<div align="center">**The University of Washington**
Faculty Council on Educational Technology</div>

The Faculty Council on Educational Technology met Tuesday, April 17, 2001 at 9:00 a.m. in 36 Gerberding. Chair William Zoller presided.

PRESENT: *Professors* DeYoung, Sarikaya, Zoller. *Ex officio* Jordan *Special Guests*: Scott Macklin, Program for Education Transformation Through Technology (PETTT), Rick Morgan, Graduate Student, Chemistry.
ABSENT: *Professors* Aldea, Diaz, Leggott, Liu, Mizokawa, Porter. *Ex officio* Beach, Bjorkstam, Schmitt, Szatmary.

Surveying the Faculty -– Collecting More Results

Macklin stated that PETTT will wait to analyze data from the Faculty Technology Use Survey until members of the Council have finished making calls to their assigned set of 25 random faculty who have not yet responded to the survey (as was discussed at the last meeting). Beach, Diaz, Leggott, Sarikaya, and Zoller will continue to try to reach faculty by telephone.

Macklin also said that PETTT is working with Computing and Communications, UW Libraries, and UWEO to create an "On Technology News" email to go out to the university community. The first edition will go in the next week and will include a reminder about the survey.

Demonstration of Web-based Teaching Methods

Zoller introduced Rick Morgan, a Chemistry Graduate Student who is a TA for his Chem 142 and Chem 152 courses. Students are "flocking" to his technology-based class. He said that around 40 students show up for his quiz sections which actually only have 24 students enrolled. Students are even paying other students up to $65 to drop out of his section so they can get in. Morgan attributes this to the fact that they really enjoy his innovative teaching methods.

Morgan has used Catalyst tools to expand his class web-site. The site allows students to turn in homework and lab reports online. Morgan uses the software program Stickies to drop comments on their homework. He can also record his own voice to make verbal comments, and can utilize a mouse-tracking program to walk them through steps with the software. Morgan has also scheduled chat-room times on the site when students can talk to each other, as well as a peer-run question-and-answer posting board.

Some students in particular are very cautious at first about the method, but they learn to like the process very much. Morgan has noticed that the students are more willing to use the site if it "looks cool," especially if he uses programs such as Shockwave to create animated components, and if the site is approachable and looks friendly. He has also noticed that they respond to the site changing often, a trend he has noticed as he tracks "hits" to the site. On this day, the site had 914 hits.

Still, some students are not as comfortable as others with using computers. Morgan invites these students to meet with him in his office so he can walk them through the process. He also has created links to software tutorials on the site so they can fully utilize programs like MSWord and Excel.

In the lecture for this class, Zoller and Morgan are also utilizing webassign a program purchased by the Chemistry Department. The program has many advanced features; it can generate random numeric values for homework assignments to create different questions for each student, then grade the homework, assign grades instantly, and record the grades in a database. There is a 24-hour tutor available online for the students to ask questions after the homework has been graded. Exams can be taken online as well, but they must be taken in a proctored testing center. Morgan and Zoller noted that they have been very impressed with the program but said that it is expensive ($20,000 to set-up), and requires that they lease the content from the company.

Discussion on Technology and Teaching

The Council discussed issues of training TA's to use technology, asking: How do TA's learn about tools available to them? What incentives are there for them to use technology (e.g. awards and/or rewards, improved efficiency)? Should technology training be required? Should technology training be included in the TA training programs that some departments already require? Should PETT and CIDR work together on this issue?

The Council recognized that students could benefit if faculty also used technology in teaching. By using tools available from Catalyst, faculty would be free to focus on the content of their teaching and to think critically about their teaching methods without having to worry about how to set-up the programs.

Despite the fact that few departmental chairs provide incentive to faculty to improve their teaching methods, the Council felt there is some peer-pressure among faculty to keep up with technology. If faculty promote their own web-sites and focus on the positive outcomes of their uses of technology, they can legitimize their own activities without putting down their colleagues. DeYoung noted that David Szatmary of the UW Educational Outreach office recently announced that a new award will be made to faculty who are involved in teaching with technology.

DeYoung stated that she believes that it is important to show that students really respond to uses of technology in teaching and asked if a survey of students could be conducted about these methods? Macklin pointed out that the Student Technology Fee Committee has already conducted such a survey. The Council decided to invite Nana Lowell from the Office of Educational Assessment to their next meeting to discuss the survey results.

Sarikaya suggested that FECT send out a one-page informational letter to faculty containing a bulleted list of important advances in technology that faculty could be using in teaching. He agreed to create a draft of this letter for the next meeting. Macklin suggested that the Teaching Academy's report on "Pathways to Excellence in Undergraduate Education: Setting High Expectations and Achieving Excellence," could be used as a model for such a list. Zoller proposed that the list could also be published in U-Week.

Announcement

PETTT Spring Forum 2001 will take place on May 24th 2:30 p.m. in Mary Gates Hall, room 389. This year's forum topic will be "Locating the Learner: Educational Uses of Technology and Rich Media." A reception will follow in Mary Gates Commons sponsored by Abode, Apple, Real Networks, Macromedia, and other companies.

Meeting adjourned at 10:15 a.m. Minutes by Katherine Wimble, Recorder.