

---

## UCLA Faculty Committee on Educational Technology

Update to the ITPB: June 15, 2004

---

**Written attachment: Annual Report**

**Verbal presentation:**

**• First, acknowledge the importance of the other projects to achieving an educational technology environment. Examples, authentication and wireless networking.**

### **1. Course Management System (CMS) and SAKAI**

Provost Copenhaver asked the FCET to review the current needs of the College for course management systems and make a recommendation on future directions. Over the period of approximately 18 months, a campus-wide workgroup began the process of understanding what CMS were in use, what other comparable institutions were using, and emerging CMS technology. As a result of that analysis, the workgroup recommended that the College develop a common technical architecture based on web services in order to provide consistent access to course websites and the potential for inter-operability across CMS implementations, as well as the sharing of instructional materials, tools, and expertise across departments and divisions. In addition, this common architecture would be based on national technology CMS standards and open-source solutions, thus enabling UCLA to work with other institutions implementing a similar approach.

In 2002-2003, the CMS consortium (composed of IT staff from numerous academic units, Academic Technology Services, Administrative Information Services, College Information Services, the Library, and the Office of Instructional Development) continued to build on the web services architecture to implement three cornerstone web services: single sign-on; tied courses; and grade submission using the myUCLA gradebook.

In January 2004, a Mellon-funded national initiative for a standards-based open-source course management system, SAKAI, was announced. The initiative is lead by the Universities of Indiana and Michigan, MIT, and Stanford. Higher education institutions were invited to join as supporting partners, by signing a 3-year membership contract in exchange for access to early system releases, information and expertise, as well as the opportunity to influence implementation direction and collaborate with partnering institutions on the development of instructional tools. UCLA, along with 4 other UC campuses became SAKAI partners, joining dozens of other institutions that committed resources to this significant project. Building on the best product and practices of the four core institutions, the initiative

set an aggressive schedule for the release of the first version of a framework and tool specification profile by summer 2004, with a production version targeted for release in summer 2005.

The FCET strongly supported UCLA's active participation in the design and development of SAKAI, with the vision of providing the campus with a standards-based feature-rich CMS, integrated with UCLA's administrative systems. In addition, the FCET was convinced that the opportunity to work with dozens of peer institutions offered UCLA the enormous potential for access to the best instructional tools being developed. To achieve fast-paced and dedicated work, the FCET issued a call for participation 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, as well as the campus units already working within the CMS consortium. By fall 2004, version 1.0 of SAKAI will be available for testing and pilot implementations. A full production version of SAKAI is planned for fall 2005.

## **2. 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 2003, 30 nominations were received for 23 instructors in 13 departments. Two previous winners, David Kaplan (Philosophy) and Joan Waugh (History) worked with the FCET in choosing the 2004 award recipients.

- **Stephen Engel and Russell Poldrack**, Psychology, for their innovative use of technology to enable undergraduates to design and implement research experiments using functional MRI to measure brain activity.
- **Tim Groeling**, Communication Studies, for his innovative use of technology to teach political communication theory by giving students the experience of using multimedia tools to research, create, analyze and understand the role of political advertising.
- **Kim Jansma**, French and Francophone Studies, for innovative use of technology to create a broad range of multimedia modules to give students access to authentic and culturally-rich material, as well as to make these modules available through the Electronic Language Media Archive.

Interviews with award recipients and many of the faculty who were nominated in 2002 and 2003 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.”

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

In spring 2003, Judith Smith, Vice Provost for Undergraduate Instruction, and James Davis, Associate Vice Chancellor for Information Technology, requested that the FCET provide oversight for a new initiative supported by EVC Daniel Neuman, “Technology at the Frontiers of Learning”. A half-time faculty coordinator, Tamara Malamuth (Psychology) was hired in summer 2003. In collaboration with the Office of Instructional Development, the FCET issued a Call for Letters of Interest in Fall 2003 for ideas on how to use technology to improve courses with a history of enrollment constraints. Thirteen letters of interest were submitted; five of which were invited to develop more detailed proposals. Three proposals were selected for implementation.

These projects will achieve and assess the use of blended instruction in three primary approaches:

- **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.

There are six major assessment components for each project:

1. Implications for administrative policies and practices
2. Effectiveness in increasing student interest, satisfaction and enjoyment
3. Documenting the nature of the work for faculty in transitioning from web-enhanced or web-integrated instruction to blended instruction and their satisfaction with the experience
4. The effectiveness of the course redesign in elevating academic achievement and fulfilling learning outcomes
5. Course delivery: Technology process, strategies, outcomes
6. Project goals attained

When the second installment of BICS funding is received, the FCET plans to invite participation from the Professional Schools with undergraduate curriculum.

### **4. Educational Technology Strategic Planning**

The academic year closed with the FCET engaged in discovery and discussions on what is required to create an educational technology environment at UCLA that will enable the campus to make significant progress on implementing the UCLA IT Vision to “Integrate Students into an IT-Enhanced, Individualized Teaching, Learning, and Research Environment.” The current intention is to have a recommendation ready for review and broad discussion in fall 2004.