



Spring 2005

2006 Membership



By Jeff Newell

ILCCO has completed its membership drive for FY 06. Federal funding is ending this fiscal year and ILCCO will become a self-sustaining operation. We are pleased to announce that 22 districts have committed to ILCCO membership for the upcoming year. Those districts are:

Black Hawk College	Kaskaskia College
Carl Sandburg College	Lake Land College
City Colleges of Chicago	Lincoln Land Community College
Danville Area Community College	McHenry County College
Elgin Community College	Moraine Valley Community College
Harper College	Rock Valley College
Highland Community College	Sauk Valley Community College
Illinois Central College	Shawnee Community College
Illinois Eastern Community Colleges	Southwestern Illinois College
Illinois Valley Community College	Triton College
John Wood Community College	Waubesaee Community College

Beginning July 1, a new Steering Committee will be formed with one representative from each community college district sitting on the committee. April 7, 2005, is the final meeting of the ILCCO Steering Committee that has guided us through the initial operation of ILCCO. The meeting will be a joint

meeting between the present and future Steering Committees and will be a planning session on setting priorities and objectives for the coming year. An invitation with RSVP has been sent. If you accepted membership and haven't received information about the meeting please contact me.

ILCCO's success will be determined by the active participation of its member colleges. We have accomplished a lot in our initial years and look forward to further improving online learning in Illinois.

Giving New Perspectives on Hybrid Courses



By Page Wolf

The College of Lake County (CLC) collaborated with individuals from the Learning Technology Center at the University of Wisconsin-Milwaukee to offer a Institute on Hybrid Courses. Hybrid courses (sometimes called "blended courses") combine the best features of both in-class and online learning. The goal is to promote active independent learning while also reducing class seat time.

The purpose of this faculty development program was to prepare and support faculty who are designing and teaching a hybrid course for the first time. It was conducted in a hybrid course format, com-

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Did you find:

- 2006 Membership
- Eduvoice Tools for Illinois colleges
- Hybrid Course Development Workshop
- Copyright Webinar
- PT3 Technology & Mentoring Workshops
- PT3 Resource WebSite

Technology Infusion in the General Education Curriculum



By Connie Brubaker

Three years ago the Illinois Community College Board, Illinois Board of Higher Education, and Illinois State Board of Education formed the Illinois Consortium for Preparing Tomorrow's Teachers to Use Technology. The Consortium was awarded a PT3 grant from the United States Department of Education. The grant was designed to prepare pre-service teachers to understand how to use technology to enhance learning.

The consortium proposed accomplishing this goal by incorporating technology into the general curriculum through the Preparing Technology-Proficient Educators in Illinois project. Since education reformers have observed that teachers teach as they were taught, the goal was for many higher education faculty of all levels and in all contexts to model and encourage the use of technology as a tool for learning and problem solving. Pre-service teachers would be learning how to teach using appropriate technologies while all other students would benefit from the new technology-infused curriculum.

The grant provided funds to establish four curriculum design teams composed primarily of faculty from partnership institutions. In Phase 1, each team was charged with redesigning elements within one of four core curriculum areas – communications, humanities, math, and science. Phase 2 consisted of implementing the redesigned, technology-infused model curriculum elements at each team's appropriate partnership institutions. During the final phase, all four redesigned curriculum materials were made available at colleges and universities throughout Illinois. A web site, www.iccb.org/pt3, housing the materials from



the project was designed, and free workshops were offered to assist faculty with implementation.

An additional grant objective was accomplished when a second web site, www.iccb.org/student, was designed, housing resource materials specifically for college students who are considering a career in education. This "Student Site" is being promoted to education faculty at colleges and universities in Illinois for consideration as a resource for their courses. Free workshops are available for this second web site as well.

The project is currently in its final year. The current focus is on first-year teachers in their own classrooms. The goal is to provide web mentoring and technology integration support for new teachers. This A third web site, www.iccb.org/mentor, has been created for higher education faculty who work with pre-service teachers and for the new teachers themselves. The new, free website contains many answers for new teachers to help with their questions concerning the use of technology in the classroom. The site also provides connections for on-line mentoring. Representatives from K-12 institutions who wish to participate in the mentoring focus are also urged to visit this site.

On October 21, 2004, in conjunction with the New York Technology Forum, the web site received a Digital Education Achievement Award. The award is a part of the Best of the Web contest sponsored by the Center for Digital Education.

The project has been represented at the NECC conference in Seattle and at the SITE conferences in Albuquerque and Atlanta. The project has been introduced at meetings of ACCESS/CCEF, ICTM, and IACTE as well as the national mathematics conference.

Free workshops have been held at 17 Illinois community college
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Illinois Online Conference



By Steve Garren

Lake Land College's Associate Vice President for Educational Services, Deborah Hutti, believed it possible to hold a conference in which participants and presenters could come together in an exchange of knowledge without the hassle of travel. In the spring of 2002 she set this belief in motion by gathering educational representatives from the state of Illinois and conceiving the Illinois Online Conference (IOC). Now having completed its third year, the IOC has become not only a place where Illinois educators can exchange ideas; but an avenue of information from other states and the international

educational community as well.

Since its inception, the IOC has been an incredible value for educators throughout the state. The registration fee for participants is \$100 and \$50 for presenters. The price allows the conference community access to the pre-conference (a get-to-know the conference community gathering), the conference itself, access to archives and downloadable materials for an entire year, and any special events held by the IOC throughout the year.

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The conference, which is held every February, has featured many prominent speakers including; Burks Oakley II, Mary Beth Susman, Cheryl Lemke, Kenneth Green to name just a few. This year's conference brought notable speakers Dr. Sivasailam "Thiagi" Thiagarajan, Dr. Larry Johnson, Rena Palloff, Ph.D. and Keith Pratt, Ph.D. In 2004, the conference convened together a panel of community college presidents to discuss the topic of "The Effects of the Technology Revolution on College Presidents". Last February, the conference gave educators a view of the online learning experience and technology perspective from the other side of the teacher's desk. In a special series of live "Learner Roundtable" webcasts, online conference participants interacted directly with panels of learners. One panel looked to teenagers, the future learners moving into postsecondary education and the workplace, for their perspectives and expectations. A second "birds-of-a-feather" online discussion offered an opportunity for interaction with so-called "non-traditional" students -- adult learners who are balancing their professional lives and personal lives with their increasingly online studies.

The first year of the conference, presenters used more asynchronous tools such as web-poster sessions and discussion boards to communicate. During the three years of the conference, the IOC Steering Committee has seen more and more presenters shifting to synchronous methods of presenting; chats and virtual classrooms. Participants also enjoy the

conference more as they experience the technology such as the virtual classroom, talk with people from different locations, and be able to view archives of live presentations they may have missed.

There are many activities for participants inside the conference community who may want to "step away" from presentation sessions. The Conference Café allows participants to meet in informal ways such as audio blogs, group discussion boards, and virtual meeting rooms. Other activities include posting a picture of a favorite mug called "Mug Shots", Flash coffee breaks (multimedia games), polls, and virtual tours of the conference community. This year's conference also featured a virtual exhibit hall. Participants could explore new products, meet IOC sponsors, download trial software, and sign up for a live demo of a product through the virtual classrooms.

Planning for next year's conference is underway and the IOC Steering Committee would like to hear from the ILCCO community on topics of interest, possible presenters, other ways we can make the IOC more enjoyable, or if you would like to present at next year's conference. For more information about the Illinois Online Conference contact:

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 or go to www.ilonlineconf.org

The 2005 conference was held February 16-18 and featured over 90 presenters from around the world and throughout the United States. Listed are Illinois institutions, U.S. states and countries of this year's presenters.

United States

Alabama
 Alaska
 Arizona
 California
 Florida
 Illinois
 Minnesota
 Nevada
 New Jersey
 New York
 Oregon
 Pennsylvania
 Texas
 Vermont
 Washington
 Wisconsin

International

Australia
 Canada
 Germany
 Japan
 Italy

Illinois Institutions

Black Hawk College
 Chicago Public Schools
 City Colleges of Chicago
 Eastern Illinois University
 Governors State University
 Illinois Math and Science Academy
 Illinois State University
 Illinois Virtual High School
 Kishwaukee College
 Lake Land College
 McHenry County College
 McKendree College
 Niehoff School of Nursing
 Northern Illinois University
 Saint Xavier University
 Sauk Valley Community College

Smith Elementary School, Aurora
 University of Illinois Champaign
 University of Illinois Chicago
 Waubonsee Community College
 Western Illinois University
 William Rainey Harper College

Special points of interest:

- www.ilccolearningacademy.org
- www.uwm.edu/dept/tlc/hybrid
- www.iccb.org/pt3
- www.ilonlineconf.org
- www.ilcco.net

The Legacy of the ILCCO Learning Academy



By Dr. Karen J. Stewart

Faculty are at the heart of teaching and learning in our community colleges. Supporting Illinois community college faculty through professional development, innovation and statewide collaboration is the legacy of the ILCCO Learning Academy. This article explores this legacy and highlights resources located on a new ILCCO Learning Academy Legacy Website. These resources are available to all Illinois community colleges and their faculty.

Professional Development

The ILCCO Learning Academy was launched in December of 2000 when the Illinois Community College Board provided grant funding through the state's ILCCO initiative. The charge of this grant was to create a learning academy to serve as the faculty development arm of ILCCO. Leadership for this statewide faculty development undertaking was based at Waubensee Community College.



During the life of the grant (December 2000 through November 2004), the ILCCO Learning Academy offered one-hundred fifty professional development events that served eighteen-hundred participants. Forty-three of Illinois' forty-eight community colleges have had educators participate in ILCCO Learning Academy events. Multiple delivery formats were used to maximize outreach to Illinois community college educators. Some events were delivered in a site-based format throughout the State of Illinois; others were delivered in a web-based format, ultimately reaching an international audience. A hybrid format, which offered site-based with web-based components, and a two-way video conferencing format were also utilized.

Innovation

The ILCCO Learning Academy pioneered innovative approaches to teaching and learning. The Academy created an award-winning 3D curriculum based upon research and best practice. The Academy has served as a leader in scenario-based instruction and has worked with international experts and organizations such as Learning Times, League for Innovation, and Stephen Gilbert's Teaching, Learning, and Technology Group.

Collaboration

The ILCCO Learning Academy has served as an advocate and model for statewide collaboration. Academy events and activities were the result of a collaboration among a team of core facilitators from community colleges throughout Illinois, Waubensee Community College staff dedicated to the Academy, and faculty and staff from host community colleges.

Additionally, the Academy coordinated the efforts of the ILCCO Faculty Development Subcommittee. This ILCCO subcommittee is comprised of faculty development leaders from community

colleges throughout the state. In partnership with the ILCCO Faculty Development Subcommittee and the Illinois Community College Board, the ILCCO Learning Academy spearheaded the creation of the DICE Database, a web-based tool for sharing professional development courses and resources.

Leaving a Legacy

After four years of serving Illinois community college educators, the ILCCO Learning Academy officially concluded its activities on November 30, 2004. However, the spirit of professional development, innovation and collaboration live on through the activities of the ILCCO Faculty Development Subcommittee and a newly-created ILCCO Learning Academy Legacy Website.

The legacy website has replaced the ILCCO Learning Academy website that supported the activities of the Academy. During the life of its grant, the ILCCO Learning Academy created numerous professional development resources and workshops. In an effort to share these resources with Illinois community colleges, a legacy website was created that contains a significant portion of the materials that were used to conduct the workshops.

Additionally, the Legacy website contains a suite of EduVoice tools (formerly called Wimba) that are available to community college educators in Illinois. Access to these tools is the result of a special licensing agreement with HorizonWimba. This agreement runs through October 31, 2005. EduVoice is a package of the following four audio tools:

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locations. Representatives from 39 community colleges and 12 colleges and universities have attended.

Free workshops are still available to train faculty and trainers on PT3 materials. Sessions will be held March 22 & 23 at Illinois State University and April 4 & 5 at Southern Illinois University – Carbondale. Sessions include:

- Mentoring site orientation – 3 hrs
- Train the mentors – 4 hrs
- Technology in the 21st Century Classroom – 3 hrs
- Train the trainer – 2 hrs

Online registration for the training is available at <http://64.107.108.138/pt3>. For more information and session descriptions, visit <http://www.iccb.org/pt3/training.html>

If you have questions regarding the project or the free workshops, please contact Connie Brubaker [(217) 558-0318] or Todd Jorns [(217) 785-0144] at the Illinois Community College Board.

Please visit the website and investigate the curriculum resources available at <http://www.iccb.org/pt3>.

... Perspectives

binning four half-day face-to-face sessions with online pre-conference activities and online assignments between each face-to-face session. The program was presented by a team of experienced hybrid instructors and instructional design staff from UW-Milwaukee's Learning Technology Center.

Ten CLC faculty members representing a variety of disciplines from Automotive Technology to Art to Accounting were in attendance. The session was also attended by members of College of Lake County's Teaching and Learning Center and Learning Resource Center to be able to further learn about hybrid courses and how they can be supported at CLC.

Faculty members were encouraged to think about hybrid teaching and learning as it related to their own course design. Practical assignments where faculty members worked in groups to address specific disciplinary topics were completed in the face-to-face session. Other assignments, completed online and shared in a discussion forum, allowed individuals to focus on their own course redesign.

The program was strongly focused on practical pedagogy -- what works and what doesn't work in hybrid design and teaching, and how to accomplish course goals and objectives effectively using a combination of online and in-class learning activities. Some of the specific concerns by College of Lake County faculty were "Are hybrid courses right for me?" "How much time should I allocate to on-campus sessions versus online sessions?" "How do hybrid courses impact room allocations?"

Although the course was specifically tailored to the needs of College of Lake County, much of the content gleaned from the session can be found at UW-Milwaukee's Hybrid Course website (<http://www.uwm.edu/Dept/LTC/hybrid/>). The site is divided out into basic information on hybrid courses (advantages and challenges), preparing faculty to teach hybrid courses, student perspectives on hybrid courses, faculty requirements for teaching hybrid courses, articles and resources, and information on the UWM Hybrid Project itself.

So, what does this mean for College of Lake County and for other Illinois Community Colleges? As we consider the development of more courses in this format—either adding an online element to an on-campus class or reformatting an online class to combine more face-to-face elements—it is very necessary for instructors to thoroughly plan their courses and address logistical questions. Hybrid courses are not simply transferring part of an on-campus course to the web. They involve, as our UW-Milwaukee colleagues have mentioned, "developing challenging and engaging online learning activities that complement your face-to-face activities."

Overall, here are some tips that UW-Milwaukee has provided for a successful hybrid course:

- ◆ Start redesigning early
- ◆ Keep it simple, redesign is incremental
- ◆ Avoid the "course-and-a-half" syndrome
- ◆ Integrate face-to-face and online activities
- ◆ Make use of templates and rubrics
- ◆ Make use of existing resources
- ◆ Manage student expectations
- ◆ Prepare for anticipated problems
- ◆ Use CATS for feedback and adjustments

ILCCO Faculty Development

Professional development events are being planned for the second half of this spring semester. Events currently established include:

Copyright Basics What Faculty Need to Know

Presenters: Jeff Bathe, Donna Smith

Kankakee Community College

Date: March 31, 2005

Time: 1:00 PM – 2:00 PM

Location: Online

Preparing Faculty to Teach Hybrid/Blended Courses

Presenters: Robert Kaleta, Alan Aycok, and Amy Mangrich

University of Wisconsin—Milwaukee

Date: April 14, 2005

Time: 10:00 AM – 3:00 PM

Location: Elgin Community College

For more information on these faculty development events, please go to <http://www.ilcco.net> and click on "Events". Details on the events can be viewed by clicking on the note icon, and are posted for your convenience.

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www.ilcco.net/oasis



www.ilcco.net/ole



www.ilcco.net/dice

- Tool 1 - Live conversation: This audio tool provides a two-way audio chatroom that enables students and instructors to engage in online, one-on-one and group discussions. Instructors can conduct lectures, conferences, discussions, debates, and keep virtual office hours for conversations with students.
- Tool 2 - Threaded voice boards: This audio tool allows instructors to create threaded voice discussions about any subject. Instructors and students can post vocal messages with accompanying text into message boards for brainstorming and collaboration. Multiple subjects can be discussed at the same time by dividing new topics into their own threads.
- Tool 3 - Embedded voice within course pages: This audio tool allows annotation of course content and CMS pages. EduVoice incorporates a small recorder and playback feature that can be placed within any CMS page, allowing instructors to verbally explain complex ideas, post assignments, or simply highlight important ideas that can be discussed in upcoming lessons.
- Tool 4 - Voice-enabled e-mail: This audio tool allows students and instructors to send vocal email messages to anyone. Recipients simply reply by sending their own voice email. Voice emails are particularly useful for role-playing activities and question and answer sessions. To ensure security, instructors have full control of the distribution of email.

Supporting Illinois community college faculty through professional development, innovation and statewide collaboration is the legacy of the ILCCO Learning Academy. For more information regarding this legacy and its resources, please visit the ILCCO Learning Academy Legacy Website (www.ILCCOLearningAcademy.org) or contact Dr. Karen Stewart (kstewart@waubonssee.edu).

Cool Tips



By Troy Walker

Summer is fast approaching and it will soon be time to begin entering your courses in ICE. Now would be a great time to do a little spring cleaning. Take the time to update all the faculty information on the course information page. Remember that other institutions use this information to give to their students, therefore accurate information is a must.

In addition the email address is used to send roster updates to the instructor.

If you have an instructor that changed their name, and you want to update the course information page, do the following.

Go to the Seats area and display the courses for the semester you want to update

Click Faculty Status; locate the faculty member you would like to update

Update the Information needed

This will update the faculty information for all courses that they are assigned to teach past, present, future

A little extra: This is also where you can send faculty their login and password

If you have a tip that you feel other ICE user can't live without, send me an email.

support@ilcco.net