

University Of Washington
Faculty Council on Teaching and Learning
10:30 a.m. – 12:00 p.m., February 2, 2012
142 Gerberding

Agenda:

- 1) Call to Order
 - 2) Approval of Minutes from meeting on January 5, 2012
 - 3) Status of classroom technology support investigations
 - 4) Results of Faculty and Staff Technology Surveys
 - 5) Topics for further discussion
 - 6) Adjournment
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1) Call to Order

Meeting was called to order at 10:35 a.m. by Chair Jan Carline. Chair Carline introduced Deva Wells, the new GPSS representative to the Council.

2) Approval of the minutes from the January 5, 2012 meeting

Approval of the minutes from the January 5th, 2012 meeting was postponed due to a lack of quorum.

3) Status of classroom technology support investigations

Carline briefly discussed the history of difficulties with technology support in classrooms which had been presented to him by Council members. Carline spoke with Faculty Senate Chair Susan Astley regarding strategies, and will meet with Ed Taylor, Vice Provost and Dean of Undergraduate Affairs to understand what can be done to improve the situation. Earlier, Carline had attempted to gather data by approaching individual instructors, however many informed that they had not had any problem.

4) Results of Faculty and Staff Technology Surveys

Carline introduced Cara Lane, Research Manager with UW Information Technology, to present last years' faculty and staff technological surveys. She briefly updated the Council on UW IT initiatives presented in earlier meetings. Lane outlined Tegrity Pilot updates, commenting development on some modifications and that more data would be available next quarter. 72 courses are being piloted with Canvas this quarter, and results are being gathered from fall quarter for data analysis. Two different vendors have been selected for the eText initiative, and pilots will be conducted to determine student and faculty needs during the next academic year. eText potential vendors are "aggregators" which provide access to content from different publishers through platforms. Requirements for these vendors was that content be available on any major browser and that such materials extend beyond simply texts. She noted that anyone interested in further information on these should just enter into contact with her or Tom Lewis. Questions were raised whether open textbooks would be available, and Lane noted this is unsure for now.

Lane presented the findings from the 2011 Technology Surveys. She characterized the survey as generating a baseline data, and described the population surveyed, frequency of the survey, and the bodies guiding such technologies. Response rates were typical for online surveys and were discussed for the differed populations; the large sample size allowed for comparison and contrast of different groups.

Obstacles to Technology

Relative to the 2008 survey date technology use is growing, proficiency with technology is high, technical obstacles are low (application and having time to learn) and student access to technology is high. Students, Faculty and Teaching assistants were concluded to have similar technological expertise. The principal obstacle for learning in faculty and teaching assistants was in time, either in learning or monitoring tools. Classroom support issues were also expressed, however as a minor obstacle. Students expressed that they had little barriers for technology, even within the category of time.

Priorities for Improvement

Most faculty and teaching assistants largely rely on peers as the best support when learning new tools. The University's technological support is least used, perhaps due to a lack of awareness of such support. Technology is utilized in courses with greater number of students. Priorities suggested by faculty and teaching assistants are through standardizing Classroom technology. Student highest priorities were integration of online course information through course websites, accessing online software for free and improving campus space for mobile devices or laptops. Differentiations were observed within different departments or areas of study, and experience levels with software.

Areas of Opportunity

Lane commented that technology for collaboration and student creation of content is growing but more slowly than course management. Students using mobile devices and social networks to augment learning experiences far outweigh by faculty or teaching assistant usage of such tools for class content. Student use of some technologies is growing more rapidly than faculty or teaching assistants use.

Discussion followed on how to gain funding for technology improvements: which administrator or body would be most effective to advocate with, in addition to what data to present. Members were not convinced that generating another report regarding these issues would be sufficient, but emphasized the need to working with groups such as Classroom Support Services (CSS) to provide data. Gaining student was emphasized to be another way to increase visibility of this issue for the administration. Ways to calculate costs were briefly explored by the Council, such as Return on Investment through freeing up time which could be spent doing research and teaching rather than fixing equipment or creating course websites, or to highlight support efforts and collaborations occurring on campus.

Carline requested to aggregate older reports on such issues, gather incident document from CSS, and gather anecdotes regarding experiences. A list of potential administrators or bodies to approach for such changes was discussed: the Faculty Senate, the Office for Planning and Budgeting, Board of Deans,

Agenda Items, 2010-2011 Revisited

	Rank	Discussion
Faculty development for use of technology in teaching	1	X
Methods to improve the student learning experience, including a higher sense of ownership and investment in the learning process (engagement?)	2.5	X
Necessary support for use of technology: methods to support faculty when technology fails	2.5	XX
Standards for evaluating the quality of distance learning and use of technology in teaching, including student outcomes	4.5	
Understanding the learner in the age of 'digital natives'; methods to appropriately engage them and utilize their skills	4.5	
Ways to recognize and compensate instructional excellence.	6	
Models for participation of professional staff in the support of student learning	7	
	Rank	
Meeting the UW's increasing demand for providing courses in the face of decreasing resources	1	X
Effect of Activity Based Budgeting (ABB) on instructional quality	2	
Inform state legislature on issues of technology and how technology is different at UW	3.5	X
Intellectual property, copy rights, etc with increasing use of technology.	3.5	
Help create a meaningful accreditation process	5	
Mobile applications and what students need on their mobile devices for teaching and learning	6	