

# Fall 2017 Newsletter

December 2017 Issue

## Welcome Message

I would like to welcome you to the premier issue of the LTMS newsletter. There are many things that have been accomplished in 2017, and I look forward to even more growth and development in 2018. I would like to use this issue to share some of the more notable developments, new courses and a word about our ongoing assessment efforts.

## Philadelphia

The new campus at 1500 New Garden Street in Philadelphia is open for business. The ribbon cutting ceremony was held on December 8th. Prior to the formal opening the campus was home to one end of the Code4PA event. A room in Philadelphia was linked to Harrisburg via a video connection that had been donated by Cisco. As a participant in the event it was quite exciting to see a large window opened between the two cities. As a "learning technology" it was outstanding to see two physically distant rooms linked into one larger, virtual space. Stay tuned for something to be developed on how to use this to teach remotely.



On another Philadelphia front, it should be noted that Harrisburg University is continuing its relationship with L&D (Learning & Development) Philadelphia (<https://ldphilly.com/>) The group is active and growing in the learning community in and around Philadelphia. HU is sponsor to the groups website and we have a banner ad on the home page. We are hoping to sponsor events with this group in the new Philadelphia campus.

## Program Growth/Program Strength

After some lean times a few years ago the LTMS program is going strong and growing steadily. We currently have 46 students registered in our program, which is 4 shy of my goal for the year, but still a notable accomplishment. I have been told that we should have at least 5 new students in the program in January. Of additional note is the fact that 2 of our graduates have become corporate faculty members in the program.



## LTMS 610

One overriding goal of the LTMS program is to graduate students who

are ready to step into ID roles after graduation. Part of achieving that goal is to give them professional opportunities and expect professional quality work while still in the program. Over the past few semesters LTMS students have been doing just this as part of their coursework.

LTMS 610 is a practical class that allows students to engage in an experiential project. In the past few semesters those experiential projects have included an update to the existing LTMS 510 class, which was a survey of learning technology. This is now live and has been delivered 3 times.

A second project that has been completed and which is in the process of being loaded into Moodle is an overview of the new Microsoft Surface Hubs that can be found in rooms 1036, 1136 and in Charles Palmers lab. The course covers making/joining video calls, using and saving the whiteboard and other general navigation and use issues. It will be added as a module in the LearnHU course shortly.

In future semester we are hoping to partner with HU faculty or local businesses who may be able to provide opportunities and take advantage of this dedicated group of skilled students.

## LTMS 540

A new course is being offered for the first time this semester. It is called "The Instructional Designer as Entrepreneur" and it has been designed to prepare students for life after HU. One of the new realities our graduates must face is that there is a lot of work to be found as instructional designers, but much of that work will be as an outsourced independent consultant. The course covers the very real topics of building your network, marketing yourself, deciding which part of the market to target, and reading and responding to proposals of work to be found as instructional designers, but much of that work will be as an outsourced independent consultant.

The course is being taught by Mark Moore, a corporate faculty member at HU who has taught in several programs since 2015. Mark has been in the Instructional Technology field for over 25 years as a designer and manager. He has a deep background in the instructional designer's life as a buyer and a supplier. He started his career as an instructional technologist at Aetna and developed his managerial and international training skills at GTE and Verizon before venturing into start-ups and launching his own successful consulting company.

Moore is currently the manager of Customer Performance Support at Travelport.

### Act 48 and Teacher Education

During the design of the LTMS program there were two target audiences, people who were working in corporate training and those who were school teachers seeking their ITS certification. Teachers are required by the state to take 120 hours of professional development every 5 years. Recently, due to the way school districts handle the professional development programs, many of these teachers have found alternate sources for Act 48 credits, most of those in programs presented by the districts.



There have been discussions about how to attract these teachers again and there are several ideas in the works. The main one is to regain our stand alone Act 48 authorization. While a detailed discussion of this is beyond the scope of this newsletter article, the summary is that HU has always been able to grant Act 48 credits for our credit-bearing courses, but not for non-credit professional development.

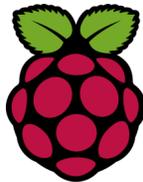
The application is in the works and once approved, it will allow teachers to come to HU for shorter, non-credit courses that grant them the needed Act 48 credits. This will open the door for a number of interesting programs, such as weeklong summer educator intensives that focus on some aspect of learning technologies.

The audience for this is every teacher in Pennsylvania and the hope is that some of these will decide to pursue an advanced LTMS degree with us.

### Presidential Grant

Related to our Act 48 efforts is the fact that one of the President's Grants this year has been awarded to a project involving learning technology and local students and teachers. Entitled "Development of Technology and Teaching Partnership between Harrisburg University and a local high school," it was put forward by Ryan Korn and Richard Kordel.

The program will place 20 complete Raspberry Pi's in a local high school class and challenge the students to do something with them. At stake will be several scholarships to Harrisburg University.



The Raspberry Pi is a complete PC on a board kit. It runs the Linux operating system and has become one of the favorites of the builder/coder community. It has an educational literature not seen since the days of when Apple II's were making their initial inroads into the school. Stay tuned for more as this project develops.

### Assessment in Academic Year 17-18

This section is mostly for LTMS faculty and contains, a number of updates and reminders around the topic of assessment this year. It is probably best to collect them all and then refer to this article if any questions arise.

### ***What are we assessing?***

This year there is going to be a deep dive into the first LTMS program goal, which is to analyze performance improvement opportunities to determine appropriate solutions. The four sub goals are:

- Identify the gap between desired performance and current performance.
- Determine the root cause of performance gaps.
- Identify learner, instructional and environmental needs and variables that will impact the performance solution.
- Provide an accurate and unambiguous analysis for communicating with the performance improvement team.

The good news is that these will be the only 4 items you see when you go into TaskStream to assess the assignment. All "N/A" entries have been removed and for the items that you will see, criteria will be included that describe how to assess the assignment.

### ***How are we assessing?***

As we did last year, we are not assessing all courses within the program. We have selected three courses from the beginning, middle and end of the program, LTMS 500, LTMS 614 and LTMS 698/99. Teachers of these courses will add a TaskStream assignment to Moodle, preferably toward the end of the semester.

The assignment itself will be submitted to TaskStream thru a link in your course Moodle page. When you assess it, you will be able to do everything necessary through TaskStream, that is, assess the assignment to determine a grade for the student in your class, and assess the competencies in TaskStream for our program evaluation purposes.

If you are new to teaching in the program and have not encountered it before, TaskStream is the assessment platform the school has standardized upon. The process will be the same as in previous years. If you need to learn more about TaskStream, or how to use it, (including setting up an assignment or assessing something that has been submitted), please call Richard Kordel.

### ***What results are we looking for?***

Obviously, how are your students doing in the course is one of the goals. Are they meeting the course goals? But of equal importance is how the program is doing as regards meeting our commitment to our students? Are the program goals realistic for a program in instructional design? One of the benefits of this focus on assessment is to ensure that the HU LTMS program becomes the premier learning technology program in the country.