# **M.A. in Instructional Technology** - 2012/13 Director's Report

## Goals from Academic Year 2012-13

### 1. Increase online offerings by 50% (synchronous and asynchronous)

We achieved this goal for 50% of our six core courses with asynchronous deployment of INTC5160 and INTC5110. A third core (INTC5001) was offered this year as online synchronous. The entire MAIT curriculum is now conducted using a hybrid mode with a combination of face-to-face sessions and either synchronous or asynchronous offerings. INTC5560 (elective) is currently asynchronous.

### 2. Explore BYOD/BYOT (Bring Your Own Device/Bring Your Own Technology)

This exploration is underway with collaboration between MAIT faculty and a MAIT student who is a teacher in our Southern Regional cohort. Preliminary outcomes include design of an online module; a co-authored article (MAIT faculty & MAIT student) in a peer-reviewed, international journal; and a presentation at professional conference in Madrid, Spain, Oct 2012.



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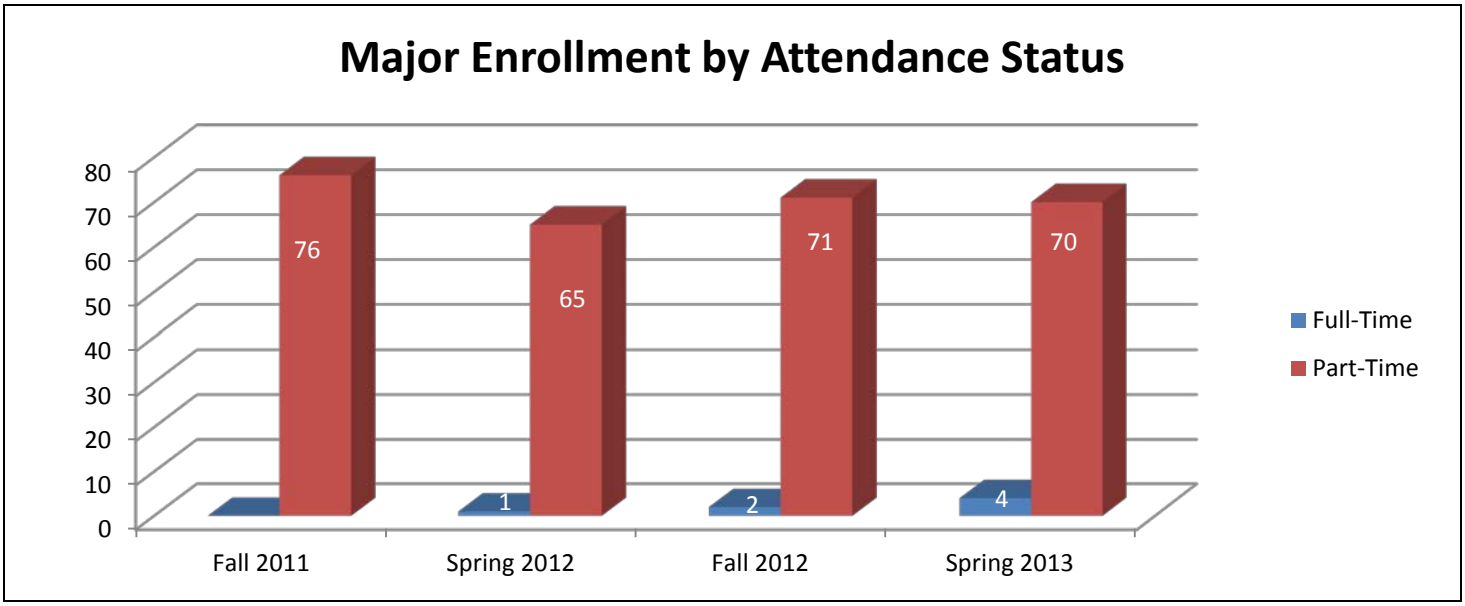
## Graduate Enrollment

Chart 1




| EDUC - MAIT | Fall 2011 | | | Spring 2012 | | | Fall 2012 | | | Spring 2013 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Major Program | Full Time | Part Time | | Full Time | Part Time | | Full Time | Part Time | | Full Time | Part Time | |
| (All MAIT) | 0 | 76 | | 1 | 65 | | 2 | 71 | | 4 | 70 | |
| Corporate Training Concentration | Full Time | Part Time | | Full Time | Part Time | | Full Time | Part Time | | Full Time | Part Time | |
| | 0 | 2 | | 0 | 2 | | 0 | 0 | | 0 | 0 | |
| Education Concentration | Full Time | Part Time | | Full Time | Part Time | | Full Time | Part Time | | Full Time | Part Time | |
| | 0 | 44 | | 0 | 40 | | 0 | 38 | | 0 | 35 | |
| General Concentration | Full Time | Part Time | | Full Time | Part Time | | Full Time | Part Time | | Full Time | Part Time | |
| | 0 | 6 | | 0 | 10 | | 1 | 21 | | 3 | 21 | |
| No Concentration | Full Time | Part Time | | Full Time | Part Time | | Full Time | Part Time | | Full Time | Part Time | |
| | 0 | 16 | | 1 | 7 | | 1 | 8 | | 1 | 12 | |
| Technology Coordination Concentration | Full Time | Part Time | | Full Time | Part Time | | Full Time | Part Time | | Full Time | Part Time | |
| | 0 | 8 | | 0 | 6 | | 0 | 4 | | 0 | 2 | |
| Graduate School | Full Time | Part Time | Non-Matric | Full Time | Part Time | Non-Matric | Full Time | Part Time | Non-Matric | Full Time | Part Time | Non-Matric |
| | 237 | 480 | 151 | 226 | 483 | 97 | 283 | 517 | 84 | 278 | 474 | 47 |

Note: Graduate School totals include Post-Baccalaureate Certificate Enrollments

SOURCE: SURE Enrollment Files fall 2011, Student Demo Files fall 2011, SURE Enrollment Files fall 2012, and Student Demo Files fall 2012



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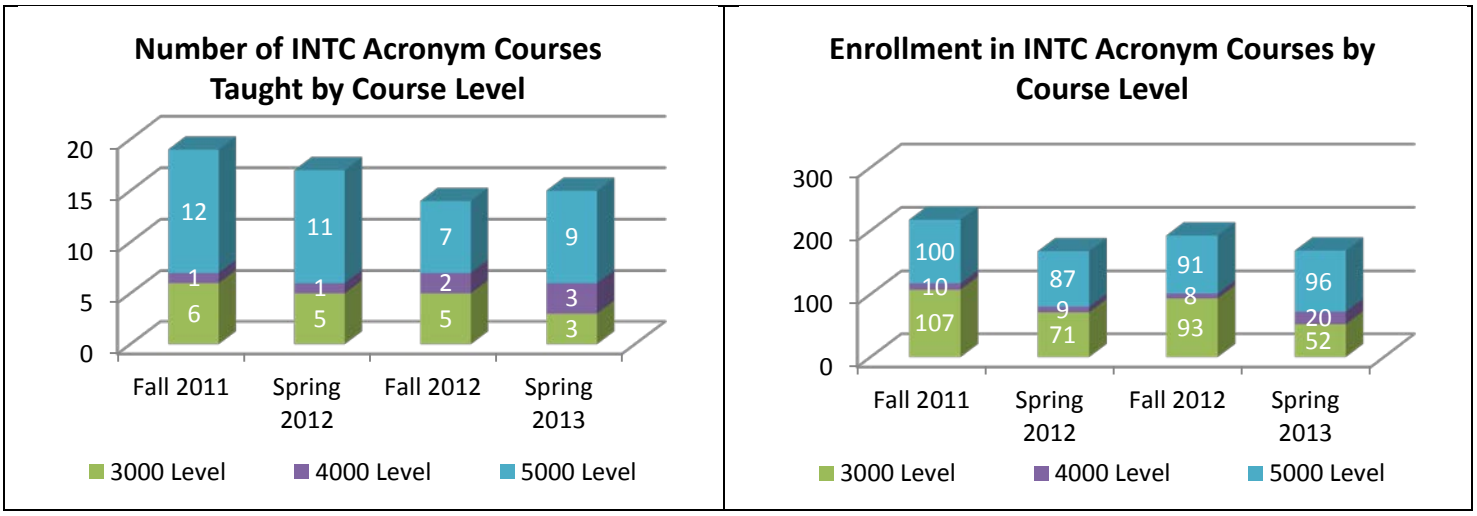
## Summary of INTC Acronym Courses Taught by All Faculty

Chart 2




NOTE: Courses taught refers to all courses with this acronym and may include courses taught by faculty members outside of this home program
SOURCE: Faculty Workload Raw Data Reports fall 2011, spring 2012, fall 2012 and spring 2013

| Total Course Enrollments | Fall 2011 | | | | Spring 2012 | | | | Fall 2012 | | | | Spring 2013* | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Course | # Sessions Offered | # Students Enrolled | # Regular Faculty Teaching | # Adj. Faculty Teaching | # Sessions Offered | # Students Enrolled | # Regular Faculty Teaching | # Adj. Faculty Teaching | # Sessions Offered | # Students Enrolled | # Regular Faculty Teaching | # Adj. Faculty Teaching | # Sessions Offered | # Students Enrolled | # Regular Faculty Teaching | # Adj. Faculty Teaching |
| INTC 3610 | 6 | 107 | 3 | 3 | 5 | 71 | 5 | | 5 | 93 | 3 | 2 | 3 | 52 | 2 | 1 |
| INTC 4620 | 1 | 10 | 1 | | | | | | | | | | | | | |
| INTC 4650 | | | | | 1 | 9 | 1 | | 1 | 8 | 1 | | 2 | 16 | 2 | |
| INTC 4800 | | | | | | | | | 1 | 0 | 1 | | 1 | 4 | 1 | |
| INTC 5001 | 1 | 13 | 1 | | | | | | 1 | 9 | 1 | | 1 | 22 | | 1 |
| INTC 5110 | | | | | 2 | 23 | 1 | 1 | 1 | 12 | 1 | | 1 | 10 | 1 | |
| INTC 5120 | 2 | 26 | 2 | | 1 | 10 | 1 | | | | | | | | | |
| INTC 5160 | 1 | 10 | 1 | | 2 | 18 | 2 | | 1 | 19 | 1 | | | | | |
| INTC 5170 | 1 | 7 | 1 | | 1 | 7 | 1 | | | | | | 2 | 16 | 2 | |
| INTC 5250 | | | | | 1 | 10 | | 1 | | | | | | | | |
| INTC 5280 | | | | | | | | | 1 | 11 | | 1 | | | | |
| INTC 5290 | | | | | | | | | | | | | 1 | 12 | 1 | |
| INTC 5330 | | | | | | | | | 1 | 19 | 1 | | | | | |
| INTC 5340 | 2 | 20 | | 2 | 1 | 10 | | 1 | | | | | | | | |
| INTC 5410 | | | | | | | | | | | | | 1 | 12 | 1 | |
| INTC 5450 | 1 | 9 | | 1 | | | | | | | | | | | | |
| INTC 5530 | | | | | | | | | | | | | 1 | 7 | | 1 |
| INTC 5560 | | | | | | | | | 1 | 14 | 1 | | 1 | 16 | 1 | |
| INTC 5701 | | | | | | | | | | | | | 1 | 1 | 1 | |



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| **Total Course Enrollments** | **Fall 2011** | | | | **Spring 2012** | | | | **Fall 2012** | | | | **Spring 2013*** | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Course | # Sessions Offered | # Students Enrolled | # Regular Faculty Teaching | # Adj. Faculty Teaching | # Sessions Offered | # Students Enrolled | # Regular Faculty Teaching | # Adj. Faculty Teaching | # Sessions Offered | # Students Enrolled | # Regular Faculty Teaching | # Adj. Faculty Teaching | # Sessions Offered | # Students Enrolled | # Regular Faculty Teaching | # Adj. Faculty Teaching |
| INTC 5800 | 2 | 2 | 2 | | 2 | 2 | 2 | | | | | | | | | |
| INTC 5810 | 2 | 13 | 2 | | 1 | 7 | 1 | | 1 | 7 | 1 | | | | | |
| **Total INTC** | **19** | **217** | **13** | **6** | **17** | **167** | **14** | **3** | **14** | **192** | **11** | **3** | **15** | **168** | **12** | **3** |

## Summary of Courses Taught by MAIT Program Faculty

| **Total Course Enrollments** | **Fall 2011** | | | | **Spring 2012** | | | | **Fall 2012** | | | | **Spring 2013*** | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Course | # Sessions Offered | # Students Enrolled | # Regular Faculty Teaching | # Adj. Faculty Teaching | # Sessions Offered | # Students Enrolled | # Regular Faculty Teaching | # Adj. Faculty Teaching | # Sessions Offered | # Students Enrolled | # Regular Faculty Teaching | # Adj. Faculty Teaching | # Sessions Offered | # Students Enrolled | # Regular Faculty Teaching | # Adj. Faculty Teaching |
| INTC 3610 | 3 | 54 | 1 | 2 | 3 | 41 | 3 | | 4 | 75 | 2 | 2 | 2 | 35 | 1 | 1 |
| Total 3000 Level | 3 | 54 | 1 | 2 | 3 | 41 | 3 | 0 | 4 | 75 | 2 | 2 | 2 | 35 | 1 | 1 |
| INTC 4620 | 1 | 10 | 1 | | | | | | | | | | | | | |
| INTC 4650 | | | | | | | | | 1 | 8 | 1 | | 1 | 8 | 1 | |
| INTC 4800 | | | | | | | | | 1 | 0 | 1 | | 1 | 4 | 1 | |
| Total 4000 Level | 1 | 10 | 1 | 0 | 0 | 0 | 0 | 0 | 2 | 8 | 2 | 0 | 2 | 12 | 2 | 0 |
| INTC 5001 | 1 | 13 | 1 | | | | | | 1 | 9 | 1 | | 1 | 22 | | 1 |
| INTC 5110 | | | | | 2 | 23 | 1 | 1 | 1 | 12 | 1 | | | | | |
| INTC 5120 | 2 | 26 | 2 | | 1 | 10 | 1 | | | | | | 1 | 10 | 1 | |
| INTC 5160 | 1 | 10 | 1 | | 2 | 18 | 2 | | 1 | 19 | 1 | | | | | |
| INTC 5170 | 1 | 7 | 1 | | 1 | 7 | 1 | | | | | | 2 | 16 | 2 | |
| INTC 5250 | | | | | 1 | 10 | | 1 | | | | | | | | |
| INTC 5280 | | | | | | | | | 1 | 11 | | 1 | | | | |
| INTC 5330 | | | | | | | | | 1 | 19 | 1 | | | | | |
| INTC 5340 | 1 | 9 | | 1 | 1 | 10 | | 1 | | | | | | | | |
| INTC 5410 | | | | | | | | | | | | | 1 | 12 | 1 | |
| INTC 5450 | 1 | 9 | | 1 | | | | | | | | | | | | |
| INTC 5530 | | | | | | | | | | | | | 1 | 7 | | 1 |
| INTC 5560 | | | | | | | | | 1 | 14 | 1 | | 1 | 16 | 1 | |
| INTC 5701 | | | | | | | | | | | | | 1 | 1 | 1 | |
| INTC 5800 | 2 | 2 | 2 | | 2 | 2 | 2 | | | | | | | | | |
| INTC 5810 | 2 | 13 | 2 | | 1 | 7 | 1 | | 1 | 7 | 1 | | | | | |
| Total 5000 Level | 11 | 89 | 9 | 2 | 11 | 87 | 8 | 3 | 7 | 91 | 6 | 1 | 8 | 84 | 6 | 2 |
| **Total INTC** | **15** | **153** | **11** | **4** | **14** | **128** | **11** | **3** | **13** | **174** | **10** | **3** | **12** | **131** | **9** | **3** |



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| **Total Course Enrollments** | **Fall 2011** | | | | **Spring 2012** | | | | **Fall 2012** | | | | **Spring 2013*** | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Course | # Sessions Offered | # Students Enrolled | # Regular Faculty Teaching | # Adj. Faculty Teaching | # Sessions Offered | # Students Enrolled | # Regular Faculty Teaching | # Adj. Faculty Teaching | # Sessions Offered | # Students Enrolled | # Regular Faculty Teaching | # Adj. Faculty Teaching | # Sessions Offered | # Students Enrolled | # Regular Faculty Teaching | # Adj. Faculty Teaching |
| GAH 2342 | | | | | 1 | 33 | 1 | | | | | | 1 | 36 | 1 | |
| GAH 3204 | | | | | | | | | | | | | 1 | 20 | 1 | |
| GEN 2101 | | | | | 1 | 37 | | 1 | | | | | | | | |
| GIS 4623 | | | | | | | | | 1 | 20 | 1 | | | | | |
| GIS 4662 | | | | | | | | | | | | | 1 | 19 | 1 | |
| **Total GEN** | **0** | **0** | **0** | **0** | **2** | **70** | **1** | **1** | **1** | **20** | **1** | **0** | **3** | **75** | **3** | **0** |

NOTE: Spring 2013 data was pulled on 15-Feb-13 and final data will not be available until after 15-May-13. Regular Faculty refers to those faculty members that are FT, 1/2 time, 2/3 time, or 3/4 time. Courses may have multiple sessions or be stacked/pyramided course and may be taught by the same faculty member.

SOURCE: Faculty Workload Raw Data Reports fall 2011, spring 2012, fall 2012 and spring 2013



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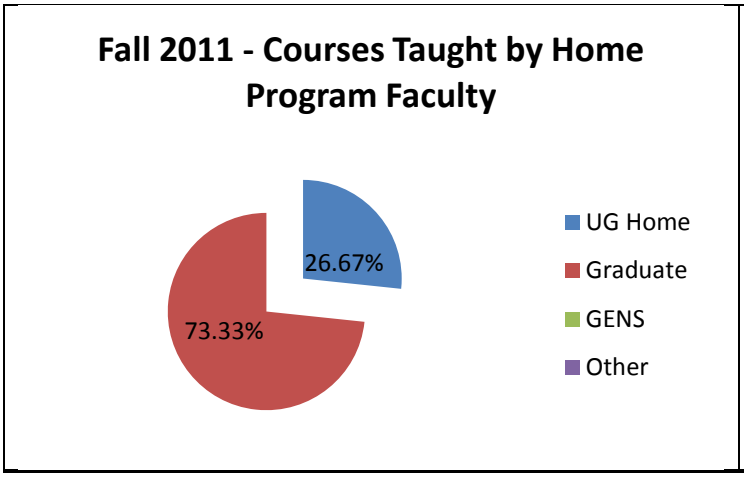
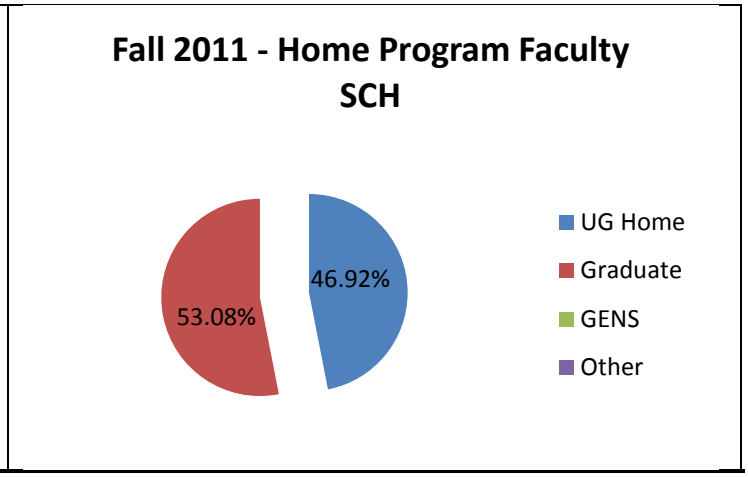
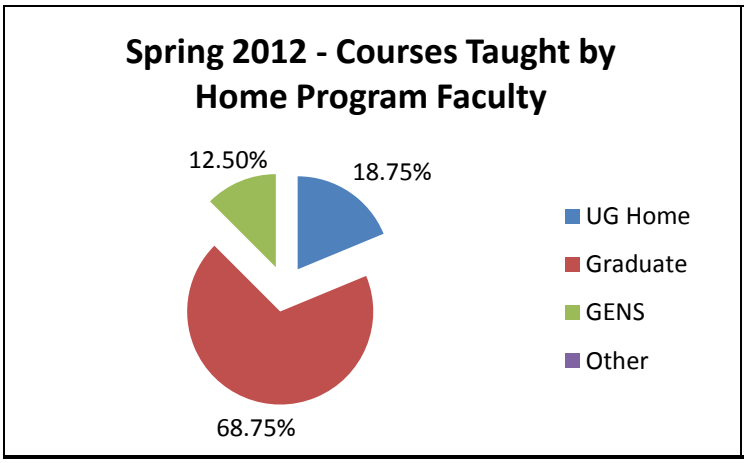
Chart 3

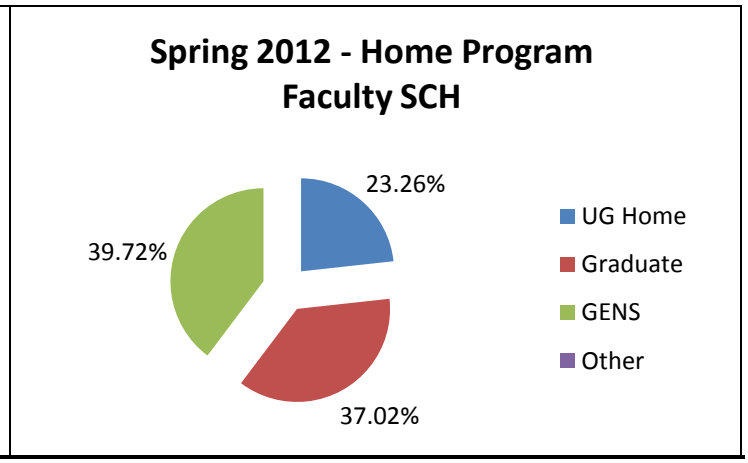
**AY11-12**




| | # of Courses | % of Courses | SCH | SCH % |
|---|---|---|---|---|
| UG Home | 4 | 26.67% | 236 | 46.92% |
| Graduate | 11 | 73.33% | 267 | 53.08% |
| GENS | 0 | 0.00% | 0 | 0.00% |
| Other | 0 | 0.00% | 0 | 0.00% |
| Total | 15 | 100.00% | 503 | 100.00% |




| | # of Courses | % of Courses | SCH | SCH % |
|---|---|---|---|---|
| UG Home | 3 | 18.75% | 164 | 23.26% |
| Graduate | 11 | 68.75% | 261 | 37.02% |
| GENS | 2 | 12.50% | 280 | 39.72% |
| Other | 0 | 0.00% | 0 | 0.00% |
| Total | 16 | 100.00% | 705 | 100.00% |



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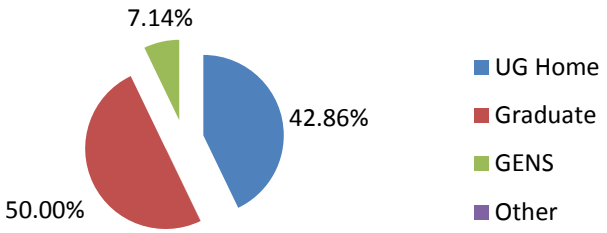
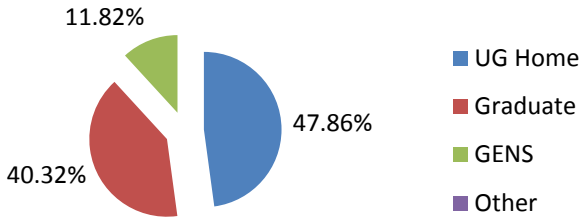
## AY12-13

### Fall 2012 - Courses Taught by Home Program Faculty

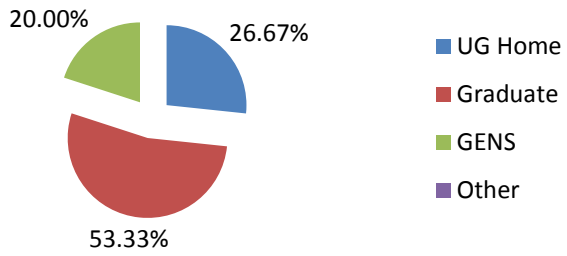



### Fall 2012 - Home Program Faculty SCH

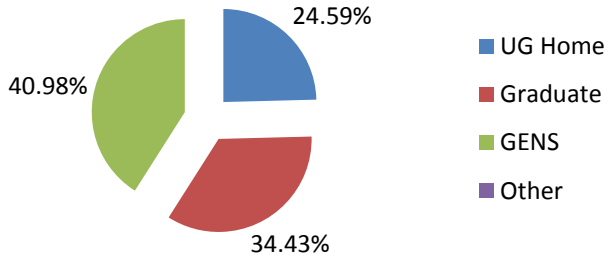



| | # of Courses | % of Courses | SCH | SCH % |
|---|---|---|---|---|
| UG Home | 6 | 42.86% | 324 | 47.86% |
| Graduate | 7 | 50.00% | 273 | 40.32% |
| GENS | 1 | 7.14% | 80 | 11.82% |
| Other | 0 | 0.00% | 0 | 0.00% |
| Total | 14 | 100.00% | 677 | 100.00% |

### Spring 2013* - Courses Taught by Home Program Faculty




### Spring 2013* - Home Program Faculty SCH




| | # of Courses | % of Courses | SCH | SCH % |
|---|---|---|---|---|
| UG Home | 4 | 26.67% | 180 | 24.59% |
| Graduate | 8 | 53.33% | 252 | 34.43% |
| GENS | 3 | 20.00% | 300 | 40.98% |
| Other | 0 | 0.00% | 0 | 0.00% |
| Total | 15 | 100.00% | 732 | 100.00% |

NOTE: BASK Courses are included in GENS counts. Cross-listing of courses was not taken into consideration.
*Spring 2013 data was pulled on 15-Feb-13 and final data will not be available until after 15-May-13
SOURCE: Faculty Workload Raw Data Reports fall 2011, spring 2012, fall 2012 and spring 2013



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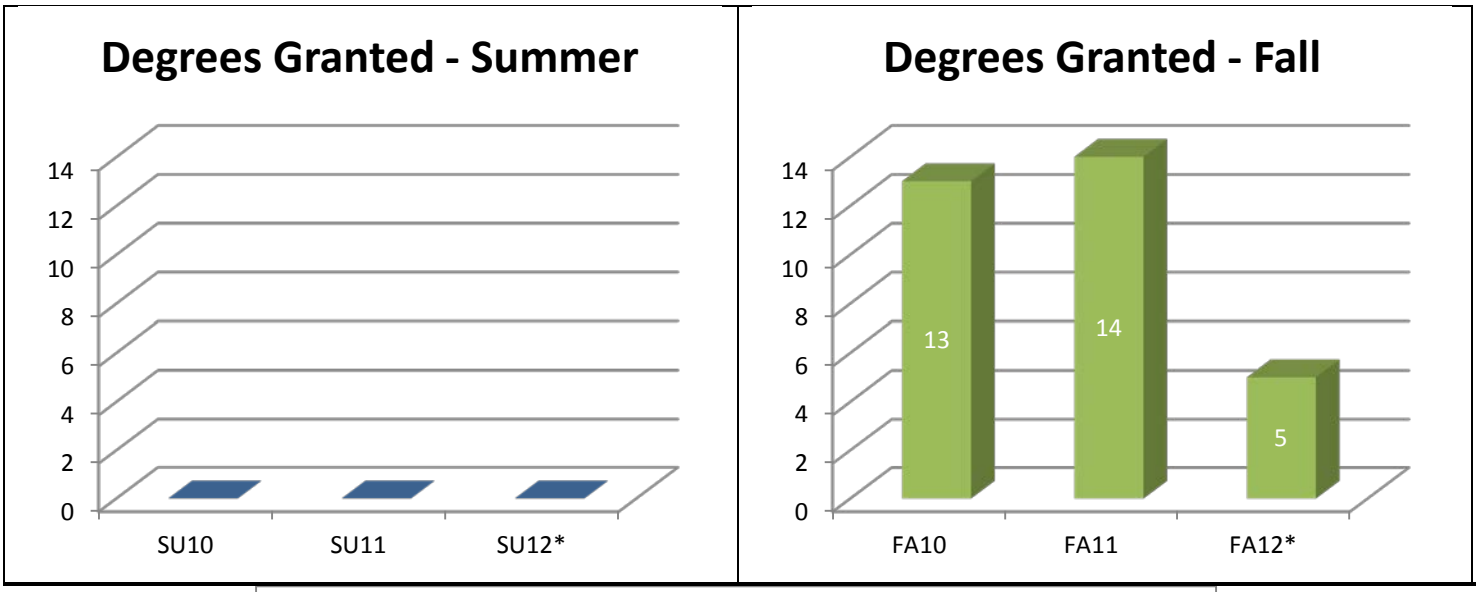
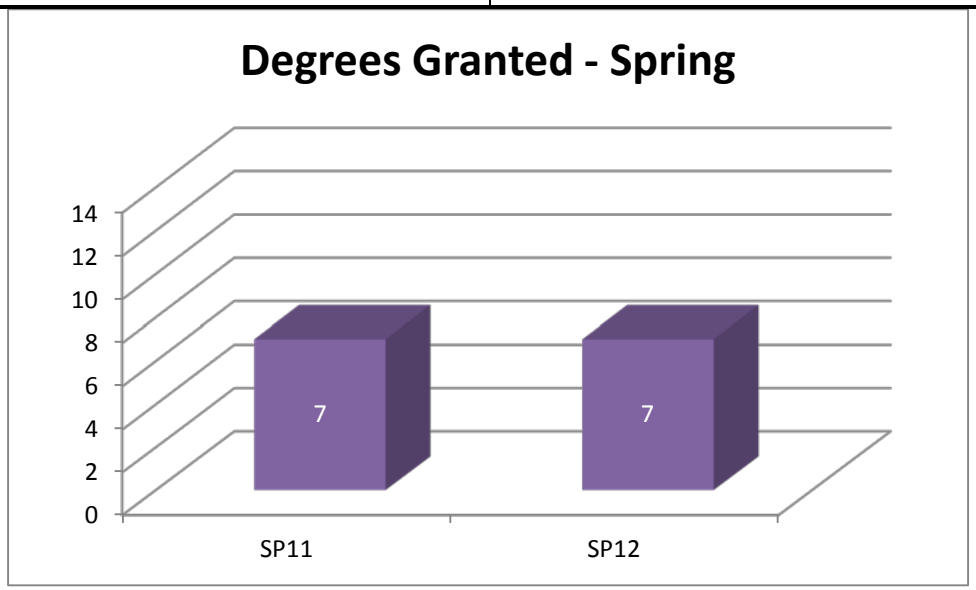
## Summary of Degrees Granted

Chart 4




| | SU10 | FA10 | SP11 | SU11 | FA11 | SP12 | SU12* | FA12* |
|---|---|---|---|---|---|---|---|---|
| Degrees Granted - BA | 0 | 13 | 7 | 0 | 14 | 7 | 0 | 5 |

*SU12 & FA12 numbers are unofficial and will be available after 15-Aug-13
SOURCE: Degrees Conferred FY11, Degrees Conferred FY12, Degrees Conferred FY13_Discoverer Report pulled 5-Mar-13



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**Director Comments about Course Enrollment, Degrees Granted and Other Curriculum/Teaching Issues:**

MAIT enrollment has been steady this year, and has shown a 15% increase in graduate enrollment Spring 2013 vs Spring 2012 (when including EDUC6110 for Camden Cohort). At first glance, granting seven (7) MAIT degrees Fall 2012 through Spring 2013 may appear alarming compared with 21 degrees awarded the prior year. However, the projection of 45 degree completions for next year (Fall 2013-Spring 2014) may account for the dip last year. Cutting back to offering Research & Capstone once a year may have influenced graduation rates.

To align with TEDU needs, INTC3610 was changed to INTC2610 (Instructional Tech for K-12 Teachers). MAIT continues to expand undergrad offerings in additional general studies courses, as well as within the Digital Minor (see separate coordinator report for those details).

Under MAIT sponsorship, Kyle Calderwood (former Stockton employee and MAIT graduate), developed GEN2243 Exploring Your Digital Toolbox, which we anticipate will be a feeder for teacher ed. We are proud of Kyle's work with Stockton, and specifically with SOE where he has provided his technical expertise in our 21st century classrooms with iPad care and feeding as well as contemporary designs in UNconferences. We wish him well in his new position as Ed Tech Coordinator in Tuckerton Elementary School, and are pleased that as an adjunct, Kyle will kick off the initial offering of GEN2243 this Fall, 2013.

Enrollment in EDUC6110 as a MAIT elective continues to be popular as inservice teachers pursue supervisor endorsement. Planning the curriculum carefully, qualified MAIT students may require only one additional course to obtain the supervisory certificate, which has served as an appealing bundle when marketing MAIT.

This year, two undergrad students took advantage of Stockton's policy to permit enrollment in graduate courses, and we anticipate increased popularity as more students become aware of this option.

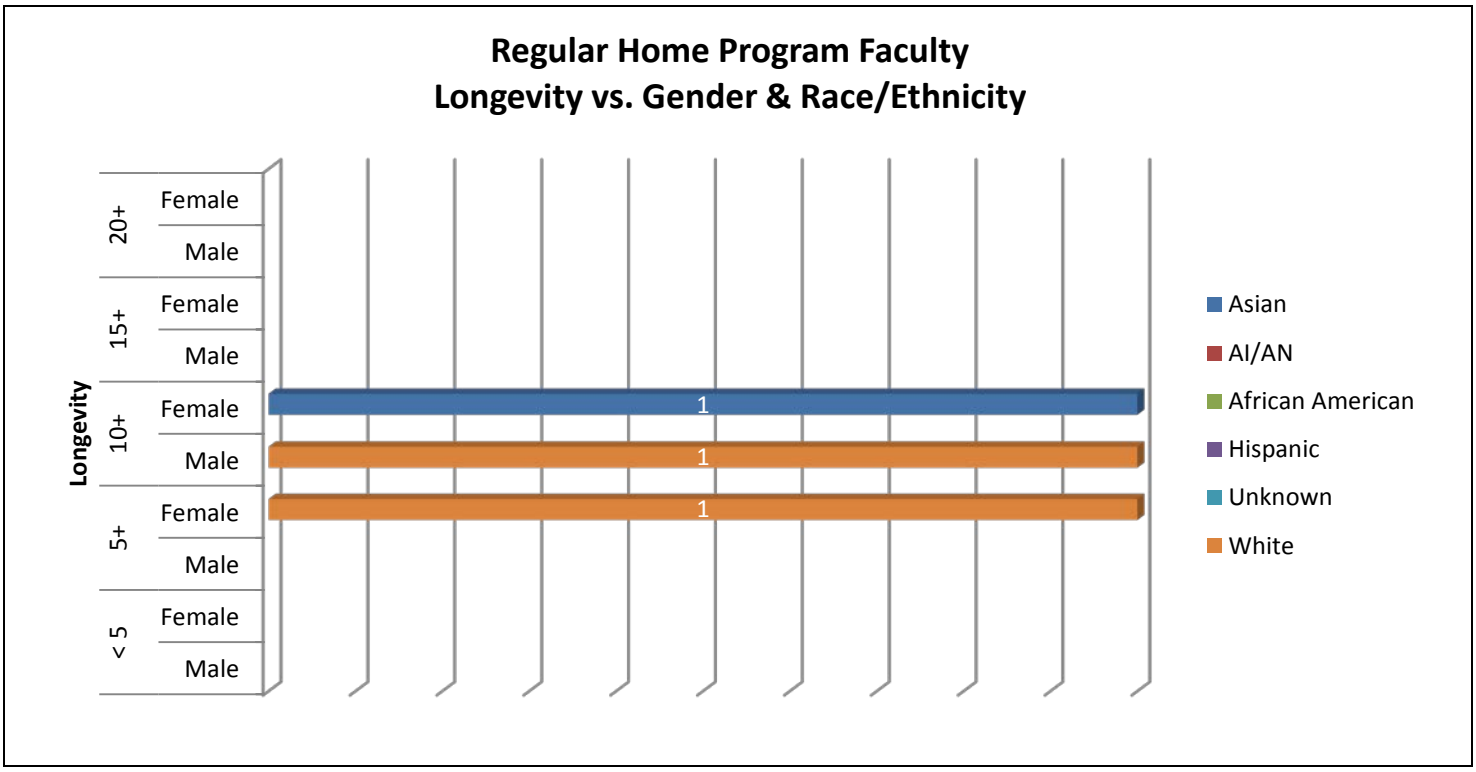
We are pleased with the new cohort that we started Oct 2012 in Southern Regional High School with steady enrollment 20+. This second cohort in Southern should assist in backfilling in preparation for Spring 2014 when the first Southern cohort graduates.

Late this Spring, we also obtained sufficient interest during a survey and subsequent information session to create another MAIT cohort in Millville, slated to begin Fall 2013.

The MAIT faculty has unanimously agreed to work toward offering all MAIT courses synchronously, online. Rather than perform a direct conversion of the existing courses, we plan to re-engineer the MAIT program, with initial planning to commence Sept, 2013. An example is revamping the elective offerings.

## Faculty Complement – AY12-13 Teaching Faculty

Chart 5




| Ethnicity | Gender | |
|---|---|---|
| | Female | Male |
| Asian | 1 | 0 |
| AI/AN | 0 | 0 |
| African American | 0 | 0 |
| Hispanic | 0 | 0 |
| Unknown | 0 | 0 |
| White | 1 | 1 |
| Total | 2 | 1 |

| Longevity | |
|---|---|
| < 5 | 0 |
| 5+ | 1 |
| 10+ | 2 |
| 15+ | 0 |
| 20+ | 0 |
| Total | 3 |

NOTE: Spring 2013 data was pulled on 15-Feb-13 and final data will not be available until after 15-May-13
*Staff/adjuncts and Professor Emeritus are included in the gender/ethnicity counts but are not reflected in longevity because their time cannot be determined
Source: IR Faculty Access Database, Adjust Master List, fall 2012 and spring 2013 faculty workload raw data pulled 15-Feb-13



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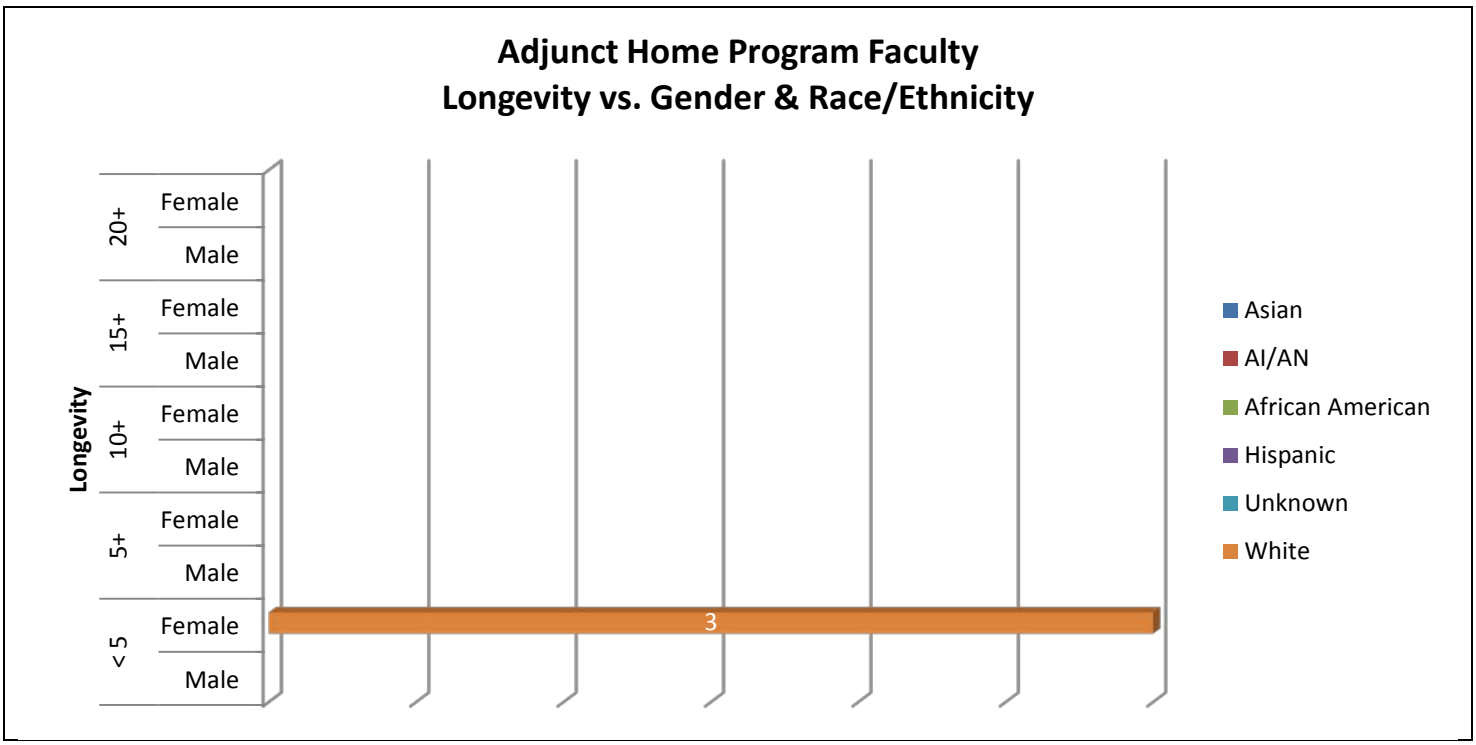
Chart 6




| Ethnicity | Gender | |
|---|---|---|
| | Female | Male |
| Asian | 0 | 0 |
| AI/AN | 0 | 0 |
| African American | 0 | 0 |
| Hispanic | 0 | 0 |
| Unknown | 0 | 0 |
| White | 4 | 1 |
| Total | 4 | 1 |

| Longevity | |
|---|---|
| < 5 | 3 |
| 5+ | 0 |
| 10+ | 0 |
| 15+ | 0 |
| 20+ | 0 |
| Total | 3 |

NOTE: Spring 2013 data was pulled on 15-Feb-13 and final data will not be available until after 15-May-13
*Staff/adjuncts and Professor Emeritus are included in the gender/ethnicity counts but are not reflected in longevity because their time cannot be determined
Source: IR Faculty Access Database, Adjust Master List, fall 2012 and spring 2013 faculty workload raw data pulled 15-Feb-13



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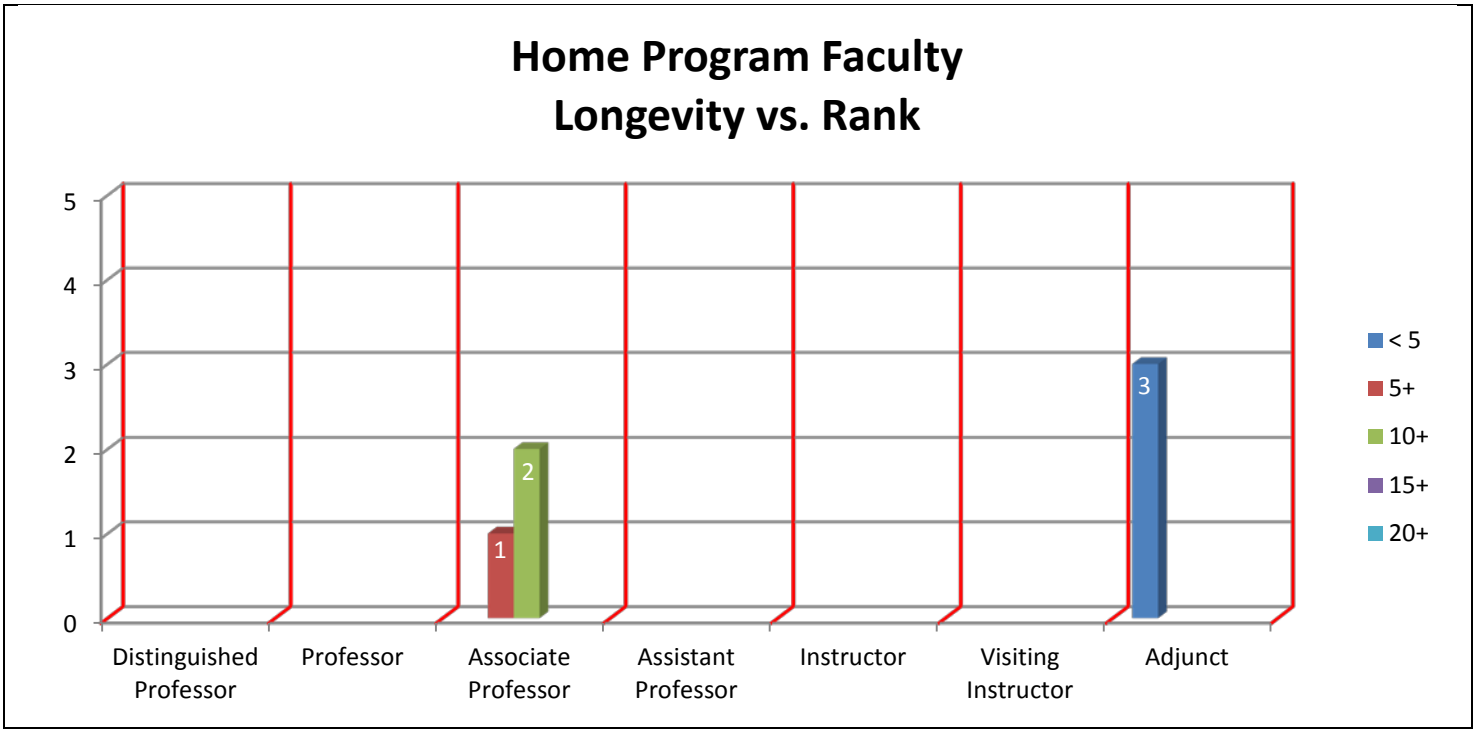
Chart 7

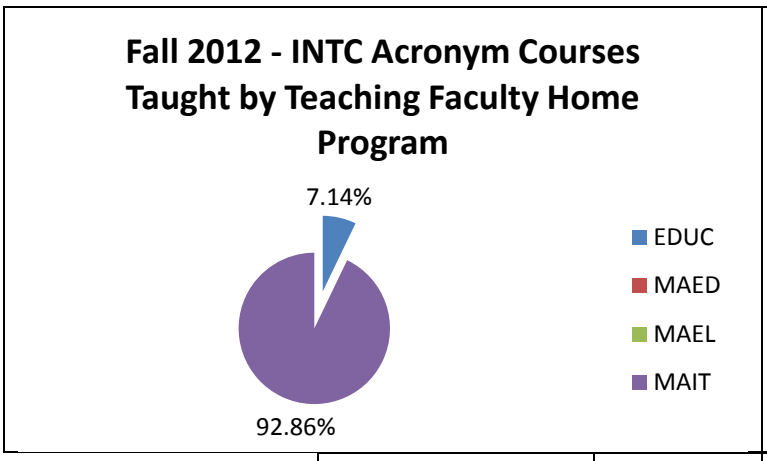


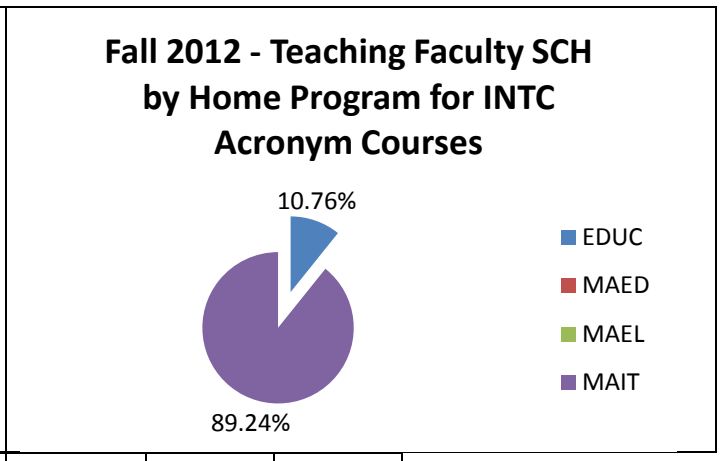

| Rank | |
|---|---|
| Distinguished Professor | 0 |
| Professor | 0 |
| Associate Professor | 3 |
| Assistant Professor | 0 |
| Instructor | 0 |
| Visiting Instructor | 0 |
| Adjunct | 3 |
| Staff/Adjunct | 2 |
| Adjunct - 16+ | 0 |
| Professor Emeritus | 0 |
| Total | 8 |

| Longevity | |
|---|---|
| < 5 | 3 |
| 5+ | 1 |
| 10+ | 2 |
| 15+ | 0 |
| 20+ | 0 |
| Total | 6 |

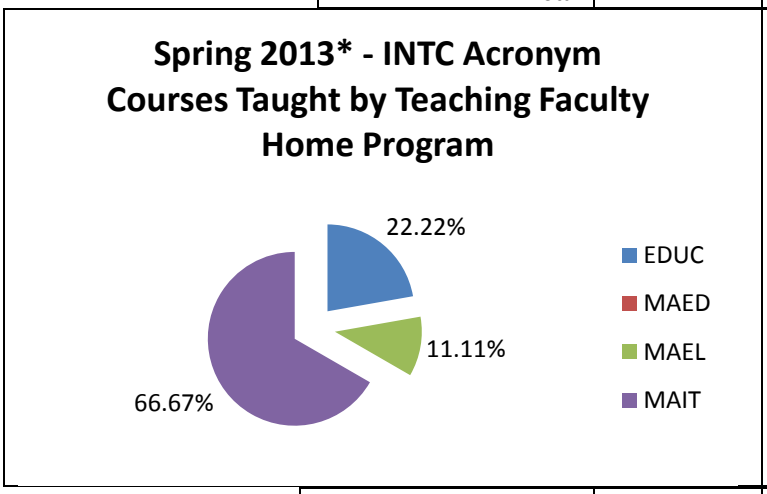
NOTE: Spring 2013 data was pulled on 15-Feb-13 and final data will not be available until after 15-May-13
*Staff/adjuncts and Professor Emeritus are included in the gender/ethnicity counts but are not reflected in longevity because their time cannot be determined
Source: IR Faculty Access Database, Adjust Master List, fall 2012 and spring 2013 faculty workload raw data pulled 15-Feb-13

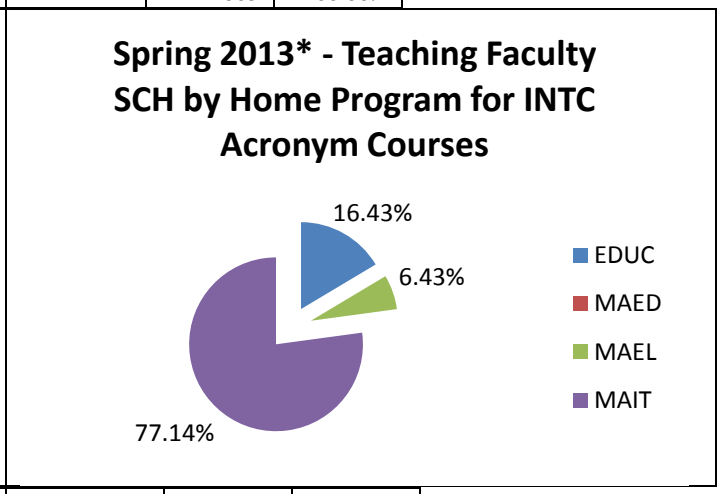
Chart 8




| Teaching Faculty Home Program Fall 2012 | # Faculty | # Courses Taught | SCH | SCH % |
|---|---|---|---|---|
| EDUC | 1 | 1 | 72 | 10.76% |
| MAED | 0 | 0 | 0 | 0.00% |
| MAEL | 0 | 0 | 0 | 0.00% |
| MAIT | 6 | 13 | 597 | 89.24% |
| Total | 7 | 14 | 669 | 100.00% |




| Teaching Faculty Home Program Spring 2013* | # Faculty | # Courses Taught | SCH | SCH % |
|---|---|---|---|---|
| EDUC | 2 | 2 | 92 | 16.43% |
| MAED | 0 | 0 | 0 | 0.00% |
| MAEL | 1 | 1 | 36 | 6.43% |
| MAIT | 6 | 12 | 432 | 77.14% |
| Total | 9 | 15 | 560 | 100.00% |

NOTE: Cross-listing of courses was not taken into consideration.
*Spring 2013 data was pulled on 15-Feb-13 and final data will not be available until after 15-May-13
SOURCE: Faculty Workload Raw Data Reports fall 2011, spring 2012, fall 2012 and spring 2013



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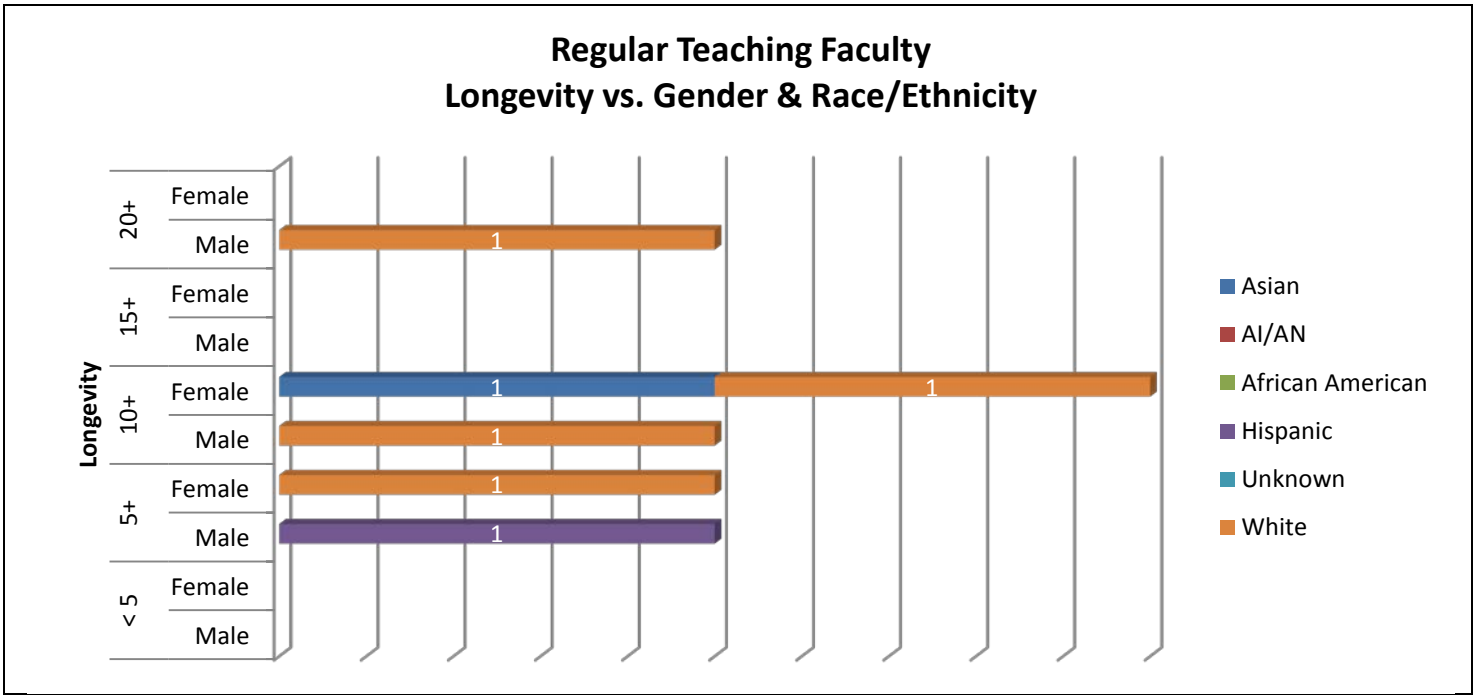
Chart 9

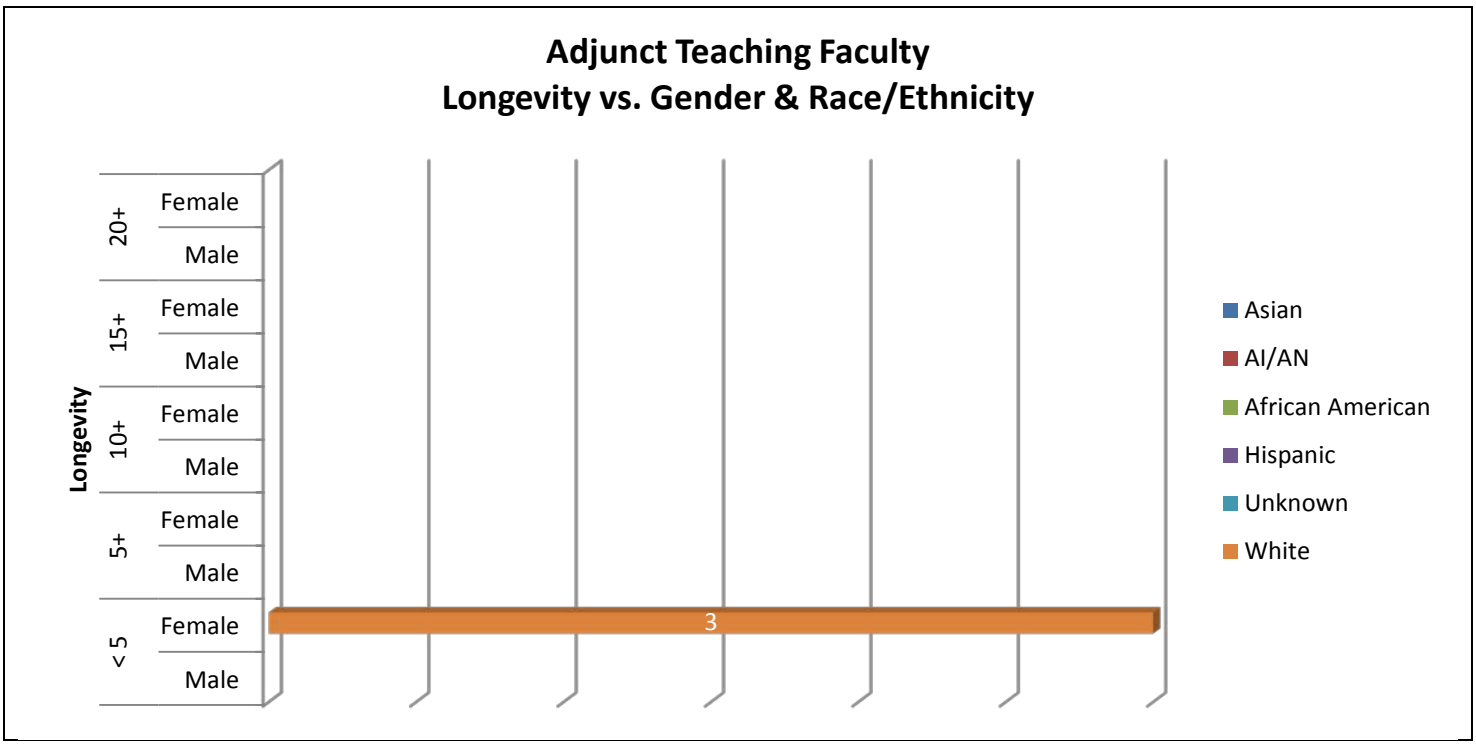



| Ethnicity | Gender | |
|---|---|---|
| | Female | Male |
| Asian | 1 | 0 |
| AI/AN | 0 | 0 |
| African American | 0 | 0 |
| Hispanic | 0 | 1 |
| Unknown | 0 | 0 |
| White | 2 | 2 |
| Total | 3 | 3 |

| Longevity | |
|---|---|
| < 5 | 0 |
| 5+ | 2 |
| 10+ | 3 |
| 15+ | 0 |
| 20+ | 1 |
| Total | 6 |

NOTE: Spring 2013 data was pulled on 15-Feb-13 and final data will not be available until after 15-May-13
*Staff/adjuncts and Professor Emeritus are included in the gender/ethnicity counts but are not reflected in longevity because their time cannot be determined
Source: IR Faculty Access Database, Adjust Master List, fall 2012 and spring 2013 faculty workload raw data pulled 15-Feb-13

Chart 10




| Ethnicity | Gender | |
|---|---|---|
| | Female | Male |
| Asian | 0 | 0 |
| AI/AN | 0 | 0 |
| African American | 0 | 0 |
| Hispanic | 0 | 0 |
| Unknown | 0 | 0 |
| White | 4 | 1 |
| Total | 4 | 1 |

| Longevity | |
|---|---|
| < 5 | 3 |
| 5+ | 0 |
| 10+ | 0 |
| 15+ | 0 |
| 20+ | 0 |
| Total | 3 |

NOTE: Spring 2013 data was pulled on 15-Feb-13 and final data will not be available until after 15-May-13
*Staff/adjuncts and Professor Emeritus are included in the gender/ethnicity counts but are not reflected in longevity because their time cannot be determined
Source: IR Faculty Access Database, Adjust Master List, fall 2012 and spring 2013 faculty workload raw data pulled 15-Feb-13



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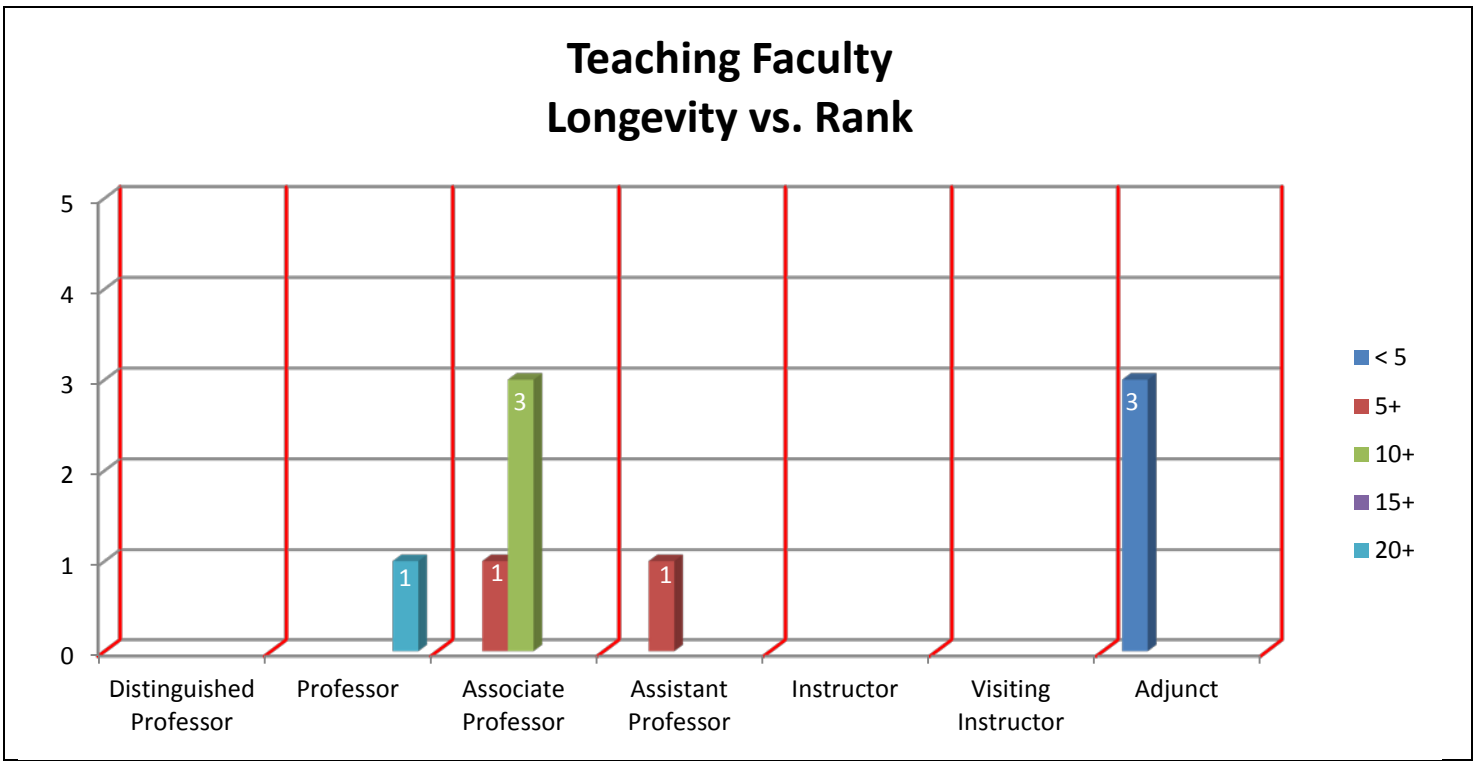
Chart 11




| Rank | |
|---|---|
| Distinguished Professor | 0 |
| Professor | 1 |
| Associate Professor | 4 |
| Assistant Professor | 1 |
| Instructor | 0 |
| Visiting Instructor | 0 |
| Adjunct | 3 |
| Staff/Adjunct | 2 |
| Adjunct - 16+ | 0 |
| Professor Emeritus | 0 |
| Total | 11 |

| Longevity | |
|---|---|
| < 5 | 3 |
| 5+ | 2 |
| 10+ | 3 |
| 15+ | 0 |
| 20+ | 1 |
| Total | 9 |

NOTE: Spring 2013 data was pulled on 15-Feb-13 and final data will not be available until after 15-May-13
*Staff/adjuncts and Professor Emeritus are included in the gender/ethnicity counts but are not reflected in longevity because their time cannot be determined
Source: IR Faculty Access Database, Adjust Master List, fall 2012 and spring 2013 faculty workload raw data pulled 15-Feb-13



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# **M.A. in Instructional Technology** - 2012/13 Director's Report

**Director Comments about Faculty Complement and Faculty Activity:**

MAIT faculty remained stable with one promotion to professor and one range adjustment. As noted below, MAIT faculty contributed in the Stockton community and beyond.

**Distinctions**
Visiting Professor, Jeju National University, Korea
Participating in the development of exchange students' program between Stockton and Jeju National University

Digital Literacy and Multimedia Design Minor, Program Coordinator

**Fellows**
Institute for Faculty Development - Fellow, Instructional Technology
Institute for Faculty Development - Fellow, Peer Observation

ASDE mentor

ELO- Information Literacy and Research Skills

Academic Affairs Project Initiative- Facilitator, Instructional Delivery Group

**MAIT Scholarship/Research Activity 2012-13** (Please refer to appended CV's for details)

**Peer reviewed journal articles** – 4
(includes co-author with MAIT student)

**Presentations**
International – 2 (San Francisco, CA & Madrid, Spain)
National- 1
Regional/Local -4

**Reviewers/editors professional journals** – 3

**Board members** - 2

**Grants** - 3

**Institutes** - 2

**Planning / Sponsorship Groups**
NJEA TechCon
Padcamp
TeachMeetNJ
NJ Charter Schools Annual Conference- (Tech Sponsor) - Atlantic City
International Poster Fair

Gala
SOAR
Appreciation Reception- Co-op Teachers and Administrators

**Stockton's Student Involvement Award**
Art Sarnese (MAIT Student)– Graduate Community of Scholars

**Financial Support**
We contributed and assisted MAIT students who were victims of Hurricane Sandy
MAIT Scholarship Fund now totals $2,300.

**Stockton Committees**
Post Tenure Review
Library
Campus Hearing Board
Stockton Advising Council
Distinguished Graduate Research Fellowship
R&PD
Student Services

**Participation and Support**
Teaching circles
Financial literacy investment counseling
From My Classroom to Yours
Day of Scholarship
Honors Program – mock trial and roses fund raising
EDUC Society
NJAET
PDK
South Jersey Training Network
Gala
Black Faculty Awards
Open houses/orientations/home coming
Richard Stockton Society – Pinelands Circle

**Social Media**
MAIT maintains an active Facebook page that includes interactions regarding MAIT activities, video snapshot of individual MAIT courses, job postings, and cutting edge information regarding our field. We use twitter and blogs in our respective courses to engage our students with tools that are familiar to them. As part of our Instructional Technology Leadership Academy, students participate in a ning for current and follow-up collaboration.

**Gangnam Style Flash Mob Stockton College**
As part of a Digital Culture class, a group of students engaged in a dazzling flash mob performance in front of their Stockton peers. They collected $131 for the Stockton Sandy Students Fund.

**Tech Conferences**
Sponsorship and onsite offerings of ed tech conferences has offered professional development while contributing to visibility for Stockton. The success of UNconferences, such as TeachMeetNJ, has stimulated NJEA to take another look at their format for possible adoption in the future.

**21st Century Classrooms and H101 Media Lab**
We appreciate the college support of our new classrooms that have been popular for classes and meetings as we engage in the use of current instructional technology. As well, the upgrade of H101 serves as an additional lab for SOE student to take advantage of modern facilities. Maintaining and upgrading software licenses is a constant concern.

**eLearning on the Job**
As part of a MAIT course, eLearning in the Workplace, Stockton employees by day and MAIT students by night, developed 20-minute, online modules that are being used to train employees within their respective departments. The interactive, online modules provide training in Blood Borne Pathogens for 250 employees in Plant Management, and customer service techniques for student workers and graduate assistants in Graduate Studies.

**Faculty Partnership**
This spring, a group of MAIT students assisted a Stockton instructor with his General Studies, Leadership course, by developing sets of instructional resources that included complete lesson plans with instructional materials posted in Blackboard. The goal was to assist the instructor in becoming more tech savvy in the use of web2.0 tools, as well as to apply skills and concepts from the respective MAIT courses. We are eagerly awaiting the launch of this enhanced course in Fall 2013.

**Learning Format Preference Examples for 2012-13:**

Data based on one instructor, for two semesters, only

| Objectives | Measures | Results | Interpretations | Actions |
|---|---|---|---|---|
| | | | | |
| 1. Identify preferences by MAIT student affiliation/location, when given a choice of delivery modes (f2f, sync, async). | Attendance data, survey, interview, observations | Well established cohorts preferred f2f, whereas new cohorts preferred online synch; on-campus data at first suggested that Stockton employees preferred to stay on campus after work hours, rather that drive home. This changed a few weeks into the semester with a desire to dash home to participate online synchronously; nonStockton employees preferred attending classes online synchronously as they became competent and confident with the virtual tools (75/25%) | Initial delivery mode and existing community may impact preference for remainder of MAIT curric | Offering course completion options whenever possible (f2f, online sync, online async) may contribute to keeping Stockton distinctive as we increase our online offerings and subsequent enrollment. |
| | | | | |


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| | | | | |
|---|---|---|---|---|
| 2. Identify type of learning community desired (if any) in a course that focuses on eLearning concepts and techniques. | Attendance data, survey, interviews | An existing cohort that started with f2f delivery, preferred (80/20%) to continue f2f, even when learning how to develop an online course; oncampus sections preferred completion using an async online mode with optional, weekly Bb Collaborate "cafes" (sync sessions with 75% weekly attendance, if only to check in) | A well-bonded group that is accustomed to f2f delivery, prefers f2f delivery, even when the content would suggest otherwise, in this case, eLearning development; an eclectic group (non-cohort) preferred their flexibility in mode for completing assignments with the option to "stop by" during the optional synch meetings | Explore how to offer options to future students. |
| | | | | |
| 3. Identify performance in virtual teams vs f2f teams in a classroom. | Rubrics, peer reviews, attitudinal surveys, observations | Although virtual and f2f teams performed equally as well with 100% mastery of all objectives, the virtual teams reported 25% more frequent communication during the project duration. | Allowing choices of team format may have influenced attitude and performance in a positive direction, which may warrant followup in future class offerings; allowing the option to go solo may have contributed to successful performance for some students, especially in light of scheduling challenges as a result of Hurricane Sandy impact. | Whenever possible, allow choices/flexibility in our MAIT offerings; explore adoption in redesign of MAIT curriculum when converting to online sync. |
| | | | | |

**Program's Annual Activity Plans for 2013-14:**

The MAIT faculty has unanimously agreed to work toward offering all MAIT courses synchronously, online. Rather than perform a direct conversion of the existing courses, we plan to re-engineer the MAIT program, with initial planning to commence in September, 2013, when MAIT Directorship rotation takes place. Examples of focus areas are revamping the elective offerings and continuing to explore competency-based models. We look forward to working with Susan Davenport, our new Vice-Provost of eLearning.

# **M.A. in Instructional Technology** - 2012/13 Director's Report

Upcoming MAIT participation (planning and presentations) at professional conferences:

NJEA TechCon – July 2013 (on campus)
TeachMeetNJ – August 2013 (on campus)
NJEA Convention - November 2013 (Atlantic City)

Submitted by Amy Ackerman, MAIT Director, July 2013
Douglas Harvey assumes MAIT Directorship, effective Sept 1, 2013

**EDUC Dean's Comments:**

Under Dr. Ackerman's dedicated leadership, the MAIT program has continued to remain strong, each year replacing the average graduating class of approximately 20 with a commensurate number of matriculated and retained students (2012-13 being the exception due to a scheduling change to offer Research and Capstone only once per year, which will result in 45 completing the program during 2013-14). As discussed with the entire program faculty, MAIT must recruit and retain approximately 22 new students per year to replace its completing numbers.

Compliments also go to Dr. Ackerman as Director and to the MAIT faculty as a group for deciding to streamline what is an unusually broad array of choices in the curriculum for such a small program. This is a well-timed decision, in conjunction with the MAIT faculty commitment to convert core and elective courses to be available online. I look forward to reviewing student responses to the online courses, and to an even deeper analysis of student learning outcomes in next year's report (specifically, the alignment of Capstone performance to the MAIT program rubric to demonstrate that each exiting cohort has attained overall competence in the program).


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