TLT Preliminary Minutes
November 11, 2014, 310 CKB 1:00-2:30pm

Attendees
Voting Members: Ron Rockland, Bill Reynolds (co-chair), Ellen Wisner, Hsin-Neng Hsieh, Andrzej Zarzycki, Taro Narahara, Serhiy Levkov, Elizabeth Petrick, Yvette Wohn, Joan Kettering, Victor Matveev, Andres Jerez, Brian Callahan, Jerry Fjermestad, Gale Spak
Non-voting Members: Barry Broxton, Richard Sweeney, Blake Haggerty, Ann Hoang, Michael Khader, Bryan Penczak, Rob Arms, Jenna Walther, Michael Koskinen, Jolanta Soltis, Joe Bonchi, Nafiza Akter
Others: Jim Calvin (attending in Marvin Nakayama’s place)

Approval of the minutes of the October TLT meeting
Approved unanimously

TLT/CITLAR Committee progress reports: The substance of this meeting will be reports from the subcommittees regarding progress they have made

- Technology Plan update – Dave Ullman
  - Dave could not attend the meeting to update us on the progress of this subcommittee

- Converged class model – Blake Haggerty
  - Meeting this Thursday (November 13, 2014) to discuss what it is that the committee is going to be focusing on
  - Instructional Technologists looked at online learning at peer institutions to see how online learning occurs in other schools
    - Other institutions have not shown evidence of commitment to convergence
  - Three converged courses this semester:
    - David Ullman - IS 678 - IT Service Management, James Lipuma - ESTS 388 - Curriculum and Instruction, Blake Haggerty - ESTS 410 - Technology in the Classroom
    - In these courses, we are finding a small group of students are trying out convergence whenever they need it and it has been successful thus far
  - Nafiza is working on a survey to get feedback from students in converged courses

- One issue to think about is how do we identify and hire copilots

- Converged classes in Spring 2015:
  - David Ullman – IS 687, Lin Lin – IS 684, Jerry Fjermestad – MIS 645, James LiPuma – PTC 672, Rich Egan, Biology 310 - large 100+ person course
  - Issue with the Registrar - students do not know they are registering for a converged course during registration
  - Biggest obstacle right now: having a physical space that is suited for convergence
    - We are hoping, by the beginning of the Spring semester, we will have a room that is suited for convergence
    - When we are planning how we invest in convergence, we are strategically investing in rooms that go along with our unified communications; this will ensure that our investments are best utilized

- Emerging Educational Methods & Assessment – Ron Rockland
  - First meeting will take place next week
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- Adaptive learning, just-in-time learning, learning chunks, and individualized learning are the four types that the subcommittee is currently investigating
  - Adaptive learning - how do we get to it without using an overwhelming amount of resources
  - Stevens is currently using adaptive learning for increasing retention - since they are a peer institution, we will meet with them to discuss best practices

- Undergraduate Computing Requirements – Victor Matveev
  - Full report here on Moodle
  - Preliminary conclusion for the entire institution is that students should have a computer and that computer should meet the requirements of the individual departments
    - Issue with the departments choosing requirements: students change majors and we don’t want a student to have to buy an entirely new computer because they changed majors
  - Committee will discuss having students bring their devices into the classroom, as a part of the requirement; how we make sure how we best use these in the classroom?
    - Richard Sweeney brings up the idea that more students are bringing their own devices, and we need to think about infrastructure to support these devices and places for students to securely store and charge these devices
    - Blake Haggerty brings up that we are thinking of having an emporium on the second floor of CKB, to fit about 100 students. The question is: should we have it as a BYOD space, a lab space with computers, or a combination

- Software Library Policies – Ann Hoang
  - Do not have any updates as of this moment

- Physical and Virtual Learning Spaces – Joe Bonchi
  - Based on the charge given, questions were posted on Moodle page
    - No collaboration has happened yet but the committee is meeting soon and there should be updates to come soon
  - The committee will discuss the idea of having integrated computers in the classroom instead of having instructors borrow and carry around laptops
    - The issue with putting machines in the classroom is that different people have different preferences for machines (for OS/brand)

- Research Computing Infrastructure – David Perel
  - David will make his report to the CITLAR

Update on teaching and learning spaces designs – Joe Bonchi

- Central King Building status
  - Currently working with the Provost to see the next phase of the CKB building: finding the best placement of all the centers (for example, where should the learning center be in relation to the writing center)
  - There is an auditorium space in CKB and we are looking to see if we can convert it to a musical/theatrical space
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- Doing minor tweaks to the rooms in CKB to ensure everything is working as needed (like preventing projectors from automatically going to sleep after a certain time)
- We can use the classrooms in CKB as overflow classroom spaces: Bio class has over 140 students registered for it but we only have room for 120, so we can use the rooms in CKB as an overflow space with a TA
- Looking at spaces for converged classes to see what locations are best for convergence and supporting its success
- The infrastructure in the building is designed for the future

Report on Technology Support Center – Blake Haggerty
- We don’t have metrics on what software is actually being used
- We know students are downloading software
- We are thinking of partnering with LabStats to see what softwares are actively used
- This will enable us to make better decisions in investing money for software
- Question: can we just go to the departments and ask them for a list of software used for classes? Answer: we do that currently to help us create the images for the lab computers, but we cannot afford to meet the needs of everyone so LabStats will help us get another metric for measuring the softwares that are getting the most utilization

MyProgrammingLab - WebEx Integrated Tool - Michael Khader
- www.myprogramminglab.com
- It’s free for the instructor, but students pay a nominal fee. Pearson charges $5 when it is bundled with the textbook.
  - Everything is set up on WebEx and through the book store
  - They get the student names through the NJIT registrar
- Assessment tool, does not have to do with programming, but Michael is using it with a programming course
  - It has improved lab experience for students
- Ties in with textbook for the course, and it does not have to be a Pearson textbook
- Helps to identify where students may be struggling
- Instant response tool/students get immediate feedback (Adaptive Learning)
- Michael is willing to share more information if we are interested and demonstrate it from the instructor perspective

Continuing report on the continuing Converged course pilot – Dave Ullman, Blake Haggerty, Jim Lipuma
- Covered earlier in report from Blake Haggerty on Converged class model

Status update of Pearson-Embanet initiative – Gale Spak
- Gale was in Florida and met with people in Pearson-Embanet located there
- We are looking at two other degrees to add to Pearson, and we will do research to see if the programs are viable; the original contract was to have ten online degrees
Our contract lasts seven years per degree; School of Management has been in partnership with Pearson for a year so there are six years remaining.

If we want to offer a program within NJIT, we can do it on our own.

Will we let traditional NJIT students enroll in a Pearson related course? Yes. There may be a given course where half the students are recruited by Pearson, and half are traditional NJIT students. Pearson will get paid for the students that register through their recruiting ONLY.

Pearson does marketing for us and they gather data on how many leads are brought in on a weekly/monthly basis; for example, in Civil, over 200 leads are brought in within a weeks’ time.

For online students: there was a 150% increase in enrollment of part time (completely online) students across all four programs; enrollment went from 84 students to 211.

The joint conference with Rutgers scheduled for January 14th (@NJIT) and 15th (@ Rutgers New Brunswick) may still be accepting abstracts, all are encouraged to submit an abstract.

Next meeting

- December 9th, 2014
- Moodle section for discussion and adding resources