

**College of Liberal Arts – College of Fine Arts
Summer Instructional Technology Academy - \$24,000**

Introduction:

Over the last few years, many new technologies have been installed in colleges around the campus intended to support the research and instructional mission of the University. Computers on nearly every desktop – connected to the world with fast and secure networks, computers and multimedia presentation technology in nearly every classroom, pervasive wireless network coverage, and server-based instructional tools like Blackboard are now widely used by our faculty. Still, interviews with both faculty and students suggest that all this technology goodness is used to only a fraction of its capability. In a sense, systems, facilities and practices have developed with such breathtaking speed, that many faculty have only minimally assimilated the new tools into their everyday instruction. This proposal aims to improve that situation.

Based on a successful idea from the College of Liberal Arts, the "Summer Instructional Technology Academy" will provide a select number of faculty in each of the sponsoring colleges with a small stipend, a survey of the various tools available on campus or inexpensively on the Internet, and intensive instruction on specific techniques for delivering instructional content with techniques like Podcasting, Blogging, Lecture Capture, RSS feeds, and the construction of simple web sites. Specific tools will be demonstrated that leverage existing campus infrastructure and make these techniques as simple to use as possible. We wish to provide faculty with practical approaches to online instruction.

Like the Liberal Arts program this is patterned after, participants will be selected to maximize the impact of the workshop, and the training will be designed to give faculty the skills needed to create pedagogically sound multimedia course materials. Workshop sessions will be designed to increase the impact of our prior investments in technology by "connecting the dots" between existing campus infrastructure and emerging "Web 2.0" techniques and tools. As much as possible, simple and inexpensive tools and approaches will be employed to leverage the substantial technology infrastructure already available on campus.

Media Production:

While good media production tools exist on both platforms, the Apple Macintosh provides a good example of how these tools can be integrated. Central to the Mac, media ("objects") in the form of digital photos, music, and movies provide the basis for an integrated media production platform. In an increasing number of applications, these media "objects" are available from within each tool – allowing users to leverage their work capturing images, sound and moving video and repurpose them in a variety of production environments. All Macs are now equipped with the so-called "iApps" (iLife: iPhoto, iTunes, iMovie, iDVD, iWeb), allowing even the most casual users access to sophisticated tools for the production of finished media like audio CDs, video DVDs, image libraries and Web Sites. When combined with campus provided applications like the Digital Archive Service (DASe), Webspace and Blackboard, really sophisticated instructional materials are within the reach of many faculty.

Presentation:

With the addition of the "iWork" suite (Keynote, Pages) from Apple, or by using the Microsoft applications Powerpoint and Word, many faculty can produce sophisticated presentations for use in the campus Technology Classrooms, and then make those presentations available to students afterwards for study and review. This relatively simple example of campus infrastructure and desktop technology use is mentioned by many students as the current "killer app" in instruction.

Summer Instructional Technology Academy (con't)

Classroom Capture:

With the addition of inexpensive applications like "iShowU" (Mac) or "Camtasia" (PC), it becomes possible for a faculty member to record everything she does during her presentation, including her commentary, into a downloadable file that can be viewed by students as many times as needed. This technique of classroom presentation capture has been used with great success at the University of Houston. Their service, known as "VNet", combines simple, "off the shelf" applications with a campus server infrastructure to provide students and faculty with a suite of tools that enhance the instructional process. "VClass" (part of VNet) provides, among other things, a method for streaming classes to the Web:

. . . For professors, VClass provides all the tools needed to stream lectures, but without the need for extensive technical support-personnel or expensive equipment usually required by traditional streaming tools. The professor records his/her visual and voice notes and publishes them to the Internet in a matter of minutes. It makes daily streaming lectures possible since it does not require the complicated file post processing of most conventional systems. File upload to the server is a very simple step that can run in any web browser's window. The files are automatically processed for streaming and published in the server.

(from the VNet site found at <https://vnet.uh.edu/About.lasso>)

While the specific tools mentioned in the excerpt do not exist on the UT campus, others – like the DASE, Webspaces and Blackboard – do. All represent reasonable ways to post content for student download and will be demonstrated in the workshop.

Faculty Requirements:

In order to participate, faculty will be asked to attend two, three-hour, sessions per day for two weeks. In addition, they will be asked to write a two-page proposal outlining how they plan to incorporate aspects of their new skills into their classes.

College Contributions:

Liberal Arts and Fine Arts will each contribute up to \$500 per faculty attendee to cover the cost of software and other incidental materials needed to complete the workshop. In addition, Liberal Arts will pay the salary of a Faculty Coordinator (\$12,000) to run the program. Both colleges will provide personnel to deliver the instructional content.

ITAC Contribution:

We request funding in the amount of \$24,000 from the Information Technology Advisory Committee. This is intended to cover the cost of providing a \$1500 stipend for each of 16 faculty – 10 from Liberal Arts and 6 from Fine Arts.