Part I: FCET Updates and Recommendations

1. Blended Instruction Case Studies

Purpose: Develop hands-on experience at UCLA in new forms of instruction that fully integrate technology.

A two-year project was established in summer 2003 to learn from the redesign of several traditionally taught courses as blended instruction courses. The purpose is to provide UCLA faculty with a hands-on understanding of how technology can be used to improve the processes of teaching and learning.

Three courses were selected by the FCET and OID as BICS projects: LS 3, Political Science 6, and Statistics 10. The faculty are currently working with the BICS team on the pedagogical redesign and integration of technology into course delivery. The pilot versions of the courses will be given in winter and spring 05. Ongoing and final assessment methodologies will provide UCLA with information about student learning and satisfaction with blended instruction, and faculty work with blended teaching and satisfaction with the experience.

Initiative I-1: The FCET working with OID will charge a faculty and IT committee to develop a proposal for the establishment of a permanent blended instruction program and funding model. This program would provide (1) consultation and assistance on both pedagogical and technological aspects of the creation and delivery of blended courses; (2) assessment of student learning; (3) information and training on blended instruction.

2. SAKAI

Purpose: Pilot a standards-based open-source system to support teaching and research. Become part of a higher educational community to share in the development of innovative instructional and collaboration tools.

SAKAI is a national initiative, funded for three years by the Mellon Foundation and four higher education institutions (University of Indiana, University of Michigan, MIT and Stanford), to develop a standards-based, community-source Collaboration
and Learning Environment for use in instruction and research. It is a visionary, long-term initiative targeted at placing the responsibility in the educational community for developing and sustaining a system that meets and can continually adapt to the needs of higher education. It is equally motivated by the rising costs and inflexibility of proprietary systems. By December 2005, SAKAI will be a community governed and sustained organization, product, and service.

In order to broadly engage higher education in this initiative, an Educational Partners Program was created. UCLA became one of the first SAKAI partner institutions, whose numbers have now grown to 45. As a partner, UCLA obtains early information, access to SAKAI core technologists, influences technology decisions and development priorities, and collaborates with other partners to build and share tools, expertise, and experience. Six UCLA staff attended the first national SAKAI workshop in June, which attracted 175 attendees from partnering institutions.

The SAKAI team at UCLA is co-lead by the Anderson Graduate School of Management and the Center for Digital Humanities. Academic Technology Services is co-managing the project and hosting the SAKAI server in the Technology Sandbox. IT staff from numerous academic departments, Administrative Information Services, College Information Services and the Library are participating in SAKAI.

SAKAI 1.0, an adaptation of the existing CHEF system from Michigan, is expected to be released in September 2004. SAKAI 2.0, targeted for release in May 2005, will be the first version to implement the architecture natively. The feature list is currently being built by the four core institutions with input from the partnering institutions. Version 3.0 will be the first version to be fully developed by the higher education community.

UCLA’s pilot team is investigating the integration of SAKAI 1.0 with UCLA’s authentication system, course rosters, and gradebook. Faculty have been identified to evaluate the functionality of SAKAI during fall 04. At this early stage of testing, it is too early to say whether projects (course, collaborative group, etc.) could use SAKAI in early 2005.

**Initiative I-2.** The experience and commitment of the SAKAI core partners and the participating partners is extensive. The FCET is, therefore, fairly confident that by summer 05, UCLA will have a standards-based CLE for use in teaching and research. In order to make the most of this opportunity for UCLA, a cross-functional committee of faculty and IT staff will be charged with developing (1) a proposal for staffing requirements needed to coordinate the development of instructional and collaboration tools at UCLA and with the SAKAI community; (2) a proposal for a service and business model to offer CLE services to any academic unit, faculty member, or research group on campus. These proposals will be reviewed by the FCET, the CCC, and the CSG, with a final recommendation to the ITPB.
Part II: FCET-UCLA Library Collaboration

The FCET and the UCLA Library are planning the following educational technology initiatives for collaboration and action in 2004-2005. As a next step, several cross-functional workgroups will be created to evaluate, plan and prioritize these initiatives.

1. eScholarship

One strong indication of the impact of technology on student learning is the frequency with which faculty report on the high quality of work being produced by students in courses. Faculty express the need to have this work remain accessible to future students taking the course. The Undergraduate Research Centers might be a good place to start with this effort.

Project II-1. The UCLA Library and the FCET propose that a cross-function workgroup be charged with defining the requirements and a pilot for an eScholarship student publication service. This project will be strongly linked to projects 2, 3, and 4 below.

2. Collaboration and Learning Environment System: SAKAI

The UCLA Library continues to be a major contributor to the UCLA SAKAI initiative, including the intention of developing UCLA conventions and data exchange standards between course management systems and digital libraries.

Project II-2: The FCET and the UCLA Library propose that a workgroup within the SAKAI initiative be charged with defining the requirements and pilot for a SAKAI-Library initiative, linked to projects 1, 3, and 4.

3. Learning Materials Repository

The UCLA Library has two existing pilot projects in progress to develop online repositories of standards-compliant learning materials, accessible from within course management systems as well as the UCLA online library. The Information Literacy e-learning group within the UCLA Library which includes librarians from public services as well as the cataloging center, LIS representation and OID staff, is working to develop standards and procedures for the creation of information literacy learning materials. The creation of information literacy learning objects will be a decentralized effort in which librarians in units are provided with training and resources to support a shift from developing static web pages to more granular, reusable, interactive learning experiences and activities.
Project II-3: The UCLA Library and the FCET propose that a cross-functional group define and implement an expanded pilot project which will include a breadth of types of learning materials and course management systems. Policy issues related to repositories will be included in the pilot, as well as service, support, and technology recommendations. This project is tightly coupled with Projects 1, 2, and 4.

4. Course websites

Currently, each division or department, faculty member or IT staff member defines the policies and processes that support those policies as they relate to every aspect of the “afterlife” of course websites.

Project II-4: The FCET and the UCLA Library propose that a cross functional group identify the current practices and the requirements for “the afterlife” of course websites. This project is tightly coupled with Projects 1, 2, and 3.

5. Blended Instruction

Blended instruction is the seamless integration of on-the-ground and online learning and teaching. As part of this change in where students study and learn, the libraries offer an increasingly large array of options in both real and virtual space. Currently within the Library the information literacy program has developed a blended approach, piloted first with Sociology and about to be launched pervasively through use of the Bruin Success and Road to Research tutorials as analogs to in-person instruction. This effort parallels the ramping up of development of digital learning objects for information literacy: the learning objects will offer ready-mades for blending online learning, anytime, anywhere, with traditional instruction.

Project II-5: The UCLA Library and the FCET propose that a cross-functional group identify current services and define the requirements for blended learning spaces that combine online and digital “study space”.

6. Faculty Portal

The integrated architecture of eScholarship, new Collaboration and Learning Environments (of which SAKAI is the leading example) and digital libraries has resulted in significant progress in the technology layer to support the access and use of online resources in instruction. The timing is right to now explore the services layer to support faculty in their multiple roles of scholar, teacher, and administrator.

Project II-6: The UCLA Library and the FCET propose that a faculty workgroup define the functional and service requirements of a “digital scholarly space”.

7. Information Literacy
The Library is examining ICT (Information and Communication Technology) Literacy as an expansion and contextualizing of information literacy. ICT is the term used more in the global community, and includes fluency with the technologies essential for creation and communication of information. The Library is going to be exploring ICT literacy with faculty (early adopters) and computing staff at UCLA this fall, to determine whether students come with or can easily obtain the technological competencies necessary to perform in the more technically-rich courses.

Project II-7: The UCLA Library and the FCET propose that a faculty workgroup define the functional and service requirements for appropriate ICT Literacy.