

Volume 6 Issue 1

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Implications of learning technologies in the teaching-learning process: a paradigm shift

Margie L. Álvarez-Rivera, Ed.D. University of Puerto Rico

This theoretical paper explores the implications of learning technologies in education and advocates for a paradigm shift in the teaching-learning process. It highlights the challenges faced by traditional educational systems in meeting the needs of digital-native students. The paper emphasizes the integration of technology into the curriculum to create meaningful and authentic learning experiences that align with students' digital fluency. It advocates for a transformative educational system that aligns with the postmodern paradigm, empowering students to become active agents in their learning by incorporating their prior experiences, cultural and social contexts, and essential competencies.

The author highlights the importance of effectively integrating Information and Communication Technologies (ICT) into the curriculum, emphasizing the need for deep, memorable, and transferable learning experiences. She advocates for a curriculum that considers students' societal and cultural aspects, moving away from standardized processes towards individualized education. It promotes the development of critical thinking skills and lifelong learning to prepare students for the challenges of 21st-century society. Furthermore, the article discusses the need to rethink the curricular structure, prioritizing individual student needs as autonomous social beings. It is a call for a paradigm shift in education, integrating learning technologies to create meaningful, authentic, and socially relevant learning experiences that empower students for resilience and adaptability in the rapidly evolving 21st-century society.

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2025 Annual Conference - eLearning

The ITC's 2025 Annual Conference - eLearning, "Imagination and Innovation," is an opportunity to share and celebrate state-of-the-art educational strategies and technologies that advance the profession of online instruction. Join us in Charleston, South Carolina, March 2nd-5th, alongside colleagues from across the country at one of the friendliest and most comprehensive annual conferences for eLearning practitioners.

Preparing for Challenges in Higher Education: Support During Future Emergencies

Nicole Luongo
Saint Peter's University

This article examines emergency preparedness and faculty need for support at institutions of higher education. The researchers investigate faculty support needs, concerns, and options related to assistance with time management, technology support, professional development and training, and emotional and psychological assistance during emergencies.

concerns, and options related to assistance with time management, technology support, professional development and training, and emotional and psychological assistance during emergencies. The discussion in this article emphasizes the focus on maintaining continuity of education to minimize disruptions to learning while providing faculty with support options to help them cope during emergency times. The researchers identify key focus areas and highlight the importance of implementing proactive strategies to support faculty as they prepare for future emergencies in higher education. The article presents considerations for specific actions addressing emergency preparedness, professional development, and emotional and psychological assistance.

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Is Your Community College Technology Ready? A Literature Review

Laura Boehme
Oregon State University

Community colleges are at the forefront of educational delivery to students with varied cultural, social, and economic backgrounds accompanied by a myriad of expectations surrounding knowledge attainment, relevant skill development, and future employment goals. Many educators assume the technology itself is the critical element in leveraging accessible learning, innovative practice, and overall student success. Colleges purchase and implement technologies aimed at increasing student engagement, retention, and completion, but lacking are actions, processes, and tools to determine if the college, students, or employees are ready to adopt the technology, or if the technology is achieving its intended objectives. This literature review explored technology readiness and adoption research themes and how community colleges can better position themselves to be ready for technology adoption as a means of meeting student and stakeholder expectations. The review will elaborate on the topic of technology readiness, adoption, and best-practice quality improvement frameworks and models that community colleges can consider to promote and enable successful technology innovation.

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e-Faculty Coaching: Quality Assurance Through Collaboration

David Sutton, Ph.D.
Tarrant County College Connect Campus

The purpose of this article is to provide an overview of the development and activities of the e-Faculty Coaching program at Tarrant County College Connect Campus in Fort Worth, Texas.

Where most professional development and quality assurance is evaluative, continual improvement and quality assurance is often relegated to notes in an evaluation with limited improvements being made to enhance success metrics. There must be a better, more inclusive method to ensure quality in online courses.

The e-Faculty Coaching program discussed in this article is a collaborative, non-evaluative means for implementing quality assurance and the preservation of a positive student experience. The coaches are highly trained professionals with experience teaching and developing in eLearning environments and have completed extensive training to ensure they are abreast of the latest trends and standards guiding online learning development. Through careful observations, collaborations, and reflections, coaches provide faculty with guidance and assistance as they review their courses and make improvements based on recommendations made by the coach.

Currently in its sixth year of operation, the e-Faculty Coaching program has consistently produced data showing improvements in course design, policy compliance, and the student experience which has directly impacted retention and success rates for coached courses. This model of collaborative improvement guided by non-evaluative feedback elevates quality, compliance, and faculty awareness at Tarrant County College Connect Campus.

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2024 Annual Conference - eLearning *Proceedings*

Equitable Access and the Syllabus: A Toolkit to Build Foundational Belonging and Deconstruct Barriers in the Online Classroom

Brittany Hochstaetter, Professor, Communication

Emily Holliday, eLearning Support Coordinator

Kate Jones, Associate Professor, Communication

Chad McKenzie, Associate Professor, Information Technology (Wake Technical Community College, Raleigh, NC)

Transforming the role and form of the traditional syllabus holds potential to significantly enhance student success within contemporary online classrooms. As Higher Ed is being reshaped demographically and technologically, traditional approaches to fostering student success are being reimagined. In this evolving landscape, it becomes increasingly apparent that the performance gap between online and seated students remains significant at many institutions. Research suggests that redesign of the traditional syllabus may serve as a pivotal tool in bridging the gap. Specifically, changes in instructor tone, inclusion of customized syllabus statements, and delivery methods centered on online learning can create a foundation of belonging and encourage persistence. In this session, the panel shares strategies for syllabus reconstruction based on USC's Rossier School of Education's six equity-minded practices and the early impact of a more inclusive, liquid syllabus through student and instructor testimony. Presenters also share promising quantitative and qualitative data, further supporting the efficacy of deconstructing barriers to online learning by incorporating specific syllabus interventions. This presentation empowers faculty to reconceptualize the syllabus within their own courses as a strategic instrument for fostering a sense of belonging and advancing student success, providing practical guidance and actionable strategies for implementation.

Planning, Management, and Growth of Dual Enrollment Initiatives

Kellie Schellenberg, Portland Community College
Carlos Morales, Tarrant County College
Carol Spalding, Rowan-Cabarrus Community College

Dual credit programs allow high school students to earn college credits and, in some cases, a degree while simultaneously enrolling in college-level classes. The programs have been rising in popularity in many states as governments seek ways to increase the number of individuals with college credentials, thus increasing economic development and socioeconomic mobility and closing the gaps in the workforce. The COVID-19 Pandemic created unique circumstances for educational institutions and school districts to leverage instructional technology and online learning to reach students while increasing dual credit programs' access, effectiveness, and reach. Online degree programs require accredited certified sites from the start. Dual enrollment or dual credit has been identified as a student success and socioeconomic mobility initiative that delivers a 100% ROI to the communities where the students and the institutions are located.

Two colleges have approached dual credit using different approaches to achieve the same result. The strategies below reflect each community's different needs and how they have developed partnerships and commitments to help students obtain a higher education credential. Tarrant County College, Ft. Worth, Texas, has been at the forefront of providing dual enrollment through its TCC Connect Campus, TCC's fastest-growing online campus, currently serving more than 3,000 students. As a strategic measure, the College embarked on online dual enrollment to serve rural Texas. Rowan-Cabarrus Community College, Salisbury, North Carolina, has grown its online dual enrollment to over 2,000 students with an average 3.06 GPA. All of its high schools are accredited SACSCOC-certified sites offering full online programs.

In Texas, Tarrant County College -TCC Connect Campus implemented Online Dual Credit in Fall 2023, focusing on the needs of rural school districts, and immediately started impacting more than 3,000 students in 7 school districts. Using a centralized distance education model and leveraging the assets of the online campus, students enroll in fully online dual credit offerings. School teachers and college faculty receive professional development. They are supported by a team of eFaculty Coaches and Instructional Designers to deliver the ideal conditions for students to be successful. A school district recruitment strategy is being executed through annual work planning, forecasting enrollments to be more than 5,000 students in five years.

In North Carolina, Rowan–Cabarrus Community College has been at the forefront of offering dual credit to more than 2,328 students in 28 area high schools in partnership with three school districts. Dual Credit at Rowan–Cabarrus represents 26.5 percent of the total college enrollments. Using a three–pronged approach, the partnership is grounded on commitments from each partner: the college, the school district, and the high school. The college provides curriculum and professional development to instructors, master course shells, and zero tuition. The school district offers high school counseling coordinators and student–friendly academic progress policies, including withdrawal and transcripts. The high school provides dedicated space and a coordinator for student support in distance learning. Similarly, the high school assists the College with early intervention efforts.

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The ITC presents the JITC in collaboration with New Jersey City University – *Submit an article by October 31st*

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