The University of Washington
Faculty Council on Educational Technology

The Faculty Council on Educational Technology met Monday, **January 08, 2001** at 10:00 a.m. in 36 Gerberding. Chair William Zoller presided.

PRESENT: *Professors* DeYoung, Diaz, Leggott, Zoller. *Ex officio* *Beach, *Jordan (*with vote).

ABSENT: *Professors* Aldea, Liu, Mizokawa, Porter, Riley, Sarikaya. *Ex officio* Bjorkstam, Schmitt, Szatmary. *Regular guest* Tom Lewis (CTLT).

The **minutes from December 12, 2000** were approved as written.

Appeal for New FCET Members
Chair Zoller indicated his desire to recruit new FCET members and informed the Recorder that he (the Chair) would be forwarding the names of two potential members to the Faculty Senate Office later in the day. He also asked the council to forward the names of any colleagues who might be interested in serving on FCET. The Chair recognized that many current council members have been unable to attend due to scheduling conflicts and hoped that, by adding to the council membership, attendance to meetings would be enhanced.

Discussion of Faculty Technology Use Survey
The Chair asked council members to brainstorm ideas for how to improve faculty responses to the survey and mentioned that he would like Faculty Senate Chair Mary Coney to make an announcement at the January 25 Senate meeting. The Recorder advised that, with the council's approval, he would email Prof. Coney's assistant Marilyn Gray to see that the announcement was included on the Jan. 25 Senate agenda. Diaz asked the Recorder to hold off on this until he has had a chance to discuss the idea with Scott Macklin.

Prior to the meeting, Macklin informed the Recorder that Provost Lee Huntsman had agreed to write a cover letter endorsing the survey. Beach suggested that the letter should state that individual datum would not be made available to departments. This will help remove the fear of retaliation which some faculty members might experience. Beach also suggested hiring work study students to follow up with faculty who do not respond to the survey. Diaz mentioned that the Provost's Office would be a good place to go for money to fund the follow up effort because PETT (Program for Educational Transformation through Technology) had already contributed generously to the survey effort; FCET should contribute by securing additional funding to support the follow up.

Members suggested sending work study students door-to-door to follow up with non-responders or perhaps telephoning faculty who do not respond. DeYoung said she would advise against phoning faculty because many of them might view the calls as annoying. Several members felt strongly that the survey be linked to the question, "Who controls how classes are taught?" This would help faculty realize how important it is for them to complete the survey. Faculty have to be at the table during discussions of resource allocation. The Chair suggested meeting with Fred Campbell to discuss faculty involvement in these decision-making processes.

Diaz asked the council to walk through the survey timeline with him step-by-step. First, an email will be sent to faculty with a link to the online version of the survey; next, faculty who do not complete the online survey will receive a hard-copy survey along with an endorsement letter from

Huntsman; then, PETT will send an email reminder to all faculty who have not returned a survey; lastly, PETT and FCET will conduct in-person and possibly telephone follow-ups with faculty who have not responded. Diaz noted that he would coordinate with Macklin to make sure these are in fact the steps that will take place. Leggott asked how much time would elapse between the paper surveys being sent and the first follow ups taking place. Diaz and Zoller replied that it would be no more than two weeks. The council agreed that the survey team should only "bug" those faculty who do not respond to the survey.

The Chair said he would like to do a follow-up U-Week article once the survey comes out to announce preliminary results and to urge non-responders to reply. Several council members asked how long it would take the OEA (Office of Educational Assessment) to process the data. Zoller replied that Nana Lowell had advised him that it would take them two to three weeks to turn over the initial data sets. Zoller has also asked OEA to keep the council updated on a weekly basis. Beach noted that these progress reports would be key to assessing areas of acute technological need throughout campus, he suggested that Huntsman's cover letter address this as well.

Leggott asked how much money was being allocated by the University for faculty technology use. Diaz responded, "about a million to a million-and-a-half." Beach asked how much revenue the University receives from software patents. Diaz said he thought the figure was approaching, if not exceeding, a million dollars. He noted that the Office of Technology Transfer is responsible for administering this money. The Chair asked Beach to find out the specific information on software revenues--how much money is there and who decides how it is distributed? Other council members wondered about revenue contained in the Royalty Research Fund (RRF)--is there any loose money there? The Recorder noted that the RRF is administered by Maclcolm Parks in the Office of Research.

DeYoung submitted that Chairs of the Faculty Council on Educational Outreach (FCEO) and the Faculty Council on Academic Standards (FCAS) have formed a Distance Learning (DL) Task Force to form a recommendation to the Faculty Senate regarding distance learning. It would behoove the FCET to align itself with this task force because of their similar areas of concern-- technology in the classroom. Roger Simpson and Doug Wadden are the two respective Chairs. Zoller asked DeYoung if she would contact Simpson and/or Wadden and provide feedback to FCET regarding the DL task force.

Administering Exams and Quizzes on the Web
The Chair apprized the council of some recent changes in his department (Chemistry) that have urged him to begin using the web for administering quizzes to his chemistry classes. He asked council members if one could administer an exam on the web and ensure that his students were actually the ones taking the exam? Diaz replied that one could not be sure unless the exam was administered in a proctored lab. The Chair elaborated that he had decided to supplement his chemistry classes with web-based quizzes during the proposed Teaching Assistant job action last quarter when the Chair of his department required faculty to administer only multiple-choice final exams in an effort to circumvent any problems with TA's and graders. The Chair noted that he dislikes multiple-choice exams and has received feedback from his students that they dislike them too. Diaz agreed that multiple-choice exams are exercises in probability more than they are tests of students' knowledge.

Beach noted that many medical certification exams are formatted as multiple-choice tests, though they are administered in proctored labs that require picture id's from all participants. Leggott said that many dental certification exams are administered in the same way. Diaz noted, though, that students who are taking medical and dental certification exams are on the brink of becoming

professionals in their respective fields and are, therefore, less likely to try to "get around" taking the exams than, say underclassmen might be. DeYoung agreed, and pointed out that DL courses are proctored by TA's for these very reasons.

Beach wondered if you could use video cameras to proctor the students. Diaz said this still would not prevent "open-book" scenarios. The Chair agreed that one of his freshmen chemistry students explained to him how a student could beat such a system by having a buddy sitting out of camera range with a textbook or class notes who could provide the test-taker with answers on demand. Diaz revealed that he had a student in his class try to use a PDA (Personal Digital Assistant) to access class notes or other resources during an exam.

Diaz also noted that it is important to determine whether students use web-based resources to supplement traditional course materials or whether they used them as substitutes for the materials. In his opinion, technology should be used to supplement the mastery of a course. Faculty should ask whether they are challenging their students and councils like FCET should explore whether this lack of rigorous challenge is based on grade-inflation or is a result of students simply being better prepared to meet the challenges provided by traditional means of education--perhaps instructors need to catch up to the technological levels of their students. Diaz added, though, that data from the Teaching Academy indicate that students feel they are being challenged at the UW.

Beach said it would be helpful if Zoller asked his students if they used the web-based quizzes as supplements to, or replacements for, traditional course materials. Leggott advised that, in her personal experience, she looks at an array of exams to determine what her weaknesses are, then studies to improve in those areas. She wonders if students take a similar approach and also asked if students were ever tested to determine their learning styles. Several council members replied that they did not think students' were tested to determine their learning styles and postulated that probably only the best students approached learning with the same focused approach that Leggott had described. Diaz noted that OEA data show that students are spending less time studying.

Diaz advised that the Mercer Island school system is using Macromedia's "Director" software to test students in an environment that gives test-takers immediate feedback on what areas they excelled in and in what areas they need to improve. There are also programs being conducted in certain universities in the East that incorporate chat rooms with TA's logged on at scheduled intervals to engage students in Q&A's. Diaz also mentioned that John Seely Brown from IBM has written numerous articles on teaching with technology, which would be an invaluable resource for anyone interested in learning more about the subject. The Chair noted that he is having one of his graduate assistants set up an electronic bulletin board and chat room for his chemistry sections.

Beach suggested that perhaps FCET could write a regular column in U-Week on technology in the classroom. Diaz said, while he thought this was a good idea, he knows U-Wired tried to maintain an e-zine related to teaching with technology but were unable to sustain it. They even tried converting the magazine to hard-copy but this was unsuccessful as well. Leggott opined that times are changing [rapidly] and that perhaps the timing of the zines was just not right. It might be worthwhile to try again. She noted that it would have been inconceivable just a few years ago to think that over 90% of faculty at the UW use email daily. Beach agreed that it was worth a try and remarked that the idea, of course, is to create a community of users or a culture of people with like-minded interests--similar to how the BBC radio show "The Archers" has galvanized a heterogeneous group of rural farmers.

The Chair asked what the council thought the next step for implementing a weekly "Teaching With Technology" column would be. Beach wondered if a weekly cartoon might be a better idea. Diaz submitted that the Psychology department tried for a year-and-a-half to establish an online newsletter without much success. They tried all kind of approaches like including puzzles, trivia questions, and teaser questions but nothing seemed to attract a significant audience. Psych eventually decided it could no longer fund the newsletter without some "return" on its investment. Jordan thought "MyUW" might be a good place to include such a column once it was better established as a place where faculty went for online information.

Diaz suggested including CIDR in this conversation. Zoller agreed and added that FCET should invite representatives from CIDR, Uwired, OEA, and PETT to do a brainstorming session on this idea. Diaz said that Carnegie Scholar John Webster has launched a "Campus Conversation on Teaching"; maybe FCET could get him to attend as well. Several members thought it would be a good idea to host a symposium of the Academy for Carnegie Scholars of Teaching next year on "Teaching With Technology." The Chair asked Diaz to contact Webster to see if he would be interested in meeting with FCET and then to email the council with an update or requests for assistance.

Meeting adjourned at 11:00 a.m. Minutes by Todd Reid, Recorder.