Virtual Campus
MONROE COMMUNITY COLLEGE

NEWSLETTER

September 2015

Notes from the Director….

Welcome Back!

It has been a very busy summer as our Virtual Campus team has been helping the faculty to prepare for their fall classes. The focus has been integrating as much active content as we can and making use of our new video production facility. If you still need to polish up your course, the Faculty Innovation Center is open daily from 8:00am to 4:45pm and the self-record studio is open from 9:00am to 4:00pm Monday through Friday for your convenience.

Powered by Open SUNY+

Blackboard is expanding this year and all students are involved! The student groups and organizations are now included in Blackboard as well as the employee trainings. If you need training on how to use Blackboard, let us know. If you need updating to the newest features, we are continuing to run our Blackboard refresher courses for faculty that are certified with a new series of refreshers coming in September. Please visit our Online Learning Web Pages for session dates and links to register.

Our students are here to become great thinkers and doers, technology should facilitate that, not be a barrier. Encourage students to use the help desk and online help resources as much as possible. Have a great semester!

Dr. Lawrence Dugan, Director

In This Issue

- Notes from the Director
- Students Vote w/their Registrations
- Students Get a Virtual Life
- Blackboard Learn
- Lecture Capture Update
- Rubrics for You & Students
- Open SUNY OSCQR
- Importing-Exporting Courses
- Videostreaming at MCC
- New Student Orientation
- Windows 10 + Bb
- Copyright Tips & VC Puzzle

Students Vote with their Registrations

Looking at the registrations as of September, it would appear that online learning will be having a very strong fall. The numbers indicate that we are already ahead of last year in registrations and FTE. While these numbers may not reflect MCC enrollment as a whole, it does say a bit about demand! Online schedules fit our students' needs more and more every semester. That may not be all good news.

With the increase in enrollments, comes an increase in responsibility to support these students. These new online students may or may not know what they are getting themselves into. They may be registering because they can't get the schedule they need during the day, or they may need to take online courses because they have more outside responsibilities than ever. Whatever the reason, we are faced with a growing population that needs more and more support.

The virtual campus is not being created to simply increase enrollment, it is here to increase success of online students at MCC. Over the summer, we have worked hard to find the opportunities to do just that by looking at the "pain points" online students have in our processes. The staff at the Virtual Campus has looked closely at our role in the "onboarding" process we use here and have recommended a number of enhancements. What we have found for the most part is: communication is key.

Over the next few weeks, we will be reaching out to our online students to make sure they are prepared. We have a redesigned the orientation to make it both more robust and more obvious on the site. A quiz has been created in the new template that faculty may include in their online courses that won't let students access course content until they pass it. Emails, phone calls and early alert systems have been put into place to keep ahead of the curve of student activity. Co-curricular activities have been aggregated into Blackboard so students have a single point of contact with their virtual MCC academic lives. And we have worked closely with the designers of the portal and the academies to ensure a consistent experience for our students' virtual life.

Those are some of the things we are doing. As faculty, there are plenty of opportunities for you to help as well. Students that we talk to say that the faculty that communicate with them regularly and give consistent, formative feedback on assignments are the most important ingredients to assure that they are successful in class. Clarity in course navigation and design, assessments that are aligned to the learning outcomes and overall look and feel of the course are other notable factors that are hallmarks of successful online courses.

We want to help you enhance your course to be the best it can be. As part of OPEN SUNY, we have developed a process for updating course design to align with the current best practices for student success. This summer, over 20 courses participated in this process. During the fall, we will present the process and the outcomes and demonstrate some of these redesigned courses.

I look forward to my first full school year at MCC and the Virtual Campus. In my short time here I have been so impressed with the hard working and dedicated faculty I now have the privilege to work with. Please know that I will do everything I can to support your great ideas and innovations as you weave your way through the sometimes complicated adventure of online pedagogy. Please contact me personally if you see any way we can improve our support model.

Dr. Larry Dugan

Ldugan3@monroecc.edu

Students get a New Virtual Life

Students start the year off with a new place to find their virtual life on campus. When students click on the "My Communities" tab in Blackboard, they will be delivered to this virtual page.

Jamie Smith, who works in the Publications Center, has created this landing page and a "clubs and organizations" page. Included will be work spaces for club leaders to interact with club members, store club files and pictures, and simply create a virtual existence inside of Blackboard. This interface replaces Org Sync as the single point of contact for students within student life; and gave a seamless transition without any loss of features. Students will be able to access all their organizations through this simple portal.

The Virtual Campus organizations area isn't the only new virtual world coming to the campus. In the near future, when the campus upgrades the portal system (MyMCC) students will have an even more robust connection to the business side of their college life. Both sites are being designed to complement each other. Add the new website to the mix, and there are a lot of new and exciting virtual experiences our students will be introduced to over the next few months.

Technology orientation has been enhanced this year to support these new initiatives. Students getting oriented during the summer went through ½ hour introductions to the many new technologies available to them at MCC. The orientation committee added the segment to help support students during the transition to the new sites.

MCC Virtual Campus
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Blackboard Learn—Don't be left out!

Are you interested in getting certified to use Blackboard Learn to web enhance your face-to-face courses, or to teach a hybrid or fully online course at MCC? Perhaps you have already been certified to use Blackboard at MCC, but do you feel a bit rusty on certain aspects of Blackboard? The Virtual Campus Team is ready to help you out with either scenario!

You can quickly be on your way to becoming "Blackboard Certified" at MCC by taking our fully online Blackboard Certification Courses. The courses use an open, self-paced fully-online design to target several different audiences.

* Those who have never taught online before

* Those who have taught online but not using Blackboard Learn 9

* Those who have taught in Blackboard but not with Monroe Community College

* Those who are already MCC certified but would like a refresher.

You can read more about these certification courses by going to: http://www.monroecc.edu/depts/distlearn/enroll.htm

There are descriptions for the Levels 1, 2 and 3 courses, in addition to links to email your registration request to us at ool@monroecc.edu

For those of you already certified to use Blackboard Learn at MCC, we offer Blackboard Refresher Sessions. Topic-Specific Blackboard sessions in a face-to-face classroom setting. The new schedule covering Fall 2015 is attached. All sessions will be held in our brand new Virtual Campus Training Room located in 3-122A. What a great way to check out the new facility! Attend a scheduled session, or gather a group of 3 or more and contact Marie Gibson (x3436 or mgibson@monroecc.edu) to arrange a date for the session that is good for your group.

Topics include:

Course Menu 101: Course Organization: Rethink your existing course menu and course structure with this Session

Grade Center 101: Put the full grade center to work for you!

Blackboard Assignments: Learn how to create one of Blackboard's gradable assessment items

Blackboard Tests: Create Tests and Quizzes that can grade themselves automatically!

Blackboard Discussions: Create a sense of community within your course with Blackboard Discussions!

Attendance Options in the Blackboard Grade Center: Keep track of attendance right in the Blackboard Grade Center along with your other gradable items

Rubrics*NEW: Are you looking for an easy way to grade assignments and discussions and give students consistent and quality feedback? Try the rubric tool in Blackboard!

Groups*NEW: Having your students assigned to groups can be a great way to get them interacting and sharing feedback with each other.

Lecture Capture Self Recording Facility Update

How do I reserve a recording booth to produce media content for my courses?

This newly opened facility for creating screen captures, narrated PowerPoints, and other multimedia learning objects features two sound-proofed recording booths, tablet style monitors, document cameras, a SmartBoard and more. To sign up for time to use it (including just trying things out!) we now have a sign up form with link below. It can be found in the M drive along with useful tutorials showing how to use the facility at M:\MCC\Digital Resources\Lecture Capture Tutorials\Lecture Capture sign-up.docx. Once filled out, submit and you will receive a reply confirming the appointment. Remember just because you submitted the form doesn't actually mean the time is available. That is why we ask for an alternative time.

Conversations about Lecture Capture and Flipped classroom.

I've been hearing a lot about these terms and I'm sure most of you are quite familiar. However as with all educational applications and methodology the terminology can change quickly. Take the example of the following. In the video world, we use to film our lecture. Then we taped it and now we record it because we're using digital card technology. Still often enough I will still hear "can you film my student presentations". Of course I know what they mean and we proceed. There is one distinction I would like to make however with certain terminology. That is in the world of Photography and video recording we used to go on a 'shoot'. Or, I have an appointment to 'shoot' someone in our studio. Now we all know that we mean take a photo. When I get a request to shoot someone, I have to remind people that we don't shoot people anymore but I would love to record them or take a photo. It just sounds better in today's civil environment. This brings me back to the original point of this. Remember podcasting? Wasn't that something Apple came out with that you could record an audio file (or video) and post it for your students or other audiences? It was a term used for creating short media clips to be inserted into courses or available in some other location. Did those podcasts become learning objects? Today we use the terms Lecture Capture and Flipped classroom. When you boil these two down it really means recording brief video and/or audio files that will be used as lesson preview, lesson review or actual instructional piece in the middle of a lesson which can be reviewed again and again. One last note. The term lecture capture can be a bit of a misnomer. The concept is keeping the lecture (lesson, nugget, learning object) brief so it is easily digested by the student. As a best practice, recording a full 50 minute lecture can be a bit tedious on the viewer not to mention the amount of video storage space required! So as in all things in life, my motto is keep it simple, short and sweet. The three S'.

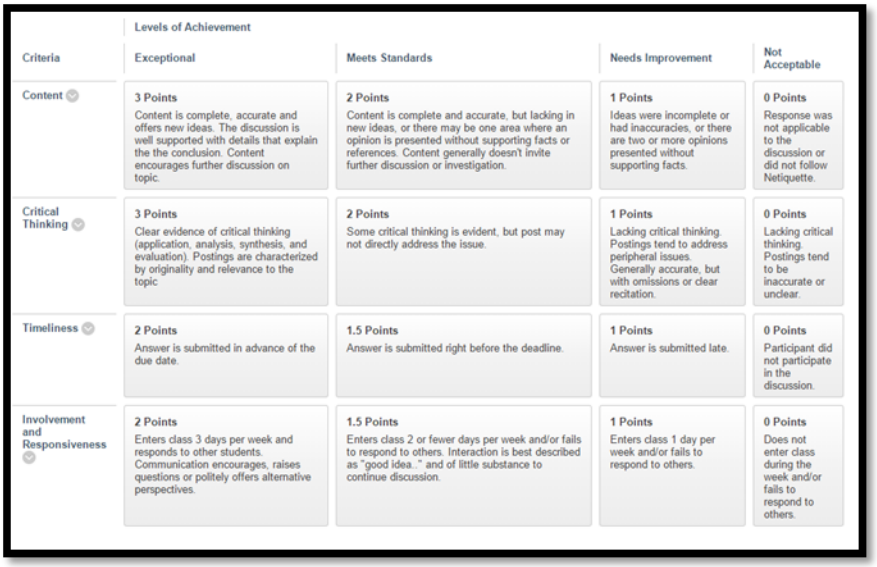
Lecture Capture tip:

When starting capturing for the first time. It's a good practice to really begin simply. A good example is a simple PowerPoint narration. Simple screen capture with narration is quite straight forward too. As your proficiency improves, you might want to include video clips or even video of yourself on the screen! Regardless be assured that the Lecture Capture Self Record Facility is staffed daily to assist you along the way. We're here for you!

What Rubrics Can Do For You and Your Students

"Why did I lose points for….?" Do you hear this common complaint from your students during the semester? Would you like to make your grading on Blackboard easier and provide students with a structure for what to expect before they even turn an assignment in or participate in a discussion?

A rubric can be a great tool to guide students before and after completing assignments. It provides students with helpful feedback so they can see why they received the score that they did. You can create a rubric to help ease your own grading workload. When you use a rubric, it is easier to be more consistent and impartial than without a rubric. It also gives you time to add personal feedback to each student.



	Levels of Achievement			
Criteria	Exceptional	Meets Standards	Needs Improvement	Not Acceptable
Content	3 Points Content is complete, accurate and offers new ideas. The discussion is well supported with details that explain the the conclusion. Content encourages further discussion on topic.	2 Points Content is complete and accurate, but lacking in new ideas, or there may be one area where an opinion is presented without supporting facts or references. Content generally doesn't invite further discussion or investigation.	1 Points Ideas were incomplete or had inaccuracies, or there are two or more opinions presented without supporting facts.	0 Points Response was not applicable to the discussion or did not follow Netiquette.
Critical Thinking	3 Points Clear evidence of critical thinking (application, analysis, synthesis, and evaluation). Postings are characterized by originality and relevance to the topic	2 Points Some critical thinking is evident, but post may not directly address the issue.	1 Points Lacking critical thinking. Postings tend to address peripheral issues. Generally accurate, but with omissions or clear recitation.	0 Points Lacking critical thinking. Postings tend to be inaccurate or unclear.
Timeliness	2 Points Answer is submitted in advance of the due date.	1.5 Points Answer is submitted right before the deadline.	1 Points Answer is submitted late.	0 Points Participant did not participate in the discussion.
Involvement and Responsiveness	2 Points Enters class 3 days per week and responds to other students. Communication encourages, raises questions or politely offers alternative perspectives.	1.5 Points Enters class 2 or fewer days per week and/or fails to respond to others. Interaction is best described as "good idea.." and of little substance to continue discussion.	1 Points Enters class 1 day per week and/or fails to respond to others.	0 Points Does not enter class during the week and/or fails to respond to others.

Example of a Discussion Rubric in Blackboard

You may already use rubrics in your grading, but don't have it connected to any assignments in Blackboard. You can use your existing rubrics to copy and paste your criteria into a rubric in Blackboard. After you build the rubric, you can attach it to an assignment, an essay test question, a discussion post, or other activities in your Blackboard course.

This summer, we have been working closely with a history professor redesigning Discussion Rubrics for an online course. The goal is to align the rubric with the course learning outcomes to assess which students are meeting the standards. Blackboard provides a Rubric Evaluation Report which breaks down each criterion from the rubric to show overall average scores. This provides essential data for the instructor for refinement of teaching the course in future semesters.

If you would like to learn more this semester about using rubrics, stay tuned for our new Rubric Workshop this fall!

A team of Open SUNY COTE (Center for Online Teaching Excellence) staff and campus stakeholders has developed a course review and enhancement model that is campus driven and builds on current research and best practices to offer a team approach to the continuous improvement of online courses. This model is called the **OSCQR** (Open SUNY COTE Quality Review) Process.

"This was a great experience!" -
MCC Faculty Member

The OSCQR Process is a collaborative approach to improving the instructional design of an online or blended course. The process focuses on continuous improvement and is **not** an instructor or course evaluation. To ensure quality, and to align our processes to both the OPEN SUNY Plus requirements and Middle States, it is important that every online course go through a process of review and refresh on a regular basis. Through the OSCQR Process a fresh set of eyes or a fresh idea can lead to a better experience for students and faculty alike.

The **Virtual Campus** team at MCC is committed to working alongside our faculty in the development and continuous improvement of their online courses. As a result of this commitment we have taken what Open SUNY has started and developed a full implementation model based on this team approach. At MCC we call this team the **Instructional Design Team**, which will include the *Faculty Member* who teaches the course, an *Instructional Designer*, a *Librarian*, and a *Multi-media Specialist*.

"Your team has done a great job.
The courses are outstanding." –
Open SUNY

Several Instructional Design Teams were formed over the Spring/Summer of 2015 and the results have been very exciting. We are excited for student feedback on these courses as many of them are scheduled for Fall 2015.

MCC's Virtual Campus team has already had the opportunity to share this model with the SUNY network of institutions and have received much praise for our implementation process. More details will be coming soon regarding the experiences of the participating faculty, as well as opportunities for interested faculty.

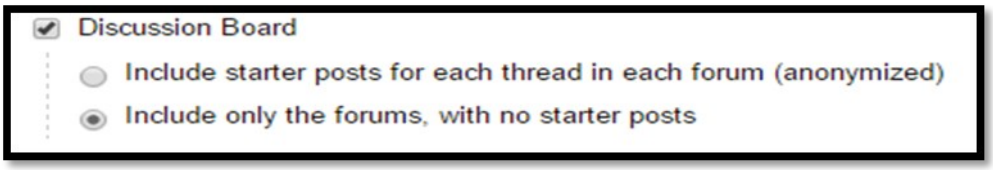
Quick Tips for Exporting and Importing your Blackboard Course

If you are teaching a fall course, it is time to export and import your Blackboard course! **We do not recommend "Course Copy"--it can have very negative results, especially in your Grade Center.** Please follow the Export/Import process below:

How to Export:: Find the course you would like to export (your most updated version of the course).

Click on **Packages and Utilities** and then choose **Export/Archive Course**
Click the **Export Package** button
Leave the default options selected under file attachments
Click the **Select All** button to select all of the content in the course

NOTE: If you use discussion forums in your course, make sure to select "Include only the forums, with no starter posts". This will help ensure your posts from students are not included in your current course, saving you course clean-up time.



Click the **Submit** button. An email will be sent to your MCC email when the process is complete. This process can take between 1-5 min.
Click the **Refresh** button the screen and you will see a copy of the zip file (in blue text) on the screen.
Click on the file and it will automatically download to your Downloads on your computer. You are ready to start the Import process!

How to Import: Find the course you would like import to (20150 Fall Semester =201590 Term)

Click on **Packages and Utilities** and then choose **Import Package/View Logs**
Click the **Import Package** button
Click **Browse My Computer** to find your export file in your "downloads".
Click the **Select All** button to select all of the content in the course
Click the **Submit** button. An email will be sent to your MCC email when the process is complete. This process can take between 1-5 min. Refresh the page to see your course content.

NOTE: Don't leave the **Import Package** screen until you see the screen that tells you the "action has been queued". It may result in your import not being processed.

Only run an import once! This can result in time consuming clean-up on your end.

Refer to the drop-in FIC hours for more support with this process or contact your ID for an appointment

I Have Imported My Course Now What?

Ok, you read the instructions, you followed the steps your "old" course content sits proudly in your "new" course shell. Your done right…. Sorry no…. You are ready for the next phase.

Now you update your course from "old" to "new".

This may be a relatively quick process:

Change Due Dates, the name of the term, your office hours, adjust for the breaks

Maybe you want to make some revisions:

Change some essay questions, tweak some assignment titles, Add/Change/Delete some content

Possibly you have some big plans:

New textbook, creating or locating multimedia to incorporate in the course, revise your grading system.

No matter how small or how big your update plans are
you will have smooth sailing during the semester if you:

- Review your "old" course
- Consider the feedback you had from past students, possibly ask someone to peek at your course.
- Make a plan, what are you going to change, why are you changing it, how will you decide if the change made your course better.
- Make a timeline, courses with a Blackboard presence open to student preview week (7 calendar days prior to the start date of the course)

  Critical final steps to having your course ready

  Sign in as your test student (or preview student)
  Review the course top to bottom (make corrections/changes as needed)
  Complete your assignments - make mistakes with your answers, submit more than once, etc.
  As the instructor, grade some work then return to student mode, see how easy it is to reach feedback
  Confirm your gradebook is doing what you want it to and what you described in your course information

Five simple steps to a smooth sailing adventure! Complete these steps before preview week and you can sail away to relaxation land until the semester starts.

Video streaming Services at MCC

The Department of Instructional Technologies has been streaming videos for almost 10 years now. In this article we would like to provide e a brief primer on what it all actually means.

There are two types of streaming.

1. **Streaming Pre-recorded Videos** that are stored on the college's video server. The most prominent of these videos typically consist of college wide events such as All College Days, Commencements, Messages to the College, Information for Employees, Promotional videos. These are stored so that those who could not attend will be able to view the content as well as providing a system of archiving these events. In addition to these "open" videos for all to see, there are numerous private folders that house instructional videos for courses, academic departments, Student Services, and specialized areas in which the links can be found on their particular web page. Currently there are over 14,000 videos.

2. **Live Video Streaming.** While it might appear that streaming is streaming, the fact is that they are very different things. In order to stream a live event, we use totally different encoding software. It is a process that requires video to be changed into a computer file continuously. This is called buffering or encoding. It requires a lot of bandwidth and computing power. Our current encoding software is called Wirecast and works very well for internal MCC live streaming and using MCC's own network. For example, streaming an event from the theater to DCC is simple, effective and dare we say trouble-free. Problems arise when we need to stream off campus and connect to other unknown networks, as these other schools or organizations may have an existing firewall preventing receiving the specialized connection that live video streaming requires. Also, a live stream is affected by the numbers of viewers. Picture a drain pipe with one open end allowing full throughput. Now as more and more viewers attach onto the stream, each puts a hole in the side of the pipe. Now there are multiple holes in the pipe reducing whatever throughput (bandwidth) reaches the viewer.

At MCC, we are constantly improving our capabilities to live stream. Research is currently underway to consider a professional streaming company that could provide more powerful, stable live-streaming abilities to the outside world, and be sure to consult with us early in the planning process for live-streamed events to ensure that your viewers will have the best possible experience.

A Technology Session and MCC's New Student Orientation Program

Technology sessions are being included as part of New Student Orientation this summer. A representative of the Office of Online Learning has been leading sessions to orient new students to MCC technology. The technology sessions are being held at DCC and Brighton.

In addition to the technology sessions the Office of Online Learning has manned a table at the Student Resource Fairs which are being held as part of the Brighton New Student Orientation sessions.

Students are encouraged and assisted to activate their accounts, log onto a computer and use myMCC to reach Blackboard. Preview week is explained and that they will see courses that will be using Blackboard 7 days prior to the start date of a course. Everyone is encourage to participate in MCC's Blackboard Orientation which is available online.

We have high expectations that this will assist New MCC students acclimate to the technology that is available to support them with their academic career here at MCC.

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If your computer is currently running Windows 7 or Windows 8/8.1, you've probably been notified that you can upgrade to Windows 10 for *free*. This is the first time Windows has offered the newest version of their operating system for free, which is exciting.

We've started to get questions about whether or not Blackboard is compatible with Windows 10. The answer is YES… *as long as you continue to use a supported web br*owser. Along with Windows 10 comes Microsoft's new browser called Microsoft Edge. It is recommended that you do **not** use Microsoft Edge with Blackboard. It is brand new, and has not been tested for compatibility.

We at the Virtual Campus encourage you to use Google Chrome or Mozilla Firefox. So, whether you're running Windows 7, 8, 10, or you use a Mac – you only need to worry about using one of the Blackboard supported browsers.

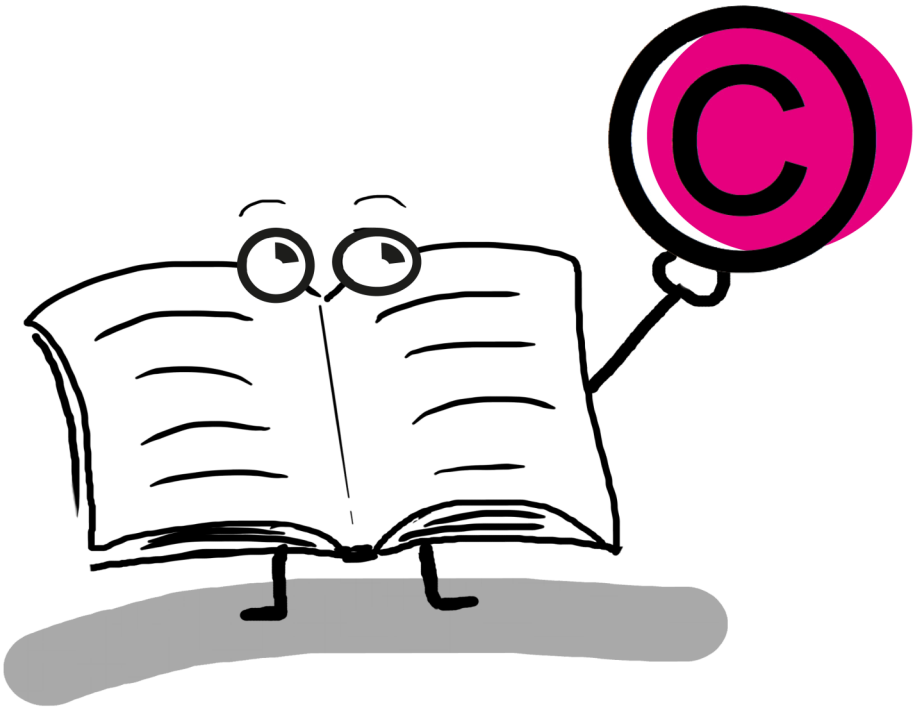
Copyright Tips from the MCC Libraries

Copyright can be a confusing and intimidating topic, especially when it comes to copyright and fair use issues in higher education. Fortunately, there are quite a few resources available to help MCC faculty navigate intellectual property issues.

The Copyright & Creative Commons guide from the MCC Libraries provides an overview of copyright, a step-by-step guide to evaluating whether a source is covered by copyright, tips for instructors of online classes, information about Creative Commons licenses, and more.

The Copyright Clearance Center maintains a Campus Guide to Copyright Compliance, which explains how copyright works in academia.
The U.S. Copyright Office provides a wealth of information on its website, including Circular 1, Copyright Basics, and Circular 21, Reproduction of Copyrighted Works for Educators and Librarians.

MCC librarians will be happy to answer your copyright questions. Please stop by, give us a call, or send us an e-mail. Also, the libraries have quite a few books and e-books about copyright, fair use, public domain, and permissions available for your use.



Date _____ Name _____

MCC Virtual Campus

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Find and circle these words:

LECTURECAPTURE
FLIPPEDCLASSROOM
BOSS
TRAINING
GRADEBOOK
VIDEO
STREAM
BLACKBOARD
HIGHDEF
HYBRID
MODULE
SMARTBOARD
VIRTUALCAMPUS
CAMTASIA
FIC
BLENDED
OPENSUNY

Answers will be revealed in the next issue of the newsletter.

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