How Far We Have Come

- Urban Community College in Downtown LA 85 years old
- Technology was obsolete
- Undertook aggressive comprehensive upgrade to support new applications to improve learning outcomes
  - Deployed 10-gig switches for the backbone to support video
- Additional benefit was improved safety and communication

The Vision

- Access for all from anywhere
  - Multiple methods accessing information (devices, video formats, deployment methods)
- User-centered including user generated content included

VIEW SAMPLE STUDENT PRODUCED CLASSROOM VIDEO

- Collaborative workspaces including virtual space
- Accommodate a variety of learning styles

Maximizing the Impact

Create Reusable Learning Objects (RLOs):

- Faculty create lessons
- "Teching" the Lessons
  - Scripted including story boards
  - Filmed and edited
  - Transcribed and captioned
  - Formatted for streaming
- Distribution to students
  - Through traditional media (DVD), streaming online through Moodle Class website
  - Currently working on video set up on Master iTunes account that can sync to iPod or other device

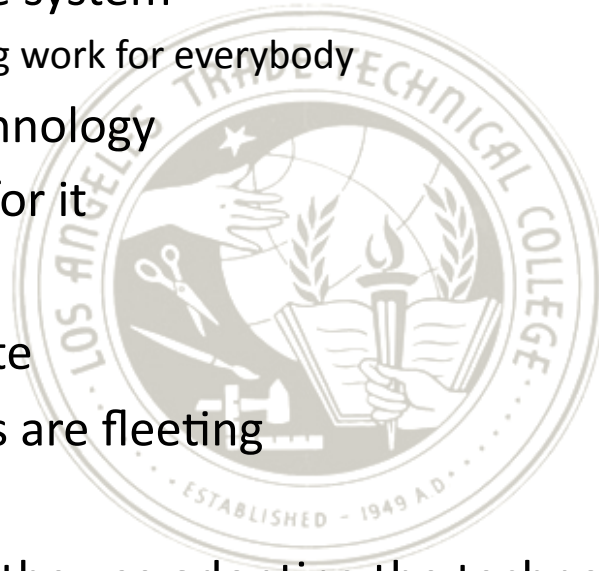**VIEW A SAMPLE REUSABLE LEARNING OBJECT FROM LATTC**

Paradigm Shift Using Video

- Improving the memory with visual content
- Brain is more active with video
  - multiple senses: hearing/seeing
- Streaming video live
  - Classes
  - Guest lectures

Challenges

- ADA Compliant
- Copyright – protection
- Architecture of the system
  - Making everything work for everybody
- Ever-changing technology
  - Are we ready for it
  - 3D
- What is appropriate
- What technologies are fleeting
- Getting buy-in
  - All involved in the use adopting the technology
- Costs – grant funded initiatives

The Difference for Faculty

- Saving instruction time that can be spent on advanced concepts
  – With crowded classes that exist now this really has become important
- Faculty feel they cannot teach without technology
- Unilaterally accessible to everyone
- Interactivity while viewing the video
  – Chatting, tagging, sending a question
  – Real-time assessment
  – Ability to determine the more difficult concepts for students

The Difference for Students

- Students feel confident about what they are learning
- Students feel empowered to increase their knowledge
- Interactivity while viewing the video
  - Chatting, tagging, sending a question
  - Posted online for student to student (peer to peer) real-time or asynchronous discussion
- e-Portfolio – students film their skills sets to demonstrate to an instructor or prospective employer
- Students with learning disabilities have a ticket to pass
- Students develop pride in what they do
- Students develop a desire for lifelong learning