Technology and Student Experience (UC eNGAGE)

We will be discussing:

- What does it mean to be literate in the technology age?
- If our ability to create meaningful and engaging experiences in a digital medium can disrupt the textbook industry, how might it impact the notion of scholarly publishing?
- What are the critical IT support services that will facilitate faculty success in this new environment (e.g., visualization, development, web publishing, etc.)?
- What are the risks?

Conference Agenda (pdf)

"Digital Information and the Future of Reading"
Dr. Gary Small
article, video, presentation pdf

Improving the Student Experience with Analytics and Big Data
John Rome, Deputy CIO and Business Intelligence Strategist, Arizona State University
(article, presentation slides)

"Exploring Emerging Trends in Education Delivery"
Moderator: Michelle Quinn, Business Columnist, San Jose Mercury News
Panelists:
Jonathan Bergmann, Chief Learning Officer, TurnAbout Learning
Daphne Koller, Co-Founder and President, Coursera
Raghu Krishnaiah, Chief Operating Officer, Western Governor’s University.

Here are a few websites that are worth perusing:
http://flippedclass.com/
https://www.coursera.org/about/
http://www.wgu.edu/
Currently have champions and innovative faculty, but beyond that, how do we scale it without engaging leadership in each school for programmatic buyback program

“Clicks vs bricks” is false dichotomy

That has been implicit message of a long time

Would have appreciated some kind of bold vision, something to strike a note of controversy

Overall, presentations (especially larger presentations) — nothing particularly eye-opening

Aron: Controversies in the educational space? In research, controversies around evaluation, tenure and hierarchy, etc. What are the seditious voices saying?

Ben: A number of fronts where we are working incrementally to effect change; evaluations (course evaluations), will remain politically sensitive

Big theme was analytics

Don’t know how widely that is circulating among faculty, as next trend

Will eventually show up on Teachnet, there will be voices that question it

Ben: Could pick almost any issue, will find people on both sides

Hard to boil it down

Effectiveness of moving direct instruction into online space — huge controversy

Jenn: That’s the conversation at Berkeley

Broader, national conversation — Janet is addressing what is going on in political sphere

Politicians (rather than educators) pushing agendas around putting things online, will fix affordability and access

We as institution, and as UC institution, don’t necessarily buy that proposition that putting gateway courses online will improve undergrad experience

All kinds of conversations in political arena about how to “fix hire ed”

Having Janet come out and say that, and hearing it over and over from Nick, giving UC system clear direction that we’re going to fight that trend

Not necessarily adopting wholesale what’s being said out in political arena about how to address issues

Not that it’s not part of the answer, but looking for other ways to “fix ourselves”, don’t think it’s the only way to do it

Oliver: If that’d been opening premise of 15 minutes, and followed by a “yes and”, would’ve been more excited

Ben: Was one controversial issue — drones

Did talk about how drones are impacting research, leveraged to do interesting things

UC system is at forefront of some of that

Jenn: Took the big MOOC Stanford AI class, talked with Dr Klein about it

Problem is there’s a Q&A thing that isn’t as good as Piazza, no grad assistants

Customer service problem — can’t get a message to professor

Build in customer service factor, taking advantage of grad student assistants, provide guidance as needed

Can be done in a partly or completely online environment

Jenn: BRCO has that model because students are paying for it

Looking at online degree programs / courses

BRCO has solid model for creating engaging online courses and degree programs that have hand-holding with GSIs, but paying for it (UC tuition, sometimes more)

Still doing MOOCs, but Berkeley has made decision to focus on revenue-generating online degree programs and high quality courses, rather than a lot of effort into free MOOCs

Patrick: Did this include people from BRCO and Extension?

Jenn: Diana got the call about it

Rick: Was a panel on mining data from online courses

People at BIDS are working with BRCO on this

Oliver: Was a competing presentation that Ben and I attended, didn’t split up, and missed analytics presentation

Slides are online, details of analysis of what they’re pulling out of EdX — hard to draw a narrative out of it, but can see where they’re going

At what level of granularity can you measure effective learning? Course, module, assignment?

Was married to presentation from IRB — lots of concern about that, consent, do you know audience has bought into it

Have had interactions with them before because of user experience group, gone out and done “research” to build a better product, got dispensation to not go through that whole process with them

Patrick: Interested in identifying different learning styles, fairly personalized analysis

Other people who’ve failed at this have backtracked here and done better

Ben: Textbook publishers are working on this now, putting content into algorithmic pathways that can remediate people with different content that covers same subject matter

Jenn: Publishers, start-up companies in this area, large R1 institutions aren’t places where innovation is happening

Happening in for-profit college and university space

Not for profit college & business space

WGU — using these tools (from publishers and actual companies), and OER, and creating online courses and offering a real degree program completely online

Started up whole new not for profit college that’s targeting businesses (e.g. healthcare industry, Dunkin Doughnuts), paying college to train their students and give them associate degrees, just launched first bachelor’s degree

Company is entering into these agreements

Starbucks and ASU model

Students have personal learning coaches, mix between academic adviser and life coach to help them get through

All competency based, can move through at any pace, etc.

Ben: Financial model — tuition based by time not credit hours

Pay flat fee per semester

However credit hours you can test through, good to go

Patrick: Anyone looking at long tradition of vocational teaching in Europe, more apprenticeships?

Jenn: Big topic, how to map apprenticeships to online, skills-based internships

Question: Issue of bandwidth, 16 person seminar, want to have all students talk and hear each other

"Clicks vs bricks" is false dichotomy
How do you have upload capability to do that? Robust video conferencing
Oliver: Not a specific topic of conversation
Technical challenges were not a big theme
Attended panel with Greg Niemeyer, John Scott, prof from Riverside
Was one of the highlights of the conference; we’re developing the tools for Greg’s course and working with John on evolution of Collabosphere
Been at Berkeley for a long time, many things built over the years, so much activity and funding, so little of it winds up “in production”
Acknowledgement that it’s time for that gap to be bridged, making the compromises
Collabosphere — stand-alone application built in Ruby, they said it needs a lot of work
What they want to do with us is build an LTI tool that plugs into Canvas
Collabosphere is that brand, attached to stand-alone application, talking about breaking down functionality and making it consumable within context of standard LMS course
Ben: Data cultures — way of measuring student engagement in the course
Don’t judge quality of engagement, just volume
Student comments in forum, gets points for that
Then a map with all students, index score
That’s gamification of whole process — show them their score, want them to drive more engagement
Every interaction is a way to increase your score
Doesn’t matter how you’re engaging, as long as you do
So other faculty could leverage that in their own course — power of development process, making things available for other people
Oliver: Greg will be using the tools this spring in his online course
Jenn: Can plug it into our instance of Canvas, and UCOP can plug it into theirs, and others, etc.
A lot of people do educational research, build cool things
Spend hundreds of thousands of dollars on something that, if they stop teaching course or move away, it dies or costs lots of money to upgrade
Grant funding is gone, turn to ETS, ask for help upgrading despite lack of money
Let us build something for you that’s consumable by anyone on campus
Enterprise application, will sustain as part of enterprise environment
Ben: Causing some shifts in textbook, publishing industries
Across conference, lots of visual and digital, enhanced engagement conversations
Specifically in research / publishing space - what impact might things have on research / publishing side
Visualization - almost like a published work, great analytic setup
ASU using basically one publisher
When taking a class online, looking up data online using library websites from all sorts of universities
Engaging in the “real thing”, not stuck with Prentice Hall
Did a good job of preparing these materials, publishing art
Want to give students a choice, can use different resources
Can’t give everything away, but don’t want to restrict students
Ben: Faculty member been using our services to create videos, flip class
In-class time: has 5-10 minutes left over at the end, can give micro-lectures about the real challenges that physicists are working on today
Interesting thing, recognizing that physics has not changed in hundreds of years, teaching rote material, nos engaging students on a level more connected to real problems physicists work on
Patrick: Seminar series on social network analysis this fall, theme that emerged is that they’re using visualizations as way of exploring / understanding data, but how do we use those to substantiate scholarly argument
Citation of particular conclusion — how to link back to something that’s particular view, but doesn’t lose interactivity
Associated to things like linked open data
How to have students follow along the steps a researcher is doing — exposing transactional steps in building a research argument
Interesting link there between learning and research tools
Ben: Ignorant of publishing space
Are virtualizations embedded? Or linked out?
Aaron: Some journals are on the edge of doing that, in requiring data and code along with articles
Requirement for people to do that, not a lot of teeth behind it
Patrick: Most journals have mechanism for submitting ancillary materials, but not clear what that’ll mean
Investment to do this
Also, people developing things that need to be maintained happens all over in research
Chris: Strategy of using these opportunities, take a project, work on it together to do something sustainable
Jenn: Not that we don’t want pilots to happen, do want something proven before building in-house
How to get the right feedback from user community?
Starting user advisory group to help with this
5-10 people who want generalizable tools — whose to build with limited capacity?
Need to think about how to make decisions
This is first foray into it — they got lucky, we said yes
But at some point, will need to be a vetting process that shouldn’t be our decision
Patrick: Been looking at tools that support research
Tying with model where once you’ve got a program in place to adopt some tools that appear to have legs, criteria for evaluation will include architectural decisions
Will provide architectural consulting to early-stage projects
Will provide pointers to things that would make it adoptable down the road
Ben: Choke point: systems we support — can only do so much to expand
Research, takes all forms
Jenn: Had 2-3 groups come to us and say “we built this, would you run it?”
Panda Grader — came to ETS, not clear if they want to license it
Can give people advice around how to create a start-up, or are you asking about whether we run it as an enterprise tool
Like providing consultation earlier, guidelines
Oliver: Basically a checklist of questions and concerns — if you’re serious about getting into ed tech space, here are things you have to have answers to
Interoperability, accessibility, etc.
Analytics piece is adding to it, fits under context of interoperability
Jenn: Maybe we can provide guidance to people who’re doing it, just online documents
“Thinking of building an educational tool?”
Aaron: Hearing pain points from people in CITRIS, most of time spent doing project management
How would we engage with one of those pain points, architectural project management so when they launch an idea, would think about adoption down the road
Patrick: When started integrating from HPC team, heard funny story from Yong, was chemical engineer in grad school, and everywhere he went, when talking to professors of chemical engineering, they did project management and chased grants; he actually liked chemical engineering
Rick: Customer group?
Collection Space used by 5 museums on campus, governance group of museums
Balancing everyone’s needs, have very limited resources
Jenn: Much closer to CalCentral problem
Ben: UAG is broad subset of faculty, staff, students representing users
Volunteer basis
Not capping UAG
Executive steering group— led by 2 faculty co-chairs
3-4 faculty members in addition, 3 students, 2 undergrads, 1 grad student, several staff
Their work is to organize and coordinate work of UAG
Will be bringing them issues, will ask for feedback on advice on bCourses
UAG executive would formulate question we’d send to broader UAG
Upvoting for priorities
Patrick: How have you described how they fit into decision-making process
Ben: It’s in the charter, explicit about being advisory, recommendations
Jenn: Recommendations will go to service team if easy, or may go to Cathy and Larry, or Larry’s governance group
Teaching, learning and research group, co-chaired by Cathy and Graham
Possible that if they’re recommending an entire shift, it may make its way all the way up to the top that’ll weigh in on whether we need funding, etc.
Patrick: Who are key partners?
Jenn: Academic partnerships — think of research IT, law school, school of business (have own instructional tech units in different ways), center for teaching and learning, library, BRCO, EECS
Spend time with Education and ISchool deans — think of them as collegial partners, not academic partners insofar as they don’t offer services to the academic endeavor