



Distance Learning at Monterey Peninsula College
Handbook for Instructors

Office of Instructional Technology & Development

Updated August 2008

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Distance Learning Basics

Why Do We Have A Distance Learning Program AT MPC?

In no particular order:

- Students have requested distance courses because it fits their schedule.
- Some distance programs are unique and not often offered at other colleges thus attracting students from out-of area.
- We can attract and serve the needs of non-traditional students.

Mission of Distance Learning

The mission of distance learning at MPC is to develop and deliver online and Living Room courses, promote distance education, ensure delivery of quality courses and provide necessary faculty and student support.

Definition of Distance Education

Distance education is defined as a formal educational process in which the majority of the instruction occurs when student and instructor are not in the same place. Instruction may be synchronous or asynchronous. Distance education implies that various methods such as print-based material, audio-visual resources, video conferencing, and computer technologies may be used, either independently or in blended modalities, to serve students who may be off-campus.

Standards

Faculty members teaching distance learning courses follow the same basic college policies, procedures, and administrative rules as faculty members teaching on-campus courses. Some standards, though, are unique to distance courses. Each distance learning course must provide for the appropriate interaction between instructors and students, and among students. Each distance learning course must be accessible to all students under ADA guidelines. Instructors (and students) must abide by US Copyright Law.

Process for Online Course Development

Step 1: Talk to your Division/Department Chair about the feasibility of the proposed distance course.

Step 2: Talk to your Dean about the process of course approval.

Step 3: Complete the CAC forms including the form for Distance Learning (see appendix).

Step 4: Have the Office of Instructional Technology set up an iLearn development site for your new course. (This can be done early in the process before course approval.)

Step 5: Work with the Office of Instructional Technology to construct a public personal website as a place for general course information, publicity about your course or program, office hours, etc. (This can be done early in the process before course approval.)

Step 6: You may want to take the Moodle workshop offered by CVC www.cvc.edu , @One <http://one.evc.edu/> , or work with Office of Instructional Technology personnel for individualized training.

Step 7: Design your distance learning course using standards of good practice while integrating teaching methods specific to the technology.

Process for Curriculum Advisory Committee (CAC) Approval

General Goals of Online Course Development at MPC

The goals of the online course program at Monterey Peninsula College are to:

- Provide alternative learning modalities for students;
- Provide added opportunities for students to complete programs from outside the geographic area;
- Serve students with limitations such as work hours or health concerns as well as to those with special interests;
- Offer flexibility in program planning;
- Explore new course offerings;
- Attract new students.

General Criteria for Online Course Development Approval

In recognizing the California Community Colleges Distance Education Regulations and Guidelines, the Curriculum Advisory Committee of Monterey Peninsula College adopts the primary concept of Distance Learning as “the use of technology utilized 51% or more of the time to deliver instruction during the course term and where the student and instructor are separated by distance.” (CCC DE Regulations and Guidelines, March 2002) Instructors of courses with multiple on campus sections and in which student demand exceeds the capacity of the sections typically offered are especially encouraged to develop such courses for online delivery, although all proposals will be considered.

Prior to developing a course for online delivery, the instructor should examine plans with the division chair and the instructional dean for his/her area. Several factors including lab work, enrollment trends, course sequencing and others need discussion prior to planning courses for online delivery.

Title 5 regulations are clear regarding the standards of courses taught through distance education:

55207. Course Quality Standards.

The same standards of course quality shall be applied to distance education as are applied to traditional classroom courses.

55209. Instructor Contact.

- (a) All approved courses offered as distance education include regular effective contact between instructor and students, through group or individual meetings, orientation and review sessions, correspondence, voice mail, e-mail, or other activities
- (b) The responsibility is on the instructor in a DE course to initiate regular contact with enrolled students to verify their participation and performance status.

55213. Separate Course Approval.

Each proposed or existing course, if delivered by distance education, shall be separately reviewed and approved according to the district's certified course approval procedures.

CAC will look for the following when approving online course delivery:

1. The course content and the objectives are the same as on the Course Outline of Record.
2. The methods of instruction and evaluation are different from the COR and are well-developed and plausible.
3. A variety of online delivery methods are used and link back to the course objectives. Some suggestions are:
 - (a) PowerPoint presentations converted to web format;
 - (b) Digital video clips;
 - (c) Instructor developed web pages;
 - (d) Web tutorials and informational sites appropriate to the discipline;
 - (e) Discussion forums;
 - (f) Images and screen shots for diagrams; and
 - (g) Graphs and other visual information.
4. Appropriate evaluation methodology has been incorporated. Some examples are:
 - (a) Proctored testing;
 - (b) Online testing using course management software;
 - (c) Projects or portfolios, and
 - (d) Essay exams.
5. Compliance with accessibility guidelines has been adhered to.
6. Class size is appropriately addressed.

Please note: Because of funding issues as currently defined by the California Education Code, laboratory courses are not being considered for online delivery at this time.

Online Enrollment Guidelines

The first time the course is offered online, the enrollment maximum may be set at 25. After that time, class size is treated as if the course is offered on campus.

Suggestions for Course Design

First of all, online courses are different from classroom courses. The research over the years confirmed that distance courses of the past (correspondence, telecourse, interactive TV) provided a good environment for teaching and that students generally learned at the same rate and to the same extent as classroom students. Additionally, new research has shown that online students often learn better than classroom students if a robust discussion forum is part of the learning. Critical thinking skills are developed as a result of the emphasis on writing a response to questions and knowing the response will be posted for the duration of the course with comments and rebuttal added. <http://www.nosignificantdifference.org> .

Instructional Design is a four-step process

1. Analysis
 - a. Of learner characteristics
 - b. Of the context of the learner
 - c. Of the problem and the accompanying needed knowledge
 - d. Of instructor variables
2. Determination of goals, objectives, and learning outcomes
 - a. What do I want my students to know
 - b. What do I want my students to be able to do?
 - c. What do I want my students to think as a result of the instruction?
3. Selection
 - a. Of teaching strategies
 - b. Of content
 - c. Of assessment procedures
4. Evaluation
 - a. By the instructor
 - b. By the institution

Course content

Place any text-based content on your site along with related links to Internet sites. Office of Instructional Technology personnel can help you with this if necessary. Construct active tasks for your students that will keep them interested. Yes, they can work together on completing activities

Discussion forum and chat rooms

Once you have placed course content on your website, the next step is to construct open-ended questions for discussion or debate on the discussion forum (asynchronous). Note that chat rooms (synchronous) do not have the same impact on learning and skill building because the students generally do not take time to reflect on the question and respond thoughtfully. (Chat rooms work very well for office hours or social interaction though.) It is suggested that you require a minimum number of responses to the forum weekly. You may also want to place a cap on the number of responses as well, in order to improve the quality of responses and to make the forum manageable. You can put a student in charge of each

question who, at the end of the discussion period, can summarize the discussion for you. You can grade the summary if you choose.

Quizzes

If you want to incorporate online quizzes into your course, spend some time with the Office of Instructional Technology personnel to learn how to set up your quiz. Of course, the Moodle training courses are excellent for this purpose as well.

Adult learners

Keep in mind that your students, by and large, are adults whose orientation to learning is problem-centered and they have a self-concept of being responsible for their own learning, although they may need some help with this initially. Also adults typically have a wider range of individual differences than teens or children. You may need to individualize some activities to relate to their needs and experience. Some suggestions for course development include:

- Learners participate in setting their own objectives for setting ownership of their learning.
- Design for interaction to include a balance of the dialogues between faculty and student, student and student, and student and learning resources. (Student-to-student dialogue taps into the current and expanding knowledge of most working professional adults.)
- The role of the faculty as mentor, manager, and facilitator is dominant. The students prefer a focus on problem-based learning, with help as needed.
- Design for continuity of learning.

Media

You may want to incorporate images into your course. Office of Instructional Technology personnel can show you how to label them with “alt tags” for accessibility by vision impaired students. You may also want to incorporate streaming audio or video into your course. Both must be closed captioned (video) or include a transcript (audio/podcasts) and we often have funds for this service. For audio files, you can provide a text version yourself within your course as a separate Word document file.

Anytime you have questions about course design, please come to the Office of Instructional technology for suggestions or guidance.

Bruce Wilder 646-3074

Distance Learning Instructor's Personal Website

The MPC Distance Learning pages on our website have a list of both online and Living Room courses. Living Room courses also list the instructor and instructor's e-mail. Online courses also list the instructor and the instructor's website. It is important that your website have adequate information for your students and prospective students. Note that students expect to be able to download and print syllabi, class handouts, and other course materials from their instructors' web sites.

Your personal MPC website should have the following information:

- Your contact information
- Syllabus – upload as a Word or .pdf document.
- Course calendar - list important deadlines including start and end of course.

Additional suggestions:

Logon information for students:

- Log in to <http://ilearn.mpc.edu>
- Username is the 1st two letters of first name, first two letters of last name, and last 4 digits of the student ID number .
- You must use lower case.
- Your password is student
- You will be asked to change the password.

Student links:

- Admission and registration (go to www.mpc.edu then to New Students.
- Online advisement – www.mpcfaculty.net/counseling/advisement/default.htm
- Library information - www.mpcfaculty.net/library/default.htm Student will need a library card number (no password) for access to databases.
- Bookstore - www.mpc.bkstr.com (or 831.657.4680)
- Orientation to Moodle – <http://www.moodle.org> .

Add a personal request to your students to send you e-mail before classes start.

MPC Distance Learning Website: For course information, links to student services, bookstore, and library services.

Student Orientation

Many online or Living Room students will need some level of orientation. Orientation may take place on campus, through your website, by a telephone call, or through written instructions.

For online classes, it is desirable to offer orientation in a way that the student does not need to travel to campus. You may want to work with the Office of Instructional Technology in order to work out an orientation plan. Note that students who do attend an on-campus orientation have a better retention rate, although that may change over time as students become more comfortable with online learning. The link to Moodle online orientation is: <http://www.moodle.org>.

Recommended blurb for the Schedule of Classes

ONLINE COURSE: An initial orientation meeting will be held on Monday, January 1, 2008, 5pm – 6pm, LTC 203 (Library Technology Center). This meeting is recommended but not mandatory. Students must have access to a computer and be familiar with using the Internet. For course information call (your phone with area code) or e-mail at name@mpc.edu, or visit the instructor's website: [http://www.mpc.edu/first last](http://www.mpc.edu/first_last) .

Scheduling on-campus orientation

If you choose to have an on-campus orientation, be sure your DOM schedules the room with the PIO office or library DOM -4098 if the orientation is planned for the MPC library and also your course orientation time with Bruce Wilder at 646-3074.

Course description revision

It is suggested that you revise your official course description as follows:

“For more information about online sections, visit <http://www.mpc.edu/distancelearning/Pages/default.aspx> and select Distance Learning.”

The change that you make must go through CAC approval.

Services for Students at a Distance

The MPC website has a link on the home page to Distance Learning. At that site is the following information:

- How to enroll in a distance learning class
 - Admission
 - Assessment
 - Orientation
 - Advisement
- Registration
 - Adding classes
 - Dropping classes
- iLearn login
- List of Living Room and Online classes
- Is online learning for you?
- Technical requirements
- FAQs

Also there is:

- Library access www.mpcfaculty.net/library/default.htm
- Bookstore access - www.mpc.bkstr.com (or 831.657.4680)
- Online registration www.mpc.edu

Proctoring:

When students are out-of-area and need to take a proctored exam, typically offered on the MPC campus, there are some alternatives to consider. A suitable proctor can be assigned with the consent of the instructor and student. That proctor can be a public librarian, a company human resource director or educational manager; for military, a base librarian, education officer, commissioned officer or base commander; for incarcerated individuals, a prison librarian, prison counselor, or warden. In addition, there are commercial places that handle proctoring for a fee. They include the Sylvan Learning Center and Kinko's.

Accessibility of a Distance Learning Course

Both California and Federal law require that distance learning courses be accessible to all students. What does this mean for your course? Moodle is probably closer to the ideal of accessibility than most commercial products and is basically accessible, with caveats. Also there is a "basic chat mode" that is accessible.

See http://docs.moodle.org/en/Moodle_Accessibility_Specification for their accessibility efforts.

- Your text can be read by screen reader software. This is known as being “Bobby compliant” and you can test your site online (<http://webxact.watchfire.com/>).
- Your graphics/pictures contain “ALT tags” which are short descriptions of the picture.
- Your video, including streaming video, is closed captioned. MPC often has funds to do this for you.
- Your audio files (PodCasts) have text equivalentents.
- There are some other issues such as logon procedures that are handled by the Moodle course management system that are claimed to be very compliant. You can check their website at <http://www.moodle.org> for more information.
- Other resources:
for current information: <http://www.w3.org/WAI/>
Center for Applied Special Technology: <http://www.cast.org/>

We have checked our courses for compliance and as a whole our distance courses meet both state and federal ADA guidelines.

Best Practices and Minimum Standards

Prepared by the Office of Instructional Technology and Development

August 27, 2001

Reviewed and accepted by the Academic Affairs Advisory Group and

Academic Senate 2001-2002

Minimum Standards Overview

MPC distance learning is offered through the Living Room Series and MPC Online. All services that are guaranteed to traditional on-campus, classroom students must also be guaranteed to students in distance learning programs in both the LR and MPC Online courses. It must be understood that teaching methods that are highly effective in the classroom may not carry over to distance learning. Different methods may need to be employed in order to have the same learning outcomes. Student profiles may be different as well. The following guidelines, as derived from various resources (see References), can be used to guide the development of distance learning courses as well as provide a structure for course evaluation.

The purpose of the establishment of the following guidelines is threefold:

- Guide the development of Living Room and electronically-delivered courses, programs and student services to ensure that they exhibit characteristics of quality teaching and learning;
- Ensure that student learning in Living Room and electronically-delivered courses is comparable to student learning in traditional on-campus courses, and;
- Provide a standard for reviewing the quality of a program, course, or related student service offered at a distance, as meets the Monterey Peninsula College mission and academic standards.

Good Practices and Minimum Standards for All Distance Education Courses

Equivalency to On-Campus, Traditional Courses

- Lectures/content may be provided through
 - Online lectures
 - Videotapes/streaming media and audiocassettes/streaming audio
 - Guided reading and research
 - Graphics/animations/simulations
- Student work is participative
 - Students participate with other students in activities or discussion
 - Time required per week/per unit is comparable to/exceeds on-campus course.

Frequency of Instructor Contact

(Section 55376 of the California Education Code: Regulations and Guidelines for Distance Education - Instructor Contact) "All approved courses offered as distance education shall include regular effective contact between instructor and students, through group or individual meetings, orientation or review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voicemail, e-mail, or other activities."

- On-campus orientation and other scheduled meetings including end-of-term meetings may be required; out-of-area students may be given orientation and other information in a different, approved format.
- Discussion groups, e-mail, telephone, or chat are the primary vehicles for instructor-student communication. The instructor monitors discussion forums or chat sessions.
- As learning is dynamic and interactive, regardless of the setting in which it occurs, the course meets the state requirement to provide for personal contact between students and instructor (see Section 55376 above). Other interactivity will include student to student and student with the content. Establishing a community of learners is the ultimate goal.
- The instructor is in contact with each student at least weekly.
- The instructor replies to student inquiries within 24 hours.

Design of Course

- Students are provided with course information that outlines course objectives, concepts, and ideas, and student learning outcomes for the course are summarized in a clearly written, straightforward manner.
- The course is designed to require students to engage in analysis, synthesis, and evaluation, or skill building as part of their course requirements. Students are encouraged to reflect and re-evaluate their learning.
- Interactive course components are included, such as e-mail discussions, online threaded discussion, field trips, meetings, or other interactive components.
- Activities require student-to-student and/or student-instructor interaction.
- Course is designed using the principles of adult learning.
- Assignments move from simple to complex and are clearly aligned with expected learning outcomes; included are appropriate required and recommended readings, assignments, and projects.
- Assignments are required as well as tests or other means of gathering evidence of learning outcomes. Approval of the method of assessment and evaluation is part of the CAC approval process.
- Evaluation and/or feedback to student assignments, tests, and questions are constructive and provided in a timely manner.
 - Assignments are varied to provide alternatives to meet different learning styles of the students.
 - Activities may include visual, auditory, or kinesthetic components.

- Any substantive change in the course such as substituting commercially developed content in place of previously approved content is approved by the CAC before being incorporated into the course.
- Instructional materials and intended learning outcomes are reviewed periodically, at least yearly, to ensure clarity, utility and appropriateness, and to ensure that they meet program standards.
- The course and all course materials meet level 1 ADA (Americans with Disabilities Act) compliance as established by the Chancellor's Office. (See detailed information at http://www.htctu.net/publications/guidelines/distance_ed/disted.htm)

Assessment of Learning Outcomes

- Assessment is conducted to collect evidence that meets criteria established for the stated learning objectives.
- Instructor monitors assignment completion on required dates and communicates with students falling behind; instructor evaluates assignments and provides feedback in a timely manner (i.e., within one week of submittal) assessing student progress throughout the course.
- Instructor assesses progress by collecting evidence of learning through various means:
 - Assessment may occur in various formats including online.
 - At-home or open book formats may be used for testing
 - Knowledge/skill levels are assessed primarily through evidence collected, i.e., work submitted.
 - Threaded discussions or e-mail discussions, if available, are summarized (by a student or instructor) and assessed by the instructor. Feedback is offered.
- Level of knowledge/skill attainment is comparable to the level achieved by students in on-campus classes.
- Protocols are established to ensure student identification for purposes of assessment.
- Students are asked to complete an end-of-course evaluation (form may be updated to elicit information specific to distance learning). Student information is held to be confidential.

Other Issues for Students

- Before starting the distance course, students are advised about the program to determine if they possess the self-motivation and commitment to learn at a distance and if they have access to the minimal technology, if any, required by the course design.
- Students have a means of enrolling in the course at a distance.
- Students have access to sufficient library resources that may include a Web-based virtual library.

- Enrolled students have reasonable access to appropriate student services and resources to support their learning.

Other Issues for Instructors

- The instructor relays to the students the required texts and/or course packs and how students can purchase them.
- The course has received curriculum and CAC approval including the Distance Learning form.
- The instructor may post an honor code in the course but this is not required.

Principles of Adult Learning

- The adult learner's need to know: The facilitator can relate the benefits of the learning which often causes adults to invest more time and effort in learning. Real or simulated experiences can point out the gap in learning.
- The importance of their self-concept: Adults see themselves as being responsible not only for their learning but for their lives. They see themselves as self-directed and expect others to see them in that light as well. Adults, however, often enter the classroom with their previous pedagogical experience and say, "Teach me." This learning dependence conflicts with their self-concept to such an extent that dropping out is often common.
- Prior experiences: Adults not only have a greater level of experience but a different type of experience from that of youths. Adult experiences may include a job, voting, marriage and children, all part of an adult's self-concept. Adults can be encouraged to contribute their experiences. This broad experience level may also indicate a wider range of individual differences, requiring multiple or personalized teaching and learning strategies.
- Readiness to learn: Adults become ready to learn those things they need to know and do in order to cope effectively with their real-life situations.
- Orientation to learning: Adults are motivated to learn to the extent that they perceive that learning will help them perform tasks or deal with problems that they confront in their life situations.
- Motivation: Although adults are motivated to some extent by external factors such as promotions and better salaries, the more potent motivators are internal. These may include quality of life, job satisfaction, and self-esteem.
- Situational and individual learner differences: Adults are a diverse group of students. They vary widely in terms of age, ability, job experience, cultural background, and personal goals.
- Goals and purposes of learning: The goals and purposes for which adult learning is conducted provide a framework for shaping the learning experience.

Teaching/Learning Benchmarks

The following is a sample list of recognized benchmarks for quality online courses:

- Guidelines regarding minimum standards are used for course development, design, and delivery, while learning outcomes—not the availability of existing technology—determine the technology being used to deliver course content.
- Courses are designed with a consistent structure, easily discernable to students of varying learning styles.
- Instructional materials are reviewed periodically to ensure they meet program standards.
- Active learning techniques are incorporated into the course.
- Communicate high expectations.
- Before starting an online program, students are advised about the program to determine (1) if they possess the self-motivation and commitment to learn at a distance and (2) if they have access to the minimal technology required by the course design.
- Faculty and students agree upon expectations regarding times for student assignment completion and faculty response. Feedback to student assignments and questions is constructive and provided in a timely manner.
- Student interaction with faculty and other students is an essential characteristic and is facilitated through a variety of ways, including voice-mail and e-mail.
- Course materials promote collaboration among students.
- Courses are separated into self-contained segments (modules of varying lengths determined by the complexity of the learning outcomes) that can be used to assess student mastery before moving forward with the course program.
- Students are instructed in the proper methods of effective research, including assessment of the validity of resources.
- The program's educational effectiveness and teaching/learning process is assessed through an evaluation process that uses several methods and applies specific standards.
- Student learning outcomes are reviewed regularly to ensure clarity, utility, and appropriateness.
- Respect diverse talents and ways of learning.

- **Definition of “Effective Contact” for Distance Learning at MPC**

**As Required by Title V
September 21, 2004**

RE: California Community Colleges Distance Education Regulations and Guidelines

Section 55207: The same standards of course quality shall be applied to distance education as applied to traditional classroom courses.

Section 53200: All approved courses offered as distance education shall include regular effective contact between instructors and students, through group or individual meetings, ...voice mail, e-mail, or other activities.

Section 55211, Subsection (b): ...districts will need to define “effective contact,” including how often, and in what manner instructor-student interaction is achieved.

MPC definition:

- Minimum weekly contact with each student (may include general messages to the group) or one lab session;
- Maintain a 24-hour response time (excluding weekends and holidays and excluding technical problems that prevent response);
- Acknowledge receipt of student e-mail even if you need additional time to solve the problem;
- May differentiate different types of response time – assignment feedback, receipt of message, personal question, content question;
- Construct and maintain a website with contact and course information;
- Provide for alternative modes of communication that may include: FAX, e-mail, phone, face-to-face, chat room, etc.;
- Keep regular office hours (or virtual office hours via chat room);
- Encourage replies and responses (or discussion for online courses) as important values;
- Follow up on students who are not participating;
- Get to know your students and refer to them by name;
- Let students get to know you.

The above definition is paraphrased from *Implementing Principles of Good Practice in Distance Learning* by Spear & Sax (2003).

Other References:

Academic Senate for the California Community Colleges (Spring, 1999). *Guidelines for Good Practice: Effective Instructor-Student Contact in Distance Learning*.

California Community Colleges (March, 2002). *Distance Education Regulations and Guidelines*.

General Copyright Policy for Distance Education Courses

(Excerpted from the Stanford University Copyright Policy & Approved by Dr. Condoleezza Rice)

This guideline provides a general description of the applicability of the copyright law and the so-called "fair use" exemptions to the copyright law's general prohibition on copying. It also describes "safe harbor" guidelines applicable to classroom copying. It has not been updated to reflect 2002 - 2003 legislation or case law.

The federal copyright statute governs the reproduction of works of authorship. In general, works governed by copyright law include such traditional works of authorship as books, photographs, music, drama, video and sculpture, and also software, multimedia, and databases. Copyrighted works are protected regardless of the medium in which they are created or reproduced; thus, copyright extends to digital works and works transformed into a digital format. Copyrighted works are not limited to those that bear a copyright notice. As a result of changes in copyright law, works published since March 1, 1989 need not bear a copyright notice to be protected under the statute.

Two provisions of the copyright statute are of particular importance to teachers and researchers:

- a provision that codifies the doctrine of "fair use," under which limited copying of copyrighted works without the permission of the owner is allowed for certain teaching and research purposes; and
- a provision that establishes special limitations and exemptions for the reproduction of copyrighted works by libraries and archives.

Guidelines for classroom copying by not-for-profit educational institutions have been prepared by a group consisting of the Authors League of America, the Association of American Publishers, and an ad hoc committee of educational institutions and organizations. In addition, fair use guidelines for educational multimedia have been prepared by a group coordinated by the consortium of College and University Multimedia Centers (CCUMC). These guidelines describe safe harbor conditions, but do not purport to define the full extent of "fair use." The guidelines, as well as other source material, are available through a variety of resources, including through the world wide web site <http://fairuse.stanford.edu>. The discussion below may help to clarify further the nature of "fair use."

Fair Use for Teaching: The "fair use" doctrine allows limited reproduction of copyrighted works for educational purposes. The relevant portion of the copyright statute provides that the "fair use" of a copyrighted work, including reproduction "for purposes such as criticism, news reporting, teaching (including multiple copies for classroom use), scholarship, or research" is not an infringement of copyright. The law lists the following factors as the ones to be evaluated in determining whether a particular use of a copyrighted work is a permitted "fair use," rather than an infringement of the copyright:

- the purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes;
- the nature of the copyrighted work;

- the amount and substantiality of the portion used in relation to the copyrighted work as a whole, and
- the effect of the use upon the potential market for or value of the copyrighted work.

Although all of these factors will be considered, the last factor is the most important in determining whether a particular use is "fair." Where a work is available for purchase or license from the copyright owner in the medium or format desired, copying of all or a significant portion of the work in lieu of purchasing or licensing a sufficient number of "authorized" copies would be presumptively unfair. Where only a small portion of a work is to be copied and the work would not be used if purchase or licensing of a sufficient number of authorized copies were required, the intended use is more likely to be found to be fair.

A federal appeals court recently decided an important copyright fair use case involving coursepacks. In *Princeton University Press, et.al. v. Michigan Document Services*, the U.S. Court of Appeals for the Sixth Circuit concluded that the copying of excerpts from books and other publications by a commercial copy service without the payment of fees to the copyright holders to create coursepacks for university students was not fair use. The size of the offending excerpts varied from 30 percent to as little as 5 percent of the original publications. Although the opinion in this case is not binding in California, it is consistent with prior cases from other courts, and there is a reasonable likelihood that the California federal courts would reach a similar conclusion on similar facts.

Where questions arise, it is suggested that you consult the guidelines for classroom copying and other available source material available on the fair use web site, cited above. Please note that the guidelines are intended to state the minimum, not the maximum, extent of the fair use doctrine. Thus, just because your use is not within the guidelines, it is not necessarily outside the scope of fair use. In the absence of a definitive conclusion, however, if the proposed use deviates from the guidelines, you should consider obtaining permission to use the work from the copyright owner.

Some photocopying services will obtain copyright permission and add the price of the royalties, if any, to the price of the materials. A request to copy a copyrighted work should generally be sent to the permission department of the publisher of the work. Permission requests should contain the following:

- Title, author, and/or editor, and edition
- Exact material to be used, giving page numbers or chapters
- Number of copies to be made
- Use to be made of the copied materials
- Form of distribution (classroom, newsletter, etc.)
- Whether the material is to be sold

For certain works, permission may also be sought from the Copyright Clearance Center (CCC) which will quote a charge for works for which they are able to give permission. The Copyright Clearance Center can be contacted at www.copyright.com or (978) 750-8400, but it may be easier to go through a copying service that deals regularly with the CCC.

Course Reserves: Some libraries will refuse to accept multiple photocopies or to make photocopies of copyrighted materials needed for course reserves without first having permission from the copyright holder.

Other libraries on campus will accept a limited number of photocopies for course reserves. Consult individual libraries for clarification of their policies.

iLearn Login for Students

Make sure pop-up blockers are turned off for the below site.

- Log on to <http://ilearn.mpc.edu>
- Username is 1st two letters of first name and 1st two letters of last name followed by last 4 digits of your new student ID. This is not case sensitive.
- Your password is **changeme (all in lowercase letters)**
- Once you log in you will be prompted to change your password. Write it down on this handout and save it in your wallet or purse.

When your “**Edit Profile**” comes up, make sure you have a valid email address entered in the space called for. You CANNOT go further unless you supply an email address. Click Continue.

- Then you click on the course link to get inside
- Send Bruce Wilder an email only if you have trouble logging on. Also if you are unsure on how to participate in the discussion forum or assignment submission, contact Bruce for instructions.

You can come by Bruce’s office at 318 on the top floor of the library anytime or call him at 646-3075 or send e-mail to: bwilder@mpc.edu .

Moodle Teacher FAQ's












Referenced from http://docs.moodle.org/en/Teacher_documentation

Editing course section

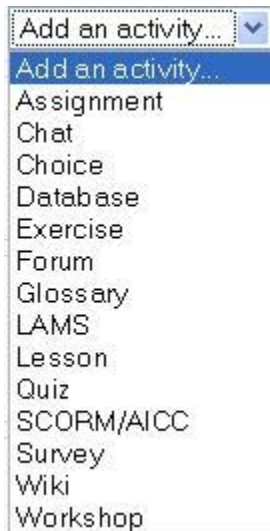
Turn editing on

Turn student view on

To add or alter activities or resources a teacher will need to turn editing on and off with a button on the course homepage. The student view button allows the teacher to get a general idea of what students will see. There is also an "editing on" link in the administration block. These buttons and links toggle between on and off. Here are some common editing icons, for more details about them go to adding/editing a course.

Icon	Effect	Icon	Effect	Icon	Effect	Icon	Effect
	Edit text		Open		Delete		Move
	See all topics		Close		Indent		Move here
	See one topic		Help				Make Current

Activity modules



Surveys and Databases are also very powerful Add an activity drop-down menu

There are a number of robust interactive learning activity modules that you may add to your course.

Communication and collaboration may take place using Chats and Forums for conversational activities and Choices to gain group feedback. Adding Wikis to your courses is an excellent way to allow students to work together on a project.

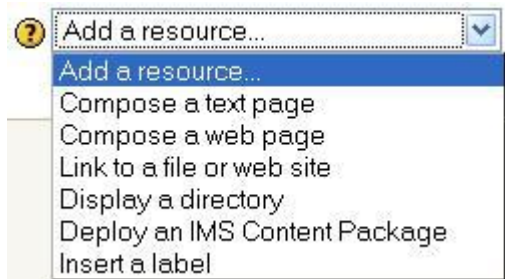
Work can be submitted by students and marked by teachers using Assignments or Workshops. The Quizzes offer several options for automatic scoring. You can even integrate your Hot Potato quizzes by adding a Hotpot activity.

Lessons and SCORM activities deliver content and offer ways of individualizing your presentation based upon a student's choices. Key words can be added to Glossaries by yourself or, if you allow it, your students.

Additions to any course:

If all of that isn't enough for you then you can also add non-standard modules that are not part of the official Moodle release!

Resources



Add a resource drop-down menu

Moodle supports a range of different resource types that allow you to include almost any kind of digital content into your courses. These can be added by using the add a resource dropdown box when editing is turned on.

A **Text page** is a simple page written using plain text. Text pages aren't pretty, but they're a good place to put some information or instructions. If you are after more options for your new page then you should be thinking about adding a **Web page** and making use of Moodle's WYSIWYG editor.

Of course the resource may already exist in electronic form so you may want to link to an uploaded file or external website or simply display the complete contents of a directory in your course files and let your users pick the file themselves. If you have an IMS content package then this can be easily added to your course.

Use a **label** to embed instructions or information in the course section.

Blocks



Add Block drop-down menu

Each course homepage generally contains blocks on the left and right with the centre column containing the course content. Blocks may be added, hidden, deleted, and moved up, down and left/right when editing is turned on. Examples of blocks can be seen in the Getting Started image above. "Latest News", "Blogs", "Upcoming Events", and "Recent Activity" are a few examples.

A wide range of over 16 different block types can provide additional information or functionality to the learner by the teacher. The standard blocks that come with Moodle are shown on the right. There are also many non-standard blocks developed by Moodlers that an administrator can add to this list.

A teacher with editing rights will also have a course administration block. This block has sub menus for course: backup/restore, enrollments, format, reports, grades, activity logs, files and other useful tools.

General advice

- Subscribe yourself to all of the forums in your course so that you can keep in touch with your class activity.
- Encourage all of the students to fill out their user profile (including photos) and read them all - this will help provide some context to their later writings and help you to respond in ways that are tailored to their own needs.
- Keep notes to yourself in the private "Teacher's Forum" (under Administration). This is especially useful when team teaching.
- Use the Logs link (under Administration) to get access to complete, raw logs. In there you'll see a link to a popup window that updates every sixty seconds and shows the

last hour of activity. This is useful to keep open on your desktop all day so you can feel in touch with what's going on in the course.

- Use many reports. Reports in the Administration block, Activity Reports (next to each name in the list of all people, or from any user profile page). These provide a great way to see what any particular person has been up to in the course.
- Respond quickly to students. Don't leave it for later - do it right away. Not only is it easy to become overwhelmed with the volume that can be generated, but it's a crucial part of building and maintaining a community feel in your course.
- Don't be afraid to experiment: feel free to poke around and change things. It's hard to break anything in a Moodle course, and even if you do it's usually easy to fix it.
- Use the navigation bar at the top of each page - this should help remind you where you are and prevent getting lost

Moodle Student F.A.Q'S

http://docs.moodle.org/en/Student_FAQ

Access and Navigation

Why can't I log in?

There could be many reasons but the most probably is you simply forgot your password, are trying the wrong one or are entering it incorrectly. Some other things to think about include:

- Does your username or password contain a mixture of upper and lower case letter?
It should be entered exactly
- Are cookies enabled on your browser

How do I gain access to a course?

You can only access courses that you are currently enrolled in, or registered for.

How do I jump between my courses?

- Course block if it has been added
- Go back to the homepage and then use the main course block (if it has been added!)

How do I get back to the homepage?

Use the navigation trail at the top left of the page or the button at the very bottom of the course.

How do I find course X?

If you are not already enrolled in a course you can search for it by name and description.

Course Content

Where have all of the weeks / topics gone?

You have probably clicked on the icon. To reveal all of the other weeks / topics you need to click on the icon which you will see in the right margin of the week / topic.

Emails and Forums

Why am I not getting any e-mails and others are?

Chances are your email address in your profile is either wrong or disabled. It could also be that you are not subscribed to the forums that are generating emails. AOL users may also not receive e-mails if the administrator has banned the use of AOL email addresses.

How can I stop all of these e-mails?

E-mails are an essential part of the way Moodle works. They are used to keep you up to date with what is going on. If you wish to reduce the amount of emails you get you could:

- Edit your profile and change your e-mail settings to digest
- Unsubscribe from non-essential forums (although they are there for a reason!)
- Disable your e-mail address in your profile although this is not recommended and may go against in house rules.

Assignments and Grades

Why is there no upload box?

This is either because:

- The assignment has now closed
- The assignment is not yet open
- You already uploaded something and the settings prevent resubmissions

How can I see my recent assignment feedback?

There are many ways you can access their feedback. The most common method is by simply going to the same place where you uploaded the work. Another common method is to follow the link in the recent activity block (if the teacher has included it on the course). Another method would be to access the grade book and then follow the link for the required assignment. Depending upon how the assignment was set up, you may receive an email when it has been marked with a direct link to the feedback.

Why is my course average so low?

Don't panic! The Moodle gradebook takes into account unmarked and unsubmitted work. In other words, you start with zero and as you progress through the course and complete graded activities the percentage will steadily rise.

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Appendix

Distance Education Form

<i>Dept.</i>	<i>Course #</i>	<i>Course Title</i>

What semester/session do you plan to implement this course as a Distance Education course? _____

Do you plan to deliver this course Online **OR** through Living Room Series.

Please attach the revised course outline when submitting this form. Also attach Course Revision Form and Course Data Sheet.

A copy of the Criteria for Online Course Development Approval is available from your Dean or from the Office of Instructional Technology.

NOTE that minimum standards required for all online distance education courses have been established for the following:

- Equipment specifications and software that a student must have in order to access the course.
- Ways to enroll in online distance education courses.
- Password requirement for access.
- Ways to purchase textbooks and materials and to access information resources.
- Methodology to ensure student interaction.
- Means to demonstrate the necessary reading, writing, math, and/or critical thinking and study skills levels.

Design support is available through the Office of Instructional Technology.

Course Content

1. How will you ensure that the content and student objectives are the same as those addressed in on-campus sections of this course, i.e., the content and objectives included in the course outline of record?

Instructional Methodology

2. Describe the methods of instruction you will use to deliver the content/skills included in the course outline.

3. If this course includes on-campus meetings, indicate the number, duration, and schedule. Indicate the schedule of any planned on-campus orientation you may have in addition to any online/video/otherwise prepared orientation for those living at a great distance.

4. What is the average success rate for students who take this course on campus? What techniques/strategies have you included in the delivery of this course in order to ensure student success rates comparable to those demonstrated by a student who take this course on campus?

5. How will you ensure student learning in addition to asking questions about the textbook or other material used? For example, will you arrange for group discussions? Will you arrange for one-on-one discussions between you and each student?

Textbook

6. Indicate below what textbook(s) will be required for this course. If the textbooks are not the same for on-campus and distance learning formats, please explain the differences.

On-campus text(s): _____

Distance learning text(s): _____

7. What material(s) not listed under #6 will be used and how will distant learners obtain them?

Student Support

8. What provisions will you make for the student(s) who is having difficulty succeeding in the course? How will you refer the student to appropriate basic skills and study skills courses offered on campus? To tutorial services?

9. How will you make information resources available to distant learners who will not be able to come to campus to access our library?

Evaluation/Assessment

10. How will you assess student learning throughout the duration of this course? For example, what evidence of student learning will you collect throughout the duration of this course and how will you ensure that all students demonstrate the learning outcomes specified in the course outline?

Communication

11. In what way and how often do you intend to remain in contact with the students throughout the duration of the course? Will the contact be synchronous and/or asynchronous? Will you provide a means for student-to-student communication and, if so, how? Are there special considerations for students with disabilities?
12. Are you planning on using an e-pack (for an online course)? If so, what is the cost to each student?
13. What is the address of your MPC website?
http://_____

NOTE: All Distance Education courses are coded UA (Units Attempted) in the Santa Rosa System. UA means that apportionment may be collected on a per-unit basis rather than for contact hours designated for a course. At this time, we are approving only **lecture** courses for offering via Distance Education.

MAJOR: GENERAL STUDIES/*Distance Learning Option*
(Associate in Arts Degree)

Requirements are based on Monterey Peninsula College General Education Requirements. !Designates Online Course. All other courses listed are offered as Living Room Courses.

AREA A	COMMUNICATION SKILLS	6
<p align="center">A1: English 1A (3)</p> <p align="center">A2: <i>Select two courses from the following:</i> !Math 261 (4), !Math 263 Intermediate Algebra (4)</p>		
AREA B:	NATURAL SCIENCES	7
<p><i>Two courses required, one from each (physical and life science), one of which must be a laboratory course. *Designates non-lab course.</i></p> <p>Life Science: * Biology 31 (3)</p> <p>Physical Science: <i>Select one course. Must take both lecture and lab. Lab offered on campus.</i> Astronomy 10 (3) & 10L (1); Chemistry 10 (3) & 10L (1); Geology 2 (3) & 2L (1)</p>		
AREA C:	HUMANITIES	6
<p><i>Select two courses from the following:</i> Art 1 (3); English 10 (3), 38 (3),40 (3),44 (3),45 (3); Music 2 (3), 3 (3), 4 (3)</p>		
AREA D:	SOCIAL SCIENCES	6
<p><i>Select two courses from the following:</i> Anthropology 10 (3),11(3), !Child Development 1(3) History 36 (3); !Political Science 1(3), 5 (3), 8 (3); !Psychology 25 (3); Sociology 1 (3), 2 (3), !40 (3)</p>		
AREA E:	LIFE LONG LEARNING & SELF DEVELOPMENT	3
<p><i>Select three units from the following:</i> Administration of Justice 2 (3), Library !72 (1), !80 (3); Personal Development !51 (3), !71 (1), !72(2); Physical Fitness !51 (2); Psychology !25 (3)</p>		
AREA F:	INTERCULTURAL STUDIES	3
<p><i>Select three units from the following:</i> Anthropology 11 (3); Business 38 (3), !English 40 (3)</p>		
AREA A, B, C, D, E, F		9
<p>Select nine additional units from Monterey Peninsula College General Education Requirements course listed above not used to meet area requirements.</p>		
TOTAL MAJOR UNITS		40

<p><i>Select electives to total 60 units from the courses listed above or any of the following:</i> Administration of Justice 51 (3), 55 (3), 57 (3), 66 (3); Business !40 (3), !50 (3); ENSL !155 (3); Library !60 (3), !61 (3), !62 (3), !63 (3); Personal Development !58 (2); Real Estate 51 (3), 52 (3), 53 (3), 54 (3)</p>
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GRADUATION REQUIREMENTS

N IP C

Reading Proficiency: Test Score: College Course:
Writing Proficiency: Test Score: College Course:
Math Proficiency: Test Score: College Course:
Information Competency: Test Score: College Course:
Major units identified above

21 Units in General Education Classes (Courses may count for both major and GE requirements)
Elective units to total 60 Degree Applicable Units
G.P.A. 2.0
12 Units in residence

Available at:

<http://www.mpc.edu/degrees/Degrees%20And%20Certificates/GENSTUDIESDL.pdf>