Track 6 Thursday Notes

Best Practices

How are we going to be sure that campuses will have funds for replacement of equipment?
- Replace 1/3 of the equipment per year
- Problem is how money is spent and how it's funding is supported
- It's the amount of money, plus decision on to spend it.
- Creative solutions to solve problems of different sizes and needs of each school
- There is variation in how well campuses, spend IT and faculty development funds. Desktop computers, with approximately 3 years replacement*, should be considered productivity tools needed for quality work, instruction,
  ..But doing this productivity requires a good quality IT staff- and that requires the administration to make a commitment. To encourage the Chancellors to make IT a priority, both support and for faculty use.
- Mandatory Resource Training

This needs to be done on a continuing basis- but it represents an average, and it is reasonable for the cycle per each faculty member to depend on the use each faculty member makes.

Ideal support model- funding is not a constraint- need to provide faculty with what they value- need to have people-people work with faculty.

Ideal support people- good ear, polite, understanding-the need to be polite-

Do they need to be discipline specific appreciation?

What about discipline areas?

Would it be better if there were some competence?

Is there a need to worry about personality between the support person and the person being supported? (NCSU Its.ncsu.edu/itap has a "Technology Assistant" program which developed non-specialists into support people.) "Grow your own" Graduate students are really good prospects to this- combining pedagogy and discipline areas.

Central IT- network, bulk purchasing, bulk software licensing, servers, hardware problems, building a bridge between TLT and central IT.

Central Distance Education-Especially training on CMS

- Change the culture of the classroom-reflects in our points- the need to change the culture of administration- to demonstrate to administration that the investment will yield benefits and that current spending is showing benefits
- Technology Conference and who is using it in their courses, invite Chancellors and faculty, higher administration- to show benefits and you will win their hearts

Middle TLT- centralized or distributed

Sensitivity training, understanding dialog

Development levels-
- Combine workshops with one on one. Target these workshops to an entry level.
- Keep a database on faculty competence level? This also includes what equipment they have, (IT profile). Are there any privacy issues? You are able to check database prior to a session of one on one.

Illustrate training

Best Practices on Campus

Faculty who are new to obtain on-line teaching have trouble adapting their in-class material to on-line (example putting power point material on the web) They need to experience first hand experience. Matching the tools to the test. Need to train the faculty in the many tools to see how they can be used (example story boards to be used in development). See "inspiration"(a float chart visual) as a tool. This is a way to visualize the course they are teaching. UNC-C www.uncc.edu/webct/ to login-use ID bbaggins with password 123456 and see Storyboarding 001- have this as a training course.

Checklist (at NCSU0 for elements that need to be in an on-line course (somewhere in- Its.ncsu.edu website-see section on putting your course on-line)

Human click for instant communication

On-line knowledge base

Need to train instructors to use the on-line help faculties, rather than calling for an answer (WebCt has an Ask Doctor C. board)

Senior faculty- Do they value on-line participation for votes. Do they value this more at smaller campuses? It may take a culture change to get the acceptance of the on-line publication, of on-line course material (vs. traditional journals, textbooks)

Because of this many junior faculty avoid involvement in on-line courses.

Many campuses are using adjunct (part-time) faculty to teach on-line courses- and not giving them support, computers and materials.

Departments may give some " load reduction" to faculty putting material on-line for the first time. Does it take more or less time for continue teaching an on-line course vs. traditional courses?

Collaboration can help in developing on-line content and multiple instructors can use that common content in each of their teachings. Collaborations to update the course.

Cohort training (ECU)- summer release time-creating courses-Cohort at the same level, getting paid and not teaching.

Converting their existing courses to on-line. Comparing to existing courses to see how their course builds on prior courses and prepares students for subsequent courses.

Assessment- question to see if there is a need to change approach to ease cheating- a need to evaluate open end essay questions, participating in discussions,

Campus wide workshops- one person per department who will be given a one course reduction- meet weekly to present and compare their work. Does not require funding.

Workshops need to have an incentive to encourage attendance (what to do about faculty who do not fulfill conditions of contract that gave them the carrot.

Newsletter- print and e-mail- but some people still do not pay attention.

- ECSU has a "Technology Spotlight" to highlight noteworthy faculty projects (with a digital picture)- in their on-line newsletter.
- ASU has a "Chancellor's Technology" which represents faculty accomplishments.
- UNCC has a demo showcase
- NCSU and other campuses