

Initial Comparator Research – University of Washington (LMS = Canvas)

General Impressions: UW has a number of educational technology initiatives underway, originating with Provost direction, with innovations tracked and publicized. UW seems to have well-thought out coordination between the Professional and Continuing education unit (and UWOnline based there) and academic units. In addition coordination between IT services and pedagogical services are presented in parallel, in an apparent well-thought out manner. Canvas learning materials, examples, and embedded tools are numerous.

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

The equivalent of UO Academic Extension at UW is UW Professional and Continuing Education (<http://www.pce.uw.edu/>) which includes UW Educational Outreach. UW Online is situated within PCE, with courses (paid and free) in multiple areas of study, an Online Bachelor's Degree Program (<http://www.onlinedegreecompletion.uw.edu/>), an Online Master's Degree Program (<http://www.pce.uw.edu/online/masters-degrees/>), and Online Certificate Program (<http://www.pce.uw.edu/online/certificate-programs/?Cert=0>). PCE offers Classroom-based, combined Online and Classroom-based, as well as 100% online courses.

Funding models are unclear, tuition/fees for paid PCE courses listed individually. Courses are credit and non-credit, CEU, and are available for students inside and outside the university. Classroom-based courses are offered at main and satellite campuses. Programs offer classes in multiple formats and locations.

PCE offerings seemed to be linked to academic departments (degree programs are commonly linked back and forth on websites as the same programs).

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?

All online courses are offered through PCE, credit and degree programs seem directly linked to academic departments. Hybrid and blended courses are not separated organizationally, but offered generally across the curriculum. Canvas is campus LMS (they migrated from Blackboard in the past). Long list of online resources (Catalyst Web Tools, Common View, ePortfolios, etc.) as instruction for Canvas use (may be useful for UO's migration). Online degree programs offered through EDGE (Education at a Distance for Growth and Excellence) run through PCE.

The UW-Bothell campus has its own centralized Learning Technologies unit (<http://www.bothell.washington.edu/learningtech>) which produced its own strategic plan for digital education structure at this satellite campus.

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

The Center for Teaching and Learning (<http://www.washington.edu/teaching/>) is the central unit for pedagogical training. They offer consultations, workshops, tutorials, etc., on multiple topics in various technology-related teaching activities, to support teaching, F2F and digitally. Learning Technologies at UW-Bothell seem to combine pedagogical and technology support for that satellite campus.

IT-Connect has numerous workshops on multiple technologies to use. These all seem to be training based. Profiles (basically best-practice examples) and research, options available from both units, are quite good, but useful for self-study and training. Canvas online instruction and tutorials, including Canvas model classes drawn from existing UW courses, available through IT-Connect.

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?

Instructional technology support is centrally organized and seems to be available to faculty across academic units equally. Cannot determine how tech support differs between permanent/full-time and temporary/part-time instructional staff. Many of the training offerings were aimed at GTF support specifically. All technology (informational and instructional) is coordinated through UW IT Connect (<http://www.washington.edu/itconnect/>), which has a Teaching and Learning tab (<http://www.washington.edu/itconnect/learn/>) with links to accessibility services and tools, Teaching and Learning tech tools, workshops, classroom technology, tutorials, profiles, tech research.

IT-Connect also has a link (and vice versa) to UW Center for Teaching and Learning (<http://www.washington.edu/teaching/>) for general and technology-based pedagogical assistance. The Center for Teaching and Learning (<http://www.washington.edu/teaching/>) offers multiple topics in various technology-related teaching activities, while IT-Connect has numerous workshops on multiple technologies to use. These all seem to be training based. Profiles (basically best-practice examples) and research, options available from both units, are quite good, but useful for self-study and training. Canvas online instruction and tutorials, including Canvas model classes drawn from existing UW courses, available through IT-Connect.

A Microsoft IT Academy exists on campus and is available to faculty, staff, and students. Individual schools and colleges have local 'Computers' units, which seem to be limited to desktop support to college/school faculty and staff.

I could not find main campus instructional design (listings for design, technology specialists, course builders did not have results). The UW-Bothell campus has a centralized Learning Technologies (<http://www.bothell.washington.edu/learningtech>) unit, which provides self-study tools and some(?) staffed-design support (job titles like

Learning Technologist, eLearning Specialist, DigitalMedia Coordinator, Student Technologist).

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?

The Provost's office demonstrates direct support to innovation in teaching, especially through technology (see file: UW Brief - Teaching and Learning.pdf). The Provost's office produces regular reports (for last 2 years), involving innovation, teaching, digital education, connecting general trends with UW activity. Not clear whether this emphasis is a function of long-term development or just a function of the current provost's interests.

At UW-Bothell, the Vice Chancellor for the satellite campus, created a Technology and Teaching Innovation Task Force in 2009 which led to the creation of the Learning Technologies unit (see file: UW Bothell Technology and Teaching Innovation TF Report – 2009.pdf). One recommendation was to elevate the position of Director of Teaching and Learning to Assistant Vice Chancellor, although this seems not to have been implemented. The Director of Teaching and Learning oversees the Learning Technologies division.

UW Annual Report (Report to Stakeholder) (<http://f2.washington.edu/fm/uw-annual-report/>) is an official financial report, but does not break down income/expenses to the PCE or IT-Connect level.

- UW Foundation has a fund for giving to support Educational Outreach (Evening Course program), otherwise nothing specific for PCE, for digital education, or for pedagogical support.
- Financial reports (latest available was 2013) did not break out income/expenses for PCE, for instructional technology, for digital education, or for teaching and learning activity. General categories of 'Instruction' and 'Academic Support' seem to apply.
- Private funding for Technology Teaching Fellowship (week long training to turn course into online/hybrid/blended version) indicated on CTL website.

No reporting of student enrollment or participation broken out digitally-inflected course catalog was found. However, course listings within PCE (offering 100 % online, mixed online and classroom, and F2F) are robust, identified by type, and so must be counted and tracked somehow.