

Online Learning and Educational Resources

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Build capacity in faculty and staff to create high-quality, sustainable and innovative online learning and educational resources

Provide the required tools, infrastructure and professional development to use emerging technologies for expanding online learning and educational resources

Explore the effectiveness of online learning and educational resources



Overview

Technology is transforming the way students engage with information, with education and with each other in their daily lives. Increasingly, students have come to expect online learning environments and components in their learning experiences; the technology and information revolution thus creates new possibilities for meeting the learning needs of students. Developing online learning and educational resources can allow us to re-think pedagogies and engagement strategies. Creating and adapting new tools, creative learning environments and pedagogies of online learning and engagement can empower students and the entire Lane community to connect with the emerging global information infrastructure and with each other. Source: [Lane Community College Strategic Plan](#).

To achieve the goals and objectives for online learning, work has been focused and organized around three strategic initiatives: **information literacy**, **technology integration and infrastructure** and **blended learning**. The institutional projects described below directly support these initiatives.

In addition to reviewing project level outcomes and results, online learning and educational resources leads look to institutional data and evidence to assess progress toward strategic direction goals. For example, online course offerings have increased 364% (from 192 to 891) from 2006 to 2013. Student FTE in online sections has similarly increased, as illustrated in Figure 6, even as total college FTE has declined over the past two academic years.

The Associate of Arts Oregon Transfer degree, Associate of Science degree and Associate of General Studies degree can all be earned 100% online. There are twelve other associate degrees and six one-year certificates that can be earned 50% or more online.

Academic Technology and Information Technology faculty and staff are continuing to collaborate with Institutional Research Assessment and Planning (IRAP) and to develop data sets and analytical capabilities. These will allow us to better understand and evaluate the quality and effectiveness of online learning and educational resources, as well as their relationship to and impact upon student preparation, progression and completion indicators.

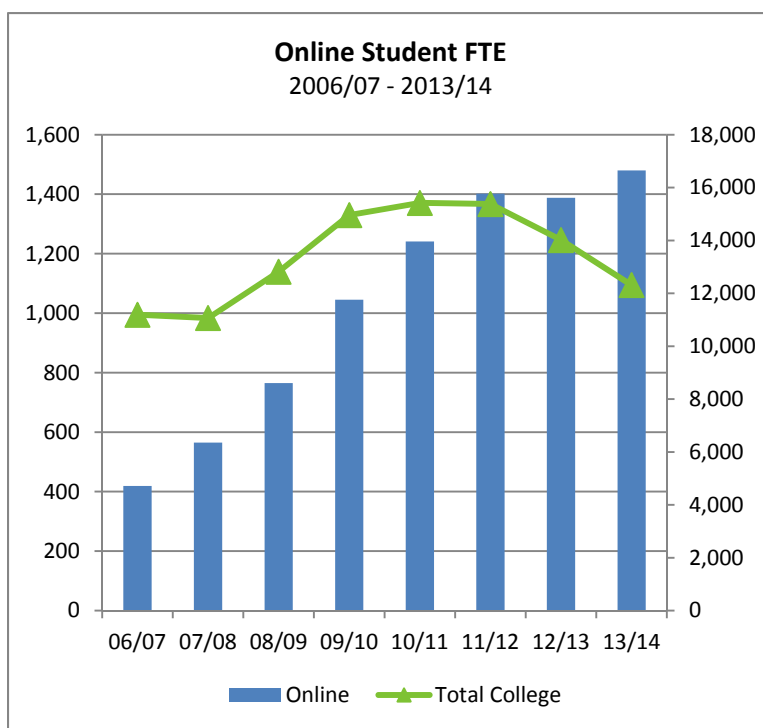


Figure 6: Online Student FTE
Source: Information Technology and Institutional Research, Assessment and Planning.

Completed Projects

During the 2013 and 2014 academic years, the college successfully completed several institutional online learning and educational resources projects, achieving objectives, shifting focus toward scale and practice and successfully integrating the work into ongoing college programs and services.

DIG Co-Lab (Digital Collaboration Faculty Fellowship for Developmental Education)

Leads: Adrienne Mitchell, Ian Coronado

This project began as a pilot in Spring and Summer 2013 and concluded in Summer 2014. In alignment with state and national initiatives toward (1) developmental education redesign; (2) textbook affordability; and (3) student success, the ultimate goal of this project was to increase student success in developmental education and beyond. Specifically, the purpose of this collaboration project was twofold: we aimed to (1) share instructor-developed learning objects, instructional materials, and modules and other open educational resources digitally and (2) increase collaboration and innovation among developmental education instructors at Lane. As such, resources were organized by content area in order to promote sharing across multiple courses within the context of developmental education redesign and change. In addition, all materials developed and shared in this project are digital in nature and open, thereby reducing the reliance on texts and other commercial products and contributing to textbook affordability for students. Ten different collaborators created more than 130 different learning objects and curricular materials during the span of the project. <http://digcolab.blogspot.com/>

Digital Storytelling

Lead: Sandy Brown Jensen

An initiative of Academic Technology, digital storytelling applies the web 2.0 toolset to the traditional narrative of writing, student self-reflection, and overall teaching and learning. Digital storytelling includes the use of digital cameras, voice recorders, software and hardware to capture and shape new-media in the telling of a story, presentation or idea. During 2012-2013, Lane faculty received direct mentorship in integrating digital storytelling into their classes, and faculty and staff were mentored in bringing digital storytelling into programs and initiatives and events including tutoring services, employee wellness, diversity, assessment and student success.

Lane's Digital Storytelling Initiative was honored nationally in February 2013 when four students were selected to serve as the Social Media Team at the Achieving the Dream National Conference in Anaheim and the college's work has had a visible presence at several national and international conferences. The Story Lane website will continue to be developed with content and digital stories of the campus community. <https://blogs.lanecollege.edu/storylane/>, <https://blogs.lanecollege.edu/mindonfire>

Employee Directory

Lead: David Regan

In spring 2014 a new employee directory and search tool went live, allowing improved searching by department, additional visible fields and editing of some directory information, such as office hours, directly by the employee, making it simpler for students to contact instructors and departments. <https://directory.lanecollege.edu>

Knowledge Network & ePortfolios

Leads: Sarah Lushia, Ce Rosenow, Eileen Thompson

Honors students build and maintain e-Portfolios to document their experiences and pathways throughout their program of study with a persistent use of digital tools and scholarly research. In the past, ePortfolio instruction was integrated into several Honors Program classes with support from Jen Klaudinyi, Faculty Librarian and Faculty Technology specialist. During 2011-12 and 2012-13, faculty technology specialists co-taught ePortfolio-focused honors classes and developed an ePortfolio model page to serve as the primary support site for this project.

In 2013-2014, Sarah Lushia and Eileen Thompson became the Honors Program's ePortfolio leads. Through a Research and Development grant, they attended the international Association for Authentic, Experiential and Evidence-Based Learning (AAEEBL) conference on ePortfolios and the college became an AAEEBL member. In 2014, Sarah Lushia presented a paper at the AAEEBL conference. Academic Technology's support for ePortfolios came to a close in 2013-2014 as this work was migrated solely to the Lane Honors Program. <https://blogs.lanecollege.edu/honorroll/>

LaneOnline

Lead: Audrey Mills

In 2011-2012, Distance Learning at Lane reinvented itself as LaneOnline as an indicator of renewal, growth and a student-centered focus. This shift was made with a variety of strategies in mind, but most predominantly it is meant to reflect the broader concept of Blended Learning. Blended Learning is a mix of instructional techniques and technologies, which may be delivered in a variety of combinations. These combinations include blending face-to-face instruction, web based instruction and new-media as well as integrating computers, smartphones, television, videoconferencing and other emerging electronic media with traditional teaching and learning.

Online enrollments remained steady during 2013-2014 while overall Lane Community College enrollment declined. Hybrid enrollments experienced a slight (6.73%) decrease. Telecourse and live interactive course enrollments decreased 28.86% and 32.8% respectively. The decreases can largely be attributed to several of these courses changing to the online format and to declining use of these older technologies.

Accomplishments and Data:

- Number of unique course numbers offered: 201 online courses, 123 hybrid courses, 17 telecourses and 28 live interactive courses.
- Courses never offered previously in the online format: 22 courses from 12 disciplines; 4 of these courses were from Mathematics.
- Courses never offered previously in the hybrid format: 27 courses from 11 disciplines.
- There is now an online/hybrid icon identifying online and hybrid courses on the web class schedule. The icon is linked to an online readiness self-assessment and the LaneOnline website.
- The Associate of Arts Oregon Transfer degree, Associate of Science degree and Associate of General Studies degree can all be earned 100% online. There are 12 other associate degrees and 6 one-year certificates that can be earned 50% or more online.

- The Basic Health Care Career Pathways certificate can be earned 100% online. There are 7 other Career Pathways certificates that can be earned 50% or more online.
- 142 instructors taught an online course and 141 taught a hybrid course.

www.lanecc.edu/laneonline

Academic Technology – Faculty Instructional Development (Teacher to Teacher Workshops)

Leads: Meredith Keene-Wilson, Audrey Mills, Adrienne Mitchell, Jen Klaudinyi, Kevin Steeves

Training and professional development opportunities are offered to faculty in a variety of formats and venues, with an emphasis on Teacher-to-Teacher instruction and workshops. Opportunities range in depth and breadth and are designed to accommodate faculty at different levels of logistical need, learning style and instructional design. More than [120 workshops, webinars and sessions](https://blogs.lanecc.edu/atude/workshops/) were offered in 2013. <https://blogs.lanecc.edu/atude/workshops/>

Video Distribution Platform (Kaltura)

Leads: Ian Coronado, Dean Middleton

Kaltura established an online media service for the college to present content created by faculty, documented events and college announcements. The benefits of the Kaltura system are easier access across multiple devices for the students and a layer of security for faculty that helps invoke fair use of culturally-relevant materials without compromising faculty personal accounts with providers such as YouTube. Kaltura also allows for easier captioning of video-generated content, which helps Lane maintain compliance with section 508 of the Rehabilitation Act.

Continuing Projects

The following institutional projects will continue on into the 2014-2015 academic year:

Alternative Learning Environments (Adaptive Learning for Developmental Math)

Lead: Adrienne Mitchell

Academic Technology has partnered with the Achieving the Dream campus effort focused on accelerating student completion of college level math by encouraging appropriate placement as well as early and sustained progression. Within this context, faculty have developed and implemented open educational resources (OER) that students may use to prepare to take and/or re-take the placement test. These OER are closely aligned with the math placement test and are available to all students in Moodle. Additionally, an open, interactive web-based version has been developed for use by students, prospective students, high school teachers, Lane instructors and by the community at large.

In 2012-2013, a broad-based team evaluated individualized, adaptive learning systems and other open educational resources for developmental math instruction to determine the feasibility of their implementation. At present, instructors in ALS and ABSE are experimenting with the use of MyOpenMath – a complete, open math platform – including its integration into Moodle.

The team looks to accelerate development of additional alternative learning environments as part of the 2014-2015 Achieving the Dream Leader College work plan.
<https://blogs.lanec.edu/studentsuccess/our-work/atd-overview/>

Center for Learning and Student Success Redesign

Leads: Michael Levick, Jen Klaudinyi, Audrey Mills, Ian Coronado

As described in the Liberal Education Approach for Student Learning section of this report, the 2013-2014 academic year saw the last details being scrutinized in the planning for the college's redesigned learning commons, or the "Center for Learning and Student Success." From an academic technology perspective, the goal is to create a center that integrates learning services with a flexible design that contributes to information and digital literacy for students, as well as the campus community at-large.

The redesign presents an opportunity to further integrate academic technology into the everyday learning experiences of students and the faculty's instructional design. Current priorities include:

- Moving the Academic Technology Center into the Learning Commons
- Centralizing student technology help (SHED)
- Building a media-rich creation studio accessible to all students
- Housing an expanded academic Testing Center to support the growth of online courses and serve additional instructional departments
- Designing flexible and technologically-rich learning spaces to facilitate student success for years to come
- Planning integration of student support services from library and AT staff using Kayako online helpdesk system.

Digital Badges

Leads: Kyle Schmidt, Kevin Steeves, Meredith Keene-Wilson

Lane's Moodle's production site (classes.lanec.edu) implemented badges starting in Summer 2014, giving faculty another tool to motivate and engage learners, signify accomplishments and mark completion or mastery of one or many skills. Lane's learning systems team will continue to investigate other portable badging systems such as Mozilla Open Badges, which allows users to add badges to their Moodle profile or push badges to their Open Badges Backpack.

<http://docs.moodle.org/25/en/Badges>

Digital Campus

Leads: Kyle Schmidt, Ian Coronado

The Digital Campus initiative focuses on connecting and integrating all college web properties (website, myLane, Moodle, ePortfolios, etc.) to provide users with a unified interaction with LaneOnline. The transition between web systems will be more seamless, usable and functional – an orchestrated ecosystem that leverages single-sign-on, web services, and unified look, feel, and branding. The primary objective is to remove barriers of process and technology (multiple web portals working independently) and thereby streamline and integrate the online student experience (multiple web portals working in concert). The foremost stumbling block at the moment is the deployment of a single-sign-on system. Until that work is completed, the project is on hiatus.

OER (Open Educational Resources)

Leads: Ian Coronado, Kevin Steeves

In 2012-2014, an OER Faculty Fellowship community of practice focused on exploration, development and adoption of Open Educational Resources (OER). The fellowship nurtured faculty research and awareness of quality OER practices and provided advocacy and consultation to fellow faculty. A subsequent goal was to facilitate the conversion of textbook laden courses to a peer-reviewed OER format that is textbook free – lowering costs and increasing value for students. Lane students saved an estimated \$325,000 annually through OER efforts to date, and the fellowship won WCET's 2013 WOW Award. Last year's fellowship was revamped to include a discipline team approach.

The coming 2014-15 year will see the OER Faculty Fellowship go on hiatus as the ATC takes a broader tack in expanding and supporting the adoption of OERs at Lane. In its stead, an OER Steering Committee is being formed to determine where the next needs are and which directions should be taken to lead Lane and the State of Oregon forward. <https://blogs.lanecc.edu/oer/>

Online Student Preparedness

Leads: Meredith Keene-Wilson, Ian Coronado

In 2011, Academic Technology launched a division initiative to boost online student preparedness, i.e. student's capability to progress and succeed in the online classroom. Within this context, student-oriented content and tools – including a Moodle demo course, online learning orientation, online orientation workshops, and a readiness quiz – have been revised to ensure students are fully informed before enrolling in an online course. A digital literacy placement test and remedial course are currently in development. Beginning with the Fall 2013 class schedule, new visual icons have been added to identify online and hybrid classes in the schedule, and they contain explanatory information about hybrid and online classes as well as a link to a readiness assessment that students can take before enrolling.

Fall of 2013 saw the introduction of a joint effort between Academic Technology and Media Arts. Digital Literacy MAC 911, a resource for students, helps them determine if they have the digital skills necessary to be successful in courses requiring computer use. MAC 911 begins with an online digital literacy skills self-assessment. If the student discovers they need additional skills, they can attend one of several hands-on training sessions throughout the term.

www.lanecc.edu/laneonline, www.lanecc.edu/mediaarts/mac911

New Projects

As part of our continuous process of reflection, review and planning to achieve online learning strategic direction goals, we have embarked upon several new projects and areas of focus as described below.

Edu-Blogging

Leads: Kevin Steeves, Sandy Brown-Jensen, Matt Danskine

An **edublog** is a blog created for educational purposes. Edublogs archive and support student and teacher learning by facilitating reflection, questioning by self and others, collaboration and by providing contexts for engaging in higher-order thinking. The use of blogs has become popular in education institutions including public schools and colleges. Blogs can be useful tools for sharing information and tips among co-workers and providing information for students. Some instructors use blogs as an instructional and assessment tool, blogs can be used as a task management tool, and blogs are used to teach individuals about writing for an audience as they can be made public. Blogging software makes it easier to create content for the Web without knowing much HTML.

Common examples include blogs written by or for teachers, blogs maintained for the purpose of classroom instruction, or blogs written about educational policy. Educators who blog are sometimes called edubloggers. At Lane, many instructors maintain edublogs for documenting their own professional development, as well as for all the reasons listed above. Support is provided for them by two methods: direct personal mentorship and publically available ATC workshops.

Skills Support and Training System (SST)

Lead: Michael Levick

The Skills Support and Training System (SST) is a peer-based, training and certification system for campus administrative personnel (Peer-2-Peer). The goal of the Skills Support and Training project is to provide quality on-the-job training and accessible reference materials.

Kbase.lanecc.edu is our tool for facilitating capture and access of support materials. It is also the resource to find and share articles about Banner, budget and finance, course management, student records, human resources, and other administrative functions. <https://kbase.lanecc.edu/>

Help.lanecc.edu

Lead: Michael Levick

Help.lanecc.edu is a support portal that includes a knowledgebase for technology self-support, a live chat support function and a ticketing system to track support. It is run through the ATC and supports both faculty and students. ATC staff are able to track visits to the site and measuring how long students or faculty have visited the site and if they are there for an extended period of time. They can initiate a chat and, as needed, initiate a ticket to get fully documented support assistance underway.

This project started in 2014 year and will be ongoing. New enhancements to the system include the exploration of extending this system to the IT helpdesk technicians, unifying ticketing systems, and implementation of voice over internet protocol (VOIP) so that all calls can be routed to the same location. Staff are also exploring an integration with the library help desk in anticipation of stronger ATC partnership with the library in the new Center for Learning and Student Success. Plans to increase marketing and communication of the service include placing a Live Help chat icon on the college's main web page. <http://help.lanecc.edu/>