

**Division of Academic Affairs  
Technology Fee – Project Proposal  
2015**

*Proposal Deadline: Wednesday, January 21, 2015*

***Project Proposal Type***

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***Systemic Project***

*Projects proposed by operational units of the university (e.g., colleges, academic departments, Library, etc.) for instructional technology enhancements of unit-wide or university-wide scope.*

*All Systemic Project proposals must be acknowledged (signed) by the operational unit head (e.g. Dean, Chair, Director, etc.).*

***Project Title***

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*Promoting Quality Online Instruction by Providing an Instructional Media Lab at the Academic Technology Center*

***Total Amount of Funding Requested***

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*\$19,230*

***Primary Project Coordinator***

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*Lior Flum*

***Unit Head Acknowledgment***

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**Revised based on ITS Comments**

Unit Head Signature: *J. D. Burgess*

Date: *2/17/15*

**Division of Academic Affairs**  
**Systemic Project Proposal Template**  
**2015**

**1. Description of initiative/investment to enhance instructional technology**

The Academic Technology Center (ATC) operates under the auspices of the UWF IT Strategic Plan with the mission of ensuring quality distance and distributed teaching and learning at the University of West Florida. ATC serves as a catalyst for the application of new technologies to support teaching, learning, and creative expression. ATC supports faculty in the design, development, implementation and continuous improvement of quality online and blended courses at UWF.

Based on academic research and ATC's collaboration with organizations such as *Quality Matters (QM)*, *the Sloan Consortium*, and *Educause*, this project seeks to promote quality online instruction by providing UWF instructors with instructional media lab space, equipment and training.

Instructors at the University of West Florida have expressed a need for an instructional media lab in which they can create engaging instructional media resources. An instructional media lab provides the necessary tools, resources, physical conditions, and professional support for faculty to produce high quality instructional media resources. A media lab is a supportive environment where noise and distractions are neutralized, and proper digital video recording equipment is available along with the necessary editing software. Professional instructional design support on site helps create better and more engaging instructional media.

Research has shown that students learn better when instruction is multi-modal. High quality media resources, such as video and audio, interactive audio-enhanced diagrams and simulations, interactive quizzes and graphics, help to create more effective and engaging learning (Fahy, 2008). Online learning particularly benefits from integrating instructional media as it reduces the transactional distance between instructors and students (Moore, 1993), increases instructor presence (Mandernach, 2009), and raises motivation (Beckem & Watkins, 2012). By providing UWF instructors with a new state-of-the-art media lab at ATC, we hope to increase the number of courses that engage students and meet QM standards.

**2. Description of how initiative has a college/unit-wide or university-wide scope**

The ATC instructional media lab will be available for all university staff and faculty. It will serve two important functions: 1. training faculty in producing instructional media and multimedia production, i.e. the use of tools and software to apply instructional media strategies. 2. Providing the necessary tools, software, and conditions for instructors who wish to create, record, and edit quality online learning resources.

The Academic Technology Center has been successfully working to raise the quality of online instruction by promoting the *Quality Matters (QM)* standards. An updated and adequately equipped media lab will make it easier and faster to create courses with materials and activities that align to QM standards. In particular, the lab would help faculty meet QM standards 4.5 (instructional materials quality), 5.2 (learning engagement), 6 (currency of technology and technology support of engagement), 8.3 (accessibility by alternative means of access to course materials) and 8.5 (course multimedia facilitate ease of use).

### **3. Description of alignment with UWF Strategic Plan**

This project aligns UWF's Strategic Plan as it support the plan's *Strategic Directions 1, 2, and 4*. *Strategic Direction 1* calls for enhancing student access and learning. The high-quality instructional materials that will be produced in the ATC Instructional Media Lab will provide students with engaging and effective online learning experiences. The training and guidance that will be offered to faculty using the Instructional Media Lab will not only promote UWF students' academic success, but will also comply with UWF accessibility standards as well as those of QM (8.3). Therefore, this project aligns well with Strategic Direction 1.

This projects aligns directly with *Direction 2* that calls for distinctiveness in teaching by providing instructors new opportunities to explore online pedagogical methods through new media. An Instructional Media Lab will enable faculty to express themselves more creatively as instructors. As a result, unique and innovative instructional courses and materials will be created.

In direct alignment with *Direction 4* of sustainable institutional excellence, this project proposes to create a physical infrastructure and support services that will directly relate to UWF's Strategic Plan. An instructional media lab will provide the physical and organizational structure and facility needed to continuously promote high quality online instruction, which in turn advances institutional excellence.

In sum, an ATC Instructional Media Lab builds directly on UWF's values of *inclusiveness* by making online learning materials accessible, *innovation* by supporting creativity and the development of new instructional experiences, and *quality* by improving the quality of online instruction.

### **4. Description of benefits provided**

UWF Instructors are at a disadvantage presently because there are few resources on campus or online for them to create high quality instructional materials. Today, if an instructor wants to narrate a PowerPoint presentation or create a video for their online course, he or she must either purchase expensive software and equipment or put together materials with poor quality. Some departments have actually incurred considerable expense and purchased expensive software and equipment. It makes much more sense to have a centrally located media lab available to the entire UWF community. ATC currently has a small space available to instructors but the current media lab has been developed in stages and is in dire need of an upgrade in order to meet the ever

changing requirements in digital world. The new instructional media lab will provide a sound-controlled environment for instructors to produce high-quality audio and video, as well as produce interactive presentations and digital learning materials. ATC staff will guide instructors using the instructional media lab not only in the process of production of SCORM compliant learning materials, but also in integrating the new learning materials in eLearning.

This project provides the following benefits:

- Access to digital media tools for instructors
- The necessary conditions for producing high quality instructional media (such as, sound control)
- Training, guidance and support for producing and integrating SCORM-compliant instructional media for UWF faculty
- Opportunities for better and distinct online instruction

Additional benefits of this project are:

- Promoting quality online instruction
- Producing engaging online instruction
- Assuring accessibility to online instructional media resources and materials
- Aligning to QM standards
- Better student learning outcomes and satisfaction.

## **5. Description of how success/impact will be measured**

The ATC instructional media lab will provide UWF instructors with the means to offer students a greater variety of high-quality instructional materials. This will not only increase higher ADA compliance, but also will provide learners with new opportunities to better engage with the course content and to interact with their instructors. Students' outcomes, satisfaction and engagement will increase as different modalities for accessing online course materials will become available to them. These anticipated effects of the ATC instructional media lab will be assessed by the following means:

- a. The quality of online instruction will be measured by the effect on QM course certification. QM is a nationally recognized rubric and process for ensuring quality of online courses and online components. The impact on QM course certification will be measured by alignment to QM standards 4, 5 and 8. These standards directly address issues such as accessibility, learner interaction and engagement, and quality of online instructional materials.
- b. Faculty utilizing instructional media lab will participate in a survey on student feedback on new online content and practice materials. The survey will be sent at the end of the first semester after their revised curriculum has been implemented in their online course.
- c. ATC will gather and analyze usage data and maintain statistics of frequency of use and type of utilization of the instructional media lab (e.g., training or production). Additionally,

statistics on the types of instructional online materials produced and their purposes will be collected.

**6. Detailed description of resources required, including hardware, software requirements and personnel costs (faculty compensation is not an allowed cost)**

<u>Item</u>	<u>Number</u>	<u>Cost per item</u>	<u>Total cost</u>
Rode Podcaster Studio B&H Kit	2	\$347	\$694
Sony FDR-AX1 Camcorder	1	\$4,500	\$4,500
Sony Battery LED Video Light	1	\$250	\$250
Sony Shotgun Microphone	1	\$300	\$300
Sony 64GB XQD Memory Card	1	\$220	\$220
Sony XQD Card Reader	1	\$45	\$45
Sony 72mm Front Lens Cap	1	\$10	\$10
Sony Handycam Camcorder Quick Charger	1	\$170	\$170
Sony InfoLITHIUM L Series Rechargeable Battery	1	\$170	\$170
Sony Soft Carrying Case	1	\$250	\$250
Acoustimac ACM-222 Suede Acoustic Panels 24"X24'X2	20	\$49.00	\$980
Heavy Duty Automatic Door Bottom	2	\$83	\$166
iMac	1	\$3,529	\$3,529
M-D Building Products 2733 High Density Foam Tape, 3/16-by-3/8-Inch-by-17 feet, Closed Cell, White	1	\$6	\$6
Pyle Pro PDWM7300 4-Channel Wireless UHF Microphone System	1	\$216	\$216
Sony Alpha A6000 w/ 16-50mm lens	1	\$700	\$700
Sony 55-210mm F4.5-6.3 OSS E-mount Zoom Lens	1	\$350	\$350
Sony External Flash	1	\$150	\$150
Sony Just fit-body case for a6000	1	\$50	\$50
Sony SDXC High Speed Memory Card (64GB)	1	\$46	\$46
Sony Stereo Microphone	1	\$160	\$160
Sony Backpack Carrying Case	1	\$120	\$120
iPad mini with Wi-Fi - 16GB	2	\$250	\$500

Camtasia Studio/Snagit Bundle	1	\$199	\$199
Adobe Creative suite (five years prescription)	1	\$240 a year	\$1200
Articulate storyline 2	1	\$699	\$699
Oben - CT-3581 Carbon Fiber Tripod With BE-126T Ball Head	1	\$380	\$380
Sony Remote Control Tripod	1	\$700	\$700
Parallels Desktop 10 for Mac	1	\$80	\$80
Logitech Wireless Headset H600	1	\$70	\$70
University Classroom Virtual Set	1	\$80	\$80
5x7 Reversible / Flex - Blue & Green Screen	1	\$99	\$99
Contingency			\$2,141
<b>Total</b>			<b>\$19,230</b>

**7. Proposed timeline**

Provided funding is approved by March 1, 2015, ATC will initiate project work in time to set the instructional media lab's space and equipment by August 31, 2015. Instructional media training at the lab will begin on September 1st, 2015.

**8. Plan for sustainability beyond conclusion of funding from technology fee, if applicable**

The purpose of this project is to set up an instructional media lab. Once this goal has been accomplished, the instructional media lab will be continuously maintained by ATC.

**9. Resource matching commitments from other organizations/sources (identify organization and amounts), if applicable**

Currently additional funding is not applicable.

**10. Individual responsible for reporting and accountability, along with contact information**

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## **11. References**

Beckem, J. M., & Watkins, M. (2012). Bringing Life to Learning: Immersive Experiential Learning Simulations for Online and Blended Courses. *Journal of Asynchronous Learning Networks*, 16(5), 61-70.

Fahy, P.J. (2008). Characteristics of interactive online learning media. In Anderson, T., & Elloumi, F. (Eds.). *The theory and practice of online learning* (2nd ed.) (pp. 167–199). Athabasca, AB, Canada: Athabasca University.

Mandernach, B. J. (2009). Effect of instructor-personalized multimedia in the online classroom. *The International Review of Research in Open and Distance Learning*, 10(3).

Moore, M.G. (1993). Theory of transactional distance. In Keegan D. (Ed.), *Theoretical principles of distance education*. (pp. 22-38). New York: Routledge.