I proposed the project, Hybrid Developmental Course: English 118, to expand current best practices (reading and writing strategies promoted by SF State Composition and Reading) in developmental English courses at Diablo Valley College. By extending these best practices into a web-based medium, English instructors at DVC will be able to discuss and evaluate the merits of this teaching style, pedagogy, and student’s impressions and work in a web-based environment. For instructors who adopt this style of teaching in a developmental English class (teaching in a computer lab and online), they can reinvent their teaching style/pedagogy, and may consider supporting a change in DVC’s English Department by-laws to allow for hybrid developmental classes, like DVC’s English 118 (one level below English Freshman Composition), to be taught in a hybrid mode.

For the instructor, having student work completed online or within a computer classroom allows the instructor to:
- have a much better picture of the student’s total work and process
- practice portfolio grading more easily because of the superior organizational aspects of WebCT
- more easily access student work during office hour meetings and respond to student questions without having to depend on the student to have his/her material.
- develop technological literacy around reading, writing, and web-based learning

For the students, learning in a hybrid classroom (online and within a computer lab):
- helps them become more independent learners and clarifies common technological expectations through semester-long practice
- provides an organized and semester-long record of their work for easy review by them and others
- helps them make a more informed choice about online or face-to-face courses when assessing their academic schedules
- prepares them for web-based learning in an academic environment
- prepares them to negotiate common technology beyond their academic uses, giving them technological literacy in their work environment, personal lives, and future education choices/opportunities.
allows them to review their work at any point and work more efficiently because material is typed and can often be easily included within larger assignments like essays and exams. Further, if a student misses class, he can easily review what the class actually did – because group work can be public and the instructor can more easily share the class work of that day with the student.

a. FCS Final Report Summary Question: What is the impact on students and the institution? Identify the number of students served.

Instructors expect students taking face-to-face classes at DVC to use WebCT to access web-based material (documents, websites, mail, discussion board, quizzes), use a word processor, and complete/submit some to all material online. Because of the popularity of online and web-based learning and the real possibility that these students will take at least one online course (see sections below for percentages), basic skills students would benefit from web-based instruction and learning within a web-based medium. Thus, instructors who apply best practices in reading/writing within an online medium while teaching English 118 (one level below Freshman Composition) will help students develop the technology literacy that will make them more successful in their future classes.

As you will read in student survey results included at the end of this report, students were comfortable learning in a computer lab and completing assignments within WebCT (our course management system). The class size for English 118 is 25 and 25 began the course and 20 students remained. Of those, 11 had passing grades (A, B, or C), 5 had Ds, and 4 had Fs. Of those not passing, some students did not turn in work and others stopped attending. This is lower than my usual ending numbers for passing students, but because students were comfortable with web-based learning (see student survey results) and because my previous classes succeeded while learning in a computer lab, I do not believe the hybrid format affected their decisions to not complete work/the course or negatively affected how they learned.

a. FCS Final Report Summary Question: How will it enhance and/or improve professional competence in relation to basic skills instruction/services?

While the project itself is minor (4 classes of 36 taught online in one class of 25 students), the year-long dialog has served to keep web-based learning for basic skills students on the radar for the English Department. There will be a best practices workshop for this project and my recommendation that the English Department by-laws be changed to accommodate web-based learning with English 118 for pedagogical reasons and student preferences for
scheduling classes. Taken together, this experience will help to keep the DVC English Department current in best practices and afford greater access to students who increasingly have many demands (work, family) on their time, and thus will be looking for scheduling options that this format affords. Some of the questions that came out of this year-long dialog within the English Department were:

- How to schedule and select faculty?
- How should the online portion of the course be determined?
- How many classes within a course should be online?
- How can an instructor teaching reading and writing strategies online?
- How does annotation work with digital texts (pdfs, Word Docs, Google Docs, epack textbooks, and books on e-readers like the Kindle DX)?
- Which reading and writing strategies work well online?
- Do students see advantages or disadvantages when learning in a hybrid environment?

One can review the last two questions in the appendix of this report by reviewing the 3 lesson plans and the student survey results of how students felt about learning/completing work online. Below though, I make recommendations for how to address many of the procedural questions posed above:

Recommended Scheduling Considerations for Instructors Interested in Teaching a Hybrid Developmental Course

For a hybrid to be successful at this time (2010) at DVC, I’d suggest that instructors teach English 118 within a computer lab the semester before, have experience with WebCT, and, if needed, consider working with the Instructional Technology Coord. so that he can help with questions/pedagogical concerns. While this project was approved for 6 of 54 hours to be completed online (4 of 36 classes), it’s possible to do more.

When teaching a hybrid English 118, it’s best to give students practice with WebCT and model the processes that the instructor would like them to complete in a face-to-face setting before moving a similar lesson online. In terms of when to schedule the online portion of the course, this should be left up to the instructor. But, again, I’d recommend holding students within the face-to-face classroom until students are comfortable using the common technology that the instructor uses (i.e., Word, web browsers, WebCT) and fluidly completing typical tasks (i.e., Word, attaching documents, using WebCT tools like mail, discussion, quizzes).
b. FCS Final Report Summary Question: How will it relate to ongoing professional development?

In addition to best practice and Flex workshops, I see this project serving as an invitation for faculty to try something new and a way to reinvent teaching styles and pedagogy by teaching in a computer lab and using WebCT. In addition to training opportunities at DVC provided by Instructional Technology for this type of course development, instructors can also take classes online at CSU East Bay or @One in online teaching strategies.

c. FCS Final Report Summary Question: In which ways can it be expected that student performance will improve as a result of this project?

For the students, learning in a hybrid classroom (online and within a computer lab):
  • helps them become more independent learners and clarifies common technological expectations through semester-long practice
  • provides an organized and semester-long record of their work for easy review by them and others
  • helps them make a more informed choice about online or face-to-face courses when assessing their academic schedules
  • prepares them for web-based learning in an academic environment
  • prepares them to negotiate common technology beyond their academic uses, giving them technological literacy in their work environment, personal lives, and future education choices/opportunities.
  • allows them to review their work at any point and work more efficiently because material is typed and can often be easily included within larger assignments like essays and exams. Further, if a student misses class, he can easily review what the class actually did – because group work can be public and the instructor can more easily share the class work of that day with the student.

Beyond the hybrid English 118 experience, students will be served as well. Foundations for College Success Strategic Initiative #4\(^1\) calls for “The developmental education program addresses holistic development of all aspects of the student.” Because students will be developing “the skills and attitudes necessary to facilitate higher-order thinking and learning” within an

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\(^1\) FSC Strategic Initiative 4. The developmental education program addresses holistic development of all aspects of the student. The preferred developmental education approach recognizes that all students have strengths and weaknesses, and that learners progressively acquire not only content-specific knowledge, but also those skills and attitudes necessary to facilitate higher-order thinking and learning. The most effective programs are those which address the students holistically, integrating learning and personal development strategies and services, and will provide resources for faculty. Developmental efforts in cognitive growth are connected to approaches that deal with the metacognitive, affective, and social aspects of student development.
online and computer-mediated environment, they will be learning skills that prepare them for academic and life-long learning – learning that will be mediated online. Essentially, students will be learning, thinking, reading, and writing online while completing writing strategies that the DVC English Department already values and uses (i.e., annotation, Think-Pair-Share, KWL+, Question Stems, Graphic Organizers, etc.).

Further, web-based learning is a part of academic life—right now more than 20% of DVC students are taking online classes (DVC Research Office, *Predictors of Success in Distance Education Courses, March 2009*) and this is under the 24% of students statewide (CCLC Fast Facts 2007) that take online courses. To prepare students to be successful within college these days includes instruction in and support for web-based and online learning environments.

Much research is now available nationwide and specifically at DVC as it relates to online learning and pedagogy, online vs. face-to-face retention rates, and students/faculty satisfaction with online learning and online pedagogy. For the first time, for example, online English classes at DVC have a higher retention rate (2.65%) than face-to-face English classes². For additional information about web-based learning, please see the following recommended reports, articles, and presentation:

- Jody Millward: “An Analysis of the National TYCA Research Initiative Survey Section III: Technology and Pedagogy” in Two-Year College English Programs
- The Sloan Consortium’s *Staying the Course, Online Education in the United States, 2008*³
- DVC Research Department’s draft version: *Predictors of Success in Distance Education Courses, March 2009*⁴
- DVC Research Department’s *Fact Book, 2009*⁵
- DVC Executive Dean of IT, Ben Seaberry’s *A Case Study of Student and Faculty Satisfaction with Online Courses at a Community College*⁶
- DVC Executive Dean of IT, Ben Seaberry’s presentation *Factors for Students Retention and Success in Online Classes*⁷

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² Figure I.B.15. Gap in Success Rates by Disciplines, Online vs. Face-to-Face Courses on page 54 in DVC’s Research Department’s *Fact Book 2009.*
³ http://www.sloan-c.org/publications/survey/staying_course
⁴ DVC Intranet: http://www.dvc.edu/org/departments/research/
⁵ DVC Intranet: http://www.dvc.edu/org/departments/research/
⁶ http://voyager.dvc.edu/faculty/bseaberry
⁷ http://voyager.dvc.edu/faculty/bseaberry
d. FCS Final Report Summary Question: Identify the student’s and project’s learning outcomes.

The likely student-learning outcome of learning in a hybrid classroom would be that it:

- helps them become more independent learners and clarifies common technological expectations through semester-long practice
- provides an organized and semester-long record of their work for easy review by them and others
- helps them as they assess their academic schedules (online or f2f course choices)
- prepares them for web-based learning in an academic environment
- prepares them to negotiate common technology beyond their academic uses, giving them technological literacy in their work environment, personal lives, and future education choices/opportunities.
- allows them to review their work at any point and work more efficiently because material is typed and can often be easily included within larger assignments like essays and exams. If a student misses class, he can easily review what the class actually did – because group work can be public and the instructor can more easily share the class work of that day with the student.

The outcomes for this project are:

- a series of online lessons that were developed and assessed (2 of 3) for their success
- a model for developmental instructors who would like to include best practices for web-based or online elements within their developmental English courses
- an opportunity for the DVC English Department to converse about the teaching of a hybrid developmental English course (English 118).
- a method for instructors to increase their technological literacy through application of these online lessons and/or teaching a hybrid developmental course

d. FCS Final Report Summary Question: How does the project address/impact the department’s or area’s program review/strategies?

This project has allowed for a year-long discussion about teaching a hybrid developmental class. Along with other articles on this topic, this project provides examples of best practice approaches for teaching English 118 content in a web-based or online environment. And for additional review of the common practice of teaching developmental classes as online or hybrid classes, please see the Teaching English in the Two-Year College article by

e. FCS Final Report Summary Question: How does the project address the goals of the DVC Strategic Plan?

This project addresses several of the strategic goals at DVC, most notably:

A-2. Enhance student success  
A-5. Expand the modes of delivery  
D-2. Use relevant data for decision making  
E-1. Strengthen professional development

With previous questions above, I have addressed A-2. Enhance student success and E-1. Strengthen professional development. Here though, I’m specifically addressing why we should:

A-5. Expand the modes of delivery  
D-2. Use relevant data for decision making

In looking at the data from within DVC and state/nationwide, it is clear that distance education is prominent and popular on two-year college campuses and growing each year. According to the Sloan Consortium report Staying the Course, Online Education in the United States, 2008, 3.94 million undergraduate students were taking at least one online class during the fall 2007 semester. With a total of 17.97 million undergraduates nationwide, 3.94 million represents 21.9%.

At DVC, according to DVC’s Research Department in their draft version of Predictors of Success in Distance Education Courses, March 2009, 21.1% of students (4,481 of 20,751 unduplicated headcount) were taking at least one online course during the Spring 2008 semester. By reviewing the above report, Ben Seaberry’s A Case Study of Student and Faculty Satisfaction with Online Courses at a Community College, and Seaberry’s presentation about Factors for Students Retention and Success in Online Classes (both are available at http://voyager.dvc.edu/faculty/bseaberry), it is clear that students are interested in this mode of delivery.

The above information about online learning includes all students nationwide or at DVC. How interested are only English 118 students in online classes? Dale Craig, College Research Coordinator, kindly pulled this data to show that students who were enrolled in English 118 were also enrolled in online courses and that after they completed English 118 often sought out online courses:
Given the clear interest above, I believe it is prudent and helpful to offer hybrid English 118 courses as well as teach these classes within computer labs.

e. FCS Final Report Summary Question: Describe how the FCS strategic initiatives were met.

This project can be viewed through Strategic Initiative #3 because the hybrid developmental course will extend current best practices in basic skills teaching into an online medium. I am vested in this development because of personal interest, professional development (I hold an MA in Composition from SF State), graduate-level training, and additional 11 online courses about online pedagogy and learning. Further, the successes and failures within this pilot will interest the English department because it is a topic that is hotly debated. This is also an opportunity to coordinate with other colleges in the district and colleges in the Bay Area because online elements within developmental English courses are uncommon (although the Math Dept. at DVC is developing developmental courses online).
This project can also be viewed through Strategic Initiative #4 because students will be developing “the skills and attitudes necessary to facilitate higher-order thinking and learning” within an online and computer-mediated environment. Essentially, students will be learning, thinking, reading, and writing online while completing writing strategies that the DVC English Department already values and uses (i.e., annotation, Think-Pair-Share, KWL+, Question Stems, Graphic Organizers). Further, web-based learning is a part of academic life; right now more than 20% of DVC students are taking online classes (DVC Research Office) and this is under the 24% of students statewide (CCLC Fast Facts 2007) that take online courses. To prepare students to be successful within college these days is to include web-based and online learning.

2. FCS Final Report Summary Question: Describe ways in which areas outside your discipline/area will benefit from this project.

Because students will be developing “the skills and attitudes necessary to facilitate higher-order thinking and learning” (Strategic Initiative #4) within an online and computer-mediated environment, they will be better prepared to make an informed decision about class choices and be better prepared for tech-based requirements in other college courses. Essentially, students will be learning, thinking, reading, and writing online while completing writing strategies that the DVC English Department already values and uses (i.e., annotation, Think-Pair-Share, KWL+, Question Stems, Graphic Organizers). Further, web-based learning is a part of academic life; right now more than 20% of DVC students are taking online classes (DVC Research Office) and this is under the 24% of students statewide (CCLC Fast Facts 2007) that take online courses. To prepare students to be successful within college these days is to include web-based and online learning.

3. FCS Final Report Summary Question: In what ways will or could this project be institutionalized? What steps need to be taken?

- DVC English Department by-laws would need to be changed to allow for a hybrid English 118 course to be taught.
- More classes could be taught within computer labs

Scheduling Concerns and Suggestions:

For a hybrid to be successful at this time (2010) at DVC, I’d suggest that instructors teach English 118 within a computer lab the semester before, have experience with WebCT, and consider working with me so that I can support them if they have questions/pedagogical concerns. In addition, it’s best to give students practice with WebCT and model the processes that the instructor
would like them to complete in a face-to-face setting before moving a similar lesson online. While this project was approved for 6 of 54 hours completed online (4 of 36 classes), it’s possible to do more. In terms of when to schedule the online portion of the course, this should be left up to the instructor. But, I’d recommend holding students within the face-to-face classroom until students are comfortable using the common technology that the instructor uses (i.e., Word, web browsers, WebCT) and fluidly completing typical tasks (i.e., Word, attaching documents, using WebCT tools like mail, discussion, quizzes).

All remaining FCS Final Report Summary Questions are not relevant to this report.
BSI Hybrid English 118: Proposed Measurements and Assessments of 3 Online Lessons

In the Fall of 2009, the Composition Committee (via Laury Fischer’s suggestion) will use professional expertise when assessing the following measurements of 3 lessons that will total 6 hours of instruction (as per the BSI proposal, see proposal).

Lesson 1

The first unit in the Hybrid English 118 pilot is a replication of lessons on noun-phrase appositives and sentence combining that are traditionally done in an English 118 class.

- Lesson 1 Assessment – look at random samples of student work from the Noun Phrase Appositive unit.
- Time: 1.5 hours of instruction
- Week: 4

Lesson 1: Conclusion and Assessment for Lesson

At the completion of this unit, student exercises and assignments will be collected and assessed (via Comp. Committee). Assessment will consist of at least three colleagues, who are not affiliated with the pilot, looking at a sample of student work – perhaps 15 students. The assessment will take place during a Composition Committee meeting. Instructors will use their professional judgment and expertise to evaluate to what extent students participating in the pilot are able to write NP appositives and combine sentences equivalent to students who have participated in a traditional fashion. Assessment results will be reported to the pilot participants and the Council.

Lesson 1: Directions and Timeline to Complete Sentence Combining Material - Noun Phrase Appositives

This lesson on Noun Phrase Appositives is available to students after their Tuesday in-class meeting (meets on a T/TH 8-9:15 schedule) and will need to be completed in two steps; steps 1 and 2 by Thursday (no meeting; work to be done online) and steps 3 and 4 need to be completed by the following Tuesday before the in-class meeting begins at 8 am. In all, this will likely take students about 1-1.5 to complete and will comprise the time usually set aside to complete this material within a face-to-face course.
Student Directions for WebCT Sentence Combining Unit - Start Here:

1. Login to WebCT and click on the Sentence Combining Folder, reading page 1 from the Sentence Combining Document about Noun Phrase Appositives. If you have trouble with the directions or steps necessary to combine sentences using the Noun Phrase Appositive structure, please use the Noun Phrase Appositive Tutorial (video) as well where I walk you through this structure and the directions.

2. Complete pages 2-5 of the Noun Phrase Appositive exercises and then submit these answers within WebCT email by 9:15 am on Thursday.

3. After 9:15 am on Thursday and before Tuesday, check your answers by using the Noun Phrase Appositives Answers file that will be released at 9:15 am on Thursday. If you have made mistakes, please review the answers as well as the directions/video in prep. for Step 4.

4. In prep. for our in-class meeting on Tuesday, go to page 6 of the Sentence Combining Document for Noun Phrase Appositives and paste that material into a new document, completing and submitting all material by Tuesday at 8 am.
Lesson 2: Summary + Preview/Predict + Analysis-to-Synthesis

The second unit in the English 118 pilot asks students to preview/predict, and ask questions that will lead to analysis and synthesis. Students will learn the skills and learn how to post their responses to the readings on a discussion board. Lesson 2 is in preparation for the third Lesson, which relies on the skills learned in Lesson 2 in order to accomplish some objectives not possible in face-to-face work. Assessment will consist of instructor reporting back to the Composition Committee and demonstration of their work appearing online.

- Lesson 2 Assessment – count up student summary totals posted to a discussion board, # of postings made, # of questions asked/answered, and # of student responses to each other.
- Time: 1.5 hours of instruction
- 8 or 9th week

Lesson 2: Conclusion and Assessment:

At the completion of this unit, student exercises and assignments will be collected and assessed (via the Comp. Committee). Assessment will consist of at least three colleagues, who are not affiliated with the pilot, looking at a sample of student work – perhaps 15 students. The assessment will take place during a Composition Committee meeting. Instructors will use their professional judgment and expertise to evaluate to what extent students participating in the pilot produced: summaries of assigned articles, number of discussion board postings based on the scaffolded assignment below, and number of questions asked/answered by students.

Lesson 2: Directions

Tuesday: F2f Class
Skills for the class to practice: preview/predict and analysis-to-synthesis derived through questioning.
While in class on Tuesday, students will read two-of-the four assigned articles: one about Britney Spears and one about an organization called KRACK, completing the activities below:

Directions for Class when reading 2 articles: Britney Spears and KRACK

- Preview and Predict - on essay titles
- When reading, answer the following: What are the controversies within each article? List and define them.
Find Common Themes/Values by practicing Analysis-to-Synthesis

• Based on your identification of controversies, can you identify some common values/themes between the two?

Typical Themes/Values that the class has identified in the past: the American Dream, Rags to Riches, Free Market, Personal Freedom (i.e. freedom of speech, pro-abortion), Property Rights, Religious Values (chastity, anti/pro abortion, sacred symbols from religious groups)

Thursday: Online Class

Writing Prompt Used for Discussion Posting: Based on the texts listed below, what can you tell, explain, surmise about America or American’s values by looking at what some of it’s people’s/institutions find acceptable or objectionable?

Texts to use: Britney Spears, KRACK, Dung Art, Miley Cyrus/Hannah Montana

Audience and Context: Pretend that someone is not from America and you are trying to explain both what the controversy is and why it is controversial. Then, try to pinpoint the value or values that this controversy exemplifies.

Ways of thinking about this short writing prompt:

1. After Identifying themes, problems or controversies that are common to most of the essays listed, try to imagine or identify a group that would support this type of life or choice or that would protest against it.
2. Think of an individual protester: based on what a person or group is protesting, what do they value? Based on what they support or protest against the protesters, what do you think they value?

¹Develop this coherently and then type it up in a 2-3 paragraphs, placing it on the discussion board with a Subject line of Main Themes.

For the following in-class day on Tuesday – find two songs that relate to this assignment in some meaningful way and email this + the lyrics to yourself through WebCT.
Lesson 3: Use of discussion board postings in draft/final draft of essay

- Lesson 3 Assessment – count number of questions asked/answered, number of paragraphs created, quality of thought and citations, and if student material (their own or other’s postings) ended up in their final essays.
- Time: 3 hours of instruction
- Week 12 or 13

Lesson 3: Conclusion and Assessment

Within a Composition Committee meeting, faculty members will use professional assessment to: count the number of questions asked/answered by students, number of paragraphs created, quality of thought and citations, and if student material (their own or other’s postings) ended up in their final essays (this may be something that I highlight for them because it would take a longer amount of time and require a close reading of the portfolio of the student’s work.)

In Lesson 3 students will be using a variety of reading and writing strategies (preview/predict, questioning strategies and Question Stems, summary, etc.) to deepen their understanding of the material and find connections to previous content in the course.

They will produce their work within WebCT mail and discussion boards throughout this unit and be able to review their material at multiple points during this unit – for work in-class, on-line, and during different stages of essay drafting.

The following tasks for one of the articles they will read illustrates the class activity to be completed in WebCT mail (they have a copy and I have a copy when sent):

A Starting Point with Lesson 3: five tasks to be completed in WebCT mail today:

1. Read the article “Rethinking the Meat-Guzzler” by Mark Bittman and the accompanying graphics, taking note of 4-5 ideas/facts that you did not know.

2. Is there anything within the article that you would like to know
more about?

3. Create a list of vocabulary that you need to define.

4. When reading the article, take note (briefly) of material that connects back to information about our previous essay unit.

5. Summary – Use the Summary Template in Course Resources to summarize this article.

**A Middle Point in Lesson 3: Progressive Questioning and Discussion Board Postings**

Students by this point will have repeated the 5-question prompt above on another central article and read some shorter articles by the time they move to the middle point of Lesson 3. The following progressive questioning will help them to deepen their understanding of the content as well as make connections back to previous course content (units 1 and 2).

Please open a discussion message and complete the following before posting:

- While reading the 3rd article, identify similar general themes/concepts/ideas that you see between the 3rd article and the previous 2.

- While reading the 3rd article, can you find a connection between it and any of the previous content in unit 1 or 2?

- After completing the 3rd article and answering the questions above, create an essay topic prompt question that could be answered using the 3 articles that you’ve read so far.

**Toward the end of the lesson 3**

After this class, students will read three more articles, and then will answer the same questions on the discussion board. In this way, they’ll analyze/synthesize information and ultimately end up with a pretty good set of potential topic prompt questions.

I’ll compile these questions, listing them on the webct website. Students will then start to freewrite, choosing from these questions and developing their responses within another discussion board message.
Either at the same time or in the following class period, students will then add to their work by using the PIE Paragraph model when adding in citations/references to support and further develop their paragraphs.
<table>
<thead>
<tr>
<th>Timestamp</th>
<th>Please check all technology that you feel comfortable using when completing the sentence combining assignment:</th>
<th>How difficult was it for you to complete the sentence combining assignment online? 1 (not difficult) - 5 (difficult)</th>
<th>Noun Phrase Appositive Video - Did you find it helpful?</th>
<th>Any other thoughts about completing your work online instead of in class?</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/10/2009 9:07:49</td>
<td>WebCT, Word Processor (like Microsoft Word), Internet</td>
<td>1</td>
<td>I thought it was very convenient since the internet can be accessed from almost anywhere in world now. But the down side of working online is that you are by yourself, not interacting with people and peers. If help is needed for the assignment it is more difficult and much slower to contact the teacher and receive help. where as in class you can receive immediate help or direction.</td>
<td></td>
</tr>
<tr>
<td>9/10/2009 9:08:02</td>
<td>WebCT, Word Processor (like Microsoft Word), Internet</td>
<td>2</td>
<td>Yes it was helpful. I had done the assignment off memory at first but then I saw the video and I went back to re-do it.</td>
<td></td>
</tr>
<tr>
<td>9/10/2009 9:09:09</td>
<td>WebCT, Word Processor (like Microsoft Word), Internet</td>
<td>1</td>
<td>I liked it a lot actually. I felt like I had more time to think about my answers and look them over, but on the downfall I didn't have a peer to check out my work.</td>
<td></td>
</tr>
<tr>
<td>9/10/2009 9:10:08</td>
<td>WebCT, Internet</td>
<td>2</td>
<td>I did, but wanted to be able to pause and rewind the video. I think it's ok because I only have one class on Tuesday/Thursday and it was convenient.</td>
<td></td>
</tr>
<tr>
<td>9/10/2009 9:10:32</td>
<td>WebCT, Word Processor (like Microsoft Word), Internet</td>
<td>1</td>
<td>didn't use it</td>
<td></td>
</tr>
<tr>
<td>9/10/2009 9:11:22</td>
<td>WebCT, Word Processor (like Microsoft Word), Internet</td>
<td>2</td>
<td>I liked it because I like when things are explained to me! I did like being at home to work on this</td>
<td></td>
</tr>
<tr>
<td>Timestamp</td>
<td>Please check all technology that you feel comfortable using when completing the sentence combining assignment:</td>
<td>How difficult was it for you to complete the sentence combining assignment online? 1 (not difficult) - 5 (difficult)</td>
<td>Noun Phrase Appositive Video - Did you find it helpful?</td>
<td>Any other thoughts about completing your work online instead of in class?</td>
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<td>------------------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------</td>
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<tr>
<td>9/10/2009 9:04:23</td>
<td>WebCT</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>9/10/2009 9:04:30</td>
<td>WebCT</td>
<td>1</td>
<td></td>
<td>no parking hassle!!</td>
</tr>
<tr>
<td>9/10/2009 9:04:45</td>
<td>WebCT</td>
<td>3</td>
<td></td>
<td>I think its better than in class</td>
</tr>
<tr>
<td>9/10/2009 9:05:00</td>
<td>WebCT, Word Processor (like Microsoft Word)</td>
<td>3</td>
<td>I was unable to access it.</td>
<td>I wouldn't mind completing it online if we didn't have to format it into an email.</td>
</tr>
<tr>
<td>9/10/2009 9:05:12</td>
<td>WebCT</td>
<td>1</td>
<td></td>
<td>You can not underline nor strike through anything.</td>
</tr>
<tr>
<td>9/10/2009 9:05:25</td>
<td>WebCT, Internet</td>
<td>2</td>
<td>not much</td>
<td>it was easy</td>
</tr>
<tr>
<td>9/10/2009 9:05:38</td>
<td>WebCT, Word Processor (like Microsoft Word), Internet</td>
<td>1</td>
<td>It was helpful, but it would be nice if you added a rewind, pause, play, fast forward bar to the SWF file.</td>
<td></td>
</tr>
<tr>
<td>9/10/2009 9:06:01</td>
<td>WebCT, Word Processor (like Microsoft Word), Internet</td>
<td>1</td>
<td></td>
<td>it is easy and i dont really care if i have to come to class or not</td>
</tr>
<tr>
<td>9/10/2009 9:06:07</td>
<td>WebCT, Word Processor (like Microsoft Word), Internet</td>
<td>1</td>
<td></td>
<td>it was nice, but i kind of like going to class. i feel like if i had to do all my classes at home online, i wouldnt get it done as frequently</td>
</tr>
<tr>
<td>9/10/2009 9:06:54</td>
<td>WebCT, Word Processor (like Microsoft Word), Internet</td>
<td>2</td>
<td>didnt watch it.</td>
<td>I prefer class because the interaction with the teacher is more helpful for me.</td>
</tr>
<tr>
<td>Timestamp</td>
<td>Technology Used</td>
<td>How difficult was it for you to complete the sentence combining assignment online? (not difficult) - 5 (difficult)</td>
<td>Noun Phrase Appositive Video - Did you find it helpful?</td>
<td>Any other thoughts about completing your work online instead of in class?</td>
</tr>
<tr>
<td>-----------------</td>
<td>----------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------</td>
<td>---------------------------------------------------------------------</td>
</tr>
<tr>
<td>10/29/2009 8:11:03</td>
<td>WebCT, Word Processor (like Microsoft Word), Internet</td>
<td>1</td>
<td>I found the Noun phrase appositive video helpful.</td>
<td>The only reason it was difficult at all was because since my mom knew I didn't have to go into class she needed me to help her look for dresses for her bridesmaids...family ties are hindering my study time :(</td>
</tr>
</tbody>
</table>
Summary

Please check all technology that you feel comfortable using when completing the sentence combining assignment:

- WebCT: 17 (100%)
- Word Processor (like Microsoft Word): 10 (59%)
- Internet: 12 (71%)

People may select more than one checkbox, so percentages may add up to more than 100%.

How difficult was it for you to complete the sentence combining assignment online? 1 (not difficult) - 5 (difficult)

- 1 - not difficult: 9 (53%)
- 2: 5 (29%)
- 3: 3 (18%)
- 4: 0 (0%)
- 5 - difficult: 0 (0%)
<table>
<thead>
<tr>
<th>Timestamp</th>
<th>Lesson 2 of BSI Proposal for English 118 - Please check all technology that you feel comfortable using when completing the assignment:</th>
<th>How difficult was it for you to complete the assignment (Lesson 2 of BSI Proposal) online? 1 (not difficult) - 5 (difficult)</th>
<th>This assignment, along with the noun phrase/midterm one, is typical of an online assignment. Now that you have a better sense of how they work, are you more or less likely to take an online class? 1 (more likely) - 5 (less likely)</th>
<th>Any other thoughts about completing your work online instead of in class?</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/27/2009 9:11:57</td>
<td>WebCT, Word Processor (like Microsoft Word), Internet</td>
<td>1</td>
<td>3</td>
<td>In class is nice due to the fact that if you have a question you can ask your teacher right there instead of emailing and waiting for a response.</td>
</tr>
<tr>
<td>10/27/2009 9:24:51</td>
<td>WebCT, Word Processor (like Microsoft Word), Internet</td>
<td>2</td>
<td>3</td>
<td>Seems like it takes me just a bit longer, although it is more convenient since I can stop and continue anytime I wish.</td>
</tr>
<tr>
<td>10/27/2009 9:25:10</td>
<td>WebCT, Word Processor (like Microsoft Word), Internet</td>
<td>1</td>
<td>1</td>
<td>the only real disadvantage I see is not being able to have a face to face talk to the professor if I needed one or having a real time discussion. i.e. if the professor just taught us the book it wouldn't matter, but if the professor wanted to teach their own way it might be a problem.</td>
</tr>
<tr>
<td>10/27/2009 20:19:31</td>
<td>WebCT, Word Processor (like Microsoft Word), Internet</td>
<td>1</td>
<td>2</td>
<td>The really big advantage of being in class is that we have the help of a teacher. But with online classes we still have the teacher just in a different form. I really like it because I can do it at home or wherever I am, and for me it's just a more comfortable environment to work and learn.</td>
</tr>
<tr>
<td>10/27/2009 21:13:09</td>
<td>WebCT, Word Processor (like Microsoft Word), Internet</td>
<td>1</td>
<td>1</td>
<td>I can be distracted by other sites like: youtube, twitter, facebook, and other social networking sites. I also have the luxury of doing the assignment whenever during the day instead of in class.</td>
</tr>
<tr>
<td>10/28/2009 12:03:22</td>
<td>WebCT</td>
<td>3</td>
<td>4</td>
<td>I could concentrate more at home alone.</td>
</tr>
<tr>
<td>Timestamp</td>
<td>Lesson 2 of BSI Proposal for English 118 - Please check all technology that you feel comfortable using when completing the assignment:</td>
<td>How difficult was it for you to complete the assignment (Lesson 2 of BSI Proposal) online? 1 (not difficult) - 5 (difficult)</td>
<td>This assignment, along with the noun phrase/midterm one, is typical of an online assignment. Now that you have a better sense of how they work, are you more or less likely to take an online class? 1 (more likely) - 5 (less likely)</td>
<td>Any other thoughts about completing your work online instead of in class?</td>
</tr>
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<td>------------------</td>
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<td>------------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>10/29/2009 8:05:03</td>
<td>Word Processor (like Microsoft Word)</td>
<td>5</td>
<td>5</td>
<td>like i said in my mail i sent to you i dont know why or how but there is a button i somehow press and it deletes everything. like that one time in class where my work was erased</td>
</tr>
<tr>
<td>10/29/2009 8:05:04</td>
<td>WebCT, Word Processor (like Microsoft Word), Internet</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>10/29/2009 8:06:27</td>
<td>WebCT, Word Processor (like Microsoft Word), Internet</td>
<td>2</td>
<td>1</td>
<td>I enjoy having the freedom to complete the assignment whenever I want instead of having class at the same time every week.</td>
</tr>
<tr>
<td>10/29/2009 8:06:38</td>
<td>WebCT, Word Processor (like Microsoft Word), Internet</td>
<td>4</td>
<td>2</td>
<td>i found that FOR ME ITS HARDER TO REMEMBER TO CHECK MY ONLINE CLASSES, MAYBE IF I SET A REMINDER ON MY PHONE OR SOMETHING I WILL DO BETTER NEXT TIME.</td>
</tr>
<tr>
<td>10/29/2009 8:08:16</td>
<td>WebCT, Word Processor (like Microsoft Word), Internet</td>
<td>2</td>
<td>3</td>
<td>I felt that this is a good thing because if you need help on something you can look it up.</td>
</tr>
<tr>
<td>10/29/2009 8:09:57</td>
<td>WebCT, Word Processor (like Microsoft Word), Internet</td>
<td>4</td>
<td></td>
<td>I think that there are more disadvantages to taking a class online rather than advantages. Things such as not being able to talk to the teacher in person or helping out your peers around you. When you take a course online it requires more individual work with no help.</td>
</tr>
<tr>
<td>Timestamp</td>
<td>Lesson 2 of BSI Proposal for English 118 - Please check all technology that you feel comfortable using when completing the assignment:</td>
<td>How difficult was it for you to complete the assignment (Lesson 2 of BSI Proposal) online? 1 (not difficult) - 5 (difficult)</td>
<td>This assignment, along with the noun phrase/midterm one, is typical of an online assignment. Now that you have a better sense of how they work, are you more or less likely to take an online class? 1 (more likely) - 5 (less likely)</td>
<td>Any other thoughts about completing your work online instead of in class?</td>
</tr>
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<td>-----------------</td>
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<td>----------------------------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>10/29/2009 8:10:03</td>
<td>WebCT, Word Processor (like Microsoft Word), Internet</td>
<td>1</td>
<td>2</td>
<td>i am not used to checking a website as part of class, so this is more difficult for me. But, I do like being able to work at home or wherever and not have to be at school and battle for parking.</td>
</tr>
<tr>
<td>10/29/2009 8:10:38</td>
<td>WebCT, Word Processor (like Microsoft Word), Internet</td>
<td>2</td>
<td>2</td>
<td>I like some assignments online because it breaks up the semester of coming to school, although I do not want to do all my assignments online. i think it's better for me to come to school. if i sit at home i get too distracted, so i am probably not going to take an online class. i prefer to be in class so that if i do have a question, the teacher can help. online i do not see how that would work.</td>
</tr>
<tr>
<td>10/29/2009 8:10:56</td>
<td>WebCT, Word Processor (like Microsoft Word), Internet</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>11/18/2009 20:26:21</td>
<td>WebCT, Word Processor (like Microsoft Word), Internet</td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>11/30/2009 21:37:58</td>
<td>WebCT, Word Processor (like Microsoft Word), Internet</td>
<td>4</td>
<td>3</td>
<td>I do like that i am at home typing this essay and thinking more by myself. But this one was hard for me, I think it was just because I wasn't really interested in the topic. I still like the online part of the class though.</td>
</tr>
</tbody>
</table>
14 responses

Summary

Lesson 2 of BSI Proposal for English 118 - Please check all technology that you feel comfortable using when completing the assignment:

- WebCT: 13 (93%)
- Word Processor (like Microsoft Word): 13 (93%)
- Internet: 12 (86%)

People may select more than one checkbox, so percentages may add up to more than 100%.

How difficult was it for you to complete the assignment (Lesson 2 of BSI Proposal) online? 1 (not difficult) - 5 (difficult)

- 1 - not difficult: 5 (38%)
- 2: 4 (31%)
- 3: 1 (8%)
- 4: 2 (15%)
- 5 - difficult: 1 (8%)

This assignment, along with the noun phrase/midterm one, is typical of an online assignment. Now that you have a better sense of how they work, are you more or less likely to take an online class? 1 (more likely) - 5 (less likely)

- 1: 3 (21%)
- 2: 4 (29%)
- 3: 4 (29%)
- 4: 2 (14%)
- 5: 1 (7%)