

**Center for
Academic
Excellence**

Dalton State College
A Division of the Office of
Academic Affairs

**Special points of
Interest in this Issue**

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Journal for Academic Excellence

Special Online Education Edition: D2L is Coming—No, It's Here!

For the past several years, instructors at Dalton State who wanted to teach online or hybrid courses or who wanted an online adjunct for their traditional classes have been using Georgia View, a Blackboard product provided by the University System of Georgia.

Other institutions utilize the same basic platform but often use a different name for it. For example, students and faculty at the University of Georgia use eLearning Commons, which has

the identical look and functionality to what we use here.

Opinions vary on the value, appearance, and available tools on Georgia View, but soon those discussions will become moot because Dalton State College will begin using Desire2Learn, or D2L, in January.

Change is usually uncomfortable, and for most of us, changing our classes, whether traditional, hybrid, or online, to a different learning management system (LMS) takes some effort and energy.

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Is Teaching Online and Hybrid Classes for You?



*Dr. Andy Meyer
Assistant Vice President of
Academic Affairs*

The Online Education Committee (listed on page 7) has been working hard over the last two years to develop standards and best practices for Dalton State's future in online and hybrid learning. Despite

the popularity of this method of teaching, many very good college instructors have shied away from it, not because of a form of Ludditism but because they were not sure it was right for them or how to get started.

The best way to get started with online education is to start using a learning management system, such as GeorgiaView or the soon-to-come Desire2Learn, within your traditional class. It helps the students to be more self-directed and saves on paper, for starters. Then a traditional class can be modified to a hybrid

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IS ONLINE RIGHT FOR YOU, continued from page 1

delivery, also called “blended delivery.” This methodology allows for increasingly popular flipped classrooms and is popular for certain types of content-heavy classes. Typically in a hybrid class, the students and faculty meet about 50% of the time.

To facilitate your education in blended learning and to help you see if it’s right for you, the University of Central Florida (UCF) announces the second offering of its popular MOOC (massive open online course) for blended learning faculty and designers: BlendKit2012.

Based around the open-licensed BlendKit Course instructional materials contained within the <http://blended.online.ucf.edu/blendkit-course/> web site, BlendKit2012 will run as a five-week cohort (from Monday, September 24 to Monday, October 29, 2012) facilitated by UCF’s Dr. Kelvin Thompson and Dr. Linda Futch.

The goal of BlendKit2012 is to provide assistance in designing and developing your blended learning course via a consideration of key issues related to blended learning and practical step-by-step guidance in helping you produce actual materials for your blended course (i.e., from design documents through creating content pages to peer review feedback at your own institution).

Unlike many traditional courses, registrants are encouraged to select the course components they find relevant as they participate at one of several engagement levels (i.e., completer, participant, auditor). Course components include regular communications from facilitators, weekly readings, hands-on tasks, a variety of real time and asynchronous interaction opportunities, and weekly webinars with experienced blended learning instructors.

Completers of BlendKit2012 receive a certificate and a badge to use for verification of completion, and even better, **registration is free of charge.**

DESIRE2LEARN, continued from page 1

However, change is often inevitable, so it is time to begin thinking about your involvement with D2L. Keep reading this newsletter for more information on training and help with D2L.

The first question you may have about D2L is “Can I look at it now?” Yes. Log in to daltonstate2.view.usg.edu

Your login information will be your username for MyDaltonState and your **six-digit birthdate**.

If you have used GeorgiaView before, you will then see a very different interface from what you are used to. To be honest, your first response might be “Oh, no!” or something stronger. It is at this point where you will need to explore. Give yourself some time to do so.

Some differences you might notice is that your classes are listed on the right rather than on the middle of your home page. When you click on a class, you will see that the course content (such as folders and files) are on the left side of the screen rather than in the middle.

Terminology is different. As opposed to folders a key word is “modules.” The modules are subdivided into lower-case Roman numerals instead of subfolders. The word “widgets” refers to tools.

But the good news outweighs the dismay you may feel on first sight. D2L offers much more to the instructor and thus to the student. And to get started, there is a self-paced tutorial available on your homepage in D2L. You can do all of it at once or on an as-needed basis. For example, if you don’t plan to use the test/quiz tool, you can skip that.

Furthermore, D2L contains much more robust “analytics,” or ways to gather statistical information on student behavior and success. This function will be very helpful to individual instructors and to the college as a whole.

The Online Education Committee encourages you to go ahead and get started with looking around in D2L. Even more, please plan to attend the training provided by ETC in October and November. This information is listed on page 3. ETC will be happy to help you in any way as we transition to this new platform. ■

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Tuesday, September 4
Clicker Use in the
Classroom
1:40 to 2:55
ETC
Brown Center 303

Thursday, September 13
Apps for Higher Education
12:15 to 1:30
Library Wireless Classroom

Wednesday, September 26
MovieMaker
12:15 to 1:30
ETC
Brown Center 303

Wednesday, October 3
Easy Bibliography
12:15 to 1:30
Library Wireless Classroom

Thursday, October 11
Desire2Learn Basic Use
12:15 to 1:30
ETC
Brown Center 303

Wednesday, October 17
Mini-Lecture Capture
3:05 to 4:20
ETC
Brown Center 303

Monday, October 22
Desire2Learn Basic Use
1:40 to 2:55
ETC
Brown Center 303

Tuesday, October 30
Desire2Learn Basic Use
3:05 to 4:20
ETC
Brown Center 303

Friday, November 2
ZEN Presentations
1:00 to 2:00
ETC
Brown Center 303

Wednesday, November 7
Lib Guides
1:40 to 2:55
Library Wireless Classroom

Friday, November 9
Video Conferencing
With Wimba
1:00 to 3:00
ETC
Brown Center Third Floor

Tuesday, November 13
Desire2Learn Basic Use
12:15 to 1:30
ETC
Brown Center 303

Thursday, November 15
Embedded Librarian
1:40 to 2:55
Library Wireless Classroom

Thursday, December 6
Desire2Learn Basic Use
3:00
ETC
Brown Center 303

PLEASE REGISTER FOR THESE SESSIONS AT

<http://www.daltonstate.edu/center-for-academic-excellence/index.html>

THE APPROVAL PROCESS FOR NEW ONLINE AND HYBRID COURSES

If you are wondering “Why this newsletter, why now?” the answer is simple: The Spring 2013 schedule is due mid-month. If you have decided that one of your courses should or could be offered as a hybrid or online, you need to know

- The approval process
- The technology
- The best practices in teaching and developing online courses

To that purpose, this newsletter is informing you of the training in D2L and other technologies.

However, you need to know that there is a multi-step process for developing your new online or hybrid course.

If you decide that you want to develop an online or hybrid course but believe you need more time, the same basic timeline will apply for Fall 2013.

First, a little terminology. Online courses typically involve no face-to-face meetings, although the instructor may arrange for a final exam that is proctored or given by the instructor personally.

Hybrid courses are defined as courses that meet face-to-face at least 50% of the traditional time. Most hybrid courses meet once a week for 75 minutes instead of twice a week. However, the instructor can arrange for a different schedule if it is understood by the students; for example, the class could meet traditionally for two weeks normally, then “online” for two weeks, then traditionally for two weeks, etc.

Online courses are frequently called “blended” courses.

The approval process is as follows:

Step 1: Chair/dean approval to develop a course before Sept. 14

Step 2: Self-paced D2L training:

Go to <http://daltonstate2.view.usg.edu>

Log in with your MyDSC username. Password is your 6-digit date of birth.

The training course is in the “My Courses” box on the far right

Step 3: Attend D2L training on October 11 or arrange for an appointment with ETC (other training will be available for those who want to delay the development of an online course until Fall 2013 and for those already familiar with online and blended learning)

Step 4: Meet and begin working with a mentor

(Roster of mentors to be determined. These persons will be faculty with experience in successful online and hybrid teaching)

Step 5: Create the course

Step 6: Peer review (by two peers who also teach online/hybrid courses and with ETC personnel as a third if needed, using rubric on page 8, early November)

Step 7: Meet with ETC staff about results of peer review during November

Step 8: Implement changes, if any

Step 9: Chair/dean reviews course six weeks before delivery

Step 10: Teach course with mentor and ETC available for help



This is the logo for Desire2Learn, the learning management system Dalton State will begin using (in place of GeorgiaView) in January. If you already use GeorgiaView, you can check it out at daltonstate2.view.usg.edu. If you are not a user of GeorgiaView, please attend the training sessions listed on page 3.

What Goes into a Good Hybrid/Online Class? The Standard Components

During the 2011-2012 Academic Year, the Online Education Committee developed the following list of elements that are considered **standard** and **expected** in online and hybrid courses at Dalton State. It was approved by the Academic Council in November 2011.

- A. Suggested homepage design (based on the recommendations of each school or department) providing easier navigation for the students
- B. Directions for navigating the course
- C. Syllabus
 - 1. Textbook
 - 2. Instructor's introduction and office hours
 - 3. Course expectations and objectives
 - 4. Learning outcomes
 - 5. Evaluation components or requirements and grading scheme
 - 6. Course schedule
 - 7. Campus-wide required information about disability, withdrawal, and workforce
- D. Welcome message by the instructor, (also given prior to the start of the semester), giving information about the difference between regular and online classes
- E. Instructional materials, which might include:
 - 1. Lecture notes (in written, audio, or video forms)
 - 2. PowerPoint presentations
 - 3. Handouts
 - 4. Study guides (exercise questions)
- F. Assessment opportunities for measuring learning objectives such as:
 - 1. online tests
 - 2. in-class (or proctored) tests
 - 3. online class discussions
 - 4. Class projects (e.g. written papers, audio, or video presentations)



Technology training at Dalton State College is provided by the capable members of the Educational Technology Center, house on the third floor of the Brown Center. Many campus constituents are unaware of ETC's vital work.

ETC's Mission Statement

The Dalton Educational Technology Center works to provide professional learning, consulting, and service for Georgia educators P-16 to promote the appropriate use of technology in support of teaching, learning, and leadership.

ETC'S Work

As Instructional Technologists the staff of ETC designs professional development workshops for P-16 faculty focusing on the implementation of selected technology tools with specific content or standards. Follow-up support in the classroom or additional training may occur as needed. Its goal is to enable each P-16 faculty member to become self-sufficient in utilizing the technology in instruction that is currently available to them. However, beyond that goal is the hope that they become confident in exploring beyond their current abilities to develop new strategies and discover new technologies.

ETC also provides support for individuals by request on campus such as clicker (student response system) instruction and implementation, video editing, software implementation, and online or hybrid course development.

In the words of Judy McEntyre, Director of the Educational Technology Center, "In reference to the specialization, we tend to work together on the projects or development of training rather than specific tasks. Our role has been that if a request is issued and if we do not know the device, product, or task, we sit down and learn it and redeliver it as soon as possible, depending on whichever one of us is available."

ETC is providing several workshops this semester on Desire2Learn and other products. Refer to page 3 and to <http://www.daltonstate.edu/center-for-academic-excellence/index.html> for more information and for registration.

Meet the Online Education Committee



Melissa Whitesell



Sunny Park



Cynthia Fisher



Hassan El-Najjar



Jenny Crisp



Marge Shirilla



Andy Meyer



Barbara Tucker



Gina Kertullis-Tartar



Andrea Roberson



Sylvia King



Pat Horton



Tom Gonzalez



David Brown

Assessing an Online/Hybrid Course: The Rubric

Component	In Progress	Basic	Proficient
Standard Design	Missing/incomplete	Contains all the standard components Meets ADA requirements	
Navigation of course	Missing/incomplete	Utilizes one medium for explaining course navigation (written, video, oral)	Utilizes two media for explaining course navigation (written, video, oral)
Syllabus	Missing one of the syllabus elements listed on standard components	Contains all syllabus elements listed on standard components	Contains all syllabus elements listed on standard components AND some interactivity/navigational aid AND/OR uses two methods for accessing the syllabus.
Welcome Message from Instructor	Missing	Instructor welcomes students before class through one method (email) AND does explain difference between online and traditional classroom*	Instructor welcomes students through two or more formats (email, video, downloads, audio)
Course Instructional Materials	Insufficient, especially for the first month of the course	All or almost all of the course materials for the semester present in one accessible format	All or almost all of the course materials for the semester present in two or more accessible formats
Assessment	No methods of assessment OR only one method of assessment OR assessment methods not explained clearly	Assessment done through at least two methods (written work, tests, discussion board, homework, etc.) AND explained clearly **	Assessment done through at least two methods and one or more of the following: *Options for peer- and/or self-assessment *Distinction between formative and summative assessment *Model Assignments *Rubrics

*It is suggested that instructors clarify copyright or fair use issues with students in regard to the course.

**The criterion does not apply to hybrid sections, in which assessment might be conducted face-to-face; however, hybrid courses should also include at least two different types of assessment methods.

Editor's Column: Change, Stress, and Survival



You've heard them all your life—observations about change:

"The more things change, the more they stay the same."

"Having a baby changes everything."

"Resistance is futile."

In looking at the website <http://www.quotationspage.com>, I found some more:

"Middle age is when your broad mind and narrow waist begin to change places." (E. Joseph Crossman, whoever he is).

"The truth does not change according to our ability to stomach it." (Flannery O'Connor, of course—not one to suffer fools).

"What's the use of a good quotation if you can't change it?" (Doctor Who, not a real person).

"The great thing about television is that if something important happens anywhere in the world, day or night, you can always change the channel." (None other than the television show, *Taxi*).

And my favorite for the day, by the scholar Havelock Ellis, "What we call 'progress' is the exchange of one nuisance for another."

OK, I'll stop with the quotations. But sometimes I think Havelock Ellis was on to something, especially when faced with the onslaught of a new technology. The old saw, "If ain't broke, why fix it?" is easy to fall back on, especially when the new technology products, platforms, and processes are coming upon us faster than we can handle.

Such was my attitude about D2L (see page 1 and 2). My first response was, "This print is too small." Secondly, "Why isn't the course content in the middle of the page?" My third was, "This is going to freak out my

students." My fourth was, "Why can't all these products and platforms use the same terminology? My head is going to explode."

Until today. To prepare this column and this newsletter, I started investigating D2L and watched (some of) the tutorials. I am pretty intuitive, so I played around in it. And I learned it's not so bad, just different. In fact, I may just decide, very soon, that it's better than what I'm accustomed to, and that especially for hybrid and online delivery, more amenable to students.

So, am I just succumbing to the Borg's famous line from *Star Trek: The Next Generation*, "Resistance is futile?"

Maybe.

I am currently taking a doctoral course at UGA in leading organizational change. This week we read about concerns people have about change, and the theory breaks those concerns into levels: unawareness; information; personal; management; impact (on others); collaboration; and refocusing. Without going into the ins and outs of the theory, I would have to conclude we are all at the information and personal levels of concerns about change right now—the "what?" and "what's in it for me?"

I can't answer the second but this newsletter will give you lots of information about the "what?" and how you can find out more. I would be the first to say that our college seems to be in a whirlwind (or whirlpool?) of change right now, with new programs, new regulations, SACS coming, new policies, new structure, and new assessment procedures, just to name a few. However, I believe if you follow the links in this special edition of the journal and attend the training, you will feel less like Havelock Ellis and more like H.D. Thoreau, "Things do not change; we change." ■

Journal Submission Guidelines and Editorial Policies

1. Faculty members (and professional staff) may submit the following:
 - Book reviews on scholarly works on higher education administration or issues, college teaching, or adult learning published within the last two calendar years.
 - Scholarship of Teaching and Learning research. This is defined as a study in which an activity, strategy, approach, or method that reflects best practices or evidence-based research is tried in the classroom. The faculty member sets up an intervention, executes it, and assesses the impact, employing quantitative or qualitative methods.
 - Literature review that synthesizes, in a relevant and interesting way, the evidence, theory, and/or research on a particular aspect of higher education, college teaching, adult learning, brain research, etc. Professional staff could write about issues in student services or advising, for example.
 - Essay of personal reflection of a classroom incident or phenomenon with an evidence- or theory-based approach to interpreting the incident or phenomenon.
2. Style Sheet
 - Submissions should be in APA VI format; Times New Roman 12 pt. font. Use APA guidelines in terms of margins. The writer should try to preserve his or her anonymity as much as possible. Obviously, the discipline will narrow down the writer's identity in many cases. The editor will redact the name of the writer from the document's title page before sending to reviewers.
3. Review Process
 - The submissions will be peer reviewed by three faculty members, whose identity will be known only to editor and not to each other. One member of the review committee will be a faculty member in the general discipline represented in the article, one will be a faculty member with an advanced degree in education, and one will be drawn from the advisory committee or other volunteer reviewers.
 - Articles will be returned to the writers in a timely manner with an indication of rejection; conditional acceptance (revise and re-submit, with suggestions for doing so), and accepted (possibly with request to edit or make minor changes). A rubric will be used for assessing the articles. It will be available to potential submitters upon request. If none of the members approves the article, it will be rejected. If one of the members approves the article, it will be considered a conditional acceptance. If two approve it, it will be returned for the necessary editions and published when finished. If three approve it, it will be published as is or with minor corrections.)
4. Submissions should be sent as Word files to btucker@daltonstate.edu
5. Published articles will appear in the *Journal for Academic Excellence*, which will be available on the Center for Academic Excellence's website and thus accessible by Internet searches.

If you would like to receive the rubric that will be used by the reviewers to assess the articles, please request one from Barbara Tucker.