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## Annual Report 2004-2005

### UCLA Faculty Committee on Educational Technology

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#### Committee Charge and Membership

The FCET provides institutional leadership on the use of technology in undergraduate instruction and develops plans and implements strategic projects in support of UCLA's educational mission. The FCET advises the Vice Provost for Undergraduate Education, the CIO/Associate Vice Chancellor for Information Technology and the IT Planning Board (ITPB).

The FCET is composed of faculty representatives from each of the four Divisions in the College, the Henry Samueli School of Engineering and Applied Science and the School of Art and Architecture, an IT Director from an academic unit, an Assistant Dean and the Assistant Vice Provost/Director of Educational Technology.

#### Faculty Committee on Educational Technology, 2004-2005

Jackson Beatty, Psychology, Chair  
Michael Curry, Geography  
Mario Gerla, Computer Science  
Robert Gould, Statistics  
Roger Kendall, Ethnomusicology  
Marc Mayerson, Social Science Division  
Christopher Mott, English  
Warren Mori, Physics & Astronomy  
Patricia Keating, Linguistics  
Patricia Phelps, Physiological Science  
Ruth Sabeau, College and OIT  
Ali Sayed, Electrical Engineering  
Joseph Vaughan, Center for Digital Humanities  
Min Zhou, Sociology

FCET meeting agendas and notes as well as information on projects described below are available on the website <http://www.college.ucla.edu/edtech/fcet.htm>.

#### Initiatives in 2004-2005

##### 1. Educational Technology Strategic Planning

In response to a request from the ITPB in fall 2004, the FCET brought three major recommendations to the ITPB for discussion and feedback in May 2005. The FCET believes that UCLA must rebalance IT in support of instruction by putting resources into general

utility educational technology services that are increasingly expected at a university of UCLA's size and reputation that are consistently available to all departments and disciplines. This strategy will enable local IT staff to focus on discipline-specific services to meet the needs of particular faculty and subjects. The FCET is calling for a new institutional commitment to supporting technology in teaching that requires additional resources as well as the realignment of existing resources. Discussion of these recommendations will continue during 2005-2006.

The FCET proposes three recommendations as initial steps to balance what is needed as utility and what is "disciplinary." Together, these three components will provide UCLA with an excellent position from which to expand innovative use of technology in teaching.

1. Develop a single virtual help desk available 24 hours/day, 7 days/week to support faculty and students in the use of utility educational technology on the one hand and a referral for discipline-specific support on the other.
2. Select a single application to support collaboration and teaching tools for instructional, research and administrative groups. Sakai, an open source community solution, is being adopted by increasing numbers of institutions and has ever-increasing resources invested into its development. UCLA has been moving in a direction that makes adopting this system extremely advantageous.
3. Create a collaborative campus-wide approach to support IT work among faculty, students and IT staff at UCLA. An integrated consortium will enable UCLA to improve learning effectiveness, remain cost effective, increase faculty and student satisfaction, and compete successfully for grant opportunities that support innovative applications of educational technology. To effect this approach, UCLA will need to expand and coordinate its advanced technology development capabilities, assessment expertise, interdisciplinary approaches, fusion of teaching and research, and collaboration with other enterprises.

A full copy of the recommendations is available on the FCET website.

## **2. A Common Framework and System to Support Teaching and Research**

Continuing the goal of finding a UCLA solution to a myriad of systems and services in support of instruction and collaborative groups, the FCET initiated a pilot project to evaluate the services, support, and technology of Sakai, a national higher education initiative to develop a standards-based open source solution. The FCET issued a call for participation in spring 2004 for a pilot team to take on a leadership role in implementing Sakai in the UCLA IT environment. The FCET selected the joint proposal from the Center for Digital Humanities and the Anderson Graduate School of Management, which also included participation from many other academic units and campus-wide service providers such as Academic Technology Services, the Library, and the Office of Instructional Development.

A group of selected courses and projects will pilot Sakai in fall 2005. The pilot team is working on the deployment of the UCLA authentication procedure (ISIS), the acquisition of course data and the submission of final grades.

In spring 2005, the FCET recommended to the IT Planning Board that UCLA should select and implement a single standards-based architecture and system to support teaching and research collaboration. The ITPB provided positive feedback on this goal and encouraged the FCET to further examine possible solutions for implementing such a vision. Sakai was proposed as a strong candidate for such a solution.

The goal for 2005-2006 is to scale the Sakai pilot to more courses in winter and spring 2006 to evaluate the functionality of the system from faculty and student perspectives, to assess the technology framework and direction, and to examine the requirements to provide any UCLA department or individual with a fully supported service. A report on these findings is anticipated in early 2006.

### **3. Copenhaver Award for Innovation in Teaching with Technology**

This award was created in 2002 to honor undergraduate instructors who are using technology to enrich and deepen students' educational experiences in innovative ways. It was also created to provide opportunities for faculty to share their experiences with each other and with the IT staff who support technology in teaching. In 2004, nominations were received for 25 instructors in 20 departments. Previous award winner Tim Groeling (Communication Studies) worked with the FCET in choosing the 2005 award recipients.

- **William Grisham**, Psychology, for his innovative use blended instruction in Neuroscience Education.
- **William J. Kaiser**, Electrical Engineering, for his development and instructional use of a tool, Individualized Interactive Instruction (3I), to facilitate a new level of student-instructor interaction.
- **Dario Nardi**, Anthropology, for innovative use of robots (named Truman and Olivia) to bring abstract lecture ideas to life.

Interviews with award recipients and many of the faculty who were nominated in the past three years are available on the website: <http://www.college.ucla.edu/edtech>. As part of this year's campus-wide event, nominees had the opportunity to demonstrate their work using wireless laptops provided by CLICC.

Alumni Barbara and Richard Bergman have funded an endowment for these awards "to honor and recognize Brian Copenhaver for his leadership of the College and to ensure his legacy at UCLA."

### **4. Blended Instruction Case Studies (BICS)**

Three projects were selected by a joint committee of the FCET and the Office of Instructional Development's Instructional Improvement Committee.

- **Online tools to provide direct research experience: Life Sciences 3**
- **Online interactive lectures: Political Science 6**
- **Online interactive exercises and assessment: Statistics 10**

The work on these projects is being funded by BICS, with matching funds or in-kind support contributed from various campus units and the respective Deans. In addition, BICS funding has been allocated to assess each of the three projects. The Office of Undergraduate Evaluation and Research, Student Affairs and Research Office, and the Office of Instructional Development are contributing in-kind support to the assessment. Ongoing reports about the implementation and assessment of these changes is available on the FCET website <http://www.college.ucla.edu/edtech/bics>.

Some initial findings are:

- BICS projects are complex and need a "team" approach to design and implement.
- Students accept the online delivery system and have little trouble with it.
- Faculty initial prep time for online lectures is much greater than for in-class delivery.
- Online lectures tend to be shorter due to better organization.
- Online delivery satisfies a wider range of student's capabilities.
- Students like to review online materials - often multiple times - during the quarter.

## **5. Digital Library Initiatives**

In addition to collaborating on Sakai integration with the UCLA library and BICs, the FCET and the Library agreed to work on the following initiatives:

- publish student work in the UC eScholarship digital library;
- add components of course websites to the digital library, "the afterlives of courses";
- create online repositories of standards-compliant learning materials;
- develop a digital scholarly space for faculty use of the library with Sakai;
- create an Information and Communication Technology literacy program.

