Pedagogy and Technology Committee
September 16, 2011
9:00-11:00 CCC Confer
Agenda

1. Future Meeting Times and Dates
2. Committee Charge and Membership
3. Distance Education Task Recommendations from 2010-2011
   a. B-2 Self-Assessment Orientation
   b. C-1 Effective Contact
   c. Others?
4. Pedagogy and Technology Recommendations from 2008 and 2011
   a. Status?
   b. Enhance Moodle as "Central Contact Point"?
   c. Revise Initial Contact Letter?
   d. Faculty Training
5. New Requests
   a. Early Syllabus Posting
   b. ?
6. Other Topics

Pedagogy and Technology Committee

September 16, 2011

9:00-11:00 CCC Confer

Minutes

Attendees: Suzie Ama, Shannon Bliss, Lisa Darty, Matt Hightower, Karen O'Connor

Discussion began with setting future meeting dates and times. All agreed that 1:00-2:00Pm on Friday afternoons via CCC Confer will work well. Suzie has some date conflicts and will find out what those are for the next meeting.

Committee membership was discussed and it was felt that having another faculty member from Liberal Arts would be beneficial. Matt will send an email to Corey and Matt Crow asking the Department Chairs to discuss this and make a recommendation to Senate.

The committee discussed the relationship between Pedagogy and Technology and TRT and the backgrounds of both. The following charge statement was drafted and forwarded to the Academic Senate President.

> *The Pedagogy and Technology Committee is a Standing Committee of the Academic Senate and will be relied primarily upon to make pedagogically sound recommendations about IT and Distance Education and other technological decisions related to curriculum, teaching, and learning for the College.*

In addition the committee recommended that the TRT omit reference to "pedagogy practices and procedures" from its charge to eliminate redundancies between the two committees.

The next discussion item was a reminder that the committee made a recommendation to the Senate and to College Council in the early Spring of 2011 regarding faculty training for online instruction. The non-implementation of this recommendation was discussed and the committee felt that it was important to re-forward the original recommendation to the VP of Instruction for discussion with the Department Chairs and enforcement for Spring 2012. The original recommendation was:

> *The Pedagogy and Technology Standing Committee of the Academic Senate recognizes that teaching in a distance education environment requires additional training specific to the environment used. To this end the committee recommends that the College requires all instructors to successfully complete training prior to assignment in a distance education environment.*
>
> *For online and hybrid courses, the committee recommends that potential instructors complete training courses in online teaching and learning and teaching within the Moodle course management system. This requirement can be met by successfully*

completing the courses at Cerro Coso, @One, or an equivalent institution and should be verified by the appropriate Department Chair prior to course assignment.

Due to recent changes that have affected offering the required courses at Cerro Coso and to meet the immediate needs of previously identified potential Cerro Coso instructors caught in the changes, the committee recommends that the College arranges to pay for those instructor's enrollment and completion of @One's Introduction to Online Teaching and Learning and Introduction to Teaching with Moodle courses for possible teaching assignments in the Summer and Fall of 2011.

The committee also recommends that the College devote additional time, energy, and resources to provide ongoing support and training for faculty teaching in distance education environments.

There was some additional discussion regarding in-house training, @One, formats, and professional development. This discussion will continue.

The remainder of the agenda items were briefly discussed and it was agreed that the committee will discuss Early Syllabus Posting and the Distance Education Task Force's recommendation regarding item C-1 Effective Contact and Academic Integrity at the next meeting.

The next meeting will be Friday, September 23 from 1:00-2:00PM via CCC Confer.

Pedagogy and Technology Committee
September 23, 2011
1:00-2:00 CCC Confer
Agenda

1. Approve Minutes of 9-16-11

2. Future Meeting Times and Dates

3. Pre and Post First Day of Online Class Activities

    a. Course Syllabus Availability

    b. First Day Drop Times

    c. Model Letter To Students

    d. Textbooks

4. Effective Contact Guidelines

    a. DETF Recommendations (on Moodle site)

    b. BC's Policy (on Moodle site)

5. Training

6. Other?

Pedagogy and Technology Committee

September 23, 2011

1:00-2:00 CCC Confer

Minutes

Attendees: Suzie Ama, Shannon Bliss, Lisa Darty, Matt Hightower, Karen O'Connor

Minutes of September 16th were approved with no changes.

Future meetings were discussed and, due to probable conflicts, it was agreed to meet on Friday, October 7 from 1:00-2:00.

Discussion of the pre and post first day of online classes began with Matt describing his issues with syllabi, opening class sites early, textbook problems, and the after-8:00PM drop time for first day of classes. Most were happy with the current situation although Karen expressed difficulties with night instructors meeting the 10:30PM Banner role. It was agreed that the committee would recommend adding a second roll at 6:30AM to the second morning of online classes.

> *Due to scheduling difficulties for many instructors, the Pedagogy and Technology Committee recommends that the College request an additional Banner roster waitlist roll on the second morning of classes at 6:30AM. This roll would be in addition to the current 10:00 or 10:30PM roll that occurs on the first day of classes.*

Discussion of making some version of course syllabi available early was discussed. It was felt that this might be problematic with changes to schedules, texts, and content. Sending course information in an email was discussed as working well but all agreed that being able to have Banner generate that letter upon course registration would be better across the board. Matt will look into this and report back at the next meeting.

The committee began looking at Effective Contact resources and agreed that it would be best to spend more time with them and discuss at the next meeting.

The meeting was adjourned at 2:00PM.

The next meeting will be Friday, September 23 from 1:00-2:00PM via CCC Confer.

Pedagogy and Technology Committee

October 7, 2011

1:00-2:00 CCC Confer

Agenda

1. Approve Minutes of 9-23-11

2. Future Meeting Times and Dates

3. Past Recommendations

4. Pre and Post First Day of Online Class Activities

    a. Banner Letter to Students (Below and on Moodle site)

    b. Sample Letter To Students (Below and on Moodle site)

5. Effective Contact Guidelines

    a. DETF Recommendations (on Moodle site)

    b. BC's Policy (on Moodle site)

6. Training

7. Other?

Pedagogy and Technology Committee

October 7, 2011

1:00-2:00 CCC Confer

Minutes

Attendees: Shannon Bliss, Lisa Darty, Matt Hightower Absent: Suzie Ama, Karen O'Connor

The committee met and discussed in-house training possibilities for online instructors and the letter that is sent to students in online classes from Banner. Two recommendations were drafted and sent to the Vice Presidents. The recommendations were:

The Pedagogy and Technology Committee met today to discuss the letter that is automatically sent to students from Banner when they enroll in an online course. We've suggested some changes to the letter below and also would like to have two additional letter incorporated into the process. The suggested changes, timeline, and new letters are below.

Letter 1. This letter would be sent when the student registers for the class.

Dear ,

Welcome to Cerro Coso! You have just successfully registered for {class}. This is an online class. Please follow the steps below to prepare for and to access your online class:

1. Acquire your textbooks and required class materials:
   Order texts and materials for your online classes at http://kccd.bncollege.com/. Be sure to select Cerro Coso from the drop down menu at the top left of the page. If you are near one of our campuses, you can also purchase your texts and materials at your local campus.

2. Make sure that you are prepared to take an online class:
   If you have never taken an online class at Cerro Coso, you should enroll in PDEV C052, Becoming a Successful Online Student. This is an orientation course on how to succeed in a Cerro Coso Online course. Visit the CC Online site for more information on preparing for your online classes: http://cconline.cerrocoso.edu

3. **Login to your class:**
   1. Go to InsideCC (or InsidePC, or InsideBC, depending on your email address extension)

   2. Login using your full school assigned email address and BanWeb pin.

   3. Click on the My Courses tab.

   4. Click on the class. This will take you to the class site. Make sure that you click on the link for the syllabus and read it carefully before logging out.

   5. Go back to the My Courses tab and do step "d" above for each of your online courses.

Your class will be available for access on the Friday morning before class starts. You must login no later than the first day of each of your classes by 8:00 p.m. If you do not login by this time, you will be dropped from the course to allow waitlisted students to be added.

If you have questions or need assistance, you can contact CC Online at 1-888-537-6932. Good luck in your online class!

Letter 2. This would be sent to all students in the class on Monday, the week before the course starts.

Dear ,

This is a reminder about your online course, {class}. If you haven't already, please make sure that you:

1. Acquire your textbooks and required class materials:
   Order texts and materials for your online classes at http://kccd.bncollege.com/. Be sure to select Cerro Coso from the drop down menu at the top left of the page. If you are near one of our campuses, you can also purchase your texts and materials at your local campus.

2. **Login to your class:**
   1. Go to InsideCC (or InsidePC, or InsideBC, depending on your email address extension)

   2. Login using your full school assigned email address and BanWeb pin.

   3. Click on the My Courses tab.

   4. Click on the class. This will take you to the class site. Make sure that you click on the link for the syllabus and read it carefully before logging out.

   5. Go back to the My Courses tab and do step "d" above for each of your online courses.

   Your class will be available for access this Friday morning. You must login no later than the first day of each of your classes by 8:00 p.m. If you do not login by this time, you will be dropped from the course to allow waitlisted students to be added.

If you have questions or need assistance, you can contact CC Online at 1-888-537-6932. Good luck in your online class!

Letter 3. This would be sent on the Friday morning before the class starts.

Dear ,

This is a reminder that your online course {class} begins next week. You can login to your class site now! Please follow these steps to access your course.

1. Go to InsideCC (or InsidePC, or InsideBC, depending on your email address extension)

2. Login using your full school assigned email address and BanWeb pin.

3. Click on the My Courses tab.

4. Click on the class. This will take you to the class site. Make sure that you click on the link for the syllabus and read it carefully before logging out.

5. Go back to the My Courses tab and do step "d" above for each of your online courses.

You must login no later than the first day of each of your classes by 8:00 p.m. If you do not login by this time, you will be dropped from the course to allow waitlisted students to be added.

If you have questions or need assistance, you can contact CC Online at 1-888-537-6932. Good luck in your online class!

****

The Pedagogy and Technology Committee met today and discussed in-house training for online faculty. Our thoughts revolved around solving our immediate training needs first. Here is our concept.

1. The course would be set-up and run on our Moodle site using our template.

2. The course would be designed to teach online teaching pedagogy, best practices for teaching online, and the use of Moodle in Cerro Coso's environment.

3. The course would be taught by someone with experience in the above as well as the implementation and delivery of online instruction in our Moodle environment.

4. The Moodle content would be delivered via Lynda.com's *Moodle 2 Essential Training for Teachers* video training program with content incorporated into our Moodle template and environment. The Lynda.com course content runs 9 hours and 53 minutes and is broken into short modules. The costs are $25 a month per student but it is probably negotiable. Here is a link to the content:

> http://www.lynda.com/Moodle-2-0-tutorials/Moodle-2-Essential-Training-for-Teachers/85410-2.html

5. The overall course would be designed to take about 20 hours to complete and would be offered over a two week period.

6. The course would be offered during the 2 to 4 week period before school starts each semester.

7. The faculty developing the course would be paid a stipend of $1,000 to develop reusable material.

8. The faculty teaching the course would be paid $2,000 (roughly 2 WCH).

9. The course would be open to a maximum of 25 students.

10. Preference for course seats would be given to first time online instructors.

11. Remaining seats would be available to current online instructors.

12. Stipends of $250 would be given to students that complete the course.

13. A two month subscription to Lynda.com would be given to students. This includes content outside of the Moodle course.

Pedagogy and Technology Committee

November 4, 2011

1:00-2:00 CCC Confer

Agenda

1. Approve Minutes of 9-23-11 and 10-7-11

2. Future Meeting Times and Dates

3. Training

4. Effective Contact Guidelines

      a. DETF Recommendations (on Moodle site)

      b. BC's Policy (on Moodle site)

      c. Observation for On-Line Instruction (pending contract)

      d. Observation for Instructional Materials Review (pending contract)

5. Pre and Post First Day of Online Class Activities

      a. Banner Letter to Students (Below and on Moodle site)

      b. Sample Letter To Students (Below and on Moodle site)

7. Other?

Pedagogy and Technology Committee

November 4, 2011

1:00-2:00 CCC Confer

Minutes

Attendees: Shannon Bliss, Lisa Darty, Matt Hightower, and Corey Marvin (guest)

The meeting began at approximately 1:00PM.

The meeting began with Corey explaining the current state of the recommendation regarding training from 10-7-11. He agreed that an intensive (2 week) session would be good and that a stipend would be paid for development and for teaching the course. He explained that the college cannot afford to pay stipends for participants. There was discussion regarding requiring training for all instructors. Shannon explained that the union would likely have problems with that.

There was some discussion regarding effective contact and expectations for online instructors. Corey referred to the original guidelines that CC Online instructors used to have to agree to. Corey forwarded the guidelines after the meeting (they are in the Moodle now). The development of guidelines was discussed briefly as was the possibility of attaching them to the current CIC Distance Education Addendum forms.

Attention shifted to the topic of requiring instructors to use Moodle for housing the course syllabus, the student grades, and discussion forums. Corey presented safety rationale for the requirement. The thought that it might be Administrator Purview to enact the requirement was discussed. Corey left before the end of the meeting due to another commitment. Shannon, Lisa, and Matt continued the discussion but decided to defer a committee recommendation regarding the requirement due to the lack of voice of the affected departments (notably Math and Econ). A recommendation to discuss the issue further was drafted and forwarded to Matt Crow, Corey Marvin, and Heather Ostash. The recommendation was:

> *The Pedagogy and Technology Committee met last week. Among other things, we discussed the merits of requiring all online courses to house at least the syllabus, gradebook, and discussion forums in the College supported Moodle site. Because our committee does not reflect membership from the affected areas and courses, we decided that it would be best that the Academic Senate as a whole continue the discussion.*

Pedagogy and Technology Committee

The next meeting is set for Friday, November 18, 2011 at 1:00 via CCC Confer.

The meeting adjourned at 2:30PM.

Pedagogy and Technology Committee

November 18, 2011

1:00-2:00 CCC Confer

Agenda
1. Approve Minutes of 9-23-11, 10-7-11, and 11-4-11
2. Effective Contact Guidelines
        a. DETF Recommendations (on Moodle site)
        b. BC's Policy (on Moodle site)
        c. 1998 DE Addendum (Online Guidelines) (On Moodle site)
        d. Observation for On-Line Instruction (pending contract)
        e. Observation for Instructional Materials Review (pending contract)
3. Other?

Pedagogy and Technology Committee

November 18, 2011

1:00-2:00 CCC Confer

Attendees: Suzie Ama, Shannon Bliss, Lisa Darty, Matt Hightower, Karen O'Connor

The meeting began at 1:00PM.

Minutes of 9-23-11, 10-7-11, and 11-4-11 were approved.

There was request for current status of training and the letter to students from Banner. Matt will check with Heather regarding the letter. Suzie has agreed to do the training class in January.

The discussion of Effective Contact began with Shannon suggesting a list format with wording such as choose 3 of the below or something like that. There was agreement that the list should be grounded on best practices. It was suggested that we work from the original list from 1998. Discussion revolved around the items and it was agreed that the list would be circulated via email and worked on at the next meeting. The circulated list is below.

1. Use of the Cerro Coso Online *Moodle* Template
2. *Synchronous and asynchronous communication between students and between students and instructor including:*
    a. Email
    b. Threaded discussion pages
    c. Chat room
    d. *Skype*
    e. *Telephone/Voice mail*
    f. *Early alert*
    g. *CCC Confer*
    h. *Adobe Connect*
    i. *Instant messaging*
    j. *Moodle Announcements/News*
3. *Instructor Contact Information and Turnaround Timeframe*

    a. *This is what I have in my syllabus:*
    i. *If you send me an email or message from Moodle, you should expect to receive a response within 24 hours. If you have not received a response within that timeframe, please do not hesitate to resend it as something probably happened. Please make sure that you check your College email account first though.*

4. *Assignment feedback and Timeframe*
    a. *This is what I use:*

i. *I update the course grades and assignments on a weekly basis – the previous week's assignments are graded before Sunday night. Late assignments are generally not graded until the last week of the course when I go back through everything again. Please check the Moodle gradebook for your current grade.*

5. Links to resources including library and student services
6. Electronic assessment/testing (for example, essays, homework assignments, portfolios, audio tapes, quizzes, exams, etc.)
7. Student progress reports
8. Course syllabus that meets Title V requirements
9. Ancillary online lecture material appropriate to the course.
    a. *Podcast*
    b. *Video*
    c. *Powerpoint*
    d. *Text*

The meeting adjourned shortly after 2:00PM.

The next meeting will be via CCC Confer on December 2, 2011.

Pedagogy and Technology Committee

December 2, 2011

1:00-2:00 CCC Confer

Agenda
1. Approve Minutes of 11-18-11
2. Follow-Up on Letter to Students from Banner
2. Continue Effective Contact Guidelines
     a. DETF Recommendations (on Moodle site)
     b. BC's Policy (on Moodle site)
     c. 1998 DE Addendum (Online Guidelines) (On Moodle site)
     d. Observation for On-Line Instruction (pending contract)
     e. Observation for Instructional Materials Review (pending contract)
3. Other?

Pedagogy and Technology Committee

January 27, 2012

2:00-3:00 CCC Confer

Agenda

1. Continue Effective Contact Guidelines
    a. DETF Recommendations (on Moodle site)
    b. BC's Policy (on Moodle site)
    c. 1998 DE Addendum (Online Guidelines) (On Moodle site)
    d. Observation for On-Line Instruction (pending contract)
    e. Observation for Instructional Materials Review (pending contract)

Pedagogy and Technology Committee

January 27, 2012

2:00-3:00 CCC Confer

Attendees: Suzie Ama, Shannon Bliss, Lisa Darty, Matt Hightower, Karen O'Connor

The meeting began at 2:00PM.
We discussed the Effective Contact document. A draft was created and discussion and refinement was done via email. Below is the recommendation sent to Senate.

Here is the Pedagogy and Technology Committee's recommendation regarding Effective Contact (AKA Instructor Contact). Please note that our recommendation refers to ALL course syllabi, not just those of courses taught via a distance.
Please let us know if you have any questions.
Thanks.
Suzie Ama
Shannon Bliss
Lisa Darty
Matt Hightower
Karen O'Connor
Per State Distance Education Guidelines
55211. Instructor Contact.
In addition to the requirements of section 55009 and any locally established requirements applicable to all courses, district-governing boards shall ensure that: (a) All approved courses offered as distance education include regular effective contact between instructor and students, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail, or other activities.

The Pedagogy and Technology Committee recommends that all course syllabi contain the following sections pertaining to Instructor Contact.

Contact Hours and Methods. Include office hours (if applicable), contact information (email address, telephone number, voice, Instant Messaging, etc.)

Response Time Expectations. Describe the turnaround time for communication between students and instructors response. *The committee recommends 48 hours or less, and that the instructor include information about exceptions (holidays, weekends, etc.).*

Interaction Format. Describe the methods of regular effective contact between the instructor and students. Types of interaction may include the following:
· Email
· Threaded discussion pages
· Chat room
· Skype
· Telephone/Voice mail
· Early alert
· CCC Confer
· Adobe Connect
· Instant messaging

· Moodle Announcements/News
· Assignment and assessment Feedback
· iTV Classroom discussion
· Traditional classroom discussion

Grading Turnaround Expectations. Describe the turnaround timeframe for students to expect feedback, grades, and current grade status. *The committee recommends that assessments are graded within at least two weeks of due dates and that exceptions are fully described. The committee recommends that students be able to view or determine their current grade.*

The meeting adjourned shortly after 3:20PM.

Pedagogy and Technology Committee

February 24, 2012

1:00-2:00 CCC Confer

Agenda

1. Academic Integrity
        a. Topics
i. Student Authentication
ii. Plagiarism
iii. Privacy
iv. Proctoring
v. ?
        b. Accreditation Needs
        c. Implementation Plan

Pedagogy and Technology Committee

February 24, 2012

1:00-2:00 CCC Confer

Minutes

Attendees: Suzie Ama, Shannon Bliss, Lisa Darty, Matt Hightower, Karen O'Connor, Charles Osteen (guest), Heather Ostash (guest), Corey Marvin (guest)

The meeting began at 1:05PM.

The committee met and began discussion of the creation of documents and recommendations regarding academic integrity, plagiarism, authentication, privacy, proctoring, etc. The discussion revolved around needs from the Department of Education as well as internal reasons. Charles provide materials from various sources and summarized them for the group.

The committee agreed to read the documents and will come up with a list of recommended best practices that instructors will be able to use and communicate to their students.

The next meeting has been set for March 9, 2012 from 1:00-2:00 via CCC Confer.

The meeting adjourned at 2:15PM.

Pedagogy and Technology Committee

March 9, 2012

2:00-3:00 CCC Confer

Agenda

1. Revisions to Effective Contact document.

2. Charles' Authentication and Integrity Document (it was attached to the Exchange Calendar invitation).

Pedagogy and Technology Committee

March 9, 2012

2:00-3:00 CCC Confer

Minutes

Attendees: Suzie Ama, Lisa Darty, Matt Hightower, Charles Osteen (guest)

The meeting began at 2:00PM.

The committee reviewed several documents that Charles provided regarding Effective Contact and Authentication and Integrity. We agreed upon a format and drafted documents to review via email. The documents were reviewed and edited over several weeks in preparation for the next meeting on April 13, 2012.

The meeting adjourned at 3:15PM.

Pedagogy and Technology Committee

April 13, 2012

2:00-3:00 CCC Confer

Agenda

1. Review Documents

   a. Effective Contact

   b. Authentication and Integrity

2. Discussion – Student Assessment for Online Preparation

3. Discussion – Online Course Minimum Requirements

4. ?

Pedagogy and Technology Committee

April 13, 2012

2:00-3:00 CCC Confer

Minutes

Attendees: Suzie Ama, Lisa Darty, Matt Hightower, Charles Osteen (guest)

The meeting began at 2:05PM.

The committee reviewed, discussed, and made changes to the Student Authentication and Integrity and Effective Contact documents.

Below are the recommendations that were forwarded to Senate.

Matt,

Attached are two documents for Senate to review. The Effective Contact document was reviewed once already and the suggested changes are incorporated in this version. I believe this is the first time that the Senate will see the Authentication and Integrity document.

Thanks.

Pedagogy and Technology Committee

Recommended Techniques for
Assuring Online Student Authentication and Integrity

The Higher Education Opportunity Act (HEOA) legislation, as it currently stands, requires institutions that offer courses or programs through distance education to have processes in place that verify or authenticate that the student who registers in such a course or program is the same student who participates in and completes the course or program and who receives the academic credit.

Below are methods for CCCC faculty to help ensure that our online courses meet and exceed the basic accreditation standard while offering best practices to address the broader issues of cheating, plagiarism, and other course authentication / integrity concerns.

The Pedagogy and Technology Committee recommends that online faculty select and incorporate some combination of the following strategies to meet the needs of their specific online or hybrid courses.   These recommendations will help assure the authentication of a student in one's course, and will also help minimize cheating and plagiarism. In addition, incorporation of these techniques will demonstrate to the accreditation review board that CCCC incorporates best practices in our online course / hybrid course environments.

1) **Use multiple assessment techniques**

   a) Design assessments to be frequent, varied, and authentic to the application of learning.

   b) Rely on interactive discussions, writing assignments, quizzes, capstone projects, and group work in place of high-stakes exams.

   c) Provide rubrics, or detailed grading criteria, for all assignments at the beginning of the course so that learners can know and understand how they will be scored.

   d) Provide assessments early in the course to allow students an accurate gauge of their progress and/or preparedness for the course.

2) **Become familiar with students' writing style**

   a) Compare student writing on the discussion board with that on assignments and papers.

   b) Compare writing at the beginning and end of a paper with that of in the middle of the paper – language, sentence length and reading level.

   c) Be wary of student writing that reads like an encyclopedia, newspaper article or expert in the field.

   d) Provide and foster a discussion environment that promotes an open, honest, and positive communication experience for students that make them less likely to engage in academic dishonesty.

3) **Use anti-plagiarism techniques**

   a) Use proctors for tests

   b) Use a tool like Turnitin to prevent plagiarism.

   c) Read all papers on the same topic together.

   d) Do not allow last minute changes in assignment topics

   e) Employ a lockdown browser system to prevent students from exiting the exam and surfing the web for answers.

   f) Modify assessments often when possible.

4) **Use test banks and timed test delivery**.

   a) Design test questions to be randomly drawn from banks of questions and shuffled, so each student gets a different set of questions.

   b) Design tests to be open-book but with a limited amount of time to complete.

c) Require forced completion on exams so students cannot re-enter a test.

d) Set a short window for testing completion, i.e. one or two days to take an exam rather than a whole week.

e) Show questions one at a time rather than all at once.

f) Use Moodle's "Full Screen Popup w/some Java Script Security" tool which is a browser lock down system that can be used to minimize a students' ability to print the screen, cut and paste,& exit the browser or the test.

g) Create a password to enter exams and email it to students.

5) **Raise awareness among students about what constitutes appropriate and inappropriate academic behavior in an online course.**

a) Include the college's academic integrity statement and a link to campus policies in the course syllabus.

b) Provide a description of academic dishonesty and information on repercussions in the syllabus or in the course site.

c) Provide links to plagiarism information as well as acceptable sources, and descriptions of permissible and non-permissible collaboration.

d) Ask students to reflect on the academic integrity policy and how to create a community of integrity in the discussion board.

References

WCET: Briefing Paper February 2008; Are Your Online Student Really the Ones Registered for the Course…"

WCET: Best Practices to Promote Academic Integrity in Online Education, Version 2.0 June 2009.

MERLOT Journal of Online Learning and Teaching Vol 5, No.2., June 2009, "Communities of Integrity in Online Courses: Faculty Member Beliefs and Strategies."

Recommendation for Effective Contact

Per State Distance Education Guidelines

55211. Instructor Contact.
In addition to the requirements of section 55009 and any locally established requirements applicable to all courses, district-governing boards shall ensure that: (a) All approved courses offered as distance education include regular effective contact between instructor and students, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail, or other activities.

The Pedagogy and Technology Committee recommends that all course syllabi contain the following sections pertaining to Instructor Contact.

Contact Hours and Methods. Include office hours (not required for adjunct instructors), contact information (email address, telephone number, voice, Instant Messaging, etc.). The committee recommends use of all appropriate contact hours and methods.

Response Time Expectations. Describe the turnaround time for communication between students and instructor's response. The committee recommends 48 hours or less, and that the instructor includes information about exceptions (holidays, weekends, etc.).

Interaction Format. Describe the methods of regular, effective, faculty-initiated contact between the instructor and students.The committee recommends that instructors regularly (at least twice a week) initiate contact with students in the online classroom to determine that they are accessing and comprehending course materials, and that they are participating regularly in the activities of the course. In addition, the committee recommends that instructors should concurrently monitor student-to-student interaction. Types of interaction may include the following:

- Email
- Threaded discussion pages
- Chat room
- Skype
- Telephone/Voicemail
- Early alert
- CCC Confer
- Adobe Connect
- Instant messaging
- Moodle Announcements/News
- Assignment and assessment feedback
- iTV classroom discussion
- Traditional classroom discussion

Grading Turnaround Expectations. Describe the turnaround timeframe for students to expect feedback, grades, and current grade status. The committee recommends that assessments are graded, posted, and available no later than two weeks after the due dates and that exceptions are fully described. The committee recommends that students be able to view or determine their current grade.

The committee discussed options regarding Student Assessment for Online Preparation. Via the meeting and email, the following recommendation was drafted and sent to Senate.

Matt,
Below is a recommendation for Senate regarding Online Student Assessment. Hopefully Senate can endorse it and send it on to College Council?
Thanks.
Ped Tech

The Pedagogy and Technology Committee recommends that the College implement a mandatory student assessment for online course preparedness. The assessment should be done online, should be done before the student is allowed to register for an online course, and,

should the potential student not perform well on the assessment, should require College intervention before registration is allowed. The assessment should consist of components that provide analysis and feedback on the following factors:

- · Technical competency (managing files, sending email, attachments, word processing editing, etc.)
- · Computer and workspace access
- · Learning styles
- · Basic reading comprehension
- · Motivation
- · Work and life interferences

The committee requests that this be implemented for students registering for classes in the Spring of 2013.

The committee discussed but decided to table the Minimum Requirements process.

The meeting adjourned at 3:30PM.

Recommended Techniques for
Assuring Online Student Authentication and Integrity

The Higher Education Opportunity Act (HEOA) legislation, as it currently stands, requires institutions that offer courses or programs through distance education to have processes in place that verify or authenticate that the student who registers in such a course or program is the same student who participates in and completes the course or program and who receives the academic credit.

Below are methods for CCCC faculty to help ensure that our online courses meet and exceed the basic accreditation standard while offering best practices to address the broader issues of cheating, plagiarism, and other course authentication / integrity concerns.

The Pedagogy and Technology Committee recommends that online faculty select and incorporate some combination of the following strategies to meet the needs of their specific online or hybrid courses.   These recommendations will help assure the authentication of a student in one's course, and will also help minimize cheating and plagiarism. In addition, incorporation of these techniques will demonstrate to the accreditation review board that CCCC incorporates best practices in our online course / hybrid course environments.

1) **Use multiple assessment techniques**

   a) Design assessments to be frequent, varied, and authentic to the application of learning.

   b) Rely on interactive discussions, writing assignments, quizzes, capstone projects, and group work in place of high-stakes exams.

   c) Provide rubrics, or detailed grading criteria, for all assignments at the beginning of the course so that learners can know and understand how they will be scored.

   d) Provide assessments early in the course to allow students an accurate gauge of their progress and/or preparedness for the course.

2) **Become familiar with students' writing style**

   a) Compare student writing on the discussion board with that on assignments and papers.

   b) Compare writing at the beginning and end of a paper with that of in the middle of the paper – language, sentence length and reading level.

   c) Be wary of student writing that reads like an encyclopedia, newspaper article or expert in the field.

   d) Provide and foster a discussion environment that promotes an open, honest, and positive communication experience for students that make them less likely to engage in academic dishonesty.

3) **Use anti-plagiarism techniques**

   a) Use proctors for tests

   b) Use a tool like Turnitin to prevent plagiarism.

   c) Read all papers on the same topic together.

   d) Do not allow last minute changes in assignment topics

   e) Employ a lockdown browser system to prevent students from exiting the exam and surfing the web for answers.

   f) Modify assessments often when possible.

4) **Use test banks and timed test delivery**.

   a) Design test questions to be randomly drawn from banks of questions and shuffled, so each student gets a different set of questions.

   b) Design tests to be open-book but with a limited amount of time to complete.

   c) Require forced completion on exams so students cannot re-enter a test.

   d) Set a short window for testing completion, i.e. one or two days to take an exam rather than a whole week.

   e) Show questions one at a time rather than all at once.

   f) Use Moodle's "Full Screen Popup w/some Java Script Security" tool which is a browser lock down system that can be used to minimize a students' ability to print the screen, cut and paste,& exit the browser or the test.

   g) Create a password to enter exams and email it to students.

5) **Raise awareness among students about what constitutes appropriate and inappropriate academic behavior in an online course.**

   a) Include the college's academic integrity statement and a link to campus policies in the course syllabus.

   b) Provide a description of academic dishonesty and information on repercussions in the syllabus or in the course site.

   c) Provide links to plagiarism information as well as acceptable sources, and descriptions of permissible and non-permissible collaboration.

   d) Ask students to reflect on the academic integrity policy and how to create a community of integrity in the discussion board.

References

WCET: Briefing Paper February 2008; Are Your Online Student Really the Ones Registered for the Course…"

WCET: Best Practices to Promote Academic Integrity in Online Education, Version 2.0 June 2009.

MERLOT Journal of Online Learning and Teaching Vol 5, No.2., June 2009, "Communities of Integrity in Online Courses: Faculty Member Beliefs and Strategies."

Pedagogy and Technology Committee

Recommendation Regarding Classroom Observation Form

The Pedagogy and Technology Standing Committee of the Academic Senate of Cerro Coso met today with the intention of looking at the Classroom Observation for Online Instruction form for possible changes. While we have other areas of concern, we decided that, due to the timeline, we would like to focus on the area of Instructor and Student Contact. Our suggestions are to change the title of the, "Faculty and Student Rapport" section to, "Instructor Student Contact" and to add the following questions to that section of the form.

- The instructor exhibits frequent and consistent weekly presence in the online classroom.
- The instructor makes effective use of communication technologies that are appropriate for the course.
- Students are provided timely formative feedback and graded assignments.
- The instructor sets a positive and enthusiastic tone for the course.

We hope that this will be an ongoing process and that there will be further discussions for continued improvements. Suzie Ama Shannon Bliss Matt Hightower Debby Kurti Karen O'Connor

Per State Distance Education Guidelines

55211. Instructor Contact.
In addition to the requirements of section 55009 and any locally established requirements applicable to all courses, district-governing boards shall ensure that: (a) All approved courses offered as distance education include regular effective contact between instructor and students, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail, or other activities.

The Pedagogy and Technology Committee recommends that all course syllabi contain the following sections pertaining to Instructor Contact.

Contact Hours and Methods. Include office hours (not required for adjunct instructors), contact information (email address, telephone number, voice, Instant Messaging, etc.). The committee recommends use of all appropriate contact hours and methods.

Response Time Expectations. Describe the turnaround time for communication between students and instructor's response. The committee recommends 48 hours or less, and that the instructor includes information about exceptions (holidays, weekends, etc.).

Interaction Format. Describe the methods of regular, effective, faculty-initiated contact between the instructor and students.The committee recommends that instructors regularly (at least twice a week) initiate contact with students in the online classroom to determine that they are accessing and comprehending course materials, and that they are participating regularly in the activities of the course. In addition, the committee recommends that instructors should concurrently monitor student-to-student interaction. Types of interaction may include the following:

- Email
- Threaded discussion pages
- Chat room
- Skype
- Telephone/Voicemail
- Early alert
- CCC Confer
- Adobe Connect
- Instant messaging
- Moodle Announcements/News
- Assignment and assessment feedback
- iTV classroom discussion
- Traditional classroom discussion

Grading Turnaround Expectations. Describe the turnaround timeframe for students to expect feedback, grades, and current grade status. The committee recommends that assessments are graded, posted, and available no later than two weeks after the due dates and that exceptions are fully described. The committee recommends that students be able to view or determine their current grade.

Pedagogy And Technology Committee

Recommendations Regarding Faculty Training

The Pedagogy and Technology Standing Committee of the Academic Senate recognizes that teaching in a distance education environment requires additional training specific to the environment used. To this end the committee recommends that the College requires all instructors to successfully complete training prior to assignment in a distance education environment.

For online and hybrid courses, the committee recommends that potential instructors complete training courses in online teaching and learning and teaching within the Moodle course management system. This requirement can be met by successfully completing the courses at Cerro Coso, @One, or an equivalent institution and should be verified by the appropriate Department Chair prior to course assignment.

Due to recent changes that have affected offering the required courses at Cerro Coso and to meet the immediate needs of previously identified potential Cerro Coso instructors caught in the changes, the committee recommends that the College arranges to pay for those instructor's enrollment and completion of @One's Introduction to Online Teaching and Learning and Introduction to Teaching with Moodle courses for possible teaching assignments in the Summer and Fall of 2011.

The committee also recommends that the College devote additional time, energy, and resources to provide ongoing support and training for faculty teaching in distance education environments.

Pedagogy and Technology Standing Committee Recommendations -

- Adopt Moodle as its standard, supported course management system
- Use the College's Moodle course management system as the first point of entry into all online courses offered by the College (*by Spring 09*)
- Continues to provide for static web content hosting on its FrontPage servers (or finds a suitable substitute)
- Provides training opportunities for current online support staff to support the Moodle environment (*by Fall 08*)
- Creates training materials and/or classes for new Moodle instructors, for instructors that are currently teaching their first Moodle class, and for instructors that have taught with Moodle previously (*by Spring 09*)
- Creates a standard, consistent, minimum-template for Moodle use that includes easy access to content hosted elsewhere and includes several approved themes (*by Fall 08*)

- Creates a template letter for online instructors to send to students prior to the first week of class welcoming them to the class and instructing them of the login process, etc. (*by Spring 08*)

Pedagogy and Technology Committee

Recommendation Regarding Student Authentication

The Pedagogy and Technology Committee recommends that the College implement a mandatory student assessment for online course preparedness. The assessment should be done online, should be done before the student is allowed to register for an online course, and, should the potential student not perform well on the assessment, should require College intervention before registration is allowed. The assessment should consist of components that provide analysis and feedback on the following factors:

- Technical competency (managing files, sending email, attachments, word processing editing, etc.)
- Computer and workspace access
- Learning styles
- Basic reading comprehension
- Motivation
- Work and life interferences

The committee requests that this be implemented for students registering for classes in the Spring of 2013.

Pedagogy and Technology Committee Charge

The Pedagogy and Technology Committee is a Standing Committee of the Academic Senate and will be relied primarily upon to make pedagogically sound recommendations about IT and Distance Education and other technological decisions related to curriculum, teaching, and learning for the College.

- Suzie Ama
- Shannon Bliss
- Lisa Darty
- Matt Hightower
- Karen O'Connor