

# e-learning at Long Beach City College

## MARKING A DECADE OF ONLINE COURSES AT LBCC

Dear LBCC Faculty,

In the Fall of 1997, LBCC offered its first online course—English 1. One instructor taught 21 students who enrolled in the one course section that was offered. No services were available to these students beyond snail mail methods used for supporting students in televised courses. Widespread adoption of the internet in the past decade had extraordinary impact on all aspects of our life in the U.S. and around the world and allowed LBCC to accommodate a population of students who seek college education but are unable to attend classes physically on-campus. Such population includes single parents who need to stay home with their family, working adults whose schedule and nature of work is not flexible enough to allow them to attend classes on campus, students with disabilities who can now study at home without being challenged by physical access barriers. And so, 10 years after offering its first online course, LBCC’s Distance Learning (DL) program has grown tremendously.

All of LBCC DL courses are equivalent and comparable to their on-campus version, so that the quality of education and the integrity of the courses are the same as you expect in our on-campus courses. LBCC DL curriculum guidelines and a three-year plan have been developed. Recently, the DL curriculum process at LBCC was recognized by the California State Academic Senate as an exemplary process; the ITDC was recognized by the CCC Chancellor’s Office for its team approach for development integration of e-learning into the curriculum and for its development and implementation of faculty original Web-based training program on accommodating students with disabilities.

**DISTANCE LEARNING AT LBCC:  
A DECADE LATER**

- 3,849 students (Spring 2007)
- 147 DL classes (Spring 2007)
- 75 Full and Part-Time Faculty
- 180 Courses approved by the Curriculum Committee to be taught via DL

Faculty and students in distance learning courses are supported through the Distance Learning program and the Instructional Technology Development Center (ITDC) along with its Faculty Resource Center and HelpDesk. Faculty support and resources include professional development activity, workshops and training sessions. Applying a team approach to the development and integration of instructional technology into the curriculum, DL/ITDC encourages faculty to join the team of experts at the ITDC and develop their online courses along with interactive multimedia instructional activities designed for student success. During 2005-06, 657 interactive courseware were developed through this collaboration and are now used by students in various e-learning courses as an integral part of their courses.

The LBCC DL program owes its achievements and growth to our enthusiastic and innovative faculty, to the dedicated instructional technology development team members at the DL/ITDC, to the college administrators who supported the program since its inception, and, of course, to our students who continue to ask for more DL courses so that they can accomplish their GE and other academic goals.

*Amit Schitai*

Director, Instructional Technology and Distance Learning

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# DL Department News

## Stipend grant program for new courses

Last fall, the LBCC DL program used a generous grant from the Office of Academic Affairs to facilitate the development of new online courses. As part of this grant project, interested faculty developed the content for online courses using sound instructional design principles and ITDC professionals produced the courses. This initiative generated 14 new online courses with sound customizable content; the courses are now available in participating departments to be offered at any time.

Among the courses that were developed is DANCE 1–Dance Forms Through the Ages, which is thought to be the first ever online dance course. The course makes use of chunked-video instruction and a variety of learning activities. Another first is MUSIC 60, which teaching the Pro Tools music editing software to online students, incorporating multimedia clips and screenshots.

Two instructors collaborated on the development of an innovative ECON 5/GEOG 5 course, entitled The Global Economy. The course was previously team-taught by the pair on campus, and was adapted for online delivery. The CDECE 40 course includes hundreds of original slides (taken by the instructor over many years) to ensure that an authentic learning environment is used in the online course.

Thanks to the Office of Academic Affairs, we will offer this grant opportunity this year as well. More information will be sent out by e-mail in the near future.

## New e-Learning Developments

### e-ZLRN: a student-centered and faculty-friendly e-learning environment

e-ZLRN is an original student-centered e-learning environment that embeds administrative features along with existing learning features available through our current system (e-Zteach). The new system uses applicable student data to provide an individualized e-Learning environment for our DL courses. Thanks to a successful collaboration between ACIT / PeopleSoft and DL, ITDC is currently conducting a pilot of this new system; full conversion to e-ZLRN is expected to begin in Spring 2008. The new environment is unique in its cost-effectiveness and friendly design for student success. The interface includes tools to enable communication and interaction with students (and their performance data) for both administrative and instructional purposes directly from the course environment, in a secured Web-based environment. For more information about e-ZLRN, faculty are welcome to attend one of the demo sessions offered throughout Fall 2007.

### Forumaker

A new tool that is soon to be included in e-ZLRN is the Forumaker. DL and Web-enhanced faculty will be able to simply and quickly generate their own discussion forums anytime and from anywhere, as needed for their course.



Members of the Instructional Technology Development team

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## Types of Distance Learning Courses at LBCC

**Online Course**—a course that is taught on the Internet. Students use a computer with Web access to learn the course material, to complete practices, self-assessments, as well as to interact with their professor and fellow students and take tests. Some online courses use video-based lectures and activities through streaming media, cable TV, PBS broadcast or videotapes. Online courses may require on-campus meetings for orientation or tests.

**Hybrid Course**—a course that meets on campus and includes some online or televised instruction (more than 50% of the course contact hours are on campus).

**Televised Course**—a course that is taught through video broadcasts using cable TV, PBS broadcast or videotapes. Six on-campus meetings are required.

**Notice also: Web-Enhanced Course**—a course that is taught on campus and uses a Web site to enhance various class activities. The Web site includes information, learning, or collaboration features; students access the course site before or after class to further learn what is taught and discussed in class.



## DID YOU KNOW?

Distance Learning courses are targeted at students who otherwise could not attend courses on campus, such as working parents, those with hectic work schedules or students with disabilities.

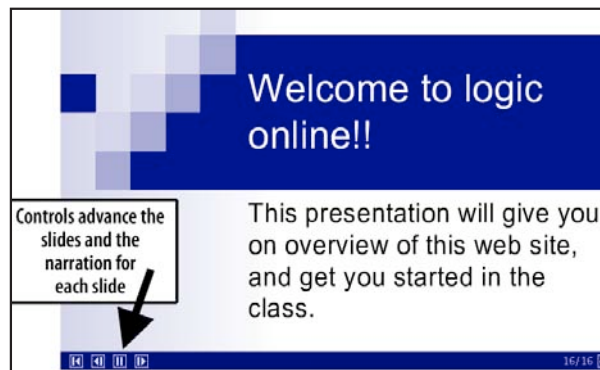
## Distance Learning Roundtable

FLEX DAY • October 31, 2007

# Innovations in Distance Learning Courses: Content Processors

e-Learning is integrated into the LBCC curriculum in some very innovative ways and specifically through the design of original content processors. Content processors are an essential part of DL courses and include self-assessments and practices with meaningful and individualized feedback that students use in order to assess their comprehension of material they learn in the course. Online, content processors provide instructors with the opportunity to detect the equivalent “blank look” students sometimes have in the classroom, indicating that the instructor should pause and re-address matters that are unclear about what they are learning.

Following are a few examples of content processors currently used in LBCC courses:

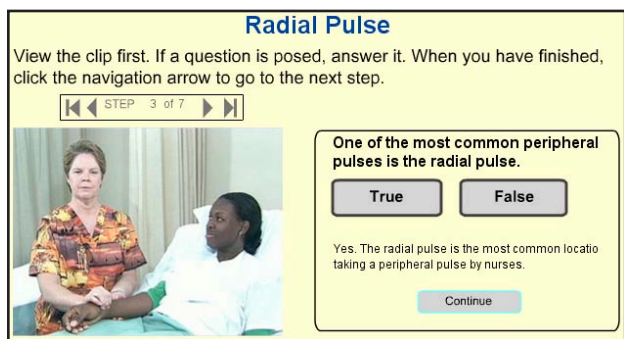


*Narrated Multimedia Presentation (Philosophy)*

- **Whiteboard capture** provides students an opportunity to review key-points of their class instructions online. This technology is currently being utilized in a few courses such as online MATH, PHIL, and PHARM courses. This tool is most effective for instruction requiring students to follow concepts or processes step-by-step.

- **Vocabulary assistants** make popular content processing activities in many courses, such as ECON, CDECE, LEARN, and CAOTC. Various types of vocabulary learning treatments are applied to help students understand and use new terms and vocabulary items encountered frequently in their textbooks.

- **Multimedia presentations** provide integrated audio, visual and text-based content. For example, this technology allows instructors to narrate their PowerPoint presentation and add visuals to clarify points they make when teaching the material. Some of the courses that frequently use multimedia presentations include REAL, SOCIO, PSYCH, ELECT, and MKTG. Such presentations are frequently used for orientation sessions.

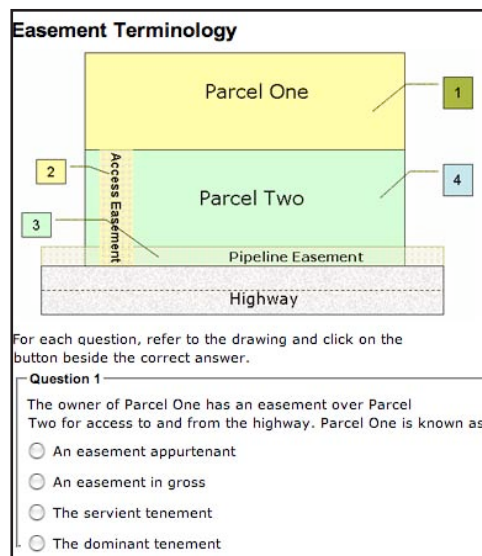


*Interactive Multimedia Courseware (Nursing)*

- **Interactive multimedia courseware** have the same instructional rationale as the presentation above; however, students can also interact with the presentation and apply higher-order thinking skills, such as problem solving and critical thinking when interacting with the material. Some courses that use this tool are ADN, HIST, and ART.

- **Self-assessments with immediate meaningful and individualized feedback** are frequently used across the LBCC DL course offerings. For example: **Text Capture assessments** allow students to compare their response to an analytical question to an answer pre-designed by the instructor. **Smart Choice practices** use a multiple-choice design to provide different feedback for each option available, responding to students' individual level of understanding and needs.

For a comprehensive array of content processing templates (“engines”) available for faculty to customize for their course needs, access <http://itdc.lbcc.edu/engines>.



*Smart Choice (Real Estate)*



*Vocabulary Assistant (Reading)*

# Resources for Instructors

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**Instructional e-Zone**—DL and Web-enhanced instructors access the e-Zone to create and embed course administration features and instructional activities in their e-learning courses. Among the tools available for faculty are (a) e-Zgrades, Web-based grades and feedback tool; (b) e-Zpractice, Web-based templates for interactive practices and self-assessment with meaningful and immediate feedback; (c) e-Zblog - students' comments on instructional narratives and links; (d) Forumaker (coming soon) - asynchronous discussion forums; (e) Live chat and presentations (through CCC Confer); (f) e-Zdropbox, for large files used in students' assignments; and (g) Web quizzes - for automated assessments. The Instructional e-Zone can be accessed through the ITDC Web site at <http://itdc.lbcc.edu>



**S.I.D.E. Road**—This tool has become the core curriculum offered to LBCC students to ensure success in their DL experience. DL faculty provide students with direct access to various features designed on this tool, such as time management guidance and documents, step-by-step instructions for performing popular technical tasks, and other useful and practical information and resources that for students to use throughout their DL experience. Access S.I.D.E. Road at <http://de.lbcc.edu/sideroad/>



**ITDC Content Processors Repository**—This is a hub of cross-disciplinary instructional Web-based activities and practices designed specifically for students in LBCC courses through the teamwork of faculty and ITDC professionals. Students access the content processors and use the interactive practices to review and internalize material they learned in their courses. Faculty are invited to browse through the disciplines and access the practice of their choice, then obtain permission and use the practices in their courses as applicable. Faculty who would like to create content processors for their courses may attend the ITDC workshop and join our development team as content experts. Access the repository at <http://itdc.lbcc.edu/cps>

**Instructional Technology Workshops**—The ITDC offers a large variety of workshops (over 125 workshop sessions per year) for those faculty who are new to technology, and for those who are accustomed to integrate e-learning into their curriculum and would like to develop instructional web pages and online courses, ... and much more! All workshops are student-centered and product-oriented. View our Fall '07 workshop descriptions and schedule at <http://itdc.lbcc.edu/workshops/>

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## Faculty Comments

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**Chris Carter, Ph.D.**  
Geography

With the help of the ITDC team I have been teaching three different online courses for the past several years. Two of the courses were developed from scratch and everyone in ITDC has been extremely helpful in ensuring that all runs smoothly. LBCC seems to be among the leaders in distance learning and many of my students report that they love the format. Thanks for making this happen!

**Rachel Hollenberg, Ph.D.**  
Philosophy

Thank you for your consistently professional and friendly support in putting together my online logic course. It has been a rewarding experience working with you. I also appreciate that during the moments when I was a bit overwhelmed, the workshops or your patient (and sometimes repeated) explanations were always available.

**Gene Carbonaro**  
CAOTC

I've been working with the FRC/Distance Learning Program for years. Amit has a wonderful staff who are always working on ways to improve my online teaching experience.

**Elvia Mieras**  
Food and Nutrition

Enough cannot be said about the ITDC staff and the Faculty Resource Center. They are always available to instructors like myself to assist in course-page development and problem solving issues that arise each semester. The staff is cohesive and work well together to accomplish similar goals. They are always there during times of need (exam administration) and at all hours! vTeaching online for the past six years has been a very challenging experience for me that would not have been possible without the patient instruction of Amit and the ITDC team. He presented the ideology of successful distance learning and the software program in a clear and simple way. Amit should also be credited for putting together a highly effective and friendly group of people to assist in all areas of distance learning.

**Karen Faulkner**  
Int'l Business

Thank you for your support. We are lucky to have the ITDC staff.

**Brennan Carr**  
CAOTC

The Distance Learning team has been absolutely wonderful to work with! As a new instructor at LBCC, I wasn't sure how to go about creating my first online class. The instruction and support I have received from the DL and ITDC team has been beyond expectation, and I know that much of my success as an online instructor will be due to their tremendous efforts. I look forward to working with them well into the future.