Blended Learning Taskforce
May 27, 2016
11:00 am – 12:00 pm
Darrel J. Mase Conference Room
Summary

Present: A. Balkhi, G. Hack, M. Hart, M. Marsiske, M. Moorehouse, O. Shechtman, C. Vogtle
(transcriber)

- **Educational Tools/Technologies- Online.** Dr. Hart presented his subgroup’s revisions of this competency. Dr. Hart discussed the addition of tool specific examples for each level. He also addressed changes in the wording of Level 3 which clarified its definition by further highlighting the difference between it and lower levels. In addition, Dr. Hart addressed the inclusion to each level of possible points for evaluators/faculty to consider when determining whether a level has been satisfied. These included meeting the appropriate Bloom’s level, weighing whether the activity is successfully community and/or student centric, and addressing any ADA Compliance issues.
  - The group expressed concern it would not be possible to apply competency consistently across the College’s programs, particularly in courses where the online/technology model might not make sense to apply. They felt it was important to provide a universal, optimal sequence, to teach and be evaluated and rewarded by, with attainable expectations.
  - There was also concern regarding the how the implementation of this competency would affect the Tenure and Promotion process. They felt strongly that the criteria and how it’s meant to be applied should be easily understood by both faculty and administrators.
  - Some members expressed concern that the competency does not take into account the widely varying levels of technological knowledge among faculty.
  - Members felt that in its current form the technology model does not fit with the philosophy of the other models the group is working on.

- **Decision:** Task Force generally agreed the competency would benefit from being split into two components: implementation and integration. They also agreed on removing titles from each level and making the competency model more consistent with the Teaching Philosophy Competency.

- **Action Item:** Dr. Hack will speak with Dr. Hanson about splitting the competency model into two components.
- **Action Item:** Drs. Hack and Hart agreed to continue to tweak competency based on feedback and present to group at a future meeting.

Discussion material follows.

Next Meeting: Friday, June 10, 2016 from 11 am – 12 pm in **HPNP 4142**

**INTEGRATE EDUCATIONAL TECHNOLOGY (online)**

| Use a website or LMS as a repository for documents, gradebook, etc. | Substitution- In a substitution level, teachers or students are only using new technology tools to replace old ones, for instance, using Google Docs to replace pen and paper. The task (writing) is the same but the tools are different. | Augmentation- Though it is a different level, we are still in the substitution mentality but this time with added functionalities. Again using the example of Google docs, instead of only writing a document, Google Docs provides extra services like auto saving, auto syncing, and auto sharing in the cloud. | Modification This is the level where technology is being used more effectively not to do the same task using different tools but to redesign new parts of the task and transform students learning. An example of this is using the commenting service in Google Docs, for instance, to collaborate and share feedback on a given task. | Redefinition Redefinition means that students use technology to create imperceptibly new tasks. This often is most characterized by allowing students to “create” with technology, “share” what they create, and then allow for two-way communication with anyone who can see their product. (Using Google Docs to do a collaborative project with other students around the globe, leading to a product made which is put on the web allowing for feedback and chat comments) |
| Other Considerations | Other Considerations | Other Considerations | Other Considerations | Other Considerations |
| Teacher Centric | Bloom’s Level: (remember / understand) | Bloom’s Level: (apply) | Bloom’s Level: (analyze) | Bloom’s Level: (evaluation / creation) |
| | | Student Centric | Use of Synchronous Elements in a Class Delivery | Community Centric: meaning work is being done with members within discipline field or available to others in the field of specific practice | ADA Compliant |