

TechExpress: A proposal from the Technology Steering Committee (TSC)**1) Rationale:**

- a) At present, approximately 15% of the Prince George's Community College classrooms are equipped with near state-of-the-art instructional technology¹. Although we have no concrete data, members of the TSC estimate that a full instructional usage of these existing resources is extremely low. While the TSC strongly endorses continuing efforts to expand state-of-the-art instructional technology to all classrooms, we believe that it is equally essential to train and support faculty to use these tools, and thereby enhance the effectiveness of the teaching-learning environments they create; including but not limited to the classrooms where faculty teach students face-to-face.
- b) The TSC believes that enhancement of teaching-learning effectiveness must be a strategic priority for Prince George's Community College, and that instructional technology provides important and powerful tools that can be employed by teaching faculty to achieve that enhancement:
 - i) While the technology resources in local public high school are growing, and many of the students who attend community college utilize social media, mobile phones, and mobile media players, many incoming community college students are not accustomed to using teaching-learning technology.
 - ii) Many of the institutions to which our students aspire to transfer expect their students to employ technology skills that are already highly developed. (Need to discuss development of technology outcomes for students and faculty.)
 - iii) As the technology literacy of beginning college students grows, Prince George's Community College must be prepared to compete effectively with private technology institutions such as Capitol College.
- c) As the internet evolved, our Distance Learning Program faced a challenging transition from a limited collection of newspaper and television-based courses to a full curriculum of internet-based online courses. An essential key to this transition has been *Online Express*.
- d) The continuing maturation of instructional technology tools now poses a similar challenge for all college learning environments; the challenging transition from traditional lecture-discussion types of classes with paper textbooks and chalkboards, to "blended learning environments" that more effectively engage students by combining the best elements of face-to-face interaction with a wide variety of electronic multimedia resources and tools

¹ An intelligent instructor workstation with Extron control system, Symposium monitor (supporting digital writing tools), Smartboard software, internet access, mounted data projector, document camera, DVD player, etc.

that support and enhance communication, interaction, acquisition of information and development of skills. *TechExpress* is based upon the model of *Online Express*, and is designed to motivate, accelerate, and support this transition to more effective blended learning environments.

2) Goals:

- a) Communicate and support an institutional expectation that all faculty learn and adopt appropriate applications of technology to enhance the effectiveness of teaching and learning activities in all teaching-learning environments, including face-to-face, online, hybrid, and independent study.
- b) Train faculty to fully utilize state-of-the-art instructor workstations² when they teach students face-to-face settings.
- c) Increase faculty access to and effective use of appropriate teaching and learning technologies in all teaching-learning environments.
- d) Assist faculty in identifying, acquiring, and learning to use unfamiliar technologies (hardware and software) that are appropriate for supporting teaching and learning in their respective disciplines.

3) Two-Semester *TechExpress* Model:

a) Learning Semester

- i) *TechExpress* Seminar
- ii) Weekly seminar sessions
- iii) Initial sessions to introduce existing/known hardware and software:
 - (1) Extron workstations
 - (2) Sympodium with SmartBoard software
 - (3) Blackboard and other Learning Management Systems with Wimba, Blogs, Wikis, etc.
 - (4) Colleague and other ERP tools
 - (5) Microsoft Products (Office, Office Live, Advanced PowerPoint, Learning Essentials, SharePoint, Portal, etc.)
 - (6) Adobe products (Acrobat Pro Advanced, Connect Pro, Presenter, PhotoShop, Creative Suites, Web Studios, etc.)
 - (7) SkillPort online training resources
 - (8) Google Apps
 - (9) iTunes-U
 - (10) Discipline-specific technology-based publisher materials
 - (11) Social Networking (Facebook, Twitter, Second Life, etc.)
 - (12) Informal Video (uTube, etc.)
 - (13) Mobile devices (iPod, iPhone, MP3, etc.)
 - (14) Tegrity and other activity capture systems

² An intelligent instructor workstation with Extron control system, Sympodium monitor (supporting digital writing tools), Smartboard software, internet access, mounted data projector, document camera, DVD player, etc.

- (15) Softchalk
 - (16) Video Conferencing
 - (17) 3D
 - (18) GIS
 - (19) I-Net
 - (20) Other resources as they evolve and/or are identified
- ii) Each individual participant begins to prepare a technology-based teaching-learning plan for at least one semester-long course.
 - iii) Participant presentations:
 - (1) Each participant attends and reports back on one local or national conference that is relevant to teaching with technology.
 - (2) Individual or small groups of participants lead seminar sessions that share elements of their preliminary teaching-learning plans, and explore potential applications of teaching/learning technologies (hardware and/or software) in different disciplines.
- b) Teaching Semester:
- i) Prior to the start of the teaching semester, each individual participant completes a technology-based teaching-learning plan for at least one semester-long course.
 - ii) During the teaching semester, individual participant teaches at least one semester-long course in accordance with her/his technology-based teaching-learning plan.
 - iii) Each participant is scheduled to teach this/these course(s) in appropriately equipped teaching-learning environments.
 - iv) Each participant is provided with individualized support, mentoring, monitoring, observation, etc.:
 - (1) Leading up to semester start
 - (2) During implementation semester
 - (3) By facilitator
 - (4) By Instructional Technology Services
 - (5) Teaching and Learning Center
 - (6) Other?
 - v) Occasional supplemental seminars (as needed) to:
 - (1) Introduce new technology
 - (2) Share lessons learned
 - (3) Collaborate to solve problems currently being faced
- c) Follow-Up:
- i) Evaluation seminar:
 - (1) What is working?
 - (2) What is not working?
 - (3) New ideas to try?

- (4) New needs?
- (5) Plans for future semesters?
- (6) Suggestions for improving the *TechExpress* program.
- (7) Recruitment of new *TechExpress* participants.
- ii) Each participant will directly participate in an appropriate dissemination activity. Examples:
 - (1) Department or division workshop
 - (2) College Enrichment Day workshop
 - (3) Local or national conference presentation
 - (4) Published article (campus, local, or national publication)
 - (5) Participate in creating and maintaining a *TechExpress* site within the college portal.

4) Budget:

- a) 9 ECH (Equivalent Credit Hours)³ for faculty facilitator during initial two-semester cycle:
 - i) 3 ECH (~\$1800) to initially develop the *TechExpress* program (not needed for subsequent replications of the program)
 - ii) 3 ECH (~\$1800) to teach the *TechExpress* seminar
 - iii) 3 ECH (~\$1800) to mentor all *TechExpress* graduates during their initial implementation semesters
- b) 6 ECH per faculty participant⁴
 - i) 3 ECH (~\$1800 x number of participants) for semester-long training and development of a specific technology-based teaching-learning program for implementation during the following full semester.
 - ii) 3 ECH (~\$1800 x number of participants) for semester-long support during implementation of the new technology-based teaching-learning program.
- c) Budget line for speakers and consultants (\$2000?):
 - i) No pay required for 12-month staff
 - ii) No pay required for vendors
 - iii) Honoraria for other speakers/consultants (e.g. full-time or adjunct faculty from PGCC or the local area, other local experts, etc.)

³ Full-time teaching faculty contracts require teaching 30 credit hours each semester. 3 ECH means that in lieu of teaching a 3-credit course (10% of the contract requirement) the teaching faculty member can instead be reassigned to an alternative assignment (e.g. *TechExpress*). The full-time teaching faculty member is not paid more for this assignment. Instead, the college pays a member of the adjunct faculty to teach a 3-credit course which would otherwise be taught by the full-timer. Faculty on ECH alternative assignments are expected to commit 30 hours to the alternative assignment for each 1 ECH. Based upon *OnlineExpress* model, ECH costs for adjunct teaching replacements would be paid by Academic Affairs or WDCE.

⁴ While it is envisioned that *TechExpress* would initially serve full-time faculty, it will also be appropriate expand participation to include adjunct faculty.

- d) Budget line for participant hardware (\$250-\$1500 per person?) Examples:
 - i) Copin State provides a laptop for each faculty member who uses Tegrity (\$1200-1500 each?).
 - ii) Oliver purchased a wireless mic for Eldon to use with Tegrity (face-to-face recording). (~\$200 each?)
 - iii) Michael Burt uses a wireless headset/mic to use with Wimba (online Blackboard recording). (~\$100 each?)
- e) Budget line for participant software: (\$150 per person plus any institutional licences?⁵)
 - i) Tegrity licenses?
 - ii) Adobe software licenses?
 - iii) Softchalk licenses
 - iv) Other?
- f) Budget line for other professional development (amount to be determined):
 - i) Registration, travel, room, meals etc. for each participant to attend one local or national conference that is relevant to teaching with technology.

5) Facilities:

- a) Classroom: State-of-the-art classroom for seminar sessions (CAT-303 or Accokeek 3rd floor training room)
- b) Lab: Participant access to state-of-the-art instructor workstation(s) for individualized experimentation and practice (to be arranged)

6) Proposed Implementation:

- a) Initial *TechExpress* Seminar: Spring 2010 (if approved and funded)
- b) Initial *TechExpress* Teaching Semester: Fall 2010 (if spring semester is approved and funded)
- c) It is anticipated that *TechExpress* will continue to operate on an annual basis:
 - i) At least initially, the Learning and Teaching semesters should occur during the fall and/or spring semesters.
 - ii) Participants will use summer and winter breaks to prepare for their respective blended teaching assignments.
 - iii) Number of participants (6-12 per semester) will be subject to budget considerations.
 - iv) Program frequency to be determined.

⁵ Some of these license are expensive, while others are inexpensive. A "limited" Tegrity license, sufficient for getting started is \$10,000 per year; a full license is \$20,000 per year. Adobe Acrobat Pro cost about \$75 per person.