." Even if you disagree with someone's opinion, you should be respectful when expressing your disagreement. Comments like "You're so wrong" and "Awkward" should be replaced by "I can see your point, but I disagree" and "I'm not sure what you're trying to say. Can you clarify that?" Tips like reading all entries before posting and titling your postings appropriately are good practices that will help ensure more effective communication.

5. Find additional help - Attending workshops to improve computer skills or visiting the computer lab at school are various ways in finding help to solve any technical issues. Imbedded in the online course will always be "help" menus and outside links to various resources. There is also the college "help desk" to solve most issues for both students and faculty, and what is also effective is a class "lounge" area within the online course room in which any student (and the instructor) can enter, connect with other classmates, and support others in the class through various communications.

The need for students to be successful within the online environment is becoming increasingly important. Online courses play a crucial role in effective enrollment within college curriculum and is seen as a key factor in the overall success of not only students but also in the effective management of college resources. In an age where higher education deems to be a large part of the solution to societal ills, but is more and more scrutinized in terms of quality instruction, students who succeed in the online environment is a growing imperative.

- Rolando Regino, Ph.D.

Congratulations Debi Hall!

Turnitin Global Innovation Awards 2016: Honorable Mention

Debi Hall teaches a very diverse and multicultural body of students in her online English classes, many of whom know English as a second language. She finds that her teaching is most effective when she adjusts it to the particular culture of the students she is teaching. For instance, students from ideographic societies benefit greatly in their paragraph formation when instructed to think of paragraphs as "units of action." As another example, students who speak Farsi need initial help in being accustomed to the actual physical task of writing left-to-right. In these ways, Professor Hall helps her learners prepare to write with a higher level of quality.

Read the full award text at: http://www.turnitinuk.com/en_us/community/award-winners/item/debi-hall.
(Debi Hall teaches at Moreno Valley College.)

Tips from Jose Duran:

### How to reduce the stress level while working in Blackboard and make your experience more enjoyable.

Since many students haven't taken a formal computer class and lack a solid understanding of wireless communications, I would like to provide the following information.

First of all, here's a site where you can test your broadband speed: www.speedtest.net. Test it more than once, on different machines, and at different times of the day so you can compare the results. When beginning the test be sure to select **Begin Test** by clicking on the **Begin Test** button, otherwise you may be redirected to advertising and sales pitches. For subsequent tests, select the **Test again** button.

Also, conduct these tests when connected with an Ethernet cable directly to your wireless router or modem as compared to being connected via WiFi. Note that when you test connected via WiFi you've introduced another factor - the capability of your hardware. Older wireless routers have a much shorter broadcast distance between the router and user's location and are much slower than newer ones using i.e., IEEE 802.11n standard versus the 802.11b or 802.11g or even more recent standard - 802.11ac provides much greater distances, signal strength and data speed.

If you've had your equipment for more than three years and you plan to continue taking online courses, it's probably time to update. If you're renting it from your provider, ask to update to one of the more recent standards - 802.11n or 802.11ac. You're paying for it.
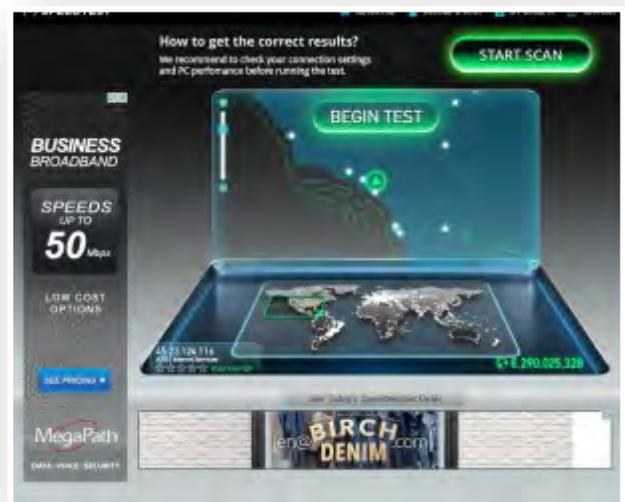
This professor highly recommends that students take tests connected directly to their wireless router using an ethernet cable. For all other activities WiFi is fine. Testing is very sensitive to signal strength, transmission disturbances, or noise in the communications. Depending on the standard of your wireless router, taking tests while situated far from the router often results in freezing and being disconnected. When this happens a student isn't able to resume the test and the professor may have to go into Blackboard and reset the test. For this reason, I suggest taking tests connected directly to the router with an ethernet cable.

Another option for distributing internet access throughout your home is with a PowerLINE adaptor:

I have several Netgear modules throughout my home and even in a detached home behind my residence. Data flows through your electrical wiring without interruption and security issues, and faster than WiFi!

These tips are provided to reduce the stress level while working in Blackboard and to make your experience more enjoyable.
*Jose Duran, professor emeritus, Business, Moreno Valley College*

turnitin®

Each issue Kurt Faulkner-loser will spend time highlighting new tools which are now available. This issue Vincent Alonzo is filling in for Kurt and will focus on Turnitin.

What is Turnitin (Turn-it-in)? Turnitin checks for potential plagiarism in student assignment submissions. It also helps to close the feedback loop between instructors and students. How is this achieved? It is by helping instructors to easily provide feedback to students and to assess their work quickly. Some of the features are:

Originality reporting reveals content matches in student writing. This also helps students take ownership of their work and practice proper citation. You'll receive detailed breakdown of how much (or how little) content is similar to existing content. There are also options that allow you to filter out specifics of the similarity report (i.e., citations, quotes, etc.)
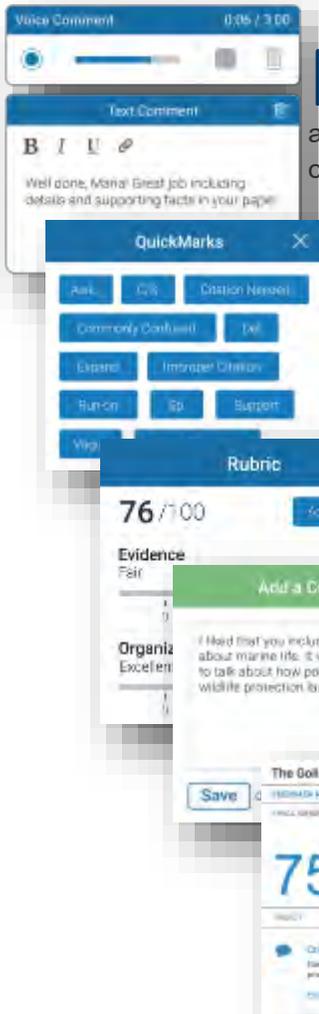
Feedback options - the feedback and commenting tools help you to reach your students with voice and text comments on specific phrases or entire assignments. This allows you to generate "in-line" commenting that is viewable to students throughout the document text. There is also option to leave a voice recording, if you prefer.

QuickMarks are drag-and-drop sets of pre-defined and customizable comments that can help save time. You can also share reusable comment libraries. There are also predefined sets, as well as a new Grammar checking option.

You can use standards-aligned rubrics and show students how specific parts of their work affect their grade.

Peer Review is another option to help encourage discussion and reflection among students in the classroom. Automatically distribute work and collect student feedback anonymously.

You can also view source matches and instructor feedback directly on their work, or in formatted downloadable report.

RCCD has a site license for Turnitin and can be used within your Distance Education course or as a standalone option with an account. Please contact Open Campus for questions or more information.

What is StudyMate? It's not that cozy room down-under, "Here's my StudyMate." It's not the cool phrase by your Australian professor asking about your study habits, "Make sure you make time to StudyMate." It's a learning tool from Respondus that helps you create learning activities that students access within online courses or anywhere on the internet. In this short treatise, we'll look at its Graphic User Interface (GUI), what those learning activities are, and provide you with a real world down-under look so you can click a work with them.
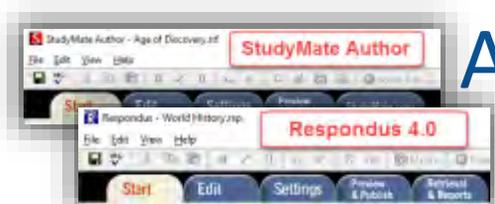
As its name portends, StudyMate Author allows you to author new material and create a number of activities based upon the set of questions you may already have created for tests in the same class. Using a familiar top-left corner menu layout, you can see straight away that it was taken out of Respondus' mold.

Each issue Derek Moore will spend time sharing fun tool additions that can be used to enhance your course. In this Fun Corner, StudyMate is all the rage.

StudyMate Author (its full product name differentiates it from its more interactive cousin StudyMate Class which allows students to participate in creation and grading of these learning activities) was created by Respondus and uses the Respondus 4.0 familiar GUI.

Many of our faculty use Respondus 4.0 to take regular documents (DOC, RTF, TXT) tests and convert them into online tests in our Learning Management System (LMS). Respondus LockDown Browser is another product that is very popular with faculty. It locks down the browser and prevents users from looking up answers on the same computer while taking a quiz/test.

That's not all that StudyMate Author borrowed from its sibling app. When you select any of the top tabs, such as **Start**, **Edit**, **Settings**, **Preview & Publish**, and **StudyMate.com**, you notice similarities in the choices under each tab. Another nice character trait is that they work well together.

If you didn't want to create your own learning activities, you can import Respondus 4.0 RSP files straight into StudyMate Author. StudyMate Author takes those regular quiz questions and turns them into the learning activities in four main category types: Fact, Term/Definition, Multiple Choice, and Calculated. See the following for relationship.

Here is where the two part ways and the sibling rivalry begins. StudyMate Author allows you to publish your activities in the class or to the internet via a URL. If you choose to publish to StudyMate.com, you are asked to input an email address and then password. Project Names, Titles and Descriptions are the same for both choices.

Respondus 4.0 Test Question Types	StudyMate Question Categories	StudyMate Activities
Multiple Choice	Multiple Choice or Term/Definition	Quiz, Challenge (requires 10 items)
True/False	Multiple Choice or "Fact" item if the answer is True	Quiz, Challenge (requires 10 items) Fact Cards, Fact Cards Plus
Fill in the Blank	Term/Definition if only 1 correct answer	Flash Cards, Fill in the Blank, Pick a Letter, Matching (requires 9 Items), Glossary, Crosswords (requires 5 items)
Matching	Term/Definition for each (question, answer) pair	
Essay	Fact	Fact Cards, Fact Cards Plus
Calculated/ Algorithmic	Calculated	Quiz, Challenge (requires 10 items)
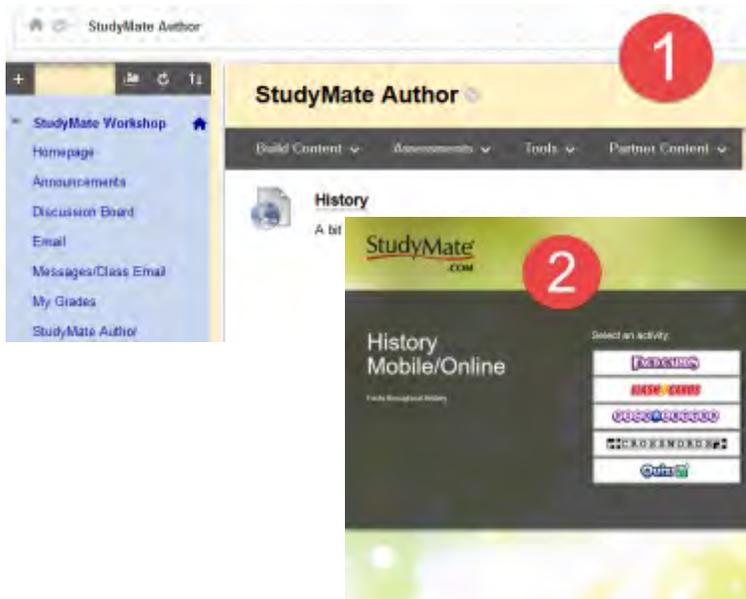
Once finished, you will have links in one of the two locations. One is in the class (1) for students to open in the class. The other is sent to the email address you gave earlier for you to use in any web page or forward for others to view.

In either case, after publishing, you are provided a link to the activities. (2)

If you want to see it firsthand here is an example: http://www.studymate.com?id=HLItMSRS

StudyMate wins the titles of *Mostly Likely to Succeed* and *Most Popular* with its ability to be viewed on a mobile phone, tablet, or iPad. If that's not enough, there is also the StudyMate LMS Edition app which allows students to sync their LMS class to their mobile device and use them offline. (3)

From a test creation and import tool in Respondus 4.0, a locking browser in Respondus Lockdown Browser, to a robust StudyMate Class that allows students to interact with learning activities, StudyMate Author helps bring online class learning activities that were tied down to a desk to the social media savvy of students who are on the move.

If you are interested in either of these products, look for the **Open Campus Instructor Resources** class. Navigate to **Tutorials, Software & Info**. Then select **Software Downloads**.

Android - Google Play

iPhone/iPad - iTunes

Kindle Fire - Amazon Appstore

And as always, if you have any questions, just give us a call at Open Campus. We'll make sure you have a G'day Mate.

Recording Your Screen Using Kaltura CaptureSpace

Did you know that Kaltura provides a powerful tool for recording your your own videos? The tool is called the CaptureSpace Desktop Recorder and it allows you to record:

- Your computer's screen and audio.
- Your computer's screen and webcam.
- Your computer's webcam and audio.
- Audio from your computer's microphone.

In this tutorial, I'll discuss how to install CaptureSpace, record your computer's screen, and go over some of the editing options available to you

Installation

To use Kaltura CaptureSpace, you must first log into Blackboard. From here, click on your **My Media** library (under the Blackboard's Riverside Community College District tab). Next, click the blue **Add New** button and select **CaptureSpace**. If you're on a Windows computer, you'll be presented with an option to install the CaptureSpace Desktop Recorder on your computer. If you're on a Mac, you'll be provided a link to download and install the CaptureSpace Desktop Recorder. After the installation is complete, you may need to go back to your My Media library and select CaptureSpace.
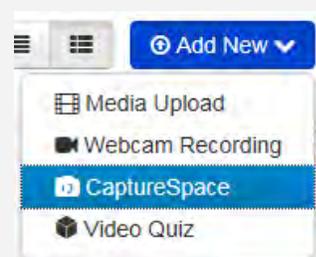
Visit http://opencampus.com/faculty/tutorials/kaltura/Kaltura_Tutorial_2.pdf for the complete pdf tutorial.

Using Retentions in Blackboard to Help Keep Students Engaged

Go to the upper right-hand corner where your name is displayed, and click on the **arrow**, where you will see the **OPEN GLOBAL NAVIGATION MENU** tag, there is a **drop-down menu** and various choices are displayed.

On the left, however, there are **alerts**, and one of them is the **Retention Center**. If you click on this, you will see which of your students are at risk.

The **RETENTION CENTER** lists your courses, and for each course there is a **RISK BREAKDOWN** (information about missed deadlines, activity, and access). It is easy to click on any of the subtitles, and discover who is not doing what they should be doing.

It is possible to click on **SEE MORE DETAILS**, which provides a list of students, and it is even possible to email each student with a warning (it is possible to monitor, or to notify, the student). *- Submitted by Dorothy Gaylor.*

Winter/Spring Training and Workshop Schedule: TBA

Visit Open Campus Faculty Training page for the updated schedule and information at :
 www.opencampus.com/faculty/faculty_training.html .

For more information or to request Bb Training / a Bb Workshop contact:
Gabriela EstradaToro (gabriela.estradatoro@rccd.edu) (951) 222-8195.

Coming Soon:

Online Teaching Conference (OTC) June 19-21, Anaheim

http://ccconlineed.org/online-teaching-conference-otc-2017-dates-location-announcement/

District DE Conference – April 21

Save the date for **April 21** when the District will have its first DE conference with participants and faculty presenters from all RCCD colleges. On the list of topics will be: best practices in DE, what's new with the OEI, Canvas workshops, and new publishers' materials. It will be held at the Henry W. Coil, Sr. & Alice Edna Coil School for the Arts on University next to the District Office in downtown Riverside. Look for a call in early spring for presenters!

Filming Intro Videos for DE Courses

For those faculty who are interested, the District Distance Education Office will be scheduling times for faculty to make appointments to create innovative introduction videos for their DE courses. This service is free, we will come to your college to shoot your video, and it will include already-produced template scripts and green-screen backdrops so you can film your short course intro from any venue, including the ocean, mountaintops, various countries, etc. – you get the picture! Look for announcements in January and the spring semester!

Canvas/OEI Update

The colleges will be hosting various workshops during Flex Day related to DE. On February 10 Moreno Valley will have an information workshop on what's new with the OEI and Riverside City College will host a Canvas workshop in one of the computer labs. Later, during the semester, Norco College will host a DE workshop as well. Look for announcements on times and venues!

During the winter, faculty will be involved in a Canvas course special project to investigate the nuances of course migration from Blackboard into the Canvas LMS. Currently, **all faculty** can access the following resources on Canvas:

Canvas Try It or Build It Links
https://www.canvaslms.com/try-canvas

Canvas Community and Canvas Documentation
https://community.canvaslms.com/community/answers/guides

OEI's Getting Started with Canvas Page
http://ccconlineed.org/technology-resources/canvas-ccms/getting-started-with-canvas/

To and From the Editor

Reader Comments:

I love, love, love this newsletter! Thank you! ~ J.B.

Great job, loved reading it! ~ K.T.

From the Editor:

Hello everyone, and thanks for reading this edition of *RCCD Distance Education.* The purpose of this bi-monthly newsletter is to keep you informed regarding various issues within our district, at the state level, and within the field of distance education in general. We hope to keep **Trends in Learning**, **Tool Teasers**, and **Fun Corner** as regular columns. Please give us your comments. We will also update you with the latest on training opportunities within and outside the District. In addition, we hope to print article submissions from our readers and to highlight faculty and DE activities around the District which are making a significant contribution to the field of DE, so please do not hesitate to contact us if you have any ideas for future article submissions. We are in this together!

-Rolando

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