

TLTR Minutes  
November 17, 2006

10:30am – 12noon Egan Library 210

In attendance:

Marsha Gladhart  
Barney Norwick  
Joseph Sears  
Marnie Chapman  
Alice Tersteeg

Jennifer Brown  
Matt Heavner  
Anselm Staack  
John Bilderbeck  
Stephanie Ashley (Student Representative)

1. Approval of Minutes. The minutes from the October 27 meeting were unanimously approved with no changes.

2. Report on WCET Webcast on Online Cheating

Marsha reported the webcast was attended and well received. Marsha Gladhart, Jennifer Brown, Kathy DiLorenzo, Eric Niewohner, and Tish Griffin attended. This was a good investment as all the participants learned about some new and innovative ways students can cheat in the online environment. At the end of the webcast there was a lively discussion. This webcast has been archived and anyone interested in viewing it should contact Marsha to gain access.

3. Regional Retreat

We discussed where we should hold the retreat and how long should it be. Juneau, Ketchikan, Sitka? Shrine of Saint Therese? Charter an Allen Marine boat for the retreat? It was stated that it needs to be away from campus distractions in order to be effective as a retreat. It was decided that it will be less effective as a videoconference.

But first, what is the retreat for? What is it we want to accomplish and why would it be worth the time we spend on it? Marsha will find out if we have a budget for travel. This TLTR Retreat for all the campuses would be a way to look towards the future for TLTR. We can discuss what the issues are for each campus. Getting together face to face will be beneficial to build better relationships between all the campuses. Also, it is a way for each of us to learn and share what they do on the different campuses. There is a value for all of us to share our programs and special requirements. Focus on what we are all doing separately and together.

Marsha will contact Robbie and find out what kind of funding we may have available.

4. Learning Objects Discussion

a) Marsha share ED230 syllabus

- b) Colleen share CIOS proposal (105)
- c) Jennifer share LS110 and LS111 syllabus
- d) Brainstorm learning objects we all want standardized

Where do these classes overlap and where do they converge? Do we need another course to address needed skills?

Natural sciences students may get some of the skills of LS110 and LS111 already in their classes. Though some students may benefit from the submersion in the late starting 1 credit class. Many students also get library visits in their classes. EDTech 230 has a lot of similarities with CIOS105

What about an orientation to computing? A one unit get-off-the-ground, how to take a distance course. Low pressure – don't set students back. How to name documents, where and how to save them. What are all the campuses doing? Cost factor important to keep in mind.

How do students know that they should go to UAS Online? Joe Sears– it depends on how the student is getting into our system. They cover UAS Online in new student orientation. Grad programs and distance students – all info in the schedule points them there and programmatically things get sent out as well. Anselm Staack– many times the faculty member will prep them on that. Email or snail mail letters – though if they have never adjusted their email addresses they wouldn't have received the info through email.

Course evaluations are automatic. Students get reminders. Could we have a similar trigger for students to check on technology learning objects?

Do we need UASOnline necessarily for all classes? What about paper and pencil? Physics could just be about physics and not the technology. Computing competencies could be covered in other classes.

There are computer programs that are out there to learn.

The classes we are looking at (LS110 & 111, CIOS105, and EDTECH230) are all helpful for students. Some overlap, some unique content. What about taking portions of each class as learning objects? The EDTECH syllabus is set up nicely into units that could be converted into learning objects. The Instructional Design working group is working on a learning objects database. A faculty member can post instructions there to share with other faculty to link to it or download it – still working on the specifics. Good for students and for faculty to rely on.

Marnie – in Sitka they have somebody (a Technology Tutor/Advisor) to reach out and help students with the technology – they reach out to the students (unlike the Help Desk that is student-initiated). Part of Title III funding sending mailings and phone calls: do you have your books? do you know your class website? it takes the pressure off the faculty member and provides a service.

**5. Standardized Resource to prepare students for online learning**

Discussed during agenda item 4.

**6. Special Project Committee Report**

Matt volunteered to be Chair and will start to get their group together. Stephanie wanted to know the deadline. There is no real deadline because there is no money for the proposals. No money in TLTR but the committee is redefining the purpose and outcomes for special projects. They want more general ideas at anytime, such as a wishlist – part of this may come out of the retreat.

**7. As may arise**

Discussion on sluggish network, spam, computing and network problems need to be reported at the time in order to diagnose if it's a specific problem or is systemic. Joe isn't aware of any systemic problems.

Submitted by Jennifer Brown