Teaching, Learning & Technology Center (TLTC)

Mission, Vision and Goals

Mission

The mission of the TLTC is to support the integration and effective use of technology in teaching and learning. The TLTC serves as a catalyst for collegial exchange about the implementation of educational technology. The TLTC strives to inspire, engage, and partner with faculty, academic staff, and campus functional groups to collaborate on initiatives; to provide training, resources, professional development events, and one-on-one support.

Vision

The TLTC believes that technology can provide greater access to educational opportunity. We collaborate with faculty in alignment with campus strategic goals to support the learning of all students, working to guide smart pedagogically-driven technology choices and advance effective technology use in education.

Goals:

In order to support the mission and vision, the TLTC will:

- **Meet** the campus needs and priorities in alignment with campus goals and strategic plans.
- **Partner** with campus faculty, staff, and functional groups to coordinate training, support and projects.
- **Provide** training and professional development opportunities.
- **Encourage** improvement of technology integration.
- **Support** efficient technology use, instructional design services, grant opportunities, and projects.
- **Collaborate** with faculty to discover and develop new innovations.
- **Investigate** new research and best practices to share with faculty.
- **Evaluate** new tools, software and applications and make appropriate recommendations.
- **Advance** student engagement through effective technology integration.
- **Improve** technology integration and course design.
- **Implement** new projects and programs.

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Foundational Precepts

The following foundational precepts will be addressed in the TLTC's strategic planning in support of the campus:

- There are new priorities and initiatives such as ADA compliance and Blackboard integration into learning.
- There are new partnership and collaboration needs in relation to newly created positions and groups, such as the Faculty Development Center (FDC) and the Distance Learning Coordinator.
- The current campus strategic plan states that the SUNY Oneonta vision will ensure a quality and affordable education emphasizing ethical, critical, and creative thinking for our graduates to succeed in a diverse and changing world. As student satisfaction and quality learning opportunities are at the core of SUNY Oneonta's Strategic Plan, the TLTC wants to implement training and service programs that support that goal.
- The Academic leadership of SUNY Oneonta have stated expansion of online learning as a means towards ensuring long-term financial stability. Currently there are three online programs, with one further online program in the proposal stages.
- Accrediting bodies and governing organizations are beginning to develop new requirements in the areas of student identity, online course design, faculty and student support services, and ADA compliance.
- The Provost has posited strong support for technology infused education that engages students.
- A teaching institution is a place where advancement of methods, scholarship, scholarly thinking, and research to practice are applied to the classroom so as to provide students with the best learning experiences possible.

The foundational precepts are based on the following driving goals:

- Collaborate and partner with the newly created Distance Learning Coordinator position and the newly launched Faculty Development Center (FDC), as well as continue current partnerships with other campus functional groups and divisions.
- The need to design faculty development offerings to address specific institutional priorities.
- Expand targeted development models that evaluate impact externally.
- Provide equal opportunities to TLTC support and training to all faculty and staff, full-time, adjunct or remote.
- Improving the use of web-based tools.
- To create cross-division/department faculty communities of innovation, support, and sharing.
- Maintain and strengthen the pivotal role of faculty in TLTC practice.
- Advance measurement of success, impact and outcomes of TLTC programs internally.

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Functional Review

Through interviews with campus stakeholders and TLTC users, strong satisfaction with the TLTC was expressed. Along with that positive feedback, several immediate and important gaps were identified as ways to further improve the TLTC's functional role. These gaps included 1) expand Blackboard use, 2) ADA compliance, 3) equivalent support services for online faculty, 4) instructional design support, 5) lecture creation for flipped, hybrid and online courses, and 6) brainstorming, discovery and implementation support of faculty by the TLTC to advance effective technology use on campus.

The TLTC proposes addressing these gap areas in the following ways:

1. **Expand Blackboard use** – a key identified gap area and priority on campus is to advance use of Blackboard tools that can increase student engagement and satisfaction.
2. **ADA compliance** – a key identified gap area and priority on campus is support of new policies and agendas for meeting ADA compliance requirements by accreditation agencies. The TLTC will work with the related teams and stakeholders to help support review of technology, tools and approaches to support faculty in meeting those requirements.
3. **Equivalent support services for online faculty** – as online programs expand, and more online programs are implemented, the university is required to provide online and remote faculty with the same training and support opportunities as face-to-face (f2f) faculty. The TLTC will address this gap area through the following initiatives and deliverables:
   a. **Remote support for online faculty**: The TLTC will implement a virtual connection/communication tool for quick, easy and ad hoc video/webcam training and support sessions with remote faculty.
   b. **Asynchronous training options**: The TLTC will design and implement online training modules for key f2f training so that all faculty, whether on campus or remote, have the same professional development opportunities.
      i. The first deliverable for this item will be an online Blackboard training course that mimics the f2f training program.
4. **Instructional design support** – with present online programs expanding and a new online Master program in proposal, there is a growing need for support and training on designing online courses that meet accreditation and industry standards. The TLTC will expand on the training and support of hybrid and online course design.
5. **Lecture creation for flipped, hybrid and online courses** – equivalency theory posits that any hybrid or online course should provide equivalent learning opportunities to a f2f course. Not equal, equivalent. By creating professional online lectures through a variety of approaches and tools, students can be provided with equivalent learning content as they would receive in the f2f course. The TLTC

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will implement training programs related to lecture capture, lecture video production, screencasting, audio recording, and closed captioning, all in an effort to address this gap area.

6. **Brainstorming, discovery and implementation support** – in interviews with TLTC stakeholders it was reported that support and guidance towards discovery of the right tools for the right learning needs would be welcomed. The TLTC will begin expanding projects to review new tools for recommendations, provide more discovery workshops and support resources, and work with interested faculty to determine the right tools for their learning goals and needs, all in the effort to expand pedagogically sound technology use in education on campus.

TLTC Initiatives, Support Programs & Projects

Note, items have been listed in a suggested order of priority based on campus feedback, though the caveat being that priorities and project needs vary over time, and items at the end of the list are important but actually integrated amongst other projects throughout the list. So the order here is an estimate and not determinate.

Item	Description	Examples	Deliverables	Alignment
Support & Advancement	Responding to and solving Service Desk tickets, to "keep the lights on," but also working towards continuous improvement and advancement of service and support.	• Responding to tickets. • Solving technical errors. • Review of approaches, projects, and methods for continuous improvement.	• **Tickets/Incidents**: Responding to tickets in a timely manner consistent with ITS service policies. • **Problems:** Addressing root causes of problems and working towards a solution. • **Guidance:** Creation of guides, training, and video tutorials that support faculty and staff. • **Space:** Manage and host spaces where faculty can get support, ask questions, brainstorm ideas, and work on projects.	• SUNY Oneonta Strategic Plan 1C, 2A, 2E, 3B, 3C, 3E, 4B, 4C • MSCHE Standards 2.3.d, 3.4, 3.5.b, 5.3.a, 5.3.b, 5.3.e

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			• **Advancement:** Working towards continuous improvement.	
Training	The TLTC has a robust training program that includes formal and non-formal options, on-going and mid-semester, as well as professional development options for all faculty.	• Support of online course design • Review of research to application • Peer to peer sharing of teaching ideas • Promotion of new technologies • Discovery of new tools and approaches	• Tech Talks • Discovery Series • Guest Lectures • Training events/days • Blackboard Training • Teaching Breakfast • Technology in Education Training	• SUNY Oneonta Strategic Plan, 1C, 2C, 2E, 3E, 4A • MSCHE Standards 3.2.d, 3.5.a, 3.7, 5.3.a, 5.3.b, 5.3.d
Blackboard	Training and support on the design and use of courses in Blackboard for teaching and learning.	• Blackboard training • Group work • Advanced Bb Tools • Using the Gradebook • Adding Multimedia	• **Bb Training f2f**: Currently provided in-person 3x per semester, start of year, and mid-winter break. • **Bb Training Online:** TLTC will create and implement an online version of the Bb training for online/remote faculty.	• SUNY Oneonta Strategic Plan 1C, 2A, 2E, 3B, 3C, 3E, 4B, 4C • MSCHE Standards 3.4, 3.5.b, 5.3.a, 5.3.b, 5.3.e
ADA Compliance support of the ADA Coordinator and the Distance Learning Coordinator	Training and support in converting all course materials to Universal Design standards to meet ADA requirements.	• Train faculty in making accessible .pdfs • Train faculty in using YouTube for closed-captioning non-copyright-protected video	• **Support:** Curate and provide guides for using file conversion tools. • **Support**: Curate and provide guides for creating closed-captioning. • **Training**: Provide f2f training and workshops on ADA design principles both within the LMS and without.	• SUNY Oneonta Strategic Plan 1C, 1D, 2A, 3A, 3B, 3E, 4A, 4B • MSCHE Standards 2.7.b, 3.5.a, 4.1.b, 5.3.a, 5.3.b, 5.3.d

Instructional Design Support of the Distance Learning Coordinator	Support of the Distance Learning Coordinator on training in the design and management of flipped, hybrid and online courses that meet accreditation requirements, industry standards, and equivalency objectives.	• Instructional design support and training • Tools and apps for increased engagement and meeting equivalency requirements. • Addressing accreditation and industry standards.	• **ISD Principles & Approaches –** Training course offered both f2f and online concerning the design of high quality research-based equivalent virtual learning experiences. • **ISD Support –** One-on-one guidance of designing to meet current benchmarks. • **Exemplar Resources –** Provide faculty with example courses and starting templates that meet current design benchmarks.	• SUNY Oneonta Strategic Plan 1C, 2A, 2E, 3B, 3C, 3E, 4B, 4C • MSCHE Standards 3.2.d, 3.4, 3.5.b, 3.7, 5.3.a, 5.3.b, 5.3.e, 5.3.h,
Professional Asynchronous Lectures, in support of the Distance Learning Coordinator	Training in lecture capture, recording/video production, screencasting, digital learning object (DLO) creation, and/or multimedia presentation design. The goal is to offer students in flipped, hybrid, or online courses with equivalent learning opportunities.	• Screencasting • Lecture Capture • Video editing • Utilizing YouTube for Videos • Creating Digital Learning Objects • Transforming PowerPoints	• **Creating Asynchronous Lectures** – Training course on how to transform PowerPoint slides or Prezi lectures into engaging online video/audio lectures with closed captioning. • **Authoring Tools for DLOs** – Training course on how to create interactive, engaging online digital learning objects (DLOs) and virtual lectures using authoring tools.	• SUNY Oneonta Strategic Plan 1C, 2A, 2E, 3B, 3C, 3E, 4B, 4C • MSCHE Standards 3.4, 3.7, 5.3.a, 5.3.b, 5.3.e
OERs and Open Textbooks	Support on integrating and/or creating Open Educational Resources (OER) for teaching and learning.	• Searching current creative commons and OER databases. • Using authoring tools to make OERs.	• **Training**: Locating and finding OERs and creative commons resources. • **Support:** Creating and implementing OERs and creative commons content.	• SUNY Oneonta Strategic Plan 1C, 2C, 2E, • MSCHE Standards 3.2.d, 3.5.a, 5.3.a, 5.3.b, 5.3.d

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		• Advancing OER creation and open textbook creation to reduce the cost of education for students. • Using programs to create open textbooks and reading content.	
COIL	Faculty can implement Collaborative Online International Learning (COIL) modules into a course to provide students here on campus with an intercultural, international experience in the classroom.	• Provide implementation training for the COIL framework. • Facilitate finding an international faculty partner. • Guide the pair through the process of planning and implementing the COIL module in the classroom.	• **Recruit:** Hold an interest meeting at least once a semester to recruit new faculty. • **Communication:** Provide regular updates to the COIL community on possible grants, trainings, and partnering opportunities as they are shared from the COIL Center. • **Support:** Provide instructional and technological support to COIL faculty as they go through the planning and implementation of their COIL module.	• SUNY Oneonta Strategic Plan 1C and 3E • MSCHE Standards 3.5.a, 5.3.a, 5.3.b, 5.3.d
Apps and Tools for Education	With the expanding array of BYOD apps for smartphones and tablets, and expanding online Web 2.0 tools, faculty and students have a wide variety of apps they can	• Multimedia production • Individual and group projects • Integration of engaging media in learning.	• **BYOD Apps for Education** – Training on the various apps, models, and approaches faculty can use in education. • **Tools for Education** – The TLTC will evaluate, compare, and contrast current and new tools,	• SUNY Oneonta Strategic Plan 1C, 2A, 2E, 3B, 3C, 3E, 4B, 4C • MSCHE Standards 5.3.a, 5.3.b, 5.3.d

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	use as multimedia production tools and learning aids in class.		and make recommendations about the tools that can support campus strategic direction as well as individual faculty's learning goals in a course.	
Technology Grant Support	There are technology grants, such as the Innovative Instruction Technology Grants (IITG), which are competitive grants that encourage development of innovations.	• One-on-one support on the writing, design, organization and submission of technology grants. • Collaborate with Grants office	• **Grant Support** – Working with faculty and the grants office to help faculty write successful grants for technology projects.	• SUNY Oneonta Strategic Plan 1C, 1D, 2A, 2E, 4B • MSCHE Standards 2.1, 3.2.d
Fellows Program	Managing the fellows program for in-division technology support.	• One-on-one support and training of fellows. • Support of fellows training and talks.	• **On-ground support:** working with exceptional staff that can provide immediate support to staff.	• SUNY Oneonta Strategic Plan 1C, 1D, 2A, 2E, 4B • MSCHE Standards 2.1, 3.2.d
ePortfolios	Training and support on the integration of ePortfolios in course work or at the program level.	• ePortfolio integration. • Aligning ePortfolio goals with industry standards.	• **Support**: Support of implementation. • **Training:** Professional development on integration and best practices.	• SUNY Oneonta Strategic Plan 1C, 1D, 2B, 2D, 2E, 3A • MSCHE Standards 3.5.a, 5.3.a, 5.3.b, 5.3.d
Posters	The TLTC provides support for poster creation and printing for conferences and specifc academic events. All other poster needs are submitted directly to the Print Shop.	• Help faculty learn to use tools for poster creation. • Support and training on poster creation.	The TLTC provides support, guidance, and help in printing posters for the following campus events: • For conference presentations – free of charge for both faculty and students. • The Life of the Mind (LOTM)	• SUNY Oneonta Strategic Plan 1C, 1D, 2A, 2E, 4B • MSCHE Standards 2.1, 3.2.d

		• Review of poster files for errors prior to printing.	Faculty research show in the spring – Work with Kathy Meeker. • Student Research & Activity Day in the Fall – work with Kathy Meeker.	
Best Practices	The TLTC keeps an eye on the growing number of journals dedicated to the research and application of educational technology and online design practices to evaluate the most effective methods.	• Current best practices based on research. • Review of the research for application in the classroom. • Scholarship of teaching and learning (SoTL) as pertains to technology and innovation in education.	• **Sharing:** Establishing an online space with posts about new teaching and learning research. • **Communication:** Establish a space for discussions about best practices for teaching and learning. • **Connecting**: Facilitate inter- and intra- community connections and collaboration.	• SUNY Oneonta Strategic Plan 1C, 2C, 2E, 3E • MSCHE Standards 3.2.d, 5.3.b, 5.3.d
Discovery, Evaluation, Recommendations, and Innovation/Advancement	Discovery of innovations in educational technology, and recommendation to faculty about smart technology choices and tools that suit their learning goals for students.	• Suggesting tools for teaching and learning needs. • Staying abreast of new tools. • Support in implementation of new tools. • Expanding on new innovation use.	• **Lecture Capture**: Work with the Educational Technology Committee (ETC) on evaluation of lecture capture tools and make recommendations. • **Clickers**: Work with ETC on evaluation of student response systems and make recommendations. • **Rubric Design**: Develop rubrics for evaluation of different teaching and learning tools.	• SUNY Oneonta Strategic Plan 1C, 2C, 2E, 3E, 4A • MSCHE Standards 5.3.b, 5.3.d

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			• **Implementation**: Create pathways for operationalization of tools • **Open Forums**: TLTC "Open Chats". • **Advancement:** Working towards continuous improvement.	
Recognition of Excellence	Exemplary faculty doing innovate and new things with technology in education should be recognized and rewarded.	• Certificate programs • Reward programs	• Rewards • Recognition • Incentives • Certificate programs	• SUNY Oneonta Strategic Plan 1E, 2D, 2E • MSCHE Standards 5.3.b, 5.3.d

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Training/Support Frameworks and Models

Training Design Model: TPACK

The training model for TLTC is TPACK (Mishra & Koehler, 2006), which stands for Technological, Pedagogical, and Content Knowledge. This framework identifies the competencies faculty need to work effectively with technology in education. TPACK acknowledges that effective technology integration requires knowledge at the intersection of the best tools (technology), best teaching approaches (pedagogy), and best curriculum (content). Future TLTC programs will be designed into a framework that covers these three domains when possible, and lists for faculty which domains are being covered in various training programs.
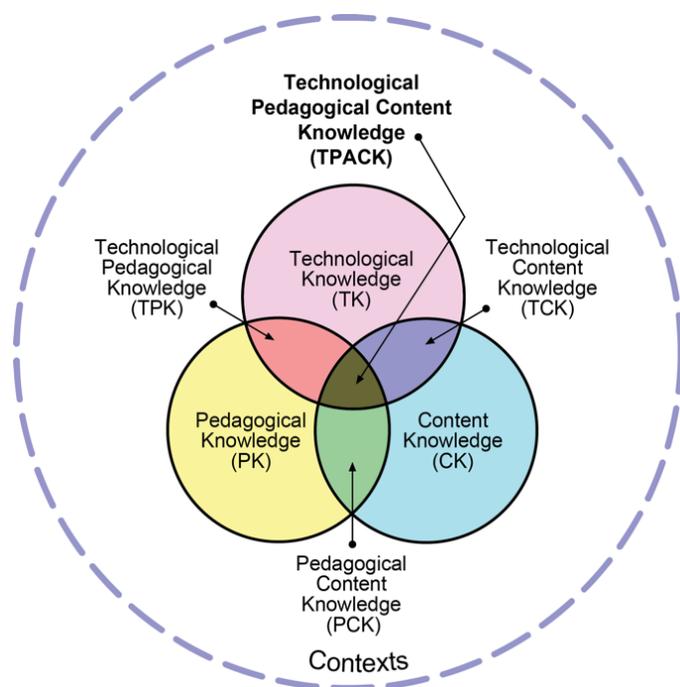

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The Revised Kirkpatrick Model is a global standard for evaluation of training programs. It evaluates training effectiveness across four levels: 1) Reaction - satisfaction, engagement, and relevance, 2) Learning – knowledge, skill, attitude, confidence, commitment, 3) Behavior – application, implementations, and required drivers, and 4) Results – achieved targets, leading indicators.

THE NEW WORLD KIRKPATRICK MODEL
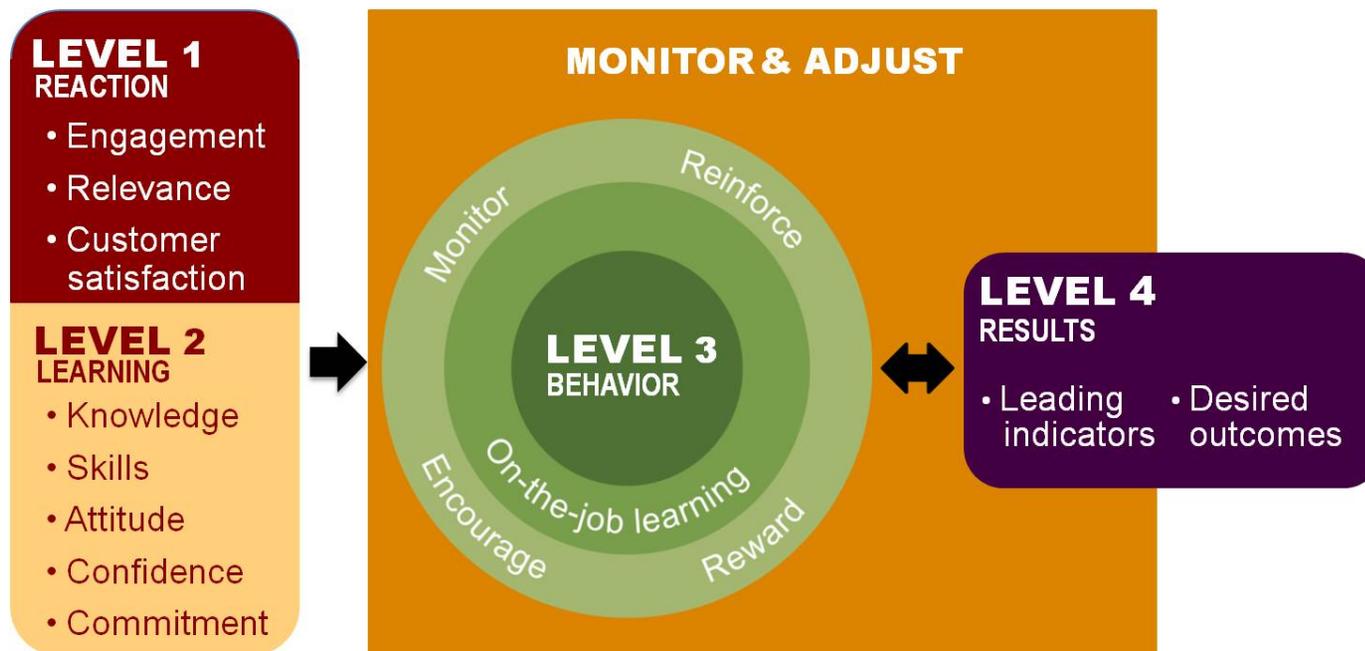
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Measures of Success

The TLTC support, training and projects will be evaluated by the faculty and staff that attend and use them.
Sample success measure will include:

- Evaluation of TLTC functional roles by campus stakeholders.
- Growth of technology enhanced/integrated f2f, flipped, hybrid and online courses.
- Long-term comparison of KPIs and other metrics.
- Increased development of engaging online asynchronous lectures.
- Expansion of faculty support to use novel technology in class.
- Efficiency of TLTC operations, in particular satisfaction with customer service, staffing, and ticket support.
- Advancement of intra and inter collegial networking and sharing.
- Development of survey instruments that measure the 4 levels of Kirkpatrick.
- Self-reported efficacy surveys that measure obtainment of the TPACK domains and competencies.

References

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