

CLASSROOM ADVISORY SUBCOMMITTEE
MINUTES OF MEETING

November 1, 2010

Morrill Hall Room 238A

[In these minutes: OIT digital stream and educational technology workshops; OIT virtualization project; update on the OIT learning studio and learning hub projects; committee business]

[These minutes reflect discussion and debate at a meeting of a committee of the University of Minnesota Senate; none of the comments, conclusions or actions reported in these minutes represent the views of, nor are they binding on, the Senate, the Administration or the Board of Regents.]

PRESENT: Susan Wick (Chair), Linda Jorn, Melissa Cathcart, John Comazzi, Michael Hannon, Michael Garza, Kevin Smith, Patricia Schaber, Kevin Smith, Jeremy Todd

REGRETS: Keya Ganguly, Jed Overmann, Jeff Lindgren, Roberta Juarez

ABSENT: Gordon Duke, Emily Bramschreiber, Mary Hable

OTHERS ATTENDING: Simin Hickman, Director of OIT Outreach and Vendor Management, Paul Baepler, CCE Learning Life Programs

Professor Susan Wick called the meeting to order and welcomed those present. She asked the committee members to introduce themselves. She welcomed guests Linda Jorn, Digital Media Center Director, Simin Hickman, Director of OIT Outreach and Vendor Management, and Paul Baepler, CCE Learning Life Programs.

Ms. Jorn began the presentation with a discussion of the Vision for Learning Space Rating System that is being sponsored by Educause, a nonprofit association whose mission is to advance higher education by promoting the intelligent use of information technology. She stated Educause is working to create a nationally recognized rating system for learning spaces that can provide institutions with a measure of how well their planning reflects best practices. This rating system would be similar to the Leadership in Energy and Environmental Design (LEED) green building rating system. Creation of this system would assist institutions by providing guidelines for upgrades to existing classrooms, budgeting and planning for more effective future teaching spaces, and considering the full spectrum of learning spaces, including spaces for informal learning. Ms. Jorn stated that she is part of a national working group that is putting together the rating system, and if the project moves forward perhaps the University of Minnesota could be a pilot for implementing this type of rating system.

She next discussed the ECAR study, a biannual study conducted by Educause that examines undergraduate students rating and use of technology. Ms. Jorn stated according to the study many of today's undergrads are already cloud-savvy information consumers, and higher education institutions are slowly catching up. But, innovative instructors are bringing cloud-

based tools such as Utube, Facebook, iTunes, and podcasts into the classroom. Cloud based tools are poised to become part of the college experience. Ms. Jorn also highlighted some facts from the Educause report on 21st century social media literacies and compared them to statistics from the University of Minnesota.

- 84% of students nation wide have laptops; 89 % of University of Minnesota students have laptops
- 20% have taken an on-line class. 45% of University of Minnesota students have taken an online class
- 75% of University of Minnesota students access online material two or three times per week.

Finally, Ms. Jorn listed some of the OIT strategic directions for FY 2011:

- Collaborative environments and wireless needs for classrooms,
- Transitioning to Google,
- Updating computer lab environments,
- College of Education IPAD initiatives, and
- Supporting students with new learning environments.

OIT Digital Streams and Educational Technology Workshop

Paul Baepler discussed cloud tools and faculty development. He stated cloud tools can be used anytime and anyplace, and because students are using many new online tools in the cloud realm, instructors are considering the use of the tools. This brings challenges and new decisions. So OIT is, therefore, educating instructors on how to make decisions about use of the new cloud based tools in their classrooms. They are also creating awareness about the security, stability, support, and integration issues that arise with cloud tools and do not exist with centrally supported systems.

Currently, OIT provides a workshop and a class. The Digital Idea Stream workshop is a rapid information and answer session that focuses on five or six new technologies such as, Posterous, Twitter, Google docs, Simple Text.ws and Flickr. There is a five-minute presentation of each new technology and then there is a question and answer period. The Educational Technology Workshop (ETW) is a six-week, twelve-hour program that explores Web 2.0 tools and pedagogies. ETW is a partnership between OIT and the University Libraries. Last semester, ETW was offered to coordinate campuses via a new technology called MOVI. MOVI is a new generation ITV. It is voice activated and creates a sense of conversation and interaction. Professor Patricia Schaber asked what the capacity is for coordinate campus participation. Mr. Baepler stated that it is licensed for 50 people, but found that the effective limit was about eight. Professor John Comazzi asked if it is an application that faculty and students can download onto their computers. Mr. Baepler responded that it must be arranged because it requires a shared video bridge.

Professor Schaber asked if there is a point at which some of the new technologies would remain stable. Mr. Baepler stated this is dependent on who owns the technology, because the owner controls what happens with the technology. He noted that because the University controls the Moodle course management system, it would be more stable than the Blackboard products and the cloud tools. Professor Schaber next asked how to judge which tools are more stable. Mr.

Baepler suggested looking at the company's track record and business model, but noted that with free tools users are not the clients. They are part of the product. Professor Comazzi asked if Google Sites is part of the University transition to Google, and what the University policy is on storing information on Google sites. Jeremy Todd, Interim Director of the Office of Classroom Management, replied that Google Sites can be used for sharing documents with students but there are HIPPA and FERPA regulations that govern the information that can be placed on Google sites. So, documents on these sites cannot contain private data.

Ms. Hickman noted some tools, like Moodle, are infrastructure tools that support the daily activities of the school and deliver technology. These tools will remain more stable. Other tools that do not require infrastructure would more likely change, and universities will need to consider how to pass data from the cloud tools into their course management systems.

OIT Learning Studio and Learning Hub Projects

Ms. Jorn and Ms. Hickman spoke to the committee about OIT's Learning Studio and Learning Hub projects. Ms. Jorn told the committee that in 2009 OIT participated in a visioning workshop that resulted in ideas for the redesign of a palette of four spaces:

- Quite zones,
- Testing centers,
- Learning studios (new technology training rooms for faculty training), and
- Learning hubs (to support team-based work by students, flexible furniture, screens, work spaces, students bringing their own mobile devices).

These four ideas were vetted, and testing centers were eliminated. OIT is moving ahead on the learning studio and learning hub concepts. The spaces they will be remodeling are: Walter 103, Coffman B60, Blegen 90, and Hubert H. Humphrey (HHH) 50.

OIT has a subcommittee that is working in partnership with administrators at HHH to meet the specific needs of the graduate students there. The Walter 103 and Coffman B 60 labs are both heavily used by students, and Blegen 90 is currently a teaching facility for faculty and staff. It is also a very active environment due to its location. When the remodeling takes place, Blegen 90's closed environment will be changed into a learning hub with a combination of services like the tech stop. It will have learning bytes, video conferencing spaces, large screens so students can work in a collaborative environment, and workstations with partitions. Coffman and Walter will also work like learning hubs. However, in Walter 103 part of the lab is committed to science and engineering and will not be modified. Some areas in all of the labs will have computers with an actual wire connection, but they will not have the rows of wired computers that they do currently.

Ms. Hickman stated one issue that must be considered in transitioning to a virtual environment is access to software. Some software is not affordable for students and some cannot be supported on their personal computers. If computers are removed from the lab and students are providing their own machines, the applications they need could be installed at a central location, and then an instance of the application could be provided to the students, as they need it. The students would return it when they are done. Provision of the application could be limited to students in a particular class.

Ms. Hickman went on to state that virtualization infrastructure presents a number of challenges including cost and licensing. For instance, Adobe does not allow its software to be run in the cloud and requires a license for each student on campus.

Last January OIT conducted a successful pilot virtualization project with students, and OIT is moving toward virtualization, and away from a key-service environment. In March, OIT hopes to do a limited production virtualization in two of the active learning classrooms. They will limit access to the instance of the application by class registration. If this is successful they will also test it with some staff, and then determine how to provide virtual access to applications on a wider basis. Professor Comazzi asked if there is online information about how the project is unfolding. Ms. Hickman responded that at this point there is only an internal site, but she would be happy to speak with Professor Comazzi about the project and about using his design course as a pilot class.

Ms. Jorn added that OIT is partnering with the libraries to provide services in the Walter and Coffman spaces. And welcomed input from committee members on any services that might be added to the learning hub environments. In response to a committee members question about the availability of applications in a virtualized environment, Ms. Hickman explained that a virtual environment does not have the same access issues as a key-service environment. Students enrolled in a class with access to a virtual environment will be able to use applications on any type of machine in any location. The current limitations in the virtual environment are based on the infrastructure that OIT has in place and how widely the service is provided.

Next, Ms. Hickman responded to several committee members' questions regarding fees, location of files, and wireless coverage. She stated currently, there are no fees for this stage of the virtualization production. With virtualization students can store files in the cloud, in net files, on flash drives or on their own computers. OIT prefers that it be stored in the cloud. Additionally, OIT is continually working on expanding wireless services and is working closely with the Office of Classroom Management to insure there is a wireless connection per student in each classroom.

Mr. Todd noted another challenge for the University is cellular coverage. Many students are using mobile devices for accessing data, and there are multiple cellular vendors and inconsistent coverage. Ms. Hickman noted that there is a program within OIT for improving cellular coverage.

OIT Mobile Learning Initiative

Ms. Jorn next discussed the OIT Mobile Learning Initiative. She stated OIT's Research and Evaluation Team is working with faculty to understand their use of mobile devices and their needs. The first component of the research focuses on the use of Flip! video cameras in two courses. The second part of the research project focuses on the impact of mobile technology on student learning in a randomized experiment. The primary research question is to see whether or not mobile devices enhance student learning. Several committee members had questions about the security of video material. Ms. Jorn noted that in terms of who can access the content, OIT is working on infrastructure support, and to place the material on University servers. Professor Wick noted that in her experience using video in the classroom, particular URLs are secure sites.

Professor Schaber indicated she would like to use a video application in a course teaching standardized testing, and she wants to insure that there is security between student, faculty, and subject. Mr. Todd stated the connections would be secure, but the issue is the reliability of the end user.

Professor Comazzi asked whether the university has or licenses video based screen capture software? Ms. Hickman responded that Camtasia relay could capture on screen actions.

Professor Schaber asked for a clarification about the role of OIT and the Academic Health Center (AHC). Mr. Todd acknowledged that in the 1990's there was a separation between the AHC and the rest of the University. However, he stated that communication between OIT and that the AHC does occur and AHC uses scheduling software. There is also ongoing discussion to improve local services and create a more unified front for a high level of service across the institution. Ms. Hickman noted that there is good communication with the AHC around classrooms, video, and IT infrastructure.

Professor Schaber expressed her concern that after next year the AHC would no longer upgrade ITV and it would not be available for distance learning. Ms. Hickman stated that by next year MOVI By next year the MOVI software should be a suitable substitute and would hopefully be in every room.

Proposed CAS / STCFSS Merger

Professor Wick stated that Professor Kate VandenBosch, chair of the Senate Consultative Committee, informed her that an ad hoc group had been asked to look at the Senate committee structure to see if there were any redundancies or gaps. The group discussed the organization and operation of several committees, and proposed the merger of the Classroom Advisory Subcommittee (CAS) and Subcommittee on Twin Cities Facilities and Support Services (STCFSS). Professor VandenBosch asked Professor Wick to seek feedback from CAS. Professor Wick indicated was concerned that combining the committees would result in CAS receiving less attention than it does currently. Mr. Todd, who serves on both CAS and STCFSS, provided additional background on the work of the STCFSS and its relationship to the Senate Committee on Finance and Planning. He also expressed the concern that a merger of STCFSS and CAS might impede CAS's reporting line to the Senate Committee on Educational Policy. Professor Wick suggested inviting STCFSS chair, Dr. Lyndel King, to a CAS meeting, and indicated she would attend a STCFSS meeting in order to learn about any commonalities between the committees.

Hearing no further business, Professor Wick adjourned the meeting.

Dawn Zugay
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NOTE: Subsequent to the November 1 CAS meeting, it was determined that STCFSS and CAS would not be merged.