

JHCEHSHS STUDENT TECHNOLOGY FEE REQUEST FORM

Procedure for Submission:

Form Updated: 3/28/12

1. Submitter must obtain all required information from the desired vendor(s). An official quote from the vendor must be attached.
2. Only one request per Request Form. This request must be reviewed, approved, and submitted by the requesting program's Department Chair.
3. The Dept. Chair may email this request to the Tech Fee Director. *(Since some departments will have multiple requests, please rename request in the following format ABC_Request_# where "ABC" is your department and "#" is the numbering of your request)*

Dept. making request:	C&I		Requesting Faculty:	Rebecca Schneider
Date submitted:	October 12, 2012		Requested purchase date:	October, 2012

IMPORTANT: Attach an official quote from the vendor.

List one item OR group (for use as a "package") per page.

Item Name and Description	Vendor info. (name, address, Web site URL, phone #, email, etc.)	Part or Model #	Cost (each)	Qty	Total
Hourly pay for a programmer to do programming work to improve ALCOT, an online collaborative environment to connect interns, mentors, and instructor to support intern learning.	ALCOT is a currently working online environment that is linked with banner and is being used for our LAMP program. Updates are needed to ensure functionality as the program grows and mentor teachers are included in the environment to support new teachers as they move through and beyond the program	NA	\$5000	1	\$5000
Course(s) where item(s) will be used	Initially all courses in our LAMP program. Potentially courses in all professional programs. This online support is necessary for the ongoing mentoring support required for our Woodrow Wilson Scholars. It will also enhance our programs for all students.	Required for accreditation?	No, but yes for WWF	# Students Impacted per Year	Escalating Year 1 = 26 Year 2 = 26 plus 40 Year 3 = 66 plus 40
Location equipment or software will be used	Online on the university servers.	Will this be an ongoing expense (if yes how much annual)?	Not necessarily. There is a possibility of a small cost for maintaining the environment or for improvements based on user feedback.		

Impact on student learning (attach additional pages if needed):

A Learning Community of Teachers (ALCOT) is an online professional collaboration environment supporting mentors and leaders in providing guidance to novices as they learn to develop and share ideas online.

New and experience teachers need educational experiences that are guided by experts and closely linked to their own classrooms. Web-based communication tools can provide teachers the opportunity to share ideas and interact with experts in ways otherwise not possible. To encourage professional growth, however, online environments need to encourage thoughtful collaborations around real issues in content teaching and learning. In addition, developing professional identity appears to be particularly important for professional growth. There is some evidence that online conversational tools can be helpful. For example, blogs have been shown to support teachers' developing identities as professionals (Luehmann, 2008). But not all teachers take advantage of these new opportunities for support. Only 15 percent of teachers have participated in a professionally-oriented online community or social networking site and only 28 percent have read or written a blog about teaching (Berry, 2009). To be effective online environments need to engage all teachers as learners and professionals regardless of their skill or experience learning online.

ALCOT is an online environment designed to support ongoing and educational conversations about teaching among educators at multiple locations and different levels of expertise. ALCOT is specifically designed to support mentors and leaders in providing guidance to novices as they learn to develop and share ideas online. The idea is that online environments that integrate cognitive, social, and teaching presences and that provide scaffolds to transition educators to online environments can help classroom teachers and leaders participate as partners in teacher education and, thus, facilitate authentic and ongoing support for new and continuing science teachers. The goal of this work is to better support educators in learning to converse online and creating an e-learning environments designed to help.

In the design of ALCOT, cognitive, social, and teaching presences are explicitly integrated for teachers by attending to specific relationships, supporting guidance and feedback around meaningful tasks and having structures to enable all teachers to contribute. Teachers are also explicitly supported in learning how to learn and teach in innovative online environments. Teachers need guidance – including guidance from within the community – to productively participate in online dialogues. Most importantly, strategies are being developed that have promise to encourage all teachers to participate, including those who might be most hesitant, by linking to current educational programs for teachers and considering the scaffolds needed to bring educators online. The approach in this project is from a teacher education perspective supported by innovative ideas from curriculum and communication technology.

ALCOT is a currently functioning system. However, some updates and modifications are necessary to improve the usability of ALCOT as we expand to more students and their mentor teachers.

Features for online conversation. Current features to support conversations include mentor-mentee journals, group discussions, mentor and mentee blogs, and comments. **Journals** are semi-private dialogue between a mentor-mentee pair. Text is identify by the author's photo and is maintained in a running log of all questions, comments, and information in chronological order. The idea is to model an in-person conversation where each speaker responds based on all previous conversation. Unlike an in-person conversation, the journal conversation can be reviewed before posting a new entry. The mentor-mentee pair is able to maintain a long term conversation in their shared journal. The idea is to support mentors in providing guidance and feedback, prompting mentee thinking, and developing ideas over time. **Group conversations** are semi-public conversations within a closed group. Any member of the group can post. **Blogs** will be used by teachers to develop and present their ideas in a running log. Comments may initially be from mentors. Group leaders (faculty or mentor teachers) will use blogs to develop, guide, and present ideas for the group. **Comments** are ideas or questions that can be posted to another member's blog, a group leader's blog, or on artifacts posted to

a mentor-mentee or a group. Comments are semi-private or semi-public based on the initial posting to which they are attached. By design, comments are one time postings. With each of these opportunities for sharing ideas, mentors or leaders can provide instructional support. For example, within a journal a mentor can begin a conversation or check understanding by posting questions or prompts to their mentee(s). Mentees and groups members can ask questions, review conversations, or participate or lead a discussion. Instructional guidance leads conversation from semi-private to semi-public with an eye toward more public conversations in the future.

Luehmann, A. L. (2008). Using blogging in support of teacher professional identity development: A case study. *Journal of the Learning Sciences*, 17, 287-337.

Berry, B. (2009). *The teachers of 2030: Creating a student-centered profession for the 21st century*: Center for Teaching Quality.

Work need to improve ALCOT conversation features

Journals (using the journal format to expand the use of journals for more conversations)

Add a “conferencing with mentors” journal on the mentor page below the mentoring journal (or if necessary on a new page called mentoring conferences). This is a journal format that includes invited mentors (multiple mentors with one mentee) or possibly all mentors for a place to have a conference. All invited mentors can see the conferencing journal but not the other mentor’s individual journals.

Add a “group conversation” to the group page and remove the discussion board. This is a journal that all in the group can contribute to in the same format as the journals.

Blogs

On the mentor page, the blog “new post” is confused with journal “new post”. Disable blog “new post” on the mentoring page. Enable new posts for personal blogs only from profile page.

Enable personal blogs to be edited and deleted by author from the profile page (like posts on group leader blog).

Change the unapproved blogs to notice of new blog post just so the mentor knows but not to approve, or remove altogether.

Format/layout

Make a list of projects on mentor page (like on the group page), not a drop down menu. Can keep the same format for create a new project.

Condense the spacing of the list of uploaded documents on project pages so there are not so many pages to scroll through (more documents seen on one page).

“Create a new document” on a project is confused with upload a document. Change the name to “create a new wiki space”.

Comments are not obvious. Show comments without having to click on it on project documents. On individual blogs and group leader blogs make the link bigger and obvious so it is easily seen on profile pages and group pages

Sort projects list by group and mentor who assigned it on the workspace page.

Make drop down list of groups on the mentor page obvious, i.e. make drop down look like a drop down. (Also, stabilize drop down list, make them stick to my selection while working with mentees)

Fixes

Deleting a project on the mentor page kicks you out of the system – need to log back in

Create alerts from mentor projects to the workspace page

- **Equipment/Technology purchased with Tech Fee funds is for student use only. It cannot be filtered or “passed-down” to faculty or staff.**
- All outdated or broken Tech Fee equipment/technology must be returned to the Tech Fee Committee for retirement or disposal.
- If you are submitting a request for computers, printers, scanners or software, you must consult with College Computing and the technology staff, to acquire a quote and to make sure that this equipment/software is supported by UT.