

## Initial Comparator Research – UC Berkeley

(LMS = Canvas, called bCourses, replacing Sakei (=bSpace))

General impression: UC Berkeley has similarities with UO's traditional approach. Pedagogical training is offered without much direct connection to technology. Courses and programs are situated and controlled within academic units (departments, schools, colleges). Extension provides individual courses and certificate programs (Berkeley Extension defines its own credit courses). Online courses are seeded throughout the various units (regular academic, extension, summer, etc.) as determined/defined/pursued by those units. There is no readily identifiable source of money specified for EdTech course development (perhaps through BRCOE?, see below).

UC Berkeley is more advanced generally in the number and scale of its digital education offerings. Ed tech service/support is centralized in one office. There is a high-level, administration-led coordination effort for the development of more, better online courses and programs in the Berkeley Resource Center for Online Education initiative. This coordination seems to combine both academic intent, quality concerns, as well as market and financial analysis.

### 1) What services does this institution's Extension unit provide to campus partners?

University Extension/UC Berkeley Extension (<http://extension.berkeley.edu/>) - offers face-to-face and online courses in a variety of fields, both continuous and fixed-date enrollments. Certificate programs, no bachelor or master degrees. Credit (undergraduate and graduate available) and non-credit courses. Hard to see any direct connection with campus-based departments (credits are transferable to, but not issued by, the relevant campus departments, I believe).

Of note: An Experiential Learning program exists (<http://publicservice.berkeley.edu/experiential-learning>), but it is focused on students going out to be interns, on-site coordinators, public-service participants.

Summer Session is its own unit, and provides face-to-face, study abroad, and online (<http://summer.berkeley.edu/courses/online>) courses.

### 2) Where is digital education housed? Are there separate units for online learning and blended or hybrid courses? Are technology and pedagogy combined or separate? How much of this effort is centralized?

Berkeley Resource Center for Online Education (<http://online.berkeley.edu/>) - "partners with schools and departments throughout the university to build online education courses and programs of exceptional quality, melding expertise in online learning with broader institutional goals and values." Formed in 2014(?) by the SCOE (see below), it coordinates efforts, but does not seem to design, build, or directly support(?) online courses. Team numbers more than 40 professionals with a wide range of skills from

media production to financial analytics and is drawn from various elements of university (managers, Ed Tech analysts, instructional designers, admission recruiters...)  
- website has case-studies

UCBerkeley is an edX partner/contributor.

Pedagogy (in CTL, see below) is separated from technology. In fact, no specific technology-focused training is presented as part of CTL web presence, which presents methods of course design, implementation, and assessment for teaching as teaching in general. Awards and Fellowships are also generically teaching based. Technology innovation is not mentioned here.

3) What structures, formal or informal, are in place to encourage pedagogical innovation on campus? Is there any effort to centralize such activity?

BRCOE seems to be a central initiative (from high-level administration) to innovate (in terms of online/hybrid courses and programs), but otherwise web presence seems to indicate a clear separation of technology support, pedagogy, and schools/colleges/departments where online/hybrid/blended courses are actually offered.

4) Where are instructional design and instructional technology housed? What pathways exist to guide faculty to instructional technology services? Is access to instructional technology support uniform across different faculty groups at the institution?

Educational Technology Services (<http://ets.berkeley.edu/>) - Berkeley's "central campus resource providing technology tools, training and support for faculty, staff and students in their work as teachers, learners, researchers and collaborators. ETS staffs and supports the central technology services essential to teaching and learning." They support faculty using technology tools to enhance learning, providing AV support, webcasting, and production services.

- ETS Core, bCourses & bSpace, Webcast, Classroom Technology, Events & Production, Facilities, Training & Support, Projects, (controls LMS?)
- has instructional designers, provides workshops and individual consultations.

Center for Teaching and Learning (<http://teaching.berkeley.edu/>) - CTL "supports, enhances, and promotes teaching and learning at Berkeley. Its services include consultation and program facilitation on all aspects of teaching, as well as administration of teaching-related awards, fellowships, and grants for the 1,582 full-time and 500 part-time faculty members across more than 130 academic departments and more than 80 interdisciplinary research units. CTL works closely with and provides support for the Committee on Teaching of the Berkeley Division of the Academic Senate, the Colleges and Schools, as well as other academic partners across the campus who support the instructional mission."

5) At what administrative level are digital education initiatives, endorsed, supported, or made a fundraising priority? For example, does the institution count, encourage, or otherwise track student enrollment or participation in digitally-inflected (hybrid, blended, tech-enhanced F2F) courses? What institutional investments have been made in hybrid and/or blended learning?

Vice Chancellor for Undergraduate Education, formerly(?) Vice Provost for Teaching, Learning, Academic Planning & Facilities (oversees ETS, CTL and University Extension)

Steering Committee for Online Education, formed in May 2012. Chaired by Provost/Executive Vice Chancellor and the Vice Chancellor for Administration and Finance. SCOE includes CIO, a number of school/college deans, and a few faculty.

BRCOE, created by the SCOE to develop more, better online courses, presents issues of financial support as part of online development, but no specific funding support is identified.

Awareness of online/hybrid courses made clear, but not sure how/whether courses and students are directly tracked within either category. Committee on Courses of Instruction (<http://academic-senate.berkeley.edu/committees/coci/handbook2>) section 2.5 lays out issues of assessing elements of hybrid courses (f2f time vs. web time) in course creation and approval criteria. Two categories of approved online instructional formats exist (Web-based Lecture and Web-based Discussion). Unclear how widely those categories, or others, are used in a regular basis in the course catalog or in registrar tracking of courses and students.