

# Bridgewater State College Instructional Technology Strategic Plan

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## **I. Strategic Model**

The Teaching and Technology Center was initiated in the Fall of 2003. The staff is comprised of two full-time staff and six to eight student staff. Due to the small scale of the operations and the relative inexperience of the staff in developing strategic plans, a Basic Strategic Planning model was employed in the development of an Instructional Technology Strategic Plan at Bridgewater State College.

## **II. Mission**

The Teaching and Technology Center provides faculty with resources and services for integrating information and instructional technology to support and enhance the College's teaching and learning mission. Training, support, and production services are available to assist faculty with classroom technology, web based instruction, and various teaching and research projects. The Teaching and Technology Center (TTC) promotes participatory local and regional creative activities and operational support services for projects for effective use of instructional technology in teaching.

The TTC provides both peer faculty support and professional staff support with projects involving best practices for integrating technology into teaching and learning, classroom technology, locating, evaluating and implementing various instructional applications, exploring technology and pedagogical options, and instructional design. The TTC also provides:

- \*training for applications and classroom practices
- \*project production assistance
- \*web page development
- \*course management system support
- \*assistance with student training

Source: <http://it.bridgew.edu/support/ttc/Mission.cfm>

## **III. Vision**

Bridgewater State College's Faculty utilize web pages, presentation tools, e-mail, course managements systems, and other technology tools in order to facilitate teaching and learning activities both in and outside of the classroom. Distance learning initiatives have pushed the boundaries on our definition of the classroom as Faculty reach out to off-campus students through video-conferencing tools and web-based instruction.

The Teaching and Technology Center, in conjunction with the Information Technology division, the Graduate and Continuing Education program, the Center for the Advancement of Research and Teaching, and the Academic Affairs office, works to assist and enable Faculty to utilize current technological means and look ahead to the future to find new ways of enhancing teaching and

learning activities through technology for the benefit of Bridgewater State College students and Faculty.

The Teaching and Technology Center should continue to provide instructional technology services as Bridgewater State College looks to offer alternative means of course delivery for current program offerings. This alternative means will include video conferencing, web-conferencing, and web-based interaction through course management systems. With the implementation of the College Notebook Requirement for incoming freshmen in the Fall of 2004, Faculty will be offered another means for enhancing teaching and learning activities, and the Teaching and Technology Center will be at the forefront of this initiative, ensuring that Faculty are properly trained and supported.

The Teaching and Technology Center will look at emergent technology to provide better means of anytime/anywhere access of course materials, as well as enhance communication between students and Faculty as programs at Bridgewater State College offer alternative delivery of traditional courses through distance learning tools. As more programs develop distance education models for courses, the Teaching and Technology Center will both support and encourage the further growth of distributed education models across all curriculums, particularly for non-traditional continuing education students who are working full-time professionals.

#### **IV. Goals**

- Implement new technology tools to facilitate teaching and learning activities in and outside of the classroom
- Train and support Faculty so that they can effectively utilize technology in their courses
- Develop learning applications with Faculty to enhance teaching and learning activities
- Improve distance learning methods by researching and implementing new video and web conferencing technologies and locate ways to increase the effectiveness of current course management systems in distance learning modes
- Work cooperatively with the Information Technology division, the Center for the Advancement of Research and Teaching (CART), the Graduate and Continuing Education office, and the Academic Affairs office to promote, expand, and support the College's notebook initiative, e-learning initiatives, and distance learning programs

#### **V. Objectives and Action Plans**

1. Implement a web-conferencing solution at Bridgewater State College to handle distance learning and meeting needs for Faculty, Staff, and Students

- a. Form a project team to research web-conferencing solutions for use in the Fall of 2004
  - b. Locate a web-conferencing tool that will integrate with Blackboard, allowing for seamless use by Faculty, Staff, and Students
  - c. Locate hardware to support a web-conferencing solution
  - d. Appropriate funds to purchase necessary hardware and software
  - e. Train support staff to manage the web-conferencing server and support the user interface
  - f. Train Faculty, Staff, and Students to use the web-conferencing solution
  - g. Using surveys, analyze use of the solution post-Fall 2004 to determine if the following items were addressed: Was communication enhanced? Were teaching and learning activities enhanced? Was the web-conferencing tool easy to use?
2. Increase the number of distance learning/web course offerings to decrease problems with classroom space on campus
    - a. Bridgewater State College classroom space is at a premium. During "prime time" (9 a.m. to 1 p.m.), BSC classrooms are 96% full. Overall, BSC's classroom utilization rate is 78%. Benchmarks for classroom utilization at colleges and universities like Bridgewater State College range from 68% to 75%. (Source: <http://www.bridgew.edu/MajorDocs/Vision/Facilities.cfm>)
    - b. Train and support the English and Psychology programs as they implement courses utilizing notebook computers and web-based instruction
    - c. Co-sponsoring with CART, the Teaching and Technology Center will offer Faculty-led sessions that highlight the effectiveness of student use of notebook computers in the classroom and web-based instruction. These sessions will be open to all Faculty and Administrators and will be used to emphasize the growing need for these types of technologies for enhancing teaching and learning activities and for growing new distance learning programs
  3. Increase usage and understanding of the Blackboard course management system.
    - a. Increase the number of full-time/part-time Faculty who utilize Blackboard. The TTC is looking to eclipse the two hundred mark by the end of Fall 2004. The TTC will increase the current numbers through:
      - i. Increases in Distance Learning programs. Faculty primarily deliver course content in DL programs through Blackboard
      - ii. Offer Blackboard training workshops to Faculty
      - iii. Through the purchase of new hardware (to take place in Summer 2004), IT will increase the stability of the system. This should increase Faculty faith in the system as well.

- iv. Update the Blackboard system to version 6.1. This update offers many new tools, such as a built-in WYSIWYG editor, which should increase Faculty interest.
- 4. Implement a Weblog pilot program
  - a. Using the Movable Type weblog system (<http://www.movabletype.org>), a weblog pilot program will be initiated during the Fall 2004 semester.
    - i. Weblogs, a form of online journals, will be used as a collaborative discussion/writing tool for an English Writing I course.
    - ii. Upon completion of the course, Writing 1 students and the instructor will be surveyed as to the effectiveness of the weblog tool. If successful, the TTC wishes to expand the program for the Spring 2004 semester.
- 5. Application development
  - a. Using Macromedia Flash and various programming languages (JavaScript, ColdFusion), the TTC will develop learning applications for Instructors and students within the Chemistry department.
    - i. Chemistry Faculty provide the TTC with their learning application needs. TTC staff develop simulations based on provided mathematical/formulaic data.
      - 1. These learning simulations will be used by Chemistry students in Fall 2004.
    - ii. If the program is successful, the TTC hopes to become involved with other disciplines in Spring 2004.
- 6. Training
  - a. Several week of technology training will be offered to Faculty and Staff during the summer months to boost their technology skills and understanding
    - i. Summer months are typically easier periods for Faculty/Staff involvement due to the lower number of courses being offered
    - ii. First week of training – June 21-25
    - iii. Second week of training – August 2-6
  - b. Training will encompass:
    - i. Macromedia Dreamweaver – web-page building
    - ii. Adobe Acrobat – document delivery
    - iii. Microsoft Office 2003 – intro to the latest edition of this office suite
    - iv. Notebook Computers – tips and tricks on notebook maintenance
    - v. Roxio CD Burning – how to backup data onto CD
  - c. Evaluation
    - i. Faculty/Staff will be surveyed post-training to determine the effectiveness of the training.