**EHHS**

**Technology Advisory Council Meeting Minutes**

**March 2, 2012 ~ 210 WTH**

**Present:** Albert Ingram, Jason Piatt, Davison Mupinga, Dale Cook, Deanna Burritt- Peffer, Julee Henry, Scott Courtney, Aaron Near

**Absent:** Jeff Huston, Jason Schenker, Rachel Foot, Brian DeHoff, Lyle Barton

Digital Recording – transcript courtesy of Research and Evaluation Bureau

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* **Call to Order**
* **Approval of Oct. 21, 2011 Meeting Minutes**
* **Old Business**
	+ Jason Piatt
		- Update-Tech training for PT Faculty
		- Update-Security Cams for 1st Floor
		- Update-Idea of survey about how faculty wish to receive training (Jason & Beth)
	+ Albert Ingram
		- Update-SWOT Analysis Summary
* **New Business**
	+ “Where do we go from here?”
* **Announcements**
* **Adjournment**

\*Q = Question or opening statement/comment

\*A = Answer or response (speaker noted where possible)

\*Q

This is the technology advisory council meeting, March 2nd, 2012. My name is Jason Piatt.

\*A

Albert Ingram.

\*A

Brittney Marshall.

\*A

Deanna Burritt-Peffer

\*A

I’m Davidson Mupinga

\*A

Scott Courtney.

\*A

Julee Henry.

\*A

Beth Thomas.

\*A

Aaron Near.

\*A - Ingram

Okay, now we’re going to get started. And apparently we’ve had a lot of trouble finding a time when substantial numbers can meet. So, we don’t have a big group here today. I don’t know, we didn’t actually have copies of the minutes I guess, but did anybody see any problems with last time’s meeting? They were kinda old? I can barely remember the meeting myself.

\*A

No.

\*A

I can’t remember much either.

\*A

Who can say if they were accurate?

\*A

We’re going to make a motion to approve the minutes.

\*A

Davison (inaudible).

\*A

I will second that motion.

\*Q

All in favor?

\*A (multiple)

Aye.

\*A

Okay, going on to some updates.

\*A

Okay, this is Jason. The updates are pretty quick.

• There was an idea to have tech training for part time faculty that came from Lyle, who couldn’t make it today. We attempted to solicit that information, but we did not get much interest. We even offered to come in on a Saturday and do training for faculty that, you know, have day jobs—didn’t work. So, we’ve kinda put that on hold for now. We may be able to sort of facilitate that by doing online, like having like a LEARN course maybe where there’s some materials in there that are available 24/7.

• Security cameras are now active and installed on the first floor. They cover both the Terrace entrance and exit and the Moulton side entrance and exit. They are in the hallways only. They are motion activated. So, at night, when there’s no movement, they turn off. But they can see in the dark, which is good in case we have cat burglars. Julee and Aaron, obviously, have access to the cameras if we need to look up anything. So, hopefully this will cut down on any crime or other issues. Julee, did you have anything on the cameras you wanted to add at all or are we good?

\*A

No.

\*Q

Okay.

\*Q - Piatt

Okay, the third update was the idea of a survey about how faculty wish to receive training. Supposedly, allegedly, Beth and I said that we were going to do this, but we, I don’t remember that.

\*A – Piatt

I think that was a gremlin maybe in the transcript, but maybe that’s something that someone can do in the future. We’re going to go ahead and table it, kind of not worry about it for now. I think the point of that was asking faculty how they would like to receive technology like development, and that might come out of some other kind of work that this council does or even internally in the schools. I know Davidson’s group did like a survey last year. So, Jason and Beth won’t worry about that for now.

\*Q

Okay. So, that is all I have.

\*A - Ingram

Okay, any questions, comments, for people on the updates?

\*A - Ingram

Okay, the last thing we wanted to talk about, and this might not be a long meeting or anything, but the last time we met, we did try to do the SWOT analysis to look at some of the things, you know, that are good and bad about the operation and what we can do in the future. Partly this comes out of a kind of a belief that I think Jason and I share that one of the purposes of this committee should be to help set the directions, and I realized as we were talking and as I was writing up some things that we should try to do this kind of on an on-going basis. It’s not like we’re going to get a plan that will never change because we have no idea what new technologies we’re going to see next year and the year after and where things are going to go and everything. But on an ongoing, rolling basis, we need to have a group like this that kind of looks ahead and says, you know, what’s coming up?

What are we hearing from faculty and students about where we should be going and everything. So, you can look at the minutes, which we sent out via email, and that sort of gives a summary of many of the ideas that came up there. What I tried to do in the thing (inaudible) was there and we gave out is try to sort of organize it a little bit and maybe add some things and stuff, but look at, you know, how this group and how Jason and Aaron and Julee and everybody can look at things in the future. So, I’m not sure where we go from here, if any place, whether we, you know, commit to the next meeting, for example, to looking at things in more detail or what. But basically my idea was that there are several things that we need to look at.

We need to keep up with the technology, and that means, to me, two things, you know, looking ahead and finding out what’s going on. You know, this is supposed to be my field, but I know I’m always learning things from students saying “Did you see the such-and-such website?” or the whatever. And so we all find out new stuff in that way. And then, keeping up physically—how is the IRC going to make sure that, within budget constraints and all that, we have the best equipment, the most appropriate equipment for the college? The software that is needed and all that. Then, it seemed to me that the outreach part, getting out to faculty, graduate students, undergraduates, you know, using very roughly ideas from change management. Ideas—there’s a need to spread awareness of what is possible.

There’s a lot…it’s changing, but there are still people out there who don’t know, you know, what is possible and how it might affect them, and, you know, why they might be interested. And I think that last one was an important one, you know. They hear about something and they don’t see its applicability, but I think one of the functions of this group and Jason’s whole operation is to say, you know, we’ve got these new things, and it’s not just necessarily just a fad. It’s something you could actually make use of. And so, that’s one thing that has to be done, and then once people start making that…start getting interested in those things, we get to number 3 where it’s actual faculty development. How do you teach people? And that’s student development as well, not just, that’s a number 4 actually.

But, you know, how do we get people up to speed in that? You know, just knowing that Twitter might be useful in certain circumstances is not enough, you know, to get people necessarily using effectively, and that’s really… And then the last part would be setting

priorities. I listed some of those. They’re, you know, mobile computing. There’s just a lot of things we mentioned a couple, three months ago, whenever we met. Mobile computing, social media, (inaudible-cough), developing tech mentors. Jason mentioned going out and working with program areas, and then this last thing is basically what I started out with. And Jason used another word in one of your summaries, but I just sort of thought a roadmap might be a better thing rather than a plan or something like that sort of “Here’s the direction we think we’re going,” more than “Here’s where we’re going to be,” kind of thing. So, basically, that’s…this came out of talks that Jason and I had, and I want to get some feedback from everybody else. You know, where do you think we could go? How could this group make an impact here, and how can we help Jason and Julee and Aaron?

\*A

On one of the things that I think about this is that, within content areas, there are resources available that, I’m thinking K-12 education, for example. I mean, there are a lot of blogs and places that are really, that’s what they do. They review all the stuff. I mean, they have teachers that have used it. They give their reactions, and it’s all very helpful. You know, in some ways, in terms of the new system, services, gadgets, well, not services so much, but…

\*Q

Yeah.

\*A

I would think that making for, not just teacher ed but for all the content areas, finding out what those, what the best of those might be, and then getting them on a site…

\*Q

Right.

\*A

…would be probably the best way. Because then they’re talking about using those gadgets for their content areas and how they’re most appropriately used. And that would help give them ideas that would, and keep you from duplicating…

\*Q

Right.

\*A

…work. I think, in terms of services and new things that are available here, having that RSS feed here would be helpful for keeping faculty up to date. As long as faculty pays attention to it, you know, look at it. They have to have a reason.

\*Q

Sure.

\*A

It has to have enough stuff in it for them if they don’t pay attention to it, they really miss out.

\*Q

Right.

\*A

On stuff, and they understand that so they do. But I guess that would be my…the main comment about all the new stuff. I mean, I look at, there’s so much out there just in my area, you know, it’s hard to keep up with.

\*Q

Sure is.

\*A

And the last thing we need is another one, just doing the same thing.

\*Q

Yeah.

\*A

So, why not take advantage of the stuff that’s already there?

\*Q

Yeah, and we, the way I, we didn’t get too far into our conversation yesterday, but we kind of envisioned cherry-picking what is, what we need and sort of letting the like technology do the work. We’re not, we’re not trying to reinvent the wheel because none of us have time, but yeah, if we have like a best in class and we have these various areas in K-12, K-6, and these are what people are doing. That was kind of the plan, so we’ll definitely do that.

\*A

That might even go to the content areas.

\*Q

Right, right, yeah, break it down into more, yeah.

\*A

And find the person there that’s most heavily, and then ask them, you know, if they were going to find out, you know, if they wanted to look for what the most current stuff is and how people are using it, where would they go?

\*Q

Right, right, and the trick though, and this might be something that may be a future conversation for this group is, as you said, faculty need to see the value of it to keep reading it.

\*A

Right.

\*Q

I mean, we’re going to try to front-load a lot of this ahead of time so we have a ton of material so that, you know, if you come in on you know, like January 1st of 2013, you’ve got a ton of stuff so that you can read it, and there will be enough that you could never read it all like in a week or 2 or 3 either. There’s always new stuff being added, so, but the question is, how do we get faculty to keep coming back to it? Because, you know, when I…I just emailed out a thing yesterday about the Blackboard Walk-Ins, and a faculty member emailed me and said, “Why are you sending these all the time? This is just clogging up my inbox.” And I said, “Well, because I’m trying to let folks know what’s going on, and you’re on a listserv.” “Well, I don’t like these messages.” I said, “Well, I’m sorry, but it’s…that’s how we communicate.” So, anyway, that might be a future conversation—how to engage faculty in these…

\*A

Well, and sort of a sub-question of that is what can this group do to help?

\*Q

Right.

\*A

I mean, I see this group as one of the functions being the communicators between the faculty and their schools and you guys, and we need to figure out how to make that happen.

\*A

Yeah, I know another institution like that, actually pays faculty to go to those series of like sessions.

\*Q

Really?

\*A

Mhm, DePaul does it. They actually pay faculty, and the, like, it would be to pay them to go through like a semester long series of programs that would be…and it’s not much. Maybe a couple hundred dollars, or something like that, and you wouldn’t think that would be a motivation, and our research says it’s not necessarily for (inaudible), you know?

\*Q

Right.

\*A

You know, money’s not necessarily a, you know, the (inaudible) rewards, but they do it. I mean, they get, people go. I mean, I don’t know what we want to entertain that, but just, in terms…

\*Q

You get to your wit’s end because as long as I’ve been here, which has been a long time, and sitting in these meetings, that’s been one of the biggest hurdles. I mean, what can we, what do we have to do to really get faculty invested?

\*Q

Yeah, and they, I mean, yeah, I think the issue really boils down to what factors are motivating faculty currently. Because they’re both intrinsic and extrinsic, and a lot of it has to do with tenure and promotion, as well as their own like research interest. So, those are the things to faculty, they’re very important, and that’s understandable, but when, when we come along and say, “Hey, you can come to this thing,” well, if it’s not, if this thing is not reflected in your evaluation, then why come? I mean, it’s sort of like, it’s like a dead end, and I don’t blame someone. I wouldn’t come. If I was not being assessed on, you know, doing this event, I wouldn’t go. So, I think that, really, is what it boils down to.

\*A

Wait, what if you had an internal reason?

\*Q

Internal reason, yes.

\*A

Yeah, but not every- faculty are going to have that so.

\*Q

Right, then after that it is just a matter of trying to make it as easy as possible.

\*A

I was just going to say, what motivates you and your faculty?

\*A

Money?

\*A

(inaudible) biggest institution gave us money for attending especially the summer courses you know like first week faculty development. You got some money for doing that and they were usually full.

\*Q

Yeah

\*A

We had, you had to go on a waiting list to be on the webhost.

\*Q

You know Davison, that’s funny you say that. I mean there is a very easy way to do this. I mean if you give something useful if you could have someone do a nine month program that matches the academic year where they meet a little bit at the end of completing this they get an iPad. That’s like the carrot, that’s the carrot that you get an iPad, which is actually something you could use in your teaching. That’s very cheap in comparison to like paying them thousands of dollars to attend, but it is also a win-win for the institution. Because if they’re developing methodologies to teach with iPad’s then we’re killing two birds. You know they’re getting what they want, an iPad and not having to spend PD money or asking their chair. That could be an idea.

\*A

I mean if you talked an put down for a semester long and give me an iPad. I would be signed up.

\*Q

I’ll sign you up.

\*A

I think you could get people for that.

\*Q

Yeah and I think-

\*A

If we were to pursue that then, the other question is what would our goals be for these people if they were coming in for a semester in academic year. It’s not just sort of use technology, it is what?

\*A

If I can offer a corollary, I’m in the leadership institute, institute for the, the university now. One of the things, we’re actually being made too—we’re rejiggering our leadership style but we’re also learning to be better leaders within the

institution. It isn’t just like a give me thing. I have to present a thirty to forty five minute presentation at the end where I show how I’ve grown and changed and become like a better leader so they have very crystal clear goals on what they expect. So I think the same thing would have to happen. You’d have to say “when you’re finished with this semester long event before you get your iPad you have to demonstrate ten competencies and deliver this sort of product, in your area in your zone.

\*A

In one of the workshops I attended, it was called one of [inaudible] learning community when it was the end we each were supposed to come with like two or three publications out of that. That kind of motivated (inaudible) to become part of that because that counted now for the tenure. So, it wasn’t like…
\*Q

Right.

\*A

You know, just wasting time, so we were to come up with something, some reports or, and then we also offered, like, talked to other faculty on how to do it. So, that went down as a presentation, you know, which counted for the promotion. That worked out very well. It was an easy way of, you know.

\*A

That’s a really good point when the FPDC was heavily into faculty learning communities. We did have some grants that we offered people, professional development money, but a lot of people never even used it.

\*A

Right.

\*A

They weren’t motivated by the money, but the chance to have publications about their teaching or whatever and presentations, that makes a difference for people.

\*Q

Yeah, if someone were to be like a tech-mentor, which we’ve kind of batted around before, where they’re looked to almost like a super mentor where they…like Davidson might be the go-to person (inaudible) for this particular thing. The question is, would that being a mentor like that play into your tenure and promotion?

\*A

It would go in your service.

\*Q

Right.

\*A

Yeah.

\*Q

So, but I mean…

\*A

…the most important part of it, but.

\*Q

Right, but at least it, yeah, and that might help for some…it could bolster an area that someone was weaker in. But I think if the iPad concept of giving someone something to do and they get an iPad, if you could merge that with something they needed to do at the same time, then it’s a no-brainer.

\*A

Yeah, such as developing new online programs or you mentioned, you know, iPad applications for their teaching or mobile applications if that’s one of the priorities.

\*Q

Yes, or best practices with using iPads with certain age groups, even students with exceptionalities or if we had, you know, special ed could even, you know what I mean? It’s just wide open, I mean.

\*A

Just a point of information, we will have a, the kids that, our AT&T classroom, will be, we’ll have iPads for all the kids.

\*Q

Oh, excellent.

\*A

So, starting next year, in the fall. So, if people are interested in doing research on the impacts…

\*Q

That’s great to know.

\*A

…that’s a possibility.

\*Q

We’ll have to announce that in the college, too, because I’ve been getting a lot more interest in, you know, “I teach K through 2, or K through 3, like what can I do with them?” And I’m like, “Well, I’m higher ed, so I need to look into it, so.”

\*A

Other comments, ideas? Where do you think we should go with this as a group? Should we plan something for a next meeting? (inaudible)

\*A

I think with the whole tech-mentor thing is a potentially helpful idea, but you’re gunna have to think about what it is that’s going to motivate the tech-mentors.

\*A

And motivate the others to go use them.

\*A

Yeah, right. But it’s easier for them. I mean, it’s easier for I think sometimes the faculty members, go to another faculty member to talk to them about stuff.

\*A

Sure, true.

\*A

As a mentor than otherwise. So, but, the tech-mentors maybe having a…maybe giving them an iPad.

\*A

Right.

\*A

If they’re willing to serve as a tech-mentor for a year.

\*Q

For like a period of, yeah.

\*A

If, and, but they have to have so many contacts or something, you know.

\*Q

Right.

\*A

I don’t’ know, but that might be an idea.

\*Q

(inaudible), yeah.

\*A

And with some of these things, I don’t think it’s a matter of all or none, you know. Maybe we just do one or two.

\*A

No.

\*A

To test it out, to try, to see how it goes, and then expand it after that.

\*Q

Well, one thing that I do. When I, when faculty come to me with issues, like, Scott and I had a great conversation, like, I don’t know, almost a year ago about iPads and all kinds of stuff. One of, one of the tricks though is while Scott and I are talking, I’d say, “Hey Scott, Davidson’s also doing this.” So, I think the (inaudible) is really like on our department to keep track of what faculty are doing so we can suggest that, because then it becomes a peer-to-peer thing. It’s one thing for

me to say, “Oh, this is a great technology. (inaudible) another one, Davidson.” It’s, he’s (inaudible).

\*A

That’s a helpful thing, too.

\*Q

Yeah, and I do that a lot, but I mean, that’s something that we have to keep track of because I can’t always (inaudible) of who’s doing what, so. But that ties into the publicizing success maybe. You know, do we ask faculty to list things that they’ve accomplished in a public way, Beth?

\*A

Yeah, it goes into (inaudible) where they’re…there’s a recognition area.

\*Q

Okay.

\*A

Where they can post, mostly it’s of publications or conferences or things like that.

\*Q

Right, but we certainly could ask some similar technology questions, like what have you done that you think is cool? Like, informally within the college, and then publicize that.

\*A

Yeah, there’s a variety of ways we can do that.

\*Q

Could we develop a database of the skills, technology, teaching, and research skills of people that, you know, so if somebody came to you and, you know, needed to do something you could check it and say, “Oh, yeah, we do have other people who are…who already know about that.”

\*Q

Yeah, we, I’m sure, certainly could, yeah.

\*A

It would be a lot easier on us.

\*Q

Yeah, I mean, our goal is two-fold. We want to help people, but we’re also limited.

\*A

Sure.

\*Q

And if a GA doesn’t know it, and you know, and Julee and I don’t know it, we have to kind of hunt down somebody, you know. Say, like Todd Hawley is doing something, and so-and-so could work with him. So, but yeah, a database would be great.

\*A

But I mean, there are sort of two and two levels, and in many ways, you guys can help with getting started with the software, whatever like that. But they might also need somebody they can talk to about what to do with it and what are they doing in their classes and that’s where the other faculty would be really valuable.

\*A

I think scanning…the idea with the publications. Everybody’s Vita is up, right?

\*A

True.

\*A

Yes, but they’re not always…updated.

\*A

They’re not current, I know, I know, but…

\*Q

(inaudible).

\*A

At least it could be a starting point.

\*A

Yeah.

\*A

To go through and look at presentations and publications and see where people are writing about either research that they’re doing or just projects that they’re involved in as heads of technology site. So, like, I’m thinking of a social media, and if there are more and more faculty that are working in that area, talking about it, working, doing research, going, and then going to those people after you see what they’re doing and talking with them about what they’re doing and trying to recruit them as maybe tech mentors. But if nothing else, just being aware of what they’re doing.

\*A

Yeah.

\*A

So you can refer them to other faculty.

\*Q

Yeah, that’s always helpful, ‘cause I don’t like to, you know, since I have four schools that I have to serve, I don’t want to be like the be-all, end-all when it comes to contact, because I’m not the subject-matter expert. So, I really try to find, I try to find the people if I can. Sometimes it’s not as clear.

\*A

Well, it goes back to the same thing that we talk about I think at every meeting. We don’t have an ET, either.

\*Q

Yeah.

\*A

So, we’re working with GAs and we are working with new GAs next year that will be outside the college.

\*A

You know, we’re always changing, yeah.

\*A

Yeah, so that helps us actually a little bit this time because we can filter more of what we’re looking for, but you know, we only have so much control here.

\*Q

Yeah, and I think the thing with the ET and I, I think I may have mentioned that this is very tentative right now, not official. I’ve spoken with the dean; he is in favor of perhaps sharing an Ed Tech designer with like the college of business, so like a 20/20 split, to avoid, you know, costs overrun. So, they’re up there 20 hours a week up the hill and down here, and I would welcome that because that person could take ownership of their job. Our GAs try to do a good job, but they’re just not here enough. They don’t…we don’t expect them to check email, you know, you know Thursday night, you know, when they’re at home because they’re only here 20 hours. But with a full-time person, they’re going to be constantly monitoring email and they’re going to have a long-term relationship with faculty that you don’t get from a GA. You just, you can’t do it.

\*A

This is for course development?

\*Q

It could be course development, just all of this. This outreach, I mean, part of their job could be to visit the buildings and meeting little, small, like clusters of faculty and kind of feel them out and..

\*A

So, Business has one that’s full-time now?

\*Q

No, they don’t.

\*A

Oh.

\*Q

They don’t. This would be a new position.

\*A

Oh, okay.

\*Q

But see, that’s what I was saying is I try to get around, but I just don’t have the time. I mean, the reason I know these people is because I go visit Scott. I go visit Davidson. I ask them questions, but, which is part of my job, but I’m saying if we had someone, as Julee said, it would help enormously long term.

\*A

Yep.

\*Q

We could also propose like a nomination system. If you see a peer that’s doing exceptional work, you know, that’s knocking everybody’s socks off, have them nominated for like a technology innovation award, and you get a 500 dollar check. I mean, that’s the kind of recognition that helps. It’s both scholarly, but, you know, everybody could use an extra 500 dollars.

\*A

Well, and even, like under publicity, publicizing successes, thanks to Beth, I mean, you know, we’ve gotten…

\*A

You got in the magazine, did you see it?

\*A

Yeah, that’s the current issue.

\*A

Yeah.

\*A

The geo-historian project, and the QR codes stuff. That stuff helps, you know.

\*Q

Yeah.

\*A

When you can do it, and Beth’s been doing a great job for us for that kind of thing, so, I think, but other people need to know that, and I think you do. I mean, you do let them know that they can come to you with that kind of information, but not everybody takes advantage of it.

\*A

One thing I want to mention with the publicity, I think, most of you are aware, or at least some of you are aware, we are implementing a new website. It’ll look different, and that’s probably going to happen summer. And right now we’re doing some pilots with some of the different programs. But any rate, there’s going to be new areas, like there’s going to be alumni success stories. So, that’s something that we could, you know, rotate throughout. There’s going to be more success stories you’ll see.

\*A

That’d be good.

\*Q

Yeah, yeah.

\*A

So, there’s opportunities there with the new system.

\*Q

Yeah, and Beth and I have talked, and this is way in the future. Beth said, let’s get through this first phase of the website. The next thing I want to work on with Beth was the DL piece, where we’re going to kind of do the same thing with DL success stories, and you know. We’re going to actually interview students and put them on camera and put little clips on the website. “You know, I took this class online and I loved it,” or, you know, etc., etc. So, we’re going to do that, but that’s later after we get the, you know, the main website done, because a very…

\*A

Well, this, yeah, this phase is just going to be…

\*Q

Yeah, right, correct.

\*A

The dean wants to focus just on the programs, yeah. So, it’s the programs that are going to change first.

\*Q

Yeah, but I think (inaudible), that concept of a lot of the stuff we do, we can reach beyond just DL. I mean, after, you know, Aaron’s working really hard on getting these new teacher stations, which these are the shells of them. You know, once their done, and a teacher’s in there, we can interview them with the teacher station, “Why do you like it better?” You know, “How is it helping you in the classroom?” You know, because it’s going to…those are the kind of things that are nice to share.

\*A

What is that thing?

\*Q

It’s a new teacher station. It’s just…

\*A

It’s backwards right now.

\*A

There’s two together.

\*A

Oh, okay, I was gunna say, that is one (inaudible). I see, okay. (inaudible) on in the middle.

\*Q

But I mean, those are, I mean, it’s not just about (inaudible). But I mean, I think all those innovations are good. I mean, if we, if we’re upgrading anything, it just doesn’t have to be what we do with faculty, but what faculty are using.

\*A

What does this 4 mean? IRC must, perhaps, start to reach students outside of classes so that they have tech skills and attitudes. They’ve all got attitudes.

\*A

That’s sure damn true. Good attitudes towards technology.

\*A

Change, change (inaudible).

\*A

Actually, that came out of the minutes from the last meeting, but remember, I guess I was thinking in terms of a large portion of our student audience are going to be teachers themselves, and one of the overall goals of the college should be to get them using technology effectively in their classes.

\*Q

Yeah.

\*A

So, it seemed to me that if we…if we just assume that the teacher ed programs are going to do that…

\*A

Oh, I see. I see, I see what you mean.

\*A

Right.

\*A

It’s not going to happen. We already know it. It’s happening with people like Bill Kist and Alicia Crowe, but it’s not happening with a lot of other people. And so.

\*A

Right, so that’s why outside of class. We can’t assume that they’re getting it in class.

\*Q

Yeah, we’ve already started doing that, in fact, recently. You all should have seen, the EHHALL went out about the SmartBoard walk-ins.

\*A

Yeah.

\*Q

The whole point of that is, “Come in, student, between classes and learn how to draw on a Smartboard.”

\*A

There’s a good chance you are going to have Smartboards when you go out and teach.

\*Q

Yeah, right. Yeah, Brittany?

\*A

This is just, this is just kind of a side-note about the SmartBoards, but I recently just the other day went to a school in Wooster because I had to do a crisis management plan for one of my classes, and they have these things, I can’t remember what they’re called. They start with an M, and they’re just like this big, and it goes with (inaudible).

\*A

Mimioboard.

\*A

Yeah.

\*A

Mimios, yeah.

\*A

Yeah, and it just makes your white boards into SmartBoards. It’s the coolest thing.

\*Q

Yeah, we’re seeing, we’re seeing that. We’re kinda, that’s very helpful. We, the problem is, we’re kinda stuck up, we’re kinda hung up, I should say, on “smart” technologies because.

\*A

Stuck up.

\*Q

Well, we could be stuck up, too, but.

\*A

No, there’s just, there’s only a few schools that are actually using that right now.

\*Q

Yeah.

\*A

Whereas, like a large mass of schools are using the SmartBoards.

\*A

Yeah.

\*A

So, we’re trying to focus on the SmartBoards right now.

\*Q

But’s not to say that if we find out that Mimio is in like 60% of schools across the state, we could perhaps have one unit available for someone to use. That would be…

\*A

I did just buy one for…

\*Q

Oh.

\*A

…for Mike Mukusa.

\*Q

There we go.

\*A

Because he was going in, he was supporting a class that was using them a lot in a certain school. And so, he wanted to learn how to use it. But, well, I didn’t buy it for him. The department bought it. Let me clarify that. I don’t want everybody asking me for one. But I was going to add, the Ed Tech class, actually, one of the faculty for that came and asked me about the SmartBoard Walk-in sessions. He got the email, and I was explaining to him, this is a walk-in, like a one-on-one, or, you know, more focused on your questions and your needs. And now, all of a sudden, I’m getting all these emails from faculty that want us to come to their classes and do the sessions like a SmartBoard session.

\*Q

Well, yeah, but the flipside to that is that some faculty are trying to embrace technology, but they’re not quite sure how to explain why they should.

\*A

Well, I’d say two things. One is, we have a classroom across the sidewalk over here that does that, where we have kindergarten kids using Legos robotics tools to use simple machines and stuff. We have that that we could be taking more advantage of first. And second, I agree, I mean, the partnerships with the schools are really important, but I, one time, you know, one of the ways that you might think about, one of the things that I’ve tried before, and we might try to do it in a different kind of way, is, and was always happened on St. Patty’s Day, St. Patrick’s Day because it’s one of my favorite holidays.

\*A

Mine, too.

\*A

Is we brought the kids with their teachers to the university at the ballroom, over in the ballroom, and we had the kids demonstrate what they were doing in the schools.

\*A

Oh yeah.

\*A

And invited faculty, had a free lunch.

\*A

Yeah, yeah.

\*A

Invited faculty to the lunch.

\*Q

Nice.

\*A

And thought that maybe we could work it in backwards, you know?

\*Q

Yeah.

\*A

We’ll give you free lunch, and we’re not going to tell you know, just watch what this kindergarten kid’s doing, or watch what this 3rd grade kid’s doing, and listen to him tell you or her tell you about their stuff, and then go back to your classroom and try to do the same-old, same-old.

\*A

Will you still do this every year?

\*A

No.

\*A

Oh, was that the ten-year anniversary of…?

\*A

No, I think it’s different.

\*A

No, we did it, we did it every year.

\*A

You do the anniversary party every year, but you don’t do this anymore.

\*A

Oh, well still do that. We do still do that.

\*A

And that’s where you bring in kids, yeah.

\*A

And we still bring kids, and they demonstrate what they’re doing there.

\*Q

That’s a great way to…

\*A

But this was a thing, we had round tables. We had a different, we had the teacher, a different teacher, a different set of kids at every table, and we’d have like…

\*A

(inaudible)

\*A

…10 different tables, and it was really great. I mean, we got a decent turnout, not great, but.

\*Q

Yeah.

\*A

Just that idea, following your point about partnerships with schools and making this link so that somehow if we can find a way to have our faculty become more aware of what’s actually going on in the schools.

\*Q

Right, I agree.

\*A

And then, help find…help them find an easy way to move from wherever they are at whatever level.

\*Q

Right.

\*A

To the next step, you know, to improve.

\*A

But if, I mean, if there was this structure in place where they would, I mean, then the (inaudible) districts working with, Kent State’s been great.

\*Q

Yeah.

\*A

What a great opportunity. We’ve learned so much and it’s helpful, but I mean, we gotta start building some of those.

\*Q

And Scott, maybe the way to do that, to kill two birds is some of our grad students could take on projects that reach out to the schools that way.

\*A

Yeah.

\*Q

That could be their thesis or their culminating, Masters’ level or Doctoral project, you know, vs. just doing a traditional, you know, thing. It could be like action-research, you know. Right on site where you’re doing things.

\*A

Yeah.

\*Q

That would help everybody.

\*A

Yeah.

\*A

Well, I know for math, this is…this is the time to do it because the standards are changing.

\*Q

Right.

\*A

So, any support that we can…that they get a sense for, we can help them with, is kinda getting the foot in the door, so.

\*A

I’ve gotta go.

\*A

Yeah, well, we probably oughta wrap this up.

\*Q

Yep.

\*A

But, perhaps for the next, there’s going to be one more meeting?

\*Q

Yes, it’s in April.

\*A

So, maybe we could…Jason and I will try to figure out something to follow up on this, and if you have ideas about what we could do at that next meeting to actually move us forward a step or two rather than just going back over the same, same discussion.

\*Q

Right.

\*A

Let us know and we’ll do that.

\*A

Okay.

\*Q

So, I guess we’re adjourned.