TLT Draft of Minutes 10/22/15
1:00 - 2:30pm GITC 1403

Attendees
Voting Members: Ron Rockland (chair), Bill Reynolds (co-chair), David Ullman, Ellen Wisner, Gerry Milano, Jerry Fjermestad, Andrzej Zarzycki, Marvin Nakayama, Serhiy Levkov, Elizabeth Petrick, Joan Kettering, Andres Jerez, Ryan Mass
Non-voting Members: R. Sweeney, Joe Bonchi, Barry Broxton, Bruce Slutsky, Bill Duelly, Nafiza Akter

Approval of September (9/22/15) minutes:
Approved unanimously

Brief TLT sub-Committee progress update
- Technology Plan update – Dave Ullman
  - Nothing to update
- Converged class model – Blake Haggerty- Michael Koskinen
  - Blake and Mike are not present
- Emerging Educational Methods & Assessment – Ron Rockland
  - We have to redefine what this means; however, nothing to report
- Undergraduate Computing Requirements – Victor Matveev
  - Nothing to report
- Software Library Policies – Rich Sweeney
  - Ann sent something to Blake and asked that the person taking over for her
- Physical and Virtual Learning Spaces – Joe Bonchi
  - Nothing to report

Update on teaching and learning spaces designs – Joe Bonchi
- Central King Building status
  - Design for last phase is pretty much done; this has been reviewed by Basil, Fadi, and IST; some changes were recommended where converged learning technologies are built into the design of the room as opposed to retrofitting rooms with technologies
  - Still trying to resolve CKB 303 to make adjustments that are causing issues for instructors teaching in the room
- GITC 1403 has been updated but still needs renovation to get flexible furniture; 1402 may be revamped, possibly using the observer room in 1400 to make it a larger space
- We are still getting concerns about older classrooms, and still pushing for updating those rooms
- All the new classrooms that are being built will have outlets so that students can bring their own devices; if not throughout the room then around the walls, at the least
- Furniture budget: how is it decided? It is requested, and then an amount is granted. This year, the budget was $100,000 allotted for classroom renovation, which is minimal
- Flexible rooms are arranged to a default classroom setting at 6am in the morning; however, the configurations that you walk in on is set by those who were last in the room
- The scale up classroom, which is supposed to hold 90-something, is the largest flexible-like classroom we will have in the future
Serhiy: is there a way to request a certain classroom based on your needs? Joe: that is done by the registrar, along with the department, and the biggest determinant is class size. If there are tech needs, ITMS tries to work with the registrar to change rooms to a better suited room.

Is there a way to integrate PCs into classrooms? Joe: we would have to change our approach as a university, since we have a BYOD philosophy; we’d also need a financial backing for this.

Gerry on Crestron Panels: is there any budget for getting more of these? Many of our classrooms are equipped with newer Epson projectors, which have similar functionality, where you can write directly through the projector.

Report on Technology Support Center – Blake Haggerty- Michael Koskinen
Blake and Mike could not be present.

Continuing report on the Converged course pilot – Nafiza Akter
1403 was completed and is operational for converged learning classes.

Students are being sent a survey to help understand their experiences using this model.
This is the same survey that the committee looked at last year prior to distribution.

We will be working closely with Institutional Research to give them data to conduct a formal study on analyzing the converged delivery model.

4 out of the 8 converged courses have two sections of the same course, with one of them being delivered in the converged model; the converged and non-converged sections will be compared based on student outcomes and performance in the sections.

Ron: How many students come to class? It really varies depending on the students, course, content covered in class, time of the semester, etc.

Rich Sweeney: is there a difference in learning outcomes for converged learning and face to face? Gerry: The only variable is the group/cohort of students, and the evening students seem to perform better in the courses in general because they are a more mature and self driven group.

Converged learning: to what degree is the asynchronous component developed; it seemed like the language had it so that it was an option and not really required? Instructors are encouraged to develop the asynchronous portion of the courses, but those who require attendance only provide the classroom recording without any learning objects.

How are we promoting converged? The Institute for Teaching Excellence will be promoting this concept.

Rich: we need to look at more research; for example, students who take detailed notes on videos perform better. We need to do more research on what is and is not effective here and elsewhere. Ohio state is doing HyFlex, has anyone followed up to see what research they have?

Shouldn’t every course have some kind of synchronous and asynchronous component to engage students inside and outside the classroom?

Some things to make Moodle more accessible: make use of folders and pages to condense and organize content without having students excessively scrolling.

Institutional and Media Repository
With the retirement of iTunes U we are searching for a media and document repository.
The library also wants a repository to store theses, dissertations, yearbooks, and so forth, where there will be text and image files stored with metadata that is searchable. The honors college also wants to use this for promoting scholarship.

Ideally, the access to the content on this can be easily restricted (or not) by the owner.

Other discussion

- Rich Sweeney: MIT is taking the first half of the Master’s in Supply Chain Management and making it accessible to the public; students can take all courses for free or choose to continue in the program and pay a smaller portion of money to get credit for the courses and count it towards the degree.

- Ron Rockland: now we have the Institute for Teaching Excellence at NJIT. The executive board had a meeting, two things the ITE is going to start:
  - 1. mentoring by Master Teachers (while trying to have the mentor and mentee from different departments)
  - 2. brown bag discussions in the Cullimore 105 (for example, Ron will hold a discussion on student engagement)

- ITE will also look towards taking charge of the old TLT workshops. Workshops in the future will be open to everyone, not just tenure track faculty.

Next meeting

- Thursday, November 19th 1 - 2:30pm
- TLT Meeting schedule TBD