CIT Notes
Maria

Keynote: Nancy Zimpher 5/28/14

3 points:
1. "collective impact" SUNY has a made-up word- systemness! Taking a "deeper dive" into the world of collaboration and transformative change"
a university system has to change...with the technology...
I'm not sure who she is suggesting we collaborate with.

2. A+C= S
**Access** – this has been a focus, kids ready for college, getting more people "in the door".
**Completion**- another focus. A national & SUNY goal is completion. Finally, make sure grads are career-ready and can link to jobs.

3. "Moving to a data driven, evidence-based performance management system". Performance incentive introduced at CC level 2 years ago. Link to degree completion and job acquisition. Also incentivizing a reduction in remediation.
The state of NY is interested in our performance, are we linking students to jobs, successful lives and careers. What can we do to prove that we're focused on completion and that we add value and keep debt down?

Audience member asked a question: Start up NY- bringing the world of business and industry to our campus- but only if they align with our mission...said something about "informed intellectuals who benefit from the arts and humanities". It's all one.

Audience member: how to make message local? What do we do as individuals?
Getting out of our silos "Incentivize people working together"
Use Cortland as an example.
Online mentoring program- using as an example of how we should all share – don't create 64 different ones. We all reinvent the wheel over and over again. We can't judge the impact when there's so much, "how collaboratively are you behaving?" can it be measured?

**Next**: Dr. Bringsjord, Interim Provost & Executive vice Chancellor
What are CAOs?

Accelerated pace of technological change...systemness
Seems to be a strong drive to connect the parts of the SUNY system.

- Seamless transfer and the learning commons – there are 38 transfer paths, there's a space on the learning commons, 844 disciplinary faculty logged on and discussed the transfer paths. Should be up fall 2015.
- Degree planning and auditing software- building a tool to help students track their progress toward degree completion. Will help with advising!
- Open SUNY- online degree programs, some programs and course will be designated as Open SUNY +,

- How do I get on a SUNY system committee

She's thanking the committees posac – mooc advisory group pla group multi campus program group, quality assurance group.  I need to get on the state DOE mailing list and get on a SUNY system committee

She keeps saying "faculty driven" when she talks about online options.  Committee is designing how moocs will be used- they will be used in SUNY there's no doubt – but how is the question?

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Lisa Raposo, SUNY Center for Professional Development
Communities Collaborate in the SUNY Learning Commons

The Commons is a virtual support network, came out of the strategic plan.  There are various phases to be implemented, the faculty and staff group has been up for 2 years.  147 groups and 1900 users.

There are wikis, blogs, member profiles…etc

Groups have an administrator, then can add a few people to be moderators- keeping discussions organized.

Can go to the Learning Commons to see the criteria for setting up a group.

2:00 Patrice (facilitator) facebook, social cohesion…internationalization

using a facebook group in her online course(using zoom.us as their video technology for synchronous mtg) can do mtgs up to 40 minutes for free.

Pay version is $100. yr

Set up a facebook group specifically for fsa 210?  Would that be a way to post about field experience?  It's accessible on mobile devices, what about confidentiality?

How would facebook be better than BB discussion?

What about the number of posts? If there are +/-45 students, is this too much?

When the instructor has posted, students replied.  She said she can see who has responded…would I be able to see?  Discussions usually only last a day but are very active for that time.  Create a private FB group,

Suggest they open a new one with an abbreviated name

Use a professional account, not my own.

Discussion rubrics…

This would be an additional form of participating- what would we do on FB vs BB?  What are the advantages of each?  Why would this be important if we're meeting 2 days/week?   What about google+?

3:00 support platform for blended online ed  Binghamton  Kyle Temkin

technology alone isn't going to revolutionize the classroom…we need a platform based on cognitive psychology and that's accessible… techniques+technology!

* this speaker is good but is repeating himself so that I think he's going to run out of time, sadly, I'm bored.  Using interactive active techniques is apparently new in higher ed :-0

Core techniques
1.  short, focused, single topic lectures
    a.   complex topic broken into several short videos, examples are separate
2.  constant interactive engagement, they have a device, teacher scans the students id card and it's uploaded to the grade center. Also asks students to explain their answers- think about this with Blooms- how to take student activities deeper…  students are able to text questions in class(like Hehir) I like the phrase individual questions- maybe I could have a pool of questions and give individual ones that they have to hand in.
3.  faster feedback – how to give more rapid feedback. They have question randomizer…a tech way to give students what I was saying above about students getting their own question.
4.

- can you use a digital pen with an ipad?
- [www.github.com/bumoodle/](www.github.com/bumoodle/)

3:45  Michael Phillips SUNY Potsdam
applying online pedagogy to flip your onsite classroom
what do you do online?
Provide content, mentor, facilitate, coach
What do students do?
Engage with content, apply knowledge, interact, demonstrate mastery, self assess
What works?
        Discussion forums, voicethread, case studies, debates, led students through a guided meditation of their future career, being able to go in depth and not run out of time, collaborating in a virtual environment,
Online – instructor has the course all developed ahead of time, instructor is present 7 days – class time isn't restricted to a time slot. Students prep ahead and apply during class.

Teaching FSA 651 as a flipped class feels important- do short video lectures and post ahead- the expectation is that students will have watched it- need to have accountability- do small group, do individual, dissect research- what else can they do alone?  Discussion forums, have them create videos of research topics.
Decide on your topic and post it
Go to computer lab to start lit search- post a good and not so good article.
What is brainshark?

I think the flipped thing is a bit of a fad. The way the Binghamton guy said the tech is a tool for the pedagogy- I wonder if the flipped idea is always accompanied by the necessary change in pedagogy

Thurs 2:15-3:00
Mike Christakis SCoA  Albany
SUNY Council on Assessment- people from different campuses in different roles

3 committees- promising practices, outreach &
drive by mtgs in the fall
Middle states Standard 7 Assessing Institutional Effectiveness & Standard 14 Assessment of
Student Learning
Who's responsible for student learning?  In and outside of the classroom...? These two standards
aren't mutually exclusive!

Areas for improvement
- Setting goals,
- Planning: alignment of assessments
- Implementation: A culture of assessment, communication of results, closing the loop,
  sustainability...

Three aspects of assessing IE
1. design: plan, outcomes & alignment
2. support & process: resources, institutional culture, data focus, sustainability & monitoring
   of assessment activities
3. impact: communication, strategic planning & budgeting, using data for institutional
   improvement
*reflecting on the chancellor's comments about performance management – will this change
what institutional effectiveness is....??

Scholarship of assessment- that's an interesting phrase...incentive for faculty