

Breakout 3B: Show and Tell - Share your Institution's Recent Technology Initiatives

The “show and tell” format provides the opportunity to both share your successes (or pitfalls) and learn about what other institutions are doing. Large or small, what is going on at your campus?

Matt Lewis, EWU: IT moved to a new office space this last spring break. New collaborative spaces include a [Steelcase Train Car](#) (!) Getting things all IT staff back to a centralized location, share and prioritize work together. Issues: in a shared space, we need to develop new modes of communication, etiquette for discussion.

David Wicks, SPU: [Digital Education Leadership MEd](#) Envisioning a different method/way for online learning. Showed us a Haiku Deck with the innovations about this program (brief bold white text on black transparent layer over image) [Link to program](#)

- Service Learning - cohort based, mentoring each other
- Problem-based learning - triggering event, personalized, problem-solving within the work they already do
- Free & Open Educational Resources
- Team Taught courses
- One 5-credit course per term - online time management juggling act can be a struggle
- Small Cohorts - within a half-day drive for David to achieve high touch coupled with high tech
- Blended Learning - scheduling synchronous VC and async flexibility
- Integration of free EdTech tools - Google Classroom for the LMS
- Establishing Positive Digital Reputation - Jim Groom's [Domain of One's Own](#), Twitter (Rolin: we did the blog aggregation in [Summer 2014](#); it took about 30 minutes to perfect but I was also working off of a skunkworks system and not DOOO!)
- Research-Based. Wise Communities
- The [George Veletsianos site](#) as David mentioned (it's not as out-of-the-box as David mentioned; the networked scholarship stuff has most of it but not all)
 - [Open Access Journals in Educational Technology](#)

How have you liked Google Classroom? Told students they're living in beta. We embraced it before we even saw it. Originally it didn't support team teaching, but that's been fixed. It's not an LMS; it's not even close -- but it's readily adopted because it's so easy to use.

Jane Wilde, Linfield: 2-week online collaboration. Student Engagement. 10 \$200 stipends 30 registrants. Did one summer test. Invited faculty to sign up for ten spots in a two-week online collaborative effort on student engagement. Jane would act as facilitator and the end goal was some sort of project to be presented online. Created a Google Slideshow, A Google Drive folder of Tools and examples of best practice that have not yet made it to the faculty website (sort of like tech deck)

Next topic will be OER's. Going to keep it to ten spots. Can draw on experience from last time to steer a little bit. David Sch: Did you stay entirely online? All asynch, yes.

Trina: Was this a success? Jane feels so. Excellent feedback from faculty on evaluation survey and anecdotally (emails to department head). I was impressed with 1) experimentation of faculty. 2) sharing co-teaching of more experienced and newer faculty. 3) products.

David: Requirements? Required 10 hours over the two-week period. (Due to a miscommunication, about 5 out of the 30 registrants got their \$200 even though they didn't demonstrate that they met the requirements.)

Rolin Moe, SPU: [SPU Open Policy for Faculty IP collaborations w/ staff](#) (works for creative hire) - out of [THE Studio at SPU](#)

Have a department, but not a traditional instructional designer. Have as graphics designer and an AV expert - with decades of experience.

Challenges:

- an inability to say no. Finding themselves doing a lot of individual projects and not building out resources that might be sustainable for the department.
- History of Locked Down/Closed = Rigorous

Faculty own their intellectual property, but once staff are involved, it starts becoming for-hire work owned by the university, but then you bury it behind the firewall which defeats the whole point of getting it out there.

Developed policies around open license creations "in the spirit of Christianity" (brilliant - ed.)

Non-derivative license, but It is out there and out in the open.

[Example video](#) - faculty member

Some resistance from faculty who are leveraging their intellectual property to meet their own economic needs - publishing textbooks. Group won't assist in that because the department's work was funded by student tuitions and then they'd be participating in charging the students again for textbooks.

Hae: analytics project or [OER.hawaii.edu](https://oer.hawaii.edu)

Project just started - save 2.4 million dollars for students every semester -- take highest yield courses and transform the textbook requirements to OER.

Advertise/acknowledge [Faculty leaders](#) on website

Listing all OER classes in Banner - zero textbook cost

Visited every department chair. Took librarian with her. Curated list created/expanded upon/shared. Working with bookstore so there is a hard copy available for students who want it.

Did an analysis of grade distributions with and without free textbooks -- Difference was evident and attributed to the availability of the text from day one. (no waiting for Financial Aid check)

Hired a librarian for 2 years to help with project.

Elizabeth: Resistance from bookstore? No, on board from day one. Their margins come from merchandise not from texts, and they have a mission to help the students get the best return on investment.

Lynn: What kind of assessment to be done. Right now, a faculty assessment of quality of materials, and student assessment of materials, and otherwise currently only grade breakdown analysis. Looking at same faculty from before and after.

One area of resistance: faculty really do use a lot of the ancillary materials that publishers produce. But this also encourages faculty to design their own materials crafted to their courses and to make that a part of the repository. taking materials, adapting, sharing back again. Let's take all the brilliance that we have and share it and build on it.

Availability of OER (especially with supplemental material) spurs the competition for textbook publishers - if they want us to buy their stuff, then they need to create exemplary materials.

Can we include "views" or "uses" of OER created by our Faculty by other Faculty toward tenure evaluation?