Instructional Technologies 10-13-2010 Discussion Notes

Wed. Oct 13, 2010

Introductions (approximately 30+ in attendance)

Session included instructional designers, IT staff, librarians, and distance Education specialists.

Asked participants about burning questions and why they are interested in the discussion session, topics included: instructional design approaches for new staff, learner centered approaches, staffing, managing technology priorities.

1.) Question to think about: with all the technologies available and with how quickly they change, how do we make changes?  Do technologies really change?

* Looking at solving a problem that needs solution or a solution that needs a problem.  
  - Disconnect between campus leaders and faculty in meeting a pedagogical need.  
  - In meeting with Faculty, not push technology, find out strengths and weaknesses, find a technology that pushes strengths.  
  - Get perspective of students and participant, not just facilitator. Visit classes to observe how faculty teach.

Question to think about: When solving a problem, are you looking at the problem looking for the solution. Or do you have a solution that you want to find a problem for? :)

* the challenge as a tech leader is knowing all these new technologies and finding ways to bring it in to the campus.  You need to figure out how to combine the technologies to meet a pedagogical need
* when dealing with faculty, find their strengths.  Use their strengths, help them, respect them, and they may become more open to tech changes
* example:  one university had a change in professors for a class with dissections.  The new professor thoughtfully looked through what was done in the past, what worked, and then made changes on what worked/didn't work
* new position: take the time to learn your campus' culture.  Work with the faculty, observe them, and then give them suggestions.

2.) What would you do to start engaging faculty with technology solutions?

* you make the tech decisions and then you train.  From there, the faculty can go and do more if they wish
* know your objectives
* keep it simple
* why not start with the student?  It is because of them that we have jobs.  What technologies do they need?
* show mutual respect & build a community of trust.  It takes time to build those connections.  Make it personal.
* - faculty talking to faculty ? peer mentoring ? readiness for adoption and alignment of goals?  
  - Incentives- Food, money can attract faculty.  Software!  
  - Have experienced educators talk with faculty, not just nerds and geeks. Use faculty peers to spread the word.  
  - Bring back success stories and have them recruit  
  - Mutual respect ? sharing and appreciation of roles, agendas, responsibilities   
  - Work with faculty’s Original paradigm- use what they are currently doing to build on, then work in changes and new technologies

3.) What are some pitfalls in working with faculty?

* fear
* retention, tenure, promotion issues
* training them does not work. But having one to one sessions works better.
  + the one time it does work is if everyone is of one mind and actually wants to do something together

- time, time management to learn and apply technology to teaching  
- faculty retention, concerned about student evaluations  
- “training” does not work, avoid this term when working with faculty. One to one conversations do work

From the floor:

Question 1: What would you do to start engaging faculty with tech solutions?

* food actually works :)
* if possible, teach classes yourself.  It gives you the credibility that you understand what faculty are going through
* mindshare:  get to the faculty, know their mind, and then introduce the technology.  Make contact!
* modeling:  lunch and learn.  Use people who have had good experiences and show them to others
* show that pedagogy is still the most important.  Technology is just the tool.

- recruiting, outreach, building community  
- faculty become aware of technology and learn it well

4.) TECHNOLOGIES

Pedagogy is important, but sometimes, the technology changes the pedagogy.

Mobile Technology:

- mobile apps

--- it's a student tool

--- don't develop yourself is possible

- complex matrix:  you hope it works together

- social media   
- facebook in class

Piloting projects:

--- it's a nice idea, but sometimes it's impossible

--- sometimes, they appear to fail

--- some campuses work in a consortium and have test islands where they can try out software

Use Student Workers to evaluate new technologies & analyze survey data to get the student’s perspective, especially in a small school with limited staffing.

- test the system then make a write up

- faculty can go to the students for help

Products mentioned:

Softchalk, Clickers

Joule, mobile part of Moodle.

Mobile devices: iPad, iPhone, netbooks

360 audio/video

Acxiom - verification software

Lecture capture, video

5.) Staffing& Priorities

- whoever screams the loudest :)

-  whatever seems to be of the most interest to faculty

6.) Hot topics questions

a.) What tools are available for Secure testing?

- test centers

- more heavily weighted towards discussions and activities

- timed exams

- web cams

- products that do 360 audio/video capture while testing

- products for verification

b.) How can staff hours be estimated for developing instructional content, assuming the content is available from faculty?

Breakdown of Pricing for developing content

- how many hours of work do you dedicate per hour unit?

- for already made content, maybe 3-5 hours

---- if you use video, then quadruple it.

--- consider not just that you have content, but how is the quality of that content