

# Ed Tech-Av Work Completed in 2015-2016

## 1. ADMINISTRATION AND MANAGEMENT

### Highlights:

- Ongoing monitoring of vendor license agreements. Pending contract renewals include Canvas (Aug. 2017) and Smart Technology (May/June 2017).
- Installed, tested and released the new Canvas user interface.
- Administered and coordinated 236 DL courses (Online registrations in 2015-16 were 5982, an increase of 1112 from previous year).
- Tested and installed 3<sup>rd</sup> party integrations into Canvas to support the Lynda.com pilot project and the Texidium digital textbook (pilot).
- Tested and integrated Blackboard Collaborate Ultra Experience into Canvas to streamline access. Investigated two additional 3<sup>rd</sup> party integrations to support the PD course registration process (Canvas Catalogue and Go SignMeUp).
- Monitored utilization: Blackboard Collaborate had 247 new rooms started with 46 new recordings; Turnitin saw an increase of 15 new instructors, 308 students and 715 submissions.

## 2. FIRST RESPONSE/TRAINING/SUPPORT

- Responded to 277 documented classroom technology first response requests (e.g., Smartboards).
- Provided 430 hours of Canvas first response support to instructors.
- Provided 38 hours of Smart Technology instructor training and support, including resource development.
- Provided Respondus 4.0 Exam Uploader assistance to 26 instructors.
- Provided ongoing facilitation of the “Facilitating Online Learning” course, a required course in the Instructor Certification Program. 18 instructors completed from September 2015 to August 2016.
- Participated in 20 hours of classroom observations, including follow up meetings to provide feedback.
- Supported DL instructors with delivery of 217 proctored online exams across 80 courses.
- Prototyped a CBE course architecture to support design of AgBRM and Justice CBE. Reviewed literature to identify instructional technology related considerations required to support CBE and prepared summary that was shared with the CBE project team.
- Collaborated with the NESAs BN program to develop an online sign-up form totaling 21 hours.
- Ongoing development of the following PD/training resources: “Teaching & Learning Toolkit” totaling 19 hours (research, writing and web development/design); “Ed Tech Cart” totaling 37 hours; “Your Digital Pitstop” totaling 14 hours.
- Collaborated with Student Services to develop a student resources page on the topic of student technologies. Printed 1500 copies to hand out an NSO, totaling 22 hours.
- Reconfigured AV space to accommodate CJ Crisis Room.

### 3. MEDIA DEVELOPMENT/WORK

- Centralized DL course outlines, now located on an external storage site and linked to each individual course. The result was a streamlined process of adding outlines into courses.
- Decommissioned existing media hosting solution, researched and adopted new cloud based solution and migrated objects.
- Website maintenance: Decommissioned the Hubbard Collection website; supported migration of FASD Virtual Community from Wall.fm to new solution.
- Learning Services. Developed promotional material to support implementation of Read and Write software (15 hours/2 assets).
- ICP Revisions: ICP course homepage revision (banners and layout), 15 hours; ICP course icons revision, 20 hours/8 assets; ICP course media, 75 hours/15 assets.
- Refresh: 83.5 hours/15+ assets (Refresh posters, logo design, teaser video, water bottle labels, signage, website maintenance, TV splash screen image, other promo materials); PRefresh, 10 hours.
- Curriculum team: IAP2 PowerPoint revision (updated graphics/layout), 10 hours; CAF icons and form update (15 icons and two formats) 20 hours; Curriculum Alignment Framework – giant posters, 25 hours; Synchronous VS Asynchronous Infographic, 10 hours/1 asset; assessment infographic, 10 hours; UDL course, 11 hours/1 asset.
- Developed 15 videos to support institutional projects.
- Developed 137 videos to support blended delivery.
- Justice CBE strategic project: CJ CBE Vision Poster, 30 hours; CBE 'Shifts' Breakdown, 10 hours; CBE Cards, 25 hours; CBE branding package (including PPT templates and letterhead, 15 hours; various forms and spreadsheets (formatting), 15 hours.
- Southern Alberta Agri-Business Program. Developed SAAB promotional material, 20 hours, hours/2 assets.
- Business Training and Development. Redeveloped a PowerPoint presentation, 10 hours/1 asset.
- Course related media: AGB-1191, 3.5 hours; AGB 1172, 5.5 hours/3 assets; AGB/BRM, 40.5 hours/1 asset (Interactive Glossary); AGB Finances, 32 hours/8 assets. Other: BRM Beef Cuts, 40 hours; BRM Charts, 30 hours; Animation, 60 hours; Risk Matrix Images, 3 hours/3 assets; BIO1172, 72 hours/multiple assets (Animated/Interactive (Tumult Hype) Water Cycle, 20+ images); CHP1151, 11 hours/2 assets; CJP1157, 18 hours/6 assets; CJP1159, 30 hours/5 assets; CJP1160, 12 hours/3 assets; LAW 1176 Graphics, 25 hours/37 assets; CJP 2288, 15 hours/9 assets; CJP-2278, 6.5 hours/1 asset; CJP2287, 4 hours/1 asset; CJP2293, 10 hours/2 assets. Other: CJP Posters, 30 hours/4 assets; Law Courses, 5 hours/1 asset; CJP Traffic Control and Radar Graphics, 10 hours/2 assets. Other: CJ (Ken Sauter), 13 hours, 2 assets (criminal justice system& crime funnel); CJ (Dave Maze), 34 hours/8 assets (Storyline Interactions, 5 images); CJ (Ian Hopher), 5 hours/1 asset; CYC Course Map, 5 hours/1 asset; ENV3383, 20 hours/multiple assets; Envi-Sci, 6.5 hours/1 asset (Scientific Method); ENV, 23 hours (Field Capacity Interaction); ExSci Program map, 10 hours/1 asset; EDU 1162, 5 hours/2 assets; Nursing Program Map, 20 hours/1 asset;

RRM2253, 40 hours/1 asset (Interactive/animation with 20+ images); Trades pictures, 9 hours/3 assets; TRG-1150-3 hours/3 assets.

- Investigated 3<sup>rd</sup> party closed-captioning service provider (Amara), piloted services and ensured 10 videos were closed captioned to ensure a student with a hearing impairment could access video based instructional materials. Using same service provider six additional videos were closed captioned for ESL students.

#### 4. *COMMUNICATIONS*

- Designed and released 9 issues of the EET newsletter with an average of 370 view per issue.
- Designed and released two PD Catalogues.
- Presented at the Refresh conference to increase awareness of the new Canvas Interface and recently added features.
- Presented at COHERE (“What is the Curriculum Alignment Framework?”).

#### 5. *AUDIO VISUAL INSTALLATION AND EVENT SUPPORT*

- Completed HDMI installations in all classrooms on campus.
- Upgraded CB1005 theatre (on-going).
- Upgraded weight room audio and cable installations.
- Installed Smartboards, interactive panels, TV’s, and camera systems to support TTRIP project.
- Provided AV support for internal events including: NSO, Convocation, ESL Bridging Cultures, FMNI week, Collide-o-scope, NIT Grad, Rob Parson’s TRIPP grand opening, Student Awards, CVE Grad, FNMI Grad, Interior Design Showcase, Honouring Excellence, and the McLean & Co. Survey.
- Provided AV support for Development events including: LC Golf Tourney, Wine Auction, Trades and College Home, Alumni Dinner, Night to Remember.
- Provided AV support to external groups including: CCHS Grad, WCHS Grad, LHBA Home Builders, Doctor’s Evening, Evening of Psychiatry, Kidsport Leadercast, Ducks Unlimited Banquet, and Skills Canada Competition.

#### 6. *EMERGING TECHNOLOGY*

- Investigated iBook Author and developed a prototype resource that was showcased to the Practical Nursing program (35 hours).
- Investigated and developed a 10 minute “explainer” video using an iPad Pro for the Associate VP Academic (45 hours).
- Investigated and tested apps (AstroPad, Mirror360, Xdisplay) to support instructor interest in iPad mirroring, note taking and illustration (Liquidtext, Rabblebrowser, Notes, Adobe Sketch, Paper, Concepts, Procreate, Adobe Capture, Draw, Comp, Sketch).
- Investigated and tested easy to use apps (Brainstormer, Canva, Assembly, Shapr3D, Gravity Sketch) to support instructional designers needing to develop “on the fly” graphics.
- Continued development of the “Digital Media Makerspace”, a project to get iPads into instructor’s hands for the purpose of productivity or to develop media assets for courses (40 hours).

- Attended Instructure (Canvas) conference to monitor innovations within the Canvas platform. Notable findings included updates to “Mastery Paths”, which will allow course content to be automatically released based on certain parameters, redesign of the Canvas native apps, development of offline content that will make it possible for students to access course materials without an Internet connection and enhancements to the Canvas quiz engine.
- Interactive display research (on-going).
- Installed Extron automation in TE3218 to gather feedback on capabilities.

## PROJECTS

### *A. STUDENT AND TECHNOLOGY RESEARCH PROJECT (2013-2016)*

Background: As part of the Educause Centre for Applied Research (ECAR) longitudinal study on undergraduate students and information technology, the Ed Tech-AV team led the implementation of the Student and Technology Survey from 2013-2015 resulting in a combined total of 1205 completed surveys. Key partners in this work include: The Buchannan Library, Learning Services, Student Services, Advancement and the Educause Centre for Applied Research. Intended outcomes of this research project include the following:

- Increasing awareness of LC student needs and expectations in relation to technology.
- Improving information/educational/academic technology services amongst service providers.
- Planning for technology shifts among the various constituencies of the academic community.
- Providing academic centres and service areas with actionable recommendations about how to meet or exceed students' preferences and expectations for technology in relation to learning.

**Work completed in 2015-2016:** A range of work was completed in 2015-2016 focusing on reviewing and analyzing accumulated data, including, development of data displays encompassing three years for quantitative data; development of a profile of students' ownership, disposition and attitude towards the use of technology for learning; review and analysis of three years of student feedback from one-open ended question; development of a research report.

Pending: The research report will be shared internally and externally in fall 2016. The draft report is available on request.

### *B. ACTIVE LEARNING CLASSROOM INITIATIVE AND RESEARCH PROJECT (2014-2017)*

Background: The Ed-Tech-AV team provided leadership in implementing 10 active learning classrooms and is actively engaged in providing instructor support and gathering student and instructor feedback. Key partners in this work include: Facilities, the Curriculum team, the Registrar's Office and academic centres. Intended outcomes of this work/research include the following:

- An evidence base encompassing student and instructor feedback in addition to a review of the literature on active learning and student engagement as they relate to learning spaces. More generally, increased capacity to undertake exploration into learning space design.
- Increased awareness and development of "hands on" experience in adopting and implementing innovative classroom furniture and technologies. More generally, increased capacity to remain responsive to emerging instructional practices and changes in student's use of technology in relation to academics.
- Development of resources to support active learning and integration of 21<sup>st</sup> century skills into lessons/curriculum.
- Create opportunities for instructors to engage in scholarly research.

**Work completed in 2015-2016:** A range of work was completed in 2015-2016, including, development of an active learning community of practice, resulting in delivery of four workshops; development of online

professional development resources with an emphasis on active learning and 21st century skills; testing and installation of one Extron automation system in response to usability issues with switching displays in active learning classrooms; completion of a literature review on student engagement in relation to learning spaces; development of two novel survey instruments (instructor and student); completion of 24 classroom observations, 15 instructor interviews and 269 student surveys; analysis of research data and completion of a research report based on findings; development of SSHRC research proposal in collaboration with the U of L and the Centre for Applied Research at Lethbridge College.

- 2013 Learning Spaces Project Report-Available on request.
- 2014-2015-Year 1/3 Learning Spaces Project Report-Available on request.
- 2015-2016; Year 2/3 Research Report- The Impact of Active Learning Classrooms on Student Engagement-Available on request.

### *C. LYNDA.COM PILOT AND COMPARATIVE EVALUATION OF ATOMIC LEARNING AND LYNDA.COM*

Background: Facing license renewal of Atomic Learning and a campus perception that Lynda might better meet the needs of students, instructors and staff, the Ed-Tech-AV team with support from the Buchanan Library provided leadership in implementing a one semester pilot of Lynda.com, an on-demand platform providing video based lessons. Key partners included: Buchanan Library, Learning Services, Human Resources, IT, and academic centres. A related project entailed a comparative evaluation of Lynda.com and Atomic Learning. Intended outcomes included the following:

- Explore perceptions, use, and benefits of the Lynda.com platform.
- Gauge whether internal service areas could envision using Lynda.com to support their constituents.
- Review platform functionality and ease of use, production value, and instructional quality.

**Work completed in 2015-2016:** A range of work was completed in 2015-2016 including, design and development of the pilot; instructor and staff engagement; implementation of the pilot including development of survey instruments to gather feedback; review and analysis of feedback; development of pilot report; completion of a comparative evaluation of Lynda.com and Atomic learning; development of a comparative evaluation report.

Additional information about the two projects can be found at Educause Review: [Evaluation of Lynda.com at Lethbridge College](#) and [Comparative Evaluation of Lynda.com and Atomic Learning](#).

#### *D. ETEXTBOOK PILOT (STRATEGIC PILOT)*

Background: In partnership with the bookstore, Buchanan Library, Learning Services, IT, and all academic Centre's, the Ed-Tech AV Team with support from the Associate VP Academic, led the development, implementation and evaluation of the eTextbook Strategic Pilot during the winter 2016 semester. The pilot was designed to achieve six objectives.

1. To gain insight into the student and instructor experience/perceptions of eTextbooks, in particular as it relates to access, cost, quality, engagement and learning.
2. To increase understanding of eTextbooks, with a focus on investigating claims made in relation to benefits and challenges by reviewing the literature.
3. To evaluate the functional capabilities of the Texidium eReader.
4. To evaluate the functional capabilities and user experience in relation to accessing/navigating the Texidium eText platform.
5. To begin identifying the technological and logistical (e.g., support) considerations necessary to implement an eText model.
6. To explore and identify the range of potential cost savings for students (Preliminary research).

**Work completed in 2015-2016:** A range of work was completed, including, development and maintenance of project plan; development of a student and instructor survey instrument based on consideration for literature on eTextbook evaluations; review of literature review to situate eTextbook pilot in broader context; compilation and analysis of student feedback; development of comprehensive student report; engaged fourteen instructor's with representation from all academic Centre's; chaired the eTextbook implementation team

Pending: Next steps involve reviewing the draft report to identify next steps and review and analysis of instructor feedback

Draft student report available on request.

#### *E. TABLET PROJECT-MOBILE LEARNING (2013-SEPT 2016)*

Background: In 2013-2014, phase two of the tablet project was implemented which entailed increasing the project scope from fifteen to thirty-seven instructors as well as purchasing two class sets of iPads to create opportunities for instructors to engage students. So as to engage academic support staff, iPads were distributed to the Library, Accessibility Services and ITS given their involvement as key partners.

Intended project outcomes included the following:

- Instructors examining the potential of tablets to enhance teaching and learning.
- Instructors preparing lessons with consideration for 21st century skills.
- Instructors potentially applying for applied research funding to support research.
- Supporting integration/application of 21<sup>st</sup> century skills into programming.
- Instructors examining the potential of whole class learning using tablets to enhance teaching and learning.
- Instructors identifying the benefits of a standardized technology model.

- Providing academic support areas with opportunities to explore how to utilize and integrate tablets to support students/faculty.

**Work completed in 2015-2016:** A range of work was completed including purchase of four iPad Pros (3 for instructors and 1 for staff) to support ongoing exploration of iPads; additional testing of apps to support instructor and academic staff utilization; reallocation of student iPads to Learning Services to explore use with informal student study groups and to explore potential of loaning out iPads as a “tech tool” to facilitate collaboration, presentation, or project management tool.

**Project report is pending.**

#### *F. VIRTUAL REALITY PROJECT (PHASE 1 OCTOBER 2015- DECEMBER 2016)*

Background: The Wind Turbine program, Centre for Applied Research, and Ed Tech-AV team have partnered to develop learning experiences utilizing virtual reality technologies. The primary outcomes from this work are two-fold. First, VR enabled learning experiences will address a known limitation within the Wind Turbine Program, namely, that students are unable to access fully functioning wind turbines during their studies due to logistical and liability reasons. Second, this presents an opportunity to experiment with and pilot virtual reality scenarios so as to provide the students with an immersive, yet cost effective experience that will enhance their learning. Based on preliminary feedback, it is highly likely that VR learning experiences will be of interest to the broader academic community at LC.

Work completed to date: Researched VR shooting solutions; ordered a wide range of equipment; partnered with I.T. to build a computer system powerful enough to run the VR platforms; tested and decided upon a software solution to work with VR setup; researched and evaluated several software solutions for online delivery platforms for the VR content; completed the climbing and harness safety training from Wind Turbine instructor to ensure safety on wind tower; tested the 360 camera equipment thoroughly; filmed 100% tie off; built and tested camera pulley for 360 camera with instructors from Wind Turbine program; filmed scenery on the top of the tower, stitched and uploaded test video to YouTube; Participated in a VR field trip to Calgary to view a vendor demonstration with instructors from LC; offered VR Fridays-an “open house” opportunity for college staff to experience virtual reality.

Deliverables completed to date include: One 360-degree video tour of a wind turbine tower. In progress is one virtual tour of a wind turbine-expected completion date December 2016.



## G. STUDENT PRACTICUMS

During the 2015-2016 academic year, the Ed-Tech-AV team took on three practicum students each required to complete 120 hours. In total, 27 images, 4 interactive media and 1 animation was developed with guidance from both media and instructional design staff.

### Student 1

*“Looking back there are several things that do stand out and most are more a personal evaluation of myself. Like I have mentioned in the presentation I need to work more on organization as well as time management. With those I feel like I could have been more efficient and productive. As for skills I feel more comfortable with Adobe Illustrator and also look forward to learning storyline. I am proud of the leadership graph especially seeing the process from beginning to the end. One I enjoyed doing was the iceberg graphic as I had fun doing it. I could have maybe used my resources a little more to gain more information and confidence. But I am happy and very thankful for all the help and feedback that I have received.”*

---

### Student 2

*“My experience at EET was great; in my time there I learned so much and got a taste of the real world. A big challenge that I had to overcome was nothing technical but personal. Whenever I would receive a project I would think to myself " I'm not good enough for that" or " I am don't think I should do this, I have no skills in that area" After a while I slowly came to understand that it didn't matter, that during every project I kept learning and adapting to what I was doing. Now when I came to any project they would assign, my confidence level had boosted and I was ready to take on whatever they would give me. The thing I enjoyed most of practicum was the team themselves, everyone was always super nice and welcoming and great to work with. It really enhanced the experience and made it enjoyable to go work with them. A big thing I learned that I can take in to future carriers would probably getting experience meeting and working with different clients. Learning how to work with different people and have clear communication with them is big in this field. I am glad I got that experience that can defiantly help me in future. The only thing I can say to make the experience better is to put the office hours in from the beginning. It really helps to get to know everyone in there and gain that working environment experience. Over all EET was fantastic and I am so glad that I was able to have this experience with everyone there.”*

## COMMITTEE MEMBERSHIP

1. Member of Convocation committee (1)
2. NSO (1)
3. Events planning (1)
4. Learning Spaces Standards Team (2)
5. Justice CBE Planning Team (2)
6. Refresh Committee (2)
7. Teaching and Learning Council (1)