CALIFORNIA COMMUNITY COLLEGES
ONLINE EDUCATION
INITIATIVE

ACCESS | QUALITY | COMPLETION

OEI Embedded Basic Skills Support Guide

NOVEMBER 2015 version 2

Welcome, colleagues! This handbook is a go-to reference for faculty wishing to embed basic skills resources into their online courses. These resources have been collected and vetted by the OEI Basic Skills Work Group.

This handbook includes:

- A practical guide for embedding modules
- List of basic skills modules

College staff and faculty are encouraged to share this information with their colleagues and offer your own suggestions for embedded basic skills resources to increase student success in online courses.

Introduction

One of the foci of the Online Education Initiative is to provide resources to faculty and students to assist students in succeeding in their courses. These resources include tutoring, readiness, basic skills support, and streamlined access. This handbook provides practical options for embedding basic skills support into online courses.

The basic skills resources provided in this handbook have been used successfully within the current OEI pilot courses. These courses are C-ID approved, transfer level courses. Most of these courses do not have prerequisites, yet many of our students are not academically prepared to succeed in these courses. The students often lack the mathematics, reading, writing, English second language, and information competency skills that college faculty expect of incoming "freshmen." Faculty do not always have the time, nor the discipline expertise, to assist these students while still fulfilling the content requirements. Faculty are often left with two options: (1) keep the level of rigor expected of the course and watch students struggle, fail and withdraw, or (2) "lower the standards" so that more students can succeed. Our goal is to provide a third option of providing "just-in-time" basic skills support links that faculty can embed into their courses. This helps underprepared students gain critical skills needed for success in their current course, while also allowing faculty to spend their energies on effectively engaging with students on course content.

The "Basic Skills Workgroup" of the OEI, working with faculty in the spring and summer tutoring pilots, developed a list of desired topics and then collected a variety of online support modules. The Workgroup reviewed the modules for variety of style, matching to the topics requested, and personal preference of faculty in the workgroup and in the pilot. The "yes" sites were then evaluated for ADA compliance. The provided list is just a start. For now, the list includes only resources that are either Open Educational Resources (https://en.wikipedia.org/wiki/Open_educational_resources) or are freely available to use and not password protected.

We encourage you to submit resources you find to be valuable, either self-developed or developed by others. Please send submissions to Barbara Illowsky, Dean of Basic Skills and Open Educational Resources (billowsky@ccconlineed.org).

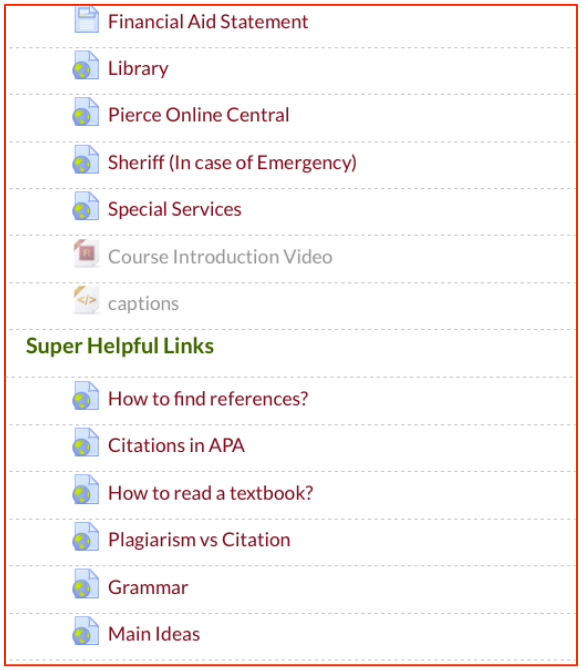
Practical guide for embedding modules

There are two key areas in which to include the URLs: on the course homepage and directly into assignments.

Including links on the course site

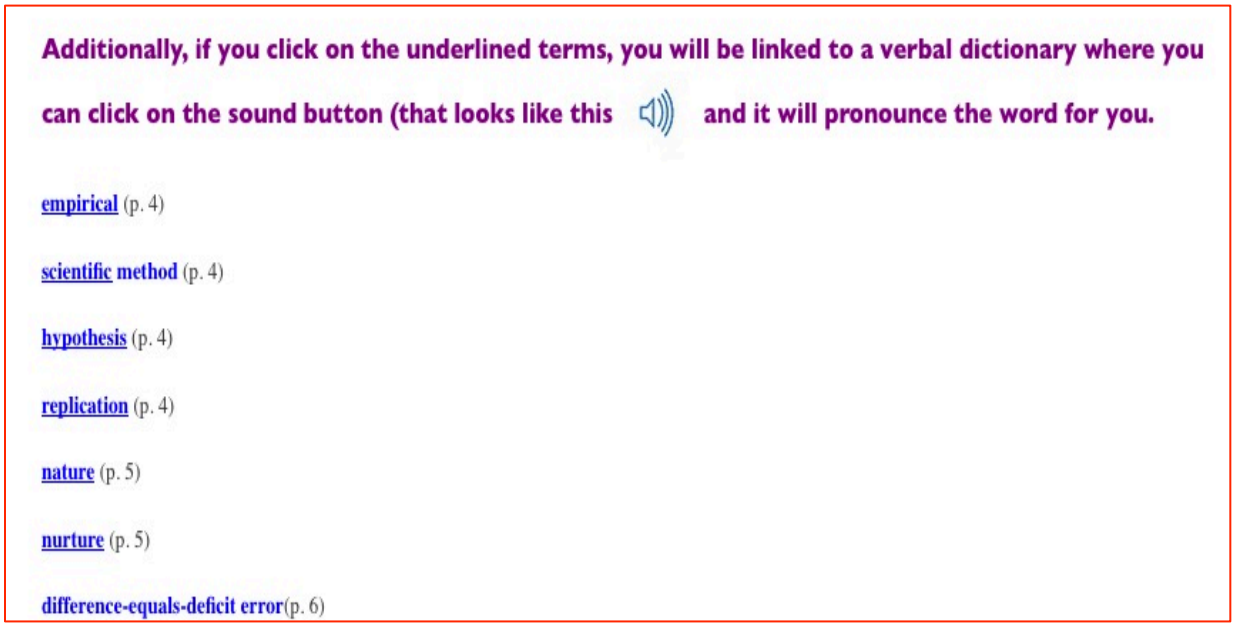
Example 1:

The image below displays links together under a heading of "Super Helpful Links." Various student support links are already included in the left column of the course site. These links are included on the course master page so that students may refer to the links without needing to search for them.



Example 2:

The image below includes ESL support built directly into the course site. The instructor previously included a vocabulary list, along with the page in the textbook where that word is defined. Her class included many ESL students who mispronounced the words. She added a direct link to each particular word in the online dictionary. The dictionary gives the definition along with an icon which, when clicked, pronounces the specific word. She still includes the page number, as shown in the image. Students go directly to the word as the instructor made the direct link, instead of only giving the general URL of the site.



Embedding links directly into the assignment

Example 1:
Assignment: write a paper with two references
Problem: student does not know how to use online libraries and cannot get to school when the on-campus library is open
Solution: "Need help with reference?"
The question about needing help could be located inside the assignment when the two references requirement is given. The "Need help…" would go directly to the site below.
https://owl.english.purdue.edu/owl/resource/558/1/

Example 2:
Assignment: read Chapters 1 – 4 of the text
Problem: student has basic skills need in active reading
Solution: "Need help reading?"
The question about needing help could be located right next to the reading assignment. The link would go directly to the site below.
https://lumen.instructure.com/courses/63104/pages/introduction-to-active-reading?module_item_id=952338

Example 3:
Assignment: write an x-page paper
Problem: student does not know the formatting requirements in writing and has not yet taken English composition
Solution: "Need help with formatting?"
The question about needing help could be located inside the assignment instructions. The link would go directly to the site below.
https://www.youtube.com/watch?v=pdAfIqRt60c&list=PL8F43A67F38DE3D5D

Example 4:
Assignment: write an x-page paper
Problem: student does not understand difference between plagiarism and quoting sources
Solution: "Need help with how to quote?"
This is a common problem, even among the most sincere students. There are two different URLs to choose from. The top URL includes a short video; the bottom URL goes to text.
https://lumen.instructure.com/courses/63104/pages/plagiarism-3?module_item_id=952312
https://owl.english.purdue.edu/owl/section/3/33/

Example 5:
Assignment: write an x-page paper and submit it in MLA format
Problem: student does not know MLA format and has not yet taken English composition
Solution: "Need help with MLA?"
The question about needing help could be located inside the assignment instructions. The link would go directly to the site below.
https://www.youtube.com/watch?v=RqbRYVCDSxw&list=PL1FF4014845486B31&index=3

Example 6:
Economics assignment: find the equilibrium point for a linear supply/demand problem
Problem: student does not remember how to find intersection point of two lines
Solution: "Need help with finding the equilibrium point?"
The link would go to a short video on equations of lines and finding the intersection point.
4-minute video https://www.youtube.com/watch?v=he5HPPIIdVY

Example 7:

Psychology assignment: The problem below shows an actual textbook question involving the normal distribution of IQ with an average of 100 and a standard deviation of 15. The student is asked to describe a score of 115 and a score of 70. The image shows the normal distribution graph of Intelligence Quotient Score.

Problem: student does not know how to set up the algebraic equation to solve the problems.

Solution: "Need help with IQ scores?"

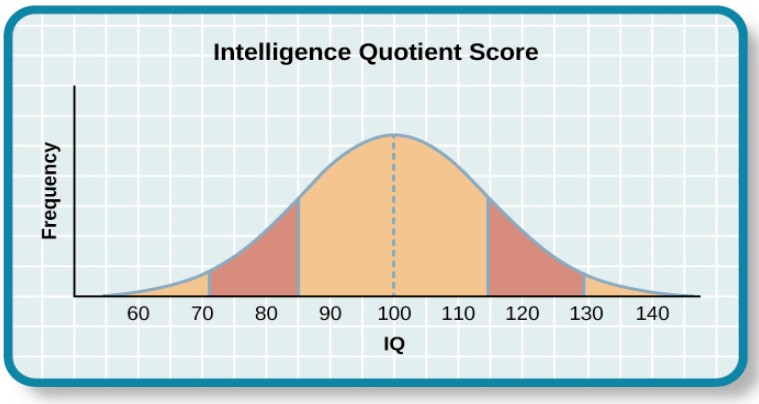
The link would go to an elementary statistics open textbook where the same topic is taught with the formulas and worked out solution provided.

http://cnx.org/contents/30189442-6998-4686-ac05-ed152b91b9de@17.38:40/Introductory_Statistics

Textbook problem:

The average IQ score on an IQ test is 100. Standard deviations describe how data are dispersed in a population and give context to large data sets. The bell curve uses the standard deviation to show how all scores are dispersed from the average score (Figure). In modern IQ testing, one standard deviation is 15 points. So a score of 85 would be described as "one standard deviation below the mean." How would you describe a score of 115 and a score of 70? Any IQ score that falls within one standard deviation above and below the mean (between 85 and 115) is considered average, and 82% of the population has IQ scores in this range. An IQ score of 130 or above is considered a superior level.

** From *Psychology* by OpenStax College, CC BY



** Special thanks to Dr. Wendy Bass and Dr. Mitra Hoshiar, Los Angeles Pierce College, for sharing their screen shots, and Kathy Sparling, Ohlone College for sharing her MLA, research and library videos.

How could the "Need help…?" actually look in an assignment?
The image below has Examples 1 - 4 (above) embedded into the assignment.

Assignment	Need help? Click on the links below.
Read Chapters 1 – 4 of The Wright Brothers by David McCullough. Write a two-page paper about the challenges Orville and Wilbur Wright faced in their quest to build the world's first flying airplane that had aircraft controls.	Reading help
In this assignment, include challenges that the brothers faced in their personal lives as well as technical challenges. Describe two other inventions that came to fruition in the early 1900s. Did those inventors have similar or different challenges than the Wright Brothers?	How to search the web
Your paper must include at least two scholarly references. Format your paper using APA rules.	Finding scholarly references Formatting help
*NOTE: Any papers that contain plagiarism will automatically receive an F grade.	What's plagiarism?

List of basic skills modules

To access the most current list of basic skills modules, please refer to the OEI website page entitled Resources for Underprepared Students within the Faculty Resources section:

http://ccconlineed.org/faculty-resources/underprepared-student-resources/