To: Dean Soman & College of Education Faculty/Staff

From: COE Technology Committee Co-Chairs, Rick Vandermolen, Kim Kenward and Justin Melick

Subject: College of Education Technology Committee Year-End Report (2020-2021)

Date: July 13, 2021

Below is a summary of the work the COE Technology Committee completed and supported during the 2020-2021 academic year.

COE Technology Committee Mission Statement: "The GVSU College of Education Technology Committee supports faculty and staff use of technology as tools for instruction and personal development. Through professional development, this committee provides opportunities for COE faculty and staff to learn about and introduce new/current technologies and to this end, the COE Technology committee seeks to contribute to the training of teacher preparation candidates regarding their integration of technology in K-12 classroom instruction and learning." (revisited Fall 2018)

This mission statement will be revisited once again this fall (2021) as the committee now embraces the needs of the new CECI. Adding the opinion, perspectives, and ideas of the new CECI faculty will be critical for this committee to continue to serve the technology integration needs of faculty.

Membership: The committee is an open committee and is made up of COE administrative staff and faculty, as well as GVSU instructional designers, digital media developers and eLearning specialists. This committee meets approximately once a month (September through April) in conjunction with our professional development workshops (BigBytes). The committee is chaired by a committee appointed/elected COE faculty member. During the 2020-2021 academic year, Dr. Rick Vandermolen and Kim Kenward served as committee co-chairs. Due to changes within the eLearning unit in the 2020-21 academic year, Kim transitioned off as co-chair and was replaced by Justin Melick mid-way through the year.

In 2021, an invitation will be sent to all faculty and staff to attend CECI Technology Committee meetings.

2020-2021 BigByte Workshops: During the academic year the COE Technology Committee hosted eight "BigByte" workshops, focused on supporting the use of technology to support teaching and learning. Thankfully all were completed despite pandemic restrictions.

Attendance at these 8 Big Bytes exceeded **100** participants. This number includes those who attended multiple Big Byte sessions as well as session presenters.

*The COE committee and Big Byte workshops serve as evidence to support the **GVSU Strategic Plan (1.D.2. At least 20% of faculty members use state-of-the-art instructional methods and technologies in their teaching).***

2020 - 2021 BigByte Workshop Topics & Resources*

When available from the presenters, additional resources shared at each BigByte were compiled by co-chairperson, Kim Kenward/Justin Melick or Rick Vandermolen and made available as a link via email and/or Google documents.

- Resources from the 9/16/2020 BigByte Presentation
  COVID Reflections: Positive Remote Teaching Experiences
  Ellen Schiller's Presentation Notes
  Suzanne Richard's Presentation Notes
    ○ September 16, 2020 BigByte Recording
      Follow-up eLearning blog entries:
      Positive Remote Teaching Experiences with Suzanne Richards
    ○ Positive Remote Teaching Experiences with Ellen Schiller

- Resources from the 10/7/2020 Instructional Video BigByte Presentation
    ○ 10/7/2020 BigByte video recording:
      https://www.youtube.com/watch?v=ivCJWnezl1Y
    ○ Justin's video presentation on "Creating Quality Instructional Media"
    ○ Panopto Web Recorder Tutorial
      https://www.gvsu.edu/elearn/help/panopto-using-the-panopto-web-capture-130.htm
    ○ Advanced Panopto functions (quizzing, captioning, video assignment folder and more)
      https://www.gvsu.edu/elearn/help/panopto-help-page-78.htm
    ○ Loom as an alternative to Panopto screen recording https://www.loom.com/
      ■ This tool has been incredibly popular with K-12 and provides some additional camera functions that are not available in Panopto. It's free for educators.
      ■ Faculty are encouraged to continue hosting their videos in Panopto should they want to create video content in Loom.

- - - ■ Rick Geisel shared how he is Loom for video creation in his courses.
    - ○ Commercial 1 | Video Best Practices: https://youtu.be/ivCJWnezl1Y
- Resources from the 10/28/2020 Blackboard Assessments/LiveText Replacement: Pilot Experiences
    - ○ 10/28/2020 BigByte video recording: https://youtu.be/-ZuiyZohJd0
    - ○ Andy/Terry & Rick's slide deck
    - ○ BlackBoard Rubrics *Quick Guide* (PDF)
        - ■ https://www.niu.edu/blackboard/_pdf/guides/rubrics.pdf
    - ○ BlackBoard rubric help
        - ■ https://help.blackboard.com/Learn/Instructor/Grade/Rubrics
    - ○ BlackBoard: *Create a rubric*
        - ■ https://www.gvsu.edu/elearn/help/blackboard-create-a-rubric-57.htm
    - ○ Commercial 2 | Assessments & Live Text Replacement: https://youtu.be/BP2qMx7UutY

- Resources from the 12/2/2020 Virtual Meetings Best Practices:
    - ○ 12/2/21 BigByte video recording: https://youtu.be/Mel_HpeaGXU
    - ○ Amy's slide deck: https://docs.google.com/presentation/d/1NjtLbfmBVjAzf_3rWAwYsQdrynX2dGuPIcxQ4G9vp3M/edit?usp=sharing
    - ○ Commercial 3 | Best Practices with Synchronous Meetings: https://youtu.be/xqFZm_ID6TE

- Resources from the 1/27/2021 Regional Panel Discussion w K-12 Tech Directors
    - ○ Panel Discussion: Insights from Regional K-12 School Technology Directors regarding Remote Instruction: youtube video from the webinar
    - ○ Commercial 7 | Group Speakers: https://youtu.be/sj7XpsYjbt8

- Resources from the 2/24/21 Zoom Tools: Various tools in zoom can engage audiences effectively and require collaboration for a better virtual experience. A close look at how to use the zoom whiteboard and collaboration applications.
    - ○ 2/24/21 BigByte video recording: https://youtu.be/8Qga1SO13Ro

- ○ Dr. Greg Warsen's Handout:
  https://drive.google.com/file/d/12W13i2qCbe2ZxgJhNIyE337uPAzYEZZ2/view?usp=sharing
- ○ Commercial 4 | Zoom Tools: https://youtu.be/VKDA-auUjjg

- ● Resources from the 3/24/21 Facilitating Group Work online using asynchronous tools
  - ○ 3/24/21 BigByte video recording: https://youtu.be/W3fH182tQ3g
  - ○ Dr. Daisy Frederick's slide deck:
    https://drive.google.com/file/d/1PEwgaw9WyeEKhxtvQQ9yHjEcwq-VAx4y/view?usp=sharing
  - ○ Commercial 5 | Asynchronous Tools: https://youtu.be/B-plhYmrZ_Q

- ● Resources from the April 14, 2021 How to review and examine the rubric data using the EAC tool
  - ○ 4/14/21 BigByte video recording: https://youtu.be/zrVoUvrBltE
  - ○ Vince St. Germain and Taylor Boyd's slide deck:
    https://drive.google.com/file/d/1echF6fit0iOtbb7rIXLohR-jHqXGSMuV/view?usp=sharing
  - ○ Commercial 6 | EAC Blackboard Tools: https://youtu.be/u3UNijhGWcM

Impact of the Technology Committee on COE: One of the biggest impacts this committee provides is the amount of pedagogical knowledge that is shared verbally (and electronically) between colleagues, including during committee meetings, Big Byte sessions and through follow-up conversations and informal mentoring.

Faculty and staff consistently comment on how much they appreciate learning from each other, with regard to using technology to support and extend teaching and learning, as well as making connections outside of their individual units.

In the fall 2021 the CECI technology committee will be requesting CECI faculty to respond to an individual survey regarding technological learning and skills faculty require and need to support their instruction. This survey was originally designed to be administered in the spring of 2020, however with the onset of COVID 19, the survey administration was postponed to ensure accuracy of faculty needs. The feedback and responses from faculty this fall will drive the offerings at BigByte sessions in the 2021-22 academic year.

University-wide Impact:

GVSU Strategic Plan and Online/Hybrid Course Offerings: The College of Education continues to lead the university in the number of courses offered in hybrid and online formats, which provides evidence of the COE's commitment to the *GVSU Strategic Plan* (3.D.2. *At least 30% of undergraduate courses are offered in innovative approaches and formats, such as*

hybrid, online and competency-oriented. & 3. D.3: At least 30% of graduate courses are offered in innovative approaches and such as hybrid, online and competency-oriented.)

The GVSU Office of Institutional Analysis provides data representing the number of online/hybrid courses offered by the College of Education. The College of Education continues to lead the university in the number of hybrid and online course offerings (Table 1), which adds support for providing learning opportunities, such as BigByte sessions.

Table 1. *GVSU College of Education hybrid and online course numbers (by academic year)*

Academic Year	Number of Hybrid and Online Courses (Spring/Summer, Fall, Winter)
2012-2013	54
2013-2014	62
2014-2015	64
2015-2016	70
2016-2017	77
2017-2018	169
2018-2019	183
2019-20	145 [*]
2020-21	520 [**]

[*] Fall 2019 and Winter 2020 only. All courses were remote at GVSU for Spring/Summer 2020
[**] 2020-2021 Pandemic affected academic year

Pertaining to the 2020-2021 academic year, there were 520 hybrid and online courses offered through the COE (Table 1). As the COE continues to be a leader in teaching and learning in hybrid and online courses, and the covid pandemic has served to emphasize this point. We hope to continue to support effective teaching in these formats through future Big Bytes and the work of this committee. It will be especially important as more courses are online and hybrid with the impact of COVID 19 on delivery format of courses in the future. In summary, the COE technology committee (**now CECI Tech Committee in 2021**) is committed to supporting faculty and staff use of technology to ensure effective teaching and learning in face-to-face, hybrid and online courses.

Table 2. *2020 - 2021 Hybrid and Online Courses*

COE Courses	Hybrid	Online

Spring/Summer 2020	N/A	81
Fall 2020	61	118
Winter 2021	35	145
TOTAL Hybrid/Online 2020-2021	520*	

*During the Covid Pandemic

COE Technology Graduate Assistant: The College of Education funds one graduate student assistant during the academic year to provide technological support and assist COE faculty and staff with various projects centered around technology and digital media such as video captures, specific technology program and tool support, and the creation of technology-based materials and resources, most often video-based.

During the 2020-2021 academic year the GA position has been staffed by Kyle Macciomei, a student pursuing a Masters in Education Technology who has just completed his first year. The following document illustrates projects he supported for COE faculty members, **GA Project List 2020-2021**
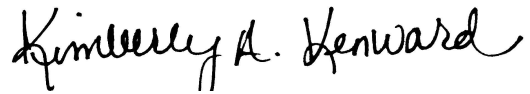
COE Digital Studio Equipment/Projects: The College of Education Technology Committee works closely with the COE Digital Studio, including the graduate assistant in charge of the studio to support staff/faculty. Some project highlights from this year include the creation of short promotional videos for each BigByte conference that was held, virtual graduation videos for each semester, as well as educational partnership videos for the COE liaison librarian Gayle Schaub. In addition to video projects, Kyle did a great deal of Panopto, Blackboard, Swivl, and iPad one-on-one consultations with various faculty members.

University Impact of Digital Studio: The College of Education was the first college at GVSU to provide a digital studio and a dedicated GA for faculty and staff, connected to digital studio needs as well as support using/implementing various technologies. Within the last four years, the GVSU Math Department has added a digital studio and the GVSU Seidman College of Business now also has a digital studio (SCB 1103) which includes a lightboard that is also available for COE faculty and staff. Both departments have modeled their digital studios after the COE's digital studio. The Digital studio is also looking forward to serving an increased number of faculty in the new College of Education and Community Innovation in the upcoming academic year.

Respectfully submitted,

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