Guam Community College Learning Management System and Online Services

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GUAMCOMMUNITYCOLLEGE

Student Orientation Training on Online Classes and Moodle

FALL 2023 STUDENT ORIENTATION

Monday, August 14, 2023
10:00 a.m. - Online via Zoom

AGENDA

10:00 a.m. – 10:10 a.m.

Welcoming Remarks

- Dr. Mary A. Y. Okada, President

10:10 a.m. – 12:10 p.m.

Information to help you "NAVIGATE YOUR COURSE THROUGH GCC AND BEYOND"

- Ava Garcia, Coordinator, Admissions and Registration
- Gemma Santos, Financial Aid Coordinator, Financial Aid
- Sally Sablan, Associate Professor, Assessment and Counseling
- James Fathal, Program Specialist, Student Support Services
- John Payne, Program Specialist, Accommodative Services and Title IX
- Christine Matson, Assistant Professor, Learning Resource Center
- Esther Rios, Program Specialist, Reach for College
- Emma Bataclan, Instructor, Health Services Center
- Jason Soliva, Instructional Designer, School of Technology & Student Services (TSS)
- Huan Hosei, Environmental Health & Safety Officer, Environmental Health & Safety
- Jenine Cabrera, LMSW, Counselor for Uplift Counseling Services, WestCare Pacific Islands
- Gerald Cruz, Associate Dean, School of Technology & Student Services (TSS)
- Adrian Davis, Program Coordinator II, Center of Student Involvement (CSI)

GCC Mission Statement

Guam Community College is a leader in career and technical workforce development, providing the highest quality, student-centered education and job training for Micronesia.

GCC is an equal opportunity provider and employer. Individuals requiring special accommodations, auxiliary aids, or services please contact 735-5597.
P.O. Box 23069, Barrigada, Guam 96921 • gcc.info@guamcc.edu • Phone: (671) 735-5531 • Fax: (671) 734-1003 / 2942 • www.guamcc.edu

SPRING 2024 STUDENT ORIENTATION

Monday, January 8, 2024 • 10:00am • Multipurpose Auditorium (MPA) Bldg. 300

AGENDA

10:00am – 10:10am

Welcoming Remarks

Dr. Mary A.Y. Okada, President, Guam Community College

10:10am – 12:10pm

Ava Garcia, Coordinator, Admissions and Registration

Gemma-Lee Santos, Coordinator, Financial Aid

Sally Sablan, Associate Professor, Assessment and Counseling

James Fathal, Program Specialist, Student Support Services

John Payne, Program Specialist, Accommodative Services & Title IX

Christine Matson, Assistant Professor, Learning Resource Center

Esther Rios, Program Specialist, Reach for College

Abegail Aguilar, LPN, Health Services Center

Jason Soliva, Instructional Designer, School of Technology & Student Services (TSS)

Huan Hosei, Environmental Health & Safety Officer, Environmental Health & Safety

Jenine Damian, LMSW, Counselor, WestCare Pacific Islands

Gerald Cruz, Associate Dean, School of Technology & Student Services (TSS)

Adrian Davis, Program Coordinator II, Center of Student Involvement (CSI)

12:10pm - 12:20pm

Evaluation Survey

12:20pm

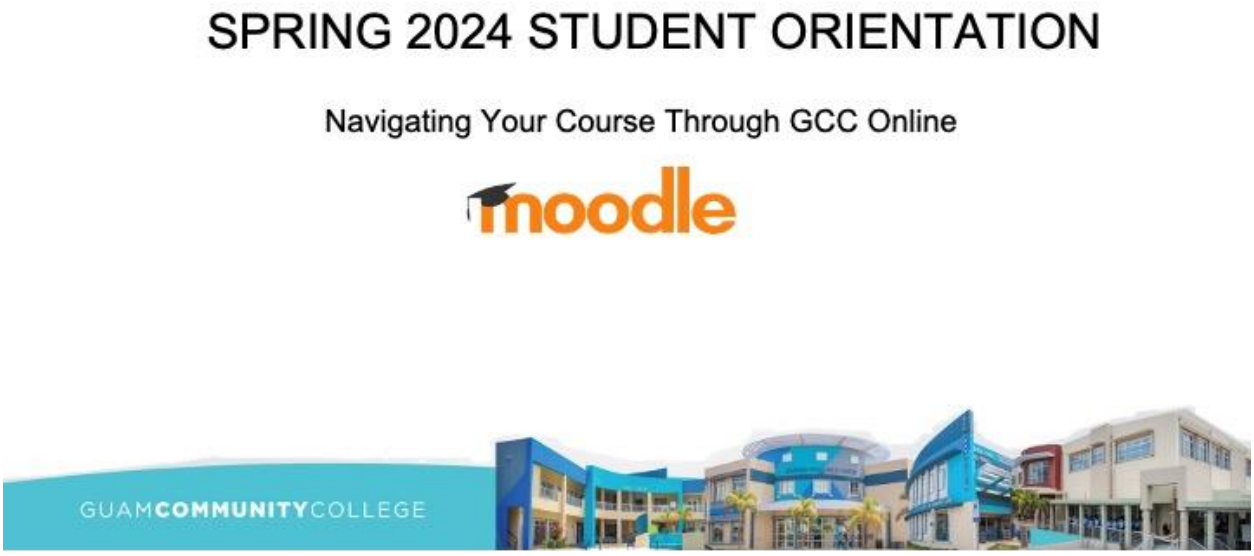
Campus Tour

GCC Mission Statement

Guam Community College is a leader in career and technical workforce development, providing the highest quality, student-centered education and job training for Micronesia.

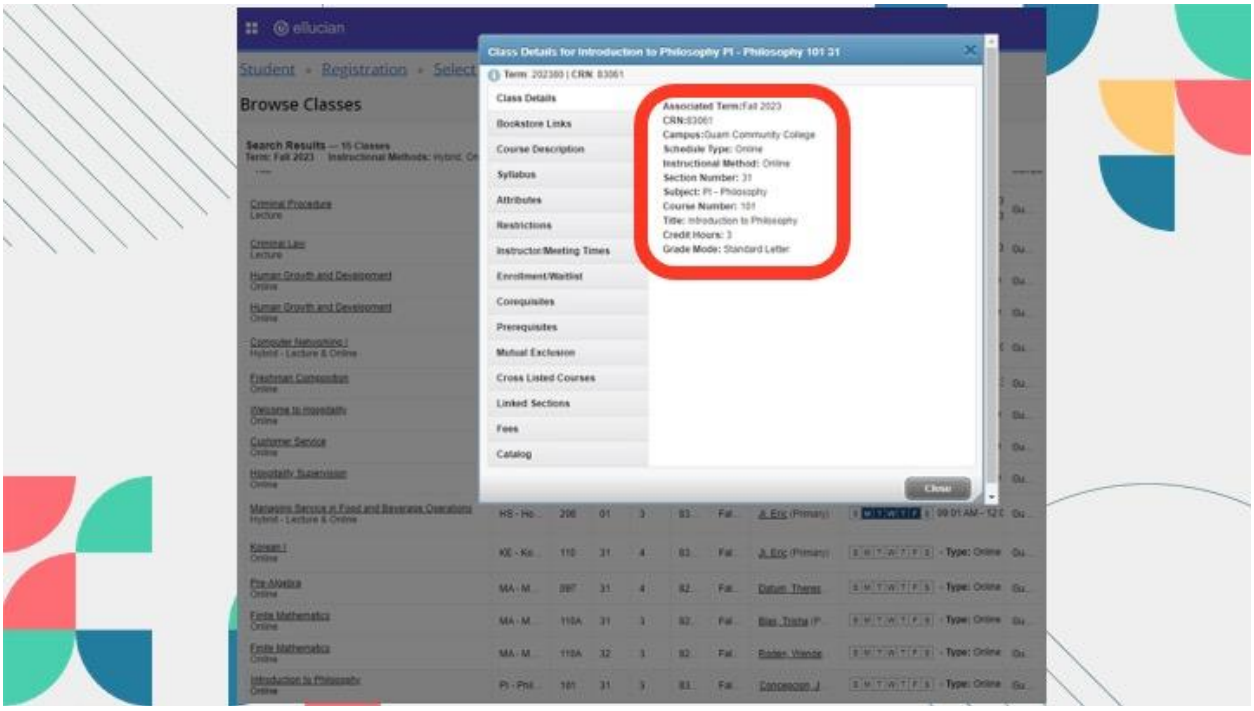
(Board of Trustees Policy 100)

Powerpoint Slides:



GUAMCOMMUNITYCOLLEGE

WHAT IS moodle



Term: Fall 2023 Instructional Methods: Hybrid, Online

Title	Subject Description	Course Num	Section	Hours	CRN	Term
Computer Networking I Hybrid - Lecture & Online	EE - Electronics	265	03	5	83052	Fall 2023
Criminal Law Lecture	CJ - Criminal Justice	200	01	3	83041	Fall 2023
Criminal Procedure Lecture	CJ - Criminal Justice	150	01	3	83040	Fall 2023
Customer Service Online	HS - Hospitality	152	31	3	83137	Fall 2023
Finite Mathematics Online	MA - Mathematics	110A	31	3	82996	Fall 2023
Finite Mathematics Online	MA - Mathematics	110A	32	3	82997	Fall 2023
Freshman Composition Online	EN - English	110	31	3	82939	Fall 2023
Hospitality Supervision Online	HS - Hospitality	160	31	3	83138	Fall 2023
Human Growth and Development Online	ED - Education	220	31	3	83158	Fall 2023
Human Growth and Development Online	ED - Education	220	32	3	83159	Fall 2023
Introduction to Philosophy Online	PI - Philosophy	101	31	3	83051	Fall 2023
Korean I Online	KE - Korean Language	110	31	4	83140	Fall 2023
Managing Service in Food and Be... Hybrid - Lecture & Online	HS - Hospitality	209	01	3	83147	Fall 2023
Pre-Algebra Online	MA - Mathematics	057	31	4	82957	Fall 2023
Welcome to Hospitality Online	HS - Hospitality	150	31	3	83136	Fall 2023

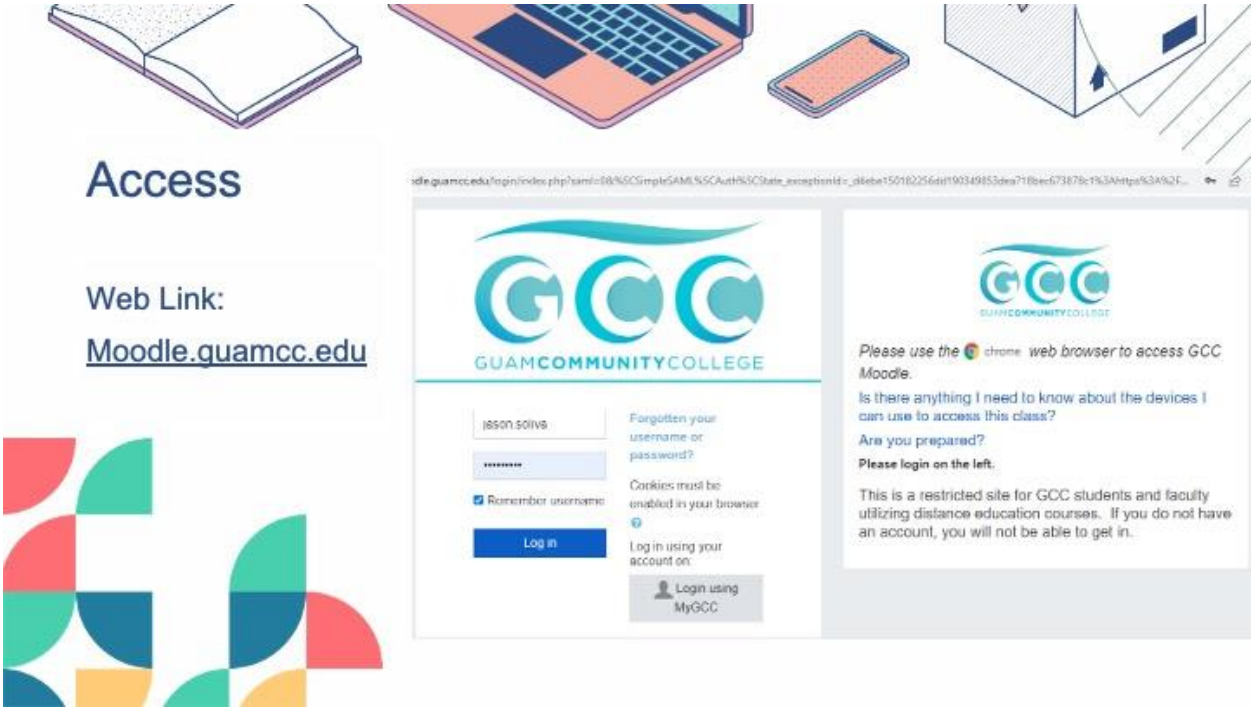
Schedule Type: Online
Instructional Method: Online

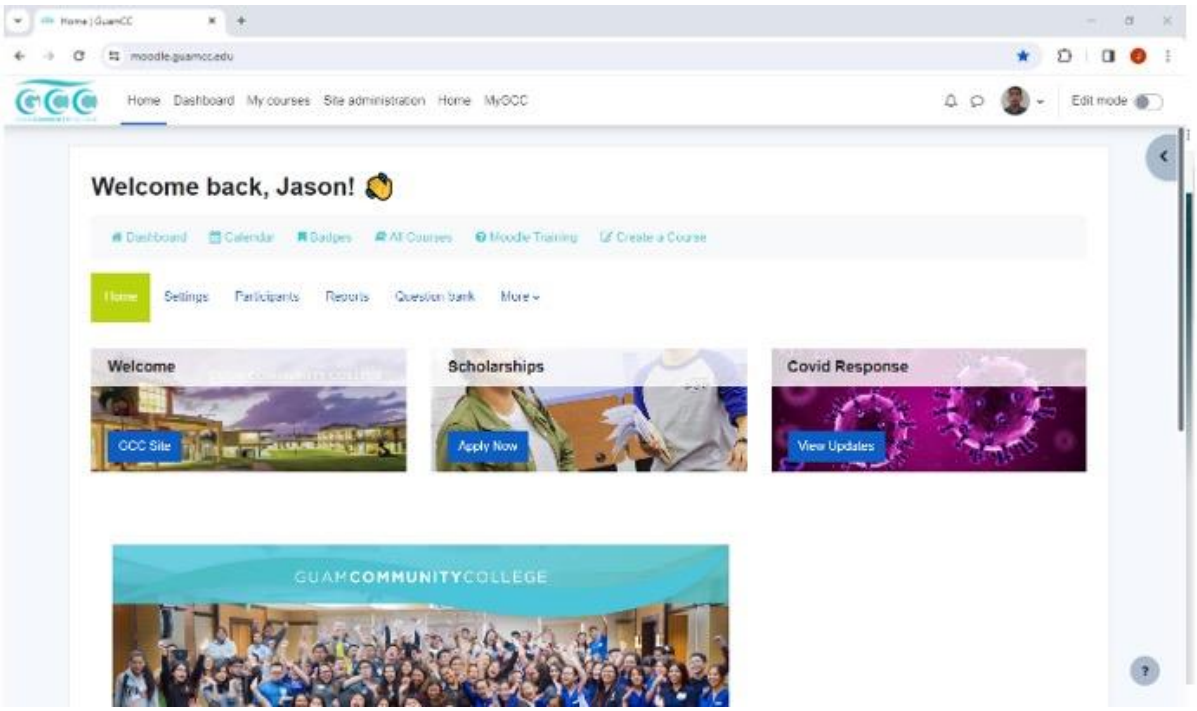
Schedule Type: Hybrid - Lecture & Online
Instructional Method: Hybrid

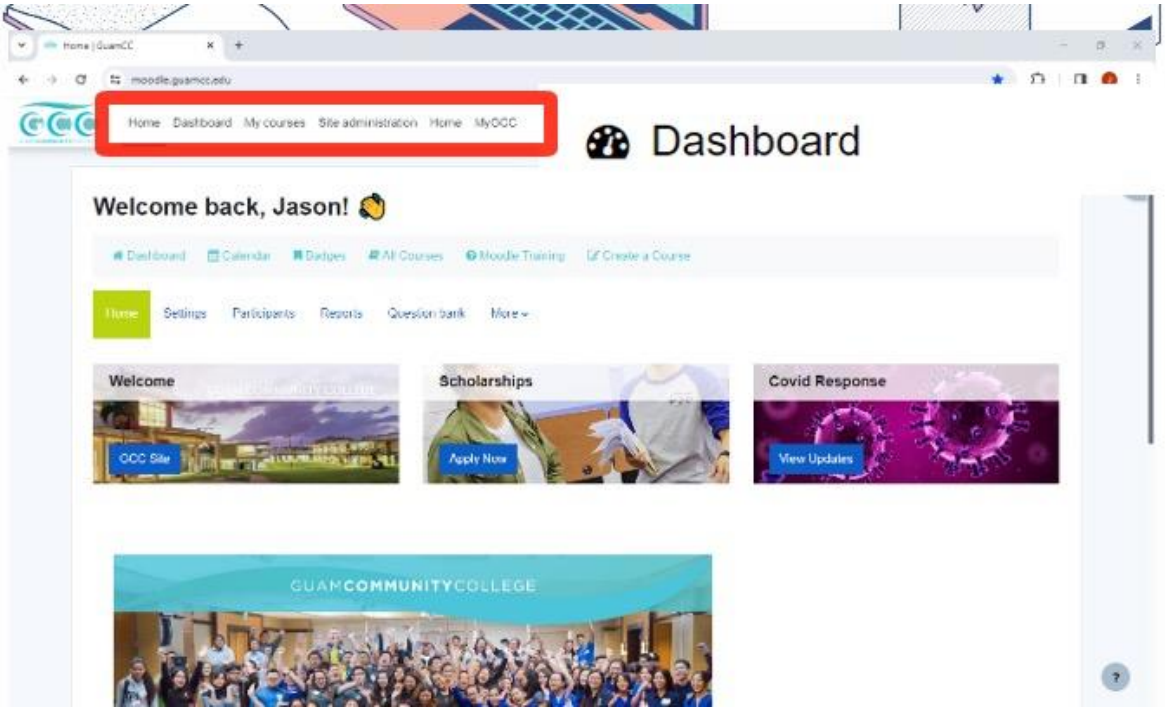
ONLINE LEARNING

Why You Might Consider Taking Online Courses

NAVIGATING THE MOODLE INTERFACE




Home | GuamCC
moodle.guamcc.edu
Home Dashboard My courses Site administration Home MyOCC
Edit mode
Welcome back, Jason!
Dashboard Calendar Badges All Courses Moodle Training Create a Course
Home Settings Participants Reports Question bank More
Welcome
GCC Site
Scholarships
Apply Now
Covid Response
View Updates
GUAMCOMMUNITYCOLLEGE


Home | GuamCC
moodle.guamcc.edu
Home Dashboard My courses Site administration Home MyOCC
Dashboard
Welcome back, Jason!
Dashboard Calendar Badges All Courses Moodle Training Create a Course
Home Settings Participants Reports Question bank More
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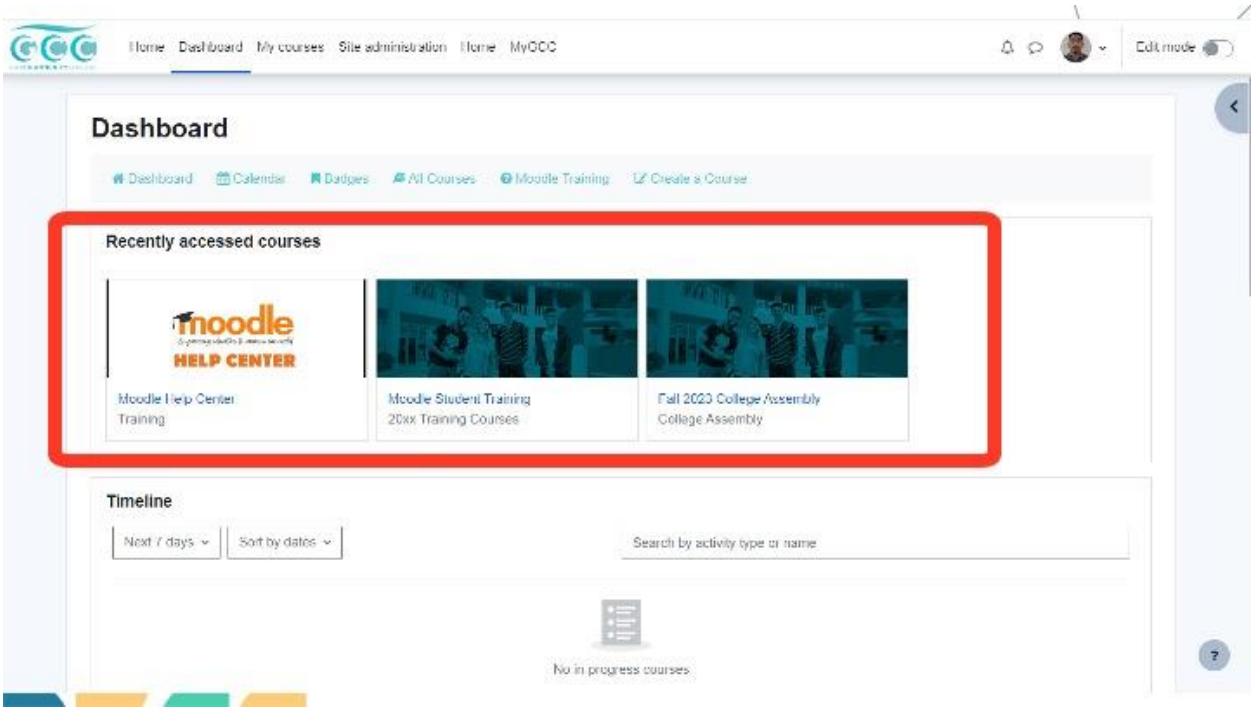
GUAMCOMMUNITYCOLLEGE


Home
Dashboard
My courses
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Home
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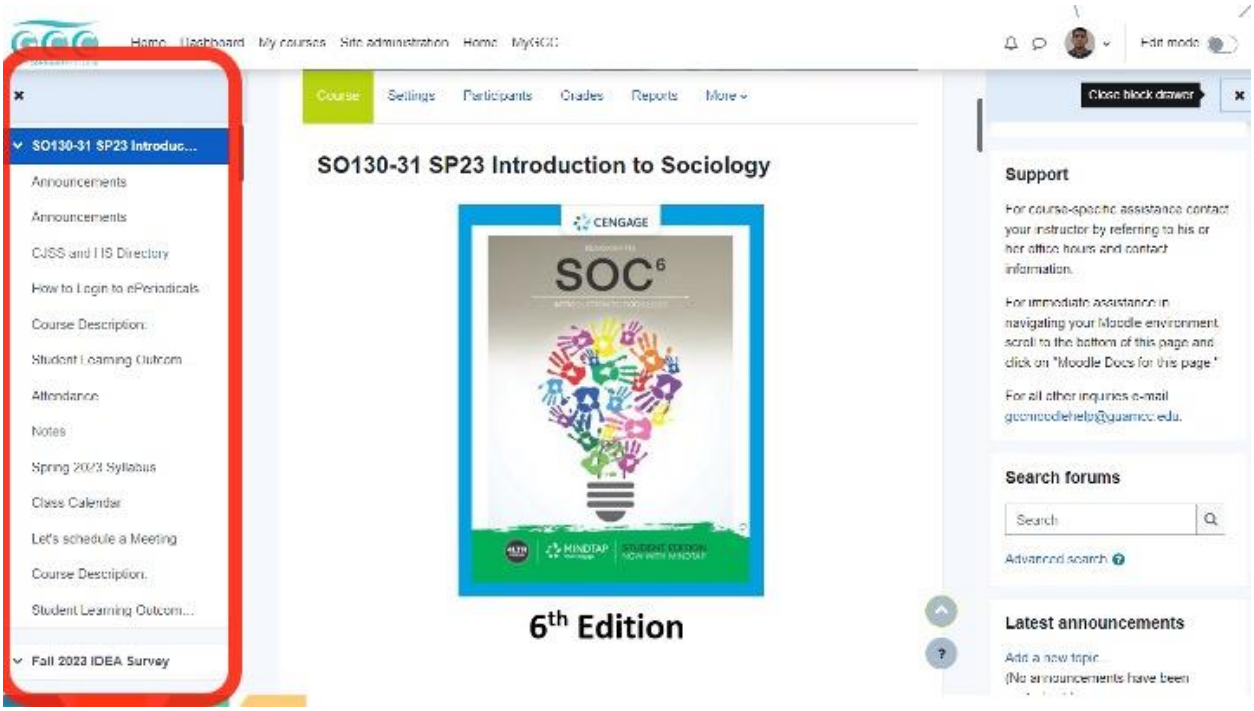
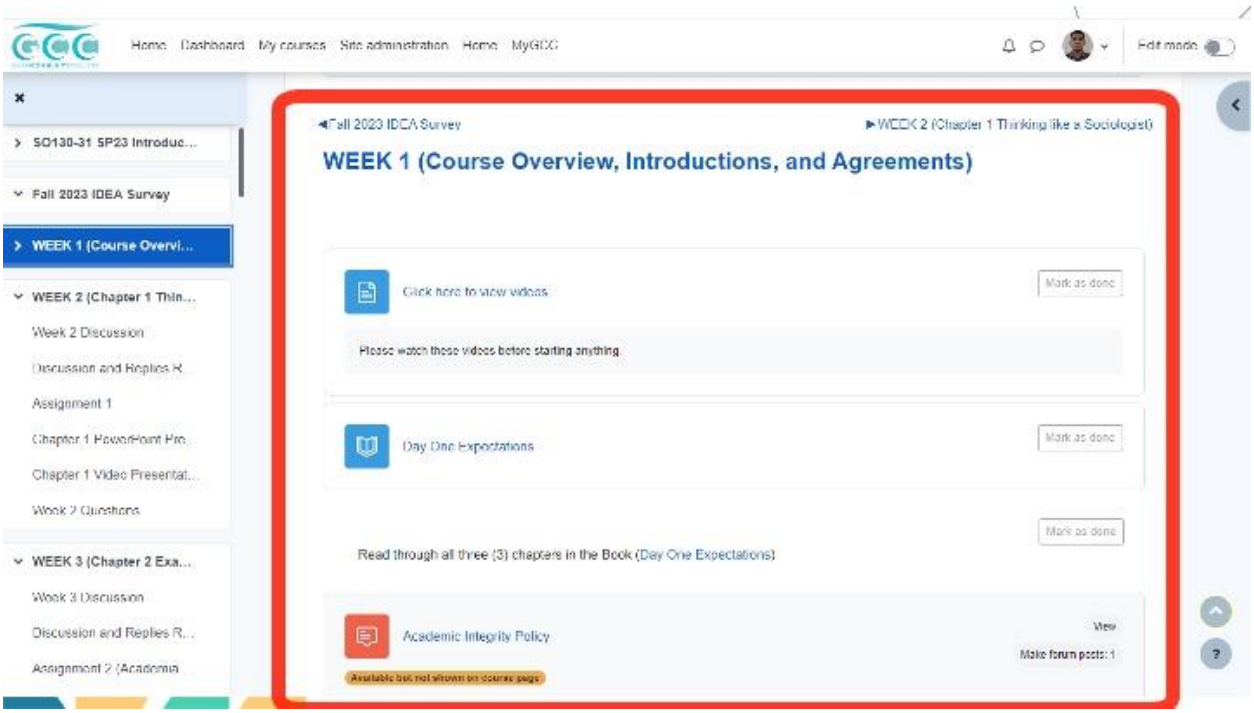
Edit mode
Dashboard
Dashboard
Calendar
Badges
All Courses
Moodle Training
Create a Course
Recently accessed courses
moodle
HELP CENTER
Moodle Help Center
Training
Moodle Student Training
20xx Training Courses
Fall 2020 College Assembly
College Assembly
Timeline
Next 7 days
Sort by dates
Search by activity type or name
No in progress courses

ACCESSING COURSE MATERIALS


Home Dashboard My courses Site administration Home MyGCC
Edit mode
Course Settings Participants Grades Reports More
Close block drawer
SO130-31 SP23 Introduc...
Announcements
Announcements
CJSS and IIS Directory
How to Login to ePeriodicals
Course Description
Student Learning Outcom
Attendance
Notes
Spring 2023 Syllabus
Class Calendar
Let's schedule a Meeting
Course Description
Student Learning Outcom...
Fall 2023 IDEA Survey
SO130-31 SP23 Introduction to Sociology
CENGAGE
SOC6
6th Edition
Support
For course-specific assistance contact your instructor by referring to his or her office hours and contact information.
For immediate assistance in navigating your Moodle environment, scroll to the bottom of this page and click on "Moodle Docs for this page."
For all other inquiries e-mail guamcodehelp@guamcc.edu.
Search forums
Search
Advanced search
Latest announcements
Add a new topic
(No announcements have been


Home Dashboard My courses Site administration Home MyGCC
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SO130-31 SP23 Introduc...
Fall 2023 IDEA Survey
WEEK 1 (Course Overvi...
WEEK 2 (Chapter 1 Thin...
Week 2 Discussion
Discussion and Replies R
Assignment 1
Chapter 1 PowerPoint Pre
Chapter 1 Video Presentat...
Week 2 Questions
WEEK 3 (Chapter 2 Exa...
Week 3 Discussion
Discussion and Replies R...
Assignment 2 (Academia
Fall 2023 IDEA Survey
WEEK 2 (Chapter 1 Thinking like a Sociologist)
WEEK 1 (Course Overview, Introductions, and Agreements)
Click here to view videos
Mark as done
Please watch these videos before starting anything.
Day One Expectations
Mark as done
Mark as done
Read through all three (3) chapters in the Book (Day One Expectations)
Academic Integrity Policy
View
Make forum posts: 1
Available but not shown on course page

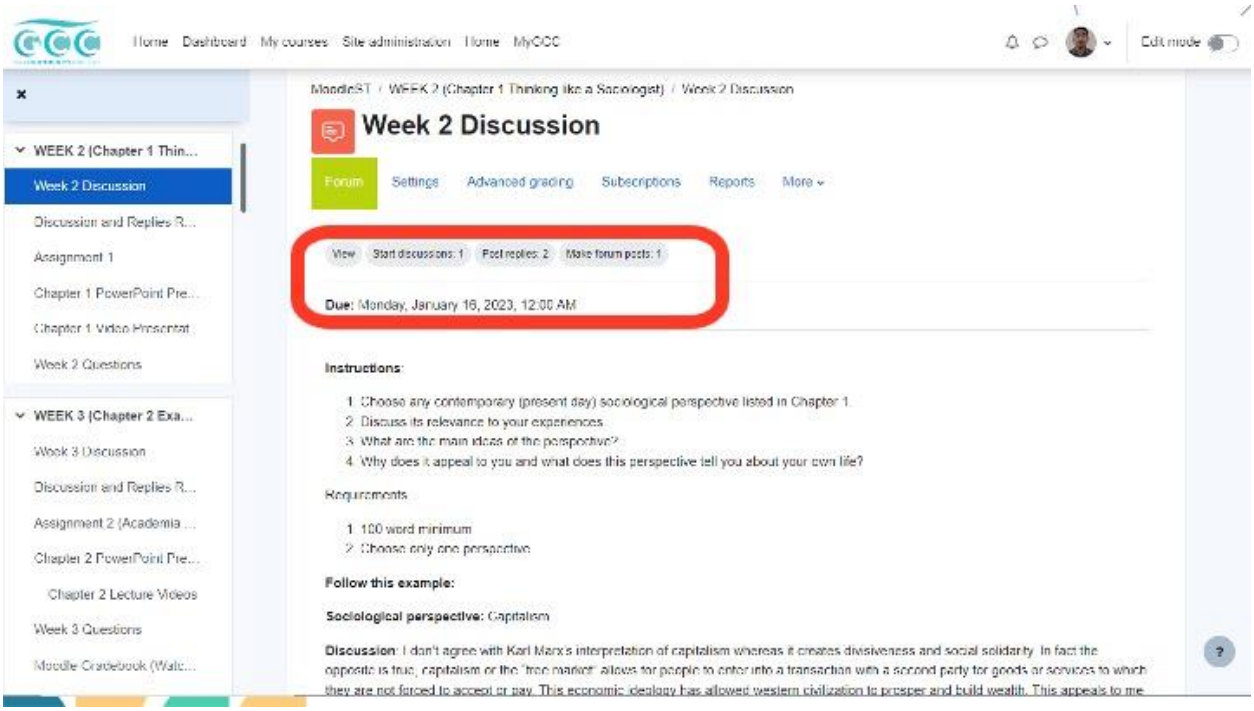
SUCCESS TIPS WHEN ATTENDING YOUR ONLINE CLASS

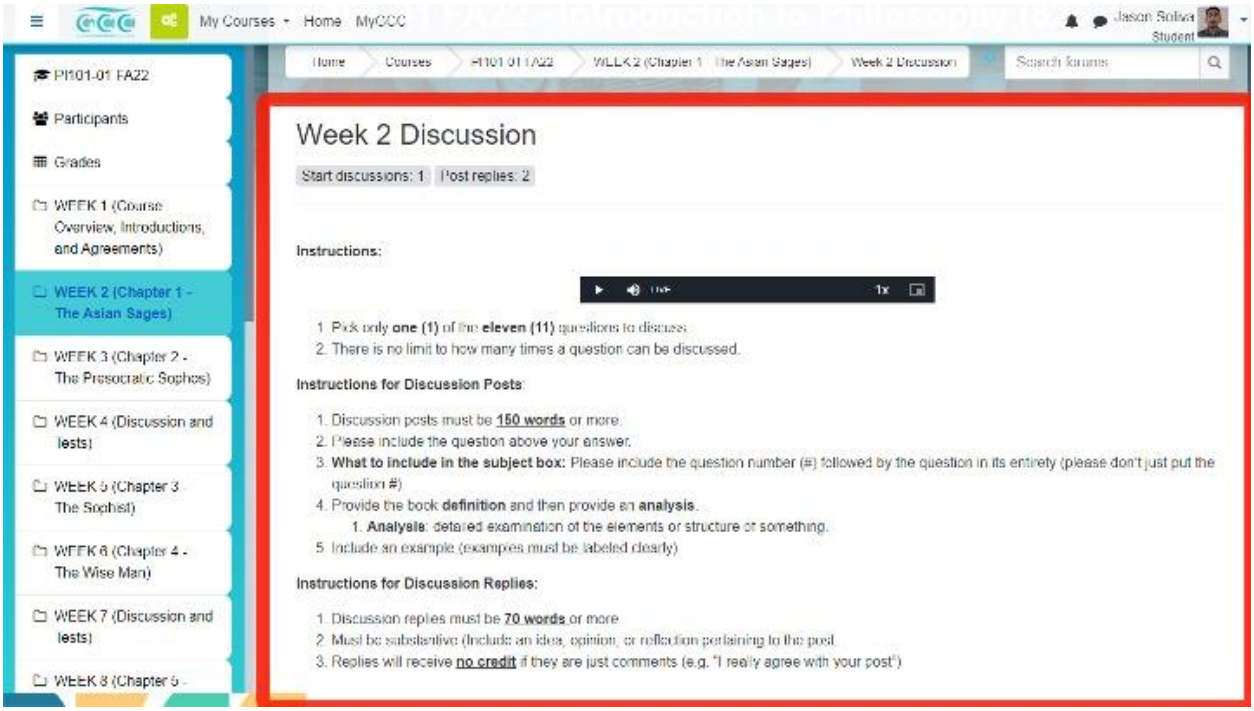
1. PARTICIPATING IN DISCUSSIONS
2. SUBMITTING ASSIGNMENTS
3. TAKING QUIZZES AND TESTS
4. TRACKING PROGRESS AND GRADES
5. HARDWARE AND ACADEMIC INTEGRITY

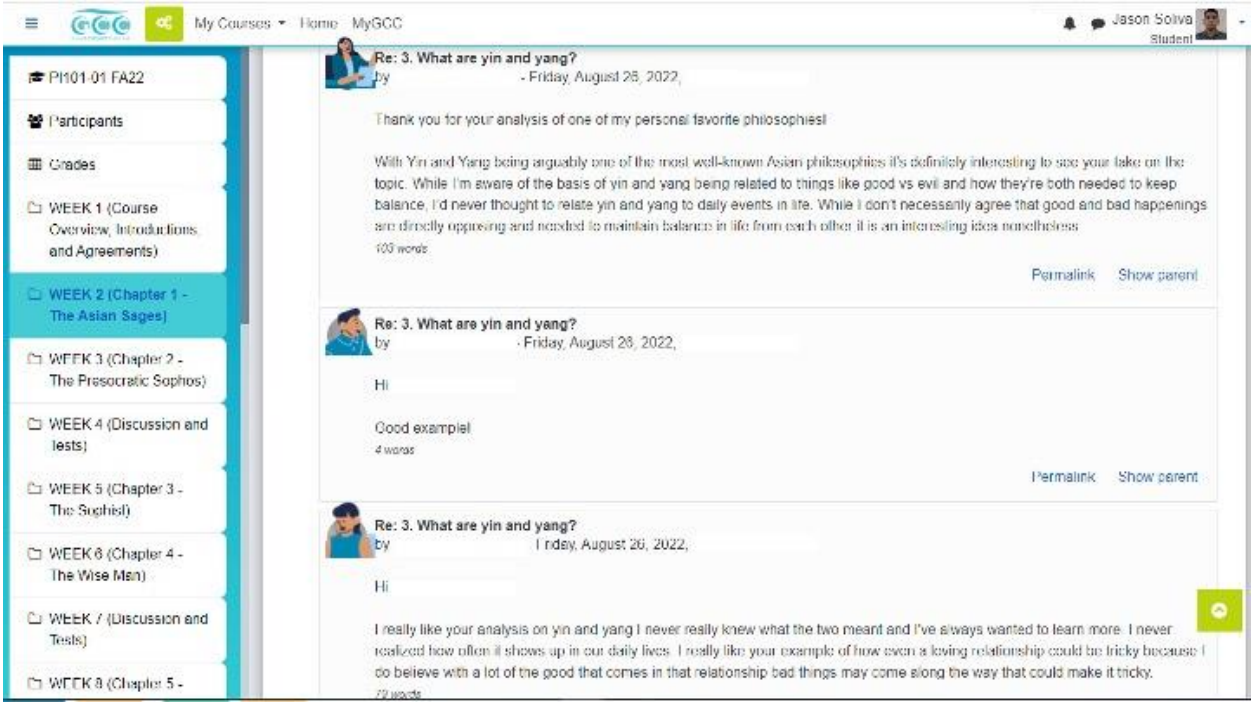
END

CONCLUSION

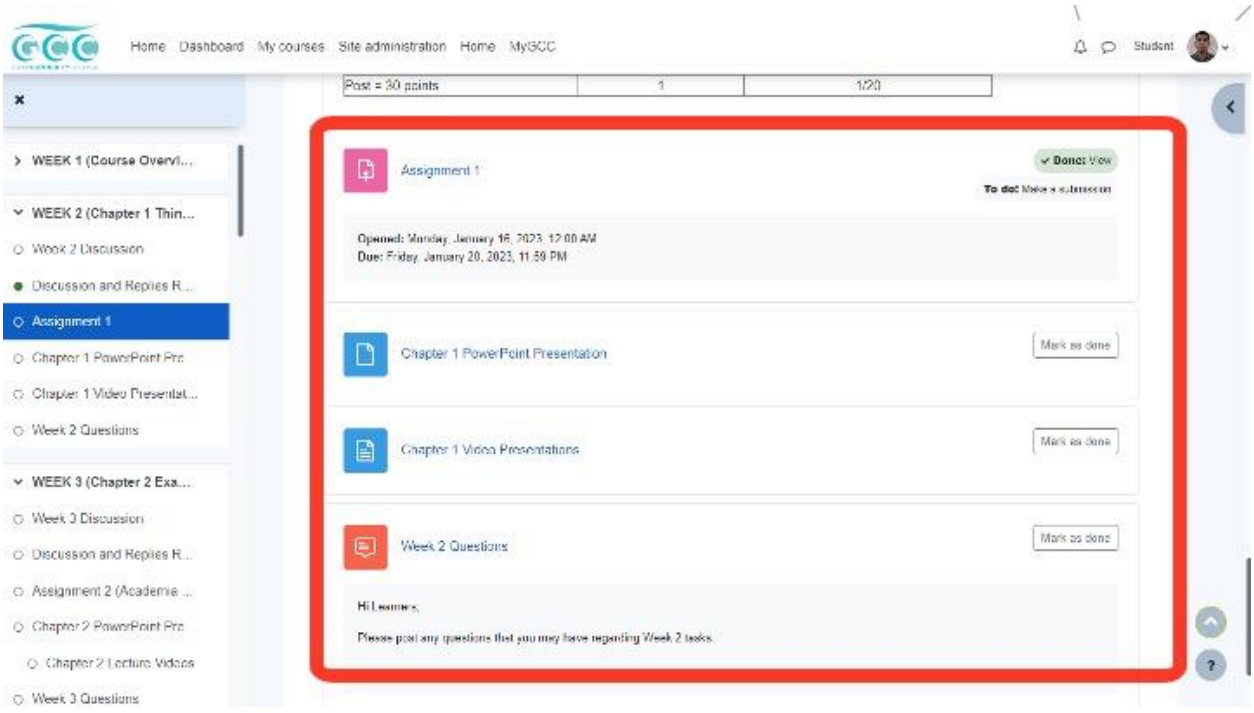
PARTICIPATING IN DISCUSSIONS


Home Dashboard My courses Site administration Home MyCCC
Edit mode
MoodleST / WEEK 2 (Chapter 1 Thinking like a Sociologist) / Week 2 Discussion
Week 2 Discussion
Forum Settings Advanced grading Subscriptions Reports More
View Start discussions: 1 Post replies: 2 Make forum posts: 1
Due: Monday, January 16, 2023, 12:00 AM
Instructions:
1. Choose any contemporary (present day) sociological perspective listed in Chapter 1.
2. Discuss its relevance to your experiences.
3. What are the main ideas of the perspective?
4. Why does it appeal to you and what does this perspective tell you about your own life?
Requirements
1. 100 word minimum
2. Choose only one perspective
Follow this example:
Sociological perspective: Capitalism
Discussion: I don't agree with Karl Marx's interpretation of capitalism whereas it creates divisiveness and social solidarity. In fact the opposite is true, capitalism or the "free market" allows for people to enter into a transaction with a second party for goods or services to which they are not forced to accept or pay. This economic ideology has allowed western civilization to prosper and build wealth. This appeals to me
WEEK 2 (Chapter 1 Thin...
Week 2 Discussion
Discussion and Replies R...
Assignment 1
Chapter 1 PowerPoint Pre...
Chapter 1 Video Presentat...
Week 2 Questions
WEEK 3 (Chapter 2 Exa...
Week 3 Discussion
Discussion and Replies R...
Assignment 2 (Academia ...
Chapter 2 PowerPoint Pre...
Chapter 2 Lecture Videos
Week 3 Questions
Moodle Gradebook (Walc...

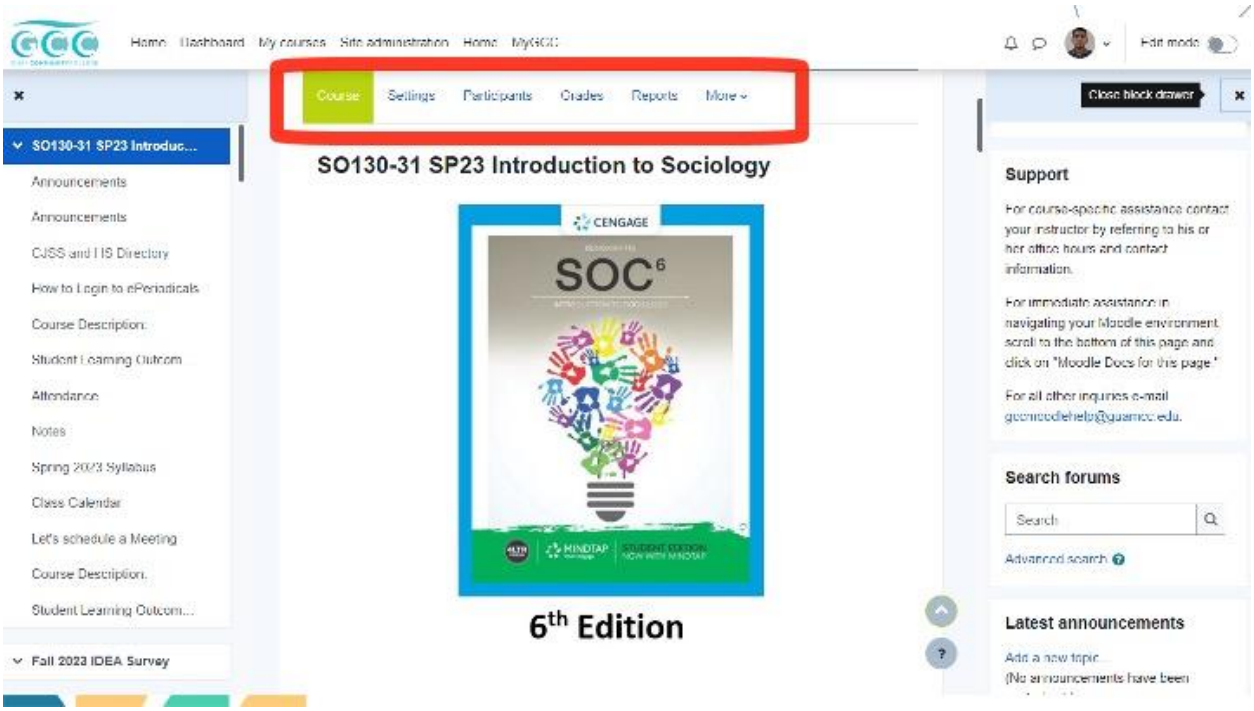

My Courses Home MyCCC
Jason Solivo
Student
Home Courses PI101-01 FA22 WEEK 2 (Chapter 1 - The Asian Sages) Week 2 Discussion
Search forums
PI101-01 FA22
Participants
Grades
WEEK 1 (Course Overview, Introductions, and Agreements)
WEEK 2 (Chapter 1 - The Asian Sages)
WEEK 3 (Chapter 2 - The Presocratic Sophos)
WEEK 4 (Discussion and tests)
WEEK 5 (Chapter 3 - The Sophist)
WEEK 6 (Chapter 4 - The Wise Man)
WEEK 7 (Discussion and tests)
WEEK 8 (Chapter 5 -
Week 2 Discussion
Start discussions: 1 Post replies: 2
Instructions:
1x
1. Pick only one (1) of the eleven (11) questions to discuss.
2. There is no limit to how many times a question can be discussed.
Instructions for Discussion Posts:
1. Discussion posts must be 150 words or more.
2. Please include the question above your answer.
3. What to include in the subject box: Please include the question number (#) followed by the question in its entirety (please don't just put the question #)
4. Provide the book definition and then provide an analysis.
1. Analysis: detailed examination of the elements or structure of something.
5. Include an example (examples must be labeled clearly)
Instructions for Discussion Replies:
1. Discussion replies must be 70 words or more
2. Must be substantive (include an idea, opinion, or reflection pertaining to the post
3. Replies will receive no credit if they are just comments (e.g. "I really agree with your post")

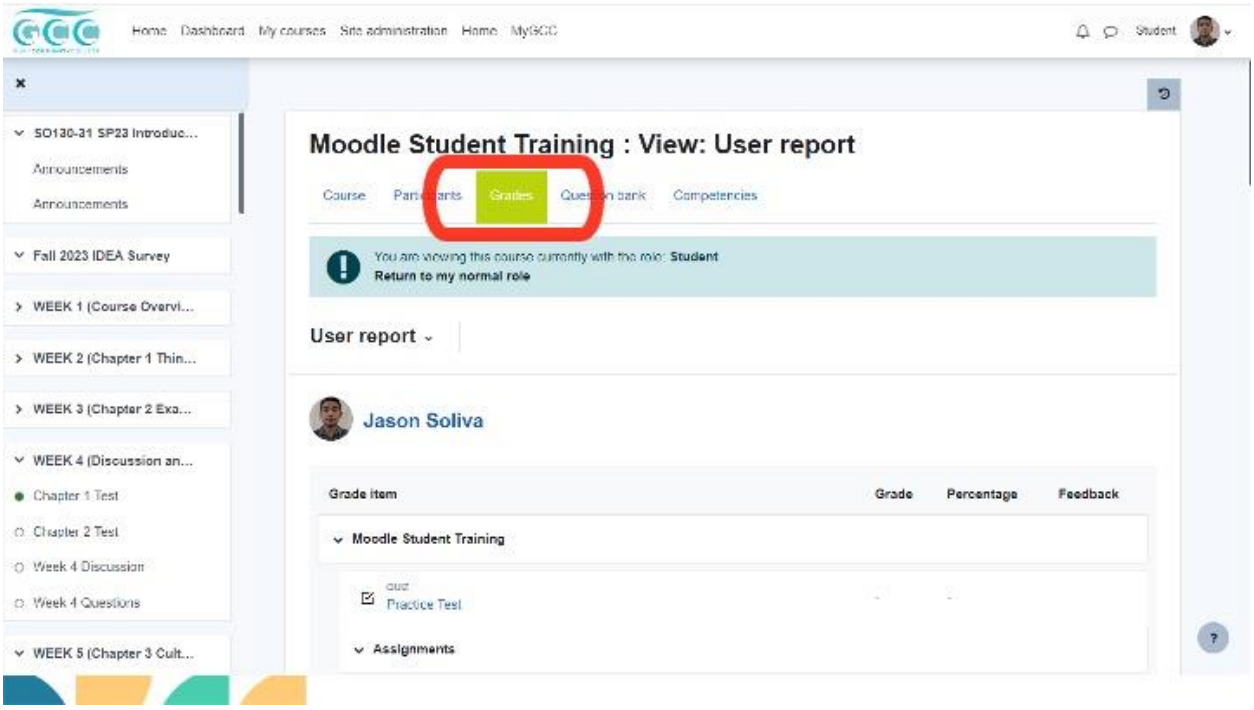

My Courses
Home
MyGCC
Jason Soliva
Student
PI101-01 FA22
Participants
Grades
WEEK 1 (Course Overview, Introductions and Agreements)
WEEK 2 (Chapter 1 - The Asian Sages)
WEEK 3 (Chapter 2 - The Presocratic Sophos)
WEEK 4 (Discussion and Tests)
WEEK 5 (Chapter 3 - The Sophist)
WEEK 6 (Chapter 4 - The Wise Man)
WEEK 7 (Discussion and Tests)
WEEK 8 (Chapter 5 -
Re: 3. What are yin and yang?
- Friday, August 26, 2022,
Thank you for your analysis of one of my personal favorite philosophies!
With Yin and Yang being arguably one of the most well-known Asian philosophies it's definitely interesting to see your take on the topic. While I'm aware of the basis of yin and yang being related to things like good vs evil and how they're both needed to keep balance, I'd never thought to relate yin and yang to daily events in life. While I don't necessarily agree that good and bad happenings are directly opposing and needed to maintain balance in life from each other it is an interesting idea nonetheless
103 words
Permalink
Show parent
Re: 3. What are yin and yang?
- Friday, August 26, 2022,
Hi
Good example!
4 words
Permalink
Show parent
Re: 3. What are yin and yang?
Friday, August 26, 2022,
Hi
I really like your analysis on yin and yang I never really knew what the two meant and I've always wanted to learn more. I never realized how often it shows up in our daily lives. I really like your example of how even a loving relationship could be tricky because I do believe with a lot of the good that comes in that relationship bad things may come along the way that could make it tricky.
72 words

SUBMITTING
ASSIGNMENTS


Home Dashboard My courses Site administration Home MyGCC
Student
Post = 30 points
1
/20
WEEK 1 (Course Overvi...
WEEK 2 (Chapter 1 Thin...
Week 2 Discussion
Discussion and Replies R...
Assignment 1
Chapter 1 PowerPoint Pre
Chapter 1 Video Presentat...
Week 2 Questions
WEEK 3 (Chapter 2 Exa...
Week 3 Discussion
Discussion and Replies R...
Assignment 2 (Academia ...
Chapter 2 PowerPoint Pre
Chapter 2 Lecture Videos
Week 3 Questions
Assignment 1
Done: View
To do: Make a submission
Opened: Monday, January 16, 2023, 12:00 AM
Due: Friday, January 20, 2023, 11:59 PM
Chapter 1 PowerPoint Presentation
Mark as done
Chapter 1 Video Presentations
Mark as done
Week 2 Questions
Mark as done
Hi Learners,
Please post any questions that you may have regarding Week 2 tasks.

TRACKING
PROGRESS AND
GRADES


Course
Settings
Participants
Grades
Reports
More
SO130-31 SP23 Introduction to Sociology
CENGAGE
SOC6
6th Edition
Support
Search forums
Search
Latest announcements


Moodle Student Training : View: User report
Course
Grades
Competencies
You are viewing this course currently with the role: Student
Return to my normal role
User report
Jason Soliva
Grade item
Grade
Percentage
Feedback
Moodle Student Training
Practice Test
Assignments

Grade item		Grade category	Grade	Range
ATTENDANCE Attendance	•••	PI101-31 FA23 - Introduction to Philosophy (83061)		0.00 - 10.00
QUIZ Practice Test	•••	PI101-31 FA23 - Introduction to Philosophy (83061)	10.00 •••	0.00 - 10.00
ASSIGNMENT Practice Assignment Submission	•••	PI101-31 FA23 - Introduction to Philosophy (83061)		0.00 - 100.00
ASSIGNMENT Assignment 1	•••	Assignments		0.00 - 30.00
ASSIGNMENT Assignment 1	•••	Assignments	30.00	0.00 - 30.00

Reference: GCC Website, Distance Education Page

Is there anything I need to know about the devices I can use to access this class?

GCC uses Moodle, a Learning Management System for all its online classes. To run Moodle effectively you should, as a minimum, use the system components listed here. If you do not, Moodle may still work but some functionality may not.

Environment Considerations

Your home or workplace environments' internal wired or wireless network and system configurations can also restrict the functionality of Moodle. Access to content may be affected, as may the possibility of uploading files. File size limitations may also apply.

Operating system

Recommended Windows 7, Windows 8, Mac OSX Yosemite, iPad or other iOS8 mobile devices.
At present, the Moodle Mobile app is not supported due to poor performance. We recommend that on a mobile device you log in to GUAM COMMUNITY COLLEGE Moodle using the web browser unless you are completing an assessment or activity that has a grading component. If you are completing an assessment or activity that has a grading component we recommend that you use Moodle through a desktop or laptop browser.

Internet speed

Use a broadband connection (256 Kbit/sec or faster as this will ensure that you can view videos and online presentations) through USB wireless modem, ADSL, T1/T2, fiber optic or cable. Dial-up access will be significantly slower and we do not recommend it for using Moodle.

Internet browsers

Compatible browsers include: Google Chrome 32 bit version 38 or later (recommended for optimal compatibility, this has been thoroughly tested on Windows) Safari 8 or later (recommended for optimal compatibility, this has been thoroughly tested on Mac) Mozilla Firefox 35.0 or later Note that add-ons and toolbars can affect any browser's performance. MS Internet Explorer is not recommended.
If you have any difficulty accessing GUAM COMMUNITY COLLEGE Moodle, ensure that you are using one of the supported browsers above before you contact helpdesk support. If you are using MS Internet Explorer 9 and experience problems accessing Moodle, visit this page to fix site display and get some technical information on what to do.

Reference: GCC Student Handbook, Page 9

Academic Integrity

Academic integrity is fundamental to learning and is consistent with the Institutional Learning Outcomes (ILOs) espoused at Guam Community College. The concept of academic integrity lies at the very heart of any college, and learning and scholarship cannot thrive without this fundamental value. Academic dishonesty, therefore, will not be tolerated. Students who commit such acts expose themselves to sanctions as severe as expulsion from the College.

Academic dishonesty can take different forms, including, but not limited to cheating, plagiarism, and technology misuse and abuse. In any situation in which students are unsure of what constitutes academic dishonesty, it is the students' responsibility to raise the question with their instructor. It is also the students' responsibility to be familiar with the student guidelines on academic integrity. Some common violations of these basic standards of academic integrity include, but are not limited to the following:

- **Cheating:**
  Providing unauthorized assistance, using or attempting to use unauthorized assistance, material, or study aids in examinations or other academic work, or preventing or attempting to prevent another from using authorized assistance, material, or study aids.
- **Plagiarism:**
  The passing-off of someone else's work as one's own. This can range from failing to cite an author for ideas in a student's paper, to cutting and pasting paragraphs from different websites, to handing in a paper downloaded from the Internet. All are considered plagiarism. Students who plagiarize are likely to be caught, and the consequences will be severe and will include anyone who enabled the plagiarism to take place. College policy will be enforced, regardless of the feelings of either the students or the instructor. Students found guilty of plagiarism will have this offense entered into their record and may be expelled from the College.
- **Fabrication:**
  Submitting contrived or altered information in any academic exercise. Examples: making up data for an experiment; "fudging" data; citing nonexistent or irrelevant articles; presenting fraudulent excuses, lies, and letters of recommendation.
- **Multiple Submissions:**
  Submitting, without prior permission, any work submitted to fulfill another academic requirement is a form of plagiarism. Example: submitting the same paper for two different classes without the expressed consent of both professors.
- **Misrepresentation or Falsification of Academic Records:**
  Misrepresenting, tampering with, or attempting to tamper with any portion of a student's transcripts or academic record, either before or after enrolling at Guam Community College.

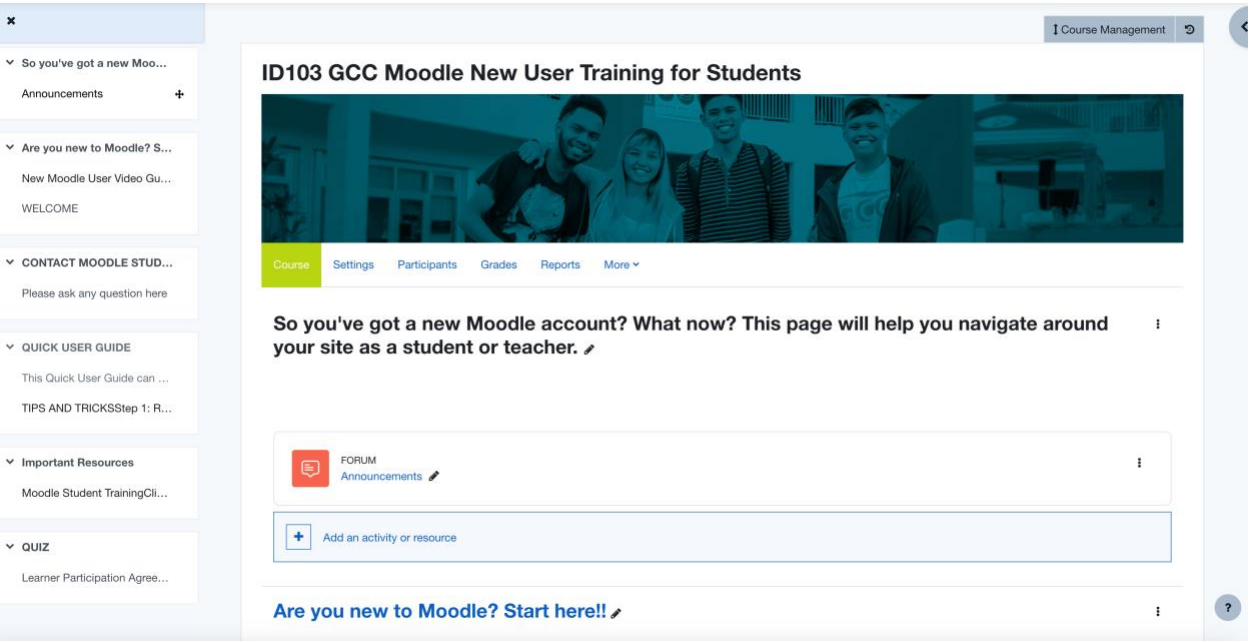
SUMMARY

TIPS FOR SUCCESS IN YOUR ONLINE LEARNING

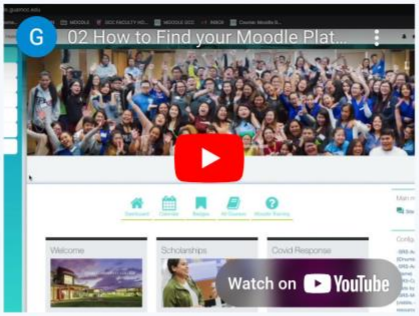
- Check Your Hardware and Software.
- Stay Organized.
- Engage In Discussions.
- Submit Assignments and Quizzes/Tests
- Track Your Progress and Grades

Importance in Communication

Moodle LMS: New User Student Training Module

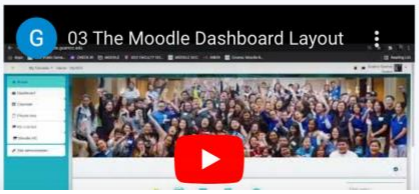


How to Find Your Moodle Platform

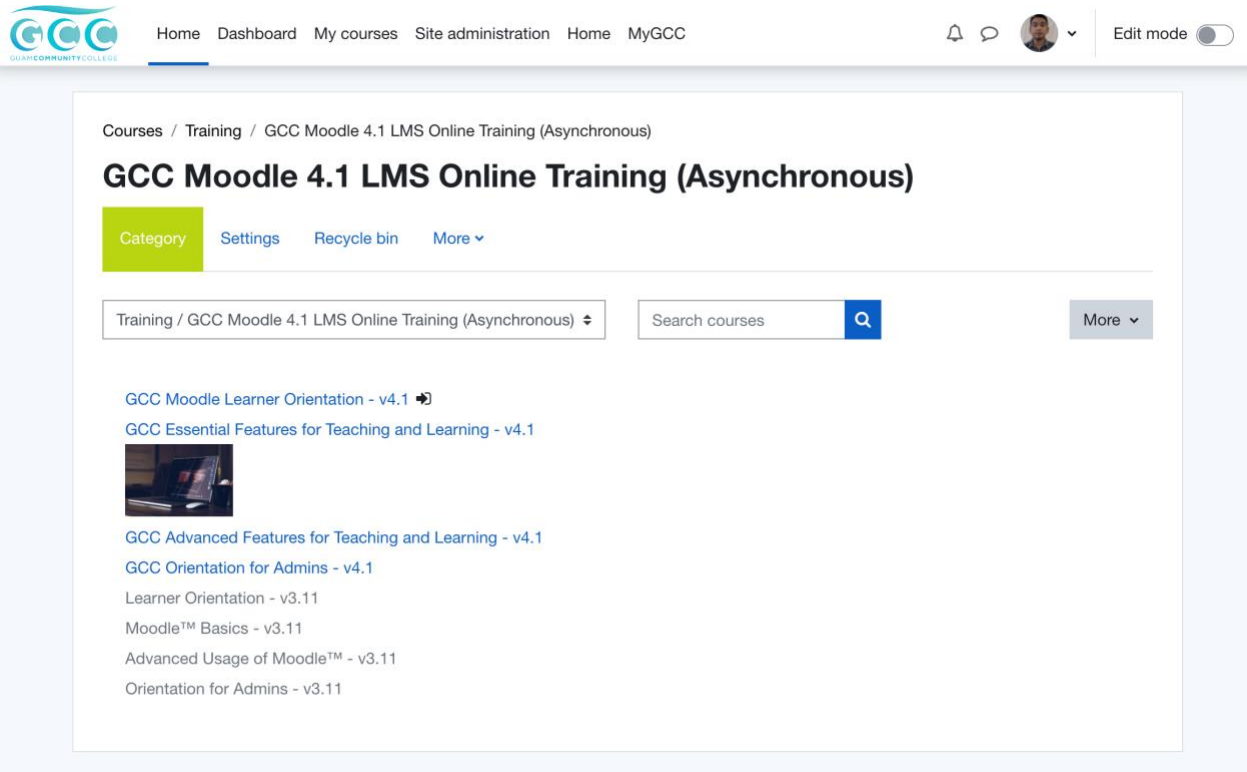


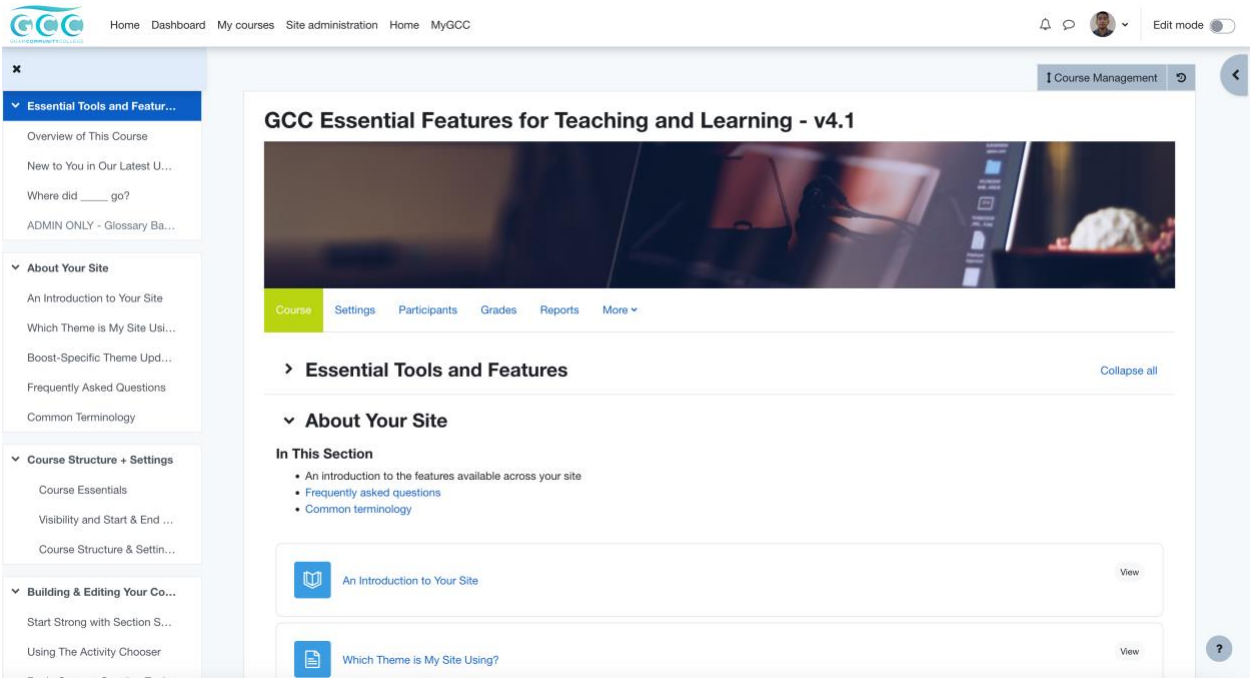
The Moodle Dashboard

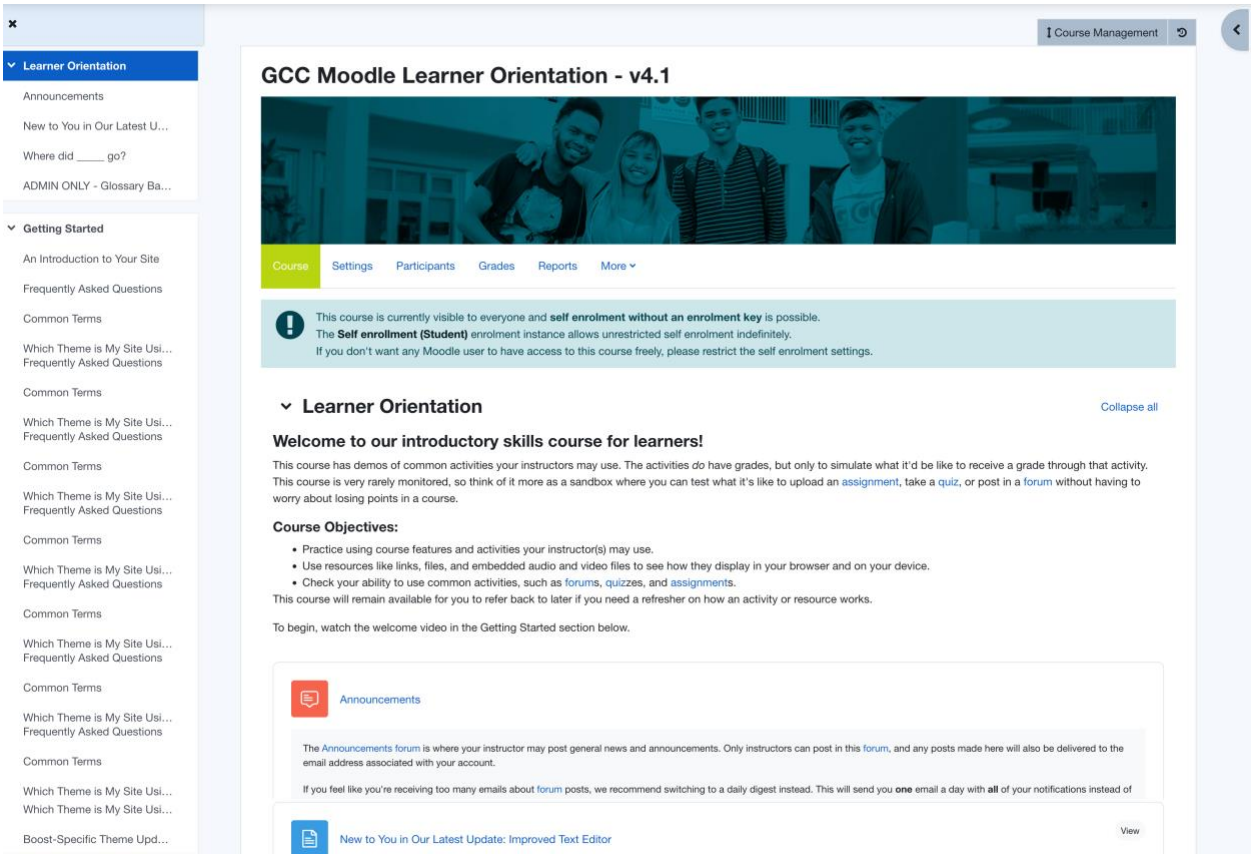
- If course images have been added to the course settings, they will display in the dashboard. Where no images have been added, colored patterns appear.
- Quick access to Dashboard is also available from the user menu top right of the screen once logged in:
- The Dashboard page will have your Navigation Drawer (NavDrawer), your courses and blocks all set to default prior to you customizing your page.

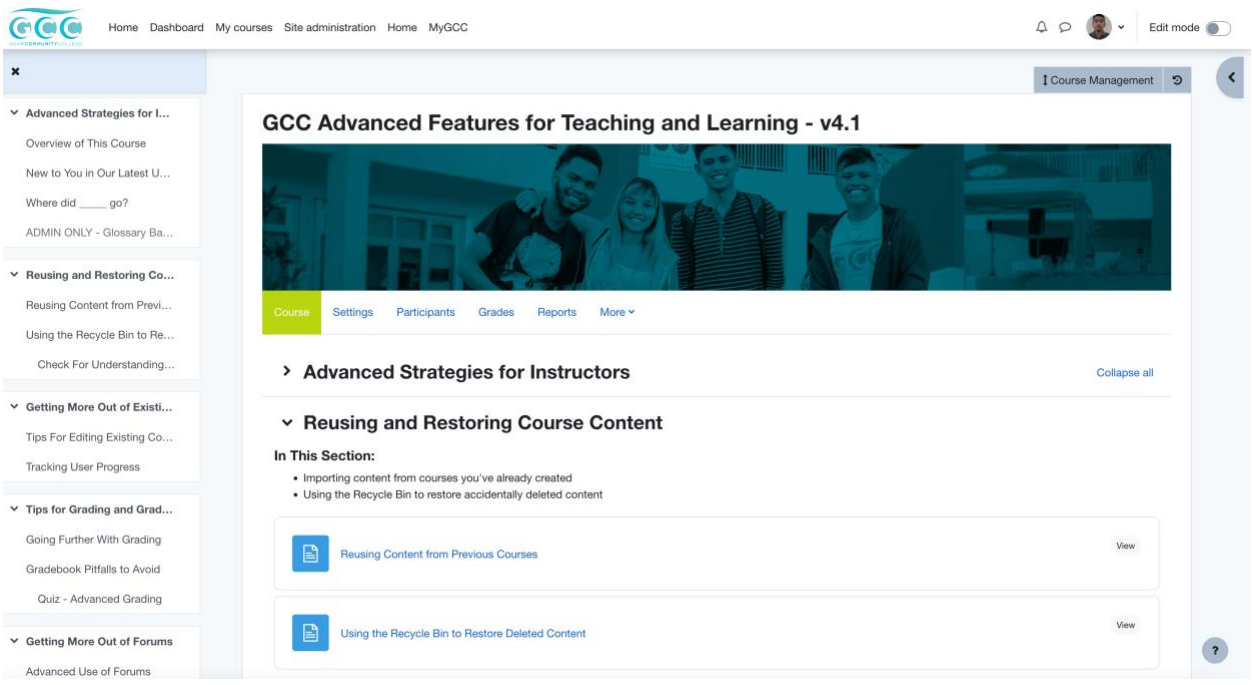


Moodle LMS: 2024 Online Course Training Modules for Faculty

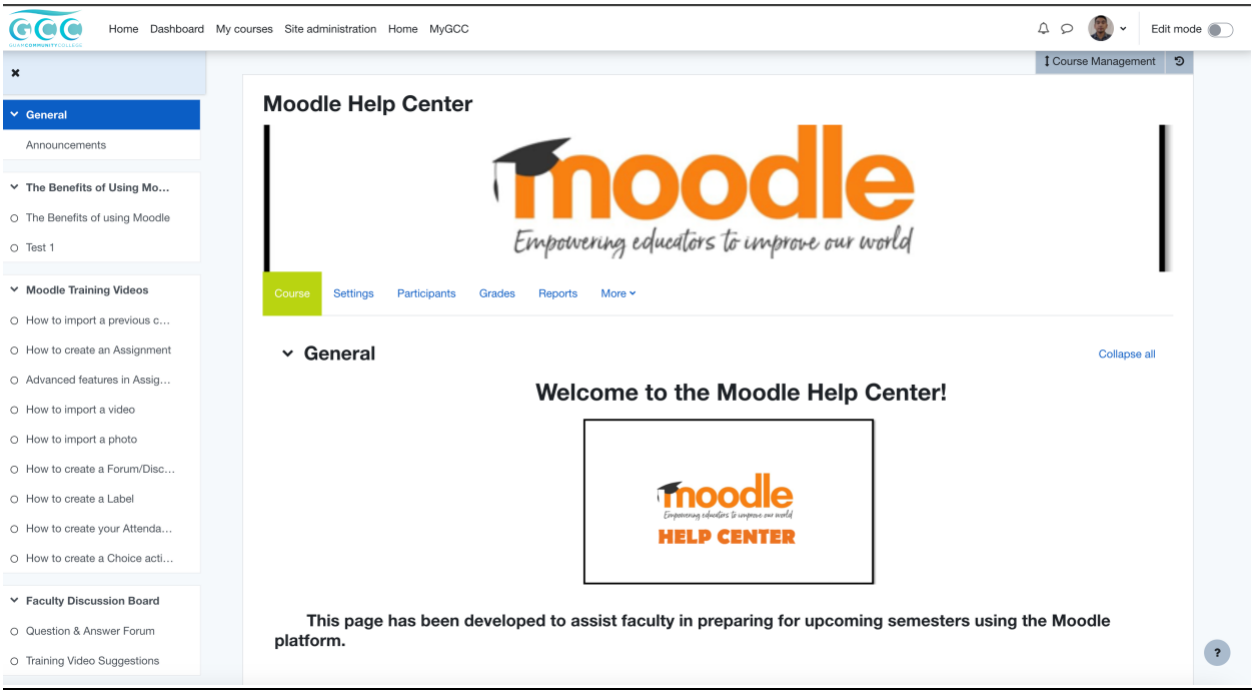




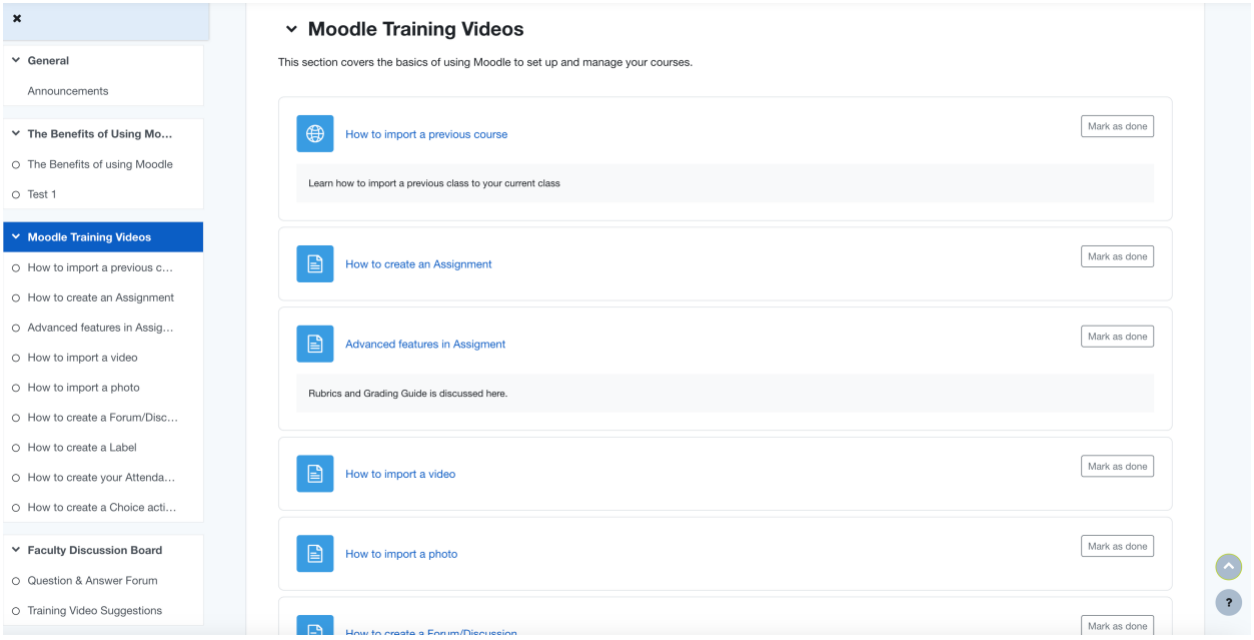

Course Management
GCC Moodle Learner Orientation - v4.1
Learner Orientation
Announcements
New to You in Our Latest U…
Where did _____ go?
ADMIN ONLY - Glossary Ba…
Getting Started
An Introduction to Your Site
Frequently Asked Questions
Common Terms
Which Theme is My Site Usi…
Frequently Asked Questions
Boost-Specific Theme Upd…
Course
Settings
Participants
Grades
Reports
More
This course is currently visible to everyone and self enrolment without an enrolment key is possible.
The Self enrollment (Student) enrolment instance allows unrestricted self enrolment indefinitely.
If you don't want any Moodle user to have access to this course freely, please restrict the self enrolment settings.
Learner Orientation
Collapse all
Welcome to our introductory skills course for learners!
This course has demos of common activities your instructors may use. The activities do have grades, but only to simulate what it'd be like to receive a grade through that activity. This course is very rarely monitored, so think of it more as a sandbox where you can test what it's like to upload an assignment, take a quiz, or post in a forum without having to worry about losing points in a course.
Course Objectives:
Practice using course features and activities your instructor(s) may use.
Use resources like links, files, and embedded audio and video files to see how they display in your browser and on your device.
Check your ability to use common activities, such as forums, quizzes, and assignments.
This course will remain available for you to refer back to later if you need a refresher on how an activity or resource works.
To begin, watch the welcome video in the Getting Started section below.
Announcements
The Announcements forum is where your instructor may post general news and announcements. Only instructors can post in this forum, and any posts made here will also be delivered to the email address associated with your account.
If you feel like you're receiving too many emails about forum posts, we recommend switching to a daily digest instead. This will send you one email a day with all of your notifications instead of
New to You in Our Latest Update: Improved Text Editor
View


Home
Dashboard
My courses
Site administration
Home
MyGCC
Edit mode
Course Management
GCC Advanced Features for Teaching and Learning - v4.1
Advanced Strategies for I…
Overview of This Course
New to You in Our Latest U…
Where did _____ go?
ADMIN ONLY - Glossary Ba…
Reusing and Restoring Co…
Reusing Content from Previ…
Using the Recycle Bin to Re…
Check For Understanding…
Getting More Out of Existi…
Tips For Editing Existing Co…
Tracking User Progress
Tips for Grading and Grad…
Going Further With Grading
Gradebook Pitfalls to Avoid
Quiz - Advanced Grading
Getting More Out of Forums
Advanced Use of Forums
Course
Settings
Participants
Grades
Reports
More
Advanced Strategies for Instructors
Collapse all
Reusing and Restoring Course Content
In This Section:
Importing content from courses you've already created
Using the Recycle Bin to restore accidentally deleted content
Reusing Content from Previous Courses
View
Using the Recycle Bin to Restore Deleted Content
View

Moodle LMS: Help Center for Faculty Support



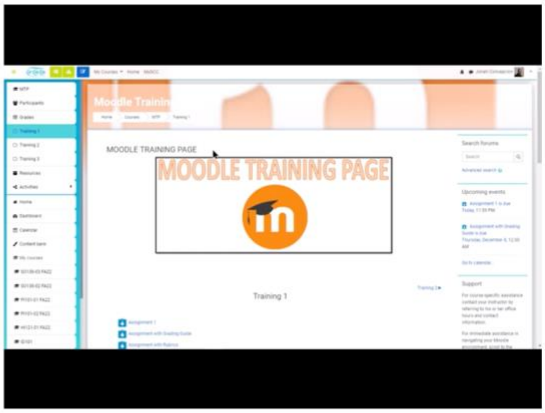
Training Videos Created



- The Benefits of Using Mo…
  - The Benefits of using Moodle
  - This is a video that can prov…
  - Test 1
- Moodle Training Videos
  - How to import a previous c…
  - How to create an Assignment
  - Advanced features in Assig…
  - How to import a video
  - How to import a photo
  - How to create a Forum/Disc…
  - How to create a Label
  - How to create your Attenda…
  - How to create a Choice acti…

Mark as done

How to create a Forum/Discussion



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- Announcements
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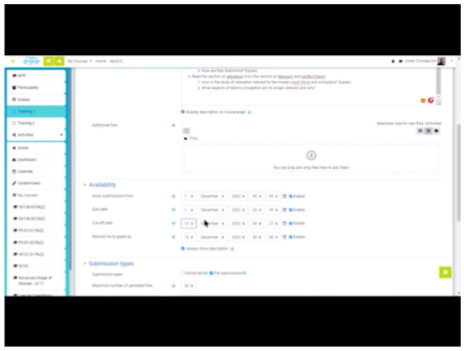
How to Create an Assignment



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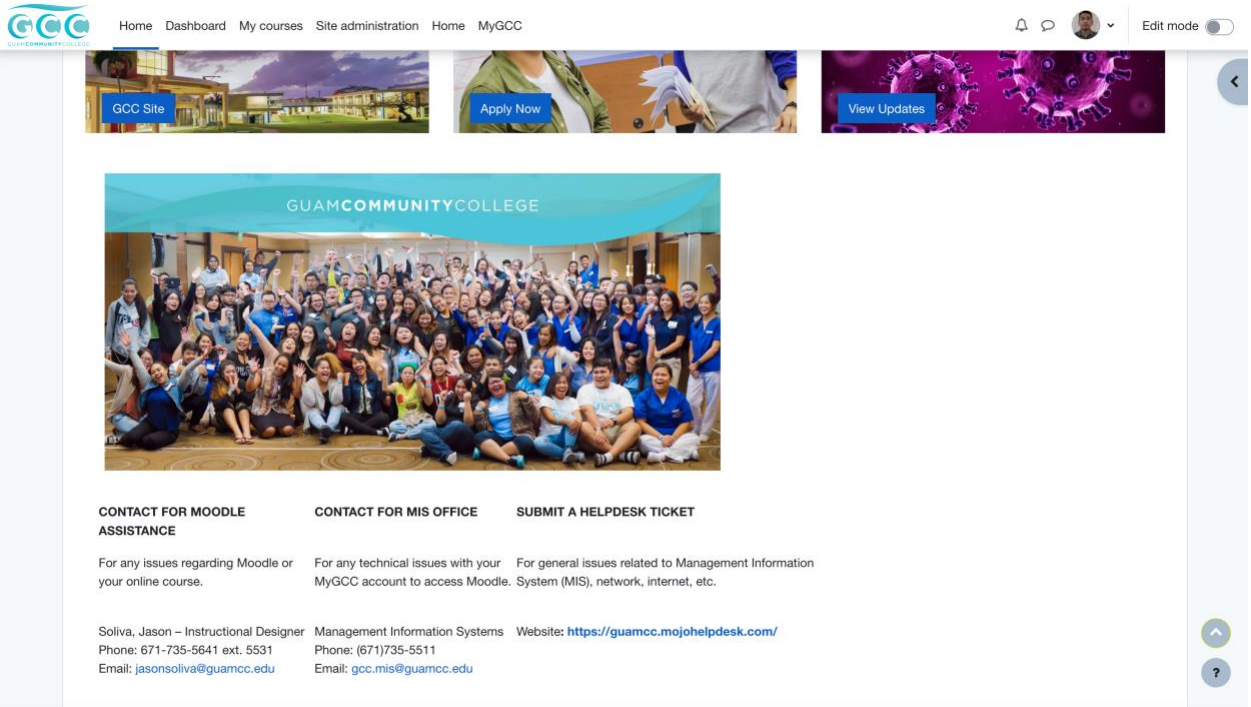
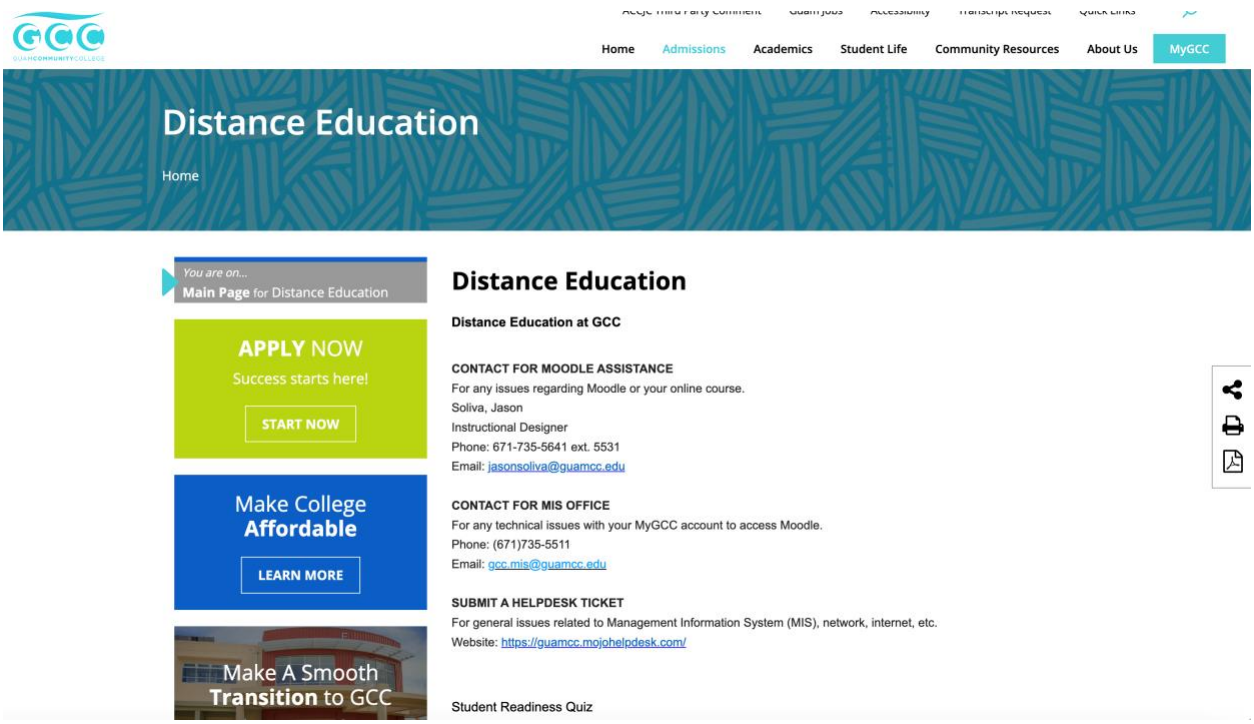
Moodle Technical Assistance Information and MIS Helpdesk



GCC Website – Distance Education Page

Link: https://guamcc.edu/distance-education-0, https://guamcc.edu/distance-education



You are on...
Main Page for Distance Education

DE Strategic Plan 2023-2028

APPLY NOW
Success starts here!
START NOW

Make College
Affordable
LEARN MORE

Distance Education

Guam Community College's emerging Distance Education Program aims to deliver quality postsecondary education to students online. To register for a DE course as a student, log onto MyGCC. If you are a new student, contact gcc.registrar@guamcc.edu, or visit the Admissions & Registration Office, 1st floor, Building 1000, GCC campus.

Courses offered:

Online

Online is defined by the Accrediting Commission for Community and Junior Colleges (ACCJC) as a course with instruction delivered to students separated from the instructor and includes regular and substantive interaction between students and instructor.

Hybrid

Hybrid is defined as a course being partially taught via the web (online) and partially on campus.

Courses Offered

Please go to the Schedule of Classes page to open a link to a pdf document of the chosen semester. The section for postsecondary online/hybrid courses is listed at the beginning right after the Adult Education classes.

Additional information for each course can be found using our Online Catalog. Please note that *only people residing on Guam* will be eligible to take these courses.

Advantages of Distance Education:

- Distance education courses allow students to work on their own time rather than report to class at a particular time.

What skills do I need to succeed in a distance education course?

People who are successful at distance education possess two categories of skills: technical skills and study skills. For technical skills, you should know basic word processing, how to send and receive emails, how to send and receive attachments, be able to navigate the Web, and have basic knowledge of Macintosh or Windows operating systems. As for study skills, you should be self-motivated, be able to manage your time well, have good communication skills and be diligent. Patience and a sense of humor are also helpful!

Is there anything I need to know about the devices I can use to access this class?

GCC uses Moodle, a Learning Management System for all its online classes. To run Moodle effectively you should, as a minimum, use the system components listed here. If you do not, Moodle may still work but some functionality may not.

Environment Considerations

Your home or workplace environments' internal wired or wireless network and system configurations can also restrict the functionality of Moodle. Access to content may be affected, as may the possibility of uploading files. File size limitations may also apply.

Operating system

Recommended Windows 7, Windows 8, Mac OSX Yosemite, iPad or other iOS8 mobile devices.
At present, the Moodle Mobile app is not supported due to poor performance. We recommend that on a mobile device you log in to GUAM COMMUNITY COLLEGE Moodle using the web browser unless you are completing an assessment or activity that has a grading component. If you are completing an assessment or activity that has a grading component we recommend that you use Moodle through a desktop or laptop browser.

Internet speed

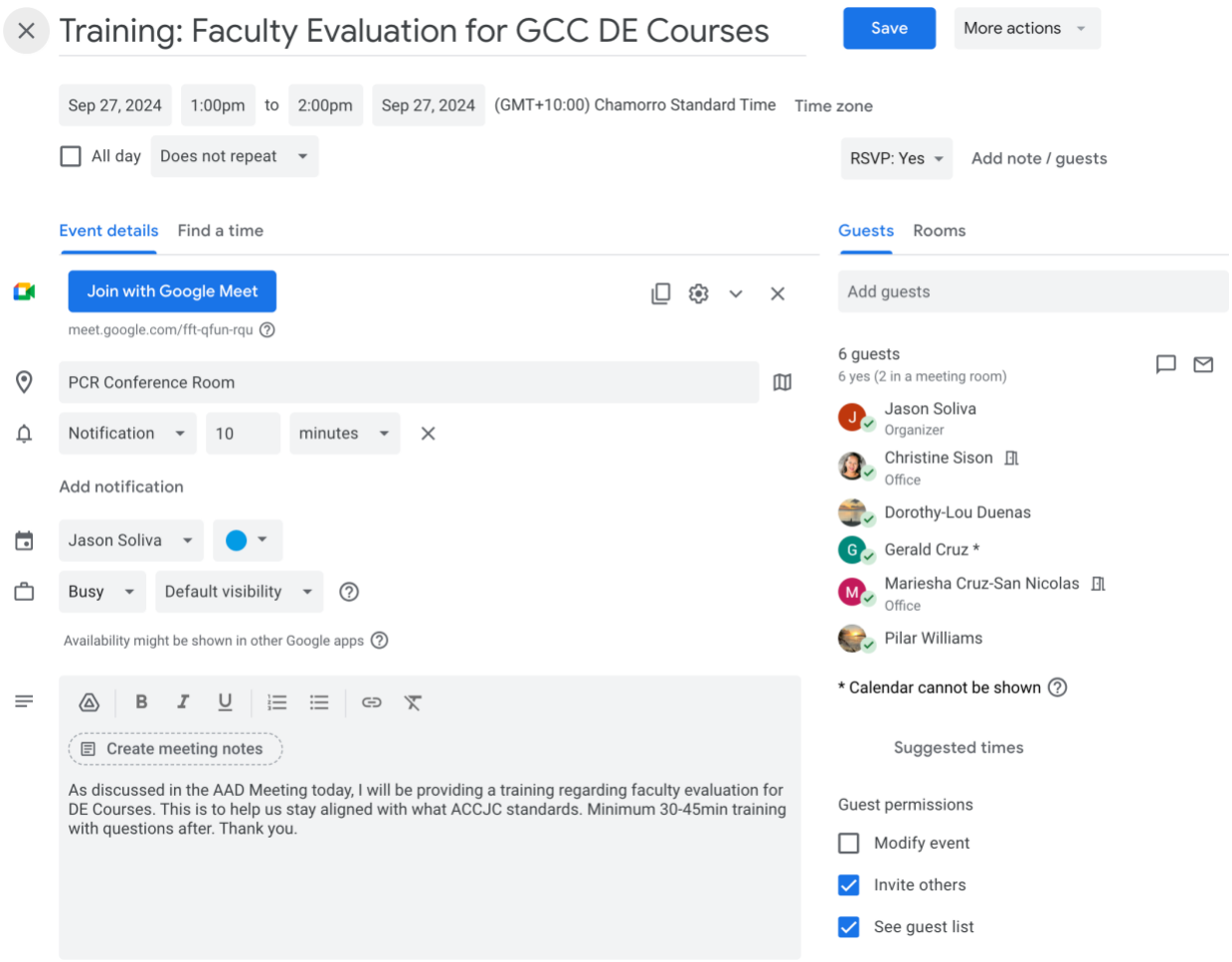
Use a broadband connection (256 Kbit/sec or faster as this will ensure that you can view videos and online presentations) through USB wireless modem, ADSL, T1/T2, fiber optic or cable. Dial-up access will be significantly slower and we do not recommend it for using Moodle.

Internet browsers

Compatible browsers include: Google Chrome 32 bit version 38 or later (recommended for optimal compatibility, this has

BACK TO TOP

Training For Faculty Evaluators



Faculty Evaluation of Distance Education Courses

September 27, 2024

Overview

- Background
- Reasons and Importance
- Common Issues Found
- Resolving Regular and Substantive Interaction Issues
- Practice Scenarios
- Conclusion

Background: Federal Regulation of RSI in Distance Education

Federal Compliance Regulation:

- The **Higher Education Act (HEA)** of 2008 established regulations regarding Regular and Substantive Interaction (RSI) for Distance Education.
- Under the **Code of Federal Regulations (34 CFR 600.2)**, RSI was created as the requirement to distinguish Distance Education from Correspondence Education. Courses must meet these RSI interaction standards to qualify for federal financial aid.

Background: Why so much emphasis on RSI in DE?

Why is RSI Important? – It is part of the ACCJC Policy and their Primary Evaluation Criteria.

- Helps ensure compliance with **Title IV.** Prevents courses from being classified as Correspondence Courses, which do not qualify for federal financial aid.
- Alignment to **Title IX,** to maintain equitable access to education. Ensures students in online courses receive the same academic support and engagement as traditional in-person students.
- **Overall: Supports Student Retention** by maintaining engagement, reducing isolation, and encouraging interaction.

Background:
ACCJC Policy

Code of Federal Regulations (34 CFR 600.2)

ACCJC
Outcomes | Innovation | Improvement

ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES

Policy on Distance Education and on Correspondence Education *January 2024*

The Commission holds the same high expectations for quality, integrity, and effectiveness for distance education and correspondence education as in traditional modes of instruction. The Accreditation Standards require that all learning opportunities provided by accredited institutions must have equivalent quality, accountability, and focus on student outcomes, regardless of mode of delivery. This policy provides a framework that allows institutions the flexibility to adapt their delivery modes to the emerging needs of students and society while maintaining quality and promoting equitable outcomes. Any institution offering courses and programs through distance education or correspondence education is expected to meet the requirements of accreditation in each of its courses and programs and at each of its sites. This policy reflects the federal regulatory requirements regarding distance education and correspondence education in accordance with the following definitions.

Definition of Distance Education (34 C.F.R. § 600.2.)

Distance Education means:

(1) Education that uses one or more of the technologies listed in paragraphs 2(a) through (d) to deliver instruction to students who are separated from the instructor(s) and to support regular and substantive interaction between the students and the instructor(s), either synchronously or asynchronously.

(2) The technologies may include:

a) the internet;

GUAMCOMMUNITYCOLLEGE

ACCJC Distance Education Definition

Definition of Distance Education (34 C.F.R. § 600.2.)

Distance Education means:

(1) Education that uses one or more of the technologies listed in paragraphs 2(a) through (d) to deliver instruction to students who are separated from the instructor(s) and to support regular and substantive interaction between the students and the instructor(s), either synchronously or asynchronously.

(2) The technologies may include:

a) the internet;

b) one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;

c) audioconferencing; or

d) other media used in a course in conjunction with any of the technologies listed in paragraphs (a) through (c).

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Regular Interaction Definition

Regular Interaction: Instructors must initiate interaction with students on a predictable and consistent basis (e.g., weekly announcements, discussion forums).

An institution ensures regular interaction between a student and an instructor or instructors by, prior to the student's completion of a course or competency—

a) Providing the opportunity for substantive interactions with the student on a predictable and regular basis commensurate with the length of time and the amount of content in the course or competency; and

b) Monitoring the student's academic engagement and success and ensuring that an instructor is responsible for promptly and proactively engaging in substantive interaction with the student when needed on the basis of such monitoring, or upon request by the student.

Regular Interaction Definition

Reference: *ACCJC DE Rubric September 2024 Pilot*

A - Providing the opportunity for substantive interactions with the student on a *predictable and regular basis* commensurate with the length of time and the amount of content in the course or competency.

Initial →	Emerging →	Developed →	Highly Developed
Policies and procedures make clear how often and when the instructor will interact with students. Course materials (e.g. syllabi and introductory statements) make clear to students the opportunities for interaction. Interaction expectations are clearly communicated to the students (e.g. in the syllabus), including response times, and explicit participation guidance (e.g. office hours, discussion boards).	Instructor engages with students throughout the term per the institution's policies regarding frequency of postings, feedback, providing information pertaining to course content/competencies, and learning outcomes. Interaction expectations are communicated to the students in multiple ways encouraging students to participate in the opportunities for substantive engagement (e.g. office hours, discussion boards).	Instructor frequently engages students throughout the term. Interactions are predictable and occur in accordance with the length and course content.	Instructor engagement with students yields equitable student outcomes. Interactions are predictable and occur in accordance with the length and course content.

Regular Interaction Definition

Reference: *ACCJC DE Rubric September 2024 Pilot*

B - Monitoring the student's academic engagement and success and ensuring that an instructor is responsible for promptly and proactively engaging in substantive interaction with the student when needed on the basis of such monitoring, or upon request by the student.

Initial →	Emerging →	Developed →	Highly Developed
There is minimal interaction (frequency of postings, feedback, instruction) throughout the term in the course section, or with individual students based on monitoring student engagement and success. Policies and/or procedures create expectations for monitoring student academic engagement and success.	Instructor occasionally engages with students throughout the term to provide formative feedback and information based on monitoring student engagement and success. Mechanisms ensure that the policies and procedures pertaining to monitoring student academic engagement and success are followed.	Instructor frequently engages with students throughout the term to provide formative feedback and information based on monitoring student engagement and success. Instructor communicates and responds in a timely and prompt manner per institution's policies.	Instructor frequently engages with students throughout the term to provide formative feedback and information based on monitoring student engagement and success. Instructor promptly and proactively responds to students in response to observed concerns or at the request of students, to provide necessary support.

ACCJC DE Evaluation

Reference: ACCJC DE Review Form September 2024 Pilot

Regular Interaction:

Each course section reviewed must include **evidence of both activities** to qualify as meeting the expectations for regular interaction per the *ACCJC Policy on Distance Education (DE) and on Correspondence Education*, that the instructor is:

a) providing opportunity for substantive interaction on a regular and predictable basis, and

b) monitoring the student's academic engagement and success and promptly and proactively engaging in substantive interaction with the student when needed on the basis of such monitoring, or upon request by the student.

In your assessment of the courses, how well is the institution providing regular interaction overall?

Include brief narrative to describe your findings:

ACCJC DE Evaluation

	Regular Interaction (must be both types)				
Course Section Name	Regular and Predicatable Engagement	Monitors success, engages students		Course section meets substantive and regular policy elements	Course section does not meet substantive and regular policy elements
Class A	x	x			x
Class B	x	x		x	
Class C	x	x		x	

Reference: ACCJC DE Review Form
September 2024 Pilot

Substantive Interaction Definition

Substantive Interaction: The interaction must relate to course content and contribute to student learning. This includes providing feedback on assignments, facilitating discussions, and offering direct instruction.

For purposes of this definition, substantive interaction is engaging students in teaching, learning, and assessment, consistent with the content under discussion, and also includes at least two of the following—

a) Providing direct instruction;
b) Assessing or providing feedback on a student's coursework;
c) Providing information or responding to questions about the content of a course or competency;
d) Facilitating a group discussion regarding the content of a course or competency; or
e) Other instructional activities approved by the institution's or program's accrediting agency.

Substantive Interaction Definition

B - Assessing or providing feedback on a student's coursework.

Initial →	Emerging →	Developed →	Highly Developed
Provides grades with minimal non-automated feedback on some assignments.	Provides meaningful comments on some coursework and assignments.	Consistently provides meaningful comments on most coursework and assignments, including constructive feedback and improvements needed to increase content mastery.	Consistently provides prompt, personalized, and detailed feedback on student coursework and assignments, such as written comments, detailed rubrics, audio or video notes, and examples for improvement.

Substantive Interaction Definition

C - Providing information or responding to questions about the content of a course or competency.

Initial →	Emerging →	Developed →	Highly Developed
Provides instructional content, such as video, audio, or recorded presentations or interactive lessons visibly created or mediated by the instructor. Responds to questions pertaining to the course content.	Periodically provides substantive information pertaining to the course content. Periodically encourages participation and questions and responds in a timely manner. Provides reminder announcements regarding course content and learning outcomes.	Frequently provides substantive information from various sources or mediums to engage students with course content. Frequently encourages participation and questions and responds in a timely manner.	Frequently provides substantive information, and announcements beyond reminders that discuss previous topics, trends in assignments, or that highlights key concepts. Frequently encourages participation and questions and responds in a timely manner with detailed information and ideas.

Substantive Interaction Definition

D - Facilitating a group discussion regarding the content of a course or competency.

Initial →	Emerging →	Developed →	Highly Developed
Provides prompts, questions or topics to engage students.	Provides prompts and occasional comments or guidance to students in discussions to ensure focus is on course content and discussion is productive.	Frequently provides comments or guidance in discussions to enhance course content/ competency mastery.	Actively participates in discussions to pose questions, propose alternative viewpoints, connect ideas, and encourage struggling students.

ACCJC DE Evaluation

Reference: ACCJC DE Review Form September 2024 Pilot

Substantive Interaction:

Each course section reviewed must include **at least two of the following methods** of interaction to qualify as meeting the expectations for substantive interaction per the *ACCJC Policy on Distance Education (DE) and on Correspondence Education*:

a) direct instruction (only synchronous instruction qualifies);
b) assessment and feedback on coursework;
c) information/responses to questions about course content; and/or
d) facilitating group discussions.

In your assessment of the courses, how well is the institution providing substantive interaction overall?
Include brief narrative to describe your findings:

ACCJC DE Evaluation

		Substantive Interaction Methods (must be at least two methods)			
Course Section Name	Identify Type of DE: Asynchronous or Synchronous	Direct Instruction	Assessment & Feedback	Provides Information & Responses to Questions	Facilitates Group Discussions
Class A	Asynchronous		x		
Class B	Asynchronous		x	x	x
Class C	Synchronous	x	x	x	
Class D	Synchronous	x			x

Reference: ACCJC DE Review Form
September 2024 Pilot

Common Faculty Issues Found with RSI

- **Infrequent Communication:** Faculty may only check in with students occasionally, leading to disengagement.
- **Limited Use of Discussion:** Faculty may set up discussion forums but not actively participate or engage with students.
- **Over-reliance on Automation:** Some instructors rely on automated feedback without personalizing their responses.
- **Generic Feedback:** Providing surface-level feedback that doesn't address the specific needs of each student.

Common Faculty Issues Found with RSI

- **Infrequent Communication:** Faculty may only check in with students occasionally, leading to disengagement.

Imagine you are a student who submits their assignment, you get a bad grade. So you ask a question and no response. You don't know what you did wrong. You are waiting for the instructor's advice but nothing. And then eventually, you fail the course because you never got feedback.

How Can We Help Meet RSI Requirements as Evaluators?

- **Regular, Predictable Interactions** such as weekly announcements, emails, or live sessions.
- **Substantive Assessment Feedback** that is academic-focused and helps students improve their understanding.
- **Active Facilitation in Discussions** that encourages deeper engagement with course material.
- **Timely Responses** to student inquiries, ensuring that students feel supported.

How Can We Help Meet RSI Requirements as Evaluators?

Regular, Predictable Interactions such as weekly announcements, emails, reminders, video messages, or holding virtual office hours.

Questions to ask:

- "Is the instructor regularly communicating with students through multiple channels? (discussions, assignments, reminders, announcements, videos).
- "Is the faculty member consistently initiating contact with students?"

How Can We Help Meet RSI Requirements as Evaluators?

Assessment Feedback that is academic-focused and helps students improve their understanding.

Questions to ask:

- "Is the feedback specific, detailed, and aimed at improving student understanding?"
- "Are feedback substantive and personalized?"

How Can We Help Meet RSI Requirements as Evaluators?

Active Facilitation in Discussions that encourages deeper engagement with course material.

Questions to ask:

- "Does the instructor lead discussions or provide opportunities for discussion?
- "Are discussions substantive, academic-focused, and personalized?"
- "Is the teacher providing opportunities for students to reflect or provide their feedback?"

How Can We Help Meet RSI Requirements as Evaluators?

Timely Responses and Engagement to student inquiries, ensuring that students feel supported.

Questions to ask:

- "Is the faculty member monitoring student progress and engaging proactively with those who need help?"

Proactively Monitor Engagement: Faculty should identify students who are disengaged and reach out to offer support.

Practice Scenarios

Practice Scenarios

"An instructor requires students to participate in a weekly discussion forum but only checks in once a month. This results in minimal interaction from the instructor, leaving students to navigate the discussions on their own."

Practice Scenarios

Resolution

Instructor participates in discussions weekly. Responds to students or asks questions that deepen students' understanding. For example, they ask, 'How does this concept connect to what we learned last week?

The instructor can also provide resources or links for extra support/guidance.

Substantive Interaction, D.
Regular Interaction A.

Practice Scenarios

"In one online course, a student asked several questions about an assignment but did not receive a response from the instructor until two weeks after the due date. By this time, the assignment had already been submitted, and the student's opportunity to benefit from the instructor's guidance was lost.

Practice Scenarios

Resolution

A good practice is for instructors to set clear expectations for response times, such as replying to student emails within 24 to 48 hours.

The instructor could set up virtual office hours or drop-in sessions to provide real-time support.

The instructor can provide a Q&A session in a forum or during your virtual office hours, allowing students to ask questions and get immediate answers. This approach ensures regular and timely interaction, preventing students from feeling unsupported

Regular Interaction, A & B.

Practice Scenarios

"A faculty member uses an automated grading tool to evaluate assignments and does not follow up with any personalized feedback. While the tool provides grades, it lacks meaningful comments about the student's strengths or areas for improvement."

Practice Scenarios

Resolution

Follow up the grade with personalized feedback.

Use the comments section on the assignment to suggest improvement or highlight their strength.

Substantive Interaction, B.

Practice Scenarios

"An instructor sends out weekly instructional content, announcements with a recap of the week's content, assignments to complete, and reflection questions that tie into the course material."

Summary of Key Points

In summary, here's what to focus on when evaluating faculty for RSI:

Regular Interaction A, B

Frequency: (Regular Interaction A)
Look for frequency of communication – office hours, discussion, announcements, response.
Are interactions regular and predictable? Are there opportunities provided?

Proactivity: (Regular Interaction B)
Monitor how faculty respond to student inquiries and progress.
Is the instructor reaching out to disengaged students?"

Summary of Key Points

In summary, here's what to focus on when evaluating faculty for RSI:

Substantive Interaction B, C, D (must meet 2 out of the 3)

Assessment Feedback: (Substantive Interaction B)
Are feedback and discussions academic-focused and meaningful?
Evaluate the quality of feedback.

Instructional Content: (Substantive Interaction C)
Is the instructor providing students periodic instruction and questions related to the course material?
Evaluate whether engagement with the instructional content (e.g., videos, readings) is provided and delivered in a timely manner.

Discussions: (Substantive Interaction D)
Does the instructor actively participate in discussion boards and monitor student progress?
Ensure faculty are actively engaging with students in discussions or questions.

References and Additional Sources:

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Practice Scenarios

"An instructor sends out weekly instructional content, announcements with a recap of the week's content, assignments to complete, and reflection questions that tie into the course material."

Substantive Interaction, C.

Summary of Key Points

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Regular Interaction A, B

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Are interactions regular and predictable? Are there opportunities provided?

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Assessment Feedback: (Substantive Interaction B)
Are feedback and discussions academic-focused and meaningful?
Evaluate the quality of feedback.

Instructional Content: (Substantive Interaction C)
Is the instructor providing students periodic instruction and questions related to the course material?
Evaluate whether engagement with the instructional content (e.g., videos, readings) is provided and delivered in a timely manner.

Discussions: (Substantive Interaction D)
Does the instructor actively participate in discussion boards and monitor student progress?
Ensure faculty are actively engaging with students in discussions or questions.

THANK YOU
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