

## **Instructional and Research Support Committee Meeting March 11, 2011**

**Present:** Heidi Petry, Co-chair, Wayne Au and Munehiro Fukuda

**Absent:** Michael Goldberg and Kevin Laverty

**Guest:** Bruce Kochis, GFO Chair

Kochis opened the meeting with the IRSC to discuss the UW Bothell Internal Pilot Study Grants in partnership with Royalty Research Fund (RRF). UWB will coordinate with the RRF grant program to fund meritorious but unfunded RRF proposals with research cost recovery dollars. Kochis would like faculty involvement in this process, he charged the IRSC to work with the Office of Research Support on this. Clarification of the process for choosing recipients of the awards is needed, what criteria is used for the RRF external review and the internal UWB selection.

Kochis discussed a software system UWB currently approved that allows campuses to track faculty work for purposes such as accreditation, reports to external constituents, showcasing faculty work, etc. The AC has seen demos from the two leading companies that provide this software. Only one provides the fully featured product that seems to fit Bothell's needs – Digital Measures Activity Insight. Kochis would like the IRSC to review this tool and report on or alert the EC of any issues regarding this new system.

Kochis updated the IRSC on the Faculty Senate and legislative news. A proposal to expedite high school/college time to graduation was introduced in the legislature. This proposal would increase AP courses at the high school level to get students into college at a faster pace and increase proficiency courses at the college level to move students through college quicker.

The state budget forecast could severely impact higher education with cuts from \$400 million to a billion dollars predicted statewide.

**The next IRSC meeting will be scheduled.  
The meeting adjourned at 1:00 pm  
Minutes submitted by Barbara Van Sant**

"But they **do** need to be designed well," he notes. Which is why, for ten weeks during the autumn of 2010, he and a group of UW Bothell faculty (Carol Leppa, in the Nursing Program) and staff (Rebecca Bliquez, Librarian; and Andreas Brockhaus, Learning Technologies) offered the Hybrid Course Development Institute.

Ten of the eleven participants designed a hybrid course, which they then offered in Winter or Spring Quarter 2011. In the process of developing that course, teachers learned to evaluate which course elements work well online, and which work best in a classroom. The above diagram shows the concepts that influenced the Institute design. "This idea helped us articulate how the

learner's experience in a hybrid course can be augmented through, essentially, a sense of belonging to a community of learners, which has three dimensions."

One advantage of hybrid courses is the opportunity for the instructor to create learning objects that can be used in every course. For instance, David is creating a tutorial for students about academic integrity by using [Jing](#), or [narrated PowerPoint slides](#) (a technique he shared in the Hybrid Course Development Institute). It's a piece of content that is relevant for all students in all courses, so he can use it multiple times without having to recreate it every term. He can also put the tutorial online and have students review it outside of class time.

As when teaching how to create reusable learning objects, some of David's instruction focuses on the technology itself. For example, he might help instructors get comfortable with clicker response systems. But the emphasis is always on technology in service of a pedagogical goal, how to use technology to foster student learning. "A lot of what we talk about has nothing to do with technology per se. It's nuts and bolts classroom teaching, what kind of assignments foster the deepest learning, how to get the most out of classroom discussions, how do you get students to collaborate, how do you teach them to collaborate."

### **WebQ: Support for Collaboration and Accountability**

One way that David has been able to increase student collaboration is to use Catalyst WebQ. "I use WebQ for having students evaluate each other as small group members. WebQ is very easy for students to use. It provides confidential feedback to me that I can use (in addition to students' self evaluations and my own observations) to assess their participation and contribution. Research shows that students typically don't like working in groups, because of a lack of accountability. Some students may end up carrying the load for the entire group. Having them evaluate one another is one way to make everyone accountable. Now [using WebQ], I get very few complaints about working in groups."

### **Using Technology to Foster Honest Discussion**

Technology has also helped to raise the level of honest discussion students are willing to engage in class. David likes [classroom response systems](#), also known as clickers, for two reasons. "First, they give me instant feedback, help me know whether students are getting what I'm talking about. But they are most useful when talking about sensitive issues."

Clickers allow David to poll students about their opinions and attitudes, and students can respond anonymously using their clickers. "I use them in classes that include sensitive subject matter, where discussions may touch on subjects of race, religion, sexual orientation."

When asked whether in-class polling ever leads to students self censoring, David explained that by using Turning Technologies in conjunction with PowerPoint, responses can be concealed until everyone has responded. Questions often take the form of [Likert](#) statements. A typical question that he might ask in the first day of a class on Queer Cinema might be: "I'm concerned that this class will be an exercise in political correctness." Or, "I consider myself a religious person." Students then choose from a list of responses: Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree. David's intention with these questions is to expand the dialogue by surfacing ideas and feelings that often remain unspoken.

"The responses provide a snapshot of who's in class, and are the starting point for a more honest discussion because you're able to get a diversity of points of view. It reduces guessing on the part of the student and helps students to know who they're in class with." That information provides the basis for greater respect and greater risk taking among students.

Through hybrid courses and the use of pedagogically-effective technologies, David has created more opportunity for student involvement and fostered open student dialogue. All of these efforts, he says, are tied together by a single principle: students learn from one another as well as from the professor. "I bring one kind of specialized expertise to the classroom," he says, "but each student also brings a unique set of life experiences and perspectives. It would be a shame not to capitalize on all of that collective wisdom."