Take on Your World in the Global Digital Classroom

Rebecca Frost Davis, Director of Instructional and Emerging Technology
David Waldron, Vice President of Information Technology, St. Edward’s University
Strategic Plan 2015: Global Preparedness

St. Edward’s University graduates will be distinctive for their understanding of the world and its cultures and for being prepared to make significant contributions in an increasingly global world.

Curriculum

- **Strategic Plan 2015**: “The St. Edward’s curriculum and co-curriculum will explicitly incorporate global perspectives and encourage students and faculty to share experiences from study abroad and international immersion, exchange, teaching and service programs.”
- **University Essential Learning Outcomes**: - Identify & analyze one’s own spiritual and cultural perspectives and demonstrate respect for other’s views and values. - Integrate global perspectives and moral reasoning to make personal and professional decisions in pursuit of social justice.
- **Faculty Development**: - Faculty Institute for Global Studies (3 day annual retreat with a cohort of 10 faculty a year for 8 years) - Global Innovation Fellows (stipend, 2 week innovation institute, course redesign to include global elements and innovation) - Faculty Advisory Board for Global Initiatives

Global Initiatives

**Academic strategic plan goal:**
Expand Global Initiatives as a distinctive Program

- **Study Abroad (yellow)**
- **Partner Universities (dark blue)**

Information Technology

“St. Edward’s University students and faculty will connect with their peers and interact with international experts through an increasingly global and digital classroom and will customize their own learning environments through the power of technology.” (Strategic Plan 2015)

**Global Digital Classrooms**
- Integrate creation of high definition video conferencing facilities into construction of new Munday Library.
- **Munday Library Room 143: The Brown Foundation, Inc., Global Digital Classroom** - This room is arranged with classroom style seating consisting of 3 rows of tables with 8 seats each for a total of 24 seats.
- **Munday Library room 141: Global Digital Classroom** - This room is arranged with movable furniture that combines to form 4 tables with 6 seats each for a total of 24 seats.
USING the GLOBAL DIGITAL CLASSROOM

High Definition Video Conferencing
- Cisco TelePresence®
  - 2 global digital classroom spaces
    - Five large TV screens
    - Large white board
    - Two video cameras
      - One room has new speaker tracking cameras
    - Four ceiling-mounted microphones
    - One lapel microphone
    - One microphone at the instructor’s station
- Instructor’s lectern
  - Touch-panel control
  - Interactive monitor and pen
  - Document camera
  - Cables for laptop display and audio.

Beyond the Classroom
- Cisco Lecture Vision and Vyopta vPublish technologies to record
- Cisco Show and Share®, secure video-sharing portal
  - http://gdc.stedwards.edu
- Cisco Jabber web client
  - Mobile devices: iPad, iPhone, Android

Spring 2014 Pilot
- 8 courses from 6 departments in 4 schools
- 50 ad hoc uses
- Ad hoc use of the technology from January-August of 2014 saved 21 trips in the continental US and 41 international trips.
LESSONS LEARNED

Roll Out

Building up to High Definition Video Conferencing

Pre-2011: Skype & Elluminate

Fall 2011: High Definition Video Conferencing Pilot

Spring 2014: Global Digital Classroom Pilot

2014-2015: Production Use of Spaces

Pedagogy

Pedagogical Outcomes

- Modeling global interaction
- Building learning networks: Instructor who teaches human trafficking connects students to activists in this area
- Just in time learning on current events: Students meet with students in Russia around issues in Ukraine
- Peer-to-peer interaction: First and second-year cohorts in environmental management program meet
- Connecting to local or national experts: Digital media entrepreneurs join class from the convenience of their office
- Accessing remote expertise: Students read an article, then meet live with the author

Best Practices for Integrating Video Conferencing

- Ecosystem
  - Complementary synchronous & asynchronous communication and collaboration tools
- Hybrid design:
  - Prepare for live interaction
  - Link in and out of class activities
- Planning live interaction
  - Moderate conversation
  - Prepare questions in advance & assign to students
- Have a back-up plan: Skype, phone, alternate activities
- Capture for later review (time-shifting)

Faculty Feedback

- Higher quality audio and video allows for increased interaction between students and remote expert or class than Skype
- Easier than bringing a speaker to campus
- Students more comfortable interacting in classroom setting vs. formal presentation by guest speaker
- "The global classroom provides unlimited opportunities for bringing students and experts from around the world to exchange knowledge and perspectives." - Prof. Sharyl Cross, Director, Kozmetsky Center, St. Edward’s University

Support & Policies

Moving from Powerful Support to Empowered Users

- Dedicated staff position to support global digital classrooms
- Required lead time to allow for training users
- Cisco Accelerated Success Program
- Internal documentation
- Iterative usability efforts
  - Simplified interfaces
  - Labeling of equipment
  - Videos
- Requiring up front training of new users
- Building champion users
  - Spring 2014 pilot faculty
  - Innovation fellows

Staff Support

- Regular support hours expanded through training student workers
- Process established to handle requests for after hours use
  - During library hours
  - After library hours

New Policies

- Prioritize criteria for use
  - Technology used
    1. Video conferencing
    2. Recording
  - Frequency of use
- Approval process for course room assignment integrating deans, academic affairs, and registrars office
- Ad hoc request process handled through 25 Live (room scheduling platform)
  - Requires approval from committee from Media Services & Instructional Technology to validate use
  - First time users must go through training

Curricular Uses

- Guest Speakers
- Class to class discussions
- Interview experts
- Remote faculty or students
- Access locations where students are barred, e.g., crime lab, remote environments
- Internship reports

Expanded Use

- Special events
  - Kozmetsky Center
  - SXSW
- Administration meetings
  - With global partners
  - When committee members are traveling
- Orientation for First Year in France Students or remote partner exchange students
- Study abroad preparation
- Admissions virtual recruiting events
- Meetings between local faculty and external collaborators
- Job Interviews

Fall 2013 Faculty Survey

- 21% had used & 45% wanted to use desktop video conferencing
- 4% had used & 47% wanted to use standard or high definition video conferencing

Developing Partnerships

Joint Class

Joint assignments between students

Faculty visit each other's institutions

Guest Speaker from partner institution