CTLT Overview

1. Transition from Academic Technology to CTLT

Academic Technology began as a vehicle to conduct support academic technology and to manage the Student Technology Consultant corps and. While the unit accrued other duties, including maintaining web pages and administering Blackboard, but as time went on many of those tasks were allotted to other units; the Web Help Desk is managing general support and has subsumed the STC program for example.

Meanwhile it became obvious that the university needed to develop a more robust online presence our unit, comprised of instructional technology professionals who have been teaching and helping others to teach for a combined half century became the Center for Teaching and Learning with Technology (CTLT).

The mission of the CTLT is to help members of the university community integrate technology with teaching and learning. Although we continue to help faculty employ university-supported software and hardware our primary task is to assist faculty transition from traditional teaching methods to sound online and blended pedagogy appropriate to the changing market.

2. Center for Teaching and Learning with Technology offerings

- **Pedagogy Roundtables** – for groups or individuals, the subjects change every semester. For the spring of 2014 we have on tap: Academic Integrity, an open discussion academic integrity in both online blended courses and will explore strategies to curtail cheating.
- **Active Learning** - Active learning is an approach to instruction in which students engage the material through writing, talking, listening, and reflecting in contrast to more passive modes of instruction.
- **Course Design Principles** - By reviewing a course design model, the participants get a big picture of a process of making a complete course design.
- **Flipped Classes** - Flipped classes put student engagement at the center of the learning process. In this seminar, participants will explore the reasons and strategies for using flipped classes.
- **Introduction to teaching blended courses** - Best practices for teaching courses that combine online and traditional learning.
- **Syllabus Design Principles** - Learn how to create a syllabus that highlights your teaching style and learning objectives.
3. Quality Matters

In order to help faculty create and teach online and blended courses we’ve adopted the model developed by Quality Matters (QM), a nationally recognized, faculty-centered, peer review process designed to certify the design quality of online courses and online components. We join colleges and universities across the nation in using QM tools to develop, maintain and review online and blended courses.

QM provides a course rubric that outlines principles of effective design for teaching classes online. The rubric contains 41 general and specific standards subsumed within eight areas:

- Course overview and introduction
- Learning objectives (competencies)
- Assessment and measurement
- Instructional materials
- Learner interaction and engagement
- Course technology
- Learner support
- Accessibility

The CTLT will train faculty reviewers will work with peers to build high-quality online courses and programs. For more information see: http://www.wpunj.edu/ctlt/qm/

4. What can we do for you?

You’ve heard what I’ve had to say, but I’m interested in what you have to say. Simply put:

What can we do for you?! Let us know:

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http://www.wpunj.edu/ctlt/

Quality Matters @ William Paterson
http://www.wpunj.edu/ctlt/qm