CAMPUSS-WIDE STRATEGIES FOR TECHNOLOGY and TEACHING
AND LEARNING: WHAT SHOULD WE DO?

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http://provost.msu.edu/archive/2013/getting-it-done.html

Goals of strategies for using technology: 1) improve the teaching and learning experiences and learning outcomes for students. 2) drive down the cost of undergrad education.

The University needs to create a technological infrastructure that supports the current and growing research and teaching needs of faculty/staff/ and students. This infrastructure should be

- Integrated (pulls together everything students and professors need to access)
- Flexible (works on multiple devices, can be personalized to some degree)
- Ubiquitous (can be easily obtained or used from anywhere, from a local bus to Beijing)
- Social (facilitates communication between professors and students, integrates social media platforms)
- Simple (Intuitive user interface and clean navigation.)

*Start an MSU T&L & Technology Innovation Initiative funded for 5 years (renewable) to address the broad questions raised as part of this process; revise or develop appropriate policies; conduct research so we don’t rely on anecdotes; collect data on MSU number of online courses, where, who teaches them; and conduct experiments to improve learning outcomes using evidence-based data and decisions.

*Tensions between proprietary and open. Open access publishing discussion by faculty, with policies that fit the future of technology, teaching and learning. Open access repositories as an option. This is a foundational question for T&L, before we talk specifics about technology. What MSU policies should be in place and/or revised? IP policies for research do not always fit with what is needed for educational materials. MSU should promote innovation and entrepreneurship in technology developed to support teaching and learning…and need to balance risk management and first-mover advantage for using MSU innovations ourselves. Consider sourcing and investment strategy based on scenario-planning long-term consequences.

*MSU should have its own “drop box” or portal for collaboration. MSU needs an integration of digital resources in support of T&L. There are fragmented information systems across campus….who are your faculty colleagues, info on library use, templates for websites; need more functionality for faculty so each doesn’t have to invent everything needed each time.

*Revisit MSU’s revenue based incentive (RBI) for online courses (SU) and programs. Is this model changing way the curriculum develops? Look at the consequences of RBI, knowing that
this income stream has grown to be vital to many units across campus for funding their basic programs and operations.

*Align reward system between research and teaching so faculty have time to experiment with teaching with technology to improve learning….and evidence to show that learning. Reward system is changing as faculty composition changes….and the increase of numbers of fixed term faculty. Facilitate faculty to invest time and effort learning how to use technology in support of T&L.

*Connect planning and resources re: technology with curriculum reform in the colleges, and the general education curriculum. Including the use of fixed term faculty and their influence on undergraduate teaching (varies across the campus) and how we can help them develop professionally.

*MOOCS: define what/who is an “MSU student” (a 21st century definition) and how that definition affects the MSU mission. MSU as a research institution should take a leadership role in MOOCs arena. We do need to be engaged in the discussions around technology and MOOCs …including defining the value of face-to-face and our MSU commitment to residential undergraduate learning. Examples of specifics:

- Will MSU accept credit from our own MOOCs or others’ MOOCs? Do we accept peer assessment that is a part of all MOOCs? Who decides? How are MOOC courses different than accepting transfer credit for face-to-face? By exam? There are already ways to get “free” content...how does a student demonstrate competency?
- What do our students really know about the internet? How do we take responsibility for teaching students how to use it for more than just a surface use e.g., Facebook. This challenges an assumption of the 100% net-savvy generation.
- In what ways might MOOCs complement our on-campus courses (e.g. as an assigned resource / participation) and residential programming (e.g. one-book one-community)?
- Join Coursera or Canvas (cloud-based) and/or MSU’s Courseweaver (or another open access platform). Get on the inside and participate. MSU Goals for (our) MOOCs: preparedness, degree-completion and serving audiences needing our niche areas of expertise (e.g., food safety). If we join Coursera: 6 MSU courses need to be developed and we need to support the execution of the courses…uses resources. Is there a partnership in CIC or other universities or the private sector?

*Classrooms: continue to develop spaces that facilitate creative ways to approach student learning. MSU has ~300 U classrooms, ~700 dept classrooms (includes class labs such as Chemistry; computer labs; open-labs; skills labs). Current goal is to use the university classrooms 80% of the time; other room utilization varies due to set-up for specific disciplines/courses. How does this goal drive teaching with technology? Aim for an effective blend of formal and informal learning spaces. We need flexibility of space use over time. How
can our classrooms better support "Hybrid" or "Blended" delivery and pedagogy? What can we do to change from a “build it and they will come” model to one in which design is informed by faculty, programmatic, and pedagogical initiatives and needs?

* Dedicated testing facilities for (on-campus) students in online courses…..and have different assessments for online courses that are not simply multiple-choice (in a testing lab). Build a partnership with other universities to certify online students who take our courses, especially in light of the current federally mandated online reciprocal agreements by state.

* Analytics – what data needs to be mined from the Learning Management System (LMS) and other learning systems to be integrated with other university data and systems? What can be done to encourage faculty to use the LMS so that robust and accurate analytic data can be obtained and utilized in realtime for interventions that alter student outcomes (ties in with “Closing the Graduation Gap” task force).