14 Present: John Kennedy (LAC), Leonard Arnold, Student Representative, Carmen Lamha (CNIT), Abigail Bornstein (CNIT), Kristin Charles (Inst. Advancement), Michael Malachowski (Biology), Tom Hetherington (DSPS), Carol Reitan (TLC/Foreign Languages), Janet Willett (TMI), Pierre Thiry (CNIT), Peter Wood (CNIT), Janet Bohan (CNIT), Christine Beard (Transitional Studies), Mamie How (ETO/ITS).

The meeting was called to order at 2:10 pm.

September minutes: The September minutes were approved as modified.

CVC LMS Support Pilot with Presidium Learning:
Mamie How mentioned the upcoming CVC WebCT support pilot project beginning in November. The California Virtual Campus has arranged with Presidium Learning, a company offering technical support to educational institutions, to offer 24/7 learning management system support at no cost to faculty and students from about a dozen California Community Colleges, including CCSF. After one year, the CVC will decide if it will contract with Presidium in order to provide these services at reduced cost to California Community Colleges. This will especially benefit instructors teaching courses in disciplines that are not computer related, as these instructors must currently spend much time helping students with the technology.

MOODLE Pilot Update and Demo
Carmen Lamha and Pierre Thiry led a demonstration of the open source learning management system (LMS) Moodle. Carmen has been using Moodle as a student in a graduate program at SFSU, where the focus of her study is distance education, and now as an instructor along with Pierre Thiry, Abigail Bornstein, and Maura Devlin-Clancy. They are using MOODLE in the tech-enhanced mode in CNIT 131 601, 602, and 603—courses for high school students. Carmen, Pierre, and Abigail agree that Moodle is easy to use for both faculty and students.

Carmen gave a brief history of Moodle (Modular Object-Oriented Dynamic Learning Environment) developed by former WebCT administrator, Martin Dougiamas, of Australia. MOODLE is an open source system with 130,000 registered users and close to 5 million actual users. It is available in 75 languages and used in 160 countries. There is no cost for the software. Pierre noted that there is a sense of community among MOODLE users and developers and gave as an example the overnight creation of a spell-check tool.

At SFSU, Carmen reports, there are 1,600 MOODLE users, 60-70% of whom have no prior LMS experience. Only 150 of those users have attended training. At SFSU, MOODLE shells are created automatically for all courses, with teachers deciding whether
or not they’ll use the tool. Carmen noted that some may be interested in the paper by Dr. Brian Beatty of SFSU on faculty perspectives moving from Blackboard (the LMS used previously at SFSU) to MOODLE which discusses the differences between the two LMS.

MOODLE features include: forums (powerful), content managing (resources), quizzes with different kinds of questions, blogs, wikis, database activities, surveys, chat, glossaries (students and instructors may contribute), peer assessment, multi-language support.

Pierre Thiry noted that the use of MOODLE has enhanced the CNIT courses in the following ways: First, because the course meets on Saturdays and because many of the high school students enrolled in the course are taking the SAT and PSATs on various Saturdays, having an LMS allows students to stay current in the course. Particular advantages of MOODLE include: ease of use for students, the fact that Maura Devlin-Clancy (SFSU) had previously used MOODLE, ease of creating web pages with the tool, ease of use of the MOODLE grade book, ease of use of forums, and the good support from SFSU. Pierre finds MOODLE much easier to use than WebCT, Abigail liked the fact that it was easy to find out how to do things in the tool.

Although less expensive than WebCT which currently costs CCSF $40,000/ yr., it was noted that open source tools have hidden costs to maintain and program the tool. It was said that open source is “free, like a puppy”.

Mamie How suggested a dual environment at CCSF in the future so we could learn more about MOODLE. Carmen offered to ask Maura (co-teacher who also works at SFSU) if she could do MOODLE training at CCSF.

AFT and the Professional Development Plan
Carol Reitan described the AFT professional development plan that allows instructors to earn units for salary column advancement. TLC or @ONE technology workshops may qualify under Article 20, D., 4, of the AFT Contract. For further details, contact the AFT.

Educational Technology Survey (Faculty and Staff)
Pam Mery (Research and Grants) was not able to attend. Janet Willett asked if there are questions that the TLTR can ask Pam to add focus to the upcoming discussion on Strategic Plan. Questions included: How does the survey differentiate between faculty and classified staff? The decrease in teaching online indicated by the survey results was addressed. Possible reasons given include: all interested are already doing so (there are currently 90 online courses and out of approx. 600 fulltime credit faculty, about 100 are teaching online), a perception that WebCT is too hard to use, the fact that use of WebCT in the techenhanced mode has increased to over 100 techenhanced courses in 2006.

Also noted in the survey results was a decrease in interest in technology, even though respondents indicated satisfaction with CCSF technology services. Some reasons given for instructors not creating websites were: no motivation, the fact that it is easy for
instructors to duplicate hard copy documents, teachers needing to purchase software for webpage creation, that interested teachers had already created websites. Other questions surrounding the survey include:

- What are the characteristics of the faculty that don’t use technology? How can we target them?
- Who is answering the survey? Has the interest in technology dropped due to the demographic of those who answered?
- Could the question, “When will you retire?” be included in the survey?

It was also suggested that paper copies of the survey be given to faculty who are not comfortable with technology and that a City Currents article showcase some of the instructors that currently have instructional websites.

Due to lack of time, it was decided to address the revision of the Ed Tech Master Plan at the next TLTR meeting.

The meeting was adjourned at 4:00 p.m.

Minutes can be found at http://www.ccsf.edu/tltr