IDFS: 2010-2011 Participants

Liaisons: Mara Hancock (UCB) and Chris O'Neal (UCI)

Participant	Campus	Expertise and Interest
Lisa Rothrauff, Chair	Berkeley	Manages Sakai front-line support services and faculty development programs; course/curriculum development; campus evaluation and assessment programs.
Kirk Alexander	Davis	LMS and support team management; faculty dev; coordination with campus' Academic Support Services.
Kelsey Layos	Irvine	Manager of Electronic Educational Environment. Training on various external tools for importing photos, voice and audio recordings into courseware.
Kumiko Haas	UCLA	Develops/teaches training programs, workshops, seminars on pedagogy, course design and instructional methods for instructors (incl. grad students).
Michelle Lew	UCLA	Moodle LMS, Instructional/Educ. Technologies, (Elluminate, Captivate), media production, video reserves.
Mike Truong	Merced	Support for hybrid courses; development and teaching of writing program; faculty development.
Leo Schouest	Riverside	Manager, Instructional Technology Group. Consults on assessment, rubrics, and accreditation.
Christine Bagwell	San Diego	Manages Instructional Web Dev. Center, supports campus LMS. On Advisory Board and an instructor for the Teaching Online certificate (Extension).
Christian Burke	UCSF	Guide faculty developing multimedia for their curricula. Create/deliver workshops in School of Med. on storyboarding, video, instructional design, Moodle.
Kim McShane	Santa Barbara	Consultant in Instructional Development, the umbrella organization for Video Services, Artworks (Web Design), and Photo Services.
Robin Ove	Santa Cruz	Manages Sakai LMS and Faculty support team. Faculty consultations on learning technology solutions.

IDFS: 2010-2011 Summary of accomplishments and ideas for next steps

Our charge	*Work we've accomplished*	*Ideas for next steps*
Discuss, investigate and/or make recommendations related to issues, practices, policies and technologies related to effective teaching and learning, Instructional Design, Faculty Training and Faculty Support. *Ways this might be accomplished include….* Investigate and make recommendations around multiple aspects related to Online Learning. Increase faculty competence and familiarity with the use of technology for instructional purposes. Explore ways to involve faculty directly in the formation and practices of our programs. Share effective and efficient faculty support and development strategies between campuses.	Defined an e-learning framework for OIPP courses. Contributed to quality criteria for online course across UCs (for OIPP) with input from UC Commission on the Future. Pulled examples of successful online learning activities for OIPP workshops. Identified design requirements for collaborative site for OIPP participants. Held semi-monthly calls to share strategies for supporting faculty on OIPP project. Pulled together list of resources for IDs and faculty on topics relating to teaching with technology, online development process, assessment and rubric development..	Create collaboration site for IDFS at the UCs, leveraging structure and content that we've gathered for OIPP for all to learn from. Create a common calendar of events--for instructors, IDs et al. to benefit from, and especially to encourage faculty-to-faculty teaching. Share learnings from OIPP process/project and use as focal point for campuses' course definitions and best practices. Select online activities, examples, training modules: faculty explain conceptualization and creation process, reasons for success and lessons learned. Coordinate more with and leverage talent and expertise within media and assessment groups.