Annual Goals for Educational Technology Services

2010-2011

Title: Smart Classrooms

Description: Continue refurbishing existing smart classrooms, which require updating periodically to accommodate new technology and to replace worn or dated hardware. Ideally the university should follow a five-year replacement schedule for electronic classrooms, beginning with the oldest rooms on campus, and ultimately replacing equipment in 25 classrooms per year.

Budget: 0.00

University Goals: 1,2,4

Strategic Goals:

Responsibility: Coordinator of Media Services

Participation: Digital Media Specialist

Results: ETS replaced 25 projectors in classrooms Floyd Hall and the Music Building, and added six new rooms in Powers Hall (with Smart Boards). ETS personnel provided TV, projection, and sound for the new Game Room in the University Center (design and installation only). ETS also designed and installed the projection and sound system for the Loft.

Actions: ETS depends on feedback from users and confers with faculty, staff, and administration to keep classrooms current. A regular maintenance schedule is kept in the Media Services office for replacing dated hardware. Classroom maintenance is an ongoing project of Media Services/ETS.

Improvements: Because of budget constraints, some classrooms are operating with computers that should be replaced (because of their age, and because of compatibility issues with other technologies and software used in the classroom).

Title: Technology Training

Description: Train faculty and staff on the use of ANGEL (learning management system), *Elluminate* (synchronous learning software), Tegrity (lecture capture) software, and other technologies as appropriate. Training will be offered in

workshops, user groups, and one-on-one. Provide smart classroom technology training (including SMART boards and panels) for faculty, and will establish a Smart Classroom Users Group in order to offer training in an open forum. Provide support for students with technology issues. Assist faculty and staff in the design, production, and implementation of video programs to enhance and support course materials.

Budget: 0.00

University Goals: 1,2,4,5

Strategic Goals:

Responsibility: Coordinator of Academic Technology

Participation: Coordinator of Media Services; Digital Media Specialist

Results: Training is an important part of the mission of Educational Technology Services. Training is offered for ANGEL (course management system), Tegrity (lecture capture), Respondus (testing software), *Elluminate* (web meeting), and Smart Classrooms (among others). Training is conducted in groups or in one-on-one sessions.

Actions: Three workshops were held each semester specifically for ANGEL, with additional one-on-one training offered as needed and as requested by faculty. Most Smart Classroom calls are now for troubleshooting as opposed to training; faculty are comfortable with using the remote and the equipment. This is in part because of one-on-one training, but also because ETS labeled the equipment in each classroom with instructions on bright yellow labels with large print, making it easier to use. Feedback from faculty has been very positive about the Smart Classrooms and the ease of use.

Improvements: The Smart Classroom User Group was not established because it was determined from faculty feedback that such a group would not be productive. Because the technology in the classroom has been in place for so long, most faculty feel comfortable using the equipment. Additional training beyond the basics, especially regarding Smart Boards, will be offered with training by area educators who are expert users of the technology. More training opportunities in work session settings are planned for the coming year (for both faculty and students). An online training course is under construction to accommodate faculty members who cannot attend on campus training, or who wish to supplement the on campus training. The course should be available by Fall 2011.

Title: Support existing technology/Evaluate new technology

Description:	Support existing technologies and evaluate new technologies for both classroom and online instruction.
Budget:	0.00
University Goals:	1,2,4,5
Strategic Goals:	
Responsibility:	Coordinator of Academic Technology
Participation:	Coordinator of Media Services; Digital Media Specialist
Results:	ETS keeps abreast of trends in technology through extensive media research and assesses the needs of faculty, staff, and students through direct feedback and usage statistics. ETS personal also attended a Blackboard conference at Jacksonville State University to gather information and to establish contact with vendors. Membership in Tennessee Valley eLearning Consortium has enabled ETS to development relationships with other colleges and universities in Alabama (particularly north Alabama). The ETS director and the Coordinator of Distance Learning Outreach also travelled to the University of Washington and met with Distance Learning personnel to study the program at that school.
Actions:	Various lecture capture programs (Echo360, Camtasia/Camtasia Relay, Mediasite) were evaluated with an eye to replacing or complementing Tegrity. As a result of these evaluations by ETS and selected faculty, Tegrity will be continued for another year. A pilot program for NBC Learn (which provides access to the film and video archive of NBC news to educators, students, and schools) was conducted, and presentations made to faculty to demonstrate the program. Enthusiasm from faculty warranted going forward with the pilot program, which was free to the university. ETS also conducted a pilot program for *Elluminate* (web meeting program), with a limited number of licenses in the initial program. Enthusiasm for the program was high initially, but as the year progressed, faculty did not use the program (and by year's end only four faculty were using *Elluminate*).
Improvements:	

Title:	Support Distance Learning/Outreach
Description:	Continue to support faculty and students in distance learning with administrative, technical, and instructional assistance. Implement an online course which will be used to train faculty who are distance learning instructors. Establish a lab for proctoring exams for distance learning students. The lab will also be used for orientation for DL students, and for training for

students and faculty/staff. Continuation of an outreach program focusing on P-12, professional development, graduate programs, and community services. Implement pilot "Leo Learning" student video contest at Muscle Shoals Middle School/High School.

Budget: 0.00

University Goals: 1,2,4,5

Strategic Goals:

Responsibility: Coordinator of Distance Learning Outreach; Coordinator of Distance Learning

Participation: Coordinator of Academic Technology

Results: The distance learning office provides ongoing support for faculty and students involved in distance learning classes, including providing information through web presence (http://distance.una.edu), printed material, e-mail, telephone, personal contact, and social media. Outreach this year focused primarily on the "Leo Learning" student video contest, a program for middle and high school students to encourage students to teach other students using video tutorials. The tutorials are collected in the Leo Learning website and may be accessed by students looking for help. Feedback gathered from participating faculty and students at every stage of the program helped shape the program and inspire the direction for the future of Leo Learning.

Actions: A computer lab for online proctored exams was set up in Stevens Hall Room 101. This lab is also used for training faculty and students in ANGEL and other DL technologies. The Leo Learning website was established at http://leolearning.com, providing a repository for student-created video tutorials on subjects such as chemistry and geography. Students at Muscle Shoals middle school and high school were awarded prizes (first, second, and third place). An Online Checklist to help faculty evaluate their own online classes (to make sure that the courses offered through distance learning meet the university's standards for instruction) was created and faculty were asked to use the checklist as they developed their courses. (http://distance.una.edu/online-course-checklist.html) As a result of direct feedback received from students regarding course evaluations, a "Comments" section was added to the online instructor/course evaluation form that students in DL classes are asked to fill out each fall and spring. Students wanted to be able to explain their evaluation answers more fully than simply filling out a multiple choice form.

Improvements: The pilot program of "Leo Learning" will be extended for a second year, and will include more schools. In addition to Muscle Shoals city, Florence and Cullman middle and high schools will also be invited to participate. The Distance Learning Advisory Committee has not yet been able to evaluate the

online course for training faculty, so the course has not been implemented. Faculty will be encouraged to become more involved with evaluating their own classes and programs through the use of the Online Checklist.

Title:	Continue Administrative Support, LRC
Description:	Solicit print and non-print requests from faculty in the College of Education to enhance the Learning Resources Center. All faculty throughout the university will be encouraged to order non-print resources for instructional support of the curriculum. Faculty will also be encouraged to review resources and make recommendations for replacement of dated materials. Replace VHS tapes, phonograph records, etc., with DVDS or other electronic format, in the media collection.
Budget:	8000.00
University Goals:	1,2,4,5
Strategic Goals:	
Responsibility:	Director of Educational Technology Services
Participation:	Library Technical Assistant II
Results:	Evaluation and analysis of the current LRC collection is an ongoing mission of ETS. Media research and the input of College of Education faculty (as well as faculty from across campus) allow the resources provided to be kept up-to-date.
Actions:	Books and other media (DVDs, CDs) were purchased to add to the permanent collection. In order to better serve the elementary education classes, the LRC collection has been rearranged so that books in particular categories (Multi-Cultural, Holidays) are separate from the rest of the collection. The change makes it easier for students and faculty to find the books they need quickly. The Reserve system has been automated to provide better record keeping and a more efficient system for faculty and students. Approximately 60 percent of the phonograph records have been successfully transferred to CD.
Improvements:	Further study regarding transfer of VHS tapes to DVD is needed and faculty in various academic departments are being consulted (specifically Education and Nursing) regarding the collection. If DVD versions of the VHS tapes in the collection exist, they must be purchased (because of copyright considerations), however, if the material is no longer relevant, then the money allocated for the media collection could be better spent on up-to-date materials (either recordings or books).