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Online Learning and Instructional Technology Services : Annual Report : 2015 - 2016

Nelson Poynter Memorial Library.

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Online Learning and Instructional Technology Services AY 2015-2016 ANNUAL REPORT

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The Online Learning and Instructional Technology Services Unit of the Nelson Poynter Memorial Library is an interdisciplinary working group of professionals organized around supporting our faculty and students at USFSP.

Online Learning and Instructional Technology Services consists of four core service units: Classroom Technology Services, Instructional Design Services, Video Production Services, and Faculty Professional Development Services. This platform provides resources and best practices that cover teaching technology support for our face-to-face courses and online/hybrid course design.

This end of year report provides an overview of the initiatives, projects and accomplishments for academic year 2015-2016. As the department and campus view for online learning changes over the next few years, it's important to know what has been accomplished and what new support services have been developed for faculty and students.

Classroom Technology Services

Classroom Technology Services is responsible for the teaching technologies found within the USF St. Petersburg smart classrooms. The unit is focused on supporting the University in its teaching, learning and research endeavors. The unit supports, services, and upgrades all of the equipment within campus teaching spaces and responds via its Help Desk to any problems that users may encounter. The unit prides itself on quick response to requests, technical support, and other services. Digital audiovisual services are provided to faculty, students and staff to develop multimedia packages for teaching, delivery of information, learning and research.

Notable Initiatives and Accomplishments:

The trend in modern AV technology continues to move toward a greater integration with an ever widening range of sources. This has bolstered the need to design, house, and maintain more complex AV systems to manage the demand. In the eyes of technicians what used to be a simple step-by-step troubleshooting process has evolved into a technical tightrope. Observing this trend was undertaken, the goal of which was to take stock of our current AV control systems and to simplify as much as possible the servicing of classroom equipment. Over the summer and into the fall of 2015, a repository was created to store a clone of each classroom's unique control profile. This allows a technician to instantly revert back to a working profile without having to spend time trying to rebuild a broken profile. This process limits the time classrooms are offline for repairs. In most cases, all equipment in a smart classroom can be replaced within 30 minutes.

The department has also been involved with the completion of two major campus technology projects. The first project involved the technology refresh of twelve technology classrooms inside the Science & Technology building along with refreshing four Davis classrooms. The second project incorporated the redesign and repurposing of six technology classrooms as well as an Auditorium/Lecture Hall in Harbor Hall. These rooms now incorporate state-of-the-art HD technology that allows faculty to connect more mobile devices to help enhance the teaching and learning process.

The department has been integral in the planning and preparations with the new Kate Tiedemann College of Business building. The project's final plans have been approved and tentative installation of the audio video equipment will commence late September or early October. The install is expected to last two weeks and will consist of 33 new academic spaces. These include a large 200 seat auditorium and community room, a state-of-the-art trade and sell room, a computer lab, and additional rooms that consists of board rooms, conference rooms and seminar rooms. Once completed, the technology will be tested, documentation created and training for faculty and staff offered. With the additions to the current number of technology classrooms and future installations, it has become necessary to increase our technical staff to meet the demand. We have increased our staff by hiring an Instructional Technologist in May 2016. This brings our support staff to 2.25 FTE to support 85 academic spaces around campus.

ID Card Operations AY 2015-16

- 2,362 ID Cards produced

Classroom Service Requests AY 2015-16

- July 2015 - 2 Tickets
- August 2015 - 8 Tickets
- September 2015 - 31 Tickets
- October 2015 - 12 Tickets
- November 2015 - 11 Tickets
- December 2015 - 5 Tickets
- January 2016 - 54 Tickets (new classroom training in STG/DAV)
- February 2016 - 19 Tickets
- March 2016 - 21 Tickets
- April 2016 - 0 Tickets
- May 2016 - 1 Ticket
- June 2016 - 1 Ticket

Total : 165 Tickets serviced from July 1st 2015 - June 30th 2016

Instructional Design Services

The Instructional Design unit extends the University of South Florida St. Petersburg's academic and technology resources to help faculty and instructional staff enhance their teaching and learning. Instructional Designers and Multimedia Developers assist faculty in the form of consultation, design, development and/or maintenance for online and blended learning environments.

Notable Initiatives and Accomplishments:

From July 2015 through June 2016, 87 courses received instructional design, multimedia production, quality matters review and canvas support through the unit. This figure does not take into account multiple semesters or sections of the same course.

In partnership with the College of Education, Instructional Designers created an online orientation course for adjunct faculty that was released for the Fall semester of 2015. This course, hosted within Canvas, introduces new adjunct faculty to aspects of their new position such as account information, campus resources, academic program policies and standards, teaching and learning resources, and Canvas basics. Development of the online orientation for adjunct faculty in the Kate Tiedemann College of Business and the College of Arts and Sciences continues.

The USF System implemented a secure exam proctoring program called "Proctorio" in the Spring semester of 2016. Proctorio is a program that records internet traffic, webcam, audio and more while students are taking an online exam in order for faculty to review for academic integrity issues. Instructional Designers assisted with faculty and student

awareness, training, implementation, faculty review of data, and connection to tech support.

USFSP continues to subscribe to Quality Matters and implements their rubric as a design and quality management tool. In AY 2015-2016, four courses received Quality Matters Certification through the external peer review process. The Instructional Design Unit completed ten internal reviews. There are currently three courses undergoing the external review process.

Additionally, all Instructional Designers received training and certification to facilitate official QM certified workshops for the institution. OLITS is now able to offer “Applying the QM Rubric” as both face-to-face and online workshops and “Improving Your Online Course” as a face-to-face workshop for our faculty and instructional staff. We are in the process of obtaining certification to offer “Improving Your Online Course” as an online workshop. To date, our institution has 12 certified Peer Reviewers that have participated on 16 national course reviews.

The Distance Learning Accessibility Committee continues to support efforts to improve accessibility and universal design for students with and without disabilities in online and blended learning environments. Many members of the committee authored an article based on their closed captioning research titled “Closed captioning matters: examining the value of closed captions for all students” that will appear in the Fall 2016 issue of the Journal of Postsecondary Education and Disability. The committee presented the results of their closed captioning research at two conferences with national audiences in the field of online learning. The committee also consulted with Southern Illinois University, Hillsborough Community College, and other USF Campuses on improving captioning procedures within their online learning departments. The committee has begun a partnership with Oregon State University on an Institute of Education Sciences grant to build a toolbox for institutions nationwide looking to begin closed captioning for online media.

The Instructional Design Unit continues to collaborate with the Faculty Professional Development Unit to assist with development and delivery of workshops focused on instructional strategy and technology integration. The unit also collaborates with the Video Production Unit to create and edit multimedia to enhance courses developed with support from the department.

Video Production Services

Video Production Services offers comprehensive video/audio production and webcasting services for a wide variety of needs using our broadcast quality studio. Services that the unit provides assists faculty and staff at USFSP by providing them with a set of comprehensive and flexible multimedia services to integrate media in the classroom and within online courses. Our professional grade equipment as well as dedicated staff work closely with faculty in all areas of production.

Notable Initiatives and Accomplishments:

Over the past few years the studio was upgraded to newer technology to include a switchover from analog to digital and the addition of extra monitors for studio viewing. This high quality upgrade has led to an increased demand of our services. For this reason we installed two new small studio booths that faculty can use on demand. These two rooms have been met with great success with nearly 1/3 of our video production events taking place in the studio booth.

OLITS accomplished streamlining a workflow process for recording sessions from the studio. Now, we are able to see how and when videos are recorded and where they are in the production process: production, post-production, and completed. By doing this, the Instructional Designers are able to easily keep track of their faculty videos and integrate them in their respective Canvas courses.

OLITS has also acquired Lightboard technology and renovated an old production room to become the Lightboard Studio. A Lightboard is similar to a white board. The Lightboard is made of glass and the professor writes facing the audience, versus having their back towards the audience, using brightly colored neon markers, in a dark room with lights to illuminate the writing on the board. The Lightboard is a great tool for building personal connections, especially in an online course because students are seeing the instructor's face throughout the video.

Using this technology, faculty members have been able to record short video topics for their courses. During the spring and summer semesters of 2016, courses that were recorded using the Lightboard include Spanish, French, Teaching Elementary Math, and Educational Leadership.

A new initiative for the OLITS team are the "Minute to learn it" videos. These one-minute videos will highlight the services offered by OLITS and will go live in fall 2016. We will release one video each week during the semester. These video are designed to entice faculty to explore new trends in online learning and to seek out new training opportunities.

The campus also lost their main video conferencing facility this past year. Since then, OLITS has become the VTC hub of the campus. For AY 2014-2015, OLITS supported 28 video conferences between USF System campuses in support of various committees and system wide meetings.

Number of events supporting video production services for AY 2015-2016:

- July 2015 - 18
- August 2015 - 16
- September 2015 - 20
- October 2015 - 30
- November 2015 - 25
- December 2015 - 13
- January 2016 - 42

- February 2016 - 41
- March 2016 - 53
- April 2016 - 44
- May 2016 - 46
- June 2016 - 47

Total for AY 2015/16 - 395 events support

Professional Development Services

OLITS offered a wide array of training services in AY 2015/2016 to support USFSP faculty. Training workshops consisted of in-house training and web-based training from in-house production as well as third-party vendors.

Professional Development

Faculty professional development is designed to provide comprehensive training to meet the online professional developments needs of faculty and staff to foster excellence in teaching and learning. The continued goals of OLITS professional development are to enhance effective online teaching methods and practices, promote collaboration, develop technological competences, enhance creativity, and enrich student learning and success.

Notable Initiatives and Accomplishments:

OLITS professional development achieved a number of major successes in AY 2015/2016. We fully implemented a stipend program by which faculty may be compensated for the additional knowledge and skills required to design, develop, and deliver a fully online class. Compensation was fully contingent on a program of training in online best practices that was tailored to each individual faculty member. The stipend program has proven to be quite successful with 50 USFSP courses approved to move through the stipend program.

OLITS also reached a major goal in February 2016 by hosting a system-wide professional development conference, the Bay-to-Bay Distance Learning Symposium. This one-day event featured four of our own faculty as guest speakers to highlight their achievements as online instructors and share their insights with their peers from across the USF system. The program was capped off with a keynote by Sir Ken Robinson in which he spoke of how growth, change, and innovation can sustain our long-term goals for success here at USFSP. The program was so well received that symposium is scheduled to be hosted again by USFSP on February 10, 2017.

OLITS professional development has also recently become fully integrated into the new USFSP Center for Innovative Teaching and Learning (CITL). This integration was announced during the 2016 Bay-to-Bay Distance Learning Symposium. The CITL is currently under development and its advisory board is chaired by the Interim RVCAA Dr. Mark Durand with representation on the board by Otis Wilder, the OLITS (and now CITL) professional development coordinator.

Training Development and Delivery

Professional development training at OLITS is subdivided into three distinct categories of focus: technology, pedagogy, and Canvas LMS.

Technology Training

OLITS technology training focuses on education technologies as well as social and productivity platforms. All of the various trainings offered by OLITS aid in the development and delivery of the educational goals faculty wish to achieve with their students.

Pedagogy Training

The focus of OLITS pedagogy trainings are rooted in existing adult learning theories and best practices. The theories and practices used in OLITS workshops are also presented through the Quality Matters (QM) framework and rubric which aligns with department, university, and board of governors goals for quality online education. Currently, the OLITS staff are certified to facilitate three of the major QM workshops in both online and face-to-face delivery modalities.

Canvas LMS Training

OLITS is committed to supporting faculty with ongoing training for the Canvas LMS. Training workshops are offered to faculty on-demand, including on-boarding for new faculty. OLITS also provides two weeks of Canvas open labs at the beginning and end of each semester. Open labs are scheduled in blocks of time with walk-in service for faculty training and troubleshooting.

<u>Platform Statistics</u>		
	AY 2014/2015	AY 2015/2016
Number of Technology workshops	22	24
Number of Pedagogy workshops	14	18
Number of Canvas LMS workshops	8	10
Total	44	52

	Total Faculty (Headcount)	Total contact hours
Workshops	69	373
Symposium	190	1140
Totals	259	1513

Future Development

The future of the OLITS professional development platform will continue to evolve in

AY 2016/2017. As the CITL continues to evolve, so too will OLITS. As faculty become more invested in their own goals for teaching and learning excellence, OLITS will quickly respond and adapt in order to align with the goals and mission of the CITL. In conjunction with our current faculty platform, OLITS will begin to develop a program of support for online students, especially those new to the online learning environment.

OLITS professional development will continue to evolve by expanding our outreach through a new social marketing campaign which includes a Facebook group, Twitter handle, and weekly blog postings by the OLITS staff. Training workshops will also continue to advance as our faculty knowledge grows by offering higher level workshops that focus on specific aspects of course building and delivery.

OLITS is also committed to continuing an annual symposium that focuses on the larger goals for the university. The Bay-to-Bay Learning Symposium will be a one-day development opportunity for all faculty including active learning and break-out sessions which will consist of the best of our own faculty sharing their experiences. The symposium will culminate with a keynote speaker to deliver a thought-provoking take on the theme of the event.

Staff Publications and Presentations

Publications

Kmetz Morris, K., Frechette, C., Dukes, L., Stowell, N., Emert Topping, N., Brodosi, D. (in press). Closed captioning matters: examining the value of closed captions for all students. *Journal of Postsecondary Education and Disability*.

Dukes, L., Walker, Z., Kmetz Morris, K. (in press). Universal design in education. In B. Frey (Ed.), *The SAGE encyclopedia of educational research, measurement, and evaluation*. Thousand Oaks, CA: SAGE.

Wilder, O. (2016). *The preservice elementary teacher affect scale for science: A validation study* (Master's thesis).

Davis, C. J., Morris, K. M. (2015) Student Engagement: The core model and inter-cohort analysis. *Information Systems Education Journal*, 13(3) pp 4-14. <http://isedj.org/2015-13/n3/ISEDJv13n3p4.html>

Kmetz, K., Davis, C. J. (2014). Access to on-line learning: a SAD case. *Information Systems Education Journal*, 12(2) pp 10-17. <http://isedj.org/2014->

12/n2/ISEDJv12n2p10.html

Davis, C.J., Kmetz, K. (2014). Software Engineering: accessing IT core concepts. *2013 CONISAR Proceedings*. <http://proc.conisar.org/2013/pdf/2817.pdf>

Presentations

“Closed Captioning Matters: Enhancing Accessibility for All Students” Quality Matters Instructional Designers Learning Exchange, 5/16

“Closed Captioning Matters: Enhancing Accessibility for All Students” Quality Matters Annual Conference, 11/15

“Perspectives on Accessibility Series: Instructional Designers in Higher Education.”
@AccessibleMason Webinar Series, Virtual Conference, 10/14 with Kathleen Bastedo and Maureen Madden

AERA 2015 Annual Meeting, Division H Invited Graduate Student Poster Session, The Preservice Elementary Teacher Affect Scale for Science: A Validation Study

AERA 2014 Annual Meeting, Division H Invited Graduate Student Poster Session, The Preservice Elementary Teacher Affect Scale for Science: Pilot Study