SUNY EMPIRE STATE COLLEGE

Immersive Cloud Learning
Instructor Onboarding Packet

Educational and Emerging Technologies

Information Technology Services

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About the Immersive Cloud Learning Modality

Known industry-wide as immersive telepresence, Immersive Cloud Learning, or ICL, is a new mode of study where the instructor sits in one location and teaches in real-time to students sitting in various ESC locations using the ICL technology. This is also known as a **synchronous, virtual learning environment**.

ICL is unique in that although it is "online," teaching and learning happens remotely and in real time. Research has consistently showed that students in synchronous virtual learning environments have a skewed learning experience if the instructor is physically present with half the class and teleconferencing with the other half.[1] Therefore, the ICL rooms were designed to normalize this experience. A group of students may be in the same building as the instructor or in an entirely different location, known as the "Destination room," but the instructor will always teach from the "Source room," a smaller instructor room without a live audience.

The ICL Technology

The ICL platform uses high-definition video and audio in spaces specifically designed to promote collaboration, content sharing, and discussion between faculty and students. Instructors teach from the Source room and students join from the Destination room.

Figure 1 ICL Source Room equipment (instructor)

Both rooms are located on a location that is equipped with the ICL technology. Currently, due to the remote nature of ICL, only locations with the ICL equipment are able to offer ICL study groups. The ultimate goal is to have ICL source and destination rooms in SUNY Empire State College locations around the state and the globe.

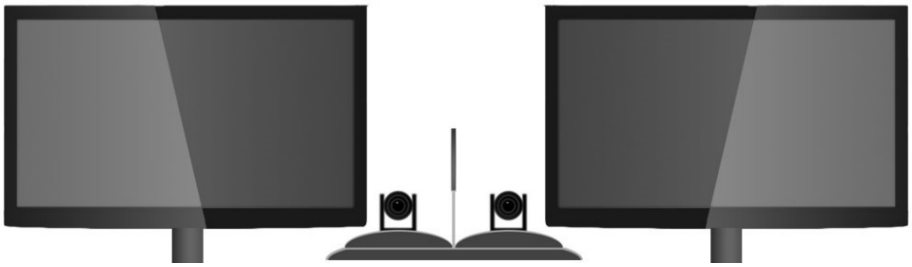


Figure 2 ICL Destination Room equipment (classroom)

[1] Chen, Y., & Willits, F. K. (1998). A Path Analysis of the Concepts in Moore's Theory of Transactional Distance in a Videoconferencing Learning Environment. *Journal Of Distance Education*, *13*(2)
White, C. P., Ramirez, R., Smith, J. G., & Plonowski, L. (2010). Simultaneous Delivery of a Face-to-Face Course to On-Campus and Remote Off-Campus Students. *Techtrends: Linking Research And Practice To Improve Learning*, *54*(4), 34-40

The Immersive Cloud Learning Onboarding Program

The Immersive Cloud Learning (ICL) Onboarding Program was designed to introduce the faculty to the ICL technology, and to the best practices for teaching an ICL group study. The program is comprised of three equally important parts:

- Part I: **The Innovation Collaboration (IC) Map for ICL Instruction.** A self-reflection/assessment "road map." See p.3 and appendix A.

- Part II: **The ICL Online Training for Faculty Readiness.** An asynchronous training with practicum in Moodle. See p.4 and appendix B.

- Part III: Work with an **Educational Technologist or Learning Space Architect** who will follow along with your training progress, and follow-up with you. See appendix C.

You will also have the opportunity to participate in an optional pre and post-survey called the **ICL Faculty Stages of Concern Survey**. Read more about it in this packet.

Part I: The Innovation Configuration Map

An Innovation Configuration Map, or IC Map, is a road map "created to clarify what an innovation or change actually looks like along a continuum, from high-quality implementation to least desirable." [2] These elements describe the different ways that instructors can approach the ICL modality. Faculty can review their practice and ways they are implementing the ICL mode of study and compare it with those practices presented on the Map. IC Map is part of the CBAM instrument and it was developed by change researchers from the University of Texas-Austin.

It is important to note that the IC map is not an evaluation document or a rubric. It *describes* practices rather than evaluate practices. It is a tool for reflective practices and it should serve as your guide or a "road map."

Most importantly, this IC Map is a live document that will be revised as more instructors teach with the ICL technology and work on this document together with us.

How to Utilize the ICL Modality Innovation Configuration (IC) Map

Appendix A contain descriptions of the Immersive Cloud Learning (ICL) Modality. The descriptions are organized according to key components that are designed to be reflective of research-based practice and shared experience. Each component includes a number of possible variations that describe different ways that the ICL Modality may function or be carried out.

The IC Map is organized into three clusters and their components:

- Instructor Leads the ICL Technology,
- Instructor is Present and Strategic, and
- Students Participate and are Engaged

Review each cluster and reflect on where you may fall in the spectrum from high-quality (A) to least desirable (D). If this is your first term teaching an ICL group study, use this document to understand what "high-quality implementation" looks like. If you have already taught an ICL group study, use the map to assess where you have been and reflect on what practices you would like to implement in this next term.

[2] Hord, S., Stiegelbauer, S., Hall, G., & George, A. (2006). Innovation Configurations.

Part II: The ICL Online Training Course for Faculty Readiness

As part of the ICL Onboarding process, you will have access to an online training that covers two main topic areas: the use of the ICL equipment and types of learning activities that work best using ICL. This curriculum is divided into three modules:

Module 1 *Interacting with your ICL Students*
Module 2 *Working with the ICL Technology*
Module 3 *Putting it All Together*

In this online training course, you will find the practical information and experience the technology at a distance. You will have the opportunity to:

- come back multiple times and use it as a reference,
- print the documentation on the technical aspects of the technology,
- review the best pedagogical practices throughout the term, and
- connect and share with your fellow instructors by participating in the Reflection Spaces throughout the three modules.

Going through this training is very strongly encouraged as it will help you plan your ICL study for the upcoming term. This is a self-paced course. In its entirely, it should take you less than 2 hours to complete.

By the end of the online training, you should feel more comfortable working in the ICL rooms and understand how to teach an engaging course over the ICL equipment.

See Appendix B for information on how to log in to the Online Training Course.

The Cohort and the Reflection Space

Throughout the Moodle portion of the training, there are several opportunities to be involved in small group discussions or reflection spaces with your fellow cohort. We encourage you to use these spaces to reflect on what you have learned during the training and apply it to your own group study, but also to expand on what has already been covered. Take your own critical eye to the ICL set up and come up with new and creative solutions that might work in your ICL group study.

In this discussion space, you will be able to interact with your fellow instructors. They can see and respond to what you write and vice-versa. Perhaps something about your ICL course poses a unique problem that you don't immediately see a solution to. Write about it here and maybe one of your cohorts will be able to find a solution that you did not see. Or perhaps one of your cohorts posted about how a certain activity in their class is not well suited for the ICL classroom. Do you disagree? Or see a way to alter that activity slightly so that it works much better in the ICL classroom? This is your opportunity to bounce ideas of your fellow ICL instructors and collaborate to come up with new and creative solutions. See Appendix C for the list of the current cohorts.

Part III: The Support System Around the ICL Instructor

The role of the educational technologists is two-fold:

1- To inform the college of what works and does not work in this mode of study by running pilots, training and working with faculty, and by gathering the appropriate data on student satisfaction, student success, rate of completion, faculty stages of concern, and satisfaction.

2- To understand the various faculty profiles at ESC in order to create and facilitate faculty development in the areas of student-centered teaching, adult learning theories, and active learning supported by educational technologies.

It is, therefore, imperative that the ICL instructor works closely and partners with the educational technologists in order to inform of what works best in their own experiences receiving training and teaching in the ICL modality.

As an ICL instructor, we urge you to participate in the ICL Faculty Stages of Concern pre/post surveys in order to best understand the needs of the faculty teaching with ICL. See the information below.

The ICL Faculty Stages of Concern Pre and Post Survey

We are seeking your input!

After piloting the ICL modality at the Metropolitan location (faculty teaching remotely from Manhattan to a classroom in Staten Island using the ICL technology) in the Fall 2015 and the Spring 2016 terms, the educational technologists have received enough feedback from the current and past ICL instructors to deem necessary to formalize a method to study the users' attitudes and concerns before and after they teach an ICL group study. By understanding the ICL instructors' concerns before and after they teach a term using the technology, we will be able to hone in the ICL Onboarding Program to meet their concerns, and the ITS management will be able to determine the next steps based on the attitudes of the instructors.

We are looking to understand the present and upcoming Immersive Cloud Learning (ICL) instructors' attitudes and concerns of this new mode of study, and to inform the Educational and Emerging Technologies group and ITS management personnel of the needs for faculty and staff training and development, as well as improvements in the technology.

We will be using the Stages of Concern Questionnaire (SoCQ), a diagnostic dimension of the Concerns Based Adoption Model (CBAM), to survey the faculty. According to the authors, the SoCQ has been used in many studies of a variety of educational innovations and has been adapted for specific populations or situations. After independent investigations, it has generally been concluded to be a validated instrument for determining the accuracy of a subject's current stage of concern: 0- Unconcerned, 1- Informational, 2- Personal, 3- Management, 4- Consequence, 5- Collaboration, 6- Refocusing.[3]

ICL instructors who choose to participate will be able to access the online survey in the Online Training Course and/or via an e-mail announcement sent before and after the current term.

Thank you in advance for your support and participation.

(Survey consent form in next page).

[3] George, A. A., Hall, G. E., & Stiegelbauer, S. M. (2006). Measuring implementation in schools: The stages of concern questionnaire.

The ICL Faculty Stages of Concern Survey Consent Form

Purpose of the Research. The purpose of this study is to help the Educational Technologists improve the current Immersive Cloud Learning (ICL) training program, to evaluate the ICL technology and its effectiveness in this modality, and to inform how the ICL technology is best used in the future.

Procedure & Duration. This study includes a survey that should take about 10 to 15 minutes to complete.

Voluntary Nature. Participation is voluntary and responses will be kept confidential. You have the option to not respond to any questions that you choose. Participation or nonparticipation will not impact your ability to be trained or teach on the ICL platform. You are free to withdraw your participation at any time.

Confidentiality. During this survey you will be asked for demographic data. This will be used to examine the population teaching with ICL and not the individual. Your response will be de-identified to maintain your confidentiality.

In addition to sharing the results among the Educational and Emerging Technologies group at ESC, the result from the study could be presented in educational settings and at professional conferences. The result may also be published in a professional journal. No identifying information will be presented in any capacity in order to protect your anonymity.

Risks and Benefits. Whenever one works with the internet there is always the risk of compromising privacy, confidentiality, and/or anonymity. We've taken precautions to ensure this does not happen but after you take the survey and submit the answers, please close your browser.

The results of the study will be used for improving the ICL training program, for bettering the experience of future semesters of the courses using the technology, and for scholarly purposes only.

Contact information. Any questions, concerns or complaints that you may have about this study can be answered by Carolina Kim, Educational Technologist project lead, Carolina.Kim@esc.edu .

If you have any questions about your rights as a participant in a research project, or questions, concerns, or complaints about the research and wish to speak with someone who is not a member of the research team, you should contact (anonymously, if you wish) the Empire State College Institutional Review Board: Brian Goodale, Compliance Officer, Empire State College, One Union Avenue, Saratoga Springs, NY 12886-4391; (518) 587-2100 ext. 2580

Implied Consent. By completing the survey, you imply that you have read this information and agree to participate in this research. Submission of the completed survey will be interpreted as your informed consent to participate and that you affirm that you are at least 18 years of age. If you agree to participate in the survey, click on "I understand the procedures described above. My questions have been answered to my satisfaction, and I agree to participate in this study" on the first page of the online survey.

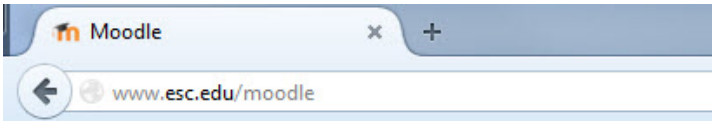
APPENDIX A

The ICL Modality Innovation Configuration (IC) Map

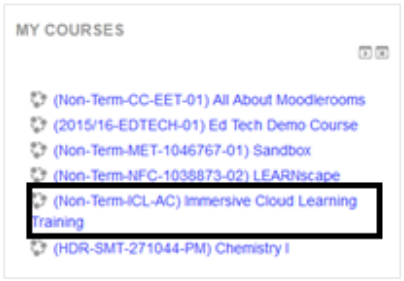
APPENDIX B

How to Log In to the ICL Online Training Course

1. Open an internet browser.
2. Enter the URL www.esc.edu/moodle into the address bar.



3. If you are not automatically logged in, enter your ESC username and password and click **Login**.
4. The homepage of Moodlerooms will open.
5. Look for the "Immersive Cloud Learning Training" under your "My Courses" section



6. If you do not see the Immersive Cloud Learning Training, then submit a Service Desk ticket requesting access to the this course as a student.

APPENDIX C

Educational Technologist and Technical Support Contact

ITS Service Desk (888) HELP-009 or (888) 437-7009

Metro/Hudson St. (Source room only)

Front Desk	-	(212) 647-7800
Educational Technologist	Carolina Kim	(646) 230-1299
Technology Support Specialist	Jin Chun	(646) 230-1211
Unit Coordinator	Malongze Foma	(646) 230-1250
Learning Space Architect	Adam Deyglio	(914) 948-6206, ext. 3598

Staten Island (Destination room only)

Front Desk	-	(718) 667-7524
Educational Technologist	Norana Cantrell	(718) 783-4400, ext. 1746
Technology Support Specialist	Jason Frohberg	(518) 587-2100, ext. 1753
Unit Administrator	Dennis Modafferi	(718) 667-7524, ext. 1787
Learning Space Architect	Adam Deyglio	(914) 948-6206, ext. 3598

Rochester (Source and Destination rooms)

Front Desk	-	(585) 224-3200
Educational Technologist	Allison Moreland	(585) 224-3252
Technology Support Specialist	Adam Bradley	(585) 224-3205
Learning Space Architect	Adam Deyglio	(914) 948-6206, ext. 3598