SUMMARY FOR TEACHING AND LEARNING PORTFOLIO
DATE: January 17, 2019
TIME: 3:00 p.m. – 4:30 p.m.
LOCATION: Marriott Library, MLIB 5201

IN ATTENDANCE:
Kirsten Butcher  Peter Jensen  Harish Maringanti  Brandon Patterson
Fernando Rubio  Ryan Steele  Cory Stokes  Jon Thomas
Patrick Tripeny

COMMITTEE SUPPORT:  Paul Burrows, Jesse Drake

UNABLE TO ATTEND:
Martha Bradley-Evans  Randy Dryer  Connor Morgan  Patrick Panos
Eric Poitras  Wayne Samuelson

AGENDA ITEMS DISCUSSED:
- Crocker Science Center review
- Student computing lab statistics
- Unpacking an online course
- Instructional design: The card game
- Open floor

Crocker Science Center review

TLT Director Jon Thomas gave an update on a request from the Crocker Science Center for additional funds. The project’s scope and requested amount have changed, Thomas noted.

Portfolio members voted to ask the requestors to resubmit the proposal for next year’s Learning Spaces – Student Computing Fees (LS-SCF) award consideration.

Student computing lab statistics

Paul Burrows, TLT information architect, updated portfolio members on an initiative related to computing lab usage data. He gave an overview of the data collection methods used, and an analysis of usage results between various device types and computing environments on campus. This was an information-only item.

Burrows also gave an update on the current LS-SCF award cycle (proposals for the 2018-19 academic year were submitted in January 2018). Every year, the portfolio undertakes the process for awarding LS-SCF funds, which are derived from special student computing fees accessed to each tuition-paying student at the university. Key upcoming dates include applicant interview from January 28 – February 7, and award deliberations from February 26 – 28.

The portfolio voted to move any remaining funds to the following year’s allotment of funds.

Unpacking on online course

Following up on a presentation at the November 2018 TLP meeting, Instructional Designer Dan Gowen and...
Erik Hjorten, associate director of UOnline and lead instructional designer for Continuing Education, provided an overview of the four phases of instructional design: design, build, teach and revise. An example of course-building tools, including a dream exercise, alignment grid, content map and situational factor assessment, is available in Box (authentication required). This was an information-only item.

**Instructional design: The card game**

Senior Instructional Designer Qin Li walked portfolio members through the latest iteration (version four) of an instructional design card game, a formative and summative assessment tool developed to give faculty members a fun and engaging guide to the course design process. The game features color-coded level of learning, taxonomy words, and visual cues to illustrate objective alignment concepts. This was an information-only item.

**Open Floor**

Due to time constraints, discussions on pedagogical technological development and future TLP topics were postponed.