Technology for Teaching and Learning Committee (TTLC)
March 26, 2012
11:00
Distance Ed Room


Approval of Meeting Minutes: The minutes from February 27, 2012 were approved.

Additions to the Agenda: Discuss the Charge of the Committee

DE Subcommittee Report: Janet shared that the subcommittee is in the process of finalizing the Distance Education plan. Janet hopes she will be able to share the plan with TTLT after the subcommittee meets on Wednesday, March 28th. The subcommittee is also looking closely at the Quality Matters program.

Kerry mentioned that Denise Schulfmeyer is developing a course for faculty to replace ED 214: Developing an Online Class. ED 214 is no longer offered at Grossmont, so we need to develop some training for online instructors. Denise’s plan is to roll out the training by summer. When Denise finalizes the new course, the syllabus will be sent out to TTLT members. This new training will be tuition-free and offered for Staff Development credit. This course will be P/NP, approximately 6 weeks long, and a certificate of completion will be provided. The subcommittee is also working on developing a series of classes with an overall certificate awarded upon completion of all courses. The committee raised the importance of including universal design and accessibility in the online training for faculty. Kerry agreed that these topics should be well integrated into the training certificate.

Janet discussed double pay for first-time online instructors. Unfortunately, given the tight budget constraints, this double LED is not being approved by most instructional Deans.

Action: Janet to share the Distance Ed Plan with TTLT upon its completion.
Action: Denise and Kerry to send out details/syllabus on new online faculty training course to TTLT members.

ITC Conference:
Chris and Adelle shared their experiences at the ITC conference they attended in Long Beach in February. Chris learned that many colleges do not look favorably upon BlackBoard and many are seeking alternatives, including Moodle and Desire to Learn. Quality Matters (QM), a process that evaluates the design of an online course, was very popular. It does not look at the faculty member or the technology, per se, but rather focuses on the design of the course, based on a rubric developed via a national standard. Chris would like to see QM implemented here at Grossmont. Chris went on to discuss the speakers and technologies that were discussed at the conference. (Both Chris and Adelle will send Michele their conference notes on trends and technology to include in the minutes.) Chris discussed the training other colleges offer to prepare their instructors to teach online courses. Chris said he will get the handouts distributed at the conference that address how instructors are trained at other colleges. Kerry would like to distribute them at the DE Subcommittee. Chris also returned with two suggestions for future guest speakers at our convocation: Cable Green and Josh Jarrett.
Adelle was not as pleased with the conference as was Chris. She felt the conference was geared toward “techy” individuals as opposed to faculty members. She was especially disappointed with the idea that technology was pushed more than face-to-face interaction with instructors. She mentioned that some students are negatively affected by technology as many cannot read and write well enough to secure jobs that require these basic skills. Adelle would like to see more interaction and sharing between online instructors to share what they have learned and what works well for them. The DE subcommittee will work with Denise on this issue via professional development.

**Action:** Chris and Adelle to send Michele their notes on the conference. See notes in Appendix I and II.

**Action:** Chris to provide handouts from conference to committee.

**Action:** DE subcommittee to work with Denise on opportunities for online instructors to share ideas.

**Tech Plan**

Kerry is in the process of finalizing updates to the Tech Plan. As a part of this, she would like to develop a process chart that would outline the steps needed to add new technology, as well as how technology is updated and maintained each year. Kerry asked the committee for volunteers to help her create this “pictorial” for the Tech Plan. She would like to complete this by mid- to late-April.

**Action:** Committee members to let Kerry know of their interest in helping her design this process chart.

**IS Report**

Brian reminded the group that older BlackBoard containers will be made “unavailable” on April 2nd. Only the current term will be available to students. Instructors will still have access to the older containers.

Current IS projects include Curricunet, which helps with curriculum development. He hopes to have a signed contract by the end of the week. The DARS system (Degree audit for Students) is close as well. Brian mentioned that counselors will have a look at this before it is rolled out for students. IS is also working on an online advising and orientation project with the vendor Cynosure New Media. The contract has also been signed for the knowledge-based, decision support system. The final project in the works is the website redesign. Once they finalize things with the vendor, IS will be meeting with Kerry and Connie about what approach to utilize to get all the web pages moved over.

Brian discussed iPads and the issues that arise regarding IS support. IS is looking at how other schools have handled the purchase and support of iPads as well as looking into best practices from Apple. We need to create a more controlled, streamlined environment in this regard.

The IS tech plan is available on the GC intranet at intranet.gcccd.edu/planning. Board approval is pending. It may be May.

**Classroom Clickers Task Force**

Janice Johnson, Jeff Lehman, Shawn Hicks, Pat Murray, Dave Steinmetz, and Kerry comprise the task force, and it has proven to be a challenge to set a meeting all can attend. Michele will do her best to find a time all participants can meet.

**Action:** Michele to schedule Classroom Clicker meeting.
**TTLC Charge**
The charge of this committee was reviewed. In light of recent discussions around which body TTLC reports to, we have clarified the following: while any changes that affect faculty directly will still be brought before Academic Senate, TTLC officially reports to Planning and Resources as of 2009. Angela and Kerry will ensure that TTLC reports out to Planning & Resources Council as necessary.

Janet mentioned that the composition of the committee is incorrect as it does not include the 6th division that has been created. The composition also states the CATL coordinator is a member and this position has been eliminated. Nadra would like to see the Counseling and the LTR division rep combined as is the case for other committees. Kerry will take this request to Planning & Resources Council and make sure the composition is updated.

**Action:** Kerry to request Counseling and LTR reps be combined. She will also ensure the committee’s composition is updated on the charge.

**Other Business:**
Kerry mentioned the upcoming 50th Anniversary Celebration and encouraged members to volunteer. Mike assured the committee that no general funds were used to support the 50th celebration. It is all funded through private donations.

Brian asked if the computer labs will be open in the Summer. Kerry said that decision has not been made, but we may see some closures.
Appendix I
Conference Notes from Adelle Schmitt
(I am including only the most interesting sessions)

College: There’s an App for That! How Mobile Computing Will Change Online Education

Schools have spent billions outfitting campuses with computers and laying down fiber so they could be wired for online access. But now mobile computing devices, smart phones and tablets have made all that unnecessary, and are reshaping education.

Six disruptive features of Smartphones (disruptive as in life-changing):

- Interoperability
- Everything plays together well with everything else (other apps and other phones)
- Geolocation
  - Virtual tours and guided tours in real time, based on GPS location
- Augmented reality
  - QuickCite lets you scan a barcode
- Cloud Connectivity
  - Document storage devices no longer necessary
- Extensibility
  - Information available anytime/anywhere

Sites like http://www.wolframalpha.com/ introduce fundamentally new ways to get knowledge and answers—not by searching the web, but by doing dynamic computations based on a vast collection of built-in data, algorithms, and methods.

Smart devices are now tied to TV, microscopes, etc. Information can be customized and accessible for all.

New technology is enhancing online security, including a way to ensure the student is the one taking a test online (How is that possible? No further information given.)

New technology knows who you are and what you’ve done, which creates a customized web experience—unlimited opportunities for imaginative instruction

Research shows that wittering little snippets from the class/questions/etc. via Twitter improves test scores

Overall opinion on LMSs: they’re terrible. They are the online version of boring, outdated classrooms (teacher in front, desks, whiteboard, lectures, etc.). New educational model is dynamic, interactive, constantly evolving, and imaginative.

Awakening the Digital Imagination

Success means more than positive outcomes “relative to pre-established targets.” SLOs are pre-established targets (not sure how to avoid state mandates...) Student learning outcomes should be revised on a daily basis. How can syllabi be created before we get to know our students?
Double-loop learning challenges assumptions/preconceived ideas of what education is. Premise is that effective problem-solving requires frequent public testing of theories. Double loop learning requires learning situations in which participants can examine and experiment with their ideas and theories. Technological innovations make double-loop learning possible in new ways if instructors employ imagination.

The digital imagination is evident via learning through video games; video games are a fabulous way to retain information.

The pedagogical model of “integrated domain” is a great marriage with online instruction. This involves curricular units designed to foster the growth of students' moral judgments, social conventions, and “notions of the personal sphere of values” across the curriculum.

Classes are emergent; they cannot be pre-developed, pre-defined, or overly guided. A great method is to just assign one or two blogs per week. “Making connections is an interesting thing.” Encourage students as they surf the web to bookmark/tag stuff. They then learn from each other (unclear how this is done_.

“Computers are instruments whose music is ideas.”

Again, strong message against LMSs, as they are pathetically old-fashioned.

**Hybrid Courses: Challenges and Opportunities**

Most important points are to keep it simple and ensure redundancies.

Coastline College is about 60& online.

Hybrid courses tend to be comparable to face-to-face classes in terms of success/retention.

Hybrid courses can increase teacher morale by getting to know students.

Flexible “online modality” can be particularly difficult for students without strong self-discipline.

**Tips:**

- Keep it simple. Check that students have done readings with a pre-quiz. Remind students to do their readings and attend class every week.
- Declarative knowledge such as concepts, facts, theories, and processes are easy to learn online.
- Procedural knowledge is “how to knowledge,” and this is learned more effectively in class, with a coach to help students avoid developing bad habits.

**Tracking and Measuring Student Learning Outcomes with Automated Analytics**

At Coastline Community College, SLO tracking and analytics are built into the LMS; they use Angel.

Analytics improve performance, success, and instructional improvement.

Alerts regarding low grades/poor attendance, etc. are really important and encourage student success.

Built into the CMS is a dropdown menu of student monitoring and an automatically generated message to them.
For each student’s SLO score, there is a little comment box for “qualitative data.” That way, instructors can review it to discuss with other instructors or to reevaluate their teaching strategies.

Passing SLOs doesn’t entirely equate to passing the course. Assessment standards are supposed to be tied directly to SLOs, but few colleges actually do this.

Blackboard 9 may have an SLOs module that is included in the cost of the license.

Adding the SLO analytics into the CMS at Coastline took about 400 man hours.

**The Grand Debate**

Donna Gaudet, Math Professor (Scottsdale Community College) argued in favor of the efficacy of teaching math online. Instructors who don’t believe developmental students can handle online courses unfairly underestimate them.

Success rates for developmental Math: 61% face-to-face online 57% hybrid 67%

Fred Feldon, Math Professor (Coastline Community College) argued against the efficacy of teaching math online. He is the author of: “A Tech-Happy Professor Reboots”

Students lack the meta-cognition to function in the online educational realm/CMSs are ineffective “classes in a box.”

**Hybrid Classes: Balancing the Benefits**

There are incredible tools to enhance online learning and develop online classroom communities. These include:

- Blogs
- Google+
- Google Docs
- Skype
- Prezi

Further reading: “Physicists Seek to Lose the Lecture”—NPR

Feedback loop (short amount of info./quiz/review or move on) Technology can provide immediate feedback about performance that prompts improvement, both for students and instructors.
GLOBAL
Blackboard is continuing to lose market share and colleges are looking for alternatives. Quality Matters was the big talk of the conference.

THERE'S AN APP FOR THAT
Dean Kohrs St. Petersburg College
Disruptive technologies.
Smart phones have changed everything.
There will be more smartphones than humans by the end of the year.
Mobile revolution is coming.
Creates educational opportunities.
Interoperability: Plays well with all devices. Geo Location: Interactive tour guides London example Augmented Reality: London example Cloud computing: Siri example Wolfram Alpha Extensibility: Attaching devices using UP as an example Security: concerns do exist tying it to smart devices

AWAKENING THE DIGITAL IMAGINATION
Gardner Campbell Virginia Tech
Think less about managing learning and focus more on stimulating learning.
Globalization
College does great for preparing students for the 20th century not the 21st century.
Digital imagination is needed. Looking beyond the LMS toward other technologies to stimulate learning.
Reddit as an example of an example of digital learning and stimulating the global network. Search for Reddit for Today I Learned.
Teachers are taking full advantage for Twitter to stimulate learning.
LMS systems and traditional ways of teaching won't cut it.

TEACHING ONLINE A TRANSFORMATIVE COURSE
Alice Renner Sinclair Community College
Purpose: Teach faculty how to facilitate an online course that's already been created.
They have a full DE Staff to create content to train staff. Graphic designers, instructional designers, videoographers.
Teachers must be students as well in an online course.
Focus is on pedagogy. Tech (learning LMS) but pedagogy is priority.
Faculty goes through a complete online training course. That experienced faculty teach. They believe faculty learns better from other faculty.
Faculty must take certification course before they can teach online.
They are not part of a union.
Tech aspect is a separate course.

BUILDING COMMUNITY IN A FULLY ONLINE CLASS
Barb Mathieson Capilano University
Perfect example of an instructor using her digital imagination in her online class.
LMS was secondary. She ,made excellent use of others free tools online to teach her course.
Learned how she took her face to face class and turned it into an online course.
Concerns about building community online was important to her. Uses a video to introduce herself to students. Uses Voice thread to stimulate discussions. No one reads anymore. Need to use other forms of communication. Video and audio. She contacts via phone all students for an introduction and those that haven't logged in. She uses screen casting tools to go over the outline and directs students on where to access important content or tests. Uses Wiki to create interaction. Or Google Docs. To build community she uses a blog versus a research paper. Students have a choice but has a strict rubric if students choose a blog. She does collaborative exams where students come up with exam questions. Highly successful. In the end students felt more a part of a community online than face to face.

**UNIVERSAL DESIGN**

**Kimberly Fields Laramie County Community College**

Talked about the importance of UDL Principles

Universal: Can be used and understood by everyone Learning: not one thing. Course needs to engage and challenge users. Design: used to meet learning courses flexible frameworks Paradigm shift: Accommodation Approach vs. Universal Design Approach Faculty are responsible for building accessible courses. Always check for services meet accessibility requirements VPAT Voluntary Product Assessment Template Ask vendors of software purchases if they filled a VPAT.

**GOOGLE IN EDUCATION**

**Katherine Watson Coastline Community College**

French teacher uses Google and all of there services to teach her course. Everything from Google Docs to Google Hangouts. She uses a Spherical approach vs a Linear approach. Releases all assignments at once online and students can take them in any order. Puts more trust on the student.

**FROM HERE 2020: FORCES RESHAPING TEACHING AND LEARNING IN THE NEXT DECADE**

**Josh Jarrett Bill & Melinda Gates Foundation**

Major challenges Completion Challenge Quality Challenge Funding Challenge Demographic challenge

Caught in an iron triangle cost, quality, and access We have to break that iron triangle Distance learning is the key but less influence on the technology and more focus on pedagogy Mentions the importance of Social Media and how can we use it properly Technology is just a tool but the business model needs to change Mention Amazon and Target. Amazon has run the Target website for the last 10 years. How can we take that model and have partnerships work in education. Search Next Generation Learning Challenges What is the highest quality degree you can offer for 5k cost and price?
USING FREE TOOLS TO SUPPORT TEACHING AND LEARNING
Shannon Eastwood Northern Kentucky university
Another instructor that uses her digital imagination to stimulate learning
Made course as small as possible
Using Audio or Video for Introduction to the students. No one reads text.
Audio helped show off her personality
Tools
Audioboo for audio recording
Voccaroo.com audio recording
Creates screencasts using Jing to show students where content is located within her course.
Walks through the whole course
VoiceThread used instead of Discussion boards and used for Guest Speakers
Dipity for timeline creation. Time toast is another option

ITBABBLE.COM TECHNOLOGY IN THE CLASSROOM BLOG.
Great Reference
Wiki for collaboration. Didn't like the BB wiki. Used PBworks or Google Docs.
Sliderocket for online presentations.
Exam time wanted to make an easy way for students to quiz themselves. They used Studymate (flash cards, crosswords, quizzes, and games) paid version part of respondous. Alternative is studystack.com free.

MOBILE LEARNING
Heather Dawson and Jin Sung An Penn State
Went over pilot program for a Mobile learning initiative
Mobile is taking over. People expect to be able to work learn study whenever and wherever they want to.
Motto Anywhere Anytime Anyhow
400 students were invited to participate if they had a smartphone or tablet
Created a mobile course website. Added syllabus, course announcements, and blog to aggregate podcasts.
They use iTunes U to deliver lectures, mobile flashcard apps.
Had issues with Survey. Not a lot of respondents. But the are continuing with the program.

DISTANCE EDUCATION VIRTUAL ORIENTATION: PREPARING YOUR STUDENTS FOR ONLINE SUCCESS
Melissa Williford and Sharon Broere NC State university
They went over this online orientation program that's was completely done online in Moodle.
Going over there initial de student orientation and addressing their initial issues
Poor face to face open house. Some couldn't attend. They stopped sending out hard copies. Budget cuts effected them
Used Moodle for their orientation
They spend a lot of time with the frontline to make sure they are not missing anything in the Orientation.
Orientation takes no more than 30 minutes.