

University of California      Educational Technology Leadership Group (ETLG)

**To: Jim Phillips, ETLG Chair**

**Subject: Instructional Design and Faculty Support (IDFS) working group:  
Report for 2010-2011**

**IDFS leadership and membership**

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

Members:

- Lisa Rothrauff (Chair) (UCB)
- Kirk Alexander (UCD)
- Kelsey Layos (UCI)
- Kumiko Haas (UCLA)
- Michelle Lew (UCLA)
- Mike Truong (UCM)
- Leo Schouest (UCR)
- Christine Bagwell (UCSD)
- Kim DeBacco McShane (UCSB)
- Robin Ove (UCSC)

**Charge for 2010-2011**

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.

## Key Accomplishments

Here we describe our key accomplishments for the 2010-2011 academic year.

### 1. Formation and definition of a system wide instructional design working group

Starting in October of 2010, the IDFS group met twice monthly, via conference call. Attendance was excellent, on the whole, and attendees were conscientious about communicating anticipated absences from the call.

In an effort to define our group and the collective resources that we bring to the UC system, we started a Google Docs sheet (to which we added throughout the year) where we captured information about our roles and areas of expertise and the role of our respective organizations.

Member	Member's campus organization	Professional priorities and expertise
Lisa Rothrauff (Chair;UCB)	Manager, Training & Support Team in Educational Technology Services	Defines and promotes support services and faculty development programs; online course/curriculum development; campus evaluation and assessment programs.
Kirk Alexander (UCD)	Educational Technology Program Manager	Manages LMS and support team; faculty dev; coordination with campus' Academic Support Services; technical lead for OIPP.
Kelsey Layos (UCI)	Operations Manager, Electronic Educational Environment (EEE)	Manages LMS operations; trains instructors on various external tools for importing photos, voice and audio recordings into courseware.
Kumiko Haas (UCLA)	Director, Instructional Improvement Programs in Office of Instructional Development	Develops/teaches training programs, workshops, seminars on pedagogy, course design and instructional methods for instructors (including graduate students).
Michelle Lew (UCLA)	Director of Teaching & Learning Technologies in Office of Instructional Development at UCLA	Manages Moodle LMS; has expertise in Instructional Technologies, (Elluminate, Captivate), media production, and video services.
Mike Truong (UCM)	Assistant Director, Merritt Writing Program; Faculty Development Coordinator, Center for Research on Teaching	Supports hybrid courses; develops and teaches in writing program.

Leo Schouest (UCR)	Manager, Instructional Technology Group	Supports instructors' use of technology in teaching; has expertise in assessment and accreditation.
Christine Bagwell (UCSD)	Associate Director, Academic Computing & Media Services	Manages Instructional Web Dev. Center, (and LMS). Instructor for the Teaching Online certificate (Extension).
Christian Burke (UCSF)	Instructional Media Architect	Creates/delivers workshops in School of Medicine on storyboarding, video, instructional design; develops resources within Moodle.
Kim DeBacco McShane (UCSB)	Instructional Consultant, Office of Instructional Development	Guides faculty developing multimedia for their courses and curricula. Expertise in humanities and foreign language teaching.
Robin Ove (UCSC)	Manager of the Faculty Instructional Technology Center	Consults in Instructional Development.

The areas of expertise summarized above were leveraged in a variety of ways for the project accomplishments described below.

### **Project work**

In the past year, the IDFS met many of the objectives stated above in the ways described below. Much of our work was focused on supporting the launch of the OIPP; and while we provided expertise to the project, it provided us with momentum and support for coming together and focusing our work.

#### **1. IDFS defined an e-learning framework for online courses**

In January and February of 2010, members of the IDFS came together with members of the OIPP executive team (specifically Kirk Alexander, Mara Hancock and Keith Williams) to develop an e-learning framework. While our efforts were focused on the immediate needs of OIPP, it was also recognized that the framework we developed could and should be applicable to the development of any online or hybrid course across the UC system.

The main goal of the framework was to provide a general structure to the OIPP courses that would ensure a quality learning experience for students; meet the evaluation and assessment criteria sought by OIPP's parallel evaluation initiative; and satisfy current standards set by WASC and by the UC Commission on the Future.

The resulting framework was then communicated to participating faculty as the point of departure for developing their online courses and forms the crux of the roadmaps or course plans required of all OIPP participants.

See Learning Outcomes Guide and Glossary of Terms at:  
<http://groups.ischool.berkeley.edu/onlineeducation/project-participants/faculty-workshops>

## **2. Contributed to quality criteria for online course across UCs**

Connected to the formation of an e-learning framework, IDFS members also collaborated quality criteria for the OIPP courses with Keith Williams, from UC Davis and the UC Commission on the Future, who is also co-leading the evaluation of the OIPP.

See UC Quality Criteria at:  
<http://groups.ischool.berkeley.edu/onlineeducation/project-participants/faculty-workshops>

## **3. Identified design requirements for collaborative site for OIPP participants**

Shortly after the OIPP February workshops with faculty, it was recognized that the project needed a collaborative space or site where faculty and project staff could share resources and collaborate with other faculty, staff, et al. Working with two media specialists from UC Berkeley's iSchool and ETS, IDFS members worked with OIPP staff to define the elements of the site based on known use cases and needs expressed by faculty. The site now includes: a discussion board, resources area, a wiki, and designated community areas for sub-groups within this initiative.

The site can be found here: <http://oicommunity.ucop.edu/>  
*Access to this site may be granted upon request.*

## **Directions and recommendations for 2011-2012**

The leadership for 2011-2012 will be:

- Mara Hancock (UCB) and possibly De Gallow (UCI) Liaisons
- Lisa Rothrauff (UCB), Chair
- Kim DeBacco (UCSB), Vice Chair

As of this writing, IDFS members have yet to commit to specific goals for 2011-2012. We have discussed how to leverage the work already accomplished, however, and in August we will submit a new set of goals with our charge, with an eye to working on projects that directly benefit our campuses and the instructors we support. Areas of interest include:

- Continuing to influence and actively work on online and hybrid courses, experimenting with various online teaching strategies and ensuring the implementation of best practices
- Sharing strategies for partnering more closely with faculty
- Facilitating faculty-to-faculty dialog about teaching innovation, especially where technology solutions are found
- Focusing on strategies for improving the undergraduate learning experience through our work with faculty.

We expect to submit refined goals by the start of the 2011-2012 academic year, i.e. in mid-late August.