Chabot College

**Online & Hybrid Course Proposal Form**

Fall 2013

**Course Title & Number: BIOL 25**

**Faculty Name: Jennifer Lange**

**Course Delivery Method (check one):**

**X Online (all instruction is online)**

**⁫ Hybrid online (instruction occurs both online and on campus)**

**⁫ Other (please describe)**

**First Semester To Be Offered: Summer 14**

1. ***Preliminary* Input from Colleagues and Administrators**

As you develop your proposal and *consider* your course, please consult with your division and do some background research, including the following:

**⁫ a.** *Consult Online Learning Support staff (**bbhelp@chabotcollege.edu**) for Blackboard resources/training and information on this proposal/approval process.* **Date(s) completed: I had this when I developed ANAT 1 online**

**⁫ b.** Review similar courses. Are similar courses offered online at other

 colleges? If so, **note the college(s).**

* Mission College (Santa Clara)
* University of Delaware
* Nova Southeastern College
* San Diego Community College
* Central Michigan University

⁫ **c**. Meet with your Division Dean and subdivision colleagues to secure *preliminary*

 support for offering this course *in online/hybrid format*. **Date completed:**

1. **Develop Proposal And Consult With Colleagues:**

⁫ **a**. Consult with other faculty experienced in DE. **With whom did you consult?**

**Attach a separate page** ***listing the meeting dates and a summary of your discussion.***

I also did this before when developing ANAT 1 online. Since then, as CTL coordinator, I’ve attended numerous conference sessions and workshops focused on online pedagogy. To see these ideas implemented I browsed through several online courses at Chabot that allow visitors on their Blackboard sites. A few things I really liked:

* Andrew Pearson divides his course into modules that have specific completion dates. This allows flexibility in completion time, but still gives the student a hard timeline so they can’t procrastinate too much.
* Ken Grace has very clear learning goals for each section as well as a basic framework for the topic that is expanded upon using multiple representations of key concepts through outside links.
* Scott Hildreth posts frequent announcements so the students know what is expect of them that week (and gives them insight into cool astrological current events).
* From my own experience, I like having students “Mark Reviewed”, so I can track their progress through the material. This allows me to catch students who are falling behind and contact them. (It is also helpful when students complain about their exam grades and we can then talk about the importance of reviewing all the material posted!)

**⁫ b.** Review your *completed* proposal with your subdivision colleagues. **Attach a separate page** listing attendees, meeting date, and a summary of the recommendations or reservations of your division/subdivision.

**3. Student Benefits**

* How will this course meet student needs? Are there learning opportunities made possible in an online or hybrid online course that might not be available in a traditional course?

Our online Life Science GE course offerings are very few – ANTH 1, one section each semester, ENSC 10, sporadically. This would expand these slim offerings, as well as providing more breadth to this GE area.

* If this course has previously been offered at Chabot using this delivery method, what have you learned from prior instructors that will influence your instruction in this course?

Not previously offered in this format.

**4. Course Content Delivery**

* The total number of contact hours in your course should approximate the equivalent number of hours required in an on-campus setting. For example, a 3-unit course typically meets on campus for 54 contact hours of instruction, assessment, discussion, and group activities. In the Carnegie unit system, students are also expected to invest two hours “outside of class” for every hour in class on reading, studying, preparing assignments, and other homework; these additional hours are not considered to be “contact hours”. Account for the contact hours in your proposal ***in a clear, detailed and specific way***. (*PLEASE NOTE: For a more detailed explanation of “contact hours”, be sure to see the Addendum attached to this form.)*
* What percentage of the course will be on-campus, if any? What percentage of the course will consist of online lecture *(text, presentations, podcasts, video), class discussions (discussion board forums), group projects (blogs, journals), online resources (Publisher content/websites*, *course* *cartridges/packages), assignments, student research, reading, writing, & assessments?* ***Please be sure to list each of your contact hour/instructional activities and indicate how these will be delivered throughout the course and the amount of hours or percentage that they will entail.***

(45% - 25 hours) Additional readings, online activities, and lectures/video/animations that demonstrate the basic principles and techniques of genetics. For example:

* <http://learn.genetics.utah.edu/> ,
* <https://www.genetics.ucla.edu/ughg/> ,
* <http://www.hhmi.org/biointeractive/bioethics-discussion> ,
* <https://www.youtube.com/user/DNALearningCenter?feature=g-high-crv>
* <https://www.youtube.com/watch?v=2HgL5OFip-0&list=PLEVITQiyztj2iVrAfLDUKbgTHZKu9tH8m>
* <https://www.youtube.com/watch?v=0tmNf6ec2kU&list=PLEVITQiyztj2iVrAfLDUKbgTHZKu9tH8m>

(25% - 14 hours) Students will complete an investigators log or answer questions for each researcher explored (choice of assignment for each Focus Area). These individual entries will be used to create a timeline of discoveries and to link the discoveries together into our current picture of inheritance patterns.

**Examples**:

*Example 1* – read Mendel’s original paper and post answers to the following questions- what are his conclusions and that data that support them? how does his theory fit with observations? Why did his theory go unnoticed for so long? How did his methods revolutionize the study of genetics?

*Example 2* – <http://www.dnaftb.org/1/index.html> Complete the activities on this page, filling out an investigator’s log as you go. At the end, complete the “Problems” and record your answers in the Blackboard Focus Option Quiz.

(10% - 5 hours) Discussion Board –

* + 1. One pre- and one post-free write for each module - Posts on the group discussion board on assigned topics (minimum of 250 words). One response to each assigned topic, minimum of 150 words, to the post of a classmate.
		2. Weekly – coolest and muddiest point.

(5% - 2.5 hours) Formative Assessments (Quizzes) – multiple choice/matching/TorF questions that cover basic learning goals of the module.

(10% - 5 hours) Summative Assessments – midterm and final examinations

(5% - 2.5 hours) Projects (x2) – students will post and review topic proposals and drafts on the discussion board.

* Will any portion of your course be synchronous, requiring students to be online at the same time? If so, describe those activities, and how you will provide flexibility for students who may be unable to participate at any given time.

No.

**5. Nature and Frequency of Instructor-Student Interactions**

* How and how frequently will you interact with your students? This should include interactions with the entire class, providing feedback on assignments, and interventions when students are at-risk of dropping or failing due to poor performance or participation.
* For each type of interaction, describe why you believe it will be effective for this particular course.

Weekly: This will allow both the student and myself to monitor both their progress in the course and their understanding of core concepts.

* Review and provide feedback on Reading Logs and Coolest/Muddiest Points.
* Review and provide feedback on application/reflection questions from assigned topics.
* Post announcement to remind them of important upcoming due dates, etc.

Start/End of each Module:

 Review and stimulate further conversation on topics assigned for class discussion. This will help students dig deeper into topics by encouraging them to explore alternate hypotheses, personal experiences, etc.

Special Occasions: these are intended to help students progress through the course in a timely fashion.

* + - First day of the term – welcome message and reminder to log in and begin working.
		- End of first week of the term – reminder to students that have not yet begun their course work.
		- Prior to exams – reminder of topics that will be covered and due date.
		- Projects – due date reminders; feedback on selected topic.

**6. Nature and Frequency of Student-Student Interactions**

* Describe opportunities in your course for student to student interaction. This may include discussions, group projects, peer review of assignments, and other approaches. Consider how students interact in this course when taught on campus; how can you build this type of learning community online?

I plan to break the class into smaller discussion groups of approximately 8-10 students so they will have a personal community for online communication. This will be the place that reading logs, discussion topics, coolest/muddiest points, etc. will be posted. Students will respond to each other’s posts on discussion topics.

Students will also provide feedback on the topic and the draft of a groupmate’s projects.

**7. Assessment of Student Learning**

* How will you assess learning in this course? Given the nature of online courses, how does your assessment plan ensure a level of academic integrity with which you’re comfortable?
* Describe how your assessment plan is consistent with your stated goals in the student benefits and student-student interactions sections of your proposal. How will you provide feedback to students?

Assessments that gauge individual understanding, provide opportunities for interaction between students, and explore areas that make the course content personal:

* Discussion Board
* Reading Logs
* Investigator Logs and/or questions on primary research articles
* Coolest/Muddiest Points
* Projects (will complete two – student can select option from book report, genetic disease/trait flyer, letter to a researcher/author, researcher bio)

*Example:* find an example of a genetic trait in your family that follows Mendelian inheritance using the Online Mendelian Inheritance in Man database ([www.omin.org](http://www.omin.org) , for instructions on searching, view their tutorial.) Post a summary of the trait along with pictures of family members who exhibit the phenotype.

Assessments that gauge individual understanding (summative assessments):

* Quizzes at end of each module that test knowledge of stated learning goals for unit.
* Midterms
* Final

**8. Technology**

* Describe any software or multimedia tools you plan to utilize in your course: *PowerPoint (with or without audio),* *Publisher content/websites*, Course *Cartridges/Packages*, Camtasia, *Jing*, *Dragon Naturally Speaking*, Flash, *Audio (including Audacity and podcasts)*, *YouTube/EduStream/Web-based videos*, etc.). This is helpful to determine technology support needs. ***Please be specific in listing the technological tools you intend to use for your online or hybrid course***.
	+ Online animations/videos, for example
		1. http://vcell.ndsu.nodak.edu/animations/ ,
		2. http://learn.genetics.utah.edu/ ,
		3. http://www.youtube.com/user/DNALearningCenter
		4. http://www.youtube.com/channel/HCeQ1itK95QSc
		5. http://science.discovery.com/tv-shows/greatest-discoveries/videos/100-greatest-discoveries-shorts-genetics.htm
		6. http://ed.ted.com/lessons/how-mendel-s-pea-plants-helped-us-understand-genetics-hortensia-jimenez-diaz
		7. http://www.ted.com/talks/james\_watson\_on\_how\_he\_discovered\_dna.html
		8. http://www.ted.com/talks/dean\_ornish\_says\_your\_genes\_are\_not\_your\_fate.html
		9. http://ed.ted.com/lessons/dna-the-book-of-you-joe-hanson
	+ I actually find that the students have more trouble navigating Blackboard than they do with the other technology I’ve used!

**9. Accommodations for Students with Disabilities**

* Is any required video close-captioned? Is there any required audio accompanied by a transcript? If you plan to use any multimedia (video, audio, publisher sites specialized software), is that accessible to your students in terms of both software availability at home and on campus and accessible for students with disabilities? Have you provided alt-tags for your key images used in your course? Please *contact* the *Chabot* DSRC *(Disabled Students Resource Center-http://www.chabotcollege.edu/DSRC/)* if you need help in ensuring accessibility for your students.

This is hard to answer since I don’t have a complete list yet, but TEDtalks and anything on YouTube has closed captioning.

If I find something that doesn’t I’ll contact the DSRC.

**10. Submit your proposal (electronic version via email and hard copy via campus mail)**

 **to the chair of the Committee on Online Learning.**

Faculty signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Division Dean signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Online/Hybrid Proposal Form Addendum:**

**Committee On Online Learning/Chabot College**

**What are Actual Contact Hours?**

*The total number of contact hours in your course should approximate the equivalent number of hours required in an on-campus setting. For example, a 3-unit course typically meets on campus for 54 contact hours of instruction, assessment, discussion, and group activities, (Note: Instructional Hours are 50 minutes long). In the Carnegie unit system, students are also expected to invest two hours “outside of class” for every hour in class on reading, studying, preparing assignments, and other homework; these additional hours are not considered to be “contact hours”. Thus, you will need to account for the actual contact hours in your proposal.*

In accounting for contact hours an instructor needs to consider how each hour will be dispersed throughout each week of his/her online or hybrid course. In addition, students should be expected to spend two preparatory hours “outside of class” per every contact hour.

*The following chart illustrates some sample activities for an online class*. *These are suggestions and each instructor would use whichever activities, best suited to the type of course and discipline being offered:*

|  |
| --- |
| **Contact Hour or “In-class” Activities** |
| Read lectures/ content |
| Participate in Discussion Board Forums |
| Assessments – quizzes, tests, surveys |
| Presentations From the Instructor |
| View multimedia content |
| Group Problem Solving |
| Transformative Learning Activities in class: Responding to other learners in regard to certain questions that challenge a learner’s perspective on key issues in the course materials. |
| Reading another Student’s Blog |
| Posting feedback, Reading student posts, and Peer Reviewing other Student’s papers on the discussion board or group forum. |
| Group Projects that include multiple posts to each group member within their designated group forum space. |
| “In class” reading of short texts, scenarios or quick discussion questions. |
| Reading another student’s presentation. (This would be the equivalent of listening and viewing a student presentation in a face-to-face class.) |
| Constructivist Assignments that target real-life applications for class discussion on the Discussion Board. |

Therefore, in preparing the online or hybrid proposal an instructor will need to explain how each instructional hour will be implemented throughout each week of his/her online or hybrid course. This can be done using percentages or actual hourly increments. For example an instructor may determine that 25 percent of his/her course will offer lectures and presentations, (13.5 contact hours), while another 25 percent of the contact hours will be used in constructivist assignments or *asynchronistic* discussion and peer responses, (13.5 contact hours). These are the same kinds of methods of instructional contact that are often used in a face-to-face class.

However, there are certain learning activities that may not meet the criteria of actual “contact hours”.

***This chart reflects instructional, preparatory “outside of class” activities that in some cases would not necessarily be considered actual contact hours.***

|  |
| --- |
| **Preparatory or “Outside of Class” Activities** |
| Read Textbooks |
| Research |
| Preparing assignments |
| Viewing an internet site for one’s own research purposes. |
| Individual Reflective Writing |
| Journaling |
| Writing /Composing a Blog |
| Analyzing another student’s ideas individually. |
| Using a WIKI for posting ideas to other class members in preparation for a Group Project. |
| Outside reading of additional texts pertaining to the course subject matter as homework preparation. |
| Preparing an individual class presentation. |
| Reviewing class notes. |

In summary, “contact hours” are usually those segments of instructional time where the student is actively engaged in learning activities and would reflect the same type of instruction implemented in a traditional face-to-face classroom. Therefore, instructors are encouraged to offer a clear breakdown of “contact hours” in the section of the proposal entitled, “Course Content Delivery”.