


NLII Organizational Update


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EDUCAUSE 2000
October 12, 2000




NLII Staff

- Carole Barone, Vice-President
- Vicki Suter, Director of NLII Projects
- Tor Cross, NLII Coordinator
- Anne Archambault, Fellow
- Paul Hagner, Fellow




Session Outline

- Quick Overview of NLII
- NLII Programs & Projects
 - Online Communities of Practice
 - Faculty Engagement & Support
 - READI Project



National Learning Infrastructure Initiative (NLII)


- Membership coalition sponsored by EDUCAUSE
- Launched in 1994
- Effort is actually international in scope
- Focus is on the learner
- Need for an infrastructure to facilitate flexible, technology-mediated learning



NLII's Mission

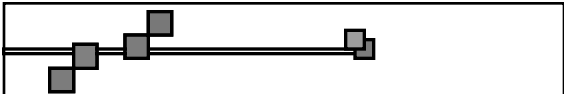
To create new collegiate learning environments that harness the power of information technology to:

- Improve the quality of teaching & learning
- Contain or reduce rising costs
- Provide greater access to higher education



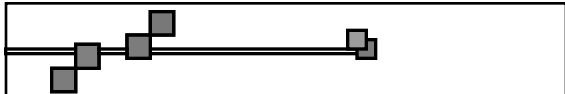
Core Values

- Enterprise-wide transformation enabled by technology
- Systemic change, not random acts
- Distributed learning (of which distance learning is subset)
- Collaborative & integrated support models
- Interoperability, scalability & sustainability



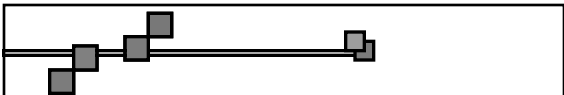
NLII Membership

- > 140 institution members
- Must be EDUCAUSE member
- Two membership levels:
 - Sustaining Member (\$5000/year)
 - Supporting Member (\$100/year)



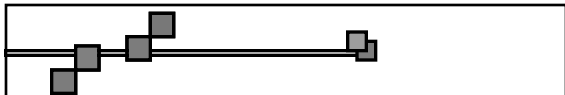
NLII Projects & Programs

- Regional Focus Sessions
- National Meeting
- Teaching & Learning Bridges Task Force
- Institutional Readiness Task Force
- EDUCAUSE Teaching & Learning Award
- IMS
- MERLOT



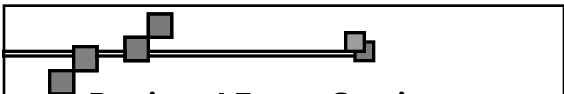
NLII Projects & Programs

- ACE – Policy Papers on Distributed Learning
- Fellowship Program
- Online Communities of Practice
- White Paper on Faculty Engagement & Support
- Book on Faculty Support & Engagement
- READI Project



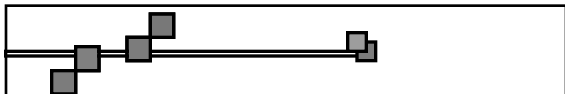
Regional Focus Sessions

- One-day working sessions
- Organized around strengths and concerns of the host institutions
- Designed to:
 - produce work products to support practical implementation
 - identify future services and programs related to teaching and learning
- 30-50 participants mostly from NLII membership



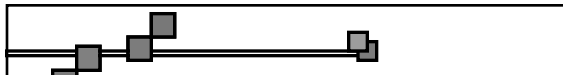
Regional Focus Sessions 2000

- “Transforming Teaching with Technology: Faculty Engagement and Support”
University of Washington
- “Transformative Assessment”
University of Michigan
- “Faculty Engagement and Support: Sustaining and Scaling Transformation”
University of Central Florida



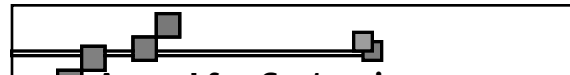
National Meeting (2001)

- January 28-30, 2001
- New Orleans, LA
- “
Conditions for
Transformation”
- Proposals due October 20, 2000



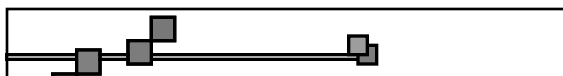
Teaching & Learning Bridges TF

- Task Force working to articulate needs of instructional technology staff, faculty members, and other staff who support faculty as they transform teaching and learning
- Develop a strategy to bridge the visionary aspects of the NLII into the mainstream



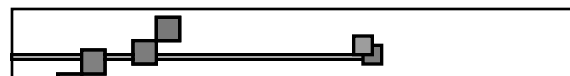
Award for Systemic Progress in Teaching & Learning

- NLII collaborated with Recognition Committee to establish award program
- Recipient:
University of Washington
- Honorable mentions:
Seton Hall University
University of Technology, Sydney




Purpose of Award

- Recognize those institutions that have introduced exemplary practices that are replicable, scalable, sustainable & have demonstrated enterprise-wide effects
- Contribute to creation of established base of accepted practice and principles for support of learner-centered teaching and




IMS

- Global consortium with members from educational, commercial, and government organizations
- Initiated as NLII project in 1997
- Independent non-profit corporation since December 1, 1999
- <http://www.imsproject.org>



IMS's Goals

- Define the technical specifications for interoperability of applications and services in distributed learning
- Support the incorporation of the IMS specifications into products and services worldwide



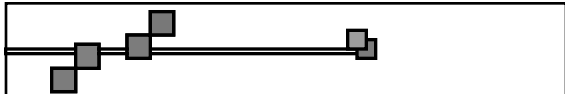
MERLOT

- Multimedia Educational Repository for Learning and Online Teaching
- Collection of high quality interactive online learning materials, assignments, reviews, and people
- Lead by CSU Center for Distributed Learning
- <http://www.merlot.org>



NLII Fellowship Program

- Pilot program for year 2000
- 2 half-time, one-year fellowships
- Targets faculty and learning support staff in higher education
- Fellows study, analyze, assess and implement specific aspects of institutional transformation



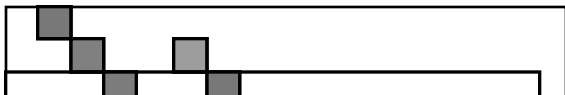
Fellows for 2000

- Anne Archambault
Manager, Educational Multimedia Production
Technical University of British Columbia
archambault@techbc.ca
- Paul Hagner
Special Advisor for Technology Planning & Assessment
University of Hartford
prhagner@mail.hartford.edu



NLII Fellowship Program

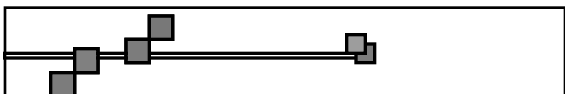
- Currently interviewing applicants for 2001 Fellowship Program
- Announcement: October 16, 2000
- Meet new fellows at Annual Meeting



Communities of Practice Project

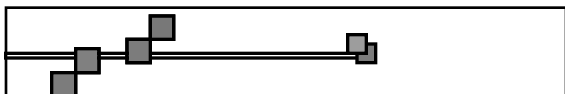
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Anne Archambault



Background

- Initiated at the request of the NLII membership
- Original target was teaching & learning support staff
 - This group felt isolated and unsupported
 - Constituency groups had not been very active
- Tested a number of off the shelf groupware and communityware options



What is a CoP?


- “Communities of practice are groups of people who share information, insight, experience, and tools about an area of common interest.” (Etienne Wenger)
- Informal, voluntary & self-managed
- Catalyst for innovation & learning

Working Definition – A Place Where Members...

- Discuss problems or challenges
- Share documents, solutions or best practices
- Collaborate on projects
- Plan for face-to-face meetings; continue relationships beyond face-to-face events
- Pursue professional development

Why eGroups?

- Online *integrated* environment
 - Discussion forums, polling, links, calendar, databases, shared file space
- Simple and intuitive interface
- “Push” technology
- Free – but exposes members to advertisement
- Read the “Terms of Use”!



<http://www.egroups.com>

Ongoing Pilot Projects

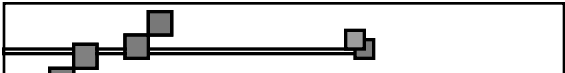
- Three pilot projects:
 - Teaching & Learning Bridges Task Force
 - READI Project
 - Focus Sessions Participants (Orlando Focus Session)
- Each with <50 community members
- Pilot projects wrap up at the end of fall

Observations

- Not all pilot communities equally active
- Community building enhanced by:
 - Nurturing and active leadership
 - Critical mass of participants
 - Goal/project focus
 - Face to face contact
 - Time commitment

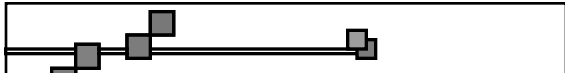
Best Practices in Faculty Engagement and Support Project

Paul Hagner



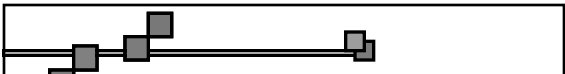
Four Waves of Faculty Engagement

- Entrepreneurs
- Risk-Aversives
- Reward Seekers
- Refusers



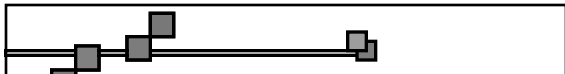
Five Areas of Faculty Support

- Training
- Grants/Resources
- JIT Support
- Assessment
- Communication



3rd Edition of the White Paper

<http://www.educause.edu/nlii/meetings/nliifs03/bestpract.pdf>



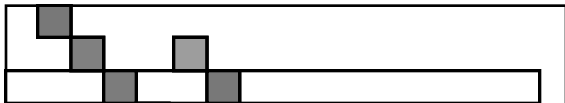
Jossey-Bass Book

- Technology-Enhanced Learning: A Guide to Engaging and Supporting Faculty
- Paul Hagner and Carole Barone, Editors
- EDUCAUSE Leadership Strategies Vol. 5



Best Systems in Faculty Engagement and Support

- Development and nurturing of an integrated technological attitude on campus.

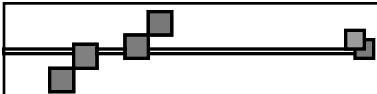


READI Project:

Readiness Evaluation, Assessment, and Definition Inventory

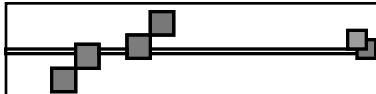
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Tor Cross



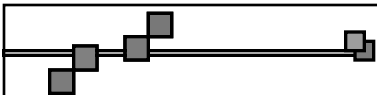
Project Overview

- History: A number of initiatives
 - Extension of the institutional readiness criteria (Carol Twigg's work with the Pew Learning and Technology Grant Program)
 - The Institutional Readiness Task Force and white paper (Gonick & Daigle)
 - The Conceptual Framework



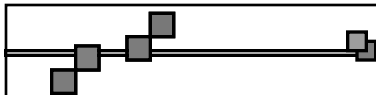
Project Overview

- Two distinct parts to the READI project
 - The Engine
 - The Content



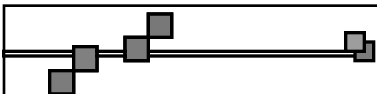
The Engine (PROTOTYPE!!)

- Web based
- Decision Tree
- An interactive way of accessing information from
 - White papers
 - Case studies
 - Surveys, etc.



The Content (PROTOTYPE!!)

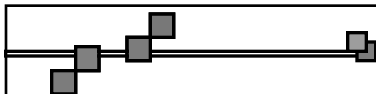
- Initially working with three content areas
 - Distance Learning
 - Student Services
 - Faculty Engagement
- Developing key topics in each area – the branches on the decision tree



The Prototype

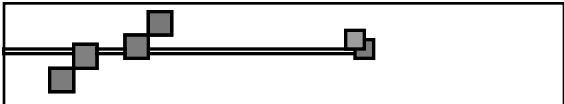
- Will be linked with tools to help address the questions
- Will be linked with case studies that can be accessed by 'profiles'

<http://www.NorthCarolina.edu/educause/index>




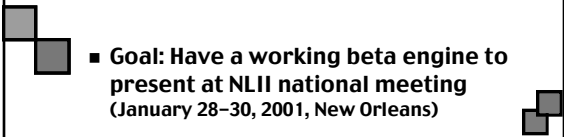
Expected Uses

- Apply scarce resources strategically
- Address weaknesses
- Take advantage of strengths
- Respond to the environment
- Move the institution further along the transformation topography




Future Directions

- Goal: Have a working beta engine to present at NLII national meeting (January 28-30, 2001, New Orleans)



Contact Information

<http://www.educause.edu/nlii>



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