

Initiative Report for ALS 2009-10

Math 10 Course Revision - video podcasting

Summary:

This initiative would allow time for the development of instructional video podcasts for Math 10. The department would then implement a hybrid version of Math 10.

Description

ALS faculty member (s) will develop instructional video podcasts that correspond to Math 10 curriculum, including: whole numbers, fractions and decimals. Hybrid sections of Math 0 will be offered beginning Fall 2009.

Questions and Answers

How is the initiative linked to the Unit Plans most recently submitted?

- 1. How does it continue the achievement of those goals?**
- 2. If this is a continuation of an initiative started last year, make sure that relationship is clear.**

How is this initiative linked to the efficiencies and productivities plans you had last year?

- 1. How does it continue the achievement of these plans?**
- 2. If this is a continuation of an efficiency or productivity plan started last year, make sure that relationship is clear.**

ALS has explored ways to help meet Math 10 students needs in past initiatives. In a past unit plan, ALS proposed and was funded for a Math 10 flexibly paced curriculum. (See http://www.lanec.edu/oasa/documents/UP2006-07/UP_06-07_CLA/UP_06-07_CLA-ALS-ESL-Tutor_SecIV_n.pdf)

However, after the funding was awarded. ALS faculty decided that the self-paced approach would not best serve students so ALS turned down the funding.

Developing podcasts was not mentioned in past Unit Plans. However, it does align with as ALS goal this year: increase the use of technology in instruction.

Although, technology tools, such as podcasts, will never take the place of 1:1 or small group instruction, they can improve efficiencies, by allowing students to try a self-reliant approach first, before turning to Math 10 tutors (Tutoring Services doesnt have enough Math 10 tutors to meet the demand) and part-time instructors' one office hour per week. With one vacancy in ALS contract faculty, though contract faculty make themselves available to assist as much as possible, time for one-to-one help is also limited.

Describe the resources needed:

70 hours of curriculum development

What specific measurable program outcomes do you expect to achieve with this initiative? The outcomes should be specific enough to be measurable. Also, outline the method that will be used to determine the results.

Increased success and retention

- We intend to incorporate an analysis of this initiative into ALS current assessment project, which strives to evaluate student success in Math 10 and success in the transition to Math 20 and beyond.
- Students increased familiarity and competence in the online environment will allow them to take additional hybrid and/or online courses in the future.

Department Priority:

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Unit Resources:

Faculty time for review of podcasts
Academic Technology equipment

Funding Request: Carl Perkins**Funding Request: Curriculum Development****1. List the following information**

- **Course Numbers (titles if not currently offered)**
- **Instructor Name(s) who will work on the curriculum development**
- **Whether each of the courses is in, or has been through, the curriculum approval process**

Math 10

Adrienne Mitchell

Course has been through curriculum approval process

2. List each course number (or title) and the materials to be created for each class

- **Instructional goals, objectives, syllabi and outlines**

- **Lab instruction packets**
- **Practice, quiz, presentation &/or demonstration materials**
- **Other (specify)**

Math 10

Instructional video podcasts will be developed in order to offer hybrid sections of Math 10 incorporating both a traditional in-class format as well as the online environment.

3. List each course number (or title) and give your timeline for beginning and completing each course curriculum development.

Math 10: Curriculum development work to be completed during Summer 2009 for use Fall 2009.

4. What are up to 3 departmental instructional goals that are met through the development of curriculum in each class?

- Incorporate technology to meet student learning needs
- Prepare students for higher-level and transfer-level courses
- Accommodate students diverse learning styles by offering multiple options for learning environment

5. List each course number (or title) and give the value of the development of curriculum in each course to other faculty members.

ALS offered 35 sections of Math 10A in 2007-08 plus 3 sections of Math 10 T for Women in Transitions, each taught in a traditional classroom setting.

The development of video podcasts would allow faculty members to offer hybrid sections of Math 10. The video podcasts could be used by any instructor. Furthermore, the video podcasts could also be used to supplement the traditional class.

6. List each course number (or title) and say how many students will be served by the development of curriculum in each class.

Math 10: In 2007-08, 730 students registered for Math 10 in 38 sections with ALS. Fall 2009, 351 students were enrolled in 17 sections. Some sections of Math 10 will be offered in the hybrid format. At least 120 students per year (2 sections per term) could be served with a hybrid option. In addition, students enrolled in traditional Math 10 sections will benefit from the availability of the podcasts as supplemental material. A hybrid version could also benefit students who start the term in Math 20, but find material is presented too fast and they need review in Math 10 first. Winter 2009, 12 students moved to Math 10 from Math 20 before end of Week 3.

7. List each course number (or title) and give the specific benefits to students that you expect from the development of curriculum in each class.

Math 10:

- Availability of the hybrid format for Math 10 students
- Develop students familiarity and competence in the online learning environment
- Accommodate diverse learning styles and student needs

8. List each course number (or title) and give the specific benefits for diversity that you expect from the development of curriculum in each class.

Math 10:

- Availability of the hybrid format for Math 10 students
- Develop students familiarity and competence in the online learning environment
- Accommodate diverse learning styles and student needs

9. List each course number (or title) and give the specific benefits to sustainability that you expect from the development of curriculum in each class.

- Students increased familiarity and competence in the online environment will allow them to take additional hybrid and/or online courses in the future.

10. List each course number (or title) and give the specific effects on distributed learning that you expect from the development of curriculum in each class.

Podcasts will provide Math 10 students opportunities to learn and review concepts when they need it instead of relying solely on availability of tutors and instructors. Online resources would also benefit students who live farther away from 30th Ave. campus.

Hours requested for Curriculum Development funding:

Please enter the amount of one of the following:

- **100 hours maximum for new development.**
- **70 hours maximum for course revision**
- **50 hours for 3-4 credit conversion**
- **other (use if multiple courses addressed in one initiative**

Do not enter any characters other than numbers and a decimal.

How many hours are you requesting? If there are multiple courses addressed in the initiative, please list each course number (or title) and give the number of hours requested for each course.

70

Can this initiative be partially funded?

No

Partially funded curriculum development HOURS requested:

Explanation of effect of partial funding:

Funding Request: Technology Fee