

2012

ONLINE LEARNING CENTER

Online Survival Guide: Faculty Edition

These are the policies and procedures of the Online Learning Center and a familiarization guidebook for faculty who are currently or plan to teach online or hybrid courses or use the online learning system to augment their traditional face-to-face classrooms.

(revised 9-4-2012)

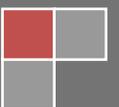




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OPERATIONAL POLICIES AND PROCEDURES FOR THE ONLINE LEARNING CENTER AND ITS COORDINATION IN ONLINE LEARNING:

Whenever possible, the Online Learning Center strives to align its policies and procedures with those applied to traditional face-to-face classes. The goal of the Online Learning Center policies and procedures are to parallel the campus environment as closely as possible to ensure consistency and fairness in the virtual learning environment. Because of obvious differences between traditional and face-to-face environments, some policies and procedures have been modified to reflect those different situations. Under no circumstance are the policies and procedures of the Online Learning Center to conflict with those established by Southwestern College.

INTELLECTUAL PROPERTY:

We strictly observe the Intellectual Property policy noted in the faculty SCEA union contract (article 17/17.1, pg. 55). It states:

“A Unit Member who is the creator of academic work owns the copyright for that work, including work created within the Unit Member’s scope of employment. An exception is work that is separately contracted and compensated by a written agreement between the Unit Member and the District. This provision will apply without regard to the medium in which academic work is created or presented.”



Because of Intellectual property concerns, OLC staff does not copy any course content of any kind from one instructor’s course to different instructor’s course without expressed written permission from the instructor who owns the content.

CHANGING FACULTY IN COURSES:

OLC staff will change faculty in courses after they have been created with written permission from a Dean or a department chair. We cannot accept requests or permission from another faculty.

ADDING USERS TO COURSES:

Users are normally automatically enrolled into course by our SWC database (Colleague). This includes faculty, students and classified employees. Users, whether enrolled or not, who are not in this system and have a need to enter a course, will not be added unless the System Administrator for Online Learning receives expressed written permission from the instructor of that course. Faculty may, at any time, request a user to be created and enrolled in any of their courses of which they are the faculty of record or have ownership of a course shell. Faculty, at their discretion, may at any time enroll any user that is already in the system. Faculty hold the responsibility of the credentials and authority of having the user in their course shell and are expected to uphold SWC policy.

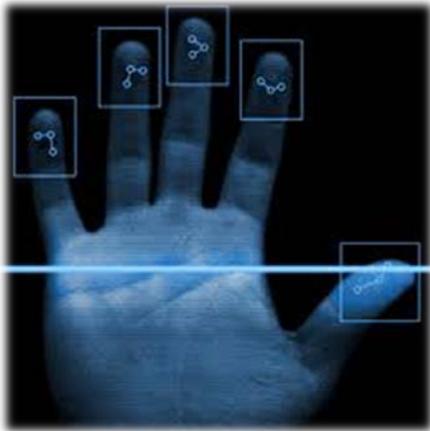
TECHNICAL SUPPORT REQUESTS:

Technical support requests are done at faculty discretion. Faculty are first asked to use the web request forms available on the faculty support site: <http://www.swccd.edu/~olc> . Faculty are encouraged to call the dedicated technical OLC support phone number: 619.216.6666 which is answered during business hours in the Online Learning Center (OLC). After hours or during holidays, call the toll free number 1-888-556-6718

COURSE CARTRIDGE SUPPORT:

Course cartridges are supported on a limited basis. If there is a Blackboard related technical issue the OLC staff will work with the publisher to correct the problem. If the issue resides with the cartridge, faculty need to contact the technical support people from the publisher's site.

IDENTIFICATION AND SECURITY:



The OLC staff can confirm the identity of a blackboard user one of the following ways:

- Verifiable picture identification, preferably from SWC
- The ability of the user to recite identification information germane to the person's name, such as the employee or student ID number
 - If the user knows their student or employee ID number and needs information from the Blackboard system such as a password, the OLC staff will ask for the user's name before proceeding with the request. The user name **MUST** match the name associated with their ID number
 - Faculty identification can be confirmed by a phone call to the appropriate division
- OLC staff cannot disclose discretionary information to someone not authorized to have it
- Students are required to agree to the caveat on their Welcome Page:
 - *"Through the entry of my username and password I affirm that I am the student who enrolled in my course(es). Furthermore, I affirm that I understand and agree to follow the regulations regarding academic integrity, personal identification and the use of student information as described in the SWC student conduct code that governs student rights and responsibilities. Failure to abide by the regulations may result in disciplinary action up to and including expulsion from the college."*
 - This notice is posted for all students to see pm the Blackboard Learning System Page

GENERAL TECHNICAL SUPPORT REQUEST COMMUNICATION WITH THE OLC:

Whenever communicating with the OLC staff for technical support, it is strongly recommended to include the course ID and to include any specifics that can be identified, such as error messages and a clear explanation of the issue as well as steps how to replicate the problem. The technical support web request form can be found at: www.swccd.edu/~olc

ADDING FACULTY EVALUATORS TO ONLINE COURSES:

- Whenever a faculty member has been told that he will be evaluated within his online course, she can add the evaluator into the class or can ask the OLC technical support staff to do it.
- The OLC technical support staff will add the evaluator into the online course with a student role.
- If the faculty being evaluated would like to change the role of the evaluator, she can do it herself or ask the OLC technical staff to do it.
- A request to the OLC from an evaluator to be enrolled into an online class must be in writing and can be in the form of an email
 - The OLC staff will request permission from the faculty being evaluated and when expressed written permission is granted, the OLC staff will enroll the evaluator with a student role.
 - Please refer to your SCEA contract for more information about time and duration for the evaluator in your class



CREATING COURSE SHELLS:

Online, Hybrid (blended) or face-to-face course shells are created automatically but faculty or any SWC employee may request a course shell for any reason and at any time. Please use the web forms to request a course shell. www.swccd.edu/~olc



CHAPTER 1: YOUR GUIDE TO GENERAL POLICIES & PROCEDURES FOR ONLINE LEARNING

THIS GUIDE WILL GIVE YOU VALUABLE INFORMATION ABOUT OUR ONLINE LEARNING POLICIES AND PROCEDURES TO MAKE YOUR PARTICIPATION WORTHWHILE AND ENHANCE YOUR CLASS FOR BOTH YOU AND YOUR STUDENTS.

The Online Learning Project has evolved from 2000 to the present. In that time we have learned many ways to make things easier for you, our students, and the Online Learning Center team. Please read this guide and if you have questions call us at: 619.216.6666 (private faculty support line).

YOUR ONLINE LEARNING CENTER TEAM

[Mink Stavenga](#), DBA: - Administrator in Charge/Dean of Instructional Support Services

[Larry Lambert](#): - Online Instructional Support Specialist

[Todd Williamson](#) - Online Learning Technology Specialist

Have a successful, online teaching experience. If you need further assistance, please feel free to contact the Online Learning Center:

- (619) 216-6666 (private line) or e-mail us at:
 - Onlinelearning@swccd.edu
 - Or stop by our center at Room L103 on the first floor of the Library/LRC and near the football field
-



As you investigate the decision to teach online, you promote innovation in teaching. The important distinction for the context of this decision is relative to the traditional educational practices of an institution of higher learning, which consists largely of face-to-face, lecture style classes. Ultimately, it is not the technology that matters, but how we design the learning through the technology (Miller, 1996). Advances in teaching may result when technology is used as an opportunity to discover new ways for achieving learning outcomes. Technology enables the instructor to create a different kind of curriculum and to establish a different relationship with the student. The virtual classroom provides a new environment for human interaction and allows the teacher to design learning which can be more student-centered and collaborative.



According to Rogers (1995), innovation is adopted by members within society at different times and at different rates. A steep learning curve is overcome quickly by early adopters who absorb the new skills and instructional paradigms quickly while late adopters acquire this

knowledge over a longer time span. Information seems to flow easily from innovators to early adopters. The barrier for diffusion is identified by the gap that occurs between early adopters and early mainstream faculty. The size of this gap can be attributed to the level of the interconnectedness between departments at a university. Often faculties have connections that do not extend beyond their department. This limits the reciprocal exchange of teaching methods and content. The number of nodes and connections between departments determines the complexity and richness of the network (Reuters, 1997).



Faculty development is often seen as a key enabler of innovation in teaching as it may serve to link successful teaching initiatives and the broad expertise available throughout a university. Such a network would facilitate the sharing of innovative teaching strategies and encourage the exchange of best practices in the development and delivery of online education. These types of initiatives also help to raise the profile of innovative teaching practices, and foster communication and collaboration between developers and programs. This guide will hopefully serve as a means with which to enable to find your voice as an online instructor, an innovator of teaching.

databases, electronic course reserves).

- Giving practice tests or evaluating performance by using online.
 - Submitting assignments electronically (example: email attachments, message board postings).
Hopefully this page inspires you to start the planning and preparation that is required before you actually sit at your computer and interact with students. This page and its links will provide you with a starting point!
 - Online Classes use computer-to-computer interaction between the professor and the student via the Internet. Students may participate in an online class whether they are at home, at work, or at any location that has a computer and internet capability.
 - Online Classes can serve the educational needs of on-campus students as well. On-campus students can use a computer with Internet and e-mail service in one of the Southwestern College open computer labs that are located on campus.
 - Online Classes use computer and telecommunications technology to facilitate electronic interaction between the professor and each individual student in the class. The individual student can interact privately with the professor, or publicly with the whole class. The professor can interact with all students as a group, and individual students can interact with each other in online discussion groups, research groups, study groups, or collaborative learning groups.
 - Online classes provide open access to the vast resources of the World Wide Web. This feature of the electronic classroom dramatically differs from the traditional four-walled classroom. You can enhance your online class with the multimedia resources available on the Internet.
-



HERE ARE SEVERAL SUGGESTIONS TO GET YOU STARTED



- It is recommended that you have taught your class for at least one semester in the traditional classroom setting, using Blackboard as an augmentation to your content delivery, and have worked through your course design (organizational and andragogical) issues.
 - What activities, presentations, multimedia materials, assignments, have helped students learn, and how can you do that online?
 - Sometimes there are ready-made support materials for an online class, and you simply have to arrange the pieces according to your instructional plan and learning objectives.
 - You might contact the publisher's representative of your favorite textbook and see if there are multimedia ancillaries that accompany the book: Course Cartridges (check with the OLC for the required Blackboard version), CD-ROMs, and a textbook web site with links that support the textbook.
 - There are also ways of using multimedia resources on the web to enhance class activities.
 - Your choices include how do you want to use the Internet?
 - An entire online course.
- Enhance your on-campus class with Internet research assignments.
 - A Hybrid (blended) course.

INSTRUCTIONAL DESIGN PHASE

As you may already know, developing a new class of any kind requires a period where you "imagine" how you are going to organize your course components. And since you may be using new technology for the first time there will also be a certain learning curve associated with becoming familiar with how to use your new technology tools. This is central to course development, because you have to know what features you can use, and in what manner, as you plan to work in an electronic classroom and office. This is the Instructional Design Phase of course development.

WHERE TO FIND INFORMATION ABOUT ONLINE CLASSES

- **DET/CHE Web Servers** <http://www.detche.org> - The Directors of Educational Technology for California Higher Education (DET/CHE) have an invaluable web site for information about web development, distance learning, educational technology, copyrights and fair use, and a directory of community colleges, UC and CSU campuses, California associations and government that use educational technology.
- **California Virtual Campus** <http://www.cvc.edu> - You can't consider teaching Online until you explore this web site. CVC brokers open learning courses from all three tiers of California Higher Education. Determine if a course like yours already exists online in California. Go to the class web site and review it. Note what courses in your subject matter area exist, and go visit them. Make bookmarks and notes.
- **World Lecture Hall (WLH)** <http://wlh.webhost.utexas.edu/> - Also look for classes in your discipline at this web site. The World Lecture Hall contains links to pages created by faculty worldwide who are using the Web to deliver class materials.

Now that you have reviewed some examples of online courses, what's next?

Creating an environment where learning is achieved without face-to-face contact is the challenge of online course development. Faculty asks three questions when they start to develop an online course:

- What skills do I need?
- How long will it take?
- Who owns the online content?

This section discusses skills, time, and successful characteristics of an online instructor.

TIME

“How much time is involved” is a difficult question to answer since it depends upon where you are in the process of getting your course material in a format suitable for online viewing.

The online course creation sequence can be broken down into three parts:

1. *Skill building and organizing course content.*
2. *Moving content, activities, and assessment online.*
3. *Testing in a face-to-face class and refining and revising.*

Once the course is online, how much time does it take?

The *initial development* of an online course takes an additional amount of time compared to a traditional one. However, the long term advantage of the Web is twofold:

1. *Once a course is online, it does not have to be developed again.*
2. *Once a course is online, it can easily be modified and updated.*



SAMPLE SYLLABI

It is very important that you check with your school Dean or Department Chairperson to understand the required content and format of creating a syllabus for your discipline at SWC. The following gave some ideas for creating a syllabus:

- <http://www2.honolulu.hawaii.edu/facdev/guidebk/teachtip/syllab-5.htm> (Hawaii.edu)
- <https://www.ivcc.edu/cetla.aspx?id=7478> (Illinois Valley Community College)
- <http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=6&ved=0CF4QFjAF&url=http%3A%2F%2Fwww.csus.edu%2Fatcs%2Ftools%2Finstructional%2Ftemplates%2Fsyllabus%2Ft-online-syllabus.doc&ei=K5HUKH2AYSjiAKfzIGgDQ&usg=AFQjCNH5Rh16ocnbBZ9qjLA8FhoeNuT1dw&cad=rja> (Sample Syllabus Template from CSU Sacramento, CA)
- <http://cms.montgomerycollege.edu/distance/syllabi/> (ideas for online and Blended course syllabi, Montgomery College-Maryland)

WHAT ABOUT TRAINING?

Faculty training prior to teaching an online class is necessary in the least, mandatory at best. Refer to the Staff Development page for training in Online Pedagogy and Blackboard technical workshops.

www.swccd.edu/~staffdev

Faculty most likely to enjoy and succeed teaching online have certain qualities and traits. Some of the characteristics are basic to teaching in general; others are specific to exploring new ideas and methods.

- Knowledge and enthusiasm for the subject.
- Flexibility in teaching methods and approaches
- Experience in teaching
- Good course organization
- Effective communication skills with students
- Liking students
- Fairness in evaluation and grading
- Comfortable with technology
- Enjoying writing
- Responsive to students, provides timely feedback
- Good time management skills



The best practices for quality online teaching (California Accreditation Standards):

1. Establish and maintain expectations & goals.
2. Provide regular and frequent opportunities for communication and feedback.
3. Actively engage and facilitate students' learning.
4. Provide multiple opportunities for authentic assessment and demonstration of student learning outcomes.

ISSUES TO CONSIDER

ONLINE TESTING ISSUES

Online testing offers benefits to both the student and instructor. Students know the results of their test or quiz immediately. Test scores are posted automatically to the online grade book when the test questions are objective as opposed to subjective, which require faculty interaction to grade. Questions can be randomly selected for a test. Students can receive immediate feedback on questions or tests.

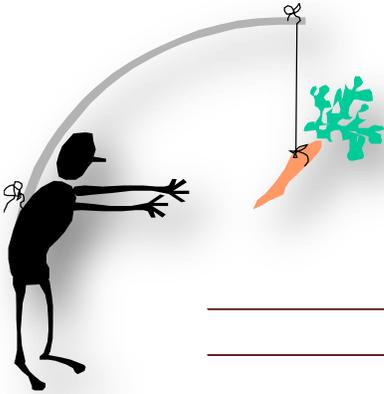
However, there are issues with online testing. The first and foremost is test security and cheating.

- Check out **Strategies to Minimize Cheating Online** from the Illinois Online Network for some options: <http://www.ion.uillinois.edu/resources/tutorials/assessment/cheating.asp>
- There are many ways to mitigate cheating in online tests and assignments. The OLC staff will help you strategize those methods.



MOTIVATING STUDENTS

Whether in a traditional classroom or an online, an educational environment can present challenges. Online students may need extra motivation at times.



ENCOURAGING STUDENTS

- Frequent, early, positive feedback
 - Provide opportunities for success early in the course
 - Provide students ways to make the material personal
 - Create an open and positive environment
 - Help students become a part of the learning community
- Present a well-organized course

INSTRUCTIONAL BEHAVIORS

- Have high, but realistic, expectations
 - Help students set their own goals
- Tell students what they need to succeed
- Avoid intense competition
- Increase the difficulty of the material as the students master content
- Give students feedback quickly

WHAT DO STUDENTS SAY ABOUT MOTIVATION?

Eight characteristics emerged when students were asked what aspects influenced student motivation in their courses.

- € Instructor's enthusiasm
- € Relevance of material
- € Course organization
- € Appropriate difficulty of material
- € Active involvement of students
- € Variety
- € Rapport between instructor and students
- € Use of appropriate, concrete and understandable examples

Students with high motivation reflected:

- First, they were **very clear of the requirements and assignments** for the online discussion activities in their class.
- Second, **they liked the opportunity to learn from and with their peers**. Students appeared to appreciate the different viewpoints and experiences shared in the online discussions. "It was easy and enjoyable because I was learning not just from myself, but from the other entries that everyone else was putting on there." "It is a really good experience because you're seeing things from different points of view which brings the whole picture."
- When students were in the role of discussion moderators, they identified the **participation of their peers as motivating**. "Just the fact that they participated in my discussion was inspiring enough to me because

they were intrigued and interested enough to post their comments. It was motivating to me the way they participated.”

- Third, they **liked the opportunity to know each other in their distance class**. “I do feel like we’re kind of getting to know each other more even though we don’t see each other.” In addition, they mentioned that having discussion participation as a component of their grade was an important factor that motivated them to participate, but they stressed that being graded was not the only important factor for their motivation.
- They also cited **difficulties with time constraints**; however, it seems they developed time management skills over time.
 - One student mentioned, “At the beginning, it was just learning how to manage my time; that was the biggest thing.”
- They **liked the instructor and the topics covered** in the class and appreciated the instructor’s presence in the online discussions (MERLOT Journal of Online Learning and Teaching Vol. 7, No. 1, March 2011).



CHAPTER 4: ARE YOU READY TO TEACH ONLINE? SELF-EVALUATION QUESTIONNAIRE

Chapter

4

PLEASE NOTE: *This questionnaire describes some of the skills, attitudes and styles common to many successful online instructors. It is intended to provide you with one indication of the type of Internet instruction for which you appear to be well suited based on your responses. The results of this self-evaluation are not intended to discourage you from choosing to adopt a different course model. However, by referring back to the questions to which you responded “No”, you may gain some insight into areas on which you may want to focus.*



- **Adapted from OnlineLearning.net quiz at:**

<http://canter.onlinelearning.net/InstructorCommunity/selfevaluation.html?s=428.q001b322g.089v301k50>

You are encouraged to click on the link above and take a few minutes to test your own attitude for online instruction!

As you have seen, there are several course options for Internet-based courses that you may want to develop and teach. However, each option, or model, requires a different set of skills and interests on the part of the instructor. Some highly-seasoned instructors from the traditional classroom environment eagerly embrace the fully **online** course model, while others find that they prefer the Web-enhanced or **Hybrid (blended)** models. This questionnaire will help you reflect on your teaching style, attitudes, and technical skills to identify which Internet course model you might be best suited for.





Legend

(S): Suggested items

(R): Recommended Items

(SR): Strongly Recommended

NEW FACULTY:

Done	Action	Timeline	Additional Information
	(SR) Obtain your employee ID number	When hired	From Human Resources
	(SR) Learn your username:	Prior to term start	First initial and last initial followed by your seven digit employee number. e.g. ab0123456
	(SR) Learn your password	Prior to term start	First initial and last name (First initial and first letter of your last name are capitalized) e.g. ABurton
	(SR) Blackboard Checklist (see Pre-term section)	14-days prior to term start	
	(SR) Learn your Online Learning Center support information:	As soon as possible, preferably by opening day.	You can also call the <i>Online Learning Center</i> or come by and we will talk to you in person. 619-216-6666

PRE-CLASS:

Legend

(S): Suggested items

(R): Recommended Items

(SR): Strongly Recommended

Done		Action	Timeline	Additional Information
	(SR)	Copy your course from the previous term	7-14 days	Moves any course content to the new class
	(SR)	Make your course available	First day of class	Online classes must be opened no later than 10:00 am or the OLC will open it for your students. Hybrid (blended) and traditional face-to-face classes are not made available by the OLC team unless permission is granted
	(SR)	Make sure your course ID is correct	ALWAYS	ex: PSYC_101_D1
		Request course cartridge from Publisher	14 days	Pre-packaged course content from the textbook publisher
		<i>SUPERCOURSE CHECKLIST:</i>		Request via OLC support. Are you teaching more than one section with the same course content?
		Request the SuperCourse from OLC support	14-days	
		Request course copy to SuperCourse	7-days	Use web request form: http://www.swccd.edu/3rdLevel/index.asp?L2=183
		SuperCourse students are copied from original course	1-day	
		Leave original courses unavailable	always	Unless you want to use the original course shells
		Create groups in SuperCourse	2-days	
		Develop course content ONLY in SuperCourse	When created	
	(R)	Check the links in your course	14-days	To be sure all are still functioning properly
	(R)	Enter the course, as a student	14-days	To be sure everything you (the teacher) think is available to the student really is available.

PRE-CLASS (CONT):

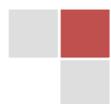
Legend

(S): Suggested items

(R): Recommended Items

(SR): Strongly Recommended

Done	Action	Timeline	Additional Information
(R)	Emphasize to the students to identify themselves when they use email.	0-days and in announcements	Include course and section number in subject
(S)	Go through course and correct any problems that might be in it	14-days	
(S)	Set up grade center (web-enhanced)	14-days	Manually add tests and assignments you are going to give in class
(S)	Identify "special needs" students	7-days	Disabled students. Contact DSS if identified
(S)	Students can find material easily and has relevancy to their needs	7 -days	
(SR)	Blackboard Checklist:		
(SR)	Learn how to make your course available	7 days prior to class start	Contact the OLC
(R)	Add announcement with instructions for your students	7 days prior to class start	
(SR)	Request training or assistance	1-month prior to the class start	
(SR)	Contact students without valid e-mail addresses	7-days	Via telephone and either you do it or ask your school clerical person
(R)	Add syllabus	14 days	
(SR)	Make sure all the dates are ready for the new semester	14-days	And coincide with the new times, such as: Assignments dates and submissions; Tests and quizzes; Discussion Board; Extra Credit, etc.
(S)	Give a class survey	First day of class	Make a determination of their internet and computer experience level
(R)	Send out a welcome email to all students	7-days	





DURING YOUR CLASS:

Legend

(S): Suggested items

(R): Recommended Items

(SR): Strongly Recommended

Done	Action	Timeline after class	Additional Information
(SR)	Make your course <u>unavailable</u>	Final day	Unless you have students who need to complete the class.
(R)	Make a hard copy (paper copy) of each weekly content area	3-days	Syllabus and announcements pages.
	Leave notes to yourself	5-days	About things that worked well, very well, and not so well during the course. Try to repeat the good stuff and dump the bad!
(R)	Make copies of good examples of quality discussion group postings and responses.	7-days	(Get permission) from current course, that you can use as a model for your next online course. If students get a chance to actually see what is expected, they just might produce the desired result.
(SR)	Export grades to your desktop	0-days	Or when grades are completed
(R)	Talk with other faculty members	30-days	To get an idea of what they are doing, why they are doing it, and is it working.
(R)	Recycle your course	7-days	To delete unwanted content
(S)	Survey your students	7-days	They are anonymous. This gives you an idea of what to change for next time.

AFTER YOUR CLASS ENDS:

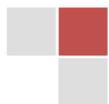
Legend

(S): Suggested items

(R): Recommended Items

(SR): Strongly Recommended

Done		Action	Timeline after class starts	Additional Information
	(SR)	Back up grades	Each week	To your desktop. Set a calendar item to remind you
	(R)	Send out an email of encouragement to the students.	Mid-point	
	(S)	Survey students	Mid-point	"How are things going?"
	(SR)	Monitor your attendance for accuracy		
	(S)	Communicate with your students	Often	
	(SR)	Give feedback	Quickly and often	
	(SR)	Make dropped students unavailable	During add-drop period	Do not delete them from your course
	(SR)	Ensure rosters are correct		Drop students through admissions
	(SR)	SuperCourse students are enrolled from original course(s)	During first week	After initial enrollment by the OLC, it is the instructors' responsibility.
	(R)	Keep Online Learning Center informed of problems	All term	Make sure contact information is accurate



CHAPTER 7: BLACKBOARD & MY MAC:

"How Can I Get Them To Work Nicely With One Another?"

- Configure your MAC to work **better** with Blackboard. This means installing and using Blackboard's recommended software.
- Blackboard is a PC-based product but many versions ago they made Blackboard much more compatible with other devices, including mobile ones. Be sure to create course materials that can be accessible to all kinds of users whether MAC or PC, Smart phones, Tablets or other hand-held devices.
- MAC's cannot view documents within the browser. Safari, Opera, Internet Explorer, Google Chrome and Firefox are configured to automatically download most documents into the Download Manager, onto the Desktop, or some other location.

MAC OS RECOMMENDED BROWSER SETTINGS FOR BLACKBOARD

STEP #1: Download and Install the latest Internet Explorer version

- Download the version appropriate for your MAC OS
<http://support.microsoft.com/iemac/>

STEP #2: Download and Install the Java MRJ

- You will need this tool to use the Virtual Classroom.
<http://developer.apple.com/java/download.html>
- MAC recommended browsers for using Blackboard:

APPLE® MAC OS® OPERATING SYSTEM

	<i>Safari® 5.0</i>	<i>Safari 4.0</i>	<i>Firefox (Final Release Channel)</i>	<i>Firefox 3.6</i>
Mac OSX 10.5 "Leopard®"	Compatible	Compatible	Compatible	Compatible
Mac OSX 10.6 "Snow Leopard®"	Certified	Compatible	Certified	Compatible

- Blackboard strives to make all its products as accessible as possible. JAWS for Windows 11 and 12 were used during accessibility testing of Service Pack 6
- Sun Java™ Runtime Environment 5 (JRE™ 5) is no longer supported. It may continue to work but the latest version of Java 6 is the recommended for all users.
- Not supported: Internet Explorer 7; Firefox 3.5



- Internet Explorer 8 and Internet Explorer 9 are only supported in Standards Mode. Some known issues can be resolved by using Compatibility Mode (emulates IE7 behavior).
- Both Google Chrome and Mozilla Firefox have moved to a rapid release cycle. At the time of testing, Chrome 13.0 and Firefox 7.0 were the latest available versions. Since then, new stable versions have been released and widely adopted. Blackboard is supporting all newer stable versions of Chrome and Firefox.

STEP #3: Enable both JavaScript and Java to work on your MAC

- To enable JavaScript:
 1. Open Internet Explorer
 2. Click **Edit**
 3. Select **Preferences**
 4. Select **Web Content** under Web Browser section
 5. Click on the checkbox next to the words Enable Scripting, then click **OK**
- To enable Java:
 1. Open Internet Explorer
 2. Click **Edit**
 3. Select **Preferences**
 4. Select **Java** under the Web Browser section
 5. Click on the box next to **Enable Java (Apply MRJ)**, and then click **OK**



STEP #4: Enable Cookies

1. Click **Edit**
2. Select **Preferences**
3. Select **Cookies** under Receiving Files section
4. When receiving cookies: **Never Ask**



PLEASE NOTE: - SOME PEOPLE ARE CONCERNED ABOUT ALLOWING COOKIES ADDED TO THEIR COMPUTER, WHICH IS WHY MANY OPT TO DISABLE THE COOKIE FEATURES. COOKIES ARE PART OF THE NORMAL DAY-TO-DAY USE OF THE INTERNET AND ARE A SAFE ADDITION TO YOUR COMPUTER. COOKIES ALLOW THE BROWSER TO KNOW WHO YOU ARE AND STREAMLINE YOUR EXPERIENCE. **TO USE BLACKBOARD, YOU MUST HAVE YOUR COMPUTER COOKIES ENABLED**



CHAPTER 7B: BLACKBOARD & MY MAC:

“I’m a Mac User. What Problems or Issues Might I Encounter In My Online Class?”

Take heart, many of your Online Learning Center technicians and staff are Mac people, so if you encounter a problem don't hesitate to email us for Mac-specific assistance. Email us at OnlineLearning@swccd.edu.

Here are some common FAQ's from Mac users



1. When I upload a document from my Mac to the Blackboard server, why are my students unable to open it from any browser or platform?

All files uploaded in Blackboard must have a file extension. When a file is saved in any application on a Mac, the extension is normally not added to the file name. If the extension is missing from the file name, add it to the name manually before uploading it to Blackboard. Some examples of extension are: .doc for Word document, .ppt for PowerPoint, .xls for Excel and .pdf for Adobe Acrobat.

2. The file posted on Blackboard has an extension with its file name and I still cannot open it from my Mac. What else can I do?

If there is still a problem opening a file uploaded from the Mac, then:

- *Download the file to your computer hard drive*
- *Open the application that you want to use to view the file*
- *Open the downloaded file from within the application*

If you are having trouble viewing media files, particularly those that don't use QuickTime, download them to your local hard drive and view the file from there.



3. What do I need to tell my Mac students to ensure that the documents they send to me via the digital drop box will actually open for me to grade them?

Blackboard software runs on a PC and determines the type of a file from its three-letter file extension (like .doc or .ppt). Macs store this information internally in the file. Advise the students to add the needed file format extension to the file name before dropping them in their digital drop box. For example, if it is a Microsoft Word document then the student should make sure that the file name has a .doc extension with it.

At times, the files created by students in an older version of the application may also have problems opening correctly. If you experience frequent problems reading Microsoft Office files, suggest to your students that they upgrade their Office version. Another option would be to have them send files in RTF (Rich Text Format) format.

4. I downloaded a file to my Mac from Blackboard. It has the correct file extension but, when I open it from within an application that supports its extension format, the text is filled with symbols. Why does this happen?

You may experience this problem if the downloaded file does not have the correct application icon on it. Blackboard software resides on a PC system. When a file is downloaded from Blackboard to a Mac, it is mapped to an application by the PC Exchange/File Exchange control panel. To make sure that the extension of the file is mapped to the correct application:



- ✓ *Open File Exchange from the Control Panel*
- ✓ *Select PC Exchange*
- ✓ *Select the file extension of the file you downloaded*
- ✓ *Map it to the correct application icon*
- ✓ *Apply the changes*
- ✓ *Open the file again from within the application (you may have to reboot the system to see the changes)*

5. When I zip a PowerPoint presentation and upload the bundle into Blackboard, none of the pages open. How can I view web pages of a PowerPoint presentation on Blackboard?

This problem is caused by PowerPoint, which gives you an error if you try to view the presentation embedded into a frame within a Blackboard page. To resolve this problem:

- *Download PPTstart.htm (Click or CTRL-Click on file name to download it). This file will force the PowerPoint web pages to open correctly and in a new browser window*
- *Edit this file on line 14 for each of the presentations that you are going to upload in blackboard. In line 14, replace href="" with href="filename.htm", where the filename is the full file name of the main HTML file of the PowerPoint web pages. (When saving a PowerPoint file as web pages, do not use any blank spaces or special characters in the file name)*
- *After you are done editing, put start.htm, filename.htm and the PowerPoint web pages folder in one main folder*
- *Compress this main folder into a zip file with ZipIt or any other suitable file compression utility*

Upload the zipped file to Blackboard as follows:



1. Enter your course and go into the **“Control Panel”**
2. Choose which course section to put your presentation in (i.e. click “Course Documents”)
3. Click **“Add Item”**
4. Name the link your students will see
5. Browse for the zipped file and choose **“Open”**
6. Next to the **“Special Action”** select **“Unpackage this file”**
7. Click **“Submit”**
8. Select the **“main”** HTM file for the entry point
9. Click **“Submit”**

6. What information should a Mac user type for offline content in their “Set CD-ROM” location?

In order for Mac users to use offline content on a CD-ROM, they should type the actual name of the CD-ROM in the “Set CD-ROM” location. This is the name of the CD-ROM that appears on the desktop. This process will need to be repeated every time a new CD is inserted into the drive.

RECOMMENDED BROWSERS FOR PC USERS:

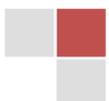
MICROSOFT® WINDOWS® OPERATING SYSTEM

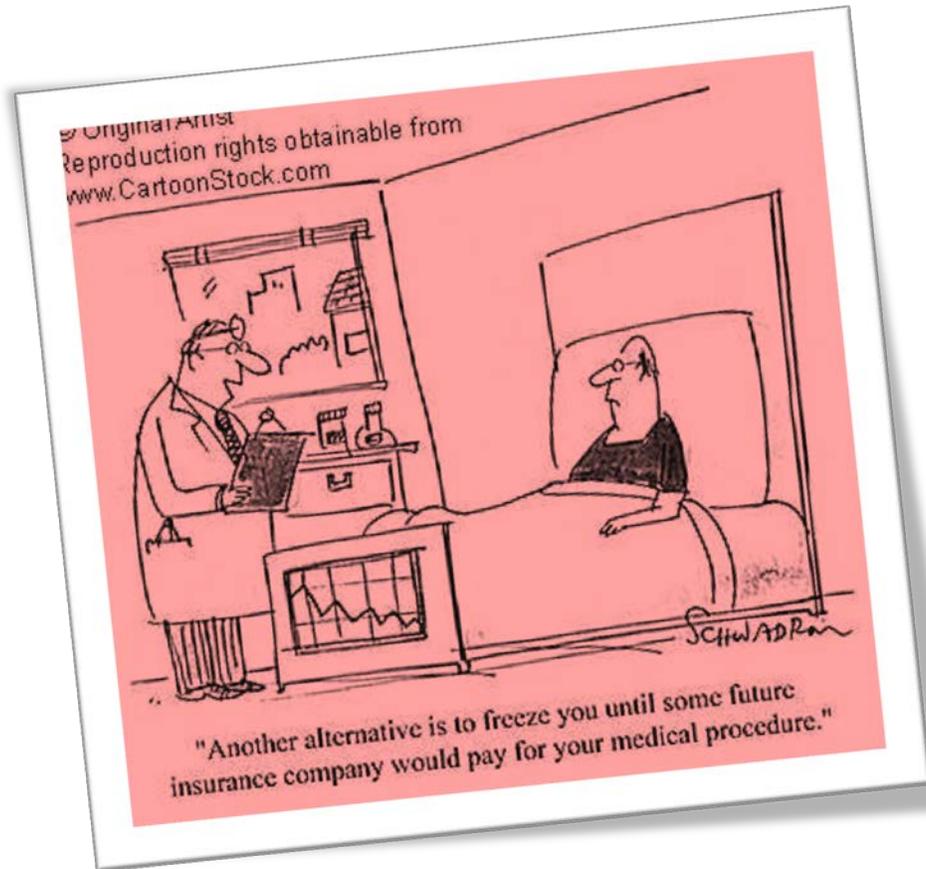
	Internet Explorer® 9	Internet Explorer® 8	Firefox	Firefox 3.6	Chrome
Windows® XP (32-bit)	Unsupported	Compatible	Compatible	Compatible	Compatible
Windows Vista® (32-bit)	Certified	Certified	Certified	Compatible	Compatible
Windows Vista (64-bit)	Compatible	Compatible	Compatible	Compatible	Compatible
Windows 7 (32-bit)	Certified	Certified	Certified	Compatible	Certified
Windows 7 (64-bit)	Compatible	Compatible	Compatible	Compatible	Compatible

Certified: fully tested and supported.

Compatible: partially tested but should function properly.

Unsupported: either impossible or not tested.





CHAPTER 8A: COURSE CARTRIDGES

TIMEFRAME: 14-DAYS PRIOR TO TERM START

A course cartridge is pre-packaged content from the publisher of your text book. These make life a little easier for faculty to populate courses with content because the content is already prepared for you. Course cartridges can run the gamut from web links that will only take you and your students to the publisher's web site, or to a Blackboard course full of content. NOTE: course syllabus MUST BE WRITTEN by faculty and submitted to your department chair. Publisher syllabi are not acceptable to use.

WHAT YOU NEED TO KNOW ABOUT COURSE CARTRIDGES

- Cartridges come in two forms: A download "key" (number) for instructors or a "zip" (attachment) files with all the content
- If you have a download key, you need to ask the publisher (provided you have the email address or telephone number) to send a copy of it and the instructions to the Online Instructional System Administrator, Larry Lambert at LLambert@swccd.edu
- If you have a zip file, take the file to Larry Lambert to load into your course or you can do it yourself. The SWC email system blocks zipped files because of security concerns. They are notorious virus carriers.
- You need to write down and keep the name and phone number of the publisher account person you work with and the technical support number
- Ensure your cartridge is compatible with Blackboard Enterprise course management system and version (call the OLC to find out what version). Ask your publisher for confirmation that their material is compatible with our Blackboard version..
- The Online Learning Center has only limited support for faculty using course cartridges. Because they are so specialized OLC staff cannot be experts in all of them. When OLC staff encounters problems they have no technical access to solve, they may ask that you work with your publishers' technical support
- Faculty will be asked to first contact their publishers technical support staff to resolve issues. You are the professionals with this content and know how you want to use it
- If the technical issues cannot be resolved, the technical support person (publisher) should contact the Online Learning Center to work with a technical support specialist.



CHAPTER 8B: COURSE COPY AND OTHER REQUESTS

TIMEFRAME: 7-14 DAYS PRIOR TO TERM START

COURSE COPY IS WHAT FACULTY DOES TO MOVE THEIR COURSE CONTENT FROM TERM TO TERM. A COURSE COPY CAN BE A SIMPLE ONE-ITEM OR THE ENTIRE COURSE. HAVING YOUR COURSE COPIED WILL ENSURE THAT YOUR AUTOMATED FEATURES WILL RESPOND PROPERLY. NOT COPYING YOUR COURSE WILL DISABLE THESE FEATURES.

THE STEPS FOR COPYING YOUR COURSE

Courses can be copied two ways:

1. The OLC staff Can do it, or
2. You can do it yourself

COPYING YOUR COURSE TO A DIFFERENT TERM YOURSELF:

1. Learn what your course ID is (both from where your current content is and the course ID where it needs to go):
 - **13FA:** Term example (fall term for 2013)
 - **PSYC:** Name abbreviation (discipline name, normally 4- letters)
 - **101:** Course number
 - **01:** Section Number
 - **500** series section numbers are purely online.
 - **600** series section numbers are blended (hybrid) classes
2. Go to the Online Learning Faculty Support Web site and complete a course copy request web form:
 - <http://www.swccd.edu/~olc>
 - The information **MUST** be correct or the form will be *sent back for corrections*.
 - You can request up to four courses to be copied on one form submission.



COPYING YOUR COURSES YOURSELF

You can copy a course you are teaching to another course you are teaching. You **CANNOT** copy a course to a new course (one that has not been created) or ***you cannot copy course content to a course in which you are not an instructor:***

STEPS FOR YOU TO COPY YOUR COURSE:

1. Go to your course
2. Click on the **Packages and Utilities** link
 - a. Click on the **Course Copy** link under this drop down menu
3. In option number 2, named "Destination Course" click the BROWSE button next to the window
4. Click on the radio button next to the course id where your content needs to do (Destination Course)
5. Click the **SUBMIT** button from **WITHIN THAT WINDOW**
6. Place a checkmark by clicking into the box next to the items from your course you wish to copy
7. Click on the **SUBMIT** button on the bottom right of the window



CHAPTER 8C: "SUPERCOURSE"

TIMEFRAME: 14-DAYS PRIOR TO TERM START

A "**SUPERCOURSE**" IS A TERM ORIGINATED RIGHT HERE AT SWC! IT MEANS MERGING MULTIPLE SECTIONS OF THE SAME COURSE CONTENT BEING TAUGHT OVER THE SAME TIME PERIOD INTO ONE COURSE-ID. AN EXAMPLE OF THIS IS PSYCHOLOGY 101 WHICH NORMALLY HAS SECTIONS 101_501, 101_502, AND 101_503 (EVEN MORE FOR FALL TERM). WITHOUT THIS FEATURE INSTRUCTORS NEED TO UPLOAD THEIR COURSE CONTENT INDIVIDUALLY FOR EACH SECTION, BUT WITH THE SUPERCOURSE INSTRUCTORS CAN LOAD ALL SECTIONS CONTENT ONE TIME AND HAVE ALL OF THEIR STUDENTS IN ONE COURSE. THIS METHOD ALLOWS BETTER ORGANIZATION AND COURSE MANAGEMENT.



THE STEPS TO HAVE A SUPERCOURSE

1. Go to your faculty support website at: www.swccd.edu/~olc and
2. Click on the Web Request Forms menu item.
3. Find the SUPERCOURSE SERVICE REQUEST link and complete the form

UNDERSTANDING YOUR SUPERCOURSE

- Your new merged "SuperCourse" will have a course id similar to: SC13FA_PSYC_101_XXXXX with "X" being the faculty's last name.
- Your source courses are called "child courses" because they are now integrated with the SuperCourse.
- Enrollments are **automatically updated** through the child courses and funneled into the SuperCourse immediately with no lag time.

Leave your **child courses unavailable** and work only in your new SuperCourse. Add or copy content to it and interact with your students through this course.

CHAPTER 8D: COURSE AVAILABILITY

TIMEFRAME: ON OR BEFORE THE CLASS START DATE

COURSE AVAILABILITY IS THE PROCESS TO ALLOW OR PREVENT STUDENTS FROM VIEWING AND ACCESSING YOUR COURSE AND ITS CONTENTS. MAKE YOUR COURSE AVAILABLE NO LATER THAN THE FIRST DAY OF CLASS SO YOUR STUDENTS WILL BE ABLE TO ACCESS YOUR COURSE CONTENT. BEST PRACTICES SHOW THAT OPENING YOUR COURSE A FEW DAYS EARLY WILL ALLOW STUDENTS TO BECOME FAMILIAR WITH THE ONLINE ENVIRONMENT PRIOR TO THE

THE STEPS FOR MAKING YOUR COURSE AVAILABLE

How to make your course available for students:



1. Go to your **WELCOME PAGE** tab after you login to Blackboard
2. Find your course ID listed in the **My SWC COURSES** module
3. Click on the “tool” icon (resembles a hammer and wrench) on the left-side of the course ID. A new toolbar will appear directly below the course ID
4. Click on the **first icon** to make your course available. You can hover over the icon to make sure it shows you the correct operation, *“Make Course Available”*. If your course is already available the text will read, *“Make Course Not Available”*

PLEASE NOTE: - FOR **ONLINE COURSES ONLY**, THE TECHNICAL SUPPORT SPECIALISTS FROM THE OLC WILL MANUALLY MAKE YOUR COURSE AVAILABLE ON THE FIRST DAY IF YOU HAVE NOT DONE SO BY 10:00 A.M. THE EXCEPTION TO THIS IS IF THERE IS NO COURSE CONTENT OR THE COURSE DOES NOT START UNTIL LATER. THE OLC STAFF WILL ATTEMPT TO CONTACT THE FACULTY IF THERE IS NO COURSES CONTENT TO HELP GET THE COURSE(ES) OPEN. IF NO CONTACT IS AVAILABLE THE OLC STAFF WILL CONTACT THE SCHOOL ADMINISTRATOR FOR DIRECTION.

ALL BLENDED (HYBRID) OR FACE-TO-FACE COURSES ARE MADE AVAILABLE AT THE INSTRUCTORS DISCRETION



Timeframe: Soon after the class ends



AT THE END OF YOUR TERM MAKE YOUR COURSE **UNAVAILABLE** BY USING THE DIRECTIONS ABOVE AND CLICK THE SAME ICON YOU DID TO MAKE YOUR COURSE AVAILABLE. ONLINE SUPPORT TECHNOLOGISTS WILL MAKE CLASSES UNAVAILABLE **THIRTY (30) DAYS** AFTER YOUR CLASS ENDS. IF INSTRUCTORS WISH FOR THEIR COURSE(S) TO BE AVAILABLE AFTER THAT TIME YOU CAN MAKE IT AVAILABLE AT YOUR DISCRETION.



CHAPTER 8E: USER ACCOUNTS

Chapter 8E

TIMEFRAME: WHEN HIRED

USER ACCOUNTS ARE CREATED AUTOMATICALLY BY OUR INFORMATIONAL SYSTEMS DATABASE CALLED COLLEAGUE (WEB ADVISOR). FACULTY ROLES ARE ENROLLED INTO EMPTY COURSE SHELLS EACH TERM. ACCOUNTS ARE AUTOMATED TO INCREASE THE ACCURACY AND SPEED OF THE PROCESS. NEW USER ACCOUNTS FOR OTHER REASONS ARE REQUESTED FROM THE ONLINE WEB REQUEST FORMS: WWW.SWCCD.EDU/~OLC

YOUR USERNAME INFORMATION:

USERNAME: Your username is your first and last initial (small letters) and your seven digit employee number. (e.g. ab0123456)

PASSWORD: Your default (first) password is your first initial and your last name. Your first initial and the first letter of your last name are capitalized. (e.g. ABiggun)

- Your username cannot be changed; however, your password can and should be changed at least once per term. When you login the first time, we encourage you to change your password.

Steps to change your password:

TIMEFRAME: IMMEDIATELY

1. Click on your **Welcome Page** in Blackboard
2. Click on the **“head and shoulders” icon next to your name in the top banner and to the right**
3. Click on **PERSONAL INFORMATION** from the list
4. Click on **CHANGE PASSWORD**
5. Follow the directions and then click the **SUBMIT** button on the right



MULTIPLE ACCOUNTS

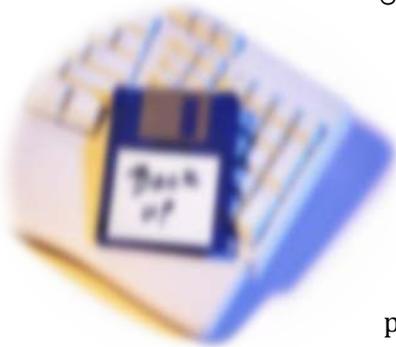
Faculty may have multiple user accounts. An example might be a student account to check information in your course. Please request this by emailing the OLC: OnlineLearning@swccd.edu

PLEASE NOTE: ONLY THE STANDARD USER ACCOUNT WILL BE AUTOMATICALLY ENROLLED INTO COURSES EACH TERM. YOUR ACCOUNT CREATED WHEN YOU PARTICIPATED IN THE REQUIRED SAFETY TRAINING WILL NOT FUNCTION IN BLACKBOARD. YOUR FACULTY NUMBER WILL BE ISSUED TO YOU FROM HR AND FOLLOW DIRECTIONS ON THE LOGIN SITE FOR YOUR PASSWORD. SEE USER INFORMATION CHAPTER ABOVE FOR EXAMPLES

TIMEFRAME: 3-DAYS AFTER CLASS END

BACKING UP YOUR COURSE IS VERY IMPORTANT TO MAINTAIN ERROR FREE REPORTING AND ARCHIVE STUDENTS' INFORMATION. TECHNOLOGY IS NOT PERFECT AS YOU KNOW. BACK UP YOUR COURSE TO PRESERVE STUDENTS RECORDS AND PROTECT YOUR CONTENT.

BACKING UP YOUR COURSE



- Recycle your course and delete unwanted content or users
 - Back up all information in one neat package by:
 1. Go to your **CONTROL PANEL** in your course.
 2. Click on **PACKAGES AND UTILITIES**.
 3. Click on EXPORT/ARCHIVE COURSE from the drop down list.
 - Click on the **ARCHIVE** button (upper-left and next to: export)
 - Click on the **SUBMIT** button on the upper or bottom right
 - Look for the **green SUCCESS banner** appearing near the top of the page.
 - Come back to this area after you receive an email telling you the process is complete.
 - Click on the **ArchiveFile** name to download and save the archived zip file to your computer.
 - If or when you need to access this course again, the OLC staff must restore it for you. Email the OLC to start this process.
-

CHAPTER 8G: BACKING UP YOUR GRADEBOOK

TIMEFRAME: EVERY WEEK



HAVE YOU EVER AWAKENED LATE AT NIGHT WITH A HEART-WRENCHING FEAR THAT YOU HAVE LOST YOUR GRADES? NO NEED TO HAVE THAT NIGHTMARE IF YOU HAVE TAKEN THE TIME TO BACKUP YOUR GRADE BOOK. TECHNOLOGY DICTATES PERSISTENT MEASURES TO ENSURE THE SAFEKEEPING OF YOUR STUDENT GRADES. ONE WAY TO AVOID THE TRAGEDY OF LOSING YOUR STUDENTS' GRADES IS TO BACK UP YOUR GRADE BOOK EACH WEEK. IT ONLY TAKES A FEW EXTRA STEPS AND YOU WILL BE GLAD YOU DID IT:

How to back up your Grade Center”

1. Go to your CONTROL PANEL
2. Click on GRADE CENTER
3. Click on FULL GRADE CENTER
 - a. Look to the far-right and hover your mouse over the “**WORK OFFLINE**” button
4. Click on **DOWNLOAD**
5. Leave the default options alone in options 1 and 2 and 3
6. Click on the **SUBMIT** button
7. Click the **DOWNLOAD** button in the next window and save it to your computer

When you download your grade center the second time and for each time thereafter be sure to delete the *old file* and replace it with the *new one*.

Backing up your course is easy and only include a few steps. If you have questions, please come by the Online Learning Center, call, or email us at OnlineLearning@swccd.edu



A complete listing of terms is available from: <http://www.cybermediacreations.com/elearning/glossary.html>

24/7/365

Available 24 hours a day, seven days a week, every day all year. Describes the hours online courses and university-related materials and support are available to students and faculty.

ACCESSIBILITY

Most commonly refers to providing access for all people to Web environments including those people with disabilities. Designing sites for the way that screen readers, text browsers, and other adaptive technologies interact with the Web, choosing contrasting colors for readability, and providing alternative tags for graphics are examples of making Web sites more accessible.

ACROBAT READER

A free program produced and distributed by Adobe Systems for displaying and printing documents in Portable Document Format (PDF).

ACRONYM

An abbreviation of the first letters of a phrase or the long name of an organization that forms a word or conveys a message. In electronic communication or online documents, acronyms are used as writing shorthand or a method to communicate humor. Examples include IMHO (in my humble opinion), F2F (face-to-face), and WYSIWYG (what you see is what you get).

ASYNCHRONOUS

Not occurring at the same time. In online courses, asynchronous refers to communication that occurs at different times. Common examples of asynchronous communications are e-mail or Blackboard Discussions tool. People can communicate at different times by sending, reading, and replying to messages or discussions.

COLLABORATIVE/COOPERATIVE LEARNING

An approach to teaching and learning involving two or more students working together to gain knowledge, skills, and experiences.

COMMUNICATION TOOLS

Refers to electronic modes of communication such as e-mail, bulletin boards, chat, discussions, list servers, calendars, and student Web pages.



FAQS

A collection of Frequently Asked Questions and answers that have been gathered together to assist students and/or others.

FTP - FILE TRANSFER PROTOCOL

A standard protocol for the transfer of files between a computer and the server which stores the files that can be accessed by Web users. Commonly-used programs for FTPing are WS_FTP for the Windows platform and Fetch for Mac operating systems.

FACE-TO-FACE OR F2F

Refers to the traditional classroom where the instructor and students are in the same physical space.

FACILITATOR

One who guides a discussion, activity, or course. May be the instructor, a guest lecturer, or a student. Not necessarily the same person for all course activities. Facilitator and moderator are, at times, used interchangeably. However, a moderator may be responsible for presiding over the entire course. In an online student-centered environment, faculty facilitates active learning, problem solving, inquiry approaches, and team-based instructional activities or projects.

HTML

Hypertext Markup Language. HTML is an authoring language that uses tags <angle brackets> to define the elements of a Web page that tells browsers how to display the contents of a page.

HYBRID (BLENDED) COURSES

A Hybrid (blended) course is defined as one where class meetings are reduced by at least 50% and instruction and interaction are based on the technologies available from the Internet and the World Wide Web. Students enrolled in a Hybrid (blended) course interact with the class instructor and other classmates through in-class discussions and Internet-based communications. The focus of the course meeting place is shifted from the classroom to the Web.



INTERNET

In online usage, the term Internet refers to the electronic network of millions of interconnected computers worldwide that are accessed by the use of standardized Internet Protocol (IP) addresses.

LURKER/LURKING

A person who reads discussion messages but does not take part in the discussion. Online course communication guidelines can provide students with an understanding of acceptable behavior thus reducing the need for lurking. However, lurking is often recommended prior to becoming an active participant in non-class discussion lists in order to get a feeling for the mode of conversation.

NETIQUETTE

The etiquette of online communication and the use of the Internet. For a comprehensive list of rules for a variety of forms of online communication, see:

<http://www.networketiquette.net/>

ONLINE COURSES

An online course is defined as one where instruction and interaction are primarily based on the technologies available from the Internet and the World Wide Web. Students enrolled in a Web course interact with the class instructor and other classmates through Internet-based communications. There may be a technology orientation schedule the first week of the semester.

ONLINE LEARNING ENVIRONMENT

Using the Internet for learning via coursework or information posted on the Web, electronic communication, and other instructional activities.

STREAM

Any data transmission that occurs in a continuous flow. Streaming audio and video files allow you to display or play the beginning before all the data have been transferred.

SYNCHRONOUS COMMUNICATION

Communication happening online between two or more people at the same time, but not necessarily in the same place. The most frequently used form of synchronous communication is online chat. Audio and video conferencing, instant messaging, and white boards are other examples.

TRANSPARENT TECHNOLOGY

Invisible and easy-to-use technology tools that are not the center of learning. Used to enhance and enlarge the scope of learning without getting in the way.

URL- UNIFORM RESOURCE LOCATOR

The address of a Web page. For example, <http://www.swccd.edu>.



USABILITY

The ease that users experience in navigating an interface, locating information, and obtaining knowledge over the Internet.

VIRTUAL COMMUNITY

A group sharing common interests in cyberspace rather than in physical space. Virtual communities exist in discussion groups, chat.

WEB-ENHANCED COURSE

A web-enhanced course is when the instructor of a face-to-face class chooses to use the online learning system to augment their class delivery. Most common practices are uploading syllabi, assignments, and other documents, for students to access and checking grades during the term. This helps reduce the amount of time spent copying needed classroom materials and giving students who missed the class day an opportunity to get the materials.

WEB SERVER

A computer that is dedicated to retrieve and send files on request from another computer, particularly Web page HTML files that are "requested" by entering the URL in a browser such as Internet Explorer or Netscape.

ZIP & UNZIP

Large files need to be compressed for sending over the Internet. This is accomplished through programs which zip (compress) and unzip (decompress) the files. Numerous programs such as Stuffit and WinZip are available for compressing and decompressing files.



CHAPTER 8H: RESOURCES

Online Technical Support Specialist

Todd Williamson:

OnlineLearning@swccd.edu or 619 216-6666

Online Instructional System Administrator:

Larry Lambert

llambert@swccd.edu or 619 421-6700 Ext 5677

ONLINE LEARNING CENTER

FOR TECHNICAL AND ANDRAGOGICAL SUPPORT WITH ONLINE LEARNING:

Contact Info.	Hours Of Operation (May vary from term to term)		Location	Holidays
OnlineLearning@swccd.edu (888) 556-6718 (24 hours) (619) 216-6666 (Faculty Only)	M-F	9 a.m. - 4 p.m.	Room L103 (1 st floor of LRC/Library)	Closed on all SWC holidays (Unless stated by OLC staff)
Summer hours:	M-Th	8 a.m. – 5 p.m.		

TRAINING: Faculty and Staff training sessions provided at the Online Learning Center and conducted in the Staff Development area:

<http://www.swccd.edu~staffdev> Extension 5678

Flex, Hurdle and Educational Incentive are available



ACCESSIBILITY GUIDELINES

Here are some resources to help you design online content that is appropriate and accessible for our disabled students:



- <http://www.webaim.org/intro/>
- <http://projectone.cannect.org/>
- <http://www.washington.edu/doit/Brochures/Technology/universal.design.html>
- https://accessible.coursesites.com/webapps/Bb-sites-course-creation-BBLEARN/courseHomepage.htmlx?course_id= 1263_1

Universal design is accommodations for users with learning emotional of physical disabilities. SWC has a department dedicated to helping you and your students: Call 619-482-6512:

“The DSS Mission is to develop an inclusive, accessible, and sustainable educational environment at Southwestern College that promotes student success through innovative accommodations, programs, training and partnerships with students, educators, and the community”.

Students with disabilities are required to identify themselves to you. You are encouraged to discreetly inquire within your class if there are any students with disabilities. They need to contact our DSS department to get the accommodations they need and transfer those needs into your classroom.

Learning Disabilities as explained by SWC office for students with disabilities is:

“A learning disability is a permanent (cognitive) disorder that affects the manner in which individuals with average to above average intelligence take in, retain, and/or express information. Like interference on the radio or a fuzzy TV picture, incoming or outgoing information may become scrambled as it travels between the eye or ear and the brain”.

AUTHENTICATION OPTIONS

The Academic Success Center at SWC provides proctoring for student exams:

<http://www.swccd.edu/~asc/index.html> Extension 6348

COPYRIGHT & FAIR USE

Here are some electronic references that address fair use of copyrighted materials for online courses.

- Benedict O'Mahoney's The Copyright Website:
<http://www.benedict.com/>
- Copyright and Fair Use Site:
<http://fairuse.stanford.edu/>
- General Information About Copyrights:
<http://www.patents.com/>
- WWW Multimedia Law:
http://bailiwick.lib.uiowa.edu/journalism/medialaw/copyright_main.html
- Ivan Hoffman, Attorney At Law, provides information via articles he has written about copyright law and related issues:
<http://www.ivanhoffman.com/>



The issues mentioned in this guide are only a beginning point for discussions on how the online environment and the use of technology impact what we do and how we do it. For example:

- How does technology fit with your vision of education?
- Can you teach more efficiently with technology?
- How can you best meet learners' needs through online courses?

COPYRIGHT RESOURCES

- The **Copyright Issues for Academics** from UCLA contains a short list of Multimedia Fair Use guidelines and links to other copyright sites:
<http://www.ats.ucla.edu/stat/copyright.htm>
- The TEACH Act:
<http://web.archive.org/web/20021127113330/http://www.ala.org/washoff/teach.html>
- Government:
<http://www.copyright.gov/resces.html>
- Yale University:
<http://www.library.yale.edu/~okerson/copyproj.html>



SWC STUDENT AND ACADEMIC SERVICES



Academic Support Center:

- <http://www.swccd.edu/3rdLevel/index.asp?L2=144>

Admissions and Registration:

- <http://www.swccd.edu/2ndLevel/index.asp?L1=5>

Assessment Center:

- <http://www.swccd.edu/3rdLevel/index.asp?L2=114>

Counseling and Career Center:

- <http://www.swccd.edu/2ndLevel/index.asp?L1=13>

Library:

- <http://www.swccd.edu/~library/>

Bookstore:

- <http://www.swcbookstore.com/>

Disability Support Services:

- <http://www.swccd.edu/3rdLevel/index.asp?L2=10>



Have a successful online, teaching experience. If you need further assistance, please feel free to contact the Online Learning Center.

Telephone: (619) 482-6595 (Student Help Line)
(619) 216-6666 (Instructor Help Line Only)

E-mail: OnlineLearning@swccd.edu

Location: Room L103
(first floor of the Library / LRC, bldg 620)