Attached is my comprehensive Sabbatical Leave Report. I certify that I have fulfilled the objectives of my sabbatical leave and will render the amount of service required by District Policy – Administrative Procedure (AP) 7341.

NAME: Lisa M Lane

DATE SUBMITTED: 3 January 2012

ACADEMIC SCHOOL YEAR IN WHICH LEAVE WAS TAKEN: 2011-12

SEMESTER IN WHICH LEAVE WAS TAKEN: Fall 2011

(NOTE: If this was a full-year leave or a variable leave, please indicate this. Do not include any unbanking as part of a sabbatical leave)

CHECK (X) TYPE OF SABBATICAL LEAVE: _____ Advanced Academic Studies, or

___ X ___ Non-Traditional Activities

SIGNATURE: Lisa M. Lane

________________________________________________________________________

(hard copy must include your actual signature on line above)

Applicant should not write below this line.

APPROVALS

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Sabbatical Leave Report Fall 2011: Revised

II. Re-statement of Sabbatical Leave Proposal

The purpose of my sabbatical leave will be two-fold: first, to acquire deeper, graduate-level experience with educational technology and/or online teaching and research; and second, to create self-paced learning units for MiraCosta's online and technology-using instructors via the Program for Online Teaching. For graduate-level coursework, my intention is to study at the California State University East Bay's MS Education with Option in Online Teaching and Learning program, or in the Athabasca University’s Master of Distance education program. For contribution to MiraCosta's faculty, my intention is to design, develop and construct multimedia assessed modules in areas of online pedagogy and/or teaching skills and tools, and make them freely available under Creative Commons licensing even while I retain intellectual property rights. These units are intended to provide the foundation for an online learning program for faculty using internet technologies for teaching, and give faculty and departments greater opportunity for professional development in this expanding field.

III. Completion of Objectives, Description of Activities

Objective #1: Educational Technology coursework

a. Re-state objective followed by the means by which you accomplished the objective:
Successful completion of one or two graduate-level courses in Educational Technology and/or online education and research. Accomplished with completion of EDUI 6706 Research in Online Teaching and Learning from CSU East Bay with a grade of A (transcript attached).

b. Provide a description of any materials that you produced/courses completed in the fulfillment of the objective:
I received extensive training and practice in engaging in educational research, in particular for projects concerning online education, as part of the Masters program in Online Teaching and Learning. I learned about research methods and trends, and created a draft proposal for a research project (see Appendix A).

c. Indicate the total number of hours dedicated in the accomplishment of the objective:
144

Objective #2: Online instruction modules

a. Re-state objective followed by the means by which you accomplished the objective:
Design, creation and deployment of at least three (if two graduate courses are taken) or five (if one graduate course is taken) modules, including assessment elements, for online instructors. Outcome was to be at least 3-5 modules of use to faculty teaching online and/or using internet technologies for teaching. Accomplished with the creation of 7 modules.

b. Provide a description of any materials that you produced/courses completed in the fulfillment of the objective:
The modules I created were designed to be self-directed and included some form of assessment.

Module 1: Help Before You Start

Introduction: This module is designed to review how much help new online instructors might need by putting the issue in the context of how comfortable and active they are on the web in general. The video was created in Jing and captioned via YouTube with editing of the machine transcription, and uploaded to the MiraCostaPOT YouTube channel 8/26/11.

Assessment: Create a blog post discussing how much help you might need to teach online, based on your own comfort and activity on the web. What sorts of things do you do online already? What might need to be learned to teach effectively in this environment?
Module 2: Jim Sullivan on creating your own professional development

This module was based on an excerpt from Jim Sullivan’s Catch the Wave workshop on 16 August 2011. I edited the video to just this section and added titles and a transcript, uploading it to the MiraCosta POT YouTube channel. See Appendix B for transcript and assessment.

Introduction: Jim Sullivan discusses honesty and fearlessness as two elements of one's own professional development in online education, and talks about developing your own skills.


I created annotation for reading along while watching the video by Alec Couros at the University of Regina on how to become a more networked professor. Posted at http://lisahistory.net/mccpot/newpages/courosvideoannotated.html. See Appendix C for annotations.

Questions for assessment:
Alec posts videos, photos, and slides on various places on the web. Why do you think he does this?
What does it mean that we have a part to play in creating our own digital identity?
Alec says any kid with a computer can make his own videos and edit them. What would be the point of that?
One of the YouTube videos is of Antoine Dodson on the news talking about rape, made into a video. How does the popularity of the resulting song help us understand the networked society?
How does the current reality change our views of literacy, professional development, and community?
Should a culture of sharing be created for academic content and ideas? If so, how?

Module 4: Blogging for Teaching and Learning (based on Jim’s work of Sept 2 First Friday)

Jim Sullivan’s presentation showed the use of blogging for student reflection and metacognition (as opposed to personal or academic blogging), which can be used for any discipline. His classes focus on writing and supporting your ideas through student posts created as part of an instructor-managed class blog. Other alternatives would be students each having a separate blog, and aggregating them, as we did with the 2011-12 Pedagogy First! blog for the POT Certificate Class.

Introduction: This excerpt discussing blogs in our society, the significance of them, and how authors like Thoreau, Dickenson and Whitman might have used them. I took Jim's PowerPoint, audio extracted from Collaborate First Friday session, edited the audio, and uploaded to Slideshare.

Assessment:
How might student blogging fit with your discipline? Can you think of scholars in your discipline that might have liked blogging, as in Jim's literary examples?
Module 5: Internet Literacy for Online Instructors

Part I: Playing online: why instructors should spend more time online

This is a slidecast (slides with my audio narration), posted to Slideshare. The central idea is that faculty need to experience the online space to develop the same familiarity they do in an onsite classroom, and that this can’t be achieved by staying in the “corners” like Facebook and Amazon. See Appendix D for transcript and assessment.

Part II: The Internet

And internet literacy quiz for instructors, which I vetted through the POT Facebook group. It was created in TestMoz. See Appendix E for the text of the quiz.

Module 6: Where the Hell Do I Start?

Based on the All-Day Beginners Workshop as detailed on my blog. This module is a set of web pages designed as a self-paced tutorial. See Appendix F for content.

Module 7: The Online Discussion Two-Step

Based on slides done for my iFacilitate (Leeward Community College/U of Hawaii) presentation. I recorded and added audio to slideshow 17 Nov 2011. This module describes the method I use to have students create a collection of primary sources at the beginning of the week, and then return to write theses based on the source collection they have created. The assessment here is to ask faculty to create a blog post describing how they create interactive discussion.
c. Indicate the total number of hours dedicated in the accomplishment of the objective: **505.5**

**Additional Sabbatical Leave Activities (if applicable)**

I created tutorials, also for faculty use, for the Program for Online Teaching website and the Certificate Class:

- How much help is needed to teach online? (Aug 2011)
- Using Diigo to save bookmarks to the POT group (Aug 2011)
- How to Tag Posts in Edublog for Pedagogy First (Sept 2011)

Participants in the Program for Online Teaching Certificate Class (Pedagogy First) are asked to tag their posts "potcert11" if they are using their blog for other things as well as the class. Here's how to do that.
- Using Diigo to save bookmarks to the POT group (Aug 2011)
- A brief tutorial on how to use Diigo to save bookmarks to a group, in this case our faculty Program for Online Teaching group.
- Using Cocomment (13 Sept 2011)
- How I track my comments on other people's blogs (September 13, 2011)
- How to Tag Posts in Edublog for Pedagogy First (September 12, 2011)
- POT's Getting Started Chart 6:29 (September 12, 2011)
- Using Library Thing 4:47 (Sept 2011)
- Starting Your Edublog 3:56 (Sept 2011)
- Pedagogy First! Week 2 Panic 3:00 (Sept 2011)
- How I use Skim to draw freehand on a PDF document with a Wacom Bamboo tablet and record. (30 Nov 2011)
- How to upload captions to a YouTube video. (2 Dec 2011)
- Using YouTube's automatic captioning, editing it, and uploading a better script. (2 Dec 2011)

**IV. Contribution to District**

**A. Explanation of how my activities contributed to my professional development:**

For Objective #1 (EDUI6706): The graduate course in online teaching and research updated my pedagogical, technological, and research skills and better prepared me for educating our faculty in best practices as well as improving my own online teaching in my discipline. I learned a great deal about educational research, with subjects including both students and faculty, that can inform online teaching practice. More importantly, I learned how to conduct such research myself.

For Objective #2: (Online Modules) Creating the modules and tutorials challenged both my pedagogical and technological skills to the utmost in order to provide and engaging and useful experience. From doing them I learned how to use various technologies and create effective modules for faculty. I was able to use my professional network to check the modules as I created them, and get feedback to make them better. Implementing universal design principles in their creation was a result of that feedback.

**B. Impact of my project on:**

1. Students

For Objective #1 (EDUI6706): Greater knowledge in educational technology and/or online teaching and research positively impacts my teaching for both online and on-campus classes, and helps create opportunities for greater student success. I can use educational research techniques to evaluate the effectiveness of my own online class designs, which will lead to my courses being more effective and accessible to students. I am able to use the latest technologies to engage students in activities for my classes.

For Objective #2 (Online Modules): The modules and tutorials are already assisting other faculty in doing the same. These work into my goals for the Program for Online Teaching, so that I can share what I’ve learned through my own experiences and research as an online instructor. It is already evident in the Certificate Class that my outreach through

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POT has assisted other instructors in developing material and communications for their classes that impact their students in positive ways, assisting engagement and success.

2. Department

For Objective #1 (EDUI6706): Greater knowledge of educational technology and/or online teaching and research will be willingly shared with my department, especially those in my discipline. I was not aware until I took the class of the similarities and differences between educational and historical research. There are a number of areas where educational research has different norms, including the interpretation of research results. I have already begun to introduce the concept in the History Department, so that we can do our own research with History students to discover enrollment, success, retention and outcome trends across our classes.

For Objective #2 (Online Modules): My department will benefit from convenient and user-friendly resources to develop their own technology-enhanced teaching. For this, I refer to the impact of my project on students, because there are a couple of members of my department in the POT class, and they are expanding their online repertory partly as a result of my work.

3. College

For Objective #1 (EDUI6706): Greater knowledge in educational technology and/or online teaching and research benefits the college by providing a human resource to assist in the development and adoption of forward-thinking technologies to help students learn. Since my experience is continually called upon to inform others on issues related to online, it is best that I stay on top of changes in the field. Until recently, with the hire of the Faculty Director of Online Education, there was little access to anyone well-read in educational technologies and pedagogy other than myself. Since it’s unlikely that the college will be able to afford to hire an Instructional Designer or Educational Technologist in the near future, I tend to play that role and feel the need to stay well-informed.

For Objective #2 (Online Modules): Openly accessible learning units in online teaching benefit the college by providing in-house resources for improvement of teaching with technology to all faculty. These modules can be used by the Program for Online Teaching to provide a foundation for online teaching that emphasizes pedagogy. The contributes to the college in a number of ways, not the least of which is preventing us from turning into National or Ashford Universities, which offer canned courses with no pedagogical freedom for instructors.

4. Community

For Objective #1 (EDUI6706): Faculty who are educated not only in their discipline but also in educational theory are positioned to provide guidance to students entering the workforce in the Information Age, and to justify their role in the larger community. I am more aware of current research in educational theory related to online education, and thus am positioned to help provide a better online experience to members of our community.

For Objective #2 (Online Modules): In-house resources to assist faculty who want to improve their teaching take into account local and community needs in a way that external training cannot, and making them publicly accessible can provide such resources for anyone in the community. All the online modules I created are available to the public via the POT website. Anyone wanting to teach online, whether K-12 teacher, corporate trainer, or college instructor, can access and benefit from these resources. In fact, the POT website is accessed by a much larger community than our district.

V. Documentation

All documentations except my CSUEB transcript is available at Lisa’s Sabbatical 2011 Website (http://lisahistory.net/sabbatical2011), including a timesheet, as well as in this report. See Appendix G for the timesheet here in paper format.
Appendix A: EDUI6706 Research Proposal

An Open, Online Course Model to Prepare Faculty to Teach Online

Research Proposal

Lisa M Lane

27 November 2011

EDUI 6706 Fall 2011
Chapter 1: Introduction to the Problem and Need

Online college classes become more and more popular as the years go by. Like many community colleges, MiraCosta College began offering online classes in the late 1990s, with a handful of faculty designing their own classes on the open web. As of 2011, MiraCosta College serves about 14,000 students each semester, and employs 173 full-time and 513 part-time faculty and charges only $36 per unit to enroll. In Fall of 2011, 221 fully online class sections were offered, and 32 hybrid classes were offered by 130 different faculty, at least 38 of them full-timers. Over 5,000 students take online classes at MiraCosta. Technology training is available to all instructors through Academic Information Services, but until recently there has been little organization or central control of online class development, course or assignment tracking, instructor preparedness, or selection of course offerings. Despite this, or perhaps because of the lack of interference inherent in decentralization, instructors have had the freedom to choose how to teach their online classes, resulting in a wide variety of approaches and competency levels. In 2005 a group of experienced online faculty formed the all-volunteer Program for Online Teaching and began offering workshops in online pedagogy through MiraCosta’s Professional Development Program. POT’s popularity has expanded, and workshops are well attended.

Learning to teach online at MiraCosta, as with most other institutions, often begins with technology training in workshops and course development inside a Learning Management System (LMS). Most colleges run their own installations of Blackboard or WebCT, systems that help instructors track student activities, post materials, and keep a gradebook. An instructor’s first experience with teaching online often consists of uploading the syllabus and other documents into such a system, using the default menus and settings. As time goes on, some online instructors explore the larger world of the internet to expand their teaching options, but many do not. The design of these systems encourages dependence on them, and imposes a particular pedagogy on courses, particularly for novice instructors without much experience on the web (Lane, 2009). The focus on the LMS, and technology training
general, provides a limited view of what constitutes the classroom. Limiting faculty preparation to technology training in Learning Management Systems, or even a small set of institutionally-sponsored tools, such as a common gradebook or portfolio application, fails to take advantage of the learning opportunities available on the open web, for both course design and student learning.

Preparing faculty to teach online should include extensive experience using the web as a broad classroom, enabling instructors to teach online in a manner consistent with the nature of the internet itself. Such an approach could inspire a more creative approach to design classes inside an LMS, as well as introduce the idea of creating courses with open tools and approaches. Such experience can be offered through an open online class used for professional development of online instructors. Open courses have no entrance requirements; they welcome global participation. Although there could potentially be many forms of open courses, the major ones that have been offered in the last few years feature an expert facilitator or facilitators, forums or blogs for communication and cross-fertilization of ideas, suggested readings or viewings, a schedule of topics, and a set duration for the class. These classes can sometimes be taken for university credit by a limited number of students, but most of the participants (including mentors and presenters) are not formally enrolled, and the course itself may not be associated with any particular institution. Such an approach can be advantageous in countering the more closed world of institutional technology training, and broaden horizons for online teaching. The model of the open, online course can be effectively used to prepare college instructors to teach online by emphasizing pedagogy over technology, fully utilizing the affordances of the web, and offering an opportunity for developing a community of practice among online faculty. Using the open web as the classroom models a larger, more inclusive view of online teaching.

The Program for Online Teaching’s Certificate Class is providing a case study of an open, online class that helps prepare faculty to teach online while emphasizing experience with multiple pedagogical models and tools. While a limited version of the class was offered the previous year, the 2011-12 class is
a completely open course, with over 90 participants enrolled at the start, most of them declaring the intent to earn a certificate in the 24 weeks of study and activity. The majority are college faculty, but participation is global and includes people from outside the higher education system. The class is facilitated by a volunteer group of faculty from MiraCosta College in Oceanside, California and volunteer mentors from within the class. The course intentionally models the possibilities for pedagogy in an open environment as well as exploring various other methods for online instruction.

Several methods of research will help examine this case. A detailed explanation of the goals and structure of the POT Certificate Class will provide the possible model. Surveys of faculty goals and needs from the first full offering of the class will contribute perspectives from participants. Participant progress will be assessed in several areas, including comfort level in using open web tools, pedagogical focus influencing tool choice, and planning of course designs that either work beyond a Learning Management System or apply creative design to the LMS environment. These areas will be assessed through observation of continual reflection for those participating in the program, self-assessment of goals according to a class rubric, and surveys of participants.

Definitions

- **college**: any institution of higher education offering a two or four-year degree program, and may or may not offer advanced degrees

- **Community of Practice**: according to Etienne Wegner, “Communities of practice are groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly.” (Wenger, 2006)

- **course design**: the creation of a course or class in a deliberate manner, including planning and development of presentations, activities, assessment, and communication.
Learning Management System: an integrated platform with separate sign-in, usually closed to
the outside and used for a single term as the central location for the activities and record-keeping
in a class

online teaching: teaching that takes place using the web as the means of information and
communication

open, online class: a class offered on the open web

pedagogy: the methods and techniques of teaching

preparation: the various tasks and approaches involved in working toward the instruction of a
new or previously taught class

professional development: activities, which may be required or optional, that provide an
opportunity for faculty to develop greater skill as teachers

training: the inculcation of skills through repetition and practice

Chapter 2: Literature Review

The number of students enrolled in online college classes continues to grow. For Fall 2009, online enrollments increased 21% while the overall college population only increased 2%, with 5.6 million students taking at least one online class (Allen & Seaman, 2010). As this growth has occurred over the years, faculty have “moved” their courses online, or taught packaged courses created by companies and teams. Faculty designing their own courses have been offered training at their colleges which tends to focus on technology rather than pedagogy, almost always inside a closed professional development context. At the same time, the affordances of the web have created an environment of openness and participation that could encourage faculty to explore, and new theoretical frameworks for
education are developing that more fully utilize the open architecture of the web. The purpose of this literature review is to examine the professional development of online faculty in light of the theoretical shift toward open education.

Educational methods are not static; they develop over time to answer society’s needs. Theories of how people learn usually guide the development of pedagogy, and arguably this activity has been going on since Socrates, and includes work by such figures as Jean Piaget, Lev Vgotsky and John Dewey. The current trend is shifting away from more instructivist methods, such as lecture and presentation, to more constructivist approaches, where students participate actively in creating their own learning through experiences. The literature on learning theory shows this shift in understanding, which has encouraged less cognitive-behaviorist pedagogy and a greater emphasis on social constructivism. This change, which had already been taking place in classrooms since the 1970s, has been accelerated by the affordances of the internet, especially the easy access to information, resources, viewpoints and perspectives provided on the web. One of the most recent manifestations of this trend is emergent learning theory (Kays & Sims, 2006), which is based on the idea of full participation of the student in the learning experience. Another recent innovation is connectivism (Siemens, 2005), arguably a new learning theory, which is based on the idea that connections among people, groups and information are the source of learning. Anderson and Kron (2009) propose that there are now three distance learning pedagogies (cognitive-behaviorist, social-constructivist, and connectivist), and that they should be combined based on the community-of-inquiry model to allow for a focus on cognitive, social and teaching presence.

Although the trend is moving toward student-centered learning in an effort to realize these theories more productively, the work with students tends to take place behind closed classroom doors. The Learning Management System (LMS), with its passwords and courses that close at the end of the term, is the online version of the closed classroom door. The open education movement seeks to open
those doors. Open education online means the opportunity to experience the entire web, communities of practice, and new tools with full access, and share one's learning and teaching. Acknowledging that colleges tend to lag behind the cultural changes toward openness, Wiley and Hilton (2007) note that new models of openness are emerging, including open courseware from major universities, open publishing, and open courses. Personal learning networks can be created through the use of multiple web tools to help learners manage their own learning (Couros, 2010). These tools, part of the architecture of the open web, can be used for learner collaboration and reflection, as in the studies of blogs and wikis by Steve Wheeler (2009). They can also provide an opportunity to research pedagogical models (Laurillard, 2008), create virtual communities (Fini, Fomiconi, Giorni, Pirruccello, Spadavecchi, & Zibordi, 2008) and communities of practice (Lu, Todd & Miller, 2011; Bond & Machedo, 2010), and provide a place for the active sharing of teaching and learning artifacts (Mott & Wiley, 2009). These approaches go far beyond technology training or the LMS.

Many open, free tools are available on the web for creating learning environments for teachers and students. Social media use by faculty appears to be increasing. A recent study by Pearson and Babson Research group indicates that faculty access sites like YouTube, Facebook and Twitter by faculty for personal, professional and classroom use, although they rarely have students post to these sites (Moran, Seaman, & Tini-Kane, 2011). Open teaching can model the use of those tools that are beneficial to student learning and help develop more student-centered learning environments (Couros, 2010). Blogging, for example, can provide an opportunity for open reflection and peer commentary and support for developing professional identity (Luehmann, 2008). Social bookmarking, using services such as Diigo or Delicious, can provide a place for student-discovered resources to be collected and annotated (Edwards & Mosley, 2011). Video sharing via YouTube or Vimeo can encourage the creation of videos at low or no cost, providing a visual and aural way to relate information and share viewpoints (Mitra, Lewin-Jones, Barret, & Williamson, 2010). Free broadcasting using Livestream or Ustream
makes it possible for students to broadcast live events. Slideshows can be created in Slideshare or Sliderocket, shared, and commented upon. An entire Personal Learning Environment (PLE) can be created in combination with more formal methods to create a more open learning platform (Mott, 2010). Such student-created PLEs can provide a focus for the collection, aggregation and critique of multiple web resources. The web puts powerful tools in the hands of everyone, not just the instructors, providing students an opportunity to both curate and create their own content around a topic instead of relying on an instructor’s selections.

Open teaching is the method used by many instructors who encourage a more student-centered approach using these web resources. Much of the research in open teaching comes from studies made of Massive Open Online Courses (MOOCs), beginning with open courses offered by David Wiley at Utah State University (Wiley, 2007) and Alec Couros at University of Regina (Couros, 2007-2010). The first large MOOC was offered in 2008 on the topic of connectivist learning theory. This course, and subsequent others facilitated by George Siemens and Stephen Downes, created much data for both quantitative and qualitative research. These courses featured a loose structure of weekly topics and guest speakers, widely distributed conversation, and an ever-growing collection of resources, relying on the learners to create their own PLEs to cater to their own learning needs. Such courses intentionally depend on the skills and knowledge of the participants, enabled by open meeting places and collaboration (McAuley, Stewart, Siemens & Cormier, 2010). The foundational theory for the MOOCs beginning in 2008 was connectivism. In contrast to behaviorist or constructivist approaches, connectivism embraces technology and distributed learning, and relies on the connections made among people, groups and systems (Siemens, 2005). It considers the learner to be more than just a member in a community of practice, but also a node in a larger system of knowledge growth.

According to Kop (2011), “Connectivists advocate a learning organization whereby there is not a body of knowledge to be transferred from educator to learner and where learning does not take place in a
single environment; instead, it is distributed across the Web, and people’s engagement with it constitutes learning.” A central assumption is that learner autonomy will be highly motivating, allowing the student to answer his/her own education needs. However, Mackness, Mak and Williams (2010) found that the potential of learners was limited by the lack of structure, and that many learners were not equipped to prefer the autonomy that was offered. Confidence and competence using tools appear to be necessary for students to participate fully in an open online class, and many enroll in such classes but do not create any digital artifacts (Kop, 2011). One study suggested that more attention needed to be paid to the pedagogy behind tool use (Fini et al, 2008). The weaknesses of MOOCs could be addressed by creating a more organized structure for open classes.

These lessons can be easily translated into the challenge of preparing faculty to teach online. Professional development for online instructors is a major concern at colleges and universities, as the number of online course offerings continues to grow. A literature review of data-based studies by Dede, Ketelhut, Whithouse, Breit & McCloskey (2009) showed that among the many research needs are determinations of the effectiveness of professional development for transforming practice, the impact on student outcomes, and conclusions that explain those programs that seem to be effective. Best practices based on empirical studies are practically non-existent, so most programs rely on campus tradition and ad-hoc workshops. Many faculty are subjected to low-quality programs lacking on-going support and mentoring (Dede et al, 2009). Examples of programs that use broader, cohort-based, experiential/collaborative learning, such as the Open University UK (Macdonald & Campbell, 2010), are few. Even when outcomes are clear and community of practice is the goal, the professional development opportunity is presented in a closed system, like Blackboard (Long, Janus, Kay & August, 2009).

The design and purpose of professional development programs for online teaching varies at different institutions. Colleges may offer a series of on-campus workshops led by administrators or
technologists (Shattuck, Dubins & Zilberman, 2011). Some offer hybrid experiences by extending conversation onto boards or discussion forums, or creating learning modules (Macdonald & Poniatowskab, 2011; Eib & Miller, 2006). Even among those offering fully online experiences (Teaching Online Certification, n.d.; Bell & Morris, 2009), none are open to the web nor focused on exploring open resources or pedagogies. Faculty do better as online instructors if they have experienced online learning as students (Tassinari, n.d.), but few programs put them in the role of adult learners (McQuiggan, 2007). George Otte notes that, “most faculty offering online instruction have never been on the receiving end of it” (Otte, 2005). Literature reviews show that studies of the efficacy of professional development for online instructors focus on the perceptions of participants (Taylor & McQuiggan, 2008), rather than a broadening of resources or adoption of new methods.

The transformation of online teaching can be engendered by embracing a different approach to professional development. A major literature review (McQuiggan, 2007) examined the potential for professional development in online teaching to transform educational practices, and concluded that without examination and reflection of pedagogical practice, instructors tend to rely on comfortable or traditional pedagogies instead of transforming their practice in response to the online environment. There is a potential also for instructors to be their own action researchers, creating pedagogies that help students learn, drawing conclusions, and sharing with each other (Laurillard, 2008). Communities of practice models could also provide the support that faculty need (Palloff & Pratt, 2011; Hinger & Orr, 2010; Long, Janus, Kay & August, 2009; Lu, Todd & Miller, 2011; Walker & Montes, 2011), and mentoring is generally considered a good idea (Marek, 2009; Miller, Wadkins & Davis, 2008). For some scholars, the goal is transformative learning. A term first presented by Jack Mezirow, transformative learning shifts the learner’s frame of reference through discovery and reflection, guided by a facilitator (Mezirow, 1997). The potential application of transformative learning to professional development for online instructors is also noted in the literature. Baran, Correia and Thompson’s study
(2011) pointed out that professional development for online teachers is currently focused on standards and competencies, but lacks an emphasis on faculty empowerment, critical reflection, or integrating technology into pedagogy. Open, online classes that encourage faculty to realize their pedagogical goals through the use of the web could change that.

In terms of research method for this case study, a series of participant surveys will be a valid means of assessing the effectiveness of such a class in a number of areas. These surveys may reliably be instituted on the web. Web-based surveys have been subject to several limitations, including coding errors and the randomness of a sample filling out surveys on a website due to privacy concerns, internet access, and low completion rates (Gunn, 2002). However, such problems can be mitigated through using surveys frequently throughout the class, and including such participation as a common expectation. The research sample is pre-selected, and both continuing participants and those who have discontinued will be asked to complete surveys. Privacy is less likely to be an issue since blogging publicly was a pre-condition of the classwork itself. Surveys which are concise, present multiple items on a single screen, arrange options vertically, use 4-5 options only for responses, and put open-ended questions at the end are more likely to achieve good results (Gunn, 2002). Following design recommendations should increase participation and completion.

Chapter 3: Research Approach

The structure of the POT Certificate Class for 2011-12 evolved out of several years of offering workshops, designing a POT website of resources, posting videos and tutorials, and recommending paths of study. In 2010-11, materials and on-campus workshops were cobbled together into a class that required participants to attend a certain number and variety of workshops, and post weekly in a central blog administered by a faculty volunteer. In the interest of participants having ownership of their own work, that documentation practice has been changed to a design where each participant establishes and
writes on their own blog. Participant blog posts are aggregated on a central Wordpress blog called Pedagogy First!, which also includes the syllabus and all class information. The syllabus details textbook readings and activities for each week, focusing on learning pedagogical foundations and experimenting with web tools. Synchronous sessions focusing on various topics, led by class participants, are available but not required. Mentors have volunteered, both from within and outside the class, and are each assigned four or five participants to track them, make sure they have help, and prevent isolation in their blogging and working. The class is structured into two 12-week semesters, avoiding the busiest times for most academics. At the end of the year, participants who complete the class receive both a badge they can display on their websites and a printable certificate. The effectiveness of such positive feedback and reinforcement has been noted in the literature (Deci, 1972), and the certificate can represent achievement when contextualized within a course that includes the ongoing comments on participants’ blogs and the encouraging responses from course facilitators.

The purpose of data collection will be to determine evidence for participants’ completion of the intended goals of the class, and the level of achievement for their own learning objectives.

The goals of the class are:

⇒ A focus on pedagogy as the driving force for choosing and adopting web tools.
⇒ Confidence in selecting and utilizing internet tools for achieving these goals.
⇒ Documented reflection on assigned work and independent exploration.
⇒ Active participation with other participants in an effort to form a community of practice.
⇒ Recognition of online teaching as its own discipline.
⇒ Confidence in designing one’s own course or online learning experience.

In addition to surveys, evidence can be collected from the participants’ blogs. Participants’ focus on pedagogy as a driving force for choosing and adopting web tools can be analyzed qualitatively using the content of their blog posts throughout the class, noting mentions of instances where a tool was
selected in response to a teaching need. Confidence in both selecting tools and designing ones own course can also be assessed via the content and tone of blog posts, noting increases and decreases (which should be marked among those dropping the class). Since reflection has been required, attention will be paid to which posts were on-task, which had a reflective element, which were off-topic or obviously intended to fulfill goals outside the class, and which indicated independent exploration. Similarly, reflective posts can be used to discern recognition of online teaching as a discipline through non-discipline-specific discussions.

Active participation can be quantified by counting the number of comments on the blogs of other participants, and the number of replies to such comments. The Facebook group may also have indicators of participation, though these will be more difficult to quantify. The formation of a community of practice can be ascertained by a pattern of people posting specifically to each other, or indicating particular other participants as important within the reflective posts. See Appendix B for data collection and survey development plans.
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Appendix A: Timeline

August 2011  First iteration of open class begins

September 2011- May 2012

   Administer occasional surveys
   Create research plan

May 2012  First iteration of open class ends

   Administer ending surveys

June 2012  Compile research and finish writing

July 2012  Make final revisions

August 2012  Submit final project paper to journals
Appendix B: Data Collection and Survey Development

Information collection from participants

Surveys will be the primary means of obtaining information directly from participants. Several surveys will be given, and participation requested at various points in the class. The surveys will adhere to good practice in terms of length, online formatting, and question clarity (Gunn, 2002).

Before the class began, objective information was collected on all participants for their:

- area of teaching or study
- geographic location
- goal for the class (certificate or just to learn in the units of their choice)
- affiliation with school or company
- interest in being a mentor

During the class, informal mini-surveys are being given for questions like

- whether they’ve ever taught a fully online class before
- whether they wanted an asynchronous board for discussion

Further subjective questions need to include

- whether they are able to use the class as professional development credit at their school or company
- to what extent the badge is important as a motivator for participation
- Which features of the class they found helpful: mentors, materials, book, emails, prompts, etc.
- Any challenges they had with the technology, and how they resolved them

Information collection through observation of class activity

Ideally, the content of participants’ blog posts and comments should indicate the achievement level of intended goals as follows:
• Post content that emphasizes pedagogy as the guiding force for selecting or using technology will be tallied for the whole class and noted for each participant.

• Post content that indicates confidence in tool selection through confident language and a lack of dithering language will be tallied for the whole class and noted for each participant.

• Post content that indicates improvement in comfort levels and confidence in course design.

• Individual progress throughout the class can be noted through the amount posted (whether increasing or decreasing), the amount of embedded media, and application of ideas from the syllabus and text.

Other data will include:

• Attrition
  o Rate as determined by the number people who dropped out completely.
  o Reasons as stated by participants who declared they were leaving.

• Task completion
  o Self-assessments at the mid-point and end of the class ask students to annotate a list of links to all their posts for that semester, and these will be tallied.
  o Qualitatively assessing to what extent the posts emphasized the assigned task.
  o Tallying of the number of posts that embedded multimedia for units where that task was requested.

• Community of practice participation
  o Comments can be tallied.
  o Number of extended conversations (more than two comments) can be tallied.
  o Participation in synchronous sessions can be tallied.

*Participant goals*
Although participants stated at the beginning whether they intended to get a certificate, each participant’s own learning objectives were not surveyed. A method or survey needs to be developed to make this possible.
Appendix B: Transcript for Module 2: Jim Sullivan on creating your own professional development

Transcript: I want to share a few things that I'd like you to think about before we get into things. One of the things I think is really important is for you to come from a position of honesty with yourself about what you can and can't do, and what skills you might need to learn to be able to use a tool.

Because I think one of the mistakes I've made as an online learner is I jump in and start using something even in class, and I don't really know it yet, or I don't have some of the set-up skills to do that, and so one of my pieces of advice as you discover all this cool stuff -- I hope you'll be honest with yourself about what you can and cannot do and where you're ready. Because I think it's great to experiment with new stuff, but you have to make sure you have the skill set to be able to do that. And so it's important that you spend some time experimenting with anything new to find out what else you need to know. I'm not suggesting you walk away from it, but I'm suggesting that you have to spend enough time before you move on with it, that you know what else you need to know. It may mean you need to learn a little HTML so you can tweak it, or it may mean that you just have to be a little bit better at working with PDF files, and have a little more advanced software so you can modify PDF files and write on them and things like that, right? It could be just little technical stuff skills you need so that this will work for you. So you kinda gotta play around enough so you can do that.

OK, so anyway, I want to mention the honesty and about sort of learning skills. And I think, as I've been to a lot of POT workshops and a lot of professional development stuff with colleagues, to me this is the number one problem. People want...they see something cool, and they really want to be able to do it, and they expect that it's supposed to be designed so that everybody can use it and do it. And sometimes you need to spend a little time getting the skills you need to make something execute. So I just sort of wanted to point that one out.

The other thing is I want to say that beyond honesty, I want to talk about fearlessness. I think it's really important to be sort of fearless about exploring new things. Exploring is different than using in your class. Now I think sometimes we equate them, right? We're always thinking, "Can I use this in my class? can I use this in my class? can I do this with my class?" and sometimes it just needs to be "Well, is there anything cool out there that I just want to know about? and could I check out something that's new and different?" and not being afraid that it's new and different.

So it may look like I'm sort of contradicting myself, by saying hey think about what your skills are, but I've also got to be fearlessly exploring. But I think it really is those two things. And one element of that is you might want to think about your weaknesses as an online educator, and make that a goal. Like, I don't like Blackboard. And so I've kind of promised myself this year, I'm going to do a better job of exploring Blackboard, and learning more about its capacity. Because I've been so turned off by Blackboard, I've totally moved away from it, and now sometimes it's really easier for me to just set up a quick course in Blackboard. So that would be an example me being a little fearless. I'm a Blackboard-phobe; maybe I need to challenge myself.

Another thing, I've got a lot of colleagues that I find are multimedia-phobes. Like they're anxious about something like narrated PowerPoints, or videos, or screencasts. And maybe you can pick out something you're anxious about this year and say, "I'm gonna look at that. This is the year I'm finally going to look at, what if I wanted to videotape my lecture and put it online. Or what if I wanted to do a screencast. Or how can I actually make an audio clip. Something that maybe you don't want to even do yet, but you can just soft of explore.

So I just wanted to mention two values, honesty and fearlessness as we get into it....

Assessment: Create a blog post that speaks to your current skills and tendencies in exploring new ideas and tools on the web. What are your areas of weakness and how might you work on them?

In "Teaching and Learning in a Networked World" (17 Nov 2010) , Alec Couros talks about:

What you find if you Google him, vs where he lives ("the blur"): blog, Twitter, YouTube, Slideshare, and in his open courses. He takes his digital identity in his own hands, and jokes about people calling him a "techno-communist" because he promotes openness and the use of free tools.

Academics need to be residents of the internet as opposed to just visitors, to use the tools more.

Context

Alec presents info about himself, and his belief in school. Getting his first computer as a kid let him be a "publisher", and he got into code from magazines. Now we'd call it "informal learning", as opposed to formal education.

Access

We now have access to hardware, software and networks. Morgan Stanley reports mobile is exceeding desktop to access networks. Open content is now available from universities, free lectures and free courses and resources (like at Khan Academy). Creative Commons is significant in helping attribute and share work, and many Web 2.0 sites host content.

Participatory media

With sites like Wikipedia, anyone creates the news. Facebook and txt messaging with parents, when anyone has a voice and can create something, it's a shift. Now crowds recording with cell phones and posting media. There's a shift in how we mediate our reality. Videos go viral on YouTube, some are useless but some are interesting for understanding humanity. danah boyd says we need to pay attention to persistence of stuff posted online, the fact that it can be duplicated, searchability, scalability and geolocation. These need to be understood in school. The person who created something isn't necessarily who uploads it or use it.

Networks (21:56)

Not a new concept - six degrees of separation brought back by Stanley Milgram, Howard Rheingold's virtual community view says network understanding is an important literacy. Networks redefine communities, "friends", enable learning. Can be inspired by people who aren't teachers, aren't in your profession, like Ze Frank making Earth Sandwiches with people on opposite sides of the world from each other. The person who understands Facebook has more political power, people can travel by couch surfing, funds for causes can be raised by publicizing an issue or problem, composers like Eric Whitacre can create virtual choirs, Twitter can be used for professional development. Henry Jenkins talks about participatory culture and access.

Inspirations

Alec learns from lots of teachers who blog, like Royan Lee, Rodd Lucier, Danika Barker, focused on Ontario because that's where he's speaking.

The Road Ahead

Will Richardson: 21st Century Learning - explore what happens to traditional concepts of teaching when we can learn anything any time?

1. Embrace our reality: we are now connected and social media is here to stay, so what does it mean to be literate now? how is the context for learning changing? how do we leverage the new affordances?

Example: Karl Fisch reverses instruction, with lectures on YouTube and collaboration in class.

2. Connect with others: colleagues who are local, and more internationally. Build a personal learning network, as with

Lisa M. Lane 30 of 40
3. Create a culture of sharing: in schools, within the structure, sharing resources (David Wiley's "open content" -- without sharing there is not education). Change cell phone and internet filtering policies in school; can now use a laptop to create a wifi network in the classroom. When teachers have a good reason to use it, should be able to. We are transitioning from private to public, and closed to open.

Stephen Downes wrote for Huffington Post, should move beyond the idea of education as being something provided for us, and toward something we create for ourselves. Schools are valuable, but schools need to make the transition or will be only one node of possibilities instead of the primary node for learning. We are on the cusp of a revolution and can contribute to that.
Appendix D: Module 5: Internet Literacy for Online Instructors Part I

Playing online: why instructors should spend more time online

Transcript:

In teaching a face-to-face class, even if we've never been in a particular classroom before, we know what to expect. There will be desks or tables for students, a chalkboard or whiteboard for presentation, and possibly technologies for demonstration or doing experiments. Image flickr cc f_a_r_e_w_e_l_l

We also know there will be people, students who arrive with different goals and expectations, who communicate in different ways, and who have varying skill levels. We know how to adapt the environment to our pedagogy, moving desks into a circle or placing students in a certain group. We also know we will be communicating with students as individuals and as a group. Students at GMU service learning

These are the same skills we need to take online.

Our advantage in a face-to-face classroom is that most of us grew up in classrooms. We've seen various physical configurations, different pedagogies, and a wide variety of colleagues. Image flickr cc Steve and Jemma Copley

If the web is our classroom online, we must explore a lot more to understand the environment and become comfortable with it. If we only use the internet for email and Facebook, and the web for shopping and looking things up, we've only spent time in one corner of the classroom (the corner with the bean bag chairs and the board games).

It is a mistake to assume that our younger students grew up in this classroom - they too have only spent time in the "fun corner". The web is a wonderful place to learn, but not many people know how to use it for learning.

If they've taken an online class in a learning management system, they have been to another corner of the internet. This corner is closed, however. During class, they went to the one place to learn. When they finished their class, they couldn't see their work anymore. Many online instructors are only trained to use an LMS, but starting with the system instead of the larger web is backward. The whole web is the real classroom.

Image flickr cc by Redden-McAllister Playing on the web can help us acquire skills such as navigating around a website, engaging in online conversations with others, working with options and settings, creating video and audio, and learning new vocabulary as we play. These skills make us better online instructors.

Image flickr cc by noil's In this way, the web becomes our space, within which we can do all the things we know how to do: realize the curriculum, use effective teaching practices, bring students together. And that, after all, is what we're here to do.

Assessment: Why should instructors spend time playing online?
Appendix E: Text of faculty internet literacy quiz

Web Literacy

Question #1: What is a common term for a small program or extension you add to your browser to add a feature?
- post
- mini-program
- app
- plug-in

Question #2: Limiting a web search for an famous painting to .edu domains would:
- overtax the college's server
- limit the search so much it would be useless
- provide only items hosted at educational institutions
- make no sense

Question #3: ISP stands for:
- iterative site provision
- internet service provider
- interface system protocol
- internet source post

Question #4: Firefox, Safari and Internet Explorer are examples of:
- ISP addresses
- web browsers
- email programs
- word processing programs

Question #5: An "open source" program is:
- of poor quality
- created by collaboration
- free
- written in code that is free and available to all

Question #6: A website comprised of posts, usually with the most recent at the top, is called a
- app
- blog
- html site
- news site

Question #7: The device that connects your computer to the internet via cable or DSL is called a:
- computer processing unit
- firewire cable
- modem
- hard drive

Question #8: Which of the following is NOT a search engine?
- Facebook
- Yahoo
- AskJeeves
- Google

Question #9: The "address" of a particular website (such as http://google.com) is know as the
- Search
- key term
- URL
- internet locator

Question #10: Which is the most like a wiki in the way it works?
- a blog
- Facebook
- Google Docs
- MySpace

Question #11: Which of the following is a common format (or codec) for audio files?
- mp4
- quark
- mp3
- flv
Question #12: If you wanted to find an old version of a current website, you could use:

- Google
- pbs.org
- archive.org
- any.gov site
Appendix F: Content for Where the Hell Do I Start? website

The objectives

Goal: Provide novice and beginning online instructors with direction in creating their first online class, and an opportunity to focus on their own needs.

By the end of this tutorial, participants will:
1. be assisted in determining their own online pedagogy for one class
2. set up and storyboard an online class
3. set up Blackboard to match their own pedagogy as expressed on their storyboard
4. determine which course design elements to add
5. review a road map of resources to learn how to add these elements

Home

Welcome to Where the Hell Do I Start?

This website is a guided tutorial through using your own pedagogy to design an online class.

The Program for Online Teaching recommends beginning with your own teaching style, rather than jumping into Blackboard or another system and plugging things in.

Beginning with your own pedagogy makes it possible to start where you are comfortable, with your own teaching and learning goals always in mind.

Each section of this tutorial includes a brief explanation, video tutorial, resources, and a self-quiz.

If you are a MiraCosta College instructor, you can claim flex credit for your time by creating an Individual Project at the flex website.

The Beginners Questionnaire (this is a screencast video with audio narration taking faculty through doing the questionnaire).

Begin by printing out and completing the Beginner's Questionnaire. The point of this guide is to determine your pedagogical style or focus, with an eye toward creating your online class from that foundation.

A high score means your pedagogy is more oriented toward presentation, demonstration and modeling. A lower score means your pedagogy is more oriented toward student-directed, constructivist learning models.

Getting Started Chart (this is a screencast video with audio narration taking faculty through the Getting Started Chart)

Then take a look at the Getting Started Chart [pdf]. This resource helps create a foundation for preparing an online or hybrid class by focusing on how much help you need and what your teaching style is.

Designing with Your Pedagogy (this is a screencast video with audio narration taking faculty through the Pedagogical Design Worksheet)

This worksheet can be used to pattern your online or hybrid class by determining the Guiding Force of your class and designing around it.

Elements of Your Class (this is a screencast video with audio narration taking faculty through the Elements worksheet and a link to a handout of Cool Tools)

This worksheet can help create a template for how pedagogy can be realized through tool use, and record what preparation or resources may be needed to use the tools effectively.

A list of Cool Tools [pdf] to start with.
Examples of Design (containing a screencast with audio taking faculty through the Chapter-Based Design worksheet, another for the Weekly Central Column Design worksheet, and multiple examples of MCC faculty giving screencast tours of their classes).

Chapter-Based Design [pdf]
A graphic showing setup for chapter-based menu in Blackboard or another LMS.

Weekly Central Column Design [pdf]
This design uses the central column of an LMS or webpage to link to all the information, like an interactive syllabus.

Examples from MiraCosta's classes:
Jill’s screencast
Lisa’s screencast
John Turbeville’s screencast
Janeen’s screencast
Pilar’s screencast
<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Hours</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/15/11</td>
<td>Monday</td>
<td>4.5</td>
<td>planning: mapping out format for units</td>
</tr>
<tr>
<td>8/16/11</td>
<td>Tuesday</td>
<td>5.5</td>
<td>planning activities: polling faculty, reworking website for modules</td>
</tr>
<tr>
<td>8/17/11</td>
<td>Wednesday</td>
<td>6</td>
<td>developing pedagogical model, transcribing and editing Jim's Pd session</td>
</tr>
<tr>
<td>8/18/11</td>
<td>Thursday</td>
<td>8</td>
<td>setting up wp blog, WPMU at MCC decision-making, working with plugins</td>
</tr>
<tr>
<td>8/19/11</td>
<td>Friday</td>
<td>4.5</td>
<td>learning embed codes, plugins</td>
</tr>
<tr>
<td>8/20/11</td>
<td>Saturday</td>
<td>4.5</td>
<td>created prof devel online graphic, cron jobs, server trouble</td>
</tr>
<tr>
<td>8/21/11</td>
<td>Sunday</td>
<td>6.5</td>
<td>Dreamweaver review, posted graphic</td>
</tr>
<tr>
<td>8/22/11</td>
<td>Monday</td>
<td>5.5</td>
<td>drafted out units, researched resources</td>
</tr>
<tr>
<td>8/23/11</td>
<td>Tuesday</td>
<td>6.5</td>
<td>worked on Wordpress, plug-in searches</td>
</tr>
<tr>
<td>8/24/11</td>
<td>Wednesday</td>
<td>9</td>
<td>worked on WP, learned about databases, set up wppotclass blog, reconsidered</td>
</tr>
<tr>
<td>8/25/11</td>
<td>Thursday</td>
<td>6</td>
<td>setting up Wordpress blog, YouTube uploading, filmed with glasses and different lighting</td>
</tr>
<tr>
<td>8/26/11</td>
<td>Friday</td>
<td>6</td>
<td>working with YouTube captioning, rewriting its machine transcription, thinking web page might be better, drafted web page, uploaded Help tutorial to YouTube POT channel</td>
</tr>
<tr>
<td>8/27/11</td>
<td>Saturday</td>
<td>4.5</td>
<td>worked on web page and layout</td>
</tr>
<tr>
<td>8/28/11</td>
<td>Sunday</td>
<td>5</td>
<td>learned more about WP aggregation, tried plugins and settings (research for module on blogging)</td>
</tr>
<tr>
<td>8/29/11</td>
<td>Monday</td>
<td>6.5</td>
<td>development of blogging module</td>
</tr>
<tr>
<td>8/30/11</td>
<td>Tuesday</td>
<td>9</td>
<td>creating annotated image of blog page for beginners, uploading, linking, embedding</td>
</tr>
<tr>
<td>9/1/11</td>
<td>Wednesday</td>
<td>0</td>
<td>worked with Google + hangouts, research in synchronous tech for possible module</td>
</tr>
<tr>
<td>9/2/11</td>
<td>Friday</td>
<td>7.5</td>
<td>running First Friday session, uploading workshop video to Vimeo, video editing</td>
</tr>
<tr>
<td>9/3/11</td>
<td>Saturday</td>
<td>4.5</td>
<td>worked on Wordpress feed structure</td>
</tr>
<tr>
<td>9/4/11</td>
<td>Sunday</td>
<td>2</td>
<td>more on Wordpress feed structure and plugins</td>
</tr>
<tr>
<td>9/5/11</td>
<td>Monday</td>
<td>4</td>
<td>Labor Day: video editing, redesign of modules page</td>
</tr>
<tr>
<td>9/6/11</td>
<td>Tuesday</td>
<td>4</td>
<td>editing workshop video, drafting Playing Online, revising Teaching and Learning in a Networked World</td>
</tr>
<tr>
<td>9/7/11</td>
<td>Wednesday</td>
<td>3</td>
<td>created audio for Playing Online, sync audio, Google pres export, Slideshare import</td>
</tr>
<tr>
<td>9/8/11</td>
<td>Thursday</td>
<td>3.5</td>
<td>creating new Slideshow account and uploading, finishing Couros unit and uploading, then power went out</td>
</tr>
<tr>
<td>9/9/11</td>
<td>Friday</td>
<td>9</td>
<td>learning new Dreamweaver CSS, drafting web pages, designing sections for Modules 4 and 5</td>
</tr>
<tr>
<td>9/10/11</td>
<td>Saturday</td>
<td>6</td>
<td>downloading Edublogs video, editing, uploading to YouTube POT channel, outlining Module 7, planning to borrow Wacom, designing tools to use for module</td>
</tr>
<tr>
<td>9/11/11</td>
<td>Sunday</td>
<td>4.5</td>
<td>Setting up Getting Started materials for Week 3, asking for Wacom tablet from AIS</td>
</tr>
<tr>
<td>9/12/11</td>
<td>Monday</td>
<td>6</td>
<td>Creating screencast for POT Getting Started Chart for Week 3, working with YouTube analytics</td>
</tr>
<tr>
<td>9/13/11</td>
<td>Tuesday</td>
<td>7</td>
<td>Creating screencast on coComment only to find it's not working, exploring co.comment/blog commenting</td>
</tr>
<tr>
<td>9/14/11</td>
<td>Wednesday</td>
<td>6.5</td>
<td>Created screencast on co.comment, uploaded, updated facilitators' page</td>
</tr>
<tr>
<td>Date</td>
<td>Day</td>
<td>Time</td>
<td>Task Description</td>
</tr>
<tr>
<td>------------</td>
<td>-----------</td>
<td>------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>9/15/11</td>
<td>Thursday</td>
<td>4</td>
<td>updated cool tools page</td>
</tr>
<tr>
<td>9/16/11</td>
<td>Friday</td>
<td>5.5</td>
<td>editing workshop video, writing out primary source technique, posting on technique</td>
</tr>
<tr>
<td>9/17/11</td>
<td>Saturday</td>
<td>0</td>
<td>expanding work with Facebook for professional development modules</td>
</tr>
<tr>
<td>9/18/11</td>
<td>Sunday</td>
<td>3</td>
<td>working with Google Reader, organizing feeds and workspace for tutorials, drafted Web Literacy quiz</td>
</tr>
<tr>
<td>9/19/11</td>
<td>Monday</td>
<td>8</td>
<td>researching articles on online pedagogy as foundation for tutorials</td>
</tr>
<tr>
<td>9/20/11</td>
<td>Tuesday</td>
<td>4</td>
<td>(EDUI class starts), working out how to add rss feed to web page to share bookmarks</td>
</tr>
<tr>
<td>9/21/11</td>
<td>Wednesday</td>
<td>3.5</td>
<td>working out how to do pdfs in Diigo</td>
</tr>
<tr>
<td>9/22/11</td>
<td>Thursday</td>
<td>4</td>
<td>setup BB discussion to create workflow, plan screencast on discussion workflow</td>
</tr>
<tr>
<td>9/23/11</td>
<td>Friday</td>
<td>6</td>
<td>record screencast on Bb discussion workflow using Screenflow</td>
</tr>
<tr>
<td>9/24/11</td>
<td>Saturday</td>
<td>4</td>
<td>creating TokBox page in html</td>
</tr>
<tr>
<td>9/25/11</td>
<td>Sunday</td>
<td>4.5</td>
<td>testing TokBox, bookmarking research and tools to share</td>
</tr>
<tr>
<td>9/26/11</td>
<td>Monday</td>
<td>4</td>
<td>testing more tools for synchronous contact, researching pedagogy articles for more ideas</td>
</tr>
<tr>
<td>9/27/11</td>
<td>Tuesday</td>
<td>4</td>
<td>setting up Twitter tutorial</td>
</tr>
<tr>
<td>9/28/11</td>
<td>Wednesday</td>
<td>3.5</td>
<td>filming and uploading Twitter tutorial, editing into separate iMovie with tutorials from colleagues</td>
</tr>
<tr>
<td>9/29/11</td>
<td>Thursday</td>
<td>0</td>
<td>creating Twelve Minutes of Twitter in iMovie with music, transitions, exporting</td>
</tr>
<tr>
<td>10/1/11</td>
<td>Saturday</td>
<td>0</td>
<td>Birthday</td>
</tr>
<tr>
<td>10/2/11</td>
<td>Sunday</td>
<td>6</td>
<td>evaluated surveys of faculty in POT Cert Class to determine what tutorials were needed, planned out three</td>
</tr>
<tr>
<td>10/3/11</td>
<td>Monday</td>
<td>0</td>
<td>planned &quot;Moving out&quot; tutorial</td>
</tr>
<tr>
<td>10/4/11</td>
<td>Tuesday</td>
<td>5</td>
<td>created slideshow ppt for Moving Out, recorded audio</td>
</tr>
<tr>
<td>10/5/11</td>
<td>Wednesday</td>
<td>3.5</td>
<td>redoing lost images, downloading new Audacity and LAME install, rerecording audio</td>
</tr>
<tr>
<td>10/6/11</td>
<td>Thursday</td>
<td>7.5</td>
<td>uploading Moving Out to blog post</td>
</tr>
<tr>
<td>10/7/11</td>
<td>Friday</td>
<td>4</td>
<td>trying Facebook Hoot, FB groups</td>
</tr>
<tr>
<td>10/8/11</td>
<td>Saturday</td>
<td>0</td>
<td>exploration of Google Plus for possible tutorial</td>
</tr>
<tr>
<td>10/9/11</td>
<td>Sunday</td>
<td>2.5</td>
<td>working with Big Marker, Elluminate Publish, Facebook Hoot</td>
</tr>
<tr>
<td>10/10/11</td>
<td>Monday</td>
<td>0</td>
<td>begin storyboarding Simulearn setup graphic, start Gliffy</td>
</tr>
<tr>
<td>10/11/11</td>
<td>Tuesday</td>
<td>0</td>
<td>finish graphic, upload to post</td>
</tr>
<tr>
<td>10/12/11</td>
<td>Wednesday</td>
<td>4</td>
<td>mapping embedding tutorials</td>
</tr>
<tr>
<td>10/13/11</td>
<td>Thursday</td>
<td>4</td>
<td>storyboarding embedding tutorials</td>
</tr>
<tr>
<td>10/14/11</td>
<td>Friday</td>
<td>6</td>
<td>setting up embedding tutorials</td>
</tr>
<tr>
<td>10/15/11</td>
<td>Saturday</td>
<td>0</td>
<td>filming embedding tutorials</td>
</tr>
<tr>
<td>10/16/11</td>
<td>Sunday</td>
<td>0</td>
<td>exporting and posting embedding tutorials</td>
</tr>
<tr>
<td>10/17/11</td>
<td>Monday</td>
<td>6.5</td>
<td>learning Stroome, creating Posterous for display</td>
</tr>
<tr>
<td>10/18/11</td>
<td>Tuesday</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>10/19/11</td>
<td>Wednesday</td>
<td>5.5</td>
<td></td>
</tr>
<tr>
<td>10/20/11</td>
<td>Thursday</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>10/21/11</td>
<td>Friday</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>10/22/11</td>
<td>Saturday</td>
<td>2.5</td>
<td></td>
</tr>
<tr>
<td>10/23/11</td>
<td>Sunday</td>
<td>6.5</td>
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</tr>
<tr>
<td>10/24/11</td>
<td>Monday</td>
<td>5.5</td>
<td></td>
</tr>
<tr>
<td>10/25/11</td>
<td>Tuesday</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Day</td>
<td>Hours</td>
<td>Activity</td>
</tr>
<tr>
<td>------------</td>
<td>--------</td>
<td>-------</td>
<td>--------------------------------------------------------------------------</td>
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<tr>
<td>10/26/11</td>
<td>Wednesday</td>
<td>3.5</td>
<td>working with GIMP</td>
</tr>
<tr>
<td>10/27/11</td>
<td>Thursday</td>
<td>4.5</td>
<td>working with GIMP - too dodgy, won't work for tutorial</td>
</tr>
<tr>
<td>10/28/11</td>
<td>Friday</td>
<td>4.5</td>
<td>working on workshop pattern for spring to see where tutorials should go, POT meeting</td>
</tr>
<tr>
<td>10/29/11</td>
<td>Saturday</td>
<td>0</td>
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<tr>
<td>10/30/11</td>
<td>Sunday</td>
<td>3</td>
<td>creating graphic for hybrid classes</td>
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<tr>
<td>10/31/11</td>
<td>Monday</td>
<td>4</td>
<td>trying out Wikispaces to see if tutorial would be good</td>
</tr>
<tr>
<td>11/1/11</td>
<td>Tuesday</td>
<td>4</td>
<td>trying out PBWiki to see if tutorial would be good</td>
</tr>
<tr>
<td>11/2/11</td>
<td>Wednesday</td>
<td>3</td>
<td>trying web pages again via Dreamweaver</td>
</tr>
<tr>
<td>11/3/11</td>
<td>Thursday</td>
<td>5</td>
<td>setting up web pages for Beginner's tutorial workflow</td>
</tr>
<tr>
<td>11/4/11</td>
<td>Friday</td>
<td>4.5</td>
<td>working on Beginner's tutorial</td>
</tr>
<tr>
<td>11/5/11</td>
<td>Saturday</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>11/6/11</td>
<td>Sunday</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>11/7/11</td>
<td>Monday</td>
<td>8</td>
<td>figuring out how to, then designing, developing and filming screencast on how to link out to Moodle from a web-based interactive syllabus</td>
</tr>
<tr>
<td>11/8/11</td>
<td>Tuesday</td>
<td>3.5</td>
<td>downloaded Moodle/interactive syllabus screencast from Screenr, adapted code, uploaded to YouTube, posted at POT and my blog</td>
</tr>
<tr>
<td>11/9/11</td>
<td>Wednesday</td>
<td>4</td>
<td>creating and posting screencast for students on using Facebook safely</td>
</tr>
<tr>
<td>11/10/11</td>
<td>Thursday</td>
<td>2.5</td>
<td>creating and posting screencast on activating Google Plus</td>
</tr>
<tr>
<td>11/11/11</td>
<td>Friday</td>
<td>3</td>
<td>designing mid-year post instructions tutorial</td>
</tr>
<tr>
<td>11/12/11</td>
<td>Saturday</td>
<td>2.5</td>
<td>scripting audio for Two-Step slides</td>
</tr>
<tr>
<td>11/13/11</td>
<td>Sunday</td>
<td>1</td>
<td>trying iListen transcription</td>
</tr>
<tr>
<td>11/14/11</td>
<td>Monday</td>
<td>5.5</td>
<td>worked with Screenflow</td>
</tr>
<tr>
<td>11/15/11</td>
<td>Tuesday</td>
<td>3</td>
<td>creating POT midyear post tutorial</td>
</tr>
<tr>
<td>11/16/11</td>
<td>Wednesday</td>
<td>4.5</td>
<td>created audio for Discussion Two-Step slideshow, recording</td>
</tr>
<tr>
<td>11/17/11</td>
<td>Thursday</td>
<td>2.5</td>
<td>posted Slidecast in Slideshare on Two-Step and creating POT midyear post on Youtube</td>
</tr>
<tr>
<td>11/18/11</td>
<td>Friday</td>
<td>1.5</td>
<td>trying iListen transcription again</td>
</tr>
<tr>
<td>11/19/11</td>
<td>Saturday</td>
<td>1</td>
<td>training iListen</td>
</tr>
<tr>
<td>11/20/11</td>
<td>Sunday</td>
<td>2</td>
<td>giving up on iListen and trying YouTube machine transcription</td>
</tr>
<tr>
<td>11/21/11</td>
<td>Monday</td>
<td>5.5</td>
<td>creating tutorial for faculty to enter course information on DE schedule</td>
</tr>
<tr>
<td>11/22/11</td>
<td>Tuesday</td>
<td>5</td>
<td>editing YouTube machine transcriptions, uploading, analyzing results</td>
</tr>
<tr>
<td>11/23/11</td>
<td>Wednesday</td>
<td>6</td>
<td>comparing YouTube machine transcription to Vimeo with Overstream subtitling, uploading and analyzing results</td>
</tr>
<tr>
<td>11/24/11</td>
<td>Thursday</td>
<td>0</td>
<td>Thanksgiving</td>
</tr>
<tr>
<td>11/25/11</td>
<td>Friday</td>
<td>0</td>
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</tr>
<tr>
<td>11/26/11</td>
<td>Saturday</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>11/27/11</td>
<td>Sunday</td>
<td>2</td>
<td>gathering multimedia for Where the Hell Do I Start? tutorial</td>
</tr>
<tr>
<td>11/28/11</td>
<td>Monday</td>
<td>9</td>
<td>Creating pages, menus, items for Where the Hell Do I Start? tutorial</td>
</tr>
<tr>
<td>11/29/11</td>
<td>Tuesday</td>
<td>8</td>
<td>Creating pages, menus, items for Where the Hell Do I Start? tutorial</td>
</tr>
<tr>
<td>11/30/11</td>
<td>Wednesday</td>
<td>9.5</td>
<td>(EDUI class ends) Creating pages, menus, items for Where the Hell Do I Start? tutorial</td>
</tr>
<tr>
<td>12/1/11</td>
<td>Thursday</td>
<td>4.5</td>
<td>posting Where the Hell Do I Start? and soliciting feedback</td>
</tr>
<tr>
<td>12/2/11</td>
<td>Friday</td>
<td>7.5</td>
<td>reworking Where the Hell Do I Start?</td>
</tr>
<tr>
<td>12/3/11</td>
<td>Saturday</td>
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<td></td>
</tr>
<tr>
<td>12/4/11</td>
<td>Sunday</td>
<td>8</td>
<td>organizing resources into YouTube accounts</td>
</tr>
<tr>
<td>12/5/11</td>
<td>Monday</td>
<td>8.5</td>
<td>organizing resources on webpages, updating records</td>
</tr>
<tr>
<td>12/6/11</td>
<td>Tuesday</td>
<td>7</td>
<td>going over previous screencasts and creating a list for tracking, preventing duplicates</td>
</tr>
<tr>
<td>12/7/11</td>
<td>Wednesday</td>
<td>3</td>
<td>reviewing units</td>
</tr>
<tr>
<td>12/8/11</td>
<td>Thursday</td>
<td>2.5</td>
<td>creating tab set for display site</td>
</tr>
<tr>
<td>Date</td>
<td>Day</td>
<td>Time</td>
<td>Activity</td>
</tr>
<tr>
<td>----------</td>
<td>---------</td>
<td>------</td>
<td>----------------------------------------------</td>
</tr>
<tr>
<td>12/9/11</td>
<td>Friday</td>
<td>7</td>
<td>revising units</td>
</tr>
<tr>
<td>12/10/11</td>
<td>Saturday</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>12/11/11</td>
<td>Sunday</td>
<td>5</td>
<td>revising units, designing documentation and access</td>
</tr>
<tr>
<td>12/12/11</td>
<td>Monday</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>12/13/11</td>
<td>Tuesday</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>12/14/11</td>
<td>Wednesday</td>
<td>7</td>
<td>reviewing units, creating display website</td>
</tr>
<tr>
<td>12/15/11</td>
<td>Thursday</td>
<td>1</td>
<td>working on report</td>
</tr>
<tr>
<td>12/16/11</td>
<td>Friday</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>12/17/11</td>
<td>Saturday</td>
<td>0</td>
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<tr>
<td></td>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>505.5</strong></td>
</tr>
</tbody>
</table>

Class 144: EDUI 6706 California State University, East Bay completed with a grade of A

GRAND TOTAL 649.5