

REVISED**The Distance Education and Learning Technology Committee**

Wednesday, March 26, 2014 at 3:30 pm in Brewster B-104

Present: Lida Cope, Xiangming Fang, Timm Hackett, Elizabeth Hodge, Karl Luterbach, Mark Moore, Karl Wuensch

Ex-Officio: Chal Benson, Wendy Creasey, Donna McDonald, Clayton Sessoms

Guest: Elmer Poe

AGENDA

1. Approval of February 26, 2014 minutes.

[**Attached:** Minutes]

Unanimously approved

2. Elizabeth Hodge– E-Learning Update

Elizabeth Hodge stated that the issues are complex: there are any moving parts and the work of the group is implicated in many of them. She provided the letter from the e-learning workgroup in response to our feedback (sent at the end of January; see page 5 below).

3. Wendy Creasey – IRCC Update

3.1 Security group - new security training

3.2 Lynda.com – to be available to all students by April 1; if all goes well, we will obtain a campus-wide license; the update on this will be part of the technology digest

3.3 ECU audited by Adobe – mentioned at all committees. This concerns all machines on the ecu.edu domains. Inventory of all Adobe products requested; scripts will be run on everybody's machine. An announcement will go out so that software inventory can be completed. Such audits are part of the company's practice – have audited other schools as well but only ECU in the UNC system selected. (General Administration is the contract owner; system universities that participate are its affiliates). Must be done within 30-45 days.

3.4 Discussion of Bb outcomes: a campus wide group in the fall (Marilyn Sheerer, Austin Bunch and Elizabeth Hodge serving; George Bailey for the FCIE committee)

E-Portfolio and Outcomes piece come together – as new features that will be available to Bb users.

In 2008 the Bb portfolio system was not satisfactory; we started using i-Webfolio, but an integrated solution will serve the needs of some campus constituents

Now the improved Bb e-portfolio system will be available for use.

Tentative timeline: Bb upgrade to the new version in May 2014; installation to begin at the end of the summer; have it ready for a pilot in the spring of 2015 (Timm Hackett participates the Blackboard upgrade testing group currently and his students are pleased with the new features; the same reported by Elizabeth Hodge based on the feedback from the College of Education).

Action item: The group recommends the Portfolio and Outcomes new version of Bb to be pursued.

4. Elmer Poe – Discussion of the role of MOOCs at ECU (Goal Eight)

- ECU as an institution does not have facilities to develop MOOCs (platforms and IT support; management of MOOCs); no formal activity in the development of MOOCs at ECU currently;
- GA and Strategic Plan last year created one objective – 1 MOOC a year in the next five years to be created; winning request for a proposal from UNC Pembroke –an award split between Pembroke and ECU;
- *EdX* (<https://www.edx.org>) is the open-source platform on which the course is hosted; it's ready; registration begins April 7, 2014; unsure as to how the course will be advertised;
- The course: The transformation on Asian economies (eight weeks); in MOOCs typically 6-7 minute recorded lectures and recommended readings; often self-made by the instructor; discussions on the discussion board (the question of engaging 10,000 students?) Quiz after each of the 8 modules;
- GA wants to create additional MOOCs; the question is: What will this do for us in the long run? State institutions don't have financial resources like MIT or Harvard, so this is an issue.
- The SAS software company in Raleigh – there was a talk that they would develop a platform, but the result is uncertain at present.
- Question asked regarding the nature of the award for such course development: The funding provide educational experiences to faculty members on how to develop and manage such courses; IT support for online resources; hire of an adjunct or graduate student to help manage the course discussions.
- *EdX* tracks what types of students enroll (grad students, faculty, working professionals...), with the idea that the possibility of gaining a credit could attract the right type of candidates to enroll and study at the institution, but this has yet to be demonstrated by the existing MOOCs.

Wendy Creasey notes that the COE has put together a purchase to create a MOOC; GA website includes information on this course and NC State course that is provided to school administrators (such as high school principals).

5. Amy Barber – DE Registration Format

[Request input from Registrar's office regarding DE Registration Format from Angela Anderson. As noted in our goal, the DELTC committee is to work with registrar's office to find a way that makes it easier for students, who are registering for classes, to tell whether the format of an offered class is face-to-face, hybrid, or online. Additionally, some online classes have required synchronous sessions and by placing a day of the week in the course schedule, often

times students are unable to sign up for more than one class if another online class has the same day noted regardless of the time difference. Do you have any other thoughts on how this could be remedied when entered?]

- The information is available but it is not on the first screen so one has to look for it;
- Karl Wuensch: The problem is that students don't readily recognize (and wh should they) that a course classified as TBA is NOT F2F. They don't click on the CRN which gives the delivery method info; later on they find out. Should students be trained/reminded to click on the CRN to find out? Could the amount of info under the CRN cause additional confusion?

Amy Barber says that adding this info up front would interfere with the 'vanilla' brand of our Banner – it undergoes upgrades very often.

Action item: Student registration information (Camtasia) video during student orientation – our best bet is to educate students (no more such information can be added on the first page). To be discussed with those in charge of student orientation and the registration session.

New Business:

The issue of having on-campus undergraduates register for online courses for convenience – can it be prevented? (The request to explore this issue from Margaret Bauer attached).

Karl Wuensch: after the first week the course DE opens to campus-based students; however, there have been problems with campus students not being able to register after the block is lifted unless they get on some sort of a list as an online student. Clayton Sessoms asked that Karl point him to specific instances so he can help resolve this.

Clayton Sessoms said that it might be possible to block on-campus student registration for longer than a week, but the policy will not allow us to prevent these students from taking DE 650 classes if they are willing to pay for it. He also pointed out that online students don't usually come to us as true freshmen. Typically, they come with some general education courses that are transferred.

Elmer Poe commented that there is probably a little difference between a student who signs up for a F2F class and never attends/becomes engaged and a student who signs up for a DE class and never participates.

(To be continued at the next DELTC meeting)

Next Steps:

DELTC Goals: Academic Year 2013-2014

Goal One: Present to the Faculty Senate our recommendation that faculty who serve as peer observers of online teaching be permitted to count that activity as an approved activity for the purposes of satisfying the annual DE professional development required of all faculty teaching online courses, but not more often than once every three years. **Completed**

Goal Two: Review and align current support mechanisms in place at ECU to meet the policies outlined in the Strategic Directions Workgroup Reports, with focus on the E-Learning Workgroup. **Work begun and will carry over to the next academic year**

Goal Three: Work with registrar's office to find a way that makes it easier for students, who are registering for classes, to tell whether the format of an offered class is face-to-face, hybrid, or online.

Work begun and will carry over to the next academic year

Goal Four: Develop a list of experts who can be consulted for assistance with pedagogy and technology relevant to online teaching.

Work begun and will carry over to the next academic year.

Goal Five: Continue to review feedback and monitor the use of the DE Training Modules. Review new module added during 2013-2014 year, addressing ADA.

Done yearly and carries over

Goal Six: Discovering what policies university units have with respect to what types of activities are approved for satisfaction of the annual training required of those who teach online.

Work begun through a survey distributed at the beginning of the year; needs to continue

Goal Seven: Review of yet-to-be-released policy on pedagogical tools provided online by text book publishers.

An on-going discussion

Goal Eight: Discussion of the role of MOOCs at ECU.

Discussed at the March 26 meeting

Item 1 - Elizabeth Hodge– E-Learning Update – Addendum:

The policy recommendations and Workgroup report were forwarded to President Ross without formal endorsement from either the Faculty Assembly, or the Chief Academic Officers (Provosts) Committee. Absent formal action from either of those bodies, the need for individual campus faculty endorsement or resolution was moot.

These materials were turned over to Matthew Rascoff, the new Vice President for Technology Enhanced Teaching and Innovation (VPTLI), for his consideration. Rascoff reported to the Faculty Assembly that he is considering both the propriety and the place of the Workgroup's recommendations. (He was not present during the discussion at the most recent 18 Feb 14 CAO meeting).

The main issue at the moment is that there are many moving parts in the Strategic Directions E-Learning plans, and the recommendations of the Workgroup turned out to be implicated in a large number of those action items. Prioritizing and consolidating seems to be the main task on the VPTLI agenda right now.

The status of the Workgroup is currently "on hold." The Faculty Assembly did however urge the VPTLI to consult closely with the campuses on any E-learning initiatives coming out of General Administration.

My personal suggestion is that ECU DELTC keep the response to the Workgroup recommendations close at hand, and use it as appropriate for future responses to GA inquiries and proposals.

I hope this helps!

Sincerely,

Stephen Leonard, UNCCH Political Science, Chair Elect, UNC Faculty Assembly