

# **SBVC Distance Education Report**

## **Cover**

**Division:** Social Sciences, Human Development & Physical Education

**Department:** History

**Discipline:** HIST - History

**Course Number:** 137

**Course Title:** Racial and Ethnic Groups in United States History

**Short Title:** Racial/Ethnic Groups in U.S.

## **Catalog Description:**

An introduction to United States history focusing on the experiences of racial and ethnic groups that spans from the early colonial period to present times. This course chronologically presents various racial and ethnic groups and their experiences through major social, political, economic, and cultural events in United States history.

## **Schedule Description:**

An introduction to United States history focusing on the experiences of racial and ethnic groups that spans from the early colonial period to present times. This course chronologically presents various racial and ethnic groups and their experiences through major social, political, economic, and cultural events in United States history.

**Proposed Start:** Fall 2010

**Rationale:** Course is due for Content Review and modification.

## **Methods of Instruction**

**Methods:** Class and/or small group discussion

**Other Methods:**

## **Distributed Education**

**Delivery Methods:**

**Methods of Instruction:** Using a District supported Course Management System, this course will distribute course material to students, receive coursework from students, and create opportunities for discussion between students and instructor, as well as between students themselves. Discussion forums, instructor developed material, presentations, and external links will be used for instruction. Materials from publishers, including graphics,

presentations, and textbook supplements will also be used in the online format.

**Explain Need:** Offering this course through an online format increases the availability of the course to individuals that can not attend regular meetings on the college campus. Considering the variety of demands our student population have regarding time constraints and scheduling, this online course will allow students to work on the course during the hours that are open to their individual schedule. History courses can be used to fulfill general education requirements for graduation and transfer; allowing this US history course to be presented in the online format will help students to achieve their educational goals. The online delivery of this class supports the mission of San Bernardino Valley College in that it provides access to education to a diverse community of learners.

**Evaluation Method:** Methods of evaluation can include objective assessments (such as multiple choice, matching, fill in the blanks, or true/false questions), written responses to short answer questions, formal essays, document analysis assignments, and student commentaries regarding historical analysis within a discussion format. Each of these methods is easily accomplished in the asynchronous online format using any number of technologies that are readily available. Hybrid classes with scheduled class meetings can use that time to discuss course materials, participate in class or group discussions, view multimedia presentations, or take in class exams. Hybrid classes will be supported with additional materials available online to help support student learning.

**Sample Assignments:** 1. Students are asked to evaluate a primary source document reflecting the required readings, and then write an analysis of the document in the context of that time period. 2. Students will answer specific questions regarding the weekly course material in a Discussion forum. Students will end their response by posing a secondary question for other students to answer. The instructor will contribute to the discussion by evaluating the accuracy of the answers and commentary given by students within the discussion forum.

## **Contact Types**

### **Contact Type & Frequency:**

**Asynchronous Office Hours** - When contacted by voice mail or e-mails by students, the instructor will respond within a 24 hour period (except on weekends, holidays, and vacations) so the contact with the student will timely (but not instantaneous). The contact may include questions about grades or the need for help with specific assignments.

**Moderating a Bulletin Board** - Depending on the format and structure of the class, students should be able to post a message in an open, public space in an online class. The instructor will respond within a 24 hour period of time (except on weekends, holidays, or vacations) so that the contact will be timely but not instantaneous. The posting of general questions is effective and useful for students, who will all benefit from the instructor (and in some cases, other students) clarifying course requirements.

**Synchronous Office Hours** - Synchronous office hours are specific hours of specific days when an instructor is available for student contact. This contact can include office hours on campus at a specific location. This contact can also include the availability of

the instructor via technological mechanisms such as (but not limited to): telephone, email, audio or video conferencing, or chat rooms.

**Announcements** - These include posts that update students on assignments, reading requirements, and upcoming exams. They can include written, aural or a video format. This type of contact should regularly, at least once a week, as it reminds students of their responsibilities and the requirements for the course. Announcements can also include general feedback from assessments, including exams, written material, and content posted on the discussion board.

**Leading Threaded Discussions** - Leading Threaded Discussions are similar to the contact described in "Moderating a Bulletin Board." But more specifically, these leading threaded discussions are initiated by the instructor as they post a question on the discussion board and then moderate the ongoing discussion by students. These discussions are the online versions of discussions in the classroom where students can share their ideas with students and faculty. Additionally, the faculty have the opportunity to correct students if there are misconceptions or inaccuracies regarding their knowledge and understanding of the course material. Typically, there are due dates for these discussions which keep students up to date with the material as it progressed in the class.

**Individual Contact w/Students via Email or Phone** - Students may need to contact instructors via email or phone in order to discuss specific issues, such as grades. Students may also contact the professor for assistance in writing a specific assignment. In either case, the instructor will use this contact to meet the needs of that particular student. This type of contact is highly effective as it enhances the one-on-one interaction between student and instructor. The frequency of contact is completely dependent on the format created by the individual instructor and the needs of the individual student.

**Creating and Moderating Virtual Small Groups** - In an online class, instructors have the ability to create small groups for discussions and for completing collaborative assignments. The role of the instructor beyond creating groups, the instructor moderates the discussions while at the same time allowing the creation of more in depth discussions in these learning communities. Typically, there are specific due dates and time tables for these discussions which allows students to progress at a controlled rate through the course materials.

**Feedback on Student Work** - Instructors are responsible for monitoring student participation and providing feedback for discussions and assignments. Feedback may include comments in response to discussion postings, emails regarding written assignments, or commentary posted within a testing format. The timing of this feedback is at the discretion of the instructor and will reflect the format and schedule of that particular class. Computer generated exams will provide instantaneous feedback for objective exams. For subjective exams or written work, instructors will respond within a timely basis in order for students to make improvements on future assignments. This feedback can consist of written, aural, or video material.

**Facilitating Student-to-Student Contact** - This contact can be synchronous or asynchronous, in person or mediated through technology, individual or group, and highly or lightly moderated. Instructors may pose specific questions about the course material for students to discuss with each other in a discussion forum. This allows students to bond with each other and see how students have different perspectives on the course material. The timing and frequency of this contact should reflect the course schedule

created by the instructor.

**Posting Prepared Instructional Materials** - Instructors will present material to students in numerous ways, not unlike the instructional methods in the classroom. Lectures (in written, aural, or video format), videos, presentations, outlines, and question-response assignments can all be used within this online format. Materials can be prepared by the instructor and publisher produced materials can supplement these materials. The timing and format of these postings should reflect the course schedule developed by the instructor.