

UW System LTDC Meeting Minutes

October 8, 2013

UW-Eau Claire

1. Cisco Presentation: Rusty Smith and Lance Ford

Integration between D2L, WebEx, and Telepresence

Dan gave an overview of creating an online room via WebEx

- There are some DOME variables that you have to configure
- Go to Online Rooms, and then Accounts, and then you can create specific rooms for whatever service provider you have configured (e.g., WebEx)
- At that point you can add Attendees via the same interface that was already available to us
- He had some trouble making Attendees into Presenters
- He showed some of the various features, such as sharing your desktop or using the whiteboard
- They also looked at uploading powerpoint slides, polling during and after the session

Lance gave a demo of his web conferencing capabilities, including video, smartboards, and more. I guess involving WebEx and Telepresence?

- He moved the camera around a lot and had cardboard cut-outs of Indiana Jones and Darth Vader.
- He also drew on a whiteboard that we really couldn't see.
- He talked about making sure teachers are using the right tool for the right task and the right time.
- One way to disseminate information is to record yourself.
- The flipped or inverted classroom is about disseminating information prior to class, and then using class time to discuss and/or interact.
- Insert link to recording.
- He pointed out you could use these tools for virtual office hours and small group collaboration.
- Someone asked how to address faculty who don't want student to bring mobile devices to class. He said students expect to have a conversation about application of content. If you simply disseminate info, talk at them instead of with them, then you're competing with Google and various other tools they have access to. You have to show them how to apply the content.

- someone asked if there was closed captioning or accessibility features. He said there is no automated way of doing anything but he hires someone to attend and do sign language...if he has a person who requires interpretive services.
- Can you edit the recording? Yes, while it's still online you can do basic editing, chop off the beginning or ending or add indices. You can download the video and do full editing and republish.

Followup discussion: Is anyone using WebEx and Telepresence? UW-Whitewater has both implemented on campus (covered in a presentation later)

2. Digital Badges

April Pierson (UWEC) and John Robertson (UWOSH)

April

- A badge is a digital credential that represents an individual's skills, interests, and achievements. -Alliance for Excellent Education
- A badge is like a certificate of completion.
- She used a poll at pollev.com/lirpa
- The poll showed that most people have not earned badges before.
- You can tell a potential employer that you know how to use Word and PowerPoint or you could point them to your Credly page where they can see all your badges.
- At UWEC, they are starting to use badges for certification with their Help Desk students. To instill some competitiveness and motivation to advance their skills in various areas. They are also using badges in a Business Communication class, in which students learn Word and PowerPoint.
- Longer term goals, LTS training may issue digital badges and badge consultation (ID) for faculty.

John - Open Badges Technical Overview

- Feels there is a natural fit with digital badges and ePortfolio.
- He defines a badge more technically, a 200 x 200 png file with metadata specifications
- Then he further described the technical infrastructure.
- Some issuing tools were discussed, including a WordPress plugin called BadgeOS, Credly, Purdue's Passport, and hopefully D2L soon.
- Showed an example of a UWOSH professor who is doing digital badges for Curriculum and Instruction

3. Web Accessibility for Online Courses

Jessica Franson (UW MBA Consortium) & Jennifer Hendryx (UW Colleges Online)

- Section 508 guidelines (captioning on videos, shorter videos, alt tags on images, etc.)

and Universal Design guidelines.

- We (UW MBA Consortium) will provide up to 100 minutes of transcript services for a course. We have our student workers help.
- YouTube beta captioning tool, subtitling feature in Camtasia. SubtitleEdit for creating SRT files.
- Amara for overlaying the transcript with the video. So it plays the video from YouTube, screencast.com or wherever, and then Amara overlays the captioning.
- UW Colleges Online - all courses have been assessed to determine whether they were 508 compliant and none of them were.
- TheWaveToolbar, through WebAim, is a tool for evaluating the accessibility of your courses, missing alt tags, missing table headings, etc.

4. Universal Design, Renee Chandler

How Universal Design Impacts Online Learners: Maximizing Learning for All Students

How do faculty go about designing their courses so the courses are accessible for as many learners as possible, including those with different types of disabilities or even those who just learn better in certain ways.

What is UD?

- A set of principles for curriculum development that give all individuals equal opportunities to learn.
- Be proactive rather than reactive. Don't wait until you have a student who has a disability in your class. Set it up right from the beginning.
- You have to be flexible and customize and adjust your approaches for individual needs
- Be intentional.

US is NOT

- Providing specialized accommodations to a select few
- Accepting lowered academic expectations
- Applying a magic or prescriptive formula.

UD Tools and Info

- <http://cast.org>
- National Center on UDL
- UW System ACCESS-ED project
- ACCESS-ED Promoting Universal Design in Higher Education
- How do I design an accessible syllabus? There is a document about this on ACCESS-Ed. This is a good starting point for faculty.

- There are checklists and tools on this site.

How I Designed My Course

- Started with course objectives. How am I going to know if students have met the course objectives?
- How can I allow students with a wide range of characteristics to show me that they have met the course objectives?

Modules

- Narrated and transcribed PowerPoint notes to accompany each module.
- Accessible documents. Putting documents into accessible formats, but she didn't mention what those formats were. PDF?
- **Element of Choice.** For each module, students have a menu from which they can earn points and they have to choose activities and earn a certain number of points. So they can do written assignments, audio assignments, discussion boards, etc. Each assignment submitted was accompanied by a statement in which the student explained how their work demonstrated competency in one or more of the course objectives. This accommodates students' preferences and learning styles.
- **Alignment Summary** accompanied each module submitted. This was an Excel spreadsheet that showed the alignment of course objectives with students' activities. By the end of the semester, a student's alignment summary has to show completion of all course objectives, accompanied by a reflection paper. Most students feel that learning by choice is preferable to other types of learning they've experienced. Although some students will just prefer that the teacher tells them exactly what they need to do.

Note that choice is only one aspect of UD. Choice is just the aspect that she chose to implement. Some student will need coaching with the aspect of choice. You could also try giving two assignment options at first, and then increase the number of choices as the semester goes on.

UDL guilt ~ once you know the rules for making things accessible, you could drive yourself crazy trying to make everything accessible to everyone. Just make sure that you're moving in the right direction. It doesn't have to be everything, all at once. Pick one thing. Let's start by making the Syllabus accessible.

A main issue that keeps coming up with accessibility is the money, time, and staffing involved with transcribing and captioning multimedia.

Right now she is trying to develop rubrics for every choice, and this is the tricky part.

Still have to contend with faculty attitudes about not using mobile devices or other technologies in the classroom. This came up when discussing eBooks.

5. Promoting Academic Honesty Session

Kristin Keopke (UWL), Sarah Bradway (UWO), Renee Pfeifer-Luckett (UWW)

Why do students cheat?

Are they lazy? Did they run out of time at the last minute? Do they not understand the course material? Do they not understand what academic honesty is?

Consider the campus culture. Can we give students a role in protecting and promoting academic integrity? They must be involved in the conversation.

Students are more likely to cheat in a course where the instructor makes no effort to deter cheating and are more likely to feel that it's ok – NEED CITATION for this study from Kristin.

What can we do to deter cheating?

Info/evidence that you can gather from D2L

- D2L submission receipt. Students need to go back and resubmit if you don't get the receipt. Make a statement in the syllabus that students should verify submission and confirm that they got the receipt. Students will fake this receipt.
- Check to make sure that the student was logged in during the date/time they say they were when they submitted the file.
- D2L Quizzes – Make sure you are using a wired connection. Save each question as you answer it. When a student navigates to a new page, it saves all answers on that page. If you get kicked out, try to get back in. If you have any problems, contact the instructor immediately via email. It's easier to fix the issue when it's happening as opposed to trying to resolve it afterwards. Set an appropriate time limit. Randomize your questions and options. Set page breaks. Lock-down browser is a false sense of security. If the student can see the quiz, they can capture the questions (think smartphone photo).
- User Progress – Ask student to provide as much information as possible and check the user progress log. Ask where did you take it and then check against the IP address. Be sure to check for all users in a quiz and any attempts in progress rather than just looking for attempts that were successfully completed. Unsure of specifics but it seems that some browsers do not display the submit button. Also check the quiz event log.

What other tools can we use?

- TurnItIn suite
- Educating students on what plagiarism is
- UWW has info to post in syllabus – Here is the UW-Whitewater syllabus statement:

Academic Integrity Statement:

The University of Wisconsin-Whitewater is dedicated to a safe, supportive and non-discriminatory learning environment. It is the responsibility of all undergraduate and graduate students to familiarize themselves with University policies regarding [Special Accommodations](#), [Academic Misconduct](#), [Religious Beliefs Accommodation](#), [Discrimination](#) and [Absence for University Sponsored Events](#) (for details please refer to the Schedule of Classes); the “[Rights and Responsibilities](#)” section of the [Undergraduate Catalog](#); [the Academic Requirements and Policies](#) and the [Facilities and Services](#) sections of the [Graduate Catalog](#); and the “[Student Academic](#)

[Disciplinary Procedures](#) (UWS Chapter 14); and the "[Student Nonacademic Disciplinary Procedures](#)" (UWS Chapter 17).

- New tool...Respondus Monitor: A complement to LockDown Browser. Accessible within the LMS. Uses a webcam to remotely proctor and record a student taking an exam.
- Classroom management tools: LanSchool and SmartSynch – allows the instructor to take over computers within a room and control what applications can be launched. Instructors can also see a thumbnail of each computer at the front of the room as well. Students can push content to each other as well as to the instructor. The instructor can monitor progress and send a private IM to a student while a student can also send one to an instructor. Nice for quieter students. Students can also take over the main workstation if given permission and share their screen with the entire class. Be sure to let students know they are being monitored.

Educating our faculty on what to do and not to do

- Nothing is failproof. There are holes in every system.
- Strategies for assignment design:
www.uwlax.edu/catl/instructionaldesign/cheating_tutorial/engage.html
- Add a question to the quiz asking students to sign off that they adhered to the UWL academic honesty policy. Anecdotally, students were pleased to see that their instructor cared about ensuring honesty.
- Add resources to your syllabus (e.g., campus and instructor policies related to academic honesty) and use it as a contract for what students are responsible for in the course.
- Use reports and data to find out which questions might be problematic. Create assessments that have better questions that are aligned to the course objectives. Try writing two questions after each class session rather than writing all questions at the last minute.
- Scaffold projects so that instructors ask for phases or parts of a project or paper rather than collecting the entire project at once.
- Rather than asking students to review an entire body of writing, give them a section to review. More difficult to just pull the entire review from the web.
- Instead of just asking for the answer for a problem, ask students to give the rationale or thought process for solving a problem. For example, give a MC question and students select the correct answer but then have a long answer question they can use to explain the answer.
- Educate students on what an acceptable source is and require current sources.
- Get to know your students and build relationships. Generally easier to do in a F2F class than an online course. Get to know your students' writing styles. Watch for a red flag if something not within the students' normal pattern or style comes through.
- Provide instructors with strategies for writing higher-level quiz questions as opposed to recall-type questions.
- Coach faculty on how to report instances of academic dishonesty and to not just handle it in your classroom, but to bring the appropriate persons into the conversation, for example the Dean of Students.
- Have faculty model the expectations, for example have faculty provide references and citations as appropriate.
- Give examples of what the instructor will have to do if academic dishonesty is suspected.

6. LTDC Business Meeting

- Ignite conference – Please promote interest and attendance on your campus. The website should be up this week.
- Communications committee update: Group has met a few times and decided to use Yammer for sharing campus updates. April and Jessica will meet next week to take a stab and a Google site to replace the UWW Wiki. Will then share with the communications committee and then the entire LTDC group for feedback.
- Virtual conference taking place April 10-11. Two days of solid programming. One key note each day plus 45 min concurrent sessions. Start soliciting proposals on Nov 4. Open until Dec 11. Considering waiting the call for proposals until after Ignite.
- Improving meeting format: At least add an image; try to use video. What about format of meeting? Do two business meetings online and then the rest of the meetings can be for sharing and would be opened up to friends. Could some of the business that needs to be shared without feedback be an email before the meeting? Concerns about blasting out too much information to the friends email list.
- A discussion emerged regarding potential ways to provide system update information, as follows:
 - vanity URL
 - blog w/subscription
 - need a trigger to notify new info is available
 - may not need to comment on the update
 - how do we not make more work for Lorna?
 - wiggio? podcast? short video?
 - we need to survey what tools to use
 - we need to talk about what our needs are
 - one tool for sharing and a different tool for public communication or project planning
- Spring 2014 meeting will be at ITMC; Madison volunteered to do the D2L site admin meeting in spring.
- Very close to getting an “intent to award” notice up to a vendor for a system-wide media hosting solution. We are told we don’t have anything to worry about.

7. Five Minutes of Fame

- UWRF – First 8 participants in course redesign program. Had to apply. Identify a problem. Must be teaching for 3 semesters or more. And build a community to work through these problems together. Showcase at the end to share what they’ve implemented to hopefully spark interest with others. Also created a monthly newsletter to highlight how faculty are using technology on campus and integrate articles supporting ways to use these technologies.
- UW Platteville – Obtained a license for Atomic learning and have an API for D2L. Faculty can put specific videos directly into their courses. Business department is adding an Excel competency requirement and are looking into becoming a testing center.
- UW Colleges – Started bootcamps last summer. Brought folks from the 2 yr campuses to Madison attend these bootcamps. 60+ faculty attended. Pat secured a grant from the chancellor to fund the bootcamp. Faculty signed thank you notes for the chancellor.
- UW Milwaukee – Need for more open educational resources. Piloting this year with Ginkotree

with 8 faculty.

- UW Oshkosh – Librarians created a gaming app to test information literacy and also integrated into D2L using Valence. Element of competition that seems to motivate students to use the app. A lot of buy b/c it handles the info literacy piece for the intro English courses and also provides data for student progress. They will be presenting at Ignite if you want to learn more.
- UW Parkside – Working with the public speaking instructors to capture their student work for critique. Were able to scrape up funds to post cameras in a room so students can record themselves and also add videos to D2L.
- UW Madison – Finally starting some blended learning. Aligning student training. Reformed it to focus on online teaching tools.
- UW Whitewater – Been involved in strategic planning for campus IT division. Identifying areas to focus on in the next 5 years. Wish to improve leveraging of collaborative technologies. Interactivity...exploring release conditions in D2L more strategically. Looking to enable a student “Makerspace” to provide a venue for experiential learning. Look to better leverage student peer-to-peer feedback – we have the tools with PeerMark but need to look at best practices for engaging students in the process and easing the burden on instructors. eService Learning is something that Elizabeth Simpson, our Instructional Design Specialist is exploring. Submitting a grant to develop a Faculty technology training center as a hands on place for faculty to learn how to use classroom technology. In the process of planning to create an online/blended instructor learning community for those who complete the summer training program.
- UWEC – Case study group that started this semester. Helping faculty create branching scenarios to learn content more deeply. Posted a cool example in Yammer. Check it out.
- UW MBA Consortium – QM updates: trained 9 people to become CPRs this year. Have 2 MRs. Submitted an implementation plan for our program, which has been recognized by QM. Will begin formal course reviews during winterim.
- UW Stout – Short three people with staffing changes. Goals is to have positions replaced by Nov 1. Seeking Instructional Designers. Introduced the college consultant program. Assigned an ID to each college so they had a face when seeking help for instructional technology and pedagogy questions.
- UWGB – Just enrolled another 9 people in their online teaching fellows. It’s an online course. They then move to have their course QM reviewed. 10 recognized so far and 9 more ready. Then 20 per year moving forward.
- UW LAX – Faculty institute this year.
- ICS – Opening Do it yourself recording studios so faculty can use the space to record their lectures. Looking forward to seeing how really “do it yourself” it is.