

- Thank you for taking the time to send this information
09/26/07 to Faculty Professional Development.

FIRST_NAME	Joe
LAST_NAME	Escobar
DEPARTMENT	Social Science
L_NUMBER	L00005422
EXTENSION	5581
OFF_CAMPUS	7369600
FACULTY_STATUS	contracted
PT_SUMMER_FTE	
PT_FALL_FTE	
PT_WINTER_FTE	
PT_SPRING_FTE	
PREVIOUS_FUNDING	none
PREVIOUS_FUNDING_1_EVENT	
PREVIOUS_FUNDING_1_DATE	
PREVIOUS_FUNDING_1_AMOUNT_RECEIVED	
PREVIOUS_FUNDING_2_EVENT	
PREVIOUS_FUNDING_2_DATE	
PREVIOUS_FUNDING_2_AMOUNT_RECEIVED	
PREVIOUS_FUNDING_3_EVENT	
PREVIOUS_FUNDING_3_DATE	
PREVIOUS_FUNDING_3_AMOUNT_RECEIVED	
PROPOSED_ACTIVITY	League of Innovation CIT Conference
PROPOSED_DATES	November 11-14
PROPOSED_DEPARTURE	
PROPOSED_LOCATION	Nashville, TN
PREVIOUS_FUNDS_REQUESTED	750

SIGNATURE	Joe Escobar
DATED	9/26/2007
REGISTRATION_TOTAL	475
MEALS_TOTAL	120
BREAKFASTS_NUMBER	
BREAKFASTS_AMOUNT_TOTAL	
LUNCHESES_NUMBER	
LUNCHESES_AMOUNT_TOTAL	
DINNERS_NUMBER	
DINNERS_AMOUNT_TOTAL	
LODGING_AMOUNT_TOTAL	800
DAYS_NUMBER	4
DAYS_RATE	200
TRANSPORTATION_TOTAL	680
AIRFARE_TOTAL	480
GROUND_TRANSPORTATION_TOTAL	200
VEHICLE_TYPE	rental
OTHER_EXPENSE_TOTAL	150
OTHER_EXPENSE_1	realistic meal pricing with receipts
OTHER_EXPENSE_2	
EXPENSE_AMOUNT_TOTAL	2225
OTHER_SOURCE_FUNDS	1500
OTHER_SOURCE	LCC League Fund - President's Office
FPD_FUNDS_REQUEST	725
OUTLINE_ACTIVITY	CIT stands for the Conference on Information Technology. I have attended this specific conference before. The information received and the contacts made at this particular conference have had immediate pay offs for Lane Community College. For example, I met Hal Plotkin,

the guest speaker for Lane's own Spring 2007 Conference, as the CIT conference. He presented to over 200 faculty on Open Educational Resources (OER), and Lane has since joined his institution, Foothill-DeAnza Community College District in California, in a both a technology consortium and as a partner on a Federal Title 3 grant. At the Nashville Conference, the "tracks" are: I Track - Emerging and Future Educational Technology II Track - Teaching and Learning III Track - Student and Community Services IV Track - Leadership and Organizational Development V Track - Enterprisewide Systems and Infrastructures VI Track - Workforce Partnerships and Collaborations VII Track - Math, Science, Allied Health, and Vocational Education Of these, in my role as History instructor and Faculty Webmaster, Tracks I and II are the most relevant. Just a few talks of particular interest to me are the following: Automatic Lecture Recording and Publishing Beyond PowerPoint: Using Camtasia and SnagIt to Enhance Online Courses Create Video Tutorials for Students and Colleagues Develop E-Learning Content for Any LMS - SCORM Effective and Efficient Use of Technology to Enrich Learning - Hybrid Courses First Steps Toward a Podcast Campus: iTunesU and You How Open-Source Publishing is Changing the Educational Landscape and Innovations in the Learning College, presented by Terry O'Banion I believe these to be of interest to Lane's faculty and in support of our current and future direction in Distance Learning.

NEW_SKILLS_FOR_POSITION

Where do I begin? I'll give just two specific examples. Lane instructors have certainly "heard" about podcasting and many are wanting to do this for the students in their classes. This is an untapped reservoir of excitement, but there is also a need. Couple this with the recent decision of the Distance Learning department to cancel face-to-face orientations for courses, and you have the formula for technological innovation in the learning environment at Lane. After a slow start last year, the number of Hybrid courses offered at Lane is experiencing significant growth. I myself will be offering the first Hybrid United States History

course in Spring Term 2008, where 1 credit of seat time will now be "earned" online. The pedagogical challenges to accomplish this task are profound. It is not merely taking something you do in class and putting it online. Sure, a synchronous "live" class discussion can take place asynchronously in an online forum, but the dynamic is completely different. In a live class, only a few students will speak up, but online, they all will if the assignment is graded. Among other things, this represents a tremendous increase in the instructor's workload. I hope to find out how faculty at other institutions are dealing with this and many other issues concerning Hybrid courses.

DIVISION_CHAIR_NOTIFIED	yes
DIVISION_CHAIR_NAME	Ken Murdoff
DIVISION_CHAIR_EMAIL	murdoffk@lanecc.edu
submit	Submit

This information was received on 09/26/07 by Faculty Professional Development personnel.

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