

Educational Technology Advisory Committee
Report of Projects
2005-06

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About ETAC

The Educational Technology Advisory Committee (ETAC) advises the San Francisco State University (SFSU) campus administration on policy and plans for the academic technology around convergence and integration of many forms of teaching, learning, research, and service.

As part of the advisory process, ETAC acts as a liaison between faculty and: campus administrators, students, staff, and other University technology committees, with respect to all aspects of technology related to supporting effective teaching and learning. As liaison, ETAC is tasked with facilitating data collection from faculty members, students, staff members and administrators, disseminating the data collection results to the appropriate groups, and making recommendations based upon analysis of the collected data.

ETAC makes these recommendations, regarding policy, priorities, procedures, and resource allocations, to the Vice President for Academic Affairs/Provost; the Vice President for Administration and Finance; and/or the President.

The following is a collection of projects and items discussed in ETAC meetings over the period of Fall 2005 and Spring 2006.

I would like to thank all members of the committee for their discussions and suggestions toward a better technology platform for teaching, learning, research, and service.

Sameer Verma, Ph.D.

Chair, ETAC 2005-06

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Topic: Learning Management Systems at SFSU – iLearn and Blackboard

Description: At the April ETAC meeting, Kevin Kelly made a presentation to ETAC covering the following topics:

- Brief history of Learning Management System (LMS) solutions at SFSU:
 - During this section, Kevin discussed the long standing problems with Blackboard, the vendor's mixed efforts to fix them, and SFSU's efforts to investigate alternatives.
- Status of scalability testing for iLearn:
 - During this section, Kevin discussed the current load and server configuration (2005-06) and the anticipated load and configuration changes when new servers are put into production (Jan 2007).
- Status of a usability study of both iLearn and Blackboard:
 - In 2005-06 AY, Kevin conducted a usability study of both iLearn and Blackboard with the help of Dr. Brian Beatty (ITEC) and a usability graduate student from UC Berkeley.
- Status of accessibility study of both iLearn and Blackboard:
 - In 2005-06 AY, Kevin conducted an accessibility study of both iLearn and Blackboard with the help the Disability Programs and Resource Center. While the numbers are not statistically significant, iLearn was found to be more accessible to students who use a screen reader (JAWS) and voice recognition software (Dragon Naturally Speaking). In Fall 2006, SFSU will work with the CSU to conduct a larger study throughout the system.
- Culture changes at SFSU
 - During the iLearn investigation, more faculty members have engaged in Scholarship of Teaching and Learning research about online teaching and learning. Entire departments have been getting involved as groups of peers learning together, rather than individually. Faculty and staff have been using iLearn for committee work in between meetings, which did not happen with Blackboard.
- Perspectives and issues to consider when making a decision about LMS solutions
 - Kevin and Dr. Joshua Mindel (ISYS) have been documenting the decision-making process related to choosing LMS solutions. Kevin proposed that the campus view issues through three "lenses": teaching and learning, technology management, and administration. The issues to consider include, but are not limited to, accessibility, contractual constraints, ease of use, extensibility and customizability, infrastructure, integration, liability, long-term viability, maintenance, migration or transition, performance, quality, reliability, risks, scalability, security, stability, staffing, support, and total cost of ownership.

Coordinator/Contact: Kevin Kelly (kkelly@sfsu.edu)

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Topic: ETAC Faculty Technology Survey

Description: The ETAC Faculty Technology Survey project completed two components during Academic Year 2005-06:

1. a subcommittee completed the unfinished work of analyzing the 2003 ETAC Faculty Technology Survey results and forwarded recommendations to the full ETAC
2. the same subcommittee revised the survey and initiated another round of data collection in 2006

The 2003 survey results had been discussed and partially analyzed, but no conclusions had been drawn, no recommendations had been made, and no final report had been written. Brian and Kevin undertook this task in December 2005 and brought it back to ETAC for review after the holiday break. Several members of ETAC reviewed the document and provided feedback by e-mail and in-person during the February ETAC meeting. The subcommittee completed its report in early March 2006. The report contains a summary of results for each of the four major sections of the initial survey, a brief discussion about what the results might mean for SFSU, and recommendations about action to pursue.

At the March ETAC meeting, ETAC determined that another survey would be beneficial to address a number of issues:

- provide more in-depth analysis with respect to selected survey topics from 2003
- assess emerging faculty and student needs related to new technologies used for teaching and learning
- consider the collection of longitudinal data regarding some of the original survey topics

In March and April 2006, Brian and Kevin drafted a revised survey for review by the entire ETAC membership. Key differences from the 2003 survey revolved around a desire to focus on the impact that technology has on teaching and learning, instead of a focus on the specific technology solutions alone. Several members reviewed the document and provided feedback using a discussion forum in ETAC's iLearn workspace. Brian and Kevin revised the survey, led a final discussion during the May 2006 ETAC meeting. After approval, the survey was set up in an online environment for the next round of data collection. An invitation from ETAC Chair, Sameer Verma, went out to all faculty in mid-May (with the permission of the Provost and assistance from Stephanie Schwartz, Executive Assistant to the Provost). The results of this survey are being gathered over the summer and will be brought to the September 2006 ETAC meeting for initial discussion. Provided the ETAC members do not call for another round of survey data collection, a subcommittee will conduct a similar analysis with recommendations and prepare it for initial presentation at the October 2006 ETAC meeting.

Coordinator/Contact: Brian Beatty (bjbeatty@sfsu.edu) & Kevin Kelly (kkelly@sfsu.edu)

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Topic: Electronic Portfolios for students

Description: This project builds on the campus-wide needs assessment conducted in the last academic year (05/06). In 2004, the number of institutions offering e-portfolios doubled from the previous year to include nearly one-third of U.S. institutions. This proliferation of electronic portfolios in higher education has been dramatic, with some campuses integrating learning management systems with electronic portfolios. Other institutions are shifting their entire data management systems to integrate student records within the context of an e-portfolio.

At SFSU, 9 College Deans and 72 department Chairs were surveyed (Fall, 2005) 25 departments (62% of all respondents) indicated that they already required some form of portfolios (paper-based or digital), or expressed interest in using electronic portfolios at the course or department levels in the next 12 months. 17 departments (68% of those already using portfolios) are already using some form of digital portfolios [Hosted software solutions: Taskstream (students required to pay), E-folio, I-CAP, as well as CD, DVD, and websites.] Data reported included nine undergraduate, five graduate, four both grad/undergraduate, and four credential programs. A clear pattern of need and academic purpose emerged across the 17 responding departments already using digital portfolios. Purposes for student portfolios most often cited are:

- Career Development
- Student Assessment
- Program Assessment

SFSU does not currently have a campus-wide ePortfolio solution, nor funds currently allocated to implement a long-term solution. Recommendations include:

- Fund an e-portfolio software solution for campus wide student and program needs
- Develop training and support for students and faculty
- Create ePortfolio@SFSU website in AT as interim measure, enabling students with web-authoring skill to use personal web space (underway)
- Assist those departments with ePortfolio programs already underway, or mandated by accrediting agencies to start programs.

Coordinator/Contact: Ruth Cox, Ph.D. [HED/AT appointment] ruthcox@sfsu.edu

URLs:

ePortfolio Overview Presentation: <http://is.sfsu.edu/node/74>

Example of student ePortfolio: <http://catherinemagee.sfsu.myefolio.com>

Topic: Updates from Division of IT

Academic firewall

Description: The campus network firewall implementation project has been successful in securing individual buildings on campus including HSS, ADM, , Psychology, Creative Arts, and Fine Arts. Ongoing project. Other buildings are scheduled soon.

Contact/Coordinator: Jack Tse DoIT jack@sfsu.edu / Jonathan Rood jrood@sfsu.edu

Acceptable Use Policy

Description: The Acceptable Use Policy has been updated following a review by ETAC, Office of General Counsel, and others. Ongoing project to update as needed.

Contact/Coordinator: Lisa Ho lisaho@sfsu.edu / Jonathan Rood jrood@sfsu.edu

Email and calendar

Description: The new email servers are in place and the majority of faculty, staff and students have moved to the new servers. Meeting Maker is being phased out and replaced with LotusNotes Calendar on campus. Now all students, faculty and staff will have a calendar as part of the license agreement with IBM.

Contact/Coordinator: Jonathan Rood jrood@sfsu.edu Phoebe Kwan pkwan@sfsu.edu

LDAP and role based directory

Description: The Directory has been implemented and is undergoing continuing refinement to provide full functionality.

Contact/Coordinator: Jack Tse jack@sfsu.edu / Phoebe Kwan pkwan@sfsu.edu

Portal

Description: The Portal Pilot is planned for Fall 06. Themes and Skins have been developed by the Office of Public Affairs / Publications and many on campus have participated in the review of the planned content. A decision has been made by the President's Cabinet to use inside.sfsu.edu as the entry into the Portal with the identity being inside SF State. As the Portal is being developed for inside use at SFSU, a companion project led by the Office of Public Affairs / Publications is being initiated to re-do the web for the campus for external visitors.

Contact/Coordinator: Jonathan Rood jrood@sfsu.edu / Ellen Griffin elleng@sfsu.edu

Graduation Planner

Description: This project involves the development of a web-based method for students to view all requirements and needed courses for their major. This will provide students with a "road map" to map out the sequence of the courses they will need to take to graduate. The benefits: this will allow students to be able to graduate faster as they will see the sequence of courses needed and this will allow better provision of courses for the

students as the university will be able to predict through this information what courses will be in demand on a per semester basis.

Contact/Coordinator: Jonathan Rood jrood@sfsu.edu / Phoebe Kwan pkwan@sfsu.edu / Jo Volkert jvolkert@sfsu.edu

Several CSU-wide IT initiatives

Digital MarketPlace, iTunesU, Cdigix and CENIC Ruckus agreement, On-line Degree Programs, Accessibility/Technology Initiatives, Business Continuity Planning, IT Security Planning, Electronic Waste Disposal Contract

Description: Each of these are ongoing projects and will be discussed in the coming 2006-07 Academic year.

Contact Coordinator: Jonathan Rood jrood@sfsu.edu

Topic: Update from Academic Technology

Classrooms

Description: Academic Technology installed ten new enhanced classrooms ready for Fall, 2006 classes. In addition to the projector, VHS/DVD player, audio system, and easy to manipulate control unit that does not use batteries, captioning equipment was also integrated with the console.

Work was also finished on an experimental classroom in Burk Hall, which now houses exciting new technology integrated with the projection system and playback units. Another classroom with rear projection is currently under construction in Burk Hall.

Collaboratory

Description: The Collaboratory, BH229, is now ready for videoconferencing, as well as the GroupSystems software for Collaboratory efforts.

Student Response Systems

Description: Academic Technology can now check out Student Response Systems to faculty for use in their classes. These little remote control type units give instant feedback to instructor queries about class lessons, survey type questions, attendance, etc. Faculty can check out as many as 200 units at one time, so that larger classes can also be served.

AV Media acquisition

Description: This summer, Academic Technology accessioned 261 DVDs, VHS tapes and CD-ROMs, bringing to 1,052 the number of media items accessioned since July 1, 2005. Each department chair received a listing of all new titles in their areas before the start of the semester. We now have 16,878 titles in the collection.

Videoconferencing

Description: AT continues its videoconferencing efforts with an Iraqi connection between medical teams and an SF State professor, usually on a weekly basis, depending upon problems at the distant site. New, portable conferencing units now provide in-classroom set-ups.

Contact/Coordinator: Val Sakovich sakovich@sfsu.edu

Topic: Disability access - IT activities:

Description: The Information Access Subcommittee of the All University Committee on Students, Faculty, and Staff with Disabilities addresses issues of access to IT as it relates to the academic program and people with disabilities. Activities have included:

- looking at identifying web assessment tools to aid the university in creating accessible web pages;
- developing ergonomic standards for workstations in campus computing facilities
- creating a work group to look at operationalizing Executive Order 926 for the university as it applies in information access and technology

The DPRC has addressed issues of access to IT as it relates to the academic program and people with disabilities through activities that have included:

- created a new IT position devoted to working with campus stake holders in making on-line academic activities accessible to people with disabilities; recruitment took place during the spring 2006 semester; the position was successfully filled as of July 1, 2006
- collaboration with Academic Technology to evaluate iLearn and Blackboard environments for accessibility to people with disabilities; initial results indicate that iLearn is more accessible than Blackboard but more rigorous testing is needed before making a final determination
- participation summer 2006 in faculty workshops addressing learning management systems and access issues

Contact/Coordinator: Geoff Brown gbrown@sfsu.edu

Topic: Plagiarism Prevention Software — Turnitin

Description: At the May '05 ETAC meeting, Jim Kohn, Chair of the English Department, and Amy Love, Humanities and Academic Senate representative on the Center for Teaching and Faculty Development Advisory Board, made a presentation to ETAC on the need for plagiarism prevention software.

1. Students plagiarize (or fail to cite completely)

Based on a review of the literature and their own study, Weinstein and Dobkin (2002) find roughly one out of every five or six student papers is plagiarized.

In a survey of over 40,000 undergraduates, “51% ... acknowledged at least one incident of serious cheating on written work.” Of these, four out of five reported that their cheating included cutting and pasting from the Internet or downloading product from a paper mill. (McCabe, 2005, p. 27)

2. Identifying plagiarized work and finding the source is time-consuming and difficult without specialized software.

Internet search engines find plagiarism only if the teacher senses a problem and the source material is on the web.

Many of the free papers on the Internet and even some of the papers-for-pay are indistinguishable from marginal student work. (Faber & Lindsay, 1999).

Students also submit work from their peers: Bloomfield (as cited in Weinstein & Dobkin, 2002) finds that 3% of essays matched previously submitted work.

The SFSU English department has found that many students do not seem to even understand this to be a problem.

3. Faculty are exhorted to prevent plagiarism by making assignments unique and relevant, but all assignments are open to small-scale plagiarism and even the most exciting assignment may attract a plagiarism from students juggling school, work and family.

4. Turnitin is the premier product of its kind, and CSU has a preferential licensing agreement.

Turnitin is being used by 19 CSU campuses.

A license for the whole campus would cost less than \$20,000/year, while a license for the English department alone would cost \$12,000/year (and most of those students are from other disciplines, taking required composition courses).

5. When Turnitin was licensed in the past, use was limited because of poor deployment.

Instructors were told that they had to attend a class to use it.

It was not promulgated as a teaching tool, but as an alternative to looking for the source of plagiarism using Google or another search engine.

Because of the concern for academic integrity and the burden plagiarism prevention and detection places on faculty, the Center for Teaching and Faculty Development Advisory Board voted unanimously to recommend licensing Turnitin.

ETAC responded to this presentation with the same recommendation. Since that time, the two largest tutoring centers on campus, the Learning Assistance Center and the Community Access and Retention Program, have also urged licensing this software.

Coordinator/Contact: Amy Love (amylove@sfsu.edu) or Kevin Kelly (kkelly@sfsu.edu)

Topic: Report about CSU-wide meeting: Open Source Software Days of Dialogue

Description: At the March ETAC meeting, Kevin Kelly, Enrique Riveros-Schäfer, and Thoreau Lovell made a presentation to ETAC covering the following topics related to the Open Source Software Days of Dialogue meeting in February 2006 at CSU Monterey Bay:

Keynote session by Jim Farmer, Carnegie Foundation:

During this session, Jim Farmer discussed the three perspectives about open source: People want it, people don't want it, and people who believe the diffusion of knowledge about it is more important than the software. Interesting items from the presentation:

- At least \$6 out of every \$10 for IT budgets go toward software maintenance
- 76% of new license revenue goes to sales and marketing
- It costs \$9.60 to put a student in a seat for one clock-hour in a university classroom

Jim also gave details about the ESUP Portail (portal) Project in France:

- 17 French universities (similar to CSU campuses) divided tasks among themselves to develop an open source portal (uPortal) with Moodle. They did this without a governing board

Attending campuses gave presentations about using open source

1. Sonoma State has created an IT Architecture document: states that SSU has a preference for open standards. CSU Monterey Bay is developing several small OSS projects (guest login system for web, network monitoring, etc). A faculty member at CSU Fresno is investigating Sakai with a CAS (central authentication server), Babylon chat & whiteboard, live chat for help desk support, Flashlight (online surveys & course evals) and Open Standards (<http://calconnect.org>). Cal Poly San Luis Obispo is working on uPortal with a Websphere application server, CAS, and O/S portability (Solaris, Linux). Strategic architecture & application development direction centered on open standards.
2. SJSU is developing OpenCMS – Content Management System (Java/XML). The CSU Center for Distributed Learning uses WebGUI – Content Management System (Perl), and is conducting a OS Content Management System Review. Humboldt State uses Moodle and other open source applications. There was a lot of interest in the SFSU Moodle implementation, due to the scale.
3. A proposal was suggested for a CSU Open Source Lab
4. Oregon State Open Source Lab, a 501c entity (<http://osuosl.org>) is funded by Google. Cal Poly Pomona proposed that the CSU create an Open Source Lab to create cost savings and to educate students. Preliminary objectives involve:
 - OS Development Life Cycle
 - OS Programming technique vs Proprietary
 - OS Architecture

Coordinator/Contact: Kevin Kelly (kkelly@sfsu.edu)

Topic: Academic Technology Showcase

Description: Thoreau Lovell proposed the creation of a showcase or directory for hosting brief descriptions of academic technology in use across campus. The primary goal for this project is to prevent duplication of effort across campus and possibly the CSU. It is often the case that after implementing a particular project, we find that a similar effort was already under way elsewhere on campus. Additionally, the project directory would give the campus community new ideas on combining existing projects into richer technology for teaching, research and service at SFSU.

These would be pointers to projects undertaken by faculty, staff and students across campus. Provide a common point for sharing information. The project was proposed but has not taken any shape beyond the discussion. We are hopeful it will gain some momentum in 2006-07

Contact/Coordinator: Sameer Verma (sverma@sfsu.edu), Thoreau Lovell (tlovell@sfsu.edu)