

Academic Year 2007-2008

DISTANCE EDUCATION

ANNUAL REPORT

[BERKELEY CITY COLLEGE]

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Berkeley City College: Our Mission, Values and Vision

Our Mission

Berkeley City College's mission is to promote student success, to provide our diverse community with educational opportunities, and to transform lives.

Adopted by the Peralta Community College District Board of Trustees April 12, 2005

Our Values

A Focus on Academic Excellence and Student Learning.

We value our students' varied educational and experiential backgrounds and learning styles as well as educational objectives.

Strategic Intention: Berkeley City College faculty use teaching and learning strategies that respond to the many different needs of Berkeley City College students. Berkeley City College's scheduling and delivery methods are responsive to students' needs for access, convenience, and different learning styles.

A Commitment to Multiculturalism and Diversity.

We value diversity, which fosters appreciation of others, depth of understanding, insight, empathy, innovation, and creativity, characteristics our institution seeks in its students, faculty and staff.

Strategic Intention: Berkeley City College provides students with an environment that supports diversity in learning and self-expression, and with a curriculum supportive of multiculturalism. Berkeley City College hires faculty and staff that reflect the diversity of its communities and students.

A Commitment to Preparing Students for Citizenship in a Diverse and Complex Changing Global Society.

We value the fact that students live and work in an increasingly complex society and world.

Strategic Intention: Berkeley City College faculty members prepare students with learning experiences that help them develop cultural and global perspectives and understanding.

A Commitment to a Quality and a Collegial Workplace.

We value the high quality that characterizes everything we do.

Strategic Intention: The college implements review and improvement processes that constantly improves quality. The college develops leadership skills and

respectful, close ties among all employee groups continuously improving the institution.

The Importance of Innovation and Flexibility.

We value innovation because it encourages our students to question the typical and expand their thinking in a flexible manner that allows them to understand life’s dynamic potential.

Strategic Intention: We celebrate the maverick attitude which challenges conventional ways of viewing life.

Our Vision

Berkeley City College is a premier, diverse student-centered learning community, dedicated to academic excellence, collaboration, innovation, and transformation.

Berkeley City College Illuminates!

General Overview

The Distance Education Group at Berkeley City College understands that when we decide to use instructional technology in a particular area, it is important to carefully examine why we want to implement this technology and to clearly identify what goal we are trying to achieve. It is important to have a good understanding of each particular instructional technology tool and to pay careful attention to the feedback students offer us. As Hart says:

“In the same way that good classroom teaching uses a variety of techniques to maintain interest and to cater for different student approaches to learning, so too does a good online teaching space require a variety of approaches. A classroom teacher develops teaching strategies both through training and experience. The development of online teaching spaces comes through knowledge of what the technology can do and experience in how students and teachers react most positively to the technology.”

(Hart, Graeme, "Creating an online teaching space". Australian Journal of Educational Technology, 1996, 12(2), 79-93.)

In this context, eBCC is available for in-depth consultations to help instructors to plan their online classes, choose appropriate technologies and discuss the pedagogical and logistical implications of using the web for teaching.

Berkeley City College is at beginning stage of developing its distance learning program. We are offering, in Spring 2008, 22 distance education courses, of which 19 use hybrid methodologies and 3 are completely online. Furthermore, 26 face-to-face courses use the college Learning Management System (Moodle). These classes use computer-mediated communication to enhance and expand the classroom educational experience. Before the academic year 2007-2008, BCC only offered 3 or 4 online classes per semester. In Summer and Fall of 2008, BCC is planning to offer completely online classes in the areas of Art, CIS, Economics, English, Geography, History, Humanities, Music, Mexican-Latin American Studies, Philosophy, Political Sciences, Spanish and Woman Studies (a total of 24 courses). These classes are in addition to the 26 predominantly hybrid classes already in the schedule for that semester.

BCC already offers basic counseling services online and by phone, as well as library services such as access to databases and reference assistance. The DE Group also offers personal training and several workshops each semester for instructors, and open labs for students, faculty and staff. There is personal assistance available to students and faculty 5 days a week (Monday to Friday) by phone or email.

Vision Statement for the Distance Education Group at Berkeley City College

Our Distance Education Group, *eBerkeley City College (eBCC)*, is a virtual community of students, faculty and staff, dedicated to supporting the effective integration of instructional technology in teaching at Berkeley City College.

The DE Group serves our faculty with the implementation of instructional technology in their online, hybrid and face-to-face classes and also serves our student population. With a significant number of students with full time jobs, family responsibilities and economic disadvantages, online education is an attractive and useful tool because of the flexible schedule online classes can offer, and because of the ease and economical advantage of remote access.

There is a clear demand for such courses at Berkeley City College. BCC has introduced a new degree and transfer option, the Weekend College. In the new Friday, Saturday and Online Transfer College, most of our online classes meet on weekends for only an hour, and the rest of the college work is completed online. Classes packaged in the program are specially designed for a busy lifestyle and counselors are actively helping students to develop an education plan that allows them to finish their associate degree in two years.

Our online transfer college is a combination online, hybrid and in-class program which allows students to complete university-transferable classes by doing most of their class work online. The amount of time student must spend for each class varies. In a three-unit class, students plan to spend about nine hours a week engaged in online projects and studying for class. If students do not have a computer at home, they can use Berkeley City College computer labs to complete their online work.

Students are encourage to

- work independently with a minimum amount of classroom supervision.
- manage their time.
- contact instructors or the DE Group when they need help with the course.
- use the Web to interact and chat with instructors and classmates.
- work on class projects at times that best fit their busy schedule.

Our Weekend and Online Transfer College was developed to let students earn a transferable liberal arts associate degree, or to allow them to finish the University of California's Intersegmental General Education Transfer Curriculum (IGETC) requirements. The program is designed to give them most of the classes they need to transfer to U.C., C.S.U., or a private college. Their scheduled classes for one semester might be:

10-11 a.m. English 1A (Saturday)
11-Noon Political Science 1 (Saturday)
1-2 p.m. Humanities 1 (Saturday)
100% online Spanish 15

Total of 13 units.

Berkeley City College also provides tutoring in English, mathematics, and writing. We are working to develop an extensive tutoring service completely online. We have had mathematics tutoring online since Spring 2008.

Online and Hybrid Classes from Fall 2006 to Fall 2008

Fall 2006:

- 001 Government and Politics in The United States - 3 Units – (On-Line Course)
- 015 Spanish Composition - 3 Units (2 Hours F2f And 3 Hours Lab Time Online)
- 020 Introduction to the Marine Environment - 3 Units – (Hybrid Telecourse, 26 1/2 Hr Tapes).

Spring 2007:

- 015 Spanish Composition - 3 Units – (2 Hours F2f And 3 Hours Lab Time Online.)
- 001 Government and Politics in the United States - 3 Units (On-Line Course)
- 130 Introduction to English Syntax & Grammar - 3 Units – (Hybrid 2 Hours Online)

Fall 2007:

- 015 Spanish Composition 3 Units – (2 Hours F2f And 3 Hours Lab Time Online).
- English 1B Composition and Reading - 4 Units - (Class Meets Every 4th Wednesday)
- 007b History of the United States Since 1865 - 3 Units – (On-Line Course)
- 001 Government and Politics in the United States - 3 Units – (On-Line Course)

In spring 2008 19 online classes were created.

2007-2008 Distance Learning Courses

COURSE NAME & NUMBER	DISTANCE DELIVERY MODE	FIRST OFFERED			CREDIT TYPE	DEVELOPER
		Sm07	F07	S08		
015 SPANISH COMPOSITION / 3 Units	2 hours F2F and 3 hours lab time online. (2-Way I)		√		Trans AA/AS	Dept fac
ENGL 1B Composition and reading / 4 units / 6:00-10:00 p.m. W / V0364	Hybrid, (Class Meets F2F Every 4 th Wednesday) (2-Way I)		√		Trans AA/AS	Dept fac

007B HISTORY OF THE UNITED STATES SINCE 1865 / 3 Units / DESIGNED FOR PACE MAJORS	Online Class (2-Way I)		√		Trans AA/AS	Dept fac
001 GOVERNMENT AND POLITICS IN THE UNITED STATES / 3 Units	Online Class (2-Way I)		√		Trans AA/AS	Dept fac
ART 1 Introduction to Art History / 3 units / 1-2 p.m. S / V0937	(Class Meets Every Saturday) Hybrid class, 1 hour F2F and 2 hours online (2-Way I)			√	Trans AA/AS	Dept fac
ENGL 1A Composition and Reading / 4 units / 10-11 a.m. S / V0972	(Class Meets Every Saturday) Hybrid class, 1 hour F2F and 3 hours online (2-Way I)			√	Trans AA/AS	Dept fac
ENGL 1A Composition and Reading / 4 units / 10-11 a.m. S / V0973	(Class Meets Every Saturday) Hybrid class, 1 hour F2F and 3 hours online (2-Way I)			√	Trans AA/AS	Dept fac
ENGL 1A Composition and Reading / 4 units / 6-10 p.m. W / V0880	(Class Meets Every 4 th Wednesday) Hybrid class, 1 hour F2F and 3 hours online (2-Way I)			√	Trans AA/AS	Dept fac
ENGL 1B Composition and Reading / 4 units / 10-11 a.m. S / V0974	(Class Meets Every Saturday) Hybrid class, 1 hour F2F and 3 hours online (2-Way I)			√	Trans AA/AS	Dept fac
ENGL 1B Composition and Reading / 4 units / 6-10 p.m. W / V0881	(Class Meets Every 4 th Wednesday) Hybrid class, 1 hour F2F and 3 hours online (2-Way I)			√	Trans AA/AS	Dept fac
ENGL 5 Critical Thinking / 3 units / 6:30-9:30 p.m. W / V0883	(Class Meets Every 4 th Wednesday) Hybrid class, 1 hour F2F and 2 hours online (2-Way I)			√	Trans AA/AS	Dept fac
ENGL 5 Critical Thinking in Reading and Writing / 3 units / 10-11 a.m. S / V0975	(Class Meets Every Saturday) Hybrid class, 1 hour F2F and 2 hours online (2-Way I)			√	Trans AA/AS	Dept fac

HIST 7B History of the United States Since 1865 / 3 units / 11 a.m.-Noon S / V0964	(Class Meets Every Saturday) Hybrid class, 1 hour F2F and 2 hours online (2-Way I)			√	Trans AA/AS	Dept fac
HUMAN 1 Introduction to Humanities / 3 units / 1-2 p.m. S / V0856	(Class Meets Every Saturday) Hybrid class, 1 hour F2F and 2 hours online (2-Way I)			√	Trans AA/AS	Dept fac
HUMAN 40 Religions of the World / 3 units / V0858	Online Class (2-Way I)			√	Trans AA/AS	Dept fac
PHIL 1 Introduction to Philosophy / 3 units / 1-2 p.m. S / V0873	(Class Meets Every Saturday) Hybrid class, 1 hour F2F and 2 hours online (2-Way I)			√	Trans AA/AS	Dept fac
POSCI 1 Government and Politics in the United States / 3 units / V0364	Online Class (2-Way I)			√	Trans AA/AS	Dept fac
POSCI 1 Government and Politics in the United States / 3 units / 11 a.m.-Noon. S / V0965	(Class Meets Every Saturday) Hybrid class, 1 hour F2F and 2 hours online (2-Way I)			√	Trans AA/AS	Dept fac
SOC 1 Introduction to Sociology / 3 units / 11 a.m.-Noon S / V0966	(Class Meets Every Saturday) Hybrid class, 1 hour F2F and 2 hours online			√	Trans AA/AS	Dept fac
SPAN 1A Elementary Spanish / 5 units / 5-8 p.m. F / V0941	(Class Meets Every Friday) Hybrid class, 3 hour F2F and 2 hours online (2-Way I)			√	Trans AA/AS	Dept fac
SPAN 1A Elementary Spanish / 5 units / Noon-3 p.m. F / V0875	(Class Meets Every Friday) Hybrid class, 3 hour F2F and 2 hours online (2-Way I)			√	Trans AA/AS	Dept fac
SPAN 2A Intermediate Spanish / 5 Units / 0100-0330pm T / V0690	(Class Meets Every Tuesday) Hybrid class, 2.5 hour F2F and 2.5 hours online (2-Way I)			√	Trans AA/AS	Dept fac

Online Classes, Summer 2008

ECON 1 - PRINCIPLES OF ECONOMICS (MACRO-ECONOMICS)

Class Number: 30550

ONLINE CLASS

HIST 7A - HISTORY OF THE UNITED STATES TO 1877

Class Number: 30810

ONLINE CLASS

POSCI 1 - GOVERNMENT AND POLITICS IN THE UNITED STATES

Class Number: 31116

ONLINE CLASS

Hybrid Classes, Fall 2008

ART 1 - B4 INTRODUCTION TO ART HISTORY

Class Number: 47241

Days & Times: Sa 1:30PM - 2:20PM

Class Notes: Hybrid class- one hour class lecture, and two hours online.

CIS 6 - B1L INTRODUCTION TO COMPUTER PROGRAMMING

Class Number: 42026

Days & Times: TBA

Class Notes: Hybrid class- meets Thurs nights, plus an additional hour of lecture, and three hours of lab online.

ENGL 1A - B13 COMPOSITION AND READING

Days & Times: We 6:00PM - 9:50PM

Class Number: 42794

Class Notes: Hybrid class, meets every 4th Wednesday, beginning 8/20/08; remaining hours online.

ENGL 1A - B16 COMPOSITION AND READING

Days & Times: Sa 11:00AM - 12:50PM

Class Number: 47161

Class Notes: Hybrid class, meets 11-12:50pm every other Saturday, remaining hours online.

ENGL 1B - B5 COMPOSITION AND READING

Days & Times: We 6:00PM - 9:50PM

Class Number: 47163

Class Notes: Hybrid class, meets every 4th Wednesday, 6-9:50pm, beginning 8/27/08; remaining hours online.

ENGL 1B - B6 COMPOSITION AND READING

Days & Times: Sa 11:00AM - 12:50PM

Class Number: 47164

Class Notes: Hybrid class, meets every other Saturday, 11-12:50pm, remaining hours online.

ENGL 5 - CRITICAL THINKING IN READING AND WRITING

Days & Times: Sa 11:00AM - 12:50PM

Class Number: 47164

Class Notes: Hybrid class, meets every other Saturday, 11-12:50pm, remaining hours online.

ENGL 5 - B5 CRITICAL THINKING IN READING AND WRITING

Days & Times: We 6:30PM - 9:20PM

Class Number: 42884

Class Notes: Hybrid class, meets every 4th Wednesday, 6:30-9:20pm, beginning 9/03/08; remaining hours online.

ENGL 5 - B6 CRITICAL THINKING IN READING AND WRITING

Days & Times: Sa 11:00AM - 12:20PM

Class Number: 47165

Class Notes: Hybrid class, meets every other Saturday, 11-12:20pm, remaining hours online.

ENGL 32A - B1 CONTEMPORARY WOMEN WRITERS

Days & Times: Th 6:30PM - 9:20PM

Class Number: 47178

Class Notes: Hybrid class, meets every other Thursday 6:30-9:20pm, beginning 8/28/08; remaining hours online.

ENGL 44A - B1 MASTERPIECES OF WORLD LITERATURE

Days & Times: Th 6:30PM - 9:20PM

Class Number: 47179

Class Notes: Hybrid class, meets every other Thursday 6:30-9:20pm, beginning 8/28/08; remaining hours online.

ENGL 21 - B1 FILM: ART AND COMMUNICATION

Days & Times: Mo 5:30PM - 6:00PM

Class Number: 42908

Class Notes: Hybrid class, meets Monday 5:30-6pm, remaining hours online.

ENGL 21 - B2 FILM: ART AND COMMUNICATION

Days & Times: Th 5:30PM - 6:00PM

Class Number: 42910

Class Notes: Hybrid class, meets Thursday 5:30-6pm, remaining hours online.

HIST 7A - HISTORY OF THE UNITED STATES TO 1877

Days & Times: Sa 9:00AM - 11:50AM

Class Number: 43874

Class Notes: Hybrid class - meets in class every other Sat , beginning 8/23; remaining hours online.

HIST 7B - B4 HISTORY OF THE UNITED STATES SINCE 1865

Days & Times: Fr 1:00PM - 3:50PM

Class Number: 43892

Class Notes: Hybrid class, meets every other Friday, beginning 8/22; remaining hours online.

HUMAN 1 - B2 INTRODUCTION TO HUMANITIES

Days & Times: Sa 1:30PM - 3:20PM

Class Number: 47100

Class Notes: Hybrid class- meets in class every other Sat beginning Aug 30th, remaining hours online.

PHIL 1 - B3 INTRODUCTION TO PHILOSOPHY

Days & Times: Sa 1:30PM - 3:20PM

Class Number: 47098

Class Notes: Hybrid class- meets in class every other Sat beginning Aug 23rd, remaining hours online.

PHYSC 20 - B1 INTRODUCTION TO THE MARINE ENVIRONMENT

Days & Times: Mo 6:00PM - 6:50PM

Class Number: 45482

Class Notes: Designed for PACE majors; 6:00-7:00pm Monday, remaining hours online. – Status: Closed

POSCI 1 - B4 GOVERNMENT AND POLITICS IN THE UNITED STATES

Days & Times: Sa 9:00AM - 10:50AM

Class Number: 47141

Class Notes: Hybrid class, meets Sat 9-10:50am every other week; remaining hours online.

SPAN 1A - B8 ELEMENTARY SPANISH

Days & Times: Fr 5:00PM - 7:50PM

Class Number: 47190

Class Notes: Hybrid class, class meets 5:00-7:50pm Fridays, remaining hours online.

SPAN 1B - B3 ELEMENTARY SPANISH

Days & Times: Fr 12:15PM - 3:05PM

Class Number: 45816

Class Notes: Hybrid class, meets Fridays 12:15-3:05pm, remaining hours online.

Online Classes – Fall 2008

ART 1 - INTRODUCTION TO ART HISTORY

Class Number: 47504

ONLINE CLASS

ART 4 - HISTORY OF MODERN ART (1800 TO PRESENT)

Class Number: 47505

ONLINE CLASS

ECON 2 - PRINCIPLES OF ECONOMICS (MICRO-ECONOMICS)

Class Number: 47097

ONLINE CLASS

ENGL 1A - COMPOSITION AND READING

Class Number: 47508

ONLINE CLASS

ENGL 1B - COMPOSITION AND READING

Class Number: 47509

ONLINE CLASS

ENGL 5 - CRITICAL THINKING IN READING AND WRITING
Class Number: 47510
ONLINE CLASS

ENGL 130 - INTRODUCTION TO ENGL SYNTAX & GRAMMAR
Class Number: 47511 ONLINE CLASS

HIST 7A - HISTORY OF THE UNITED STATES TO 1877
Class Number: 47134
ONLINE CLASS

HUMAN 10 - CREATIVITY IN THEORY AND PRACTICE
Class Number: 47517
ONLINE CLASS

HUMAN 40 - RELIGIONS OF THE WORLD
Class Number: 47503
ONLINE CLASS

HUMAN 48 - PERSONHOOD AND PHILOSOPHY IN AFRICA
Class Number: TBA
ONLINE CLASS

HUMAN 48 - HUMANITY AND VIOLENCE
Class Number: TBA
ONLINE CLASS

M/LAT 30A - SURVEY OF LATIN-AMERICAN FILMS
Class Number: 47515
ONLINE CLASS

M/LAT 30B - SURVEY OF LATIN-AMERICAN FILMS
Class Number: 47516
ONLINE CLASS

M/LAT 48 - RURAL CULTURE AND AGRICULTURE IN LATIN AMERICA
Class Number: TBA
ONLINE CLASS

MUSIC 15A - JAZZ, BLUES AND POPULAR MUSIC IN THE AMER. CULTURE
Class Number: 47514
ONLINE CLASS

MUSIC 15B - JAZZ, BLUES AND POPULAR MUSIC IN THE AMER. CULTURE

Class Number: 47502

ONLINE CLASS

PHIL 16 - BUDDHIST PHILOSOPHY

Class Number: 45356

ONLINE CLASS

POSCI 1 - GOVERNMENT AND POLITICS IN THE UNITED STATES

Class Number: 47142

ONLINE CLASS

SPAN 15 - SPANISH COMPOSITION

Class Number: 47518

ONLINE CLASS

SPAN 38 - LATIN AMERICAN LITERATURE

Class Number: 47519

ONLINE CLASS

SPAN 40 - HISPANIC CIVILIZATION AND CULTURE

Class Number: 47520

ONLINE CLASS

TRAV 73 - OPENING A TRAVEL COMPANY

Class Number: 47107

ONLINE CLASS

WS 1 - INTRODUCTION TO WOMEN'S STUDIES

Class Number: 47521

ONLINE CLASS

Internal and External Scan: Evaluation of Conditions

(from the Chuck McIntyre Report, 2008)

Distance Learning

(from "Findings and Conclusions" p. 11-12)

Use of broadcast and interactive TV in California community colleges is declining while online instruction is growing rapidly - up by 371% since 2000 while traditional face-to-face (FTF) instruction has increased by just 2%. The average California community college delivers 6% of its instruction online; PCCD delivers 26 FTES (<1%) this way and if it were to move just to the statewide average would need to enroll about 1,100 FTES online. Arguably, given their locations, PCCD colleges should deliver more by this medium.

To reduce student transportation (high in the East Bay) and become more competitive (the East Bay has many PSE options, among them many virtual), PCCD should increase its online delivery - just under two dozen online courses in its Spring 2008 catalog -preferably using the hybrid model where online classes include an FTF component with the requisite TLC for struggling students and the opportunity to chat with faculty and join a community of student colleagues exists.

There are several options for the online platform, ranging from "outsourcing," with, say, Blackboard to use of eCollege to use of an open source approach like Sakai, Moodle or other of those available "free of charge." The latter option has the advantage of requiring PCCD colleges to develop in-house expertise, rather than relying on an outside agent. And since PCCD would be "starting from scratch," it has alternatives for organizing online instruction that range from the centralized, Open College, approach (like Riverside CCD) to the decentralized college by college approach. The latter could have college staff (faculty with released time) managing online courses under the auspices of local departments, all coordinated by some key and skilled district staff with facility (hardware, software, training, etc.) where economies-of-scale dictate. Many community colleges have restricted their online efforts to general education, to the exclusion of vocational or workforce skills, but the online method can be spread across the entire curriculum, even to fundamental or basic skills classes - a tricky, but not impossible task. As students gain language and computational literacy, they need to gain information technology literacy.

Internal Scan: Evaluation of Conditions at PCCD Colleges (p.14-16)

The increase in online, Internet instruction is dramatic: seven of every ten new FTES since 2000-01 have come via online courses, just three from the traditional face-to-face pedagogy. Interestingly, other distance learning modes have declined during this same time. Few colleges use interactive TV (ITV) any longer because it requires substantial investments in equipment and technical support and maintenance to be viable. And only one of every ten "distance courses" is taught by on-demand TV and few of these are interactive.

If PCCD colleges were just at the statewide average in distance learning, they would be enrolling over 1,100 FTES in this fashion. Arguably, given PCCD's setting – a transportation-difficult East Bay – the four colleges should be delivering instruction via more than the average amount of online instruction. Simply in order to become more competitive – the East Bay contains many competitors: community colleges, universities, proprietary schools, and the like – PCCD must be able to offer students the latest in online delivery and technology. The former is essential to keeping transportation costs reasonable (more on this below) while the latter is essential if students at PCCD colleges are to be technologically literate as they must be for the 21st century workplace.

PCCD's Spring 2008 catalog lists some 26 distance learning courses, 21 of which are "online" in a variety of disciplines: anthropology, biology, business (e-commerce, CIS, etc.), history, music psychology and others.

Because of the character of its students, the hybrid model should be the preferred PCCD online course style where all classes have some or more face-to-face (FTF) meetings with the requisite TLC for struggling students and the opportunity to chat with faculty and join a community of student colleagues exists. Most research shows (rather logically) that student retention in hybrids is typically at least 10 percentage points higher than in the completely remote "100%" online versions of the same offerings.

Research also shows that other things being equal (a tall order), online classes with 30 or fewer students are more expensive and with 40 or more students are less expensive than comparable FTF offerings; that's including the semi-fixed infrastructure costs for online: help desks, technical aids, faculty training, teaching aids, software, hardware, etc., not to mention student access to computing (at home, library, cybercafé, laptop, etc.). Let's say PCCD were to set 35 as the class size limit, as some community colleges like Riverside have. Chances are that classes will be enrolled, on average, lower and, therefore, online instruction will cost more than FTF to deliver.

Moreover, teaching a class via hybrid/online is harder by any measure than teaching it FTF. (Most community college faculty with online experience say this, and it just makes sense.) Thus, the needed "infrastructure" of incentives, released time to design courses, training in appropriate course management software (CMS), technical support, etc. By the same token, a class like Chemistry 1A lecture can be taught (online) to over 100 students what with the lab work and teaching assistants available. Most four-year universities teach effectively this way. For PCCD colleges, however, the key is to budget resources for technical and teaching assistants, incentives, training opportunities or "requirements," possible bonuses for innovative online approaches, faculty helping select the support platform(s), productivity trade-offs, and the like.

Other pertinent issues for planning online delivery include the software and hardware platform and how PCCD organizes this delivery.

Regarding the platform for online instruction, PCCD colleges have a number of different options, ranging from "outsourcing" with, say, Blackboard to use of eCollege to use of an open source approach like Sakai, Moodle or other of those systems available "free of charge." The latter approach has the advantage of requiring PCCD colleges develop in-house expertise and the district's "own system," without proceeding at the whim of an outside agent or whomever buys them out – as WebCt was recently by Blackboard. The free-of-charge open source option is a little illusory since there is no truly free lunch – PCCD would need to make a serious internal investment to implement an open source approach. (A panel of faculty experts who have taught using the various CMSs should be able to take PCCD decision-makers through the relevant pros, cons and costs.)

As to the organization of online instruction, since PCCD is essentially "starting from scratch," it has choices ranging from the centralized, Open College approach (like Riverside CCD and others) to the decentralized college by college approach (essentially how what little PCCD now does is organized). Using college by college staff (faculty with released time) to manage and run online courses under the auspices of local departments – all coordinated by some key and skilled district staff with facility (hardware, software, training, etc.) where economies-of-scale dictate – has the advantage of building a strong internal capability, in contrast to the choice of outsourcing for most of requisite expertise.

(Riverside's online Open College is growing rapidly, but probably with too few hybrids. Moreover, it seems overly concentrated on general education, to the exclusion of vocational education or workforce skills, and it seems preferable

to spread online instruction all across the curriculum, even to developmental or basic skills classes - a tricky, but not impossible task. Even as students gain language and computational literacy, they need to gain information technology literacy.)

While online instruction is a major and important priority for PCCD colleges, perhaps even more important is the provision of technology in the PCCD college classrooms and for faculty and students. Short of a comprehensive tour of classrooms at PCCD colleges (to be undertaken as part of the contractor's studies), descriptions by faculty of what media tools are available (or rather not available, as the case typically is) for them to teach suggest some critical needs. Too few stationary or mobile projection systems, smart boards, computer stations or laptops in the classroom, or even tables for the more frequent group work appear to be available.

The Implementation of Moodle as the Learning Management System at BCC

During the summer of 2007, a Moodle 1.8 version was installed and was used in one of our face-to-face Spanish classes. The prototype was stable and did not present any problems. Then, in fall 2008, BCC started to offer shells and training for the instructors who wanted to use it in their online, hybrid and face-to-face classes. At this moment, April 2008, we have more than 100 shells/classes and 1168 users registered on the site (students, teachers, etc.) The Moodle system is not experiencing any problems. Moodle is not the only open source software we are using; we are also using Joomla for the content management system (CMS) at www.eberkeley.org and b2evolution for a college blog. The Moodle classes are at: <http://www.eberkeley.org/moodle/>

The DE Group also installed a version of Sakai on one of our computers but unfortunately we had some problems with the Java component that we have not been able to fix yet. Sakai is more complicated than Moodle. Moodle is much more simple and intuitive to use; it is very easy to install and fairly robust. It can run on any server that can run PHP, and can support a SQL type database. It can be run on Windows, Mac, Unix and Linux. At this moment, Moodle it is not only free but is also one of the most robust and user-friendly Learning Management systems available. This is extensively documented in several open documents and reports, many of them available on the internet from different universities and colleges. Two reports on the implementation of Moodle in large universities are: University of California at Los Angeles: Report of the CCLE Planning Team, August 15, 2007 (http://www.oit.ucla.edu/ccle/docs/20070921_CCLE_Planning_Team_Final_Report.pdf) and Louisiana State University: Course Management System Subcommittee -Flagship Information Technology Strategic Plan: Action Item 7.01. (http://www.immagic.com/eLibrary/ARCHIVES/GENERAL/LSU_US/L070914R.pdf)

In this last document there is a comprehensive analysis of this topic. Here is an excerpt:

Conclusions about specific CMS (Course management system)

(from: http://www.immagic.com/eLibrary/ARCHIVES/GENERAL/LSU_US/L070914R.pdf, page 8-12)

Angel

Angel met all deal-breaker requirements. It scored well on features and usability. Its interface was clean and intuitive, and it presented good potential for supporting innovative pedagogical strategies. Costs projections for sustaining Angel were within the expenditure "footprint" associated with the University's current CMS. Implementation requirements were within generally expected parameters. Overall, Angel was not seen as a major improvement over the current vended solution and, although it is gaining market share in higher education, it is not evolving as quickly as open source alternatives. Considering the extensive user retraining that will be required and the need to develop an interface with the University's course scheduling and class roster functions, Angel would only provide a marginal gain, making it difficult to justify.

Blackboard

Blackboard met all deal-breaker requirements. It is a "known" option that generally meets the basic needs of many LSU users. The latest version of Blackboard would be the fastest CMS to implement since LSU is currently running an earlier version. However, it continues to present significant gradebook issues involving support for large-enrollment and multi-section courses. As a vended solution, Blackboard does not provide as much potential for custom development of applications as does open source solutions. Customization of Blackboard or any of the other vended solutions, to enable known LSU requirements (i.e., integration with the University's course scheduling and class roster functions) or future needs will necessarily involve additional costs.

Desire2Learn

Desire2Learn met all deal-breaker requirements. Cost projections for sustaining Desire2Learn fell within the expenditure "footprint" associated with the University's current CMS. Implementation requirements were within generally expected parameters. However, Desire2Learn's usability was found to be difficult, suggesting significant implications for faculty/student acceptance, training, and user support. Desire2Learn does not provide a significant improvement over the University's current CMS, and would

necessarily involve the same cost issues as other vended solutions to implement needed custom applications.

Moodle

Moodle met all deal-breaker requirements. Cost projections for sustaining Moodle were within the expenditure "footprint" associated with the University's current CMS. Implementation requirements were within generally expected parameters for the project. The committee noted that Moodle's open source architecture makes possible local customization by LSU IT personnel, as well as collaborative development of applications by an international user community. Moodle is very forward-thinking from a developmental perspective, and it enables innovative student-centered learning strategies. A growing number of major institutions of higher education world-wide are adopting Moodle, as are the University of Louisiana System and the Louisiana Community and Technical College System, each of which has a user base larger than LSU. The committee felt that Moodle provides the best option for quickly and cost-effectively implementing needed LSU-specific custom applications, stabilizing long-term costs, and deploying future administrative and instructional applications and resources, either locally developed or obtained through collaboration with other Moodle-using institutions. In other words, Moodle will provide steadily increasing value while decreasing costs.

Sakai

Sakai does not meet the deal-breaker requirement associated with course archiving. Its projected implementation cost considerably exceeds the University's current CMS expenditure "footprint." Professional IT developers for Sakai are more expensive than those for Moodle, due to Sakai's use of JAVA RSP programming language and Moodle's use of PHP. Also, Sakai's quiz module, Samigo, has been removed from the core of Sakai, due to data loss.

[...]

Recommendations

Recommendation #1: Adopt Moodle

The subcommittee recommends that the University adopt Moodle as its single course management system effective with the Fall 2008 semester. Moodle's open source architecture provides the greatest potential for meeting critical instructional and administrative needs quickly, efficiently, and effectively through local control and administration, while leveraging considerable resources and support from the large Moodle user community

The recommendation to adopt Moodle is based on critical underlying assumptions must be met in order to ensure the successful implementation and ongoing administration of Moodle at LSU.

d. Cost savings that will result from termination of Blackboard licensing and support must be dedicated to the support of Moodle. They should not be redirected to non-CMS initiatives.

e. Adoption of Moodle will require the addition of three new staff positions dedicated to the support of Moodle application development and system administration. The salaries should be at competitive market values in order to attract and retain the caliber of individuals upon which the University's mission-critical CMS system will depend.

f. A protocol must be implemented to prioritize future Moodle development projects. The committee anticipates that over time, numerous requests will be made for the development of new CMS applications and capabilities in order to meet emerging administrative and instructional needs. The number of requests may exceed the developmental resources at some point in time, therefore necessitating a need to decide which requests will receive priority. One option may be to channel requests through the ISPAC.

About Moodle

(from Wikipedia: <http://en.wikipedia.org/wiki/Moodle>)

Moodle is a free software e-learning platform (*also known as a Course Management System (CMS), or Learning Management Systems (LMS), or Virtual Learning Environment (VLE)*). It has a significant user base with 38,896 registered sites with 16,927,590 users in 1,713,438 courses (as of January, 2008).

Moodle is designed to help educators create online courses with opportunities for rich interaction. Its open source license and modular design means that people can develop additional functionality. Development is undertaken by a globally diffused network of commercial and non-commercial users, streamlined by the Moodle company based in Perth, Western Australia.

Moodle features

Moodle has many features expected from an e-learning platform. However newer developments have brought in new features.

Moodle is modular in construction and can readily be extended by creating plugins for specific new functionality. Moodle's infrastructure supports many types of plugin:

- Activities
- Resource types
- Question types
- Data field types (for the database activity)
- Graphical themes
- Authentication methods
- Enrollment methods
- Content Filters

Many third-party Moodle plugins are freely available making use of this infrastructure.

PHP can be used to author and contribute new modules. Moodle's development has been assisted by the work of open source programmers. This has contributed towards its rapid development and rapid bug fixes.

Specification

Moodle runs without modification on Unix, Linux, FreeBSD, Windows, Mac OS X, NetsWare and any other systems that support PHP, including most webhost providers.

Data is stored in a single database: MySQL and PostgreSQL were the only feasible options in Moodle 1.6. Version 1.7, released November 2006, makes full use of database abstraction so that other databases can be used just as easily (Oracle and Microsoft SQL Server are two specific target DBMSes). The current version of Moodle (1.9), was released in March 2008.

Background

Origins

Moodle was created by Martin Dougiamas, a WebCT administrator at Curtin University, Australia, who has graduate degrees in Computer Science and Education. His Ph.D. examined *"The use of Open Source software to support a social constructionist epistemology of teaching and learning within Internet-based communities of reflective inquiry"*. This research has strongly influenced the design of Moodle, providing pedagogical aspects missing from many other e-learning platforms.

Pedagogical approach

The stated philosophy of Moodle includes a constructivist and social constructionist approach to education, emphasizing that learners (and not just teachers) can contribute to the educational experience in many ways. Moodle's features reflect this in various design aspects, such as making it possible for students to comment on entries in a database (or even to contribute entries themselves), or to work collaboratively in a wiki.

Having said this, Moodle is flexible enough to allow for a full range of modes of teaching. It can be used for both introductory and advanced delivery of content (e.g. HTML pages) or assessment, and does not necessitate a constructivist teaching approach.

Constructivism is sometimes seen as at odds with accountability-focused ideas about education, such as the No Child Left Behind Act (NCLB) in the United States. Accountability stresses tested outcomes, not teaching techniques, or pedagogy, but Moodle is also useful in an outcomes-oriented classroom environment because of its flexibility.

Origin of the name

The word *Moodle* is actually an acronym for *Modular Object-Oriented Dynamic Learning Environment*, although originally the M stood for "Martin", named after Martin Dougiamas, the original developer.

Moodle can also be considered a verb, which describes the improvisational process of doing things as it occurs to you to do them, an enjoyable tinkering that often leads to insight and creativity. As such it applies both to the way

Moodle was developed, and to the way a student or teacher might approach studying or teaching an online course.

Moodle statistics and market share

Moodle has a significant user base with over 36,000 registered sites with 14 million users in 1.4 million courses (as of December 22, 2007). More than 70 languages are supported. The Current Moodle Statistics can also be seen online.

There are 74 registered Moodle sites with more than 20,000 users. The site with the most users is moodle.org with 43 courses and 322,176 users. The site with the most courses is E-learning na VUT v Brně with 19,223 courses and 41,305 users (as of October 21, 2007).

Moodle market share according to Alexa Web Traffic for LMS Suppliers: Moodle only below Blackboard, above all other VLE, including WebCT.

Interoperability

There are many dimensions to interoperability for e-learning systems. Moodle's interoperability features include:

Authentication, using LDAP, Shibboleth, or various other standard methods (e.g. IMAP)

Enrollment, using IMS Enterprise among other standard methods, or by direct interaction with an external database

Quizzes and quiz questions, allowing import/export in a number of formats: GIFT (Moodle's own format), IMS QTI, XML and XHTML (*NB although export works very well, import is currently not complete*)

Resources, using IMS Content Packaging, SCORM, AICC (CBT), LAMS

Integration with other Content Management Systems such as Postnuke (via third-party extensions)

Syndication using RSS or Atom newsfeeds - external newsfeeds can be displayed in a course, and forums, blogs, and other features can be made available to others as newsfeeds.

Moodle also has import features for use with other specific systems, such as importing quizzes or entire courses from Blackboard or WebCT.

Deployment and development

Moodle has been evolving since 1999 (since 2001 with the current architecture). The current version is 1.9, which was released in March of 2008. It has been translated into 61 different languages. Major improvements in accessibility and display flexibility were developed in 1.5.

As of March 2008, the Moodle user community with over 400,000 registered users on their site alone. As there are no license fees or limits to growth, an institution can add as many Moodle servers as needed. The largest single site has reported over 19,000 courses and over 41,000 students, and the Open University of the UK is building a Moodle installation for their 200,000 users.

The development of Moodle continues as a free software project supported by a team of programmers and an international user community, drawing upon contributions posted to an online Moodle Community that encourages debate and invites criticism.

There are some auto install packages to facilitate the installation including Fantastico and the Moodle package for Debian GNU/Linux. Users are free to distribute and modify the software under the terms of the GNU General Public License).

District Academic Senate Guidelines: Assignment of Instructors to Online Classes

In response to the Peralta Executive Summary (Online Distance Education Program, Executive Summary, August 10, 2006), under Purpose of Program bullet 3, "Increase the number of highly qualified online instructors," DAS strongly urges the following before an instructor is assigned an online class by management:

Instructor must have previous face-to-face or hybrid teaching experience of the course or course content to be offered online

- In the traditional face-to-face format at least once; and/or
- Teaching a hybrid version of that course.

Instructor must have the following three elements in place prior to being assigned an on-line course:

- Received training in the use of at least one course management system (such as Moodle, Blackboard or ETUDES-NG);
- Received training in how to teach online, such as taken the course "Teaching an Online Course" (offered by @One, a community college or UC extension course) or personal training from the DE Group;
- Uses the Peralta email system (with a peralta.edu email address) and has a Peralta web page on the college web site that has information about the on-line course. This web page will provide a link to the LMS or CMS web site.

Recommended preparation includes that the instructor

- has previously taken an online course of some kind;
- has worked with a mentor who is an experienced online instructor.

Recommended ongoing instructor preparation should include maintaining currency in online education such as

- Instructional technologies
- Pedagogy based on e-learning.
- Collaborating with other online instructors
- Ongoing assessment of student learning outcomes
- Complete a certificate in online education
- Be an active member of an organization dedicated to supporting/promoting the useful integration of instructional technology in teaching

General Standards at BCC online classes

Instructor and DE Group's responsibilities

The success of online classes depends, to a great extent, on the ability of the instructors and the distance education group to work closely and harmonically together during the semester.

Instructors must offer students clear and precise information about the class, including assignments and their due dates, other requirements, expectations, work standards, equipment and material needed to be successful in the online class. This information should be posted the first day of class. The instructor should also give frequent feedback about student assignments and make periodic announcements regarding their progress. Office hours should be offered online (via e-conferencing, e-mail) or by phone.

The DE Group must provide a stable platform for the online program, training for students, faculty and staff, and support the creation of a robust service in the area of students services: Admissions and Records, Articulation, Assessment and Orientation, Career Information Center, Counseling, EOPS, Financial Aid, Library, Programs & Services for Students with Disabilities (PSSD), Transfer Center and Veteran's Affairs.

Goals and recommendations for the academic year 2008-2009

Starting this summer, Berkeley City College will be able to use a powerful technology tool provided by the Peralta district that will simplify the interaction between faculty and students. This new tool/system is called Passport. Passport is a web-based integrated solution in which:

- Important data is shared across all functions and is housed in one database
- Admissions and records, the schedule and course catalog, financial aid, and student finance are managed as one system
- Human Resources, Accounts Payable, and Student Administration share data across functions
- Students no longer have multiple records throughout the district
- Students, faculty, and staff access the system through a standard internet browser on almost any computer
- The system is compliant with federal regulations like the Family Educational Rights and Privacy Act (FERPA)

Passport's mission is to make it easier for students to connect with Peralta to complete their education by improving the colleges' ability to access accurate, reliable data through efficient, uniform web-based processes. Once a student completes an application, a message will be sent to his or her personal email or to an email assigned by CCCApply. The message the student receives will include instructions on how to login to the Student Center, where he or she will eventually enroll into classes and receive information from the instructors. Students will also receive a hard copy letter in the mail explaining the steps they must complete to register. This new system will simplify communication between instructors and students, which is an extremely important component in distance education. Instructors will be able to contact new students very easily. Since the Peralta district did not have a secure way to communicate with students electronically, it has been a challenge for the DE Group at BCC to give information and guidance to new students in classes that are completely online. The new passport system will fix this problem.

Specific goals for next academic year

High priority goals

The three fundamental priorities of the college should be to:

- Make sure students enrolled in online and hybrid courses have the opportunity to provide feedback about these classes. In this context, the DE Group must pay careful attention to the comments students offer and demonstrate our commitment to BCC as a student centered institution.
- Provide more robust online counseling services for DE students. Even though there have been efforts from the DE and Students Services group to provide these services, they need to be expanded and improved
- Provide a more appropriate and extensive tutoring service online. There is already a project dedicated to offer tutoring in mathematics, and this service should be expanded to include other disciplines.
- Provide more extensive library services for Distance Education students. The college should allocate resources to help the library with this priority.
- Continue to support the DE Group's efforts to offer workshops and open labs for instructors and students.

Goals for the next academic year

- Explore the creation of a program entity for distance education - like the Program for Adult College Education (PACE)
- Offer general education courses to enable DE students to obtain a AA Liberal Art degree

Distance Education (definitions)

Content management system: A content management system (CMS) is a program used to create a framework for the content of a Web site. With most CMSes, the framework can be customized with a "skin" that defines the look & feel. This approach is opposite to defining the look & feel first then coding the functionality second. Whereas the majority of cost of a website is in the functionality, the CMS approach is often significantly more cost effective. (Wikipedia, http://en.wikipedia.org/wiki/Content_management_system)

Distance education (or distance learning): a field of education that focuses on the pedagogy and andragogy (the process of engaging adult learners in the structure of the learning experience), technology, and instructional systems design that aim to deliver education to students who are not physically "on site". Rather than attending courses in person, teachers and students may communicate at times of their own choosing by exchanging printed or electronic media, or through technology that allows them to communicate in real time. Distance education courses that require a physical on-site presence for any reason including the taking of examinations is considered to be a hybrid or blended course or program. (Wikipedia, http://en.wikipedia.org/wiki/Distance_education)

Hybrid or Blended Course: A class which combines traditional, face-to-face (F2F) instruction with online, distance instruction. Classroom time is split between meeting in person and meeting online. Any combination of the two forms of educational delivery is considered a hybrid class. (from: www.lavc.edu/virtualvalley/onlinedefinitions.htm)

Instructional technology : "the theory and practice of design, development, utilization, management, and evaluation of processes and resources for learning," according to the Association for Educational Communications and Technology (AECT) Definitions and Terminology Committee. (Wikipedia, http://en.wikipedia.org/wiki/Instructional_technology)

Learning Management System (LMS)¹: a term used to describe software tools designed to manage user learning interventions. LMSs go far beyond conventional training records management and reporting. The value-add for LMSs is the extensive range of complementary functionality they offer.

¹ LMS could also be called CMS (Course management system)

Learner self-service (e.g. self-registration on instructor-led training), training workflow (e.g. user notification, manager approval, waitlist management), the provision of on-line learning (e.g. Computer-Based Training, read & understand), on-line assessment, management of continuous professional education (CPE), collaborative learning (e.g. application sharing, discussion threads), and training resource management (e.g. instructors, facilities, equipment), are some of the additional dimensions to leading Learning Management Systems.

(Wikipedia, http://en.wikipedia.org/wiki/Learning_Management_System)

Online Course: A course whose instruction is totally delivered via the Internet. Students and instructor do not meet face-to-face on campus, although some instructors give on-campus examinations and/or orientation sessions.

(from: www.lavc.edu/virtualvalley/onlinedefinitions.htm)