DRAFT: Recommendations for the School of Education
2010-2015 Technology Plan

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Overall Operating Framework

The School of Education (SOE) Technology 2010-2015 Plan will interface with the Indiana University's Strategic Plan for Information Technology (2009) while responding to our current and future vision. The specific areas of the University plan that appear to be relevant for the School of Education are:

1. Vision for Faculty and Scholarly Excellence (p. 4)
2. Vision for Student Success (p. 5)
3. Lifecycle Funding (p. 10)
4. Variety of Approaches-
   Recommendation 8: Implement a variety of approaches to IT education, skills acquisition, support, and communication that enable any willing learner to efficiently acquire desired IT skills (p. 22)
5. Accessibility--
   Action 39 resources --accessibility for faculty, staff, students with disabilities p.28 (laws
6. Professional Development-- Recommendation 14 (p.41) Specially personalized plans and support leading to improved instruction and learning outcomes (Distance technologies and pedagogical approaches→ variety (Action 67)

Vision

For the School of Education Technology 2010-2015 Plan, there must be a systematic and integrative plan that addresses the multi-faceted needs of faculty, staff, students, School of Education, and larger community now, 2 years, 3 years, 5 years, and beyond. Special attention must be given to:

1. Setting the stage to become leaders in the online education market (I.e., urban mission, diversity, inclusive);
   - Should our "niche" be focused on urban mission, diversity, or inclusiveness?
2. Developing, adding, and nurturing faculty who have the knowledge, skills, and dispositions to create and offer a variety of instructional delivery systems;
3. Building the infrastructure and capacity needed to support and sustain current and future programs, delivery systems, and people to enhance the use of technologies in

the operation of the School of Education as an innovative unit on the IUPUI Campus (i.e., budget priorities, facilities/environments, hardware, technologies, etc.) ;

4. Creating and supporting innovative undergraduate and graduate curriculum and instruction;

5. Preparing undergraduate and graduate students to interact in 21st century learning environments (i.e. technological tools and digital-age strategies);

6. Growing responsive programs for and with our student populations and communities;

    - Where do we see virtual worlds playing a role in teaching and learning (i.e., Second Life)?

7. Offering cutting-edge professional development for degree programs, license renewal, certificates, career advancement, and personal growth;

    - How do we market what we offer?

8. Attracting new groups of students via online and hybrid course and program offerings for local, state, out of state, regional, national, international delivery;

9. Creating and sustaining [new and flexible] partnerships (i.e., governmental agencies, service centers, local businesses, industries, non-profits, community organizations, etc.);

10. Creating and supporting interactive online advising as additional alternatives to "in person and email advising (i.e., interactive online); and

11. Seizing and creating opportunities to collaborate with professional associations, school districts, other IUPUI units, other universities, Ivy Tech Community College.

Something of Interest: View PBS Frontline Digital_Nation: Life on the Virtual Frontier http://www.pbs.org/wgbh/pages/frontline/digitalnation/

Major Focus: Online Education—Creating New Pathways

Defining Online*

"Online instruction" is defined as instruction that is distributed to students *exclusively through the internet*. This includes asynchronous and synchronous delivery.

There may be one mandatory face-to-face orientation for undergraduates, or one *optional* face-to-face orientation for graduate students for a course to be considered online.

With the exception of an orientation, courses that require a "physical on-site presence for any reason including the taking of examinations is considered to be a hybrid course of study."

A hybrid course is a blend of face-to-face instruction with online learning. In a hybrid course, a significant part of the course is online, thus reducing the seat time in a classroom. The online component of a hybrid course may involve synchronous or asynchronous learning via the internet. For a course to be considered a hybrid, "scheduled classroom instruction shall not exceed fifty-five percent of the contact hours for the course."

A traditional course with online components delivers content primarily in a physical on-site setting.

For a course to be listed in the School of Education's online or hybrid offerings, scheduled classroom instruction shall not exceed fifty-five percent of the contact hours for the course.

*http://www.indiana.edu/~deanfac/acadhbk/IPPolicy_Adopted_050208.pdf

Process: Online Course Development

If a faculty member elects to develop an online or hybrid course, a request will be made to the Director of Online Course Development with evidence demonstrating a demand or need for the course. The proposal will then be reviewed by a committee comprised on a faculty representative, department chair, and Associate Dean of Academic Affairs. Upon approval, the faculty member will work closely with the Director of Online Course Development to establish a support network and develop a timeline for completion of the online or hybrid course.

If a specific course or series of courses is commissioned by a department chair and/or an administrator to be developed online, the department chair and administrator will appoint a faculty to work on development. At that time, the faculty member would work closely with the Director of Online Development to establish a support network and develop a timeline for completion. Upon completion of the online or hybrid course project, faculty will receive a stipend in the amount of $3,000 for online or $1,500 for hybrid.

Online modules used for non-credit professional development purposes will come through the Office of Professional Development. Faculty may present a proposal to the Director of Professional Development or the Director may request assistance with special projects. Stipend amounts and approval processes may vary based on circumstances. Upon approval from the Director, faculty involved in developing the content will work closely with the Director of Professional Development and the Director of Online Development to create a process and timelines.

- What data are needed to show evidence of a demand/need for online development?
- How do we support faculty who support others in online course development?
- Do we expect full time and part-time faculty will follow the same guidelines in terms of course development and evaluation?

Faculty: Ways to Provide Support

The School of Education (SOE) must decide how much of the budget can be dedicated to technology as a natural priority in the School of Education's portfolio. At the same time, decisions must be made regarding release time for course development and professional development for technology integration whether funded or unfunded.

In order to support faculty, we must ask faculty these questions:

1. What will it take to encourage you to use technology-integrated tools to enhance or improve instruction and student learning as well as your own learning?
2. What support should faculty expect from our SOE Technology staff during the day and beyond 5 p.m.?
3. What types of hardware and software will enhance your instruction?

4. How much involvement do you desire in terms of SOE learning environment designs and redesigns with regard to technologies?

5. How do we respond to the 24/7 culture of students?

6. How do we approach technologies and the plan as support for instruction rather than the driver?

7. How do we keep the transparency of this plan active?

Faculty: Online Teaching

When considering who should, could, or will teach online, one must ask are their pre-requisite knowledge, skills, and dispositions that make some faculty better candidates for consideration. What are the steps for beginning this process? The larger context would be what or who are we selling? Which programs will have a larger return for the investment now and later? How does teaching online fit into the teaching load of faculty? What is the vision of the SOE for what will be face-to-face, hybrid, or completely online? Is this a faculty group decision, a program area decision or Dean's office purview?

- According to the University handbook, the curriculum will belong to the faculty. Would this mean that we as a group should create a set of guidelines for online teaching? Will similar guidelines apply to "in the seat" classes, better known as face-to-face delivery?

Curriculum is developed under the purview of the faculty, department chair, or team of faculty members within the department. The Director of Online Development and supporting faculty network may provide feedback in translating the curriculum into an online environment.

The technology committee recommends that the faculty who develops the online course instructs the course the first time the course is offered online. If not possible, an additional faculty will be appointed early in the course development so that both the creator and instructor have ample time to undergo training before the course begins.

Special Considerations:

1. Cap for online classes should be 22 students.

2. How will the economics of delivering instruction and programs via online interface with affordability of university programs?

3. What will be the least number of students in online sections before these sections begin to look like Independent studies? What are the expectations of faculty and students?

Quality Control Measures

Faculty developing an online course will receive ongoing support throughout the course development process from the SOE Online office/Director of Online Development, and a faculty network comprised of supporting roles to provide feedback. Student feedback and course evaluations will also be used to ensure the course is successful. As in face-to-face courses, it is recommended a mid-point evaluation (survey/poll) be placed in the course to provide valuable and immediate feedback to the instructor so that adjustments can be made if needed

(formative and summative assessments).

Equity in Online Teaching

These questions need to be posed for the graduate and undergraduate faculty:

- **How will online delivery fit into the School of Education portfolio of courses?**
- How should teaching an online class count in terms of faculty load and evaluation (i.e., based on enrollment or program area)?
- What is the cost/benefit of these classes? (bottom line for first time, second, third… and cancellation)
- What must be the profit in order for these classes to be offered and maintained?
- How will the success of these classes be evaluated?
- **How do we grow these courses and programs? How will faculty and academic advisors work together?**

Students: Support in Online Environments

Built-in technological supports for students will be provided in each online course. In addition, the instructor will receive training on how to support students in online learning environment. Indiana University resources, including the IU Knowledge Base, UITS Help, and STEPS workshops are also provided to support student growth and development with technology related to online learning.

- What is our physical presence from the School of Education?
- What supports can students count on beyond the instructor?

BUDGET: Support and Development

An important part of this process is the building of the budgets, working with individuals who have these skills while helping faculty develop these skill areas. There is a timeline to make these decisions happen. Understanding the budget process and organizing the priorities must invite faculty to participate and learn. There are university and legislative timelines to be considered.

At this point, the Budgetary Affairs Committee in consultation with Executive Associate Dean, must identify where in the budget priority list technologies, online course offerings, and faculty/staff professional development will fit as integral components of the budget.

- Should faculty stipends be offered to widen access for this opportunity?

Online Courses: Ownership
Indiana University's Policy on Intellectual Properties

"Online instructional materials are considered Traditional Works of Scholarship, unless they were -

(a) *Specifically commissioned* by the University from a faculty member or any other person,

(b) Created using Exceptional University Support (Exceptional University Support is financial or other support for research and teaching activities that exceeds the norm for a faculty member.)

(c) Created by non-faculty staff within the scope of their employment,

In which case the course would be considered University Works and would belong to Indiana University and the School of Education. A written agreement between the University and the course developer "creator" that specifies ownership of copyright in all resulting works and the allocation of associated rights is required."

*http://www.indiana.edu/~deanfac/acadhbk/IPPolicy_Adopted_050208.pdf

Other Considerations

1. Who has access to the course and how is the access received?
2. How do faculty feel about online teaching as an option or expectation?
3. What else?