

**Michael D. Abbiatti**

Executive Director  
ARE-ON  
155 Razorback Road  
Fayetteville, AR 72701

**Rebecca Martindale**

Assoc. Director, Education Technology Development  
UAMS Rural Hospital Program  
1123 S. University Drive Suite 400  
Little Rock, AR 72204

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**Contact:** Michael D. Abbiatti  
Phone: 479.575.3901  
Email: [mike.abbiatti@areon.net](mailto:mike.abbiatti@areon.net)

Rebecca Martindale  
Phone: 501.686.2598  
Email: [ramartindale@uams.edu](mailto:ramartindale@uams.edu)

**Background and rationale:** The [Southern Regional Education Board Technology Cooperative](#) is an extremely important resource composed of representatives from both K-12 and higher education organizations in the sixteen (16) SREB states. Long-known for significant leadership at the national level in the majority of technology trends, participation in the SREB Technology Cooperative is very important for ARE-ON member institutions, as well as the entirety of higher education in Arkansas. By participating Arkansas academic institutions will realize a collective vision dedicated to excellence by leveraging technology for the benefit of the citizens of the Natural State.

Acting per ADHE authorization and as a step forward in support of the ARE-ON Academic Agenda, Rebecca Martindale (Academic Agenda Action Team leader) and I attended the SREB Teaching and Learning Task Force meeting in Atlanta in order to represent higher education in Arkansas and ARE-ON. Also in attendance was K-12 representative for the Arkansas Department of Education staff member, Belinda Kittrell.

**About the Meeting Participants**

The March 2009 Educational Technology Cooperative Teaching and Learning meeting consisted of:

- 37 representatives from 15 SREB states
- 5 guests from 4 non-SREB member states and 1 member state
- 16 Presenters
- 6 SREB Educational Technology Cooperative Teaching and Learning Staff

**Activity Summary:** Major topics of interest at the meeting were:

Representative	Topic
FL	Hybrid Courses
TX	Increasing ROI on Technology Investments
SREB Staff	SREB SCORE(Shared Content Object Repository for Education)
WV	Integrating 21st Century Learning into Everything
NC	North Carolina Learning Technology Initiative
NC	Web 2.0, Effective Instructional Applications
SREB Staff	Online Learning: Strengthening Online Teacher Skills & Knowledge
WCET	Higher Ed breakout session – Higher Education Opportunity Act update
Curriki Staff	Curriki: the Global Education and Learning Community
LA – MoodleRooms CEO	Open Source LMS
UT / WebAim Staff	Avoiding Academic Malpractice : Ensuring Accessibility through the Web
SREB Staff	Sharing to Succeed – the importance of collaboration

## Presentations: Reports and Document Links:

### SREB Report

*A Critical Mission: Making Adolescent Reading an Immediate Priority in SREB States*

Joan Lord – Vice President – SREB Education Policy

**Overview:** This presentation provided information from the SREB Committee to Improve Reading and Writing in Middle and High Schools. Statistics were provided on reading and writing literacy in the SREB states along with recommendations for all SREB states to develop and implement research-based policies designed to improve student literacy skills. The full report can be found at:

<http://www.doe.state.la.us/lde/uploads/13190.pdf>

**Relevance:** According to the SREB Report the percent of eighth-graders scoring at or above the National Assessment of Educational Progress (NAEP) in Arkansas (2007) is below the U.S. average.

### *Ready to Assemble a Model State Higher Education Accountability System*

Chad Aldeman – Policy Associate - EducationSector

**Overview:** Chad Aldeman presented information on [EducationSector](http://www.educationsector.org)'s comprehensive analysis of all 50 states, D.C., and Puerto Rico on the types of information gathered by state colleges and universities regarding student outcomes and institutional practices and how reporting of accountability data vary by state and institution. The report provides guidelines on designing a model state higher education accountability system and can be viewed at:

[http://www.educationsector.org/usr\\_doc/HigherEdAccountability.pdf](http://www.educationsector.org/usr_doc/HigherEdAccountability.pdf)

**Relevance:** If you're interested in reviewing what other Colleges and Universities are reporting with regards to accountability data I would recommend taking a look at this report. The report outlines best practices in gathering data information in various categories including student outcomes, graduation rates, employment

results, institutional practices in teaching, management and scholarship, and economic and community development.

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*CCSSO Strategic Plan: Data, Standards, Assessment & Accountability, Educator Support and Systems of Support for Students and Learning.*

Linda Pittenger – Interim Strategic Initiative Director

Systems of Support for Student Learning Council of Chief State School Officers

**Overview:** Presented was the Council of Chief State School Officers ([CCSSO](http://www.ccsso.org)) 2009 Strategic Initiatives Discussion Document *Transforming Education: Delivering on Our Promise to Every Child*. The document included an introductory letter from the CCSSO Leadership, and reports from committee co-chairs and CCSSO staff liaisons including reports on “Next Generation Learning”, “Standards, Assessment, and Accountability”, “Creating a System of Educator Development”, and “Comprehensive Data Systems”. The full document can be accessed at:

<http://www.ccsso.org/content/pdfs/Transforming%20Education%20-%20CCSSO%20discussion%20document.pdf>

**Relevance:** According to the introductory letter the intent of this report is to fuel discussion regarding transforming education and viewing it as an interconnected enterprise in the four areas outlined above. This is recommended reading for Chief State School Officers.

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*Hybrid Courses: Strategic Tools for Student Achievement*

Charles Dziuban – Director – Research Initiative for Teaching Effectiveness

University of Central Florida

**Overview:** Charles Dziuban provided a value-added model of technology-enhanced learning that included categories of blended learning (enabling, transforming, and enhancing blends). Discussed were evaluations of distributed learning impacts. He presented information on student successes and satisfaction in various learning modalities with respect to courses in three areas: face-to-face, blended and fully online. Also, discussed were generational perspectives from students, faculty and the academy with respect to blended learning satisfaction.

**Relevance:** These reports are informative for institutions as well as instructors.

Blended Learning can be viewed at: <http://net.educause.edu/ir/library/pdf/ERB0407.pdf>

Higher Education, Blended Learning and the Generations: Knowledge is Power-No More:

<http://www.sc.edu/cte/docs/knowledgeIsPower.pdf>

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*Increasing the Return on Our Technology Investments*

Rob Robinson – Director – University of Texas TeleCampus

**Overview:** Rob Robinson presented information from his dissertation in which he compares the costs of teaching online with the costs of traditional face-to-face classroom instruction.

**Relevance:** This research is in progress.

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*SREB-SCORE*

Myk Garn – Associate Director – SREB Educational Technology

**Overview:** Myk Garn provided an update on the progress of [SREB-SCORE](#) (Sharable Content Repositories for Education) including increasing planning, alignment and sharing of the digital learning repository. He presented information on the SCORE workshop, 2008 Partner Survey and discussed the 2009 goals for SCORE including the development of Interstate IP Policy Guidelines.

**Relevance:** “The learning object approach can “reduce significantly the time and cost required when developing e-learning courses.” (Silveira, Gomes, Vicare, 2006)”<sup>1</sup>. SREB-SCORE is the right initiative for digital content development.

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*techSteps: Integrating 21st Century Learning into Everything*

Brenda Williams – Executive Director – [Educational Technology West Virginia Department of Education](#) and  
Adam Smith – President and CEO – School KiT/WVDE

**Overview:** Brenda Williams shared the [West Virginia Department of Education \(WVDE\)](#) partnership with [SchoolKit](#) to implement [techSteps](#), a program that provides planning, teaching and assessing K-8 technology literacy skills. The techSteps curriculum is developed and designed to be integrate technology into the curriculum. The techSteps program provides in-depth rubrics for assessing content and technology to provide student technology literacy profiles.

**Relevance:** This is an impressive tool. The information that it provides regarding students technology literacy is second to none. Adam Smith has offered to demonstrate this product to Arkansas. I will work with him to find the right venue for demonstration.

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*North Carolina Learning Technology Initiative:*

*A Strategic Approach to Technology-enabled Learning*

[Glen Kleiman](#) – Executive Director – [Friday Institute Educational Innovation](#)

Professor – Educational leadership and Policy Studies College of Education North Carolina State University

**Overview:** Glen Kleiman presented the North Carolina Learning Technology Initiative’s (NCLTI) framework for planning a strategic approach to technology-enabled learning in North Carolina public high schools. He discussed the two grants that established a school [1:1 technology pilot program](#). The grant provided funds for student and teacher portable computers, technology infrastructure, technical and instructional support, and program evaluation. You can download the NCLTI Planning Framework paper here:

<http://www.fi.ncsu.edu/project/nc-11-learning-technology-initiative-planning/publications/nclti-planning-framework->

**Relevance:** This model addresses equity, engagement, and economic development for students in a technology-enabled learning environment.

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<sup>1</sup> [http://www.aect.org/events/symposia/Docs/mediapaperarmstrong3\(1\).pdf](http://www.aect.org/events/symposia/Docs/mediapaperarmstrong3(1).pdf)

*Web 2.0 Effective Instructional Applications: Web 2.0/3.0 in Online Courses*  
Bryan Setser – Executive Director – [North Carolina Virtual Public School](#)

**Overview:** Bryan Setser provided an overview of many Web 2.0 and 3.0 applications for engaging students including: [Zon](#), [SecondLife](#), [iTunes U](#) and [Mobile Learning](#), [Fan Cart Physics](#), and [Power-U](#). Resources provided were “[Cool Tools for Teaching Online New Media / Web 2.0](#)” from the SREB / AT&T Online Teachers Initiative.

**Relevance:** User driven content and applications are the way of the digital world. These new media and tools have direct application in educational settings for teachers.

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*Online Learning: Strengthening Online Teacher Skills & Knowledge*  
Liz Glowa – Consultant – SREB

**Overview:** Presented in this session was the Draft Document for SREB Guidelines for Professional Development of Online Teachers which are based on the [SREB Standards for Quality Online Teaching](#). The guidelines are correlated with the indicators outlined in the SREB Standards for Quality Online Teaching and provide detailed information to assist on line teachers in acquiring and sustaining competence and effectiveness. The provide guidance to state virtual schools to ensure online teachers are effective and have necessary tools to support proficiency.

**Relevance:** Development and implementation guidelines for support are an important first step for virtual schools to support and maintain quality and excellence in teaching.

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*Curriki: The Global Education & Learning Community*  
Barbara Kurshan – Executive Director – Curriki

**Overview:** Barbara Kurshan presented an overview of Curriki a community portal for educators and learners created to develop quality materials for education using open source and shared content. The idea behind Curriki is that curricula is free, online and validated by the community. Curricula + Wiki = Curriki.

**Relevance:** Open source products are gaining prominence in the educational marketplace. If your organization is looking for a place to collaborate and contribute to learning objects you may want to check out Curriki.

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*The Open Source LMS: From Buzz to Implementation*  
Martin Knott – CEO – [Moodlerooms, Inc.](#)  
Pam Nicolle – Director – Academic Technology Services – LSU

**Overview:** Martin Knott provided an overview of Moodlerooms a hosting site for the open source learning management system [Moodle](#). Moodle is gaining ground in the LMS arena primarily due to the affordability and flexibility of development for the product by end-users. Pam Nicolle gave an enlightening presentation on why LSU sought a change in their LMS, what the process phases were for implementation of the move from Blackboard to Moodle and how they are sustaining their open source LMS decisions. The 2007 Final Report

for the Course Management System Subcommittee Strategic Plan can be read here:

[http://appl027.lsu.edu/itsweb/cmsweb.nsf/\\$Content/Homepage+Content/\\$File/CMSProjectReport\\_10\\_30.pdf](http://appl027.lsu.edu/itsweb/cmsweb.nsf/$Content/Homepage+Content/$File/CMSProjectReport_10_30.pdf)

**Relevance:** LSU successfully migrated their entire campus of 28,000+ students and over 2800 courses from Blackboard to Moodle in one semester. As part of their training they developed a [Moodle Knowledge Base](#) for instructors and students.

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*Avoiding Academic Malpractice: Ensuring Accessibility through the Web*

Cyndi Rowland – Project Director – Web Accessibility in Mind ([WebAIM](#)) and Center for Persons with Disabilities – Utah State University

**Overview:** Cyndi Rowland provided a review of the problems and key issues in developing online content for persons with disabilities. Educational issues discussed were the legal jeopardy that institutions place themselves in regarding Section 508, ADA and state law compliance for web development. Resources were provided to assist participants in determining whether their websites were accessible including the free tool [Wave Version 4.0](#) from WebAim as well as a list and review of other online accessibility tools that can be found here: <http://webaim.org/articles/freetools/>.

**Relevance:** Compliance with [section 508 of the Rehabilitation Act](#) and the [Americans with Disabilities Act](#) are critical to ensure that citizens receive the right to an appropriate education.

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**Recommendations:** The over-riding theme of the meeting was the power of working together during the difficult economic times. Nationwide, the focus on hybrid courses, the increasing value of course content repositories, the intensifying interest in ROI for all technology investments, and the proliferation of tools for teaching and learning at all levels drove the agenda. The reader must bear in mind that all of the successful activities described at the meeting assumed the presence in the classroom of plentiful and affordable bandwidth. North Carolina made the fact clear that their connection to the NCREN ([North Carolina Research and Education Network](#)) made their Learning Technology Initiative possible. Similar observations were expressed by the other presenters from multiple states. ARE-ON's contemporary in Kentucky ([KYRON](#)) expressed willingness to join in ARE-ON projects as soon as possible. Although not represented at the meeting, the Tennessee Optical Network, and the [Louisiana Optical Network Initiative](#) have expressed similar interests.

### Specific recommendations:

1. Take immediate action to involve all higher education institutions in Arkansas in SREB technology projects and initiatives (K-20) to include:
  - a. The [SREB Electronic Campus](#)
  - b. [SREB SCORE](#)
  - c. Actively seeking leadership in SREB activities
2. Create an Action Team to explore and implement demand aggregation purchasing in order to leverage the buying power of higher education in common need areas such as Open Source teaching/learning solutions such as LMS/CMS, web conferencing tools, etc.
3. Initiate a routine webinar series based upon the common needs and problems that are shared by higher ed institutions in Arkansas, and partner states, in order to seek real solutions and to create an ongoing dialog on a regional/national scale.

**Final Comments:** Routine After Action Report (AAR) documents will be filed for statewide distribution following every ADHE/ARE-ON meeting relative to the SREB, and any other organization offering valuable information that can be leveraged by higher education in Arkansas. The key to sustainable success is true collaboration, and an open, continuous flow of information between and among our institutions. The time has come to change the perception of technology in Arkansas from “poor me” to “FOLLOW ME”. Please feel free to post AAR documents from activities your institution attends/sponsors for the benefit of your statewide colleagues. ARE-ON will feature the AARs on the organizational webpage.