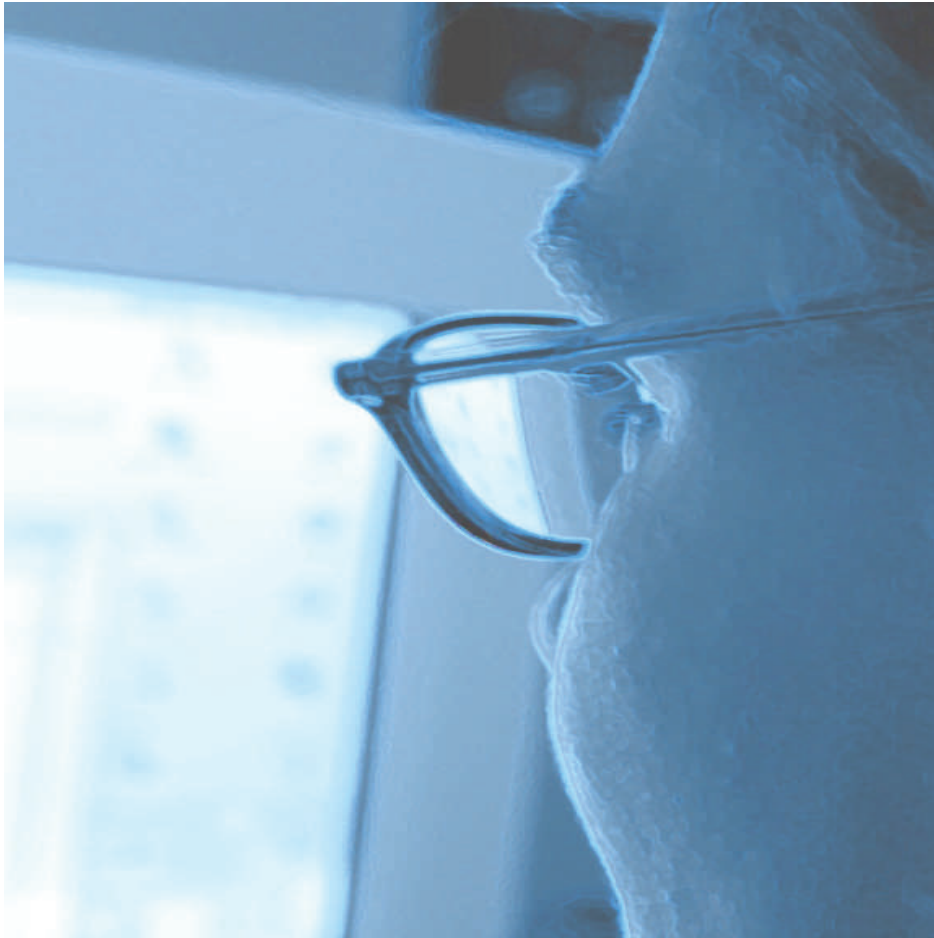


**Porterville
College**



Online Teaching Handbook

2007-2008

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Responsibilities and Rewards of Teaching Online

Online teaching shares some of the same rewards and responsibilities as that of teaching in any other situation. In addition, there are a few responsibilities and rewards that are unique to the online teaching format. Online instructors who haven't already done so, are strongly encouraged to take one or more online courses in online teaching pedagogy.

In Greg Kearsley's book, Online Education: Learning and Teaching in Cyberspace, he points out that "the most important role of the instructor in online classes is to ensure that there is a high degree of interactivity and participation. This means designing and conducting learning activities that result in engagement with the subject matter and fellow students." Notice the verbs "design" and "conduct". Online teaching involves less performance and more guidance. Instead of lecturing to the class, an online teacher typically arranges various learning activities for students that, ideally, involve multiple learning modalities. The teacher carefully structures the learning and assessment activities that support the course objectives, and gives instruction to the students on how to proceed through the various activities. A powerful learning tool of the online classroom that nearly all online teachers incorporate, is the asynchronous discussion board. Using an online discussion forum in your class, allows you to assess students' understanding of the material while at the same time allowing students to build their collective knowledge of the material. Careful guidance and monitoring of the discussion board, helps to assure that students get started on the right track and don't stray too far from the subject or get confused with incorrect information.

Some of the rewards of online teaching are obvious. You and the students can both have more freedom in how you structure your time in the class. You can teach your class while dressed in your pajamas, or while the kitty sleeps happily in your lap. Perhaps less apparent are the rewards that you get from knowing that you're providing a badly needed educational option. Without online classes, many students would be unable to fulfill their educational goals. Online students comprise a wide spectrum of the student population, from single parents with full-time jobs, to older adults with elderly parent care, to students with disabilities who find online classes more enabling. Just like the introduction of weekend classes decades ago, online classes are transforming the learning opportunities for students in our community.

Course Calendar

Online courses follow the same calendar as traditional Porterville College courses, although your course may be a late start, early start or abbreviated length course as per the request of your division chair.

It is up to the instructor to establish his/her own policy with regard to working during holidays. There will be no extra compensation for working on a holiday if you choose to do so. You cannot require your students to work during holidays, so if an assignment falls due on a holiday, be sure that it is set up so that a student can turn-in that assignment prior to the holiday.

Class Rosters

You can login to Banner to access your current class roster or contact Admissions and Records. Rosters are typically uploaded to the ETUDES-NG sites every morning at approximately 2:00 a.m. The uploaded rosters are a snapshot of your Banner roster from the previous afternoon, so there will be a slight delay in when newly added students will get access to the course or when dropped students will be denied access.

Because of this, and other inherent complications of getting students going in online classes, we recommend that you take the approach of offering more seats in your online class at the beginning than you ultimately expect to end with. This is generally preferable to adding students late to a class that is full or to a class that has had students drop.

If you want to drop students from your course, you need to do it through the official roster on Banner. Students dropped from Banner will be changed to “inactive” in ETUDES on the following day’s roster uploads. All work submitted by students in ETUDES is retained even after they are changed to inactive.

Adding Students Late or to a Closed Class

If you decide to add students to your class, please follow these steps.

1. Have the student send an email to you requesting permission to enroll in your class.
2. Reply to the student with your permission to add the class, and tell the student to forward your email confirmation to Janice Halopoff at jhalopof@portervillecollege.edu, and instruct the student to change the email's subject line to "Online Class".

Optionally the student can print out your confirmation and take the email confirmation to Admissions and Records for enrollment at the counter, or a traditional "Add/Drop" slip can be filled out and taken to the Admissions Office for enrollment.

Course Outlines on the Web

Online courses are a mystery to many students, and as a consequence students often enroll in online courses with incorrect assumptions as to the nature of the course or with no knowledge of the demands of a particular course. To help prepare your prospective students for your course demands and expectations, we strongly encourage you to advertise your course expectations through our Web based online course outlines.

The more details that you can provide, the better prepared your incoming students can be. The outline is not meant to be a copy of your syllabus which, of course, will be more detailed. However, you may want to use your syllabus as a guide in preparing the content of the outline. Typical information included in these outlines includes:

- Textbook titles and where to purchase & how soon textbook must be purchased
- Required software or hardware
- Required meeting dates if any
- Exam details, especially if requiring proctored or scheduled exams
- Course participation (login) expectations
- Estimated time required each week
- Special information about assignments or quizzes, such as "discussions and assignments due every week, a one-hour midterm and exam along with bi-weekly quizzes"
- Special skills or education needed such as advanced computer skills, or advanced reading and writing skills

Send an email with the information you want included to Sarah Phinney.

Course Syllabus

The course syllabus serves as a core document in an online class. You should take ample time and great care in crafting your syllabus. It should be thorough enough to orient the new student to how your course is structured, the academic requirements of the course, procedural matters of the course, the course calendar, and it should include information for students wishing to locate Porterville College resources.

Every syllabus should contain a statement regarding student services for the disabled. The following statement is provided by the Disability Resource Center:

If you have a disability that may require assistance or accommodation, or you have questions related to any accommodation for testing, note takers, readers, etc., please notify the instructor as soon as possible. Students may also contact the Disability Resource Center (559-791-2215 or TDD: 559-791-2436) with questions about such services.

Office Hours

Though office hours may not take place in a physical space for online classes, full-time faculty are still required to hold office hours for online students and adjunct are strongly encouraged to do so. Many online teachers hold virtual office hours at scheduled times using a chat tool. Others like to encourage online students to call them, or stop by their office during scheduled campus office hours.

Whatever your preference, it is important to offer your online students the opportunity to meet, chat, or talk to you in real-time. A situation that may take days to resolve through asynchronous methods, might be able to be resolved in a matter of minutes through a real-time conversation. If your chat tool is not private, be sure your students are aware of that and suggest alternative methods to reach you for private conversations.

Student Orientation

An extensive Website is maintained for Porterville College online students, at www.portervillecollege.edu/online_courses/. On the site is a brief orientation for online students. If your students have questions or a technical problem, you may want to direct them to the Website.

It is also helpful if you encourage your students to go through the orientation during the first week of the semester. One way to effect this is to include an orientation quiz in your course. You can request an orientation quiz by emailing Sarah Phinney, at sphinney@portervillecollege.edu

First Day of Class

Prior to or on the first day of the semester, you should send an email message to the students in your class with instructions on how to login. A sample email message is emailed to all online instructors prior to the start of each new semester.

You can obtain student email addresses in one of two ways. Either you can request that the students email you upon registering for your class, or you can request that the students verify their email addresses in Banner upon registering for your class. There are no guarantees, with either method, that the students will follow through with the recommendation. There will likely be a very small percentage of students for whom you will not have email addresses.

Currently the method by which students are instructed to do either of the preceding, is by instructions added to the PC schedule. Therefore, you need to get your specific instructions to your division chair in time to be included in the next schedule. You may want to look at a current schedule for ideas about wording.

To send your "Getting Started" email to your students you can either use the class email function in Banner, or you may decide to use the announcement or email function of your course management system.

Exams

The type, method, and policies for student evaluations is left up to the discretion of the instructors. Proctored exams are an option available to online classes. Keep in mind that students in online classes may be widely dispersed, so offering local as well as distant proctoring options is required of online instructors.

For local students, you may suggest that they utilize the Porterville College Learning Center's proctoring services. If your students will be taking proctored exams at the Learning Center, please do the following:

- You must allow a window of at least 72 hours for your proctored exam.
- Paper Exams:
 - Please deliver the exam to Charlene Styer in person, at least two weeks before your exam start date. You may slip the exam under her door if she is not in her office. Accompanying the paper exam should be a cover sheet that outlines your examination rules. (See Appendix A for an example cover sheet that you may copy and use.)
 - Instructors must pick-up completed exams in person from Charlene Styer.
- Online Exams:
 - If there is a password required to be input by the proctor, please email the password to Charlene Styer, at least two weeks before the exam start date.
 - Instructors must email the class roster to Charlene Styer at least two-weeks before the first student takes the exam. This is to allow the proctor to verify student IDs against the roster.
- Inform Students:
 - At the beginning of your course let students know that they must schedule their exams in advance (2 weeks prior to the exam date is recommended). Walk-ins will not be accommodated. To schedule an exam date students must contact Charlene Styer, by either calling 559-791-2227 or by emailing cstyler@portervillecollege.edu with the subject line "proctor".
 - Students must bring a current photo ID when they show up for the exam. Note: The name on the ID must match the name they are registered under for the class.
 - No food or drink is allowed in the Learning Center. Also, all cell phones must be turned off.

Tests proctored at Porterville College are done in the Learning Center where there is lots of activity. Please be aware that efforts are made to monitor students and to keep the noise level down in the surrounding area, but absolute silence and undivided attention may not always be possible.

Accessibility

Students with a variety of disabilities such as vision impairment, hearing impairment, motor impairment, and cognitive impairment must have access to all course materials. Instructors must verify that their courses are accessible to students of differing abilities and those who may access the course using assistive technology.

Copyright

Instructors are responsible for making sure that their course materials are used in a manner that is compliant with copyright laws.

Course Evaluations

In the future we plan to send out regular course evaluations to students for overall program data. Individual courses will not be able to be identified in these evaluations. It will be strictly for getting a sense of the overall progress being made in online courses as a whole.

Contacts

Online Courses Help Desk for Students & Faculty

Sarah Phinney sphinney@portervillecollege.edu or 791-2380

Learning Center, Proctoring Services

Charlene Styer cstyer@portervillecollege.edu or 791-2227

Disability Resource Center, Special Services Technician

Carrie Stinson cstinson@portervillecollege.edu or 791-2389

Library, Reference Assistance

Linda Bailey lbailey@portervillecollege.edu or 791-2293

Lorie Barker..... lebarker@portervillecollege.edu or 791-2370

PC Web Administrator

Randy Morgan..... rmorgan@portervillecollege.edu or 791-2232

ONLINE TEACHING HANDBOOK

Online Resources to Share with Students (current as of 9/10/07)

PC Online Courses: www.portervillecollege.edu/online_courses/

PC Library: www.portervillecollege.edu/Library/index.html

Banner Web: banweb.kccd.edu/

Online Counseling Center: <http://www.portervillecollegecounseling.org/>

Online Counselor: mvega@portervillecollege.edu

Online Resources Primarily for Instructors (current as of 9/10/07)

PC Technology Learning Center: www.portervillecollege.edu/TLC/

CCC Confer: www.cccconfer.org/

3C Media Solutions: www.3cm mediasolutions.org/

Journal of Asynchronous Learning Networks: www.sloan-c.org/publications/jaln/

U.S. Distance Learning Association: www.usdla.org/

MERLOT (Multimedia Ed. Resources for Learning & Online Teaching): www.merlot.org

Illinois Online Network's Resources: www.ion.illinois.edu/resources/

Maryland Faculty Online: www.mdfaonline.org/

Minnesota State Colleges and Universities, Getting Started Online: vfc.project.mnscu.edu/

Cyber Teachers Institute, Certificate in Online Teaching: etudesproject.org/cti

Cerro Coso's Certificate in Online Teaching: cconline.cerrocoso.edu/faccert/

UC Copyright Information: www.universityofcalifornia.edu/copyright/

Web Accessibility Info: www.htctu.fhda.edu/divisions/webaccess/main.htm

Appendix A

PROCTORED EXAM COVER SHEET

Instructor's Name:

Phone # Where Instructor can be Reached: _____

Class Title: _____

Exam Title: _____

Dates Exam is Open: From _____ To: _____

Time Limit for Exam: _____

Check All that Apply: Open Book Open Notes Calculator

Other _____