

eLearning Support for “WIRED” Instructors Interim Report

Project description: The goal of the project is to build capacity in the Pacific Mountain region for eLearning by supporting the creation and distribution of targeted educational materials suitable for delivery through online instruction. As originally conceived, the project has three stages: 1) an intensive eLearning “Bootcamp,” designed to quickly acquaint faculty in the region with the concepts of eLearning and use of web 2.0 technology in online instruction; 2) recruiting a cadre of Peer Technical Advisors (PTAs) that would consult individually with local instructors on use of best practices in developing eLearning materials; and 3) individual consultations with an instructional designer who specializes in eLearning curriculum development. This interim report describes progress made on the project at the end of stage 1.

Stage 1: Training

Using the emersion model of a “Bootcamp,” the trainings took place over two all-day sessions, the first, in-person, the second, online (via the Elluminate webinar platform). The trainings were delivered at three colleges in the Pacific Mountain Region: Grays Harbor College (23 participants), Centralia College (12 participants), and South Puget Sound Community College (25 participants). Participants included members of the faculty and eLearning staff (see below for a full list of participants). Of the faculty who participated, a wide range of academic disciplines and technical fields were represented, including:

Adult Basic Education	Developmental Education	Industrial Control Systems
Anthropology	Early Childhood Education	Technology
Art/Art History	Engineering	Mathematics
Biology	English	Nursing
Business/Sales	ESL	Office Technology
Sociology	Forensic Science	Psychology
Computer Aided Design	Geomatics/Land Surveying	Vocational
Computer Information Systems		Welding

The training was organized around a wiki website “Web 101” (www.web101.wikispaces.com) that contained the full curriculum and was made available to participants prior to the training. The content of the training focused on how eLearning fits into the present educational system, with a particular emphasis on the opportunities that are available as a result of the revolution in digital technologies presently underway. Elearning is uniquely poised to offer pedagogical methodologies that accord better with current workplace demands than many traditional teaching models do. Chief among the skills that eLearning emphasizes is the ability of students to be independent learners who are able to communicate in a dynamic and interconnected world where challenges require initiative, flexibility of thought, and resourcefulness. Thus, the primary focus of the trainings was to introduce faculty to the emerging technologies on the web that support such innovative learning environments.

The emergent technologies fall into two basic categories: *content hosts* (such as YouTube, Flickr, and Scribd, where instructors can store content), and *content platforms* (such as wikis, blogs, and learning management systems, where instructors can embed content stored at a host). Faculty were provided with basic instruction about the relationship between content hosts and content platforms, and examples were given of each, including a demonstration of what an introductory course would look like implemented as a wiki (WikiSpaces), as a blog (Drupal), and as an LMS (Angel). Faculty were then invited to create their own

introductory curriculum as a project in a shared workspace on the Angel platform (eLearning Bootcamp Group). The Angel group, as well as the “Web 101” website, will continue to be accessible to faculty in the future as they develop their skills and explore new tools and concepts.

Stage 1: Summary of Outcomes

As a follow up to the training, a survey was distributed (via Survey Monkey) including 10 questions about the participants’ experience in the Bootcamp. At the time of this report, 43% of the participants had responded to the survey. The following are some of the outcomes from the eLearning Bootcamp trainings (see Survey Results section for details):

- 92% of the participants report that they are “better equipped to provide innovative content for students” in their online courses, and would recommend the training to “any faculty member who is considering online instruction.”
- 92% report that they gained important practical experience by having the second day of the Bootcamp online.
- 67% report that they are now comfortable with the basic functions of the Elluminate webinar platform.
- 65% report that they are now comfortable with the basic functions of the Angel LMS.

Conclusion: these data suggest that significant progress was made in helping faculty master the use of content platforms.

Stage 1: Challenges

With respect to challenges that hinder faculty from creating online content, the biggest factor was time:

- Roughly 67% reported that they lacked adequate time “to explore web resources and develop curriculum.”
- A slightly smaller number (54%) report that they lacked sufficient “familiarity with web tools (such as YouTube, Flickr, and Scribd).”
- Exactly a third reported that familiarity with a platform (i.e., wiki, blog or LMS) was still a barrier.
- Slightly less than a third also reported that the inability to load software on their machine was a barrier.

Conclusion: these data suggest that faculty need extra support exploring web resources that would be helpful in developing curriculum. One way to achieve this would be to collect resources and distribute them to faculty via a weekly digest.

Stage 2: Planning

With respect to the proposed activities in Stage 2:

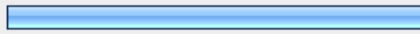
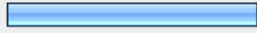


- 74% of the participants reported that they “would like to participate in on-going eLearning workshops in Elluminate.”
- 62% reported that they would benefit from consultation with a peer technical advisor.

Conclusion: these data suggest that the creation of opportunities for on-going training via Elluminate may be more effective than recruitment of PTAs. This could take the form of a weekly workshop in Elluminate on topics concerning eLearning attended by faculty from colleges in the Pacific Mountain Region, supplemented by a weekly digest of web resources sent to faculty by email.


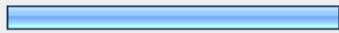



Survey Results

Item 1 of the survey collected information about college affiliation (reported above). Item 2 collected information about the academic discipline or technical field of the participants (reported above). The following are the remainder of the items in the survey:



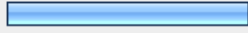
Survey item 3: "As a result of this training, I am better equipped to provide innovative content for students in my online courses."

strongly agree		57.7%	15
agree		34.8%	9
somewhat agree		3.8%	1
somewhat disagree		0.0%	0
disagree		3.8%	1
strongly disagree		0.0%	0
answered question			26

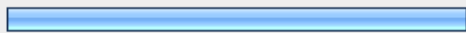
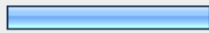

Survey item 4: "I am comfortable with the basic functions of the Angel Learning Management System such as creating content, ordering elements in a classroom, and embedding objects."

strongly agree		19.2%	5
agree		46.2%	12
somewhat agree		26.9%	7
somewhat disagree		0.0%	0
disagree		3.8%	1
strongly disagree		3.8%	1
answered question			26

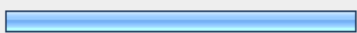
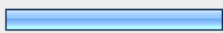

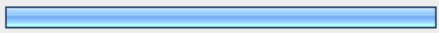


Survey item 5: "I am comfortable with the basic functions of the Elluminate webinar platform such as participating in a discussion, working with peers in a breakout room, and using the whiteboard."

strongly agree		8.3%	2
agree		58.3%	14
somewhat agree		33.3%	8
somewhat disagree		0.0%	0
disagree		0.0%	0
strongly disagree		0.0%	0
answered question			24


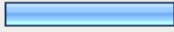
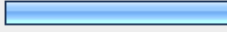

Survey item 6: "It was helpful for me to have the second day of the bootcamp online because I gained important practical experience."

strongly agree		64.0%	16
agree		28.0%	7
somewhat agree		8.0%	2
somewhat disagree		0.0%	0
disagree		0.0%	0
strongly disagree		0.0%	0
answered question			25

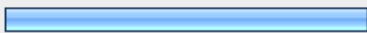
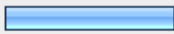


Survey item 7: What are the biggest challenges that you still have with respect to producing content for your online course(s)? (You can choose more than one answer.)

familiarity with web tools (YouTube, Flickr, Scribd, etc.)		54.2%	13
familiarity with LMS or CMS (Angel, Blackboard, Drupal, etc.)		33.3%	8
admin rights on my computer (required to install software)		29.2%	7
time to explore web resources and develop curriculum		66.7%	16
access to the internet (blocked by firewall or filters)		4.2%	1
Show replies Other (please specify)		8.3%	2
answered question			24


Survey item 8: "I would benefit from individual consultation with someone from my discipline who has significant experience teaching in an online environment."

strongly agree		34.6%	9
agree		23.1%	6
somewhat agree		30.8%	8
somewhat disagree		11.5%	3
disagree		0.0%	0
strongly disagree		0.0%	0
answered question			26

Survey item 9: "I would like to participate in an on-going eLearning workshops in Elluminate comprised of faculty from the regional colleges (CC, GHC, SPSCC)."

strongly agree		50.0%	13
agree		23.1%	6
somewhat agree		19.2%	5
somewhat disagree		7.7%	2
disagree		0.0%	0
strongly disagree		0.0%	0
Show replies If so, what daytime would work best for you?			13
answered question			26

Survey item 10: "I would recommend this training to any faculty member who is considering online instruction."

strongly agree		84.6%	22
agree		7.7%	2
somewhat agree		3.8%	1
somewhat disagree		0.0%	0
disagree		0.0%	0
strongly disagree		3.8%	1
Show replies Additional comments.			15
answered question			26

eLearning Bootcamp Participants

	Name	College	Email
1	Marilyn Adair	SPSCC	madair@spscc.ctc.edu
2	Sarah Aiken	GHC	saiken@ghc.edu
3	Ann Alves	CC	aalves@centralia.edu
4	Mike Baran	SPSCC	mbaran@spscc.ctc.edu
5	Jennifer Barber	GHC	jbarber@ghc.edu
6	Kathy Barker	GHC	kbarker@ghc.edu
7	Jennifer Berney	SPSCC	jberney@spscc.ctc.edu
8	Carol Brown	SPSCC	cbrown@spscc.ctc.edu
9	Carol Brown	CC	cbrown@centralia.edu
10	Eudora Carlson	CC	ecarlson@centralia.edu
11	Diane Carter	GHC	dcarter@ghc.edu
12	Leon Chickering	SPSCC	lchickering@spscc.ctc.edu
13	Kathryn Clancy	SPSCC	kclancy@spscc.ctc.edu
14	John Clary	GHC	jclary@ghc.edu
15	Ron Deaton	GHC	rdeaton@ghc.edu
16	Allison DeBoer	GHC	adeboer@ghc.edu
17	Erica Dixon	SPSCC	edixon@spscc.ctc.edu
18	Diane Doss	SPSCC	DDoss@spscc.ctc.edu
19	Linda Foss	CC	lfoss@centralia.edu
20	Kathryn Fulton	SPSCC	kfulton@spscc.ctc.edu
21	Pauline Geraci	GHC	pgeraci@ghc.edu
22	Fred Hennige	GHC	fhennige@ghc.edu
23	Corrie Hightower	GHC	chightower@ghc.edu
24	Angela Holley	SPSCC	aholley@spscc.ctc.edu
25	Mohammad Ibrahim	GHC	mibrahim@ghc.edu
26	Doug Jones	GHC	djones@ghc.edu
27	John Lauritzen	SPSCC	noemail@spscc.ctc.edu
28	Sandy Lloyd	GHC	slloyd@ghc.edu
29	Andrea Long	SPSCC	along@spscc.ctc.edu
30	Atara Macnamara	CC	amacnamara@centralia.edu
31	Mary McClain	CC	mmclain@centralia.edu
32	Dennis McGaffick	SPSCC	dmcgaffick@spscc.ctc.edu
33	Warren McLeod	SPSCC	wmcleod@spscc.ctc.edu
34	Darrellyn Miller	GHC	dmiller@ghc.edu
35	Gary Murrell	GHC	gmurrell@ghc.edu
36	Ruby Nagelkerke	CC	rnagelkerke@centralia.edu
37	George Neal	SPSCC	gneal@spscc.ctc.edu
38	Patricia Nobach	CC	pnobach@centralia.edu
39	Carol O'Neal	GHC	conéal@ghc.edu
40	Nola Ormrod	CC	normrod@centralia.edu
41	Caprice Paduano	SPSCC	cpaduano@spscc.ctc.edu
42	Gloria Perkins	CC	gperkins@centralia.edu

43	Chris	Portmann	GHC	cportman@ghc.edu
44	Julie	Priday	CC	jpriday@centralia.edu
45	Ellen	Reich	SPSCC	ereich@spscc.ctc.edu
46	Donna	Ricca	SPSCC	dricca@spscc.ctc.edu
47	Marnie	Riedle	GHC	mriedle@ghc.edu
48	Randy	Riness	SPSCC	rriness@spscc.ctc.edu
49	Adrienne	Roush	GHC	aroush@ghc.edu
50	Lynette	Rushton	SPSCC	lrushton@spscc.ctc.edu
51	Scott	Saunders	SPSCC	ssaunders@spscc.ctc.edu
52	David	Sperry	SPSCC	dsperry@spscc.ctc.edu
53	Jane	Stone	SPSCC	jstone@spscc.ctc.edu
54	Debbie	Teed	SPSCC	dteed@spscc.ctc.edu
55	Margaret	Thomas	SPSCC	mthomas@spscc.ctc.edu
56	Monica	Todd	GHC	mtodd@ghc.edu
57	Cesar	Villasana	SPSCC	cvillasana@spscc.ctc.edu
58	Jane	Wilson	GHC	jwilson@ghc.edu
59	Shiloh	Winsor	GHC	swinsor@ghc.edu
60	Mark	Zerr	GHC	mzerr@ghc.edu

Rick McKinnon, Ph.D.

eLearning Coordinator

South Puget Sound Community College

2011 Mottman Rd SW

Olympia, WA 98512

rmckinnon@spscc.ctc.edu