

Minutes of Meeting October 28th, 2013

Approved XXXX

Draft

Committee Attendees: Barber, Bawn, Christou, Cuff, Domingo, Lew, Loehner, Lynch, Mamber, Mamer (chair), Pires, Rugg, Shin, Snyder Guests: Rodgers

1. Quick Topics

- Welcome to new members - Jacob Finn, USAC; Stephen Mamber, TFT; Michael Shin, Geography
- BruinMedia – The BruinMedia service has traditionally only streamed content it recorded and typically it only recorded lectures. The BruinMedia service will broaden the types of instructional content that can be streamed. This expanded video/audio streaming service was spurred by several divergent needs. The first was an OP request that the campus hosting Regents meetings also record and post those meetings. In addition, CCLE has a growing issue where media files are being uploaded to the CCLE file system but this file system is not optimized for serving large media files. A final consideration was that with the increase exploration of flipped and hybrid courses there would be future growth in faculty authored media content. A large storage array was purchased and brought online. OID is not currently charging for this service and is not currently implementing quotas or file size limits. Posted files can be restricted by course enrollment in a manner similar to BruinMedia.
- Gradebook – now that My.Ucla and URSA have been redesigned and merged as part of the Integrated Web Experience (IWE) project the My.UCLA team will be looking at updating and redesigning the Gradebook over the next 12-months. On behalf of CCLE, Michelle Lew asked how many FCET members used the full gradebook and schemas vs. the express gradebook and whether or not there was interest in providing comments into the redesign process. There was sufficient interest and use of the gradebook by those present for the committee to invite Christian Spreitzer and Betty Glick to a future meeting to hear more about the plans for changes to the gradebook.

2. Update and Discussion about current state of online and hybrid education on campus. Policies in development and the role of the FCET

Systemwide online Project – ILTI

In response to the Governor's request that UC look into the use of technology to increase access to high demand courses the Office of the President is currently dedicating several million in funding for online education in the form of its [Innovative Learning Technology Initiative](#) (ILTI). A major portion of the funding will be devoted towards the creation of an enrollment hub which will allow for a systemwide catalog of online courses and hopes to systematize the articulation of courses across the

UC. FCET member Deb Pires commented that something similar has already been done for the Cal State and Community Colleges at [ASSIST](#) and ILTI should be made aware of this if they aren't already.

Members inquired how tuition cost will be dealt with. Will some UC campuses have to transfer partial tuition to others? At this point UCOP is saying they will absorb the cross campus costs.

Other questions and comments that arose included:

Will there be a cap on how many non-home campus units a student can take?

How will students know that the course they are taking will count for their major?

Will this system lead to tariffs and protectionist behavior in departments?

How will this affect the detailed economics of each field? For example could it affect how graduate students get funded?

What are the ramifications of a UCLA online course lowering the enrollment of a face to face course on a different campus?

Is the goal to cut costs? Cut departments? Perhaps we need to confront the notion of duplication within the system and face the issue of needing to economize the duplication of courses

Is there a standard for the number of hours of direct student contact? At Pasadena CC they went to the effort of defining meaningful contact?

After a wide ranging discussion it was agreed that the Committee will begin a list of unanswered issues to be circulated and discussed at the various campus committees involved in online education at UC.

Online and Hybrid instruction on campus

New FCET member Michael Shin gave the committee a brief overview of his current experiment with a hybrid version of his Introduction to Geographic Info Systems (Geog 7)

The 5 unit GE was traditionally offered as a combination of face to face lecture and hands on computer laboratory. This quarter students view the lecture material online and have a choice of registering for an in person lab or a synchronous online lab using Blackboard Collaborate via CCLE.

Some interesting aspects of the course:

- The course will be using a Moodle quiz for the midterm and a project based final.
- The course included an assignment where students had to familiarize themselves with the plagiarism.org website and take a Moodle quiz on the content. Students had to achieve a score of 85% or better and agree to a course code of conduct before given access to course materials.

- This course has been a real change for TAs running the online labs. They are conducting labs in a virtual meeting room where students are typically choosing to type their questions into a chat box. The TA then responds by using a headset microphone and walking the students through the answer via screen sharing an application or webpage.

The committee briefly discussed exams in online and hybrid instruction. To what extent should steps be taken to proctor or secure tests, what is the norm and how much should be left to the individual instructor's discretion?

3. Clicker Loan Pilot Project

During the FCET meeting last spring our USAC representative mentioned that USAC currently has a textbook loan program and had been considering a clicker loan program. Over the summer, OID worked with USAC's Financial Support Commission to help implement a pilot clicker loan program. The pilot program chose to loan the iClicker brand since that model is the only one that the ASUCLA bookstore is willing to buy back and sell used and it is also currently the most widely used of the top three clickers in use on campus. As of this Fall, students will have three methods of obtaining a clicker; they can buy new, buy used or obtain a free loaner. For Fall, there were 200 clickers in the loaner pool. Students reserved clickers via a website (lendme.oid.ucla.edu) and then picked up the clickers from the Media Lab. Distribution went smoothly and we will find out at the end of the quarter how many are returned to the pool and work with USAC to resolve the status of unreturned clickers. The goal was to serve 10% of the population of students registered in courses requiring clickers. Clicker usage has actually grown on campus to about 3000 units per quarter (up from original estimated 2000 units) so for Winter quarter we will increase the loaner pool to 300.