

Distance Education Technology Literacy and Readiness for Faculty

As an essential part of our commitment to student success in all areas of learning, distance education courses at Pasadena City College should provide high quality, innovative instruction that maintains the highest standards and best practices in online teaching and learning. To that end, the Distance Education Committee recommends that instructors who wish to teach online should be proficient in certain basic technology skills in order to assure course quality, and also to assist students with the technology used in content delivery. Skilled faculty spends less time with the technical aspects and more time interacting with, and helping students learn. Specific recommendations regarding faculty standards for technology literacy and readiness are found below.

Faculty Standards for Technology Literacy and Readiness

The U.S. Department of Education (1996) defines technology literacy as "Computer skills and the ability to use computers and other technology to improve learning productivity and performance." *Technology Literacy* (1997). Accessed 9/29/09
<http://www.ed.gov/updates/PresEDPlan/part11.html>

Prior to teaching online at Pasadena City College, faculty must:

1. have completed formal college-level coursework or training in online teaching and associated technology literacy from an accredited college or university*
- or
2. have completed two semesters of teaching in a predominantly online format, preferably using the College's Learning Management System (LMS)
- or
3. present a teaching demonstration in an online format, showing evidence of technology literacy, including familiarity with the College's Learning Management System

*For example, instructors can acquire the necessary fundamental technology literacy skills through the *California Community College's @ONE Online Teaching Certification Program* (<http://www.cccone.org/certification/index.php>), by following the standardized path of taking a total of four courses including, *Introduction to Online Teaching and Learning*, *Building Learning Communities*, *Accessibility*, and *Course Management System Training*, or by completing the UCLA Extension, 16 unit/4 course, *Online Professional Development Program: Instructional Design for Online Training and Education*

<https://www3.uclaextension.edu/index.cfm?href=/departmentalPages/index.cfm&department=/online/ido/index.cfm> or by taking relevant distance education technology offerings through the Office of Academic Support or the New Media Center Training Workshops, and/or other accredited institutions.

Technology Literacy and Readiness Skills

Determination as to whether an instructor meets the technology literacy skills requirement will be made by the Dean of the Office of Academic Support with the consultation of the division/department dean or designee and in consultation with the Chair of the Distance Education Committee or designee.

The Distance Education Committee recommends that instructors who wish to teach online courses must meet the following basic technology literacy and readiness qualifications:

1. Work within a standard operating environment (e.g., Windows OS or Mac OS).
2. Manage and manipulate files.
 - Create, use, and (re) name file and folders
 - Organize file formats in folders
 - Use appropriate naming conventions for files and folders
 - Be able to identify types of file formats such as jpg, PDF, rtf
 - Understand file size and the impact large files may have on student access and storage
3. Use standard word processing application(s) (e.g. *Microsoft Word*) and be able to:
 - Maneuver among multiple applications
 - Open and work with more than one application at a time
 - Use document formatting techniques (bullets, numbering, headings)
 - Enter and edit text documents
 - Select and save documents in various file formats (e.g. html, PDF)
 - Insert graphics and tables into a document
4. Use the Internet (Information Competencies) and be able to:
 - Employ a variety of browsers and search engines
 - Locate, open, and download files
 - Save web sites as favorites/bookmarks
 - Find and evaluate information gathered from the Internet based on the criteria of relevance, objectivity, authority, scope, and currency
 - Apply ethical and legal principles to the use of information in all formats and contexts *California Digital Literacy Executive Order S-06-09*
www.gov.ca.gov/executive-order/12393

5. Upload and manage content in the current learning management system

- Upload, download, and organize files in the file management area
- Design and edit course content, including the home page
- Create and edit course modules
- Post an online course syllabus
- Set up communication tools (email, discussion posts, chat rooms, IM, announcements)
- Use the assessment tool to create a database and specific assessments
- Post grades
- Create/Select/Modify course content to provide access to users with disabilities *Section 508 Standards*
<http://www.section508.gov/>

References

Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges (August 2008). Distance Learning Manual. Accessed 10/5/09.
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