Faculty Senate Standing Committee on Extended Learning

April 20, 2022, 3:15 pm –5:00 pm via Zoom

Minutes

Present: *Yi Ding, Pouyan Eslami, Debi Prasad Choudhary, Li Lui, Susana Eng-Ziskin, Gary Katz, Mirna Sawyer, Elizabeth Blakey, Tim Watson*

Absent: *Yannan Shen (excused), Monica Garcia (excused),*

Guests: *Helen Heinrich, Takiya Moore, Katherine Guevara, Suzanne David, Joyce Feucht-Haviar, Me'Laine Pemberton Hanna*

Call to Order

Yi Ding, Committee Chair, called the meeting to order at 3:15 pm. The meeting took place via Zoom.

Notes from the Chat:

- Helen Heinrich shared this link: https://www.csun.edu/it/csun-digital-equity-day

Approval of March 2022 Minutes

Yi Ding, Chair

  I.   Susana Eng-Ziskin moved to approve. Tim Watson seconded. All in favor. No objections or abstains. Motion has passed unanimously.

Procedures to Elect Committee Chair 2022-2023
  The chair shall be an elected member who has previously served at least one year on the committee. The term of service for the committee chair is one year. Link to bylaws: https://www.csun.edu/sites/default/files/Bylaws.pdf

  Yi Ding, Chair

  I.   Yi Ding, Chair gave a description of the process of Electing a Chair
        a. Shared her experience
        b. All members with one year are eligible for being a Chair
        c. They can reach out to Chair Ding to nominate themselves or someone else.
  II.   Elizabeth Blakey asked how many hours is associated with this position?
        a. Chair answered five hours for meetings, three hours for meeting preparation.
  III. The election will take place at the May meeting or by email.

The Faculty Technology Champions Initiative

Members of the IT Faculty Technology Team will share an overview Faculty Technology Champions Initiative. They will also provide a more detailed look at the component of this initiative that leads to the creation of "templates" for online courses offered by CSUN departments. The team will discuss how a template is used in the development of online courses, why there are different templates for different departments/fields, and, as the Faculty Technology Champions Initiative is moving forward, what kinds of differences in the templates are they are seeing across the departments/fields participating.

Members of the CSUN IT Faculty Technology Team   *Time certain 3:30 pm*

I.   Ding gave a brief introduction and history of the subject matter. Then introduced the guests.
II.   Helen Heinrich gave a brief career history and introduced Takiya Moore.
III.   The screen was shared for a presentation of the Faculty Technology Champions
IV.   Heinrich discussed the Faculty Technology Champions
   a. A brief history, how to join, and goals were stated.
   b. Six points were given, e.g., Peer-to-peer learning, Integration of technology in teaching, Organic adoption in colleges/departments, etc.
   c. Exchange of ideas
      i.   At monthly meetings
      ii.   One-on-one consultations with each data champion
      iii. Organic partnership provides learning both ways
V.   Takiya Moore discussed the CSUN Template
   a. Originally worked with Tseng College to create a template
   b. This template has been updated to give faculty updates
   c. Canvas commons was described
VI.   Why are templates important?
   a. Moore gave examples to the Committee, e.g., standardize language and location, alleviate stress, leverage best practices, etc.
   b. Four highlights shared: It improves student experience in multiple courses, it encourages use of best practices, its shortcuts the design process, and it shortens a time for creating an online course.
   c. Blueprint to Courses and overview shared
   d. Course templates give consistency across the board and gives freedom
   e. Ready-made template – "makes things pretty" – Option of templates deal with the design elements of the course. Branding can be done across the board. Ready-made templates can become fancy in this process.
   f. Emergence developed a multi-level approach – 1. Universal elements and 2. College/Department specific templates
   g. Universal Elements Approach
      i.   Three categories:

ii.   Full Plate – for beginners or those who want to do a complete redesign
iii. Soup-to-dessert – for those who already use canvas and can level up their skills
iv.   A la carte – for those who already has things situated and want to just add a few things as needed. E.g., CSUN branded buttons or a welcome script

Links from chat

Heinrich and Moore shared the following links:

- CC - open library of Canvas resources. https://community.canvaslms.com/t5/Canvas-Commons/What-is-Canvas-Commons/ta-p/1788
- If you have not yet, please subscribe to AT Newsletter to learn the latest technology news and announcements: https://www.csun.edu/it/efaculty-email-list-subscription

Questions and feedback

Elizabeth Blakey asked how does the uniformity come if there is the option to modify via the a la carte template. Moore stated that there is a hope for a middle option. There is not a mandate, it is a voluntary option. There will still be outliers. Heinrich added there is an option for those who need additional resources if something comes up.

Blakey asked if there is a way to encourage more faculty to use this basis. Moore stated it comes to the Senate.

Mirna Sawyer shared her excitement for learning from Heinrich and Moore. She asked several questions including how have faculty responded and learned from to this and have evaluations been made? Moore shared that this template was shared the standard of quality assurance in 2020. Faculty was provided with these templates during training for online teaching.

How has feedback been shared? No assessment of faculty use, so feedback has not been shared. It was an extension of what faculty learned in those areas. Templates have now been revised with the next phase being to get feedback from their colleagues and made modifications based on that feedback.

Sawyer asked about the responses from template exposed faculty. Moore stated that this is a gift, it is not a mandate. A college or department can opt for everyone using the template or only with a particular course.

Sawyer asked about equity. Potential reaction, but it does not seem to be infringing on the rights of the faculty. Heinrich answered that technology is there to help in any way that it can. They can be reached for additional help or questions. It is the faculty role to take on the data champion.

Tim Watson asked in the chat if there is a Road show to present to the individual departments. Moore stated that it is up to the data champions and faculty to invite her, and she will present to the departments. Watson asked if his college was left out? And she said Humanities has a Data Champions team.

The Chair stated that there are specific Data Champions, but all faculty could be data champions.

Moore stated that those who wants updates can subscribe to the Technology newsletter.

The Chair thanked Heinrich and Moore. Then introduced Suzanne David and Katherine Guevara.

How does the Tseng College Distance Learning approach for fully online programs differ from the template approach?

Suzanne David and Katherine Guevara will share how (and why) Distance Learning uses a template for CSUN's fully online programs and how that approach enhances/supports the ability of each faculty teaching in CSUN's fully online programs to work creatively with Distance Learning's instructional designers to craft the content and instructional strategy for courses across different fields and disciplines represented by CSUN's fully online programs. The approach that makes CSUN's fully online programs both excellent and distinctive – with high levels of student success (as measured by on time graduation rates and the rates at which program graduates pass national licensure exams in a given field of professional practice on the first attempt).

Suzanne David, E-Learning Technology Manager and
Katherine Guevara, Director of Distance Learning

I. Katherine Guevara thanked Heinrich and Moore for their dedication to optimizing the student learning experience.
II. Guevara highlighted the main goals for their presentation:
   a. Review common terms used in the Tseng course design process.
   b. Identify how Tseng's approach course design intersects with the practice of using course templates.
   c. Highlight 3 evidence-based reasons why Tseng's approach optimizes teaching and learning which leads to better results.
III. Guevara encouraged the Committee to use the chat to describe what the terms used mean to them and their departments.
IV. Suzanne David discussed the "Terms We Use"
   a. Four terms were discussed
      i. Learning Management System (LMS) and Template discussed by David
      ii. Navigation and Course Design discussed by Guevara
V. Tseng College 6-Step Course Design Process
   a. David gave a brief history of the process
      i. Benefits for faculty & students
      ii. Follows evidence-based practices
   b. Course Production Timeline
   c. Step 1. Course Design Matrix – a "simple tool for smart alignment of objectives, assignments, and content".
   d. Step 2. Distance Learning Syllabus Template – builds from course matrix and course blueprint
   e. Steps 3 and 4. Training and Instructional Material Creation – Distance Learning provides training, tools, and accessibility with instructors creating materials.
   f. Steps 5 and 6. Instructional Material creation and Canvas site population – due 2 weeks prior to the start of class to provide a double-check for accessibility and quality assurance.

       g. Key Take-Aways
          i. Four take-aways were given
          ii. Four ways Distance Learning that the tech support team supports faculty during the entire process.
  VI. Guevara thanks David and shared closing remarks
  VII. Guevara shared three outcomes
      a. More inclusion via accessibility
          i. The number one diagnosed accommodation is for those diagnosed anxiety or those who are considered neurodivergent.
      b. Addresses Cognitive Overload – reduced extraneous processing and improved retention which results in better student performance and higher graduation rates.
      c. Scaffolds Content – chunking or breaking your content into manageable pieces via modules or chapters and models cognitive task analysis.
  VIII. Guevara went to the chat for a cognitive break to review the Committee's comments.

Chair Ding shared the experience or challenge that is associated with faculty or staff especially those who are not assigned their classes until a few weeks before the start of the class.

Joyce Feucht-Haviar clarified the type of programs and courses that are taught at Tseng College. As well as the history of Tseng's fully online master's degrees. The type of investment, WASC and other accreditation and standards were briefly discussed.

Chair Ding stated there was also a different context with the pandemic and the need to think about new ways of teaching and ways to make students more welcoming in the virtual environment.

Guevara recommends the matrix that places side by side the course learning objectives with the assessment. This allows instructional designers to achieve the alignment that shows they are assessing what is said that they are teaching.

Sawyer asked if Guevara could share her screen that shows the assessment. Guevara shared the slide for Step 1: Course Design Matrix. Three columns: Learning Objectives, Content, and Assignments (or Assessments). Guevara stated that nailing the learning objective is the best way to accomplish the goal of student success.

Feucht-Haviar asked Guevara to share the slide, articles, or links that the Committee could use.

Links from the chat

Susan David shared the following links:

- Faculty Development: https://www.csun.edu/undergraduate-studies/faculty-development
- Universal Design Center: https://www.csun.edu/universal-design-center
- DRES: https://www.csun.edu/dres
- Faculty Technology Center: https://www.csun.edu/it/ftc

The chair asked the Committee to share other topics for the May Meeting and reminded them to nominate themselves or to nominate others to serve as Committee Chair.

Adjournment:

Having no other topics to discuss, the meeting was adjourned at 4:34 pm.

Prepared by Me'Laine Pemberton Hanna