

## Post Intersession Wrap Up

### Overview:

The college of Alameda spring intersession 2014 was first conceived March 2014 and then received the green light to proceed in April 2014. The purpose of the intersession was to create additional courses to meet student needs and to generate additional FTS for the spring semester. The courses offered are listed below:

|          |          |         |         |         |
|----------|----------|---------|---------|---------|
| ANTHRO 1 | AFRAM 30 | GEO 1   | HUM 1   | BIOL 32 |
| COMM 1   | ECON 1   | HIST 7A | HIST 7B | PHIL 1  |
| POSCI 1  | PSYCH 1A | SOC 1   |         |         |

### What Worked Well

-The College of Alameda was able to identify 14 sections that could be offered in a three-week session. In addition, the College of Alameda identified 14 instructors who possessed the skill, as well as a sound pedagogical design to teach an intense three-week online course.

-The College of Alameda was able to create the dynamically dated intersession within Passport as well as in Moodle that allowed for students to enroll with little to no difficulties. In addition, the two-way communication between Passport and the Moodle server was seamless.

-A process to add students without the use of Permission numbers was created and implemented without loss of enrollment.

-The LRC provided computer support, as well as lab space, to any student who experienced difficulties with user id and passwords, as well as functional use of the Moodle platform.

-District IT for Distance Education was able to create the Spring Intersession moodle course shells, populate those course shells with all enrolled students, and install instructor course content.

-Distance Education Coordinator was on campus during the first week of the intersession and accessible throughout the intersession to help deal with any issue that arose.

Vice President of Instruction was very quick to respond to challenges encountered, and quickly found solutions. Provided great leadership, without which, the intersession would not have succeeded.

## What did not Work

-The ability to submit census rosters and drop students was problematic. Passport was unable to create a dynamically dated schedule of census rosters dates within the umbrella of spring semester.

-Drops made during the intersession were not reflected in final grade rosters. A number of intersession faculty noticed that final grade rosters not reflecting Ws assigned on the Attendance Verification Roster.

-While submitting final grades in passport, a number of faculty noticed the option of "OPT," under the column 'Grade Basis' in Passport, which prevented a final letter from being entered.

## Responses to Post-Intersession Questions:

Following the completion of the intersession, a seven-question survey was sent to all faculty soliciting feedback regarding the experience of teaching a short term online course. The questionnaire was voluntary. There responses are below.

*Ed, this 3-week intersession is not the first for many of us. I don't have any issues with online or in class intersession. However this year was particular difficult due to the lack of administrative support. The due dates were always wrong. We were not informed when students could be dropped or have a no show. The date of submitting the grade was even not posted. So this was pretty frustrating.*

*I also think that students, who had never taken an online course, should not be advised to take a 3-week intersession. By the time they finally figured out how to log in, they are already a week behind their homework. I will also recommend better counseling for those short term sessions because they do not work for every one.*

*Last year I taught the online ANTHRO 03 intersession ( a different course but also 3weeks) which helped me this year to try other available tools and design my course better.*

*When is the next intersession? I am ready.*

*Gisele*

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### **Would you teach a short-term course (3, 4, or five week) again?**

Yes! The intense structure of the class worked well for the majority of my students and served their particular needs (mostly for a last-minute fill-in class requirement for graduation and/or transfer).

### **What tool, pedagogical design, or assignments worked well?**

Online discussion worked very well for my Cultural Anthropology class during this

Intersession presentation. I asked multipart questions in the discussion prompts (available at the beginning of the week), requiring a 300-word response by Tuesdays at 10:00 p.m. and follow-up comments on at least three different student responses by Thursdays at 10:00 p.m. The conversation threads were pretty amazing.

**Conversely, what was difficult?**

Longer writing assignments did not work out very well. I assigned a five-page research paper, due at the end of the second week, but only 2/3 of the class completed the assignment.

**What were the biggest challenges for students experienced in your course?**

By far the biggest challenge was time management. I had several people withdraw from my course and enroll in the 6-week session of the same course being taught during summer. Three-week classes require quite a daily time commitment.

**What suggestions would you make if we do similar short online sessions in the future?**

Limit the late-add period! Students who miss two days of class and add on the 3rd day have already missed over 10 hours of instruction (equivalent to more than three weeks of class time). These students were not successful in my class.

**How many weeks is the shortest session you feel is viable in teaching your course?**

Three. I would not like to try to teach any Anthropology subjects in less than three weeks.

**What tools would help you and what tools would help your student's success in a short online session?**

Library staff support is essential. There were problems with database access and help with student writing.

Jayne Smithson.

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**Would you teach a short-term course (3, 4, or five week) again?**

Yes

**What tool, pedagogical design, or assignments worked well?**

Pretty well. It was a matter of adapting the semester long Moodle course to work for the short period course.

**Conversely, what was difficult?**

Not too difficult. A little time consuming.

**What were the biggest challenges for students experienced in your course?**

Keeping up with the discussion groups.

**What suggestions would you make if we do similar short online sessions in the future?**

Not that I can think of.

**How many weeks is the shortest session you feel is viable in teaching your course?**

5 to 6 weeks

**What tools would help you and what tools would help your students success in a short online session?**

Moodle is very good. The only thing I can think of is it doesn't handle PowerPoint slide shows within the users window like a pdf file. This forces the student to download the file. I would also like to use Keynote.

**If you have any additional comments to make, please don't hesitate to make them.**

Sorry for taking so long I'm teaching 5 classes this summer.

Randy Smith

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