



ASSETT Advisory Board Meeting

January 14, 2020 | 2:00pm to 3:30pm | CASE W313

In Attendance: Blair Young, Aisha Jackson, Sebastian Schmidt, Amanda McAndrew, Joy Adams, Jaci Moriyama, Michael Schneider, Sara Myers, Shane Schwikert, Nathaniel Bala, Vilja Hulden, Jen Lewon, Sabrina Kainz, Mark Werner, David Brown, Sam Kindick, Leila Gomez

Meeting goals

1. Introduce new board members and staff to everyone.
2. Describe ASSETT's offerings to board members so they are better informed about what ASSETT does.
3. Solicit board members' input on ASSETT's offerings.
4. Build board members' capacities to serve as ASSETT ambassadors.
5. Issue a call to action to promote ASSETT.

Roles

- Minute-taker (Cheryl Graham)
- Time Keeper (Janet)
- Chair (Janet)

Agenda

1. **Settle in** (5 mins.) — Mark
2. **Introductions** (10 mins.) — Mark + Janet + Blair
 - Blair shared cards with a variety of pictures as an introductory game. The objective being to choose one from the many pictures and then share how your picture depicts why you are on the ASSETT Board.
 - Additional 3x5 cards were also handed out for comments to be given back to Mark and also include a list of some Ambassador activities.
3. **Review/approve minutes from last meeting** (5 mins.) — Mark

David Brown moves to approve; Nathaniel Bala seconds
All approved



4. **Framing the meeting** (5 mins.) — Mark

Mark introduces the objective of the group within the changing of the board and the staff – the goal is to introduce everyone and to help the board to understand what our offerings are. We are open to suggestions. Please use the cards to share ideas to move ASSETT forward.

5. **Large-group activity** (15 mins.) — Mark

- Large Post It Notes are on the walls to represent the 8 areas of ASSETT.
- The instructions to the group include: Think about the services and who is involved and what does that service do? The objective then is to have each attendee add their post-it notes to the wall with Who? What? And an Example/Activity of the section.
- The leader then of each section will explain a bit more of what they do.

6. **Structured discussion with ASSETT staff** (40 mins.) — Amanda, Blair, Jacie, Joy, and Shane.

Joy Adams: Outreach

Direct Emails that you get is part of outreach. Another example are our newsletters in which the content comes from all in OIT. An invitation was made to the group to suggest items that can be added to the newsletter. They come out about three times/semester with ties to critical junctions of the semester. For example, how to include ASSETT as part of your FERPA – which came out of last meeting.

Blair Young: Innovation Incubator

Is a new initiative out of ASSETT wrapping up year zero. It is a safe space to nature new ideas, with ideas that are on a similar timeline. Example including the last communication with faculty and looked for infinities and identified four focus groups. We are now funding 26 faculty for three years to innovate teaching and learning in the Arts and Science. We are currently outreaching to get students out of seats and into active learning. Bringing meaningful change into the classroom, with the knowledge that some of the initiatives may fail – while they are in the incubator they could be rejuvenated with slight changes. Blair shared the four group names. Vilja is also a participant of the incubator.

Amanda McAndrew: BuffCreate.net

[BuffsCreate](#) pilot program. A partnership with the libraries to provide faculty with webhosting and domain name. Academic or personal project that needs a web presence will be provided. What we hope is that we enable faculty and students to develop their digital identities and think critically about how we interact digitally and gain some digital literacy along the way.

Example: portfolios are nice because it can be portable when someone leaves the university. Many applications can be hosted and are all open sourced. Another example is our faculty advisor who has used a “SPLOT” – a template for a course curated site which gives students a domain of their own.

Currently working with A&S but we are reaching out to see if other schools/colleges would like to participate.



Shane Schwikert: Visualization Instructional Practices (VIP) Services

A classroom observation service to collect data of what is going on in the classroom. Different instruments from literature are used. Passive vs. Active learning. TDOP breakdown of technology. Varies measures student engagement. The idea to layer these on top of each other to assess engagement and give the instructor valuable information. If they are trying new curriculum we can look at the class before and after. Largest objective to act as a professional development tool that ends with a full report for the faculty/teaching portfolio.

There has been a lot of collaboration on the research side also working on thesis, etc. The example of pictures of polar bears project was shared. Teaching in the planetarium vs. the classroom. EBIO looking at how students are learning to code and anxiety related to engagement.

The question was asked: "Is there a survey component that can be used after the fact?" Not right now. The goal is that the instruments we are using are validated. There is a review of the code words each semester. The suggestion would be to correlate with FCQ data. To capture more in depth learning, looking at when students are happy in the class.

JC: Student technology consultant

Students who are majoring in A&S ranging from freshmen to seniors with different majors. These are capable experts who can look up and learn quickly and work with faculty to take the learning to a new level. We run a TIP helping faculty to integrate tech into their classrooms. Non CU supported technologies like a POD cast. Students to edit video, blog, quiz software, videos recoding homework. Basically removing the fear factor in what you are trying to do and what you are trying to get out of the project. We also have office hours to help you try new things and have a transformative educational experience.

JC: Consultations and Workshops

Offer a side varied of work with grad students and presenting to Gas or GPTIs to let them know they can use ASSETT services. In department work to present at department meetings. How faculty can capitalize on faculty involvement. Workshops have been provided. Spark shops are short workshops for faculty providing data and researchable example of teaching ethnologies and if you want to use in your course.

Contact ASSETT if you have questions as to who the best resource is for help.

Joy Adams: Universal Design for Learning – GTP Diversity and Inclusion

Guest Lectures to Teacher prep courses. The best practice is to learn early on the front end as to what will be successful in your learning/teaching style and improve for all students. Are we reaching students with special needs? But to enhance the learning for everyone.

Multiple Means of Representation:



University of Colorado
Boulder

Multiple Means of Action and Expression – how we are testing to show that students have mastered learning

Multiple Means of Engagement – getting involved in the course

Accessibility is very important and foundations to the success of the goal. Students need to be able to access and find the materials. Students may not even know they have a disability. By broadening it becomes a more authentic way of teaching. Joy has a lot of resources that she can share.

Question was raised related to screen casts – is there a caption service on caption?

The digital accessibility can offer support to show ways to do it. Is there a tool to check how accessible a PDF document is? Yes – we often work together on all the aspects of the technology

Amanda McAndrew: Faculty Fellows

Faculty apply and participate in a semester long faculty learning community and we investigate a multiple variety of topics. The fellow will identify a project to work on in the next academic year to benefit their department. This does come with a professional development award of \$3000.

Mark reminds us that on the website there is a link to each of the areas that we have discussed today. There is also a request to share ideas of how we can get the word out to campus about ASSETT.

7. **Follow-up Q&A** (5 mins.) — Mark
8. **Call to action** (5 mins.) — Mark
9. **Adjourn**