ETLG Face-to-Face meeting
June 27 – 28, 2012

Present Day 1

1. Lisa Berry
2. Larry Loeher
3. Owen McGrath
4. Oliver
5. Shohreh
6. Mara
7. George
8. J.O. Davis
9. Mary Ellen Keller (UCOE)
10. Mike Truong
11. Jeff Henry
12. James Frazee
13. Ben Hubbard
14. Christine B
15. Dan Suchy
16. Jennifer Radke
17. David Levin
18. Rose
19. Leo
20. Kim DeBacco

Announcements

- Welcome ITLC Representatives: Jim Davis and Dana Roode
- UCCSC – need some folks (Jim P. and Shohreh)
- Pedagogical Issues Report – need a few folks (group work)
- Bus Ops Workgroup – permission issue – have to follow up
- Copyright update
- eText – no workgroup yet on this… task force? And should we send 2 folks to IMS Global event at U Michigan?
- Turnitin update
- Should we allow workgroup chairs into monthly ETLG meetings?
- Instructional Platforms Charge – need a few folks (group work)
- Process to select next ETLG vice chair (group work)
- ETLG site – public facing (use of RSS feeds)
- Reflections on the event

Online Instruction

One charge this year from ITLC: Online Instruction (OI) – faculty are interested in using tech in education, they are not interested in using that as a way to generate revenue (disconnect between administration pushing OI as a "revenue generator" and faculty recoiling who don't see it as a big money maker)

Academic integrity must be ensured – even though, ironically, academic integrity may not always be monitored in more traditional distribution models.

UCLA will soon establish higher standards for OI than for regular teaching.

Experiential learning – here to stay – incorporation into Learning Outcomes / legitimizing experiential experiences within an academic context

Using tech in beneficial ways – can be fun and exciting (clickers as a technology enable "peer instruction" pedagogy) – a device in every person's hand so that they have accountability – 15% of grade is based on participation in this process.

Need to devise questions that are not so much focused on assessing knowledge but instead on ways to promote learning / collaboration.

Is there a seat time requirement?

Harvard – Katie Vale – using OI as a way to inform traditional teaching – what online technologies / activities work and why? Harvard faculty would like to bring this understanding back to their traditional classroom teaching and have pursued edX efforts with this intent in mind.

Jim P. - Send ETLG and workgroup info on our classroom standards

Vlab – David L. is interested – follow up.

Vlab – see Ohio State as a model too (in addition to UC San Diego)

Establish a partnership with community colleges / libraries to put in place a network of proctor centers. This has been established to some extent by UC Extensions.

Respondus lock down browser as part of a proctor center (a bit Orwellian)

Workgroup Presentations

Business Ops Workgroup (Jennifer Radke)

- Report is up on the ETLG Bus Ops workgroup web site

- Tangents / useful info / generating action at higher levels

Question: How do we incentivize being chair for these ETLG workgroups
Question: What is the total cost of ownership at UC for a given product / service?

EAA

- Share NILO paper on online assessment with professors interested in online instruction (e.g., Ira Pohl at UCSC). Can EAA share that link the NILO paper?
- Students are becoming more sophisticated as users / less OCD type of early adopters.
- Flipped classroom – one downside observed is that lecture capture + faculty come to class then and in many instances end up just telling stories (and not using that time to engage students in active learning) – so it ends up being technically nifty but not exactly a value add pedagogically
- Students have a limited understanding of what learning constitutes
- Taking lectures and whittling them down to module based tutorials (segmented into 10 minute chunks)
- Consider the student side of flipping – that can translate into a lot of online watching
- The kids who watch these videos may succeed anyway (they are driven and will watch the videos again and again) – the reason to continue more traditional models is to reach those students who need to be exposed to learning situations
- Adaptive learning mode – can we push poor performers to perform better using online tools
- Learning analytics – analytics available out of the box for the average LMS may not give us enough info – need to develop other tools (see Steve Miley at UCSB who added a histogram to LMS scored activities)
- More and frequent assessments allow the student to better know and align their perceived performance with actual performance. That is why we are less in favor of high stakes assessment. Move toward frequent, lower stakes assessments with rapid / immediate feedback.

Question: What role / participation do we want to cultivate with Libraries / UNEXs?

Matterhorn Presentation

- We end up serving the well funded, and those that really need our services may suffer

- Move from being the gateway for faculty to do webcasts to empowering faculty and put this ability to upload content in the hands of even departments and departmental staff in our community to upload and distribute in their own branded context
- Use the Matterhorn capture agent, and leverage it in our LMS – then, you can shape learning modules
- Critical use case – user generated media content, upload it into LMS, have it be searchable
- Entwine – a company that can help to implement pilots of Matterhorn
- Endcast – end points to do encoding
- Federated search of Matterhorn repositories will enable broader sharing across multiplie (UC) Matterhorn schools
- Big Blue Button will record on the screen and can output to Matterhorn

Question: will you query the user on copyright permissions at the point of ingesting their user-generated content?
Question: who will initiate a request for closed captioning?

Instructional Platforms – Oliver Heyer

- Ferpa issues within academic environment that strive to be open

Action Item: need to revise the charge for this workgroup and make it more narrow – possible issues: interoperability, what are the most useful LMS tools (which ones are compatible via LTI and IMS Global), are there some best of breed tools that are coming up that we should all share? Side by side comparative analysis of LMS – overall cost of ownership discussion may play in here with Business Ops. New question: how do we move content from one campus to the next. Consider the functional need as well (this may fall outside of Inst Platforms) -

The shared content that would exist across a federated set of (Matterhorn) systems – would imply shared standards – this can happen within the Instructional Platforms,

Note: See Sensheimer mic system used at our F2F ETLG meeting / UCSD conference rooms – Shure ConferenceOne – i system – really nice and worked well.

IDFS – Kim DeBacco

- Badge for online teaching 6 modules?
- How to make a large classroom small (Leo)
- Buy out a faculty for a period of time (or give them an iPad) - faculty fellow

- UCI also paid faculty to participate in a workshop – victim of budget cuts
- Online workshop at UCI – ask De and Chris about this
- Celebration of teaching - $1K for their extraordinary use of tech

Question: Can we put the 6 modules developed by IDFS to promote best practices for online teaching and deliver them via the UCOE platform?

Learning Spaces – J.O. Davis

- Critical time now with the "sun setting" of analog
- Betting on HDMI right now
- How do you bake in the refresh required to handle the obsolescence?
- Database of who are the key players on our campuses around services we offer
- Pop up restaurant and the notion of a pop up classroom – a projector free classroom using mobile devices -

Day 2

1. Jeff
2. Larry
3. Kim D
4. George
5. Shohreh
6. David L
7. J.O.
8. Rob Abel
9. David Ernst
10. Oliver
11. Mike Truong
12. Rose
13. Dan Suchy
14. Mary Ellen
15. Lisa B
16. Leo
17. Ben Hubbard
18. Mara
19. Dana R

IMS Global Presentation
World Wide Web Consortium – creating open architecture
IMS was born out of Educause (what is now known as ELI)

Interoperability standards exist – but not a lot of visible interoperability early on – it wasn't happening. So, Rob reached out to suppliers to get some real interoperability working closely with the marketplace.

Coursesmart was funded by 5 large publishers and it is LTI compliant. It provides eTexts.

In the next 20 years, education will be a digital experience – no more paper.

DOE is investing .5 billion in certain states to promote these kinds of eText efforts.

Investing in going digital can save you time and $$ if it based in standards – it can also help extract analytics on usage.

What we can do:

- Tell suppliers that we want LTI compliant products and services
- Let our procurement offices know we want this
- If LTI is not happening in a contract / procurement – tell IMS Global
- Universities need to take more leadership in this equation – institutional advocacy
- Officially appoint an ETLG contact on the IMS Global eTextbook task force
- List of tools and user / crowd source response on value of tool
- They need help – Could name IMS as a "partner" on grants but also could enter into a joint effort to pursue a grant with IMS

See: Pearson "MyLabs"

HW applications through publishers – online adaptive tutoring.

LTI 1.1 is current – next version will allow for some reporting to get data out of tools

We could thus require Pearson for example to report out to us (using LTI) in those situations when faculty are using these online 3rd party tools

eTexts will be easier in the future thanks to IMS Global's work.

Apple and iTunes U reporting could be better with LTI (Rose)

Piazza is LTI compliant

LMS is becoming an integration platform – they can't do everything

IMS can help on eTexts –

Next IMS Global quarterly – U of Mich – Aug 6 – eTextbook task force – we could appoint

IMS – Access for All – ISO standard – matching content with the specific profile of a user – see APIP – need to apply to learning content in general to create alternative learning formats for individuals with disabilities – IMS can specify the standards to make the connection happen – but others will have to produce those alternative materials

You have a restriction of the content, a restriction of the network, a restriction of the device – tying IMS with mobile efforts and leveraging APIP for other non-accessibility uses

See Follet – café scribe - etext

Possible grant funding joint venture with UCs?

Ideas on Improving ETLG Confluence Site

- Provide CTL updates with campus updates
- Need to have a space to put complaints / points of conflict / challenges / issues
- Tag / RSS feed to bring content into a web site / brochure – ETLG Site – feature and promote particular tools

ETLG may opt to make more use of task forces instead of "workgroups" – with ITLC's narrowing of our focus, having standing workgroups may not make the best sense.

Add space on the ETLG confluence site for the eText task force

Add org charts / briefing books to ETLG confluence site – include organizational values / couple key items of interest

Possible use of Ning / Social Cast / Mighty Bell

- UCCSC – Dan, Kim, Shohreh, Lisa
- Ped Issues – George, Kim
- Copyright –

Group Work Exercise

- eText – task force? And should we send 2 folks to U Michigan?
  - David
  - Ben
  - Rose
  - Kim
  - Mara
- Instructional Platforms Charge –
  - Rose
  - Oliver
  - Jim
  - Mary Ellen
  - Mike
  - Dan
- Process to select next ETLG vice chair
  - Shohreh
  - George
  - Jeff
  - Dana
- ETLG site – public facing (RSS Feeds)
  - Lisa
  - Leo
  - Larry
  - J.O.

Recommendations

Pedagogical Issues - wait
Copyright – submit to ITLC

Other Follow Up
eTexts – Ben will lead task force, task force will recommend one person to go to Ann Arbor, U of Michigan, IMS Global eText,

Process for Vice Chair – Shohreh – open nominations until 7/17, then Mara and I will discuss – you have to nominate someone. Once we have a short list, we will check with their CIOs or supervisors to check on availability, then secret vote.

ETLG site – Lisa B. will send paragraph – possible use of internal surveys to inform our agenda

Reflections on the event

Barbara Sawrey's presentation was widely praised.

Rose Rocchio also conducted a post meeting survey. The results of this survey follow:

ETLG2012

Poll Description:

This is an evaluation of the 2012 ETLG meeting, and simultaneously a demo of the *New* Mobile clicker tool called OPT (Online Polling Tool). Opt has been built collaboratively by UCLA and UCSD and is free to any of the UCs. It will be IMS - LTI compatible by mid-summer.

Question 1:

How did you find the format and agenda of the meeting? (check all that apply)

0 A) Too informal, would have liked a more formal agenda
6 B) Well planned and executed
9 C) Conducive to important discussions
1 D) Too formal, would have liked more interaction
5 E) Would like to see more demonstrations of technology pilots in action
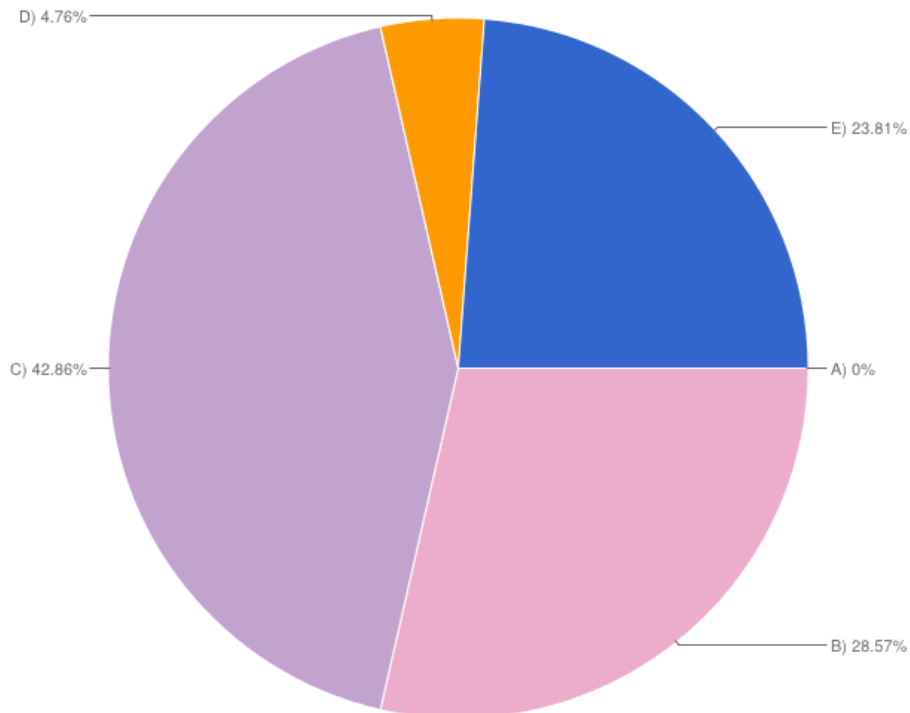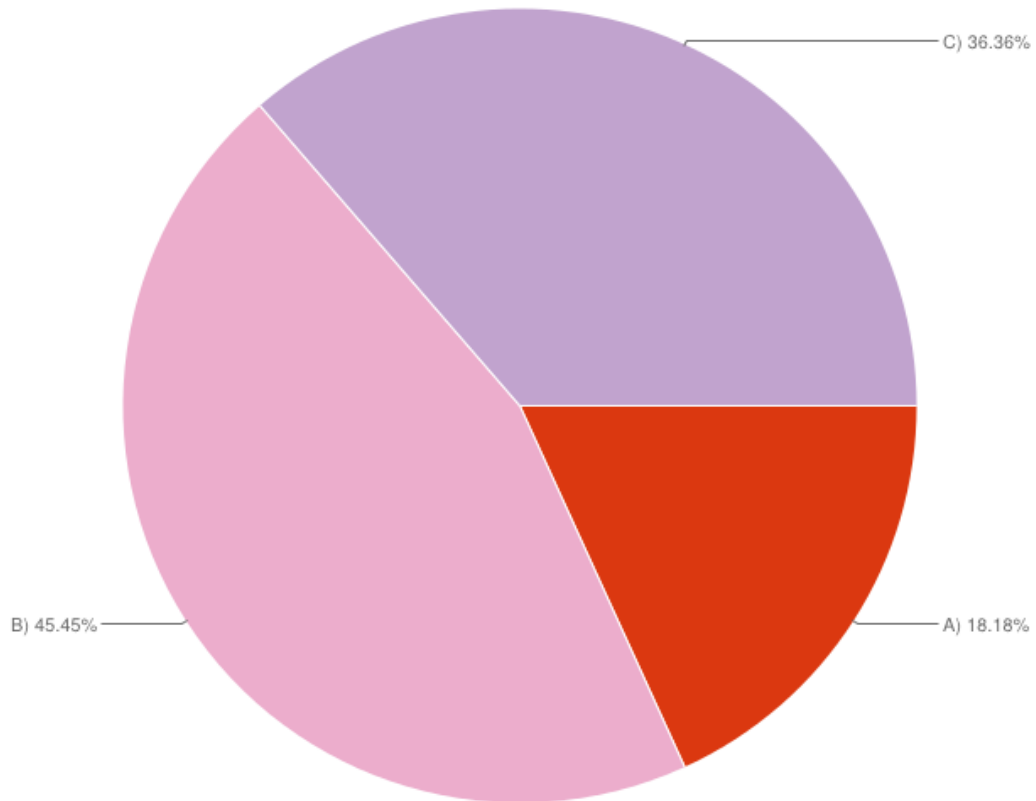
Question 2:

How did you find the format of the campus updates?

2 A) I would like less structure
5 B) I think they are perfect
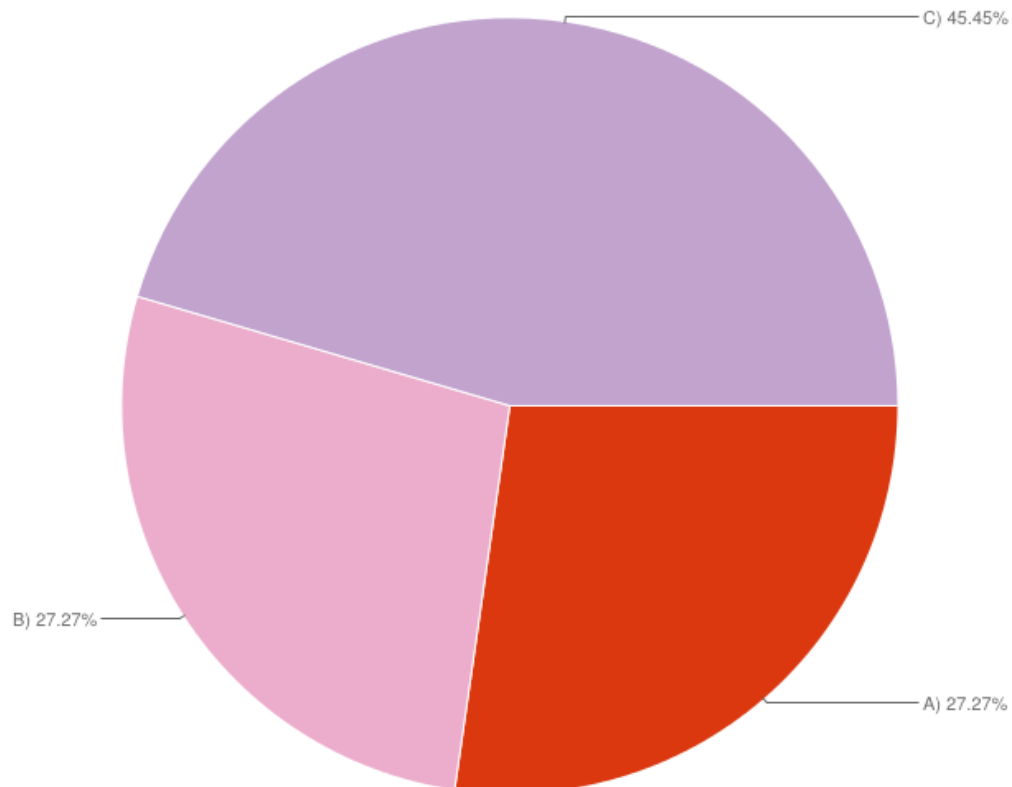4 C) I would like more structure, they are hard to follow

C) 36.36%

B) 45.45%

A) 18.18%

Question 3:

How did you find the subgroup reports?

3 A) Too varied in style, I would like to see this happen in a more consistent format
3 B) Interesting, but difficult to digest in this format
5 C) Just perfect, they were really informative

C) 45.45%

B) 27.27%

A) 27.27%

Question 4:

Do you have specific comments for the subgroups? Please be specific about the group that the comment if for:
n/a
No
In some cases it would be good to give the groups more direction
No additional comments
Learning Management subgroup seem to benefit form more direct input and involvement of ETLG committee. Perhpas 2 or 3 ETLG memebers should attend the conversation to help steer the group into a more productive direction.
Would be useful to see a one page summary of activities

Question 5:

How did you like the sessions with the guest speakers? Please indicate the speaker that your comment pertains to:
n/a
All great, but the session withbarbara and Beth was helpful
Fantastic. We should do this every time
The session with Barbara and Beth was fantastic! The session with Rob was important and informative.
The session with Barbara and Beth was very engaging!
Guest speakers were great and let's repeat this in the future.
very useful. Beth & Barbara's discussion were most interesting. IMS global, Matterhorn, ... were also very educational.
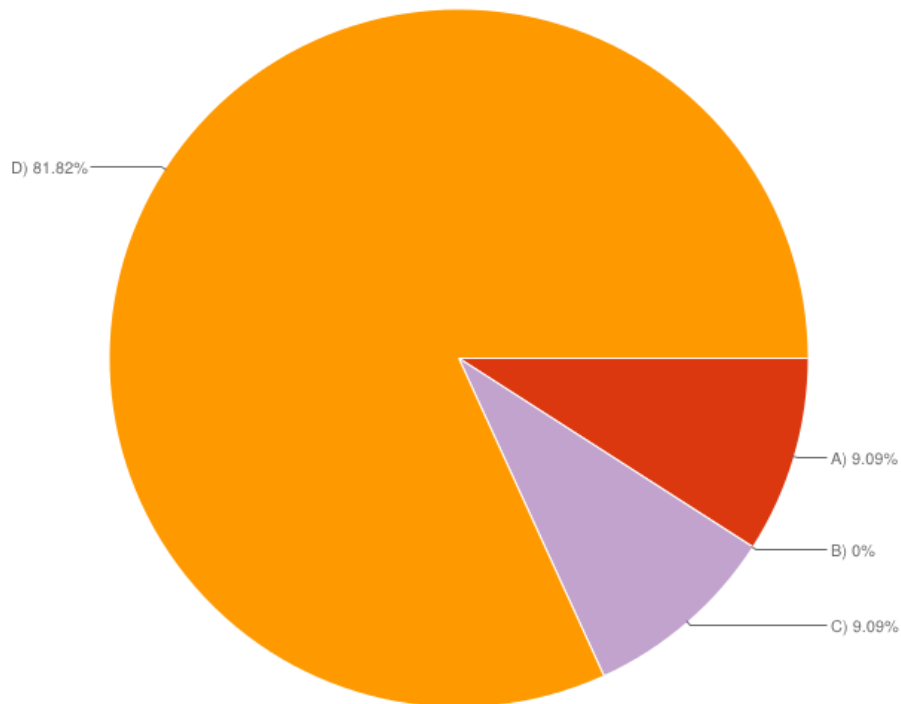Fantastic ! Really enjoyed them!

Question 6:

How did you enjoy the venue?
1 A) I have seen better
0 B) It was ok
1 C) It was very nice
9 D) It was one of the nicest meeting venues I have seen

D) 81.82%

A) 9.09%

B) 0%

C) 9.09%

Question 7:

Was 2 days too long? Other comments on length of meetings / duration of activities?
Just right
Fine
No
It was perfect
No, perfect length.
2 days feels right to me
It felt a bit long to me on day 2 toward the end.
1-2 day meeting is fine. More is difficult becuase of work committement.
Just right!

Question 8:

Please give us any suggestions for next year's face-to-face ETLG meeting
Ice cream
None right now
Back here again, and invite Mara :-)
Perhaps some demos of niche teaching tools
This is Jim Phillips so I will work on next year's face-to-face quite a bit...
have one in 1 year. alternate (south/north). an agenda topic could be to offer a presentation by UCOE lead folks from OP and UCOE faculty who are teaching online have few faculty demonstrate their work and talk about their experience (good or bad).
Have it in San Diego again