



Faculty Fellow Demo Transcript

Introducing Dr. Bradley Dexter, professor of business. He is very involved with his institution, and this is his life in InspirED™. In our platform, Bradley has access to this InspirED solution, CollaboratED™. Also, to the pieces that come from BlendED™, learning management solution and ConnectED™, student information system.

Bradley doesn't need to know how to log into and navigate three different systems. All that information is aggregated here into one home page.

We're going to look at Bradley's profile. One of the important things as a member of American Higher Education Alliance (AHEA), is having access to a virtual rolodex of member institutions and individual members. That's why each user has a profile in InspirED.

Bradley can see his information, edit it, and keep it up to date. For example, if his communication preferences change--if he is mastering a third language and wants to add that to his communication preferences --he can add that to his profile. Then that information is available when other users in the platform are looking for people to network with.

What we have been focusing on in our pilot program, is the ability to develop a course with another faculty member around the world. To do that, we start by defining an interest in the platform. Bradley goes down to the Collaboration Interests tile, he clicks Add, and a form pops up that is dynamic. The form changes depending on the type of project he is choosing.

We tried to identify projects that faculty members and academic leaders would be interested in working on with others. You can see this list as it stands right now.

I am going to select Course Development. The other areas you see, Curriculum Development, Certificate Development, and Best Practices, our project chairs and faculty fellows are helping us define what those interest forms look like.

Bradley can identify what type of course he's interested in developing, his language preference for communicating, the delivery method—online, on-ground, or blended—and the type of collaboration. This is key because you may be seeking to collaborate with someone else in your department or on multiple disciplines with others from your institution. You may be interested in a regional collaboration with one, two or three areas of the world or you may select Global, to include everyone.

I'm going to leave it on Global and you will see I've defined one discipline, but I have the opportunity to define up to three disciplines to work on this course together. I can identify the length of the course, the credits, the teaching level, and the start and end dates of my project.



This is important because we foresee things like certificate development and course development being potentially shorter projects by nature. But you may undertake a longitudinal research study that could take ten years. We want you to be able to utilize this solution the entire time.

I'm going to save this information, and you will notice this new project appears on Bradley's tile. If I click View More, I'm going to be able to see a summary of the project, as well as look for matches.

We've learned from Collaborative Online International Learning (COIL) participants that finding matches is one of the greatest challenges. Individuals have a different desire or need. You may want to find someone purely from their discipline, or their academic level, or at the level the course will be taught.

Or maybe it's more of an institutional pairing that you're looking for. There are lots of factors that can go into this algorithm, and they differ depending on the project that's being undertaken. Our faculty fellows and project chairs are going to help us define those priorities and how best to match participants.

Think of this as your virtual network. Right now we can't travel, and that's okay because you have the ability to find others who are like-minded or interested in similar projects as you that you can work with.

Bradley can look at each person in his digital rolodex. He can look up Karthick or he can look up the University of Dubai to find out more information. He can check out Inez's profile and see what her qualifications are and if they might be a good pair to work on this course together.

As he looks through her profile, he sees that she is interested in entrepreneurship. She's got expertise in organizational management and quantitative methods. She has seven years of experience working with international students and international education.

Because of this background, Bradley wants to invite Inez to work together and he has two options. In the upper left corner where you see Personal Information, he can click on the chat icon or he can simply issue her an invitation right away.

When he clicks Invite it automatically pulls in the information from Bradley's interest and populates it into this invitation. You'll notice that there is an editor here so a standard message pre-populates to make it easy to send an invitation, but Bradley can go in and expand on this message, or he can completely delete it and create a new message. There are a lot of editorial features here that he can utilize when attempting to communicate with Inez. All the information from the project defaults in.

Bradley is satisfied with this, so he's going to send this invitation. He receives confirmation that the invitation has been sent. Now we go into Inez's profile and you can see in her messages that she has been approached by three faculty members to potentially partner and collaborate.



Inez can see a synopsis very easily of who has communicated with her and what type of project it is. She can immediately decline or accept the invitation, or she can click on View More.

We are going to look at Bradley's invitation. Inez clicks on View More and she can see that information again so it reminds her of the type of collaboration he's interested in working on, and she decides to accept his invitation.

I want to show you what it will look like with the potential partner. Bradley is going to click on Home to go back to his Home screen. Once Inez accepted that invitation, Bradley can go in and officially start the project. In doing so, it lands on his My Projects tile here in the middle of the page.

This is a summary of all different types of projects that Bradley is currently working on with others. You can see there's various information in them. There are the start and end dates, the type of project, who the organizer is, quick access to files, and who the partners are in this project. In the far column is Status. This is a quick view of how far along Bradley is in this project.

He is 98% of the way through an Artificial Intelligence project. He is 45% of the way through his Orientation project. He is just beginning this Ethics in Multinational Management development project.

We are going to go into that, and now we are in what is called the Project Lab space. This is a synopsis of the course and you'll see that we have built in functionality to help people collaborate in one workspace.

We learned that members of COIL who are collaborating are utilizing up to 45 different tools because each institution has their own set of chat features and file storage and any other number of tools. We wanted to eliminate those hurdles and barriers and create a space where people could work together and see each other's work in progress.

As part of a project we have the Overview, and that status is currently zero. There are tasks that are automatically built into each stage of development of your course. We call these stages milestones, and each milestone has tasks associated with it. You'll see that you can edit, add, and remove tasks, as well.

You can really customize this course development process between you and your collaboration partner or partners. Speaking of partners, there is a tile that lets you know how many partners are part of this project. It also provides you a quick snapshot of their time zone and location.

Below there is a discussion board. Instead of having to email each other through your university system or from Gmail or another email provider, you are able to communicate and have a running thread of discussion here within the project area.

You'll also notice on the right side that we have a project calendar associated with this course development. It highlights due dates that the partners have agreed upon.



Again, this view is just summary but if we go in, we can see the individual milestones. Click on the project, and I'm brought into the first milestone which is high level course information.

Before we start on that, I want to edit the project because potentially I want to change the name or the description or possibly add disciplines or change the start dates. I can do that here if I want to.

When we go back to the milestones, you'll see we're asking you to first outline the basic information of your course so that will be title and course number, any prerequisites, and description.

In the upper right corner of each tile is an edit icon. When you click on that icon it brings you into a modal where you can update that information for each of these tiles within the first milestone.

Below that in the Task Overview area, you will see there are four tasks for that milestone that directly relate to the four tiles above. Think of this as a little project management functionality that we built into the platform.

You can assign the task. You can decide what status it has. Is it in progress or completed? You can assign one of the project partners to work on it and when it's due. You can track the assets with it, as well.

I am going to mark all these tasks Completed. In doing so, when I scroll back up you'll see that I have an icon here that changed from gray to green because this milestone is now completed.

I click on Complete Milestone and I am automatically brought into the second milestone which is Course Design. This is where you and your partners will identify course topics, objectives, and the learning environments – both formal and informal – that you will utilize.

A formal learning environment will be synchronous video lecture. An informal learning environment will be group discussions and assignments. You can track all those things here.

As we saw with the first milestone, there are tasks associated with each milestone. I will complete them and notice how the running conversation changes. There's a translator we are building into this so Bradley can communicate in English, but Inez can have it translated to Portuguese, and vice versa.

File management is an area that is very important to projects, as well. When you are developing a course you may want a list of different texts, videos, movies, or articles that you are considering using with your students. You can organize those resources here in your project lab space.

Likewise, you can start to share documents back and forth. They may be Word documents or perhaps a PowerPoint you are using to supplement the learning. Maybe you are tracking your formative or summative assessments. All of that can be managed within this workspace.



I am going to scroll back up and click on the Complete Milestone button again and we go into the third milestone for course development, which is the Activity Table. This is where partners will spend a majority of their time because this is where you start to break down the learning activities by week, by topic, and how you're going to support those activities.

If you'll recall from the course information and course design milestones, we identified course objectives so we're able to access that information and bring it in and identify if one of those objectives or learning environments can support the week of activities.

You saw me utilize a menu and pull this information into the activity table for the week. I am going to save this, and I did have information already defaulted in and prepared for this demonstration so I will quickly add that. Again, mark off my milestones and fast forward and complete these objectives. As I go back up, you'll notice that in doing so I have completed the milestone and I can click that.

Now the final milestone, the fourth step in this course development process, is a summary of all the information you and your collaboration partner have created for your course.

Notice here the ability to export this information, it's all on screen for you so you can review it. You can export it to a syllabus format. You can export it as a course control document. Or you can push it into BlendED™, our learning management solution.

If you find in reviewing that something isn't quite right, or you want to add another topic or change an objective, you can still go in and edit your project. Click the Submit for Review button it will get routed to the appropriate people at your institution and your partner's institution for the approval process.

You can see that Bradley's course has been approved and he's in the process of teaching it.

Now, that's InspirED!