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OMDE 610 Section 9040
April 24, 2014

MEMORANDUM

To: Dr. Sadie Gregory, Provost

CC: Dr. Ahmed El-Haggan, CIO

From: Renee Burrell, Instructional Technologist

Date: April 24, 2014

Re: Proposal to Integrate Tegrity to the CSU Community

Introduction

An crucial component of the Coppin State University (CSU) strategic plan is to "infuse the understanding and use of emerging technologies into all teaching and learning practices, client, management and student services, and institutional advancement operations" (Coppin State University, 2013). Lecture capturing is a technology that advances the teaching and learning mandate given by CSU's President Morton Neufville. It provides a mechanism for learners to construct knowledge through active learning. The implementation of lecture capturing can be a tremendous benefit to CSU's classroom and online programs. This proposal is to introduce Tegrity, a lecture capturing software, as a new initiative to the CSU Community.

About Tegrity

Tegrity manages audio, video and computer screen movement. It functions as a tool for presentations, group projects and training. Tegrity is a content management system that allow

faculty to create and maintain web-based sites. Recordings can easily be stored on the campus servers or in the cloud.

Dr. Neufville has charged faculty to "engage in research so that they can be current, competitive, relevant and true participants in the intellectual life of the campus" (Coppin State University, 2013). Tegrity is user friendly software with tremendous potential for making online courses, synchronous activities and video lectures easy to manage. The lecture capture functionality will afford faculty the means by which to meet the President's directives.

What Are The Benefits?

CSU is a dual mode institution that uses information and communications technologies to deliver programs and courses. Tegrity offers a competitive advantage and helps break the monotony of didactic instruction. Technology solutions will promote student retention through the use of is a substantial objective for CSU. Lecture capturing is an innovative technology that will enhancement the learning of students taking hybrid, face-to-face, and distance education courses. Lecture capturing has a direct impact CSU's capacity to help alleviate the demanding schedules of students and faculty. CSU's student population consists of adult learners, employed students, and hybrid students requiring nontraditional course schedules, and online learning opportunities. Lecturing capturing gives students 24 hour access to lectures that can be reviewed as many times as necessary to retain course content.

Authors report, "The spread of Internet technology stimulated new thinking about how to organize distance teaching" (Moore & Kearsley, 2012, p. 42). The flexibility of lecturing capturing will encourage diverse program content, and stimulate methods of engaging students.

Lecture capturing will reinforce the bridge between student and instructor, thereby, elevating performance and effectiveness.

How Will It Work?

Tegrity is an asynchronous technology that affords the teachers and learners the ability to view lectures whenever and wherever. Asynchronous learning is a technique "that will allow students to advance at their chosen pace, independent of each other" (Pullen & Snow, 2007, p. 138). The audio, video and screen activity is instrumental in facilitating learning activities, such as demonstrating application, and providing a practice environment. Tegrity is useful in the classroom to feature guest speakers, live streaming, and proctoring exams. Lecturing capturing cannot eradicate face-to-face classroom instruction. However, it is "an alternative when students miss class; an opportunity for content review; and content for online course development" (Educause, 2008, p. 2).

Strategy for Introducing Tegrity

Renee Burrell has been assigned as Project Manager. Ms. Burrell will coordinate activities, project timeframes and budgets, and evaluate performance. As project manager, she will be responsible for successfully launching Tegrity to the CSU Community. The Information Technology Division (ITD) will manage the technological infrastructure, course content, course design, training, installation of computer hardware, and technical assistance.

A campus-wide advertising campaign using email, brochures, and a website will be used to announce Tegrity as CSU's new lecture capturing software. What better way to demonstrate the usefulness of Tegrity then using it as the medium for introduction to the CSU Community.

The training video will include benefits, functionality, and step-by-step demonstrations. Face-to-face training is also available upon request.

Theoretic Framework

CSU's use of Tegrity is founded on the theoretic framework of constructivism. Constructivism is a pedagogy that focuses on the role of learners in making meaning and constructing understanding (Harasim, 2012). Constructivism informs pedagogy by using educational applications (such as Tegrity) that emphasize collaborative learning and knowledge building. Tegrity provides a mechanism for learners to construct knowledge through active learning.

Tegrity should be seen as much more than a lecture recording mechanism. Teachers should be creative in their use of Tegrity and inspire active learning. An example is for the teacher to record inquiry-based learning activities and instruct students to explore their own meaning. Additionally, teachers can provide recordings and assign groups to conduct problem-solving. Finally, students may use Tegrity to record demonstrations of how outcomes where derived, and how their understanding is changing.

The development of Web 2.0 has affected teaching methods, curriculum design, learning structure and educational systems encouraging nontraditional methods of engaging the students. The integration of innovative technology requires institutions to revisit their instructional design. The "re-conceptualized" function of faculty is more of a facilitator than instructor (Anderson, Elloumis, 2008). Consequently, the CSU administration must realize new technology, new

pedagogy, and new markets require a flexible management style and a new theoretical framework.

Overcoming Barriers

Innovative technologies require higher education institutions to conform speedily to shifting environments. As such, administrators, faculty and staff should be prepared for potential barriers. The ITD analyzed the CSU Community to identify potential barriers and have considered amicable solutions to overcoming these barriers. An analysis has revealed class attendance and training are barriers subject to reproach. Pessimists could convey unease with students using lecture capturing as justification for missing class. However, the face-to-face instruction provides prospect for collaboration and discussion that lecture capturing does not afford (Educause, 2008). Additionally, instructors may have apprehension toward the use of technology. Planning has been initiated to help faculty become acclimated to the new technology. The Instructional Technology Department provides workshops for faculty development.

These barriers can be neutralized by administrators publicly showing support and encouraging cooperation for this new initiative. Although lecture capturing may entail barriers, CSU's mission to accommodate the diversity of our learners, and infuse technology into all teaching and learning practices will be realized.

Conclusion

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The Information Technology Division has wholeheartedly assumed the mandate to infuse technology into all teaching and learning practices. Tegrity can assist instructors become more diverse, viable and competent in the Web 2.0 era. It also provides a mechanism for learners to construct knowledge through active learning. The convenience of asynchronous technology gives learners the ability to become astute learners. Tegrity will prove to be an advantage to students and teachers of hybrid, face-to-face, and distance education courses. I respectfully ask that you consider this proposal.

References

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