2012 Pedagogical Issues Report
Educational Technology Leadership Group

Background
In 2011, the Educational Technology Leadership Group (ETLG) submitted a report to the Information Technology Leadership Council (ITLC), which reviewed some of the pedagogical issues facing faculty and academic leadership on the UC campuses.[1] Many of the topics in that report were not new, such as the impacts of budget reductions on services; nor could they be considered cutting edge, such as our discussions on online instruction. Nonetheless, the *2011 Pedagogical Issues Report* provided a good snapshot of some of the issues we faced at a particular moment in time; and that effort was repeated this year for 2012-13.

Focus Areas (2012-13)
After reviewing the diverse array of pedagogical issues before ETLG, the ITLC suggested that ETLG concentrate its efforts on two primary areas in the coming academic year (2012-13):

1. Online Instruction – particularly the relation between campus efforts and UC Online Education; and
2. eContent – including eTextbooks and the production, delivery, and sharing of digital content.

It was also suggested by ITLC that the Instructional Design and Faculty Support (IDFS) workgroup should take on the annual review of pedagogical issues in the future.

Finally, the ITLC did also propose an academic summit of ITLC, ETLG, as well as leaders on the academic side, including Deans, members from the systemwide Academic Senate, and Vice Provosts of Undergraduate Education. Due mainly to time constraints, academic leadership and non-technical academic support groups may not regularly meet to discuss their idiosyncratic plans to improve student success and learning. The summit proposed by the ITLC will thus allow IT departments to engage academic leadership, assess the implications of these issues, and consider ways to coordinate our efforts across the UC campuses.

Conclusion
One of our ETLG members, De Gallow, described *pedagogical issues* as the "cornerstone of all that we do in educational technology." So central is this to our mission that engaging campus groups in discussions around student success and the dynamic set of challenges that our faculty face is and should be our constant focus.

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[1] Unlike *The Horizon Report* produced jointly by the Educause Learning Initiative (ELI) and the New Media Consortium (NMC), which predicts emerging trends or technologies that hold transformative potential in the coming years, the *2011 Pedagogical Issues Report* produced by the ETLG instead focused more narrowly on some of the pedagogical discussions that were occurring on our campuses, and how those issues impacted certain educational technologies and services.

List of All Areas Discussed by ETLG

It is not easy to capture, articulate, and distill the issues that swirl across the pluralistic constituencies comprising our user base. This is further complicated by the numerous services that fall into the portfolio of "educational technology."

It should be noted that:

1. The items listed below were not the result of any systematic or representative survey;
2. they are not exhaustive - especially since we do not always work with all the academic interests;
3. the importance of these topics may vary significantly from one campus to the next, but that this list represents an effort to create a larger view; and
4. the items below are not listed in any particular order.

With those caveats in mind, here is a summary of the pedagogical topics that came up in our ETLG meetings over the past year:

- Measuring the effectiveness of the educational technologies we deploy
    - Analytics and the need to arrive at a shared set of metrics
    - Understanding and measuring instructor expectations around their use of technology and actual impact on students' learning

- The shift from on-the-ground to online teaching
    - Transitioning from the insular act of teaching to a team approach
    - Focusing on learning in hybrid environments (inverted class experience or "flipped classroom")

- The shift from traditional lecture to more active types of in class experiences... and the importance of instructional design in making that shift from "instruction" to "learning" happen.

- Aligning course curriculum with instructional design, assessment strategies, and learning objectives.

- Mobile apps
    - Mobile applications that deliver (increasingly complex) web-based services
    - The need to insinuate instructionally-focused apps into the mobile strategic planning conversation

- User expectations and the ongoing impacts of the budget cuts

- Accessibility vs. usability (letter of the ADA laws vs. the spirit of the law) – and the importance of focusing on the user experience and not solely on compliance checklists
    - Responsive design
    - Universal Design for Learning (UDL) and the spectrum of choices available for developing online courses

- Online Instruction
    - Proliferation of campus-level solutions, including the expansion of hybrid instruction
    - Supporting faculty who develop courses for online / hybrid delivery
    - Technical specifications and campus resource guides for developing online courses/course materials
    - Evolution and reaction to UC Online Education / Online Instruction Pilot Program

- Policy issues related to online / hybrid teaching and learning:
    - Faculty Intellectual Property, Copyright permissions / copyright management (Georgia State ruling), policies related to the compliance layer
    - Policy changes necessary or recently adopted to enable / promote / allow online instruction on our campuses
    - Policies regarding assessment and test proctoring in online classes[2]
    - Policies regarding inter-campus offerings of online classes – how can we facilitate registration into UCOE across the campuses (semester vs. quarter terms, etc.)?

- Online evaluation of courses and instruction – strategies to foster high quality feedback

- eContent / eTexts
    - Educause initiative
    - UC Berkeley pilot
    - CENIC negotiations with CourseSmart
    - Apple publishing
    - Columbia University's efforts around their product "media thread"
    - Homegrown (faculty produced) eText publishing
    - Sharing of web-based, media content across multi-campus repositories
    - Developing individual repositories, including e-portfolios, that can be shared, archived, published (in whole or in part)
    - Archivable content vs. the day-to-day ephemeral content that is often found in our LMS and lecture capture systems
    - Miscellaneous issues focusing on digital content production and delivery (policy, compliance, etc.)

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[2] Will campuses allow online proctoring? If so, how will they make sure that bandwidth and other learning infrastructure is in place on campus to support student use of the services? If campuses require in-person testing, will they establish testing centers? Will they accept proctoring at remote locations? This requires input from local administrators and faculty senates to set the operational parameters within which educational technology (and faculty, staff, and students) have to operate.