

Initial Comparator Research – UCLA

(LMS = Common Collaboration and Learning Environment (CCLE) based on Moodle;
Canvas used by UCLA Extension)

General Impression: Similarities to UO in distributed nature of Ed Tech/IT support, although there is one centralized pedagogical-instructional technology unit, which seems to provide a variety of service methods (including web-based assistance and funding opportunities). Online offerings seeded through academic units, extension, and summer session. Two different LMS used (one for main campus, one for extension). Oddly, main campus digital offerings appear more limited, less standardized than one would expect.

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

UCLA Extension (<https://www.uclaextension.edu/>) - offers face-to-face and online courses in a variety of fields at multiple locations (and virtually), online certificates and 'sequential' programs. No bachelor or master degrees. Credit and non-credit courses offered. Hard to see any direct connection with campus-based departments. Website has a specific page for identifying transferable credit courses, listed by discipline.

- uses Canvas as LMS

UCLA Summer Sessions (<http://www.summer.ucla.edu/>) - is its own unit, offers face-to-face, study abroad, and 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?

Pedagogy unit (OID, see below) fully includes technology support and training for teaching among all its activity.

Individual departments, schools, and colleges provide other tech support and services, both informational technology (hardware, software, university applications) and instructional technology, not standardized across campus as far as I can tell.

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

OID seems to play this role. There is a funded Copenhaver Award for Innovation in Teaching with Technology, created in 2002 by the Faculty Committee on Educational Technology, and endowed in 2004.

There is a Teaching and Learning Services (<http://www.library.ucla.edu/about/teaching-learning-services>) unit in the Library, providing workshops, a teaching toolkit, and consultation for teaching and assignment design.

- Hard to see if this is really anything more than efforts to use library resources in courses taught at UCLA, as opposed to broader pedagogical innovation.

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?

Office of Instructional Development (<http://www.oid.ucla.edu/>) - “draws on our wide range of expertise to achieve one goal - to realize your instructional vision. Whether it is facilitating an innovative teaching method, implementing an emerging instructional methodology and technology, developing an effective assessment tool, or tackling your instructional challenges, our staff is ready to work with you to reach your goals.”

- Instructional Tech (Media Production, IMPCast Videos, Online Course Development); Classrooms; Grants & Awards (Instructional Improvement Grants, Mini-grants, Awards); Evaluation & Assessment; Instructional Support (TA training, etc.); Outreach.
- Web-based Workshops (thru Epigeum, <http://www.epigeum.com/training-programmes>, a British effort to provide online skills training to students and staff in higher ed); Literature reviews for teaching with technology, online learning, etc.

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?

OID Director is an Associate Vice Provost.

Faculty Committee on Educational Technology, formed in 2001, by authority of the Vice Provost for Undergraduate Education and of the Vice Provost for Information Technology. Members list has not been updated since 2012-2013 year.

- Assist in the continued development of the campus-wide vision and implementation plan for Information Technology (IT) in undergraduate and graduate instruction.
- Make recommendations to the Information Technology Planning Board (ITPB) (<http://www.itpb.ucla.edu/>) on key strategic and policy IT initiatives that impact undergraduate and graduate instruction.
- Make recommendations and oversee the implementation of key infrastructure capability and practices in the use of IT in instruction.
- Advise the Vice Provost for Undergraduate Education, the Deans, and the Vice Provost IT on matters related to IT in instruction.
- Evaluate effectiveness of instructional IT services and develop strategies to support continuous improvement.

ITPB is a joint administration-senate committee, tasked to provide policy and planning for all informational technology issues.

Institute for Digital Research and Education (<https://idre.ucla.edu/>) - mission is to support, advance and guide a campus-wide program to position UCLA as a world leader

in research and education in computational thinking. Primarily research support-focused (for example, HPC efforts are housed here).