

Technology Planning Committee Meeting

9/20/07

Present: Jim Antilla, Sam Bradley, Kent Brorson, Amanda Evans, Char Harkins, Kathy Heltzer, Carol Kivi, Jackie Millsagle, Helen Mongan-Rallis, Karen Plass

1. Question: Is online education a goal of the college/university?

Answer: Let's assume we're moving forward with online education, that CEHSP will support it, and that maybe we will support it in more than just the college.

2. The rest of the meeting was a discussion. It grew out of the group's review of a draft PowerPoint presentation, which was being prepared for our tech group's faculty presentations the following week.

- UPDATE: The final PowerPoint presentation is available online, at: <http://www.d.umn.edu/cehsp/technology/>

Discussion:

- The conference referred to at the start of the PowerPoint presentation was about using technology for blended teaching and learning.
- Until the university comes forward to provide higher levels of infrastructure, we aren't going to fully embrace online education. Until then, we'll support teaching and learning, and blended courses. We will help those faculty, who want to teach things online, to do that.
- The M.Ed. program was able to go online because we could do it internally, as a CEHSP program, and didn't have to go through the Twin Cities Graduate School.
- We want to continue with blended instruction and support it.
- The purpose of the PowerPoint presentation is to set the stage, and explain to faculty what we can do for them - and who to call.
- We want to let them know we can help them with the blended and online teaching.
- We want to improve the understanding of online education. We heard, earlier today, of people who are not considering online graduate degrees to be as good as face-to-face programs. Yet, if there is a difference, online is often a better way of learning.
- Education had to get past this for the doctoral program, too. They had to address concerns about the quality of an online program.
- Face-to-face is the presumed standard, yet things are blended now. What percent of your course is online? Who knows?! It's very fluid, and may change in response to what is going on at a particular point in the course.
- Maybe the question is: "What percentage of your seat time is being replaced by online activity?" This would be helpful information for managing space. When the online component increases, it should reduce the seat time.
- Kent went online with a course that runs three weeks. It's very intense, so he put it online.
- Let's focus on tools for teaching online, and by spring we'll know more.

- Infrastructure Need (Electricity): Our laptop initiative, which will go into effect 9/08, will require electrical power for student laptops in classrooms. That's part of infrastructure support. We may simply need "wheel-type" extension cords (power strips) in classrooms. We have flagged this as an issue for ITSS.
- (In)appropriate Use of Student Laptops in Classrooms: Inappropriate use can be distracting to other students. Appropriate use can be more than just note taking: sometimes when the teacher mentions something, students will Google it - this isn't note taking, but the students are engaged. Some of these are "classroom management" issues.
- Faculty want one-stop shopping.
- CMS Slide: Title says Course Management System, but the statistics are about WebVista. There should be "parallel construction." Any data presented should mention both WebVista and Moodle.
- The draft slides on "who to contact" for tools are too vague. It'd be nice to name names. If it's too vague, or there are too many options, it feels too hard. Faculty don't want to learn things if those things are going to change. See YouTube - "Shift Happens." We have to learn it anyway.
- There is a concern that making our staff available will be overwhelming. We want to follow up after the presentations with a "quick and dirty" survey, to begin to know what the demand might be. That should let us decide what trainings we need to offer. Shelley's model (one-on-one) was great for faculty, but it's very labor intensive. Maybe we can find out what people need and find some economies of scale. For example, we could bring together groups who have common interests and varying amounts of experience. We would work with them and teach - AND we would all learn from each other.
- Maybe there should be a semester-long Tech Camp focused on online teaching. Ideally, it would have the same kind of incentives as the regular Tech Camp.
- Upcoming Online Courses:
 - Jim will be offering a course in October on online teaching. It will be totally asynchronous, and will cover selected chapters in a book over four weeks.
 - Jackie would like to see HPER labs on line, too, so we can eventually get some lib ed courses and science classes on line.
- Char said we need "Tech Triage." We could have one number to call and that person could triage your technology need or issue.
- HPER wonders where large equipment and capital improvement purchases fit in. Answer: Such items should be requested via the technology proposal form.
 - Karen will add the year's due dates to the proposal form.
 - Jim will sent an email so people know of the upcoming fall technology proposal deadlines (October 9 and November 13).
- We want this group to stay intact.
- Jackie and Jim are talking about where the plan is going. Is it strategic plan?
- Amanda will revise the draft flowchart (Who to Call for What).
 - UPDATE: The final flowchart is available for download, at: <http://www.d.umn.edu/cehsp/technology/>

Karen Plass, recorder