Group 1, Breakout Session 2
Thursday

TLT is active facilitation and/or creation of an environment of learning where change cognitive, affective, behavior, social, emotional, etc. occurs using the tools of technology.

Here there is an active learning component
        Technology should lead the learning
        Both the students and the teacher are learning

***What are the potential or actual benefits of using technology?
***What are the barriers?
***How do remove some of the barriers?
***What are we risking, how comfortable are you we with the risk? (If it is not broken why change it attitude?)

Benefits vs. Cost Table

Benefits of using Technology in Teaching	Costs of Using Technology in Teaching
- Reducing geographic constraints - Preparation for further study (back ground knowledge) - Teaching students how to be responsible for their own learning - Efficiency (less time on mundane matters) - Building important life skills for students - Ability to assess skill/knowledge and deliver more personal learning experience for students - Helps us rethink - Think our teaching pedagogies to improve teaching and learning - Increased interactivity and collaboration	- Faculty time plus support - Deciding on appropriate technology and knowledge of potential tools to use - Rethinking of content area and how to effectively use technology in this discipline - Developing appropriate content/tools - Require more discipline by students - Obligation to teach the technology along with the content - Increased need for ongoing professional development Online Courses

Yes, there are benefits to the use of technology if properly done, the manner in which the technology is being used. They have to have time to plan and decide what needs to be taught then looking at whether the course would actually be Benicia online, is there more to think about than I have the equipment to put this course on line and the students want it.

We are always looking at new text book to find which ones covers this subject, this is customary, but it requires the same behavior when I go on line to search the web for the best information. The difference is the companies send us the books.

***Are there any ways to reduce some of the junk?

Put the word review on it.
Publishers are still learning, they have adjunct web sites
Some list servers have help sites.
Libraries can be helpful

We are creating hyper net courses

Web-Assisted Courses require more work
- Doing things twice
    - Both in class and on the web
    - Must make the handouts appropriate for the web
    - Some students use the web
    - Some students lack the ability and/or the discipline
    - They can't always get to the web or the library

How can we change students to take responsibility for their learning?
    Don't assume they are all at the same level.
    A benefit would be to stop bringing in copies for them.

I'd like to use the web to get through the front-line matter (Announcements, etc)

I watch my two-year-old grandson use the web, in compared to my college students to have these skills. I must think it through and decide how to develop skill-building exercises to provide them with their ability.

In 5 years 100% of the students will arrive with their own computer.

The playing feel isn't level for some of our students

We have to do what we can to level it out for them, provide a place where they can get a hard copy or they can save the information.

It places a time cost on to the students, although for some having information anywhere, anyplace may be more costly for some than others

There is a skill training required in every class on teaches to teach the skills to ensure how to use particular technology.

This is the first year that passing the computer test is a requirement for high school students.

40% of our students are non-traditional

The cost is going to take a downward trend because the students are gaining skills in the public schools.

1. Develop a computer proficiency module that is graded, that is required before taking certain courses that require computer skills.
2. Some web-companies have these services out on the web, which will keep the schools from having to develop their own.
3. Survey to determine what the students and staff know and don't know when using technology.
4. The benefit allows us to give an assessment based learning, older student need that assistance, they can use this if needed with out holding down those that don't require this assistance.
5. Every composition class is required to schedule the class in the computer lab once every week. It is an implied service.
6. Up front think time, you can't plan the day before.
7. Teachers ask why are we using the electronic classroom (computer Lab)
8. The how and why keeps coming up.
9. You have to just jump in and try

10. Yeah at what risk of drowning?
11. Put every thing on the web or on PowerPoint
12. Don't forget there are other forms of technology (microscopes, etc.

Teaching is technology

We are obligated to build these skills for life; these technology skills are in the spot light. What are about writings? It is a life long skill. I can tech one how to build a web page, but do we spend the same amount of time to teach them writing.

1. Talking about teaching as if it were the same way as if it were yesterday
2. Putting power points and notes on the web are not the best way to use the web
3. Public discussion forum helps to increase the writing skills
4. Our students want to take online courses
   a. Particularly working and non-traditional students

Cost of the enormous hours put into doing this stuff, how do reward the staff for doing all this stuff. Putting it annual review reports,

Is it the outcome we are looking for? You may be able to do that with chalk, color chalk, or a computer. Hours spent on a computer may not produce the expected outcome. and that piece of chalk may?

Disservice to society by putting people out with out the skills they need for survival

The reward or credit for this type of activity is a problem on my campus.
1. Restructure our reward system
2. Looking at the proficiency structure of the faculty in computer use
3. Teaching is a medical profession, knowing their content area
   a. Specializing in technology is an added skill
   b. the Analysist; is difficult for some, one lady switched jobs to avoid using this program. Updating the program takes hours.
      i. Not enough time
      ii. Not enough faculty support
      iii. Who manages their own website
      iv. Are there people who are in the Know?

v. How can we leverage the expertise among faculty members to share the knowledge intra campus
vi. Why should you have to manage your own web page if I am a specialist?
vii. What is the competency?
viii. What is the cost- does it take away from the learning-should the university require me to do this, shouldn't they compensate me for that specialty.

The new faculty starts with this ability. I maintain my own website, I am afraid some one may mess up my web page.

There are easy ways and hard ways, which make the choices of how to do these things.

1. It is part of the expectation; complaints may make you appear incompetent.
2. Some administrators don't realize it goes beyond just typing information in to the system.
3. Should everyone be able to do the same skills by a certain period of time?
   a. A baseline standard
      i. E-mail
      ii. No duplicates (paper and e-mail)
      iii. Find information on-line the web
      iv. Soft ware, tools to go along with their subject matter
      v. Web announcements
      vi. Communication if you are not physically available via e-mail
      vii. Librarians can provide
         1. Electronic reserves
         2. Demographic mapping information
         3. Lists

University organization – academic affairs organized to exposed to offer grant proposals

Think beyond the traditional classroom—chalk board last the life of the room Computer tech. Stuff last about 3 years.

To educate these students to be proficient it is going to and require re-analyzing of the whole process, the

I can't request computers or update the technology.

The old paradigm of a whole semester of time to teach a certain course,
So many hours are needed to pass this course, what if they know the material
and past the exams in half the time

50% of the faculty—temporary positions
Will they learn the technology if they don't know if they'll have the job past this
semester

The technology has been an add on, it is facilitated by budget dust, (leftovers)
Not this year they are taking money back.

The support has to come from the top down. They have to believe in it. With
the bottom upward approach and we will not get anywhere. These are the
folks who should be discussing this material they need to be here in this
discussion.

Many of them don't understand.

How to over come or increase the advantages.
1. Carving out time to train (We are not going to meet; we will provide
   custom training for the writing people)
2. Convenient training,
3. Small group sessions or individual assistance (Reduce the fear of expose
   ones lack of knowledge)
4. Not enough paid people to give the faculty everything they need
5. Remember we (the technical staff) are trained in some subject areas
   but we are not trained to be classroom teacher
6. Summer institute teaches a variety of applications
7. Week of intensive study followed by a team in which you could meet
    with once a week to get help.
    a. It didn't consist of pedagogy
8. Round table – for faculty and the technical staff to meet and discuss
    problems
9. Make use of national resources The TLT Round Table
    a. Some campuses have web sites with their TLT Round Tables online
    b. AAHE TLT Round Table, Flashlight program
    c. Merlot, has different disciplines- it is open to any faculty anywhere

i. Peer review stuff

How do you feel about not just the intrinsic rewards, but also other compensations?

At my school they are paid

Some are committed

Some are in for the money

We try to balance technology and pedagogy- they often shut us. They don't want us to talk about their specialties, they already know their area and just want us to show the technology material.

Our colleagues will listen to a person that is on the same level, with the same experiences (senior colleague).

Some faculty that needs to know more about collaboration, they can infuse the pedagogy in even the teaching of technology.

Focus on what you want to do and how technology fits into what they would like to do. I can see you the web information.

Pay, other incentives, digital camera, zip drive, etc.

You go to the training you can have the system or equipment.

Targeted focuses- arts and sciences they got lap tops

Some give soft ware that could be used

Some are willing to do any thing to become better teachers

There are mixed messages being sent some faculty picks some and some have no interest. Develop clear concise expectations from administration to help the faculty clearly know what is expected. We still have to complete our publishing also, may be they can reward or promote us based on both areas.

Some can use their publications in peer read journals, and these count for their publication requirements, but this doesn't happen everywhere. Some school ignore these journals

Campus conversations on the Scholarship of Teaching
 Carnegie Fellows
 Carnegie-Pew Roundtable on the Scholarship of Teaching

What about those of us who receive tenure and promotion based upon new or in areas that may not have yet been deemed valuable as the traditional requirements for tenure and/or promotion.

It is so discipline and system issues that these policies may never change. Some say that my teaching ability is what really counts. When in some situations it is publications, presenting in national and international conferences

American association of higher Education   (Stanford – UNC Charlotte) strategies on disciplines we used geography

Our first session wasn't great but the next one was really worthy

We developed a new to look at our recruiting - we developed teaching conversations, we exchanged lots of information and not only knew what they have studied but what they knew about teaching.

How can the collaboration help, we self-select base upon the individual institutions procedures?

Different bases- you shouldn't expect the same thing from one in a small institution and huge university.

We will know how it works in the long run but we want and need to know in the short run of the program.

Instructionally weaknesses is assessments
 Don't assess the outcome in non-technology classes
 We must assess the out come in the classes using technology.
 We don't have good data
 Haven't devoted enough time and data to assess what is going on.

Assessment and accountability requires more time and many turn off or avoid

If you push faculty to put the time into technology then don't punish them. Get the provost to put it in writing, that they will not punish us for it, and that we will still get promoted.

My senior faculty doesn't feel it is worth discussing.

Associate provost---- faculty has to take some accountability
     Some have not published any thing
     It is easier to published than to develop an online course
     You must get the faculty to buy-in and take responsibility

Then they will begin to listen, the faculty can't put it all on the administrators.

The average administrators is not as smart as most of those administrators in business,

Administrators for university use technology as a showpiece (we have computer labs)

The department levels have to take the initiative, buy new software, train the faculty to use it, help others to buy in,

Some of the private wealthier schools have been able to promote technology. In the state schools money was set aside but its use may not have been effective.

In one school technology was forced from the top down, my life was miserable for a while, it turned out fine but I wish they had used an incentive method.

It is inertia.

Suggestions to the collaborative:
    1. Evaluation of web-based courses
        a. Spends some money it to looking it
        b. Many find ways to do things when there is money involved
        c. Financially support collaborative efforts to develop these efforts
        d. Collaboration for intra-campus

e. Always have a proposal ready completed just for this purpose if some grant money suddenly appears.
f. Frequently we are looking at how to spend this money in 30 days.
g. Have larger schools to purchase things that they can share with smaller universities with needs
h. Promote and exchange information rather than just offer us a grant
i. Very few people even on ones campus to know about what is going on, to be receptive and transmit to the campus?
j. Using astute people who are hearing and learning new material that many can benefit.
k. Set up benchmarks that we could shoot for (not just wireless but for collaboration)
l. We just seem to be shooting
m. We need action items in our systems
n. TLT Portal- how do we transform that into active interaction among other
o. We must encourage it and ensure it is done
p. Technology Across the Curriculum
q. Alliance – some need this strength, want to be united while others want autonomy
r. Established standard or benchmark need to be made available (Get the word out)

Online address tomorrow!