

# TLTR Recommendations to Provost Stell

Spring 2007

## **1. Effective and consistent tools for student support**

**Goal: Bring students to a level of competency in using technology quickly**

- Automate electronic notice to all students at time of registration with orientation info including relevant training resource links to address general start up procedures (for example, account access, logging in to UAS Online, importance of and how to link into UAS email, workspace/file storage, tips for success, help contact info, others?). Require students to respond.
- Investigate communication tools for advisors and students to communicate more effectively.
- Establish monitoring mechanism for non-responsive students for immediate contact by support personnel.
- Phase in a database of instructional tools being used throughout UAS to reduce time on non-content learning
  - Phase 1: Create an online inventory of technology tools and existing training resources for student support services, faculty and/or students
  - Phase 2: Develop additional training resources as needed
  - Phase 3: Determine which tools are for student support services, faculty and/or students
  - Phase 4: Identify which faculty and support staff use specific tools, and add to database as mentors
  - Phase 5: Provide menu on course site for instructor to activate applicable tools that automatically link training resources
  - Phase 6: Relevant training resource links/learning objects accessed at course site by students
- Clarify help desk and academic facilitator roles for directing students to appropriate support (technological vs. program specific) based on Sitka model
- Investigate the Ketchikan student success model
- Investigate the possibility of using Elluminate as a standardized method for providing student services

## **2. Seamless and Error Free IT Tools/Resources**

- TLTR members will log technology issues in the discussion forum and report to IT with recommendations, and to their departments with updates and follow-up
- Have a presentation at convocation showcasing fellow faculty use of tools to discuss best practices about the different tools (Instructional Design team will organize)
- Leverage the three learning centers to partner and share resources

### **3. Learning Objects**

Recommend that the IDWG create a Learning Object Repository for UAS faculty, staff and students that are general to more than one class and specific to UAS needs. Create a working prototype for the Fall semester. One of the benefits of this project is to create a collaborative environment for faculty and staff.

Benefits:

- Create productivity with reusable objects
- Encourages collaboration among faculty and staff
- Increase visibility of Instructional Design resources

Considerations:

- Searchable
- Produced by UAS faculty and staff and relevant to UAS courses and programs.
- Easy navigation to find objects.
- Create instructions on how to create Learning Objects for faculty and staff.

### **4. Classroom Instructional Technologies**

General

- Investigate smart carts for projectors and laptops to provide room for laptops OR add shelves to media carts for laptops.
- Provide telephones for classrooms
- Regular checking of classroom equipment
- Complete pilot of Smartboxes in EG218 and 219 to determine whether the technology is viable.

IT

- Make sure classroom equipment works.
- Provide documentation with equipment including troubleshooting.
- Provide training when requested.

Faculty

- Set expectation that faculty have a responsibility to learn how to use classroom equipment effectively
- Manage their usage in the classroom
- Clarify expectations of faculty regarding managing classroom technology.

Assistive Technology

- Expand role of UAA office of Assistive Technology to support UAS needs.