

April 2010 Meeting Notes

April (Green Lake)

- Meeting Notes

Day One (Muraski)

Introductions

Business Report

- Reviewing out activities this year
- Lorna presented a summary of grants given
- Exec Committee is reviewing CR for 2010-11
- Twelve proposals > \$220,000 requested, we have ~\$80,000 to award.

LTDC Led Projects

- LTDC Conference October 2009
 - “The artistry of Engagement: Reaching students in the age of technology”
 - Attended by 80 people
 - Check the website for summaries & blogs (<http://blogs.uww.edu/ltdc/category/2009-tech-conference/>)
 - We can run/offer it again but in a different format
- Second Life – “Access Wisconsin”
- Hybrid & Online Resources Site – collaborative effort (not up yet)
- LTDC Professional Development
- Communication Committee [/LTDC Communication Committee](#)
 - Have worked hard on new web site structures:
 - LTDC website (<http://www.uwsa.edu/olit/ltdc/>)
 - LTDC Technology Conference web site
 - Campus updates on a blog (<http://blogs.uww.edu/ltdc/>)
 - E-Pedagogy Series – website & You Tube channel (<http://www.uwsa.edu/olit/ltdc/epedagogy/>)
- D2L Fusion support for faculty attendees – we are supporting 20 faculty registrations to FUSION
- Quality Matters
 - Eight campuses have subscriptions
 - ~30 are peer reviewer certified (PRC)
 - 7-8 are Master Trainers
 - 3-4 are working on Master Reviewers
- D2L ePortfolio Project
 - We have until June 2011
 - Licenses are covered by UWS
 - There is a ‘setup’ cost
- E-Pedagogy Series (<http://www.uwsa.edu/olit/ltdc/epedagogy/>)
- Illuminate Pilot
 - UWS supports Adobe Connect
 - Ran a free pilot Spring 2010

- 12 campuses
- Need to collect feedback (Suggestions??)

Planning for the coming year

- New Executive Council
- Need to plan LTDC activities, set goals for the coming year and beyond
 - Academic Affairs had different plans for the administration of CR grant funds
 - Need innovative ideas and action to maintain our voice in UWS teaching and learning directions
 - More collaboration efforts with OPID, SoTL and Teaching and Learning Centers (and their directors)
 - eg President's Summit

Other Projects

- UWS Distance learning Workgroup – UW e-Campus Portal
- Learn@UW Executive Committee
 - Exploring LMS direction
 - Collecting common software of interest (ex: TurnItIn)
- Search for a permanent Director of Learning Technology

Events to Note

- UWS President's Summit Conference on Teaching and Learning, April 29 – May 1, 2010
- WisNet Future Technology Conference, May 10 -11, 2010
- Academic Fest/ Games, Learning & Society Conference, June 9 -11, 2010
- D2L Fusion Conference, Chicago, July 11 – 14, 2010
- Distance Education Annual Conference , Madison, August 4 -6, 2010

Rich Media Hot Team Report

- Amy & Jamison presented a report from the D2L Hot Team on Rich Media
- Information can be found: (https://wiki.uww.edu/other/d2lsa/index.php/Rich_Media_and_Learn%40UW-Wiki_moved_-_Wiki_moved)
- Recommendations are in three areas
 - Capture/Record
 - Edit
 - Distribute

Hybrid

- Resources will be off LTDC wiki site
- All contributions will be posted by grp or campus in wiki format to be open for edit
- Discuss what we can share & how
- They will continue moving forward with building then looking to others for contributions

Illuminate/Adobe Connect discussion

- Similar tools in both
- 12 campuses are using Illuminate

- Amy did a presentation covering types of uses of Elluminate in classes
- Amy covered a survey to have instructors fill out if they used Elluminate
- We would like LTDC reps to do 1-on-1 w/ pilot instructors
- Should we survey students? The instructor should know about reactions from the students
- Milw will interview students as there were many small groups
- Give faculty the option of including students – we will build the survey

Campus Discussions We now use the blog for campus updates so this time is to share other items

Molly – Extension

- Problem: access to web 2.0 items & use without thought
 - Solution: Started a blog “Technology Teaching Tips and Tools” and do Tech Tuesdays at Ten (notice the ‘T’ theme??)
- Molly shared handouts
- Guidelines (borrowed from Madison)
- Molly will have these posted on the LTDC wiki

Alan – Milw Number of online & blended courses is exploding Concern: everyone should do this at a level of quality – they have been playing catch-up over the past year

- Awarding a certificate
- Method for peer evaluation – 40 have gone through the workshop
- Student evaluation using qualtrics
- Teaching w/ Technology Award: equivalent to the other teaching awards w/ \$1500

Lisa – Superior

- Hosted a 4C’s conference
- Had 70 sessions on wikis, blogs, etc
- Compression courses
- Student producing text, sound, video

Andy - Green Bay

- “Individual Knowledge in the Information Age” by Larry Sanger published in Educause Review March/April 2010 issue

Pat – Colleges/Extension

- Tech Support for Student Services in March
- Saw a video on support of student learning

Lief – Green Bay

- How can we share the 3rd person for internal QM reviews? Green Bay is set to start conducting them internally.

Karen - Whitewater

- Just covered items in the blog

Jim – LaCrosse

- Closely working w/ Literacy to Build Learning Commons
- Ed Tech group work w/ Center for Teaching and Learning (OPID)

- Make simple investments to win over faculty
- For example: powerpoints – provide an overview of effective slides then worked with 12 individuals

Elections: Nominations

- Must be official campus rep
- Andy & Mary have one more year
- Mary-Alice & Gene have two more years

Alan A was nominated Pat moved the nominations be closed, Gene seconded. Alan was elected by a unanimous ballot.

LTDC was adjourned.

LTDC Exec convened.

LTDC Exec Welcome to Alan

- Gene is now chair
- Need a chair-elect
 - Nominations – Mary-Alice
- Need a secretary
 - Alan volunteered
- CR grant applications
 - Alan will contribute for those still left in the running

LTDC Exec was adjourned

Day Two (Aycock)

1. Introductions of new Executive and chair; thanks to outgoing members.

2. Mobile learning and education: John Martin

Doctoral research on mobile devices: 4-day wilderness hike in Maine. Kids create adventure game, have to go to different spots, get messages. Connect with each other and with the places they visit.

Worked with middle school boy in 2005 to create “Greenbush Game” – area bulldozed for urban renewal; travel neighborhood – see location, hear story of people who lived there

Other games and images: science games, economics game, kids use mobile devices (n=1000)

Give kids devices and have them map own neighborhoods.

Mobile: changing the way we teach and learn (?) – formal learning times/spaces, non-mobile technologies; mobile learning times are “empty,” so can add to daily learning. Not easy to pull out laptop on bus, but can pull out iPhone, iPad. Mobile is about convenience, learning anytime/anyplace.

Have to be easy to use as well as convenient (Connect vs. Elluminate). Mobile phone ubiquitous. Paranoid schizophrenics can “pass” by talking on phone to voices in head.

Used to be too little information, had to go find it. Now there’s too much, have to filter it.

Teens motivated by “relevance” i.e., social media.

Aristotle’s academy not like classroom of today. We’re following factory model of learning, lots of discipline, tracking and administration of students. Taking attendance. Still have lectures, passive learning.

Pedagogy vs. andragogy: Student drive vs. instructor driven. Students more in control of what they need to learn. Knowledge that can be dispersed whenever you need to have it. Schools try to suppress texting, use of mobile devices in classroom.

Mobile devices can be disruptive in lectures, to computer system.

Lots of media exposure, for social contact rather than learning more. Social spaces more extended.

Media production as well as media consumption.

Anti-social vs. connected.

Implications: Michael Leisch, e.g. Participation rather than discipline Have single device – texting better than email or voice mail, speed is a criterion.

Thirteen ideas: - engagement - repacking the old (etexts) - physically contextualized content (arisgames.org, Mentira) - place based learning (localgameslab.com, Saving Lake Wingra) - mobile data collection (webird, server identifies bird from bird call, logs observation as birder) - physically embedded information, geoannotation - augmented reality (Layar) - apps - mobile educational games - in-class engagement (wireless clickers) - out of class engagement with LMSs - peer support/collaboration (facebook, IM) - learning support (campuses building apps, where is stuff all over campus) - libraries (NC State)

3-5 ideas: how to use mobile app – brainstorming - study abroad lecture series fed by GPS - notification of activity within LMS - access to SIS to decide whether to take course

- wireless login at Madison, knows where you are, put more info about that particular location - being able to engage in discussions – audio, video, or text - find classmates for impromptu study groups

- call up students on cell phones and ask questions during class

- collaborative group bucket, can contribute to bucket at any moment; how to manage bucket - bypass keyboard on smart phone and sending voice email - using informational slides for training, uploading and turn them into picture images

- show neighborhood over time, longitudinal - driving tour and get info to identify land formations

- architecture, send info from phone and get identification - translation device, speak in native language and have it spoken back to you - rock identification for geology class

- lunch cart cam, any facility or service - official campus tour with landmarks and history, and student-generated unofficial tour - nature walk and bird sounds, but also topography, plants and trees, youtube videos

- iLingo, ask phone sign to translate sign for you, google goggles

- search library catalog with phone

3. Clarence Maise Presentation technologies

Voicethread (\$100/yr; 10 Gigs of harddrive space, run multiple courses)

Can use video, audio, text

Icebreaker, help page

Commenting, team project using voice thread

Can upload files to workspace, can comment, annotate, and share

Ask students to develop their own case studies and respond: record, type, upload

Case study in book (Cengage) and in voice thread

Can click on icon/photo and will play entire discussion

More “real” than text-only discussion forums

Scripted or spontaneous?

Students create own account

Use comments or summaries for accessibility

Harder to comment orally than to type, but have more time to think

<http://edmaise.net/vidcasthread>

<http://edmaise.net/wordpress>

4. Cheryl Diermeyer: The New Journalist

Katy Culver (journalism and mass comm)

Objectives: new means of audience understanding; learn to script to marry image and sound; gain technical proficiency with production tools; build interviewing skills

Kim & Shawn: report “Saving Donna’s Brain” ; latter does print version, Kim uses Vuvox (“visual voice”) for her class assignment

Vuvox is multimedia presentation tool – collage, upload media directly from Flickr, text and audio features, build timeline

Decisions made trying to “save Donna’s brain” – either hit play, watch videos, read text, view pictures

Katy developed rubric for assignments (<http://engage.doit.wisc.edu>) – how to assess media assignments

Server based, free, user friendly, in Beta, customer support not good, students create own account, security is public/unlisted, copyright is your responsibility, terms of service should be read (everything belongs to Vuvox), best practices

Assessment -- give away all rights to Vuvox, stability of company/program/practices, can you export content

<http://dipity.com> (timeline tool) <http://animoto.com/> (mashup tool)

Prezi, Keynote as presentation tools

Other tools on Madison digital storytelling Website

5. Pat Fellows and Scott – Second Life

F2f simulations, role play, poverty simulation: human services, food bank, employment, legal assistance, rental, pawn shop, transportation, start with family/health/income/debt status

Scripted into SL – student workers, hundreds of hours

Each week is 12 minutes long, 3 minute weekend, reflect on what has happened

What about affective component? Debriefing important

6. Karen Skibba and Photostream

Monastery, virtual reality room, holocaust pictures, marketing in SL, have to build environments (students do work), doing 2-3 faculty per semester, faculty learning community

7. Nick Dvoracek and Techne Grant

Nursing put money into SL and developed an island; accelerated Nursing program online Started with synchronous meetings (didn't like chat); SL seemed more real and participatory Can see avatars react, so social visibility lacking in text-only forums Disaster scenario: plane crashes in chemical factory, bodies strewn around, body gives you info for triage In clinic, created case studies, nurses do patient intake interview while someone role plays using avatar Capture with Captivate (machinima screen capture in SL), use in other classes. Have restaurant, do public health assessment; have house, do hazard assessment Also office hours Island is "wisconsintechne" Creepiness factor if it's close to life, but not close enough Small percentage of people using SL, not being readily adopted Something we can teach something we can't do any other way Don't use SL unless you have reason to do so

'8. Pat Fellows & Scott Reeser, LTDC island'

When is good for conference? Faculty College June 1-4. One full day, two half-days, one keynote each day? Hoping to have 30 faculty. Have pre-conference orientation, then session in afternoon after people practice. Couple of outside presenters.

"Access Wisconsin" only in SL, use different name in presentations.

Training in Second Life • How to build things • Communication • Sloan C workshops series on SL

Ownership of island for another year; buy Linden \$\$; analytics; events and exhibits; talk with Tanya about making it easier for faculty to get started by getting them directly to your island

Access to SLURLs