Supplemental Questions for Online Course Approval Requests
Berkeley Division of the Academic Senate
Committee on Courses of Instruction

The following eight questions are to be answered by the instructor proposing the course, to be submitted along with the course approval form and syllabus.

Instructor Name: __James Bradford DeLong_____

Department and Course Number __PEIS 160A_____

1. What modes of instruction will be used, particularly those specific to technologically mediated instruction (e.g., moderated discussion lists, email, chat rooms)?

The course consists primarily of lectures and textbook readings. The required books are the standard texts for the course as taught in the regular semester. The lectures will consist of PowerPoint presentations narrated by the instructor, supplemented by both talking-head and other short video presentations. The assignments will consist of a combination of problem sets and short essays. The problem sets will be more extensive than during the semester, and will involve added computer simulation and "what if" exercises.

In addition, there will be a series of discussion postings and responses, intended to give students some interactive discussion-and-response experiences emulating the discussion sections offered in the regular semester. The GSIs will also be available to answer student questions posted to a bulletin board. There will also be a chatroom open for scheduled "office hours" with the GSIs and the instructor. All interactions will be mediated by a course management system developed and maintained by UCB Summer Sessions.

2. What specific pedagogical advantages does the technologically mediated format offer?

This format will enable us to offer the course, taught by a regular, tenure-track faculty member, to more students than would otherwise be able to take the course. Organizing the course into modules allows students to work with the course contact on their own schedules, within the framework of the eight-week summer session, reviewing the lecture content as often as they wish.

3. How would this way of delivering the course change modes of learning (e.g., auditory or tactile) and affect learning experiences?

We hope that there will be some improvement in modes of learning through the use of the computer to deliver more sophisticated "what if" exercises as part of the problem sets

than we see during the semester versions of the course. The instructor, who narrates the PowerPoint presentations, will not be constantly in the student's field of vision; but that is not expected to be detrimental to the content delivery. The instructor will remain available, through chatroom "office hours" and via bulletin board postings, to answer student questions or comments that may arise.

4. What is the nature of instructor involvement in the proposed alternative mode of instruction? What are the means by which the instructor will foster learning, and how will the instructor be available for consultation?

There will be no change in instructor involvement. The instructor will have organized the course, prepared the PowerPoint presentation, and prepared and delivered the accompanying narration. He will prepare the exams and determine the manner in which they are graded, and the standards for letter grades in the course. He will supervise the GSIs in their contacts with the students and resolve any grading issues, challenges, or disputes that arise. And he will be available through the chatroom "office hours" and via bulletin-board postings, as well as private E-mail, to consult with students on a one-to-one basis.

5. How will student progress be monitored? Describe graded activities mediated through technology and how materials will be handled to ensure that students only receive credit for their own work. (If the course does not include the required in-class final examination, a variance request for the exemption of this requirement must be submitted simultaneously.)

Student progress will be monitored through four biweekly exams delivered through the course management system, through the problem sets and the assigned essays, and through participation in the online discussion boards. The final examination will be monitored by an approved proctor who will check the student's identification prior to administering the exam. Students who do not receive a grade of at least C- on the final exam will not pass the course.

6. Is specific technical or pedagogical expertise (on the part of the student or instructor?) necessary for this course? If so, what?

Because the course is being delivered by a course-management system developed and maintained by UCB Summer Sessions, no specific technical skills are required on the part of the instructor (other than preparing PowerPoint presentations). No specific technical skills are required on the part of the student, other than basic facility with computers, the Internet, and Microsoft Office programs or equivalent.

7. What specific technical support does the department have available for instructors and

students? What plans are there for malfunction, disruption, or unavailability of technical support?

The entire course will be delivered through a course management system developed and maintained by UC Berkeley Summer Sessions, which has hired a Director of Online Learning and arranged for instructional design and instructional technology through a contract with UC Berkeley Extension's Online Learning Department. The Online Learning department will also provide orientation and support to students prior to the first day of class, as well as 24/7 technical support to both the students and the instructor.

8. In the case of distance learning courses offered collaboratively between campuses, what are the specific responsibilities of instructors on this campus? How will coordination be maintained between campuses, and who will be responsible on this campus for consultation with students?

There are no between-campus collaborations anticipated for this course.

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