

Distance Education Minutes December 12, 2019

Attendees: John Gosney, Rosa Tezanos-Pinto, Chris Foley, Rachel Hinrichs, David Wilkerson, Nolan Taylor, Barb Friesth, Anna Lynch, Maggie Ricci, Sue Babich, Dina Peterson, Rebecca Stout, Gina Londino Smolar.

Scribe: John Gosney

I Call to Order

Meeting was called to order at 9:35 AM

II Online resources available to faculty to help them in building their online course”

After proper introductions, speakers, Anna Lynch, Group Manager, eLearning Design | eLearning Design & Services, UITS and Maggie Ricci, Principal Online Instructional Technologist | Teaching & Learning Technologies, UITS, began their presentation on “Online resources available to faculty to help them in building their online course.” They began with a preface discussion of available resources. A major design goal behind these resources was to allow them to be repurposed across the university in variety of teaching and learning contexts, i.e., not just online. It was also mentioned that common feedback from faculty is difficult in keeping up with number of available of tech resources and tools; while much effort has been into developing the IU teaching and learning technologies ecosystem, there is continuing opportunity to raise faculty awareness of the rich abundance of tools and services that comprise that ecosystem. The speakers also mentioned that the teaching.iu.edu Web site, launched in the fall of 2017 and built through a collaboration between UITS, FACET and the campus teaching centers, is both a response to President McRobbie’s call for emphasis on teaching and learning resources for IU faculty, and an attempt to aggregate various teaching and learning resources in a kind of “one stop shop” format. Anna, Maggie and others on the eLearning and Design team are happy to work directly with individual schools/departments/campuses to provide more information on these resources. There was also a discussion highlighting specific resources:

1. The Tool Finder [<https://toolfinder.iu.edu/>]

- Available at URL listed above, and linked through teaching.iu.edu.
- Allows faculty to browse wide assortment of available teaching and learning technologies (including all individual Canvas tools), either by searching for individual tool or via aggregated categories (e.g., tools for communication, assessment, etc.); note: overlap between categories, i.e., tools fall into multiple categories.
- Information provided on each tool includes a short description (including quick overview video and screen shots), with links to additional information.
- Tools are also presented as “Collections”, i.e., an aggregate listing of related tools (e.g., specific tools available as part of Google GSuite).
- For any tool, faculty can post a question or share their own experiences using a tool; these conversations are available through “ProfessorPedia”, a discussion/collaboration tool that is also part of teaching.iu.edu; note: conversation threads are all internal to IU.

- Tool Finder was designed as a conversation starter as well as a quick reference

There were some questions raised regarding Tool Finder such as:

What is available under “Assessments”?

This category includes Canvas tools as well as other tools available through Canvas, e.g., Kaltura Quizzing, Qualtrics, etc.

How is ProfessorPedia being promoted?

Campus teaching centers have communicated, and information has also been distributed through UITs communication channels and other listservs. As part of a larger review of all LT Web resources, additional communications will be forthcoming in 2020.

2. Canvas Studio [<https://expand.iu.edu/courses/studio>]

- The Canvas Studio is a resource filled with templates, ideas, and pro tips for creating online Canvas courses. It is designed to provide faculty with a collection of useable resources as they build their Canvas course, or to enhance an existing course.
- Each resource (e.g., materials for “Syllabus” tool) includes tool best practices and examples.
- Canvas Studio also includes examples of visual design elements (e.g., banner for course homage page) that can be customized and used directly within a course.
- Structure of Canvas Studio is “grab and go”: not intended to be a “course”-like overview of how to use tools

3. Teaching for Student Success: an Evidence-Based Approach

[<https://expand.iu.edu/courses/teaching-for-student-success-an-evidence-based-approach>]

- First iteration was Teaching Online Series (ToS). Was designed to be adapted in a number of ways (self-service, facilitated, etc.). Faculty would come to it if they were teaching online, but then found it was helpful for face-to-face teaching, too; however, some important information was missing; as a result, this was redesigned around evidence that supports good teaching in any modality; as more and more faculty are teaching both online and face-to-face.
- Course includes a variety of modules (e.g., active learning, high-impact practices); each module includes a self-assessment quiz; certificate of completion is also available for each module as well as entire course.
- Embedded with several modules are short video interviews from IU faculty highlight specific teaching strategies.
- Course has also been created in alignment with the “Pathways for Teaching Excellence” (<https://iu.app.box.com/s/qbdf1z8hlosngbm23g5x8s7fij6gdiyd>), to look across all campuses and faculty development resources. As such, an important design feature of this course is to allow for curation of artifacts which might in turn be submitted as part of a teaching dossier.

III Support structure for students enrolled in fully-online programs or who are taking individual online courses

The next speaker was Chris Foley, Associate Vice President for University Academic Affairs and Director, Office of Online Education. He began his talk by stating that quality and consistent course design in the online classroom are critical. Students are savvy consumers and will wonder why they have to understand a new approach for each of their courses. In a physical classroom, faculty don't want to "teach students how to plug things into walls", so why should they have to be burdened with similar general tasks in the online classroom (i.e., tasks that should be easily understood/otherwise common knowledge based on an application of consistent design). Chris also emphasized that we want students to have easy access to exploring and registering for courses; we've noticed that the majority of activity is happening "over the lunch hour", i.e., they're trying to incorporate this into the rest of their busy lives. Additionally, Chris mentioned that online support resources for students were never funded nor never intended to be a replacement for on-campus services; rather, we want to be a wrap-around service to compliment on-campus services that we're designed to support online students; try and provide services, as much as possible, in collaboration with the campuses. A description of support services for IU Online students can be found here: <https://teachingonline.iu.edu/programs/student-services/index.html> Services are administered through different campuses, e.g., "Admissions and Recruitment" is done through IUK, asynchronous "Math and Writing Support" is done through IUE.

There was a question regarding support for IU Online students: *Is Quality Matters (QM) still being supported?* It was explained that QM is fully supported through the Office of Collaborative Programs, which is part of the Office of Online Education; support includes funding for peer reviewer training; the campus teaching centers also coordinate QM training on their respective campuses; a "QM Lite" review is also being developed. With respect to the *importance of differentiating review of course design versus course delivery in the context of QM, the speakers said that* many times, one person will design the course and another will teach the course. QM looks at what you say you're going to do, not at how you do it.

Additional information resources provided by Chris Foley:

- Office of Online Education administrative Web site: <http://ooe.iu.edu>
- Report tool for IU online: <https://ooe.iue.du/resources/reports.html>
- For faculty who teach online: <https://teachingonline.iu.edu>
- Information on wrap-around support services for IU Online students: <https://teachingonline.iu.edu/programs/student-services/index.html>

IV Meeting was adjourned at 10:45 a.m.

Respectfully submitted,

John Gosney