

**UPCOMING EVENTS & PROFESSIONAL DEVELOPMENT OPPORTUNITIES**

August  
8  
2009

**Management Evaluation Team Meeting**  
Rm 203 KRC 12:30pm – 2 pm  
Aug 26 Oct 7 Nov 4 Dec 2

Title III Management Evaluation Team members represent the different departments at KRC: Paula Martin - Chair, Bill Howell, Diane Taylor, Jane Pitcock, Carol Swartz, Scott Kraxberger, and student rep. Chelsey Dorman. MET's purpose:

- to ensure full dissemination of information to the campus community
- seamless institutionalization of new practices and procedures
- rigorous evaluation of project progress
- attention to the goals of the Government Performance and Results Act (GPRA)
- oversight of Title III goals and objectives.

**KPC Distance Education Workshop 2010**

May 10-14 at the Kenai River Campus  
Application deadline Feb 15

Sponsored by KPC's Title III Grant for Distance Education Access. Participants will learn Distance Education techniques, technology and instructional design. and will develop a DE course using various modalities. Space for the 2010 workshop is limited to 16 people from the KBC and KRC campuses. Applications will be available after Jan 4th, and are due by February 19. For additional information, contact Heather Nash at inhmn@uaa.alaska.edu.

**Quality Matters Training**  
Fall 09 at the Kenai River Campus

Quality Matters is instructional design development and peer review for online classes. Training in QM will be offered this Fall through workshops and online courses. Amanda Albright is just one of our exciting trainers. Contact Heather Nash at 262-0242 for more information.

**Second Life Training**

Opportunities to work with Second Life will be upcoming this Fall 09. A Second Life student club is in the works!

**Blackboard Training/Orientations**

A Bb orientation for adjuncts will be provided at the KPC Adjunct Orientation on August 13, 2009 at the Kenai River Campus, Rm 117 from 7-9 pm.

Homer Campus Bb Trainings: August 19, 2009  
10:30 am for experienced users; 5:30 pm for newbies.

Additional Bb trainings will be offered throughout the semester. Contact Heather Nash for information.

**Copyrights**

Information and trainings regarding the use of copyrighted materials for your online courses is available from the Title III office. Contact us at 262-0242 or 262-0299.

Contact the Title III office with your recommendations and requests for Distance Education trainings.

**Title III Contact Information**

Kenai Peninsula College  
Title III - Rm 118B  
156 College Road  
Soldotna AK 99669      iytitle3@kpc.alaska.edu



Liz Downing, M.A. Ed  
Project Manager  
252-7533  
inead@uaa.alaska.edu



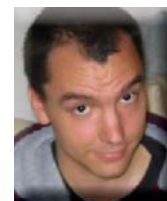
Heather M. Nash, D.Ed  
Activity Director/eLearning Developer  
262-0242  
inhmn@uaa.alaska.edu



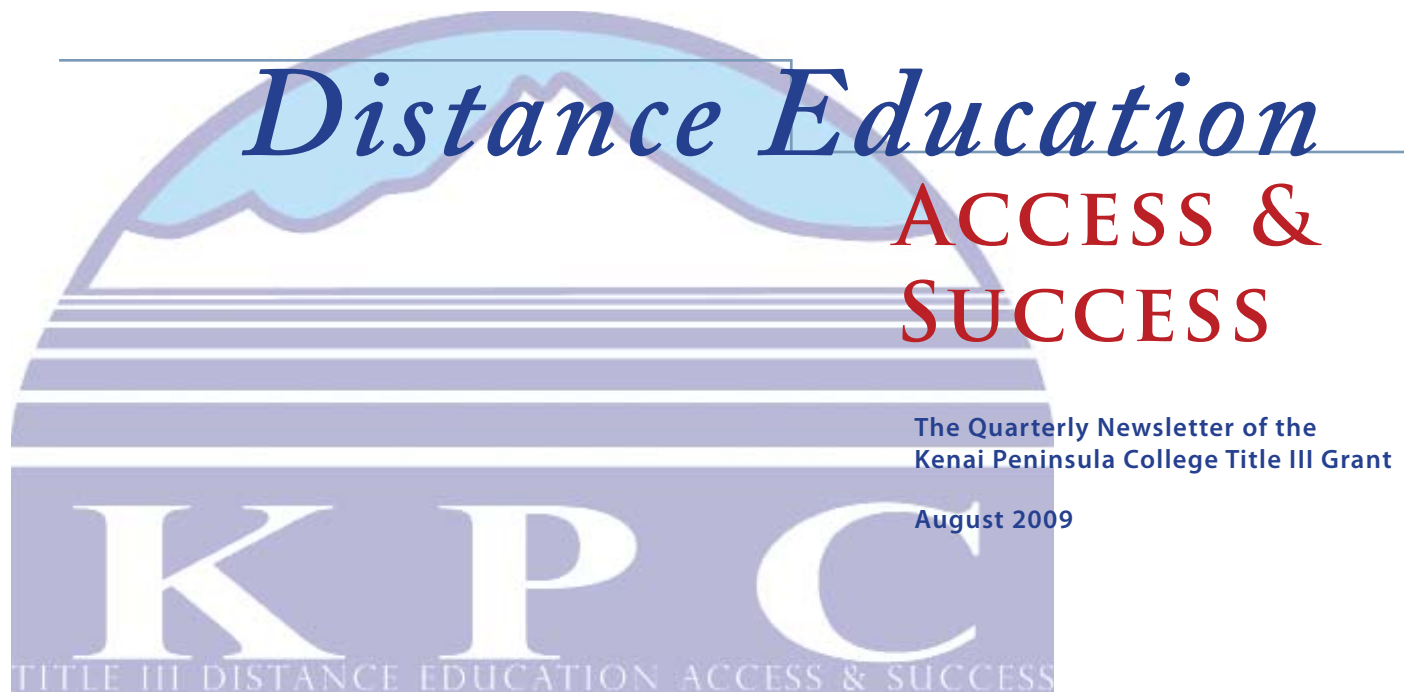
Karen Hakala  
Project Assistant  
262-0223  
inkmh@uaa.alaska.edu



Kevin Wilmeth  
Student Success Developer  
235-1609  
inktw@uaa.alaska.edu



Andy Pfeiffer  
IT Developer  
262-0299  
inapp@uaa.alaska.edu

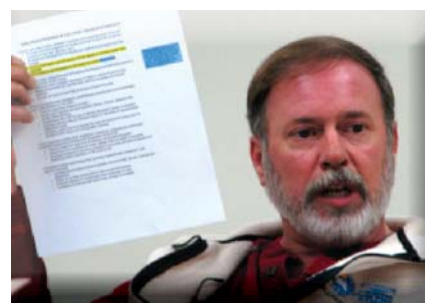


The Quarterly Newsletter of the  
Kenai Peninsula College Title III Grant  
August 2009

Volume 1  
1  
Issue 2

**The Future of Educational Technology & Distance Education at KPC**

By Gary Turner, KPC College Director



When I was asked to write an article on the future of educational technology and consider what we might see at KPC over the next five years, my response was less than enthusiastic. But, I powered up my crystal ball—I've been known to use it before—and this is where I see us heading. These predictions are based on what I read in a variety of media sources, studies and what other colleges are pursuing. I then considered the KPC mission and our communities. This is what I see in our next five years.

1) Learning will become "anytime, anyplace" with students taking courses delivered to their web-enabled cell phones or notebook computers, or other device that hasn't been invented yet. I have been predicting this for a couple of years, but the technology wasn't ready yet; it is now possible. U.S. Education Secretary Arne Duncan recently stated that K-12 schools and colleges need to deliver courses to students' cell phones. "Kids are on their cell phones the 14 hours a day they are not in school," he said. He emphasized that students need to be given the opportunity to study anywhere they happen to be. I agree, and KPC will be looking at this technology and how we can start delivering selected courses via cell phones.

2) We will start seeing more blended, commonly called "hybrid courses," where students may only have to come to campus 3-4 times a semester to receive face-to-face instruction, versus 16-32 times. With gas prices going back up, and the weak economy, this is a direction we need to pursue.

While KPC is offering many online courses (70+ this fall), we offer very few hybrids. Through our Title III grant, we have been exploring how to put our more technical courses in a hybrid format whereby students can get much of the content via the web or video streaming. But in programs like process technology, instrumentation and computer electronics, students still need the hands-on learning. Hybrids are likely how we will be able to deliver these programs to rural and remote Alaska villages or

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# DISTANCE EDUCATION

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to those students that live in communities that are too far away to commute to a campus 32 times a semester.

3) The need for more square footage on our campuses will slow down as elearning continues to increase in popularity. Last spring, 16% of KPC's credit hours were delivered via distance; in Spring 2008, it was 8.5% and in Spring 2007 it was 3.7%. This summer 55% of our credits are being delivered via distance. I project that in five years, KPC will deliver about 30% of its fall and spring courses via some distance delivery method.

Here's what the statistics show regarding the use of Kenai River Campus facilities over the last three summers. In Summer 2007, 188 students took credit courses at KRC—none were via distance. This summer, 298 students are taking KRC courses and only about 100 are actually coming to campus. While summer enrollments have increased 59% since 2007, the number of students actually taking the courses on campus has decreased 47%. More students, but less bodies sitting in chairs.

My third prediction might upset some readers that say we have a mission to serve people in a face-to-face environment. I don't disagree, but I believe the number of students actually stepping into our facilities will decrease...it already is. However, we will continue to need space—configured differently—for smaller course sections that might use considerable group study and for blended classes that might only meet a few times a semester. Re-purposing our space and enabling it to fill a variety of teaching and learning needs, and student services is on our horizon.

4) Students and faculty will communicate primarily via technology; i.e., cell phones, texting, Twitter, email (who under the age of 24 uses email now?—virtually none unless it is for their job). In five years, we will be way beyond where we are today so much so that Twitter might seem as outdated as thermal fax machine paper.

Student support services like financial aid, tutoring, advising and business office functions, will mostly be available online—that is one of the goals of our Title III grant. Will there still be a human element to these functions, yes, but not necessarily one where you will be required to receive this service in a face-to-face environment. Will it still be available in a personal way at KPC campuses? Yes, I believe so, but probably not the way we see it today since there will likely be much less demand when students know they can receive the same service at home, while skiing Girdwood or while visiting grandma in the Lower 48.

5) Digital technology and online learning is here to stay and will become much more infused in our college over the next five years as we strive to stay in front of this technology wave that cannot be stopped. Our Title III grant is providing us the resources to do this.

Just a few short years ago, our only competition was from colleges not on the Peninsula. Students would go to one of the “main” University of Alaska campuses or go outside. Now our competition is as close as the internet with scores of accredited for-profit and state universities entering our homes through our computers and students pursuing degrees from an institution thousands of miles away...without leaving home

This is who we now compete with, and if we can't at least stay close to the competition, we're going to find ourselves where we were about five years ago. Recent surveys indicate that about two-thirds of people interested in online education would rather enroll at a local college, indicating we are pursuing the right strategy.

## Teaching methodology and incorporation of digital technology ... enhances and enriches the learning environment.

Four years ago, I wrote in a report and briefed a group of University executives that if community campuses did not start offering distance courses and incorporating technology into their classrooms, that we would become merely facilitators and not providers of education. Campuses would morph into study places, offer some student services and remedial and non-credit courses, but offer very few, if any credit courses.

At the time, it was estimated that KPC was “losing” more than 25% of its students to online courses being offered by UAA, UAF and UAS...and this figure didn't include what we were losing to the for-profit online colleges. Well, KPC dove into the technology world shortly thereafter and we are now a leader in providing quality distance courses across the UA system while breaking enrollment records. From Spring 2005 to Spring 2009, headcount has increased 25%, credit hours by 18% and full-time equivalents by 19%.

Looking into a crystal ball and trying to see what lies ahead over the next five years is difficult at best considering how quickly technology is changing. However, we must do this because predicting education's future based on the past is no longer the way to remain a leader in postsecondary education...and KPC intends on leading the way.

## Using Tablet Devices

Fun Distance  
Teaching  
Tools!

By Kevin Wilmeth

For those who aren't familiar with them, a tablet device is analogous to a computer mouse—a pointing device that uses an electronic pen on a physical “tablet”, which represents the computer screen.

It is pretty accurate to say that in the end, it was the modest little Wacom Bamboo tablet that got me over the confidence hump, for teaching at a distance. Coupled with improvements in interactive internet-meeting software, I could finally see how to make the medium effective.

I had taught remote courses many times before that, but it just never felt lively. At heart, I'm an inveterate classroom teacher, the kind that loves to run around the room decorating whiteboard space with all sort and manner of drawings, bullet points, and the like. I seem to speak with my hands, and my enthusiasm seems to be directly related to how generously I can use them. While teaching, the use of conventional mouse and standard pointing mechanisms just didn't have the right feel.

So when Spoon gave me my first taste of what it looks like on the student side, I wasn't quite ready for how different it would be. He wasn't trying to pitch the tablet to me; he was just showing me some course content he was working on, presenting it as though I were a student. But the meeting was somehow much more alive than anything I'd remembered before, and I asked him what he was using that had such a different feel. A Bamboo tablet was on its way to me by the end of the day.

What I've learned since then is that these devices have some very specific utility that can be of use to almost anyone, and beyond that, for those who like them, they can be almost addictive. For teaching over a web-meeting or equivalent electronic environment, there is something indispensably unique about using a pen instead of a mouse. The immediate example is in eLive; whiteboard writing and drawing quickly becomes much more confident with just a little practice, and the various highlighting options available become quicker and feel more “under your fingers” than when using a mouse. And after using one for a while, some people find that they prefer it to a mouse for more traditional computer pointing.

If you have not yet tried out a tablet, definitely consider putting it on your list. Both KRC and KBC have a few examples available for loan. Ask around to see what others like and dislike about them. It's a useful option in your arsenal of tools.

# ACCESS & SUCCESS

## SOME TABLET TIPS & TRICKS

- The tutorial that comes with the Wacom tablets is worth the time it takes to get up and running with the device. (I am usually pretty harsh on tutorials.)
- Although the tablet may “plug and play” without installing the tablet software, you probably want it installed, for at least one specific reason (highlighted in the next bullet point).

- One of the things that some people like about tablets, over a traditional mouse, is that the tablet represents the physical screen in a 1:1 ratio. With a mouse, you often have to pick the mouse up and move it to a different spot on the mouse pad, in order to continue the pointer's journey across the screen. Scroll, pick up, reposition, scroll, pick up, reposition... With a tablet, where you place the pen on the tablet is where on the screen the pointer will go, period.

Here's what you need to know here: without the software installed, some tablets will behave just like a mouse, which can be very disconcerting. Installing the tablet software should engage the 1:1 ratio navigation.

- The pen is designed to engage the computer's pointer icon when it is held in some proximity to the tablet screen (roughly half-an-inch or so). If you lift the pen higher off the tablet than this, the pointer stays put. So if your pointer is at lower-right, and you lift the pen and replace it at center, the pointer will appear to jump instead of scroll to the new position. When teaching, this is something to make sure you consider, as students' eyes will often be locked onto that pointer as the only thing in-motion that they see.

- Remember that the pen is designed to “left-click” by tapping the tablet surface with the pen, and to “right-click” by hovering over the intended area and pressing a button on the pen.

- Some tablets also have additional functions built into the device, such as a scrolling “wheel” and programmable buttons.

- Some newer computer software, even operating systems, may have specific design features to take advantage of tablet devices, including input panels that allow you to write characters instead of typing them.

# DISTANCE EDUCATION

## Investing in Technology

by Andy Pfeiffer

In the previous newsletter, we discussed the purchase of some new server and storage technology, including VMWare servers and a Storage Area Network (SAN). This hardware has now been installed on the KRC and KBC campuses, making the development of new projects much easier than before. Building development platforms is quick and easy and we have plenty of room for expansion.

### Virtual Servers

And we have been expanding. Our first new virtual server is designed for the delivery of video files, using a combination of the Adobe Flash Media Streaming and Encoding software packages. This will give faculty members more control over the video delivery process, allowing them to encode their own files into the proper format for streaming and providing content protection of copyrighted material. Video content is kept on the SAN, so there will be minimal constraints on the length, number, and quality of videos that can be made available to students. The initial build of this server is complete, and it is set to be piloted by six KPC faculty members during the fall 2009 semester.

Another new virtual server being developed is intended for remote use by students taking distance classes. Many KPC software applications are licensed for use only on KPC computers, and are generally installed in the computer labs. The distance server will act as a sort of "virtual lab computer," allowing students to access these applications when off campus.

**T**itle III is about increasing distance access for all students, particularly remote ones, and increasing potential for success at the same time.

### Netbooks

Of course, taking distance classes requires access to a computer, and that can be a major expense. High-end PCs come with high price tags, and inexpensive PCs can suffer from being underpowered and having a poor build quality. Enter the netbook class PC.

Netbooks are basically small laptops that are optimized to be highly portable and have long battery life. They aren't as powerful as their traditional laptop counterparts, but they're also not nearly as expensive. The average price for a new netbook ranges from \$250 to \$500.

Although many netbook class PCs are geared towards home users, Dell Inc. has recently released the Latitude 2100 line, which is specifically targeted at the small business market and student users. The Title III department has ordered one of these for evaluation purposes. We will be working with students, faculty, and staff to determine whether or not the Latitude 2100 will meet their needs.

### Orientation To Technology DVD

For students who've never taken a distance course before, a bit of a learning curve is involved, especially for those with modest experience with computer use. It can initially seem a little overwhelming. In an effort to ease the acclimation of new distance learners to their online courses, Title III is in the process of designing and producing a Technology Orientation DVD. Designed to play on a regular DVD player or on a computer, this DVD will include information on a variety of topics, including hardware and software requirements, recommendations for internet connectivity, and instructions on how to find and use important online resources.

## The People Who Make Things Happen

**A**ndy Pfeiffer is the new Title III IT Developer. His primary role is to research and develop new technologies related to education, and to provide support for existing infrastructure.

His professional background with computer and network technologies goes back 13 years. Much of his experience comes from his time as a Network Engineer and Administrator with VISI.com, a Minneapolis-based Internet Service Provider.



In March of 2006, he packed all of his worldly possessions (including one cat) into the back seat of his car and drove non-stop to Soldotna. He started taking classes at KPC and working as a Lab Aide for the IT Services department. He quickly moved into a Network Technician position, providing service and support for the Kenai River Campus. He was hired into the Title III department in May of 2009.

In personal life, Andy enjoys being a geek. His hobbies and interests revolve around working with technology. "I ain't ashamed!" he says. "I get to do what I love for a living. Everyone should be so lucky."

**K**evin Wilmeth is Title III's new Student Success Developer. Based at the Kachemak Bay Campus in Homer, his role is to facilitate student success through access and student support services for the entire Kenai Peninsula College.



He comes to KPC with 15 years in private sector technology development and education--that is, teaching geeks how to build better stuff. He made a name for himself as an educator and a course writer, and still delights in chasing down core principles everywhere he goes.

He's a shameless advocate for sovereign human beings, an art honed by doting on his wife and new baby daughter. No musical instrument is safe around him, although he's most often seen with mandolin or guitar. He came to Alaska because there is simply no place on earth he'd rather be.

# ACCESS & SUCCESS

"Awesome week!  
More, more, more!"

## 2009 Technology DE Workshop

by Heather Nash

**O**n May 11-15, 2009, the Distance Education Access & Success (Title III) grant and the Alaska Education Innovations Network (AEIN) grant delivered a Distance Education Workshop at the Kenai River Campus of KPC. There were 21 participants representing three locations (KBC, KRC, and AES). Participants included regular faculty, adjunct faculty, and a few staff members as well. While our original allotment was 16 seats, KPC was able to support additional seats and we were able to work with all comers.

Planning was done with a group; members of the planning group were solicited from various places, including faculty and staff representatives from different locations. While the process was not entirely smooth and we had a pretty short timeline, it was helpful to have different interests represented at the planning table and we will continue the practice in Y2.

There were four instructors for the workshop: Teresa Derrickson, Lee Henrikson, Chris Gehrett, and Heather Nash. Teresa is faculty at UAA who has been doing technology support and instructional design for some years. Lee's role at UAA is within the College of Education as the Technology Integrator; she has developed similar workshops to this one in which some of our faculty have participated in past years. Chris is faculty here at KPC.

Workshop curriculum included some standard content, such as Blackboard introduction, updates in the new version, using eLive, and basic image manipulation. More advanced topics in these same areas and an introduction to video were also included. One highlight of the workshop was that Title III was able to give out Wacom Bamboo tablets. The tablets enable faculty to write directly on whiteboards in eLive and other applications, as tablet technology uses both a pen and a mouse to provide instruction and navigation onscreen.

At the end of the workshop we asked all participants to evaluate the workshop, and are gratified to report that we had 100% response rate; even folks who were not there on the last day eventually submitted their workshop evaluations. We are pleased to report that the workshop had an overall 89% satisfaction rate.

*"A month ago, I was not sure I could do a good job with E-Live, and now because of the excellent instruction, I know this will be good, and fun and my Face to Fact teaching will work well with the e-live/blackboard format. The team that provided the instruction is the key. They know what worked in a real classroom."*

## TITLE III's FIRST YEAR

In this first year, Title III has focused on:

- Staffing up
- Gearing up, purchased major hardware and software
- Begun work with the Management and Evaluation Team
- Launched a Physics pilot with Professor Andy Veh
- Provided professional development on teaching online, Second Life, math lab resources, and a week-long Technology Integration Camp
- Trained and supported distance and hybrid course development for Petroleum Technology
- Initial development of Introduction to Technology online and DVD training for students new to distance education
- Math Lab resources and planning
- Year 2 activities planning: math and writing lab, PRT course piloting



## Which teaching modality is 'better'? Distance or in-person?

by Gary Turner

Some people still believe that face-to-face instruction is superior to distance learning, but research has found that online learning is either more effective or on equal footing with classroom instruction.

In a July 2009 U.S. Department of Education report, "Evaluation of Evidence-Based Practices in Online Learning," it was reported that students learn more effectively in online environments; however, the director of the California research firm that conducted the study for the DOE warned, "This report should not be interpreted as saying that one medium is better than another." The study found that particular types of online teaching techniques are effective and some of them could be imported into face-to-face classrooms thus connecting the best of both worlds.

Some evidence found during the study supports that blended learning is more effective than face-to-face instruction or instruction delivered totally online. What seems to be the bottom line according to a number of education technology experts is that the delivery medium is not necessarily the issue to focus on. Regardless of the medium, the teaching methodology and incorporation of digital technology—whether it be used in the face-to-face classroom or in the online environment—enhances and enriches the learning environment.

**The goal of the Title III grant is to position KPC to better incorporate distance education into our overall program thus strengthening the institution.**

**The Title III Team works with faculty and staff to provide access and implement strategies for success in distance education.**

## Progress & Transitions Y1-Y2

by Heather Nash

It is remarkable that we are already near the end of Year 1 of the Title III Distance Education Access and Success grant. As such, this article briefly addresses where we are, what has been accomplished, and considers how we are planning to move into Year 2 of the Title III grant.

A great deal has happened during the first year of the grant. From October to December 2008, three core Title III staff members were hired. In January we began hosting events and engaging in early development activities. Our first major activity was the purchase of the VMware servers and storage for KRC and KBC. Those purchases are and will continue to undergird many of our development activities in all areas – they form a foundation upon which we can build. In addition, we began seeking out our final two core staff members who were hired in May.

Also in late spring, we met Performance Measure 2c when our Technology in Distance Education workshop resulted in good learning, good data, and an 89% satisfaction rating. In addition, Title III has provided support to some faculty members working on course development projects in the form of Susan Mircovich and Heather Nash. Those courses are ready or nearly ready to pilot. The first course for which we tracked any data was PHYS 115, which was successfully delivered this summer by Andy Veh.

The Math Initiative has undergone rigorous discussion and is reaching the point of implementation; it will be a focus in August and September and continue into Year 2. This brings us to discussion of Year 2 of the grant and what sort of transitions we are looking for in the next few months, and where we are looking to go in the next year.

Several of this year's activities will transition into next year. The Math Initiative, as mentioned above, will shift into a higher gear for Year 2. Title III is investing in Flash video streaming, with a pilot and refinement sequence through Year 2. We will continue to work on course development, moving into additional PRT courses and at least one math course.

Several of our Year 2 projects will involve working with the new Content Management System (CMS) that KPC is working on in Fall 2009. Our hope is to evaluate the possibility of integrating services for students – from the OWL to financial aid -- into the new CMS. Finally, we will be working on a help desk service that will pilot for part of Year 2.

## What is Title III?

by Liz Downing

Our Federal Title III Grant comes from the Strengthening Institutions program designed, not to provide direct service to students, but to increase the college's capacity for serving students. The Title III Team works with faculty and staff to provide access and implement strategies for success in distance education and in the classroom via education technology.

There are three primary components to our Title III Strengthening Institutions grant: Distance Access to Programs, Distance Success Services, and Distance Delivery Modalities. The goal of the grant is to position KPC to better incorporate technology into our overall program, thus "strengthening" the institution.

- Conversion and student success in PHYS 115 (completed).
- Infrastructure with virtual server, hardware and software to implement activities (mostly complete).
- PRT course conversions to hybrid/distance (in progress and continues throughout grant).
- Math lab hardware/software in place, Math Learning Specialists hired and pilots conducted (in progress).
- Implementation of Online Writing Lab (OWL) throughout KPC.
- Digital Learning Orientation DVD/web (near completion).
- General Education courses converted (with PRT distance students in mind).
- Array of Student Services accessible from a distance.
- Additional education technology accessible and utilized successfully.
- Information/Library Services accessible via distance.
- Individualized and group training on distance service delivery, course conversion, and education technology including Blackboard, E-Live, video streaming, podcasting, converging media (PDA/cell), webcasting, and Web 2.0 (i.e. Second Life).

Our Project Objectives focus on increasing enrollment and retention in distance courses, serving non-traditional students in remote areas, increasing the percentage of faculty who rate their distance education knowledge and skills good or better, and decreasing the student credit hours lost to distance competition.

This will not change during the five year course of grant funding. The activities that have been identified prior to receiving the grant are designed, piloted, measured, and evaluated and then "institutionalized" becoming integrated with day-to-day activities of the college.

Title III provides an opportunity and framework to innovate and update, giving KPC a boost in providing quality 21st century education. KPC's goal is to increase capacity and retention. By doing so, KPC will increase revenue necessary to continue T3 innovations in the years ahead.

*Title III provides an opportunity and framework to innovate and update...*

The initial 5-year plan submitted with the grant application has some degree of flexibility as long as the core goal does not change. We have already submitted and been approved for changes in activity objectives and timelines. While much of our focus is on distance education through support for course development and student success; it is not our only focus. Other strategies for student success and support for faculty and staff are also part of the grant.

The greatest challenge the Title III team faces is that KPC has shown such enthusiasm for grant and related activities that it is challenging to keep within timeframe and budget constraints. Please know that we would love to respond positively to every idea and funding request but already we are in a budget cutting process for Year 2 as we try to balance enthusiasm with grant requirements. That said, please let us know of ideas you have for increasing KPC capacity and student success. Share your ideas for KPC's future, information on the latest best practices and professional resources in your field so we can truly integrate Title III into the KPC community. In many areas, we are ahead of schedule and with wise fiscal planning, we may be able to expand beyond the current plans as we move through our 5-years together.



Working hard at the 2009 Distance Education Workshop. Participants front to back: Don Weber, AES-OSH/PRT Faculty; Jane Pitcock, Education Faculty; Rich Kochis, Computer Electronics Faculty; Clair Kochis, Adjunct Faculty.