

**National Indian Justice Center**  
Distance Education Technology Program Project  
Advisory Committee

Audio-Conference Call  
**November 1, 2007**  
**10:00 – 11:30 a.m.**

- **Staff and Committee Member Introductions**

Staff Present: Kelly Myers, Carol Oliva

Committee Members Present: Linda Locklear, Rosie Bley, Jim Burcell, Joseph Parente, Riley Quarles

Kelly noted that some of the members have had chance to work together on our previous project but we will do introductions for the benefit of guests and any new members.

Raquelle Myers is a Staff Attorney with the National Indian Justice Center. She develops curricula and runs educational programs for Native American tribes nationwide.

Carol Oliva is a Development Officer for the National Indian Justice Center.

Rosie Bley is from the Karuk Tribe in far Northern California. She is administering a grant from ANA to promote distance learning in this remote area. The project is called Karuk Paths to Prosperity. An online project curriculum was developed by Joan Van Duzer. Rosie also runs a distance learning center through the College of the Siskiyous (COS) at the Happy Camp Community Computer Center (HCCC), which has a 20 station computer lab. Lots of Karuk members don't even have electricity let alone computer access so people come in to the Center to check email and use the resources.

Jim Burcell is a Karuk Tribal member who is now the Student Services Coordinator under the ANA Paths to Prosperity project. There are also classes that are taught by videoconferencing. These eight classes are three unit courses. They have a couple of other courses, such as the Successful Online Learning course, which was taught in the train the trainer mode to allow all staff to conduct the course.

Linda Locklear is a professor of American Indian Studies (AIS) at Palomar College in San Marcos. Palomar services 10 Indian reservations and has a satellite campus at the Pauma Reservation. Linda teaches online. AIS has 20 classes, including Native language classes. She was involved in NIJC's previous project. AIS does a lot of live "webcasting in a can", allowing them to broadcast out to the community. Linda has a sabbatical coming up in fall and is willing to do projects. She knows how to administer Blackboard online and has been teaching and training online in this system for 6 years. Her sabbatical is from August 2008 to January 2009 and is project oriented. She will be taking a UCLA online law class. Linda wants to come to Santa Rosa to do some work for NIJC.

Rosie invites Linda to Karuk. Linda needs an email inviting her to come and visit.

Joe Parente is past president of Alliance for Distance Education in California. He teaches communications and teacher education at Sacramento State University. He also runs an Arts in Education non-profit organization.

Riley Quarles is the Coordinator of the Courseware Development Center at Humboldt State University (HSU). The Courseware Development Center has developed online course review guidelines, which are used to evaluate all distance learning courses. He will share them with the project. There are six sections to the review guidelines including course organization, learning objective and outcomes, assessment, technology and accessibility. HSU run courses through the checklist and each has different components. The Courseware Development Center also helps faculty with online components of face-to-face courses. Riley obtained his masters degree online through George Washington University and also brings the perspective of a student to the Committee.

Linda has a similar online course guideline instrument at Palomar and will forward it to NIJC as well.

- **Guests**

Joan Van Duzer is an HSU, Instructional Technologist, who designs course elements for online courses. She has a Masters in Education with a specialization in online learning.

Marian Thacher is with the Outreach Technical Assistance Network (OTAN) and is the Director of the Adult Education Project. Dennis Porter referred her to the Committee. He is retiring and his project (California Distance Learning Project) is being rolled into their project. She has been involved with technology and adult education for years. She is trying to get adult education programs to use video-conferencing. OTAN provides a technology mentoring academy for training of trainers. Marian was also a former ESL teacher in San Diego.

- **Establish Ongoing Meeting Schedule**

The Committee will meet bi-monthly. Carol asked if the Committee wants to maintain its previous schedule or if people could meet on Wednesdays to accommodate a request for Mondays and Wednesdays. The majority prefers Tuesdays and Thursdays. The time period for the meeting was discussed. Joseph requested a later timeframe of 10:30 a.m. or 11:00 a.m. The group decided on Thursdays at 11:00 a.m. A discussion ensued about which week would be best. The group decided on the second Thursday of the month. Future meeting dates in 2008 are January 10<sup>th</sup>, March 13<sup>th</sup> and May 8<sup>th</sup>. Carol will send out a meeting schedule.

- **Overview of Proposed Distance Learning Technology Skills Program:**

Carol and Kelly gave an overview of the project. It was developed based upon previous discussion by the past project Committee about students needing basic technology skills to be more confident and successful with distance learning overall.

- **Target users**

The target users will be California Native people aged 15 and older. The course will first be demonstrated with four different test communities, each having diverse demographics, such as greater access to connectivity and technology versus less access to technology resources.

- **Components**

This will be a course that orients and teaches people about the basic hardware and software technology skills needed to participate in distance learning in three modalities: the Internet, videoconferencing and mobile technology.

- **Delivery method**

The course will be delivered online using the learning management system, Moodle.

- **Evaluation**

Outcomes for different user groups will be tested. We would be interested in examining the guidelines mentioned by Riley and Linda to see how we can incorporate them in project evaluation.

Discussion about the course followed.

Joan needs more clarification and would like a copy of project narrative. Carol will send the narrative to everyone by email.

Linda asked if we considered doing some kind of content-based course. Yes, it will have tasks that are oriented around issues or concerns of tribal communities to work through culturally appropriate content using the basic technology skills. Essentially, it is a technical skills course that will teach tribal members to become better distance learners.

Linda noted that from a pedagogical point of view, students do better when they have content.

Kelly said that our goal is to have the course be content oriented. She described NIJC's basic computer curriculum. It provides tasks and works through different skills needed and in the process students learn how to use the technology. We will use cultural context in this course as we did in the basic computer course. Designing the course is something that the NIJC and the Committee will do together.

Linda asked why we are using Moodle. Kelly noted that Moodle is a lot like Blackboard. Marian added that Moodle is an open source course management system and doesn't require licensing. Riley said HSU uses Moodle and they are developers. They are happy to share their support materials. Kelly also explained that Blackboard is beyond our financial scope because of the licensing fees.

Linda asked if we have thought about offering the course for credit so you can access technology resources of different communities. For example, at Palomar, if you want the College to offer the course, they can set it up for us through Blackboard at no cost.

Kelly asked the Committee to suggest sites. In our application we identified some tentative sites but we can always change them. The tentative sites are Karuk, Round Valley, Tule River and Campo.

Linda suggested that we could offer the course through Palomar or San Diego State. Mike Connelly from Campo has taught at San Diego State. She asked where the program is going to be housed over the long-term. Kelly responded that our hope is to make it self-contained but we are open to using other learning management systems. Right now, we are going to format it in Moodle due to budget constraints.

Linda suggested a project she could do as part of her sabbatical. Once we develop the course, she can put it into Blackboard using Palomar as a delivery vehicle. She can get a course packet set up immediately. NIJC Project staff will be able to log onto their system and work on the content. Kelly confirmed our interest in doing this.

Marian asked how Palomar's Blackboard licensing is set up. She asked Linda how certain she is that the College's Blackboard license is going to be continued. Linda said that Palomar has the last version of Blackboard and hundreds of classes are offered. Marian noted that OTAN used to use Blackboard but then they switched to Moodle. Moodle accomplished their objectives without having to pay for licensing.

Linda left the meeting briefly to call Palomar's academic technology committee to ask them about the future status of Blackboard. Marian said that D'anza switched.

Carol reported that DQ University is trying to reform itself and Bernadine Whipple is on the Board. She asked if our project could make a presentation to the Board because they are interested in DQ being a test site.

Kelly confirmed our interest in providing more information to DQ. On the subject of Blackboard and course accreditation, she expressed concern about having to meet the requirements of different curriculum committees and how this might extend project development time. We would need to take that into consideration. She said that we are only looking at developing a single course and hoping that it increases use of other distance learning courses by Native people.

Marian asked for more clarification on mobile technology. Carol talked about how mobile technology is a new modality for distance learning and asked Joe to share some of his experiences.

Joseph Parente explained that his group is using and testing the technology all at the same time.

Kelly asked if mobile distance learning employs or podcasts and how our course might include finding, using, loading and responding to existing podcasts. Joe said that there is already some podcast distance learning content available. It's emerging mobile technology that people are looking at, such as sharing through iTunes You, text messaging, taking pictures and making videos. He is working with Hmong youth. In this community, everyone has a cell phone and

most don't speak English so the mobile technology takes over. Some of the other mobile technologies are going wireless so it's getting more accessible. Teachers download information using iPod wireless touch and then they can deliver it in the classroom. The students don't have access to anything other than what their teachers have for them.

Marian clarified that we are seeking to prepare people to access existing courses but not developing more through this project. Kelly confirmed that this is what the project is about— simply providing people with a course that gets them to use other existing courses.

Linda returned to the meeting with a response from Palomar's Academic Technology Director about the future status of Blackboard. She reported that Blackboard just bought WebCT and they now have 75% of the academic market. Palomar is currently using Blackboard version 7.2 and is going to upgrade to Learning Suite 7.3. The Academic Technology Director said that Moodle is free but isn't always the most appropriate solution. Palomar has so much invested into distance learning, there's no way they're going to change at this time. Linda suggested that we think about doing one version of the course in Moodle and then Linda can do one in Blackboard.

Kelly asked Linda if the course would have to meet Palomar's curriculum standards.

Linda said it would for both the state and the college. We can set up the course as a special topics course that has never before been offered. At Palomar, every class has a Blackboard site. Linda shared that Patti Dixon refuses to use it. People can use or not use. Some instructors use Blackboard in their face to face classes. Some departments use it extensively and some don't.

Kelly responded that as long as Linda can help us meet Palomar standards we will consider designing the course in Blackboard.

Linda mentioned that it would be great to have a show and tell workshop on Blackboard and other learning management systems, giving teachers a view of each one.

Riley: HSU went through a 9 month evaluation process of Blackboard and Moodle. The features are quite comparable. They all require the same amount of support. Once you have Moodle set up on your server, then you're not paying a licensing fee. HSU's Blackboard licensing was going to jump in price from \$15,000 to \$120,000. Sometimes budgeting takes precedence.

Linda suggested making use of institutions that are closest to Native communities. Palomar has a California Indian Education Network Channel. It features 10 hours a week of broadcast webcasts from CCC solutions. All 107 community colleges have access to this content. Anyone with a computer can access it. Two of the reservations have equipment with broadcast capabilities. People in other communities can go and use their cameras and editing facilities to create content on this channel.

Kelly noted that we were getting behind on time on the agenda and would need to shorten it up.

- **Discussion of Best Practices and Lessons Learned**

- **Other existing tribal and academic programs**

Carol asked the Committee to email her with information on best practices and other existing programs so that we may study them while developing our model.

- **Karuk model**

Joan, Jim and Rosie provided information on their experiences with Karuk's Successful Online Learning course.

Joan said that the program she developed for Paths to Prosperity is a four week course. It covers basic principles of online learning including time management and exposes students to basic technology. For example, students participate in asynchronous discussions, view their grades, engage in chats to accomplish a group activity and perform web searches a for scavenger hunt. The chat activity has had rather limited success. Participants have found it distasteful because it doesn't work too well. She included this because technology isn't flawless. Students get to see how difficult it is to schedule a chat and experience the technology limitations and the annoying back and forth and disjointed conversation based on people's different typing speeds. They learn that this exercise isn't always the best for promoting group activities.

They also learn they have to schedule study time around other commitments. They learn how an online community forms. The first course session was a success. Most of the students completed the course and had an overall positive experience. Joan wasn't involved in the second course. She thinks the course helps to increase people's confidence because they experience an online course and have success.

Jim shared his experiences as a student and facilitator. The course is good in that it shows strengths and weaknesses and problems and some of the challenges a person will have. In Karuk country, everyone's equipment isn't the same. Some people don't have any. It was a very realistic experience. When he hears about Southern California's experiences and then compares them to his region--there are people at Karuk who don't have electricity and running water. Karuk's advantage is videoconference through COS. Also, the tribe had the computer center where people can benefit from personal help. Program staff does not do students' class for them but they help get folks going where they need to go. The second session of the Successful Online Learning class was interrupted by a major forest fire. The third one is shaping up to be more successful. Karuk's distance learning classes via video conferencing are excellent. Tribal members go to school together and can see each other and hear each other despite the distances separating them.

Rosie noted that distances in Karuk territory are very great. Classroom based classes are over a hundred miles away. It's one hour to Orleans from Happy Camp. There are frequent power outages. There is no freeway and very poor road systems.

Jim added that people are afraid to go to school. They are afraid to fail. They can't afford to go and they can't tell others that this is an issue. Happy Camp once was a prospering lumber town; now the tribe is the major employer. People have been oppressed for so long, they don't want to leave the area and they don't have any hope. The challenge lies in breaking the cycle of despair.

People need to be challenged and encouraged. Jim is trying to figure out how to motivate community members. There's a great feeling of hopelessness. People think if they get an education, then they have to leave the community where their families have lived in for generations. Or, if they get educated and then stay in the community, they believe they won't necessarily earn more.

Rosie mentioned that in this current online course session, there are several people who've needed initial handholding but once got over first hurdle, they got very excited and it opened doors. She said that it's wonderful to see people blossom. For those that do reach out for help, to watch them bloom is professionally rewarding.

Joan also noticed this when facilitating. She included a private journal in the course to ask students how they were feeling about the course and how they were holding up. Many people commented that they were nervous, excited and curious. There was always a measure of anxiety but also hope. She used a final journal to gauge outcome and student excitement upon concluding the course.

Linda asked if the course is graded.

Joan said yes. Scores are used to gauge student progress, but the class isn't a credit course.

Jim mentioned that they issue certificates of completion.

Linda described the Native language classes at Palomar. She said the languages are almost gone and AIS didn't want to flunk people for not knowing their own language, so they offer the courses as credit/no credit. This helps people be more successful and allows people to take the courses as much as they want. This was something AIS had to work through the college because some people were using the courses to fulfill their language requirements.

Joan noted that this would be a good approach for the Paths to Prosperity course in order to not make it competitive.

Rosie reinforced the need to take baby steps at Karuk and that people need a lot of hand holding.

Jim described the differences in technology between tribal member homes and HCCC. By coming into the computer center, people get more comfortable using more advanced technology. Tribal members can take the course again and again. Differences in technology between people's homes and HCCC caused extra barriers in chats. They don't have a lot of technology. Karuk is not a big enough market place.

Kelly thanked Rosie, Jim and Joan for their insights and noted that whatever NIJC provides in the way of skills, we will have to think of the context and relevancy for life in each of the demonstration communities. We need to make sure that there are outcomes and people have something to show for it.

Jim said HCCCC is an advantage for Karuk and it is close to the high school, so the younger generation is overcoming barriers more quickly. It is the older generation that is having a more difficult time. The younger generation has less trouble.

Rosie offered to open the course to any of the Committee members who wish to take it. Linda is interested. Rosie told us the next session will be in April 2008 starting on April 21<sup>st</sup>. Rosie will send Linda information via hard copy and email.

Kelly reminded everyone to email Carol information on other programs and lessons learned.

- **Existing NIJC Curricula**

This agenda item was deferred until the next meeting.

• **Tribal Demonstration Sites**

- **Criteria**

Kelly asked the Committee to think about criteria for selecting sites. We are striving for some diversity between the sites to include those communities that already have structured programs versus those that don't.

Linda asked if we wanted to consider tribes with casinos versus those that don't in order to explore how economic factors may impact participant success.

Kelly said we didn't propose economic criteria as a factor and that casino wealth does not always translate into educational advancements at the tribal level.

Linda said that Campo has an extensive education system. La Jolla does, too, but they have been devastated by fires. La Jolla doesn't have a casino. This community did benefit a little from the Tribal Digital Village but not as much as other communities. Los Coyotes might be another place that is really isolated with limited resources. Linda can help with site selection.

Carol mentioned that the Rumsey tribe has resources and has a tribal school. It is an urban tribe with a lot of resources.

Kelly asked if anyone had any insights into whether or not resources give people more advantages.

Linda was of the opinion that resources are making a difference in communities in Southern California. People from casino tribes have phones and laptops and toys and they're using them in all kinds of ways.

Kelly noted that it might be good to look at these folks to see if participation in the project will change the way they use their technology tools.

Linda asked if it would be valuable to look at current usage.

Kelly agreed. We should look toward current usage and driving more people toward more education.

Marian suggested that people with toys may already have the skills but not use for education.

Rosie said that mobile technology is starting to be used at Karuk and if they can get kids to go from playing with it to using it, then she's interested. Because of their isolation, it's hard for them to know what advances the rest of the world is making.

Kelly said that maybe we can split the curriculum up for older users and title it, "what's my kid doing with that cell phone?" If the Committee has any more ideas on criteria let us know. There is a need to create balance between the sites.

Linda will send Palomar's instrument for assessing online class.

Riley will send HSU's learning management system evaluation process link and their online course guidelines.

Linda said the California Indian Educational Network Channel is having a teleconference on Monday and the network is looking for programming. The channel emphasizes programming on California Indians. The only time the channel features other tribal content is for programs on health or sovereignty issues across the country. Kat High and Monique (?? Linda was not sure of her last name) from Yurok have contributed a number of films and different programs. The programs can be accessed in real-time or by video-on-demand. The Southern California tribes got this started after TDV because they were looking at what people were going to be doing with the computer time and they didn't want kids just playing around on the computer. After school programs on the reservation can use these programs. Linda will email the meeting information to everyone.

The meeting adjourned at 11:40 a.m.