

Educational Systems and Technology Committee

Draft Agenda

November 27, 2023

3 – 4pm MS Teams

Attendees: Cindy Schultz, Katie Tuck, Courtney Boisvert, Akhtar Malik, Awneet Sivia, Carl Janzen, Lee-Anne Stephen, William Maher, Kevin Burk, Jed Mamish, Berinder Brar, Ryan Higgins.

1.0 Welcome and Territory Acknowledgment

2.0 Business:

2.1 LMS review next steps (Awneet Sivia)

2.2 ITS Updates (Katie Tuck)

2.3 AI – Privacy and Cybersecurity (Katie Tuck)

3.0 Discussion

What are some of the emerging trends and current issues related to educational technology that we need to take into consideration as we plan our 3-year technology roadmap?

4.0 Adjournment

Educational Systems and Technology Committee

Draft Minutes

Oct 17, 2023

11 am- 12 noon, Teams

Attendees: Awneet Sivia, Katie Tuck, Kevin Burk, Ryan Higgins, Carl Janzen, Akhtar Malik, Berinder Brar, Lee-Anne Stephen, Kristi Woods

1.0 Welcome and Territorial Introduction

2.0 Introduction of New Members

3.0 Business:

3.1 Hybrid Teaching Innovations - Carl Janzen (see presentation in Appendix A)

Carl presented a 50/50 model of hybrid class delivery. Benefits included lower wait lists, ease of scheduling, maximize compute lab usage, reduced demand on commute, and more students can register. Carl noted that we have leaned on the capabilities of the computer labs, however, tech needs change rapidly over time and we need to place a larger investment into technology. UFV needs to establish a direction by either building more labs or working towards a laptop incentive. We also need more remote lab access, cloud access, as this is limited.

3.2 SLG Leader Survey on Classroom Design (Awneet Sivia and Anu Sharma) (see Appendix B)

SLG Leaders with minimum one-year experience submitted responses to a survey that focused on technology integration in the classroom. The survey was distributed by the SLG Coordinator, Michael Fischer. Responses from the survey indicated that students want multiple whiteboards, document cameras and moveable desks and chairs in every classroom. All classrooms should have maneuverable hybrid set ups that faculty can easily operate, and any new technology should have an educational component for faculty.

3.3 ITS Updates (Katie Tuck)

Katie reported that it was a standard semester start and the lab refreshes are complete. The Room Bookings portal has been updated and this is visible without logging in. Click into the classroom and see what's in the rooms. You can also click on the pictures which gives a good visual of what's in each room. Check it out and send any feedback to Kristi Wood Kristi.wood@ufv.ca

3.4 Learning Management Software (LMS) Project Update (Courtney Boisvert)

TLC and IT hosted three sessions for some instructors to trial the 3 LMSs. The LMS project is currently on hold while we are waiting for the Request for Proposals from the LMS Providers. Once the RFPs come in, providers will be invited to host workshops and student focus groups.

3.5 Committee Membership (Awneet Sivia)

We are looking for more faculty representatives for this committee. Any colleagues who would benefit and have something to contribute, please recommend them for this group.

4.0 Discussion

Homework – We are an intensive teaching institution. How can we explore what we need for effective teaching and learning for the 21st century?

5.0 Information Item

HOPE³ Guidelines <https://www.ufv.ca/teaching-and-learning/teaching-strategies/> for AI, Accessibility, Online Instruction, and Apps/Tools.



SCHOOL OF COMPUTING

Innovations in Hybrid and Hyflex



EY SWAYEL



INNOVATIONS IN HYBRID AND HYFLEX

Hybrid EVEN/ODD:

- Concept – Motivation and Pilot
- Implementation – Pedagogy, Sustainability
- Expansion – Space utilization

Minimum Conflict Blocks

HYBRID EVEN/ODD: 2023 WINTER PILOT

Goal:

Grow the program while no new computer labs are being built, without causing a growth bottleneck for programs across the entire institution.

Actions:

- HYB (Blended) sections have at least 30% face to face and at least 30% online, but typically have room conflicts.
- EVEN/ODD timetabling schedules a pair of sections to share the same computer lab, alternating between an online synchronous meeting and a face-to-face meeting.
- Feedback from Winter 2023 Pilot was very positive, so the department agreed to expand the practice for the 2023-24 academic year.

Suggestions made:

A suggestion was made about splitting first class so that both groups could have a face-to-face session on the first day, but after discussion we decided that this would be disruptive.

There was some confusion with students showing up on campus on the wrong days, but this was not widespread and resolved itself as the term progressed.

There were some concerns about online and face to face sessions being scheduled next to each other

202309	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
September						1	2
	3	4	5	6	7	8	9
	10	11	12	13	14	15	16
	17	18	19	20	21	22	23
	24	25	26	27	28	29	30
October	1	2	3	4	5	6	7
	8	9	10	11	12	13	14
	15	16	17	18	19	20	21
	22	23	24	25	26	27	28
	29	30	31				
November				1	2	3	4
	5	6	7	8	9	10	11
	12	13	14	15	16	17	18
	19	20	21	22	23	24	25
	26	27	28	29	30		
December						1	2
	3	4	5	6	7	8	9
	10	11	12	13	14	15	16
	17	18	19	20	21	22	23
	24	25	26	27	28	29	30
	31						

HYBRID EVEN/ODD: EXPANDED IMPLEMENTATION

For 2023-24 Academic year 4/6 of sections are on EVEN/ODD rotation

Rotation is applied **after** subtracting UFV closures.

Any activities that ideally happen F2F such as midterms would only ever have to be shifted by a maximum of one week.

ODD/EVEN rotation is not the same for all days of the week but is consistent for all classes that happen on a given day.

First year courses are on Odd rotation, and the rest on Even.

F2F	Week	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Odd	1	2023-09-11	2023-09-12	2023-09-06	2023-09-07	2023-09-08	2023-09-09
Even	2	2023-09-18	2023-09-19	2023-09-13	2023-09-14	2023-09-15	2023-09-16
Odd	3	2023-09-25	2023-09-26	2023-09-20	2023-09-21	2023-09-22	2023-09-23
Even	4	2023-10-16	2023-10-03	2023-09-27	2023-09-28	2023-09-29	2023-10-07
Odd	5	2023-10-23	2023-10-10	2023-10-04	2023-10-05	2023-10-06	2023-10-14
Even	6	2023-10-30	2023-10-17	2023-10-11	2023-10-12	2023-10-13	2023-10-21
Odd	7	2023-11-06	2023-10-24	2023-10-18	2023-10-19	2023-10-20	2023-10-28
Even	8	2023-11-20	2023-10-31	2023-10-25	2023-10-26	2023-10-27	2023-11-04
Odd	9	2023-11-27	2023-11-07	2023-11-01	2023-11-02	2023-11-03	2023-11-18
Even	10	2023-12-04	2023-11-21	2023-11-08	2023-11-09	2023-11-10	2023-11-25
Odd	11		2023-11-28	2023-11-22	2023-11-16	2023-11-17	2023-12-02
Even	12		2023-12-05	2023-11-29	2023-11-23	2023-11-24	
Odd	13			2023-12-06	2023-11-30	2023-12-01	
Even	14				2023-12-07	2023-12-08	

Thu

5 AB.EVEN1	5 AB.EVEN2	5 AB.ODD1	5 AB.ODD2	5 AB.TRD	5 ON.OLM
CIS 385 AB1 EVEN Ahmad, Sayed.	COMP 340 AB2 EVEN	CIS 145 AB6 ODD Abbasi, Reza.	COMP 125 AB3 ODD Chiong, Stephen.	CIS 110 AB4 TRD Blondin, Trish.	BUS 160 ON1 OLM Rajabi, Parsa.
COMP 390 AB1 EVEN Wang, Zehua.	CIS 190 AB4 EVEN Zhang, Kongwen.	CIS 192 AB3 ODD Eng, Nelson.	COMP 150 AB5 ODD Tofiloski, Milan.	COMP 155 AB3 TRD Luke, Simon.	COMP 370 ON1 OLM Adesina, Opeyemi.
CIS 221 AB2 EVEN Luke, Simon.	COMP 420 AB1 EVEN Zhang, Kongwen.	COMP 150 AB6 ODD Lee, Kyung Jae.	BUS 160 AB5 ODD Turner, Nadine.	COMP 155 AB4 TRD Hossain, Ziaul.	CIS 145 ON1 OLM
CIS 285 AB4 EVEN Al Nakshabandi, Mohammed.	COMP 430 AB1 EVEN El Sayad, Ismail.	CIS 110 AB5 ODD Alsaleh, Rushdi.	CIS 100 AB4 ODD Turner, Nadine.	COMP 230 AB4 TRD Ali, Liaqat.	BUS 160 ON2 OLM Renso, Kevin.

HYBRID EVEN/ODD: EXPANSION

Goal

Increase space efficiency gains and reduce course conflicts.

Concrete action on sustainability mandate for space, cost, and emissions reductions.

Reduce the number of situations where students have an online activity scheduled back-to-back with a face-to-face activity.

Actions

Every day, Monday through Thursday (Friday as overflow), schedule two EVEN and two ODD sections in each of the four daily low-conflict blocks.

At the same time, each day still includes 4 TRD and 4 OLM low-conflict blocks.

To reduce the number of times where students have F2F and Online session back-to-back, we schedule first year courses on ODD all other courses EVEN. Maintaining this pattern consistently over the longer term can also yield efficiencies for course preparation. Having all first-year courses start with F2F sessions also means that students in years 2-4 that are more familiar with the institution and our processes start their first week online.

Result: We have reduced the demands on the institution's space requirements by **two full computer labs, and decreased amount of student and faculty travel.**

Important: Needs for additional innovative student learning spaces on campus for projects and team-based activities are required, but these will look different than traditional teaching labs.

INITIATIVE: MINIMUM CONFLICT BLOCKS

Classes always conflict completely or not at all (no partial conflicts)

All classes except for afternoon 4 credit classes start on major block boundary.

School of Computing ran 104 sections in Fall 2023.

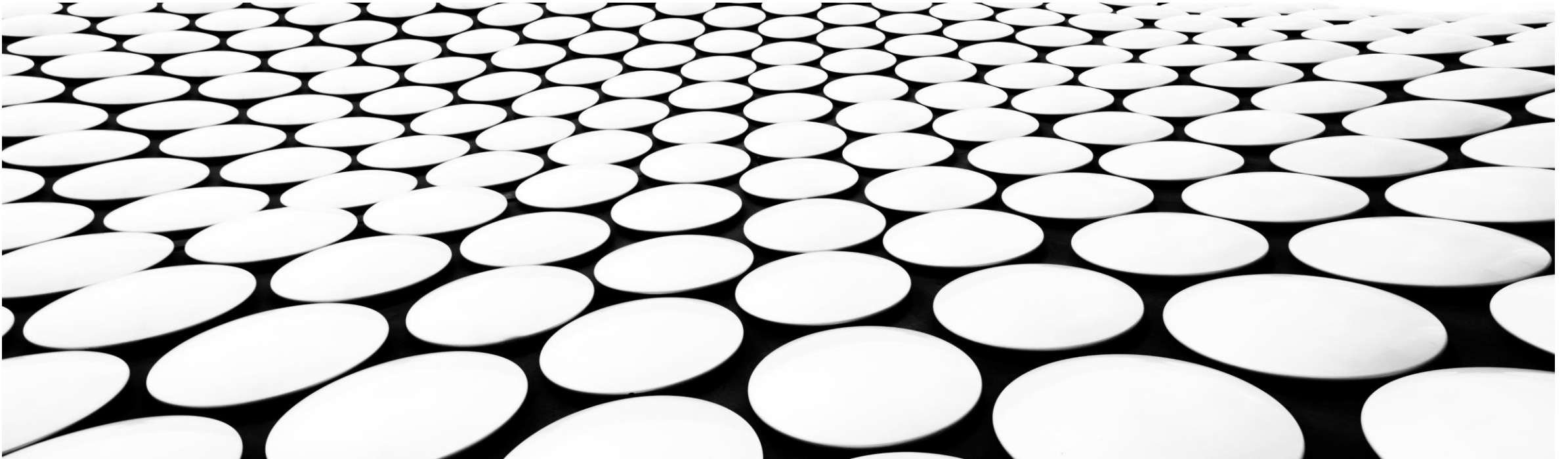
Avg registrations section: 31

Avg waitlisted per section: 1

Begin	End	Block	ODD Week	Credits	EVEN Week	Credits
830	905	A1	0830-1120	3	0830-1120	3
910	950	A2				
1000	1035	B1				
1040	1120	B2				
1130	1205	C1	1130-1505	4	1130-1420	3
1210	1250	C2				
1300	1335	D1				
1340	1420	D2				
1430	1505	E1			Empty 1430-1505	
1510	1550	E2			Empty 1510-1550	
1600	1635	F1	1510-1850	4	1600-1850	3
1640	1720	F2				
1730	1805	G1				
1810	1850	G2				
1900	1935	H1			1900-2150	
1940	2020	H2				
2030	2105	I1				
2110	2150	I2				

SLG LEADERS SURVEY: CLASSROOM TECHNOLOGIES

ESTC PRESENTATION: OCTOBER 17 2023






METRICS

- SLG Leaders (experienced with minimum one year as an SLG Leader)
- 8 participants submitted responses
- Distributed by SLG Coordinator and anonymized for AVP



QUESTIONS:

1. What technology do you see faculty using that enhances learning for you or for peers in your classes? (e.g.: document cameras, whiteboard walls around the room, interactive whiteboards/screens, multiple screens, etc.)
2. How important is it for students to be able to move desks/chairs and form groups?
3. What other suggestions do they have for technology integration into teaching (e.g.: hybrid preference, more screens, etc.)?



Q1: What technology do you see faculty using that enhances learning for you or for peers in your classes? (e.g.: document cameras, whiteboard walls around the room, interactive whiteboards/screens, multiple screens, etc.)

- Whiteboards enhance the learning experience.
- Document cameras are also useful when there are two or more projectors in a classroom.
- The projector, multiple screens for large classrooms with many students, document camera, and blackboard used for formulas and concepts enhance the learning experience.



Q2: How important is it for students to be able to move desks/chairs and form groups?

- It is very important for students to be able to move desks/chairs so that the students can work in groups or gain access to the whiteboards that are being blocked.
- Being able to move the desks/chairs encourages equal collaboration between students and groups, which leads to better engagement during group activities.

Q3: What other suggestions do they have for technology integration into teaching (e.g.: hybrid preference, more screens, etc.)?

- More whiteboards would allow all students to participate in board work.
- Having the faculty use tablets that display on the projectors, so they can transfer their notes easily to the blackboard.
- Many students mentioned that touch screens are not ideal for the students or faculty as many of them struggle with it, using up valuable class time.
- Maneuverable hybrid setup that faculty can easily operate (this used to be done during COVID, but now the majority of faculty have stopped providing this option).



THEMES

- 1. Whiteboards are frequently used and students prefer multiple whiteboards in classrooms.
- 2. Faculty should use document cameras with the ability to project on multiple screens or to split between two screens.
- 3. Touchscreen computers are not used effectively.
- 4. Technology integration enhances the learning because it provides visual components.
- 5. Desks and chairs need to be movable to allow for small group interactions and project work.
- 6. Faculty should use tablets that display on the projectors, so they can transfer their notes easily to Blackboard.