

## LLC 2011-12

### Enhanced audio and visual tools for Moodle

#### Summary:

This initiative requests 100 hours of CD for faculty to engage in advanced training in Moodle resources that are important for teaching speech and communication courses online.

#### Description

Moodle is capable of a wide range of audio and video potential that the faculty has not had enough time to explore in depth. In speech classes, there are roles for more diverse technologies that are currently being used, e.g., MP3 files, various kinds of video elements, etc. Two member of the Speech Communication faculty will take the lead and work with ATC and their colleagues to identify advanced functionality that will work in OL and H and Moodle-enhanced speech courses. The work will be centralized in the sense that all will participate in deciding the advanced technologies that would benefit the speech curriculum, while a FT and PT instructor lead the work and serve as informed resources for the rest of the faculty.

#### Questions and Answers

**How is the initiative linked to the Unit Plans most recently submitted?**

1. How does it continue the achievement of those goals?
2. If this is a continuation of an initiative started last year, make sure that relationship is clear.

**How is this initiative linked to the efficiencies and productivities plans you had last year?**

1. How does it continue the achievement of these plans?
2. If this is a continuation of an efficiency or productivity plan started last year, make sure that relationship is clear.

This new initiative will benefit students and instructors alike by providing more tools and more refined ways of engaging students and presenting information.

**Describe the resources needed:**

100 hours of CD support

ATC Expertise

**What specific measurable program outcomes do you expect to achieve with this initiative? The outcomes should be specific enough to be measurable. Also, outline the method that will be used to determine the results.**

Three course types will have enhanced Moodle functionality in them:

Online, Hybrid, and Moodle-enhanced traditional classes.

**Department Priority:**

## **Unit Resources:**

Listening & Testing Lab

FT and PT Faculty who will share the tools and their knowledge

## **Funding Request: Carl Perkins**

## **Funding Request: Curriculum Development**

### **1. List the following information**

- **Course Numbers (titles if not currently offered)**
- **Instructor Name(s) who will work on the curriculum development**
- **Whether each of the courses is in, or has been through, the curriculum approval process**

High-demand speech classes: 100, 111, 112, 115, 218

Barbara Breaden, Mara Levin

Yes, course is approved.

### **2. List each course number (or title) and the materials to be created for each class**

- **Instructional goals, objectives, syllabi and outlines**
- **Lab instruction packets**
- **Practice, quiz, presentation &/or demonstration materials**
- **Other (specify)**

High-demand speech classes: 100, 111, 112, 115, 218

All courses would be favorably affected by such enhanced tools, allowing instructors to provide OL quizzes and tests that are evaluated online, as well as enhanced video and MP3 materials and resources to bring to the curriculum.

### **3. List each course number (or title) and give your timeline for beginning and completing each course curriculum development.**

High-demand speech classes: 100, 111, 112, 115, 218

Begin Spring 2011; completed by December 2011.

### **4. What are up to 3 departmental instructional goals that are met through the development of curriculum in each class?**

High-demand speech classes 100, 111, 112, 115, 218

1. Enhanced engagement with materials and technology
2. A wider variety of modalities/techniques to assist student learning
3. Elimination of pen and paper work in favor of OL activities/work

**5. List each course number (or title) and give the value of the development of curriculum in each course to other faculty members.**

High-demand speech classes: 100, 111, 112, 115, 218

Faculty who are involved in the skills enhancement work would teach faculty and work together to determine appropriate goals and technologies for each course.

**6. List each course number (or title) and say how many students will be served by the development of curriculum in each class.**

High-demand speech classes 100, 111, 112, 115, 218

Based on 2009-10 Figures:

SP 100: 44 sections, 1068 registrations

SP 111: 20 sections, 497 registrations

SP 112: 5 sections, 110 registrations

SP 115: 7 sections, 171 registrations

SP 218: 19 sections, 462 registrations

Total: 95 sections, 2,308 registrations

**7. List each course number (or title) and give the specific benefits to students that you expect from the development of curriculum in each class.**

High-demand speech classes: 100, 111, 112, 115, 218

Students will have more tools and means through which to learn content and accomplish outcomes; enhancement of learning and access.

**8. List each course number (or title) and give the specific benefits for diversity that you expect from the development of curriculum in each class.**

High-demand speech classes: 100, 111, 112, 115, 218

Communication principles are critical elements in diversity and a part of every class. SP 115 in particular is Cross-Cultural Communication, which emphasizes speaking across cultural and language boundaries.

**9. List each course number (or title) and give the specific benefits to sustainability that you expect from the development of curriculum in each class.**

High-demand speech classes: 100, 111, 112, 115, 218

Enhanced Moodle applications will take the place of some pen and paper activities and allow shared materials among faculty across the 5 courses.

**10. List each course number (or title) and give the specific effects on distributed learning that you expect from the development of curriculum in each class.**

High-demand speech classes: 100, 111, 112, 115, 218

Students will have additional audio, video and web-based multimedia resources in these courses. The variety of media should allow a better fit between student learning style and outcomes.

**Hours requested for Curriculum Development funding:**

**Please enter the amount of one of the following:**

- 100 hours maximum for new development.
- 70 hours maximum for course revision
- 50 hours for 3-4 credit conversion
- other (use if multiple courses addressed in one initiative)

**Do not enter any characters other than numbers and a decimal.**

**How many hours are you requesting? If there are multiple courses addressed in the initiative, please list each course number (or title) and give the number of hours requested for each course.**

100

**Can this initiative be partially funded?**

Yes

**Partially funded curriculum development HOURS requested:**

50

**Explanation of effect of partial funding:**

**Funding Request: Technology Fee**