COLLABORATIVE DOMAIN GROUP (CDoG) MEETING HIGHLIGHTS

May 16, 2013 3:30-5:00 pm
Hatcher Graduate Library Gallery Lab

Attendees: Laurie Alexander, Chad Hershock, Gautam Kaul, David Mendez, Emily Rodgers, Susan Hollar, Malinda Matney, John Merlin Williams, Anthony Whyte, Kara Suzuka, Chris Quintana, Vlad Wielbut, Sean DeMonner, Cynthia Finelli, Erik Hofer

Absences: Barry Fishman, Paul Courant, Mika LaVaque-Manty, Mike Wojan, Dan Atkins, Matthew Kaplan

Guests: Svetla Sytc, Tim Kelly

Agenda:
http://cio.umich.edu/governance/collaborative-documents/20130516_CDoG_Agenda.pdf

Notes:

ITS Collaborative Phase 2 Team (Svetla Sytc)

This group provides collaboration support through self service (e.g. Google, M+Box) and campus outreach (e.g. collaboration forum, IT4U webinars). Success has been easy to define on a local level, however they are struggling to move from early adoption to broad scale use of their services. They haven’t yet uncovered tangible metrics to evaluate success. The group would like to target faculty engagement in learning and teaching and research domains.

The CDoG group suggests:

- Reach out to groups where collaboration is already happening, for example across business and engineering.
- Determine whether you are trying to get more users or more usage for your solutions and whether you want to fully displace existing tools or complement them.
- Don’t treat the university as a monolithic community, but identify individual communities and support these as initial use cases.
  - Partner with IT directors in colleges, schools, and units to uncover faculty with specific needs.
  - Reach out personally to individuals and listen to their needs, don’t invite participation via email.
- Focus on specific scenarios and compelling uses that can provide immediate results for users:
  - Faculty administrative needs: targeting their service work.
  - Student needs: students collaborate across several units, while faculty may have deeper one-to-one collaboration.
MiWorkspace team - classrooms (Tim Kelly)

Tim is the service owner for the MiWorkspace team, Amy is the staff engagement leader. Currently MiWorkspace is being implemented in central administrative units and is focused on providing desktop and general computing support. To date they have about 3,000 customers and expect to expand this to 6,000 by the end of 2013. Their next pilot phase addresses faculty and classroom needs. Tim presented three core questions for the CDoG to consider and provide feedback on.

This group will most likely be presenting to CDoG again in the fall with what they have designed to request further feedback.

What about your current classroom technology works really well?
- Seamless technology experiences and expectations are necessary to productive technology use in the classroom, for example: highly automated lecture capture services.

What changes/improvements would you like to see?
- Commonality as a service for all classroom spaces would be very useful to faculty, especially across Schools and Colleges.
- Wireless will become increasingly important. Currently, wireless is spotty and unreliable in some classroom settings, especially when faculty and students are trying to use it. This will be especially important as learning and teaching becomes more engaging. For example, students will start being expected to easily project their own work over wireless for review by all students and faculty.
- MiWorkspace should consider asking students what they would like to see in the classroom setting.
- Classrooms are used for many thing beyond instruction. Classrooms are often inflexible (i.e. physical configuration). Questions to consider:
  - What activities do students use classrooms for?
  - What activities are ‘course’ related and what are socially related (i.e. club activities)?
  - How does the arrangement of the classroom change for these types of activities?

With whom should we connect to learn more about your Schools and Colleges?
- Group can prepare a list of spaces to look at across campus (e.g. Brandon Center).
- IT directors of units often know which faculty can provide the best feedback.

Update on IT Strategic Plan (Laurie Alexander and David Mendez)

The strategic plan was well received at IT Council. The group appreciated the use of vignettes and these vignettes can be shared more broadly. From this presentation, we will be taking the feedback and incorporating into the final version of the strategic plan. The collective voice of the campus was another powerful component of the plan.
Questions proposed as follow up: As modalities of learning shift, what does this do to the cost of learning? How does U-M not only increase collaboration within its campus, but across other institutions?

U-M is becoming a global university and education is happening everywhere. When students and faculty are connected this experience is seamless, but lifewide and lifelong learning are going to become more important and pervasive features of the educational experience.

Next steps include extracting plans of implementation for priorities set forth in the plan and addressing:

- How we (faculty, staff, students) curate our intellectual content in these broader learning contexts?
- Ensuring our use of terminology is properly in sync (e.g. “tactics”).
- Considering how we achieve these goals may be more important than that we achieve them.

Updates from Working Groups

Alliance (Chad Hershock)

Alliance members (Indiana, Northwestern, Wisconsin) agreed the Piazza and Lesson Builder assessment pilots were successful and of high quality. The evaluations are now available online: Piazza, Lesson Builder. CRLT will be generating a report detailing these processes so that the Alliance may be able to seek funding to continue collaborative IT evaluation efforts in the coming year.

U-M should be receiving an interim report from Indiana, which piloted Canvas. Northwestern and Indiana may also assess a new LMS (Loud Cloud).

Next steps include determining how to package and disseminate these evaluations. Currently, they have two components (a summary, 1-2 pages, and the report, 10-12 pages).

Anthony Whyte requests these be shared with the Sakai community

Connected Learning and Enriching Scholarship (John Merlin Williams)

The Enriching Scholarship sessions were based on conversations that began with the March 2013 Connected Learning Environment kick off. Sessions were based on two sets of discussions: programmatic considerations and physical space design. Attendance for each session was about 20 with 50-60% overlap in attendees.
Charles Dershimer and Ron Miller (School of Education) lead the physical space session, leading participants through design thinking exercises in order to understand and articulate user needs.

The program priorities session lead with descriptions of existing spaces on campus (Design Lab 1, Design Lab 3, Brandon Center, Spatial and Numeric Labs) and included discussion of what tools are in these spaces, how to learn about using them, providing adequate access to the tools/space to make them useful.

These efforts will continue on a programmatic level to help identify and connect existing interest groups around connected learning environments on campus. It may first focus on supporting groups across campus looking to convert existing spaces to meet connected learning environment needs.

Discussions have uncovered the need to invest in flexible models that enable emergent technology needs to be met. Additionally, in these conversations, it is hard to tease out faculty focused projects from student focused projects.

Linda Kindall and Matthew Barrett will continue to work with the data and conversations. They intend to:

- Develop a series of white papers and ‘one-sheeters’ (best practices) based on specific use cases to use across campus, and possibly disseminate through ELI.
- Propose funding for further research and investment through the Third Century Learning grants (quick wins). This proposal would specifically focus on funding the student consultant model and understanding equipment needs to support collaboration between the design sciences and entrepreneurial programs that are using Design Lab 3.

**Matters Arising**

Meetings will be canceled until the fall when faculty return.