Woodring College of Education | Western Washington University 
Technology Committee

Meeting Minutes

Wednesday, May 18, 2016 • 11:00 -12:00 p.m. • MH 158 and Skype for Business

Attendees: Don Burgess, Linda Schleef, Greg Hoffenbacker, Talisa Cook, Paula Dagnon, Rick Nichols

1. Brief Introduction (name, department, title)
   a. Skipped

2. Review and approve previous minutes from Wednesday, April 13, 2016 • 11:00am - 12:00pm
   a. Approved

3. Committee reports
   a. WAC
      i. No direct technology news
      ii. WWU coming out with experiential learning policy to cover whole college, discussed how would Woodring’s field experiences fit into that, there will be 30 day review of that policy
   b. ATC
      i. No meeting not enough business
      ii. Next meeting discuss
         1. What to do with student technology tuition funds
         2. Whether to request a voting member from Extended Ed
         3. Recommend having presentations in lieu of proposals
      iii. Discussed Paula being representative on committee
      iv. Discussion of pre proposal voting process, doesn’t allow discussion of proposals before voting, process could be more streamlined

4. Solicit co-chair
   a. Paula volunteered to be co-chair, need to vote at next meeting
   b. Discussed dissolving Woodring Technology Committee (WTC)
      i. Benefits of WTC

WOODRING TECHNOLOGY COMMITTEE 2015-16

Meetings: MH 258/158 or via Lync

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wed. Oct 28, 2015</td>
<td>11:00 a.m.</td>
</tr>
<tr>
<td>Wed. Nov 18, 2015</td>
<td>11:00 a.m.</td>
</tr>
<tr>
<td>Wed. Dec 9, 2015</td>
<td>11:00 a.m.</td>
</tr>
<tr>
<td>Wed. Jan 20, 2016</td>
<td>11:00 a.m.</td>
</tr>
<tr>
<td>Wed. Feb. 17, 2016</td>
<td>11:00 a.m.</td>
</tr>
<tr>
<td>Wed. March 4, 2016</td>
<td>11:00 a.m.</td>
</tr>
<tr>
<td>Wed. April 13, 2016</td>
<td>11:00 a.m.</td>
</tr>
<tr>
<td>Wed. May 18, 2016</td>
<td>11:00 a.m.</td>
</tr>
<tr>
<td>Wed. June 8, 2016</td>
<td>11:00 a.m.</td>
</tr>
</tbody>
</table>

Membership:

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Don Burgess</td>
<td>Secondary Education/SCED Co-Chair</td>
</tr>
<tr>
<td>Britta Eschete</td>
<td>WWU Everett, Co-Chair</td>
</tr>
<tr>
<td>Talisa Cook</td>
<td>OFE</td>
</tr>
<tr>
<td>Paula Dagnon</td>
<td>Elementary Education/IT</td>
</tr>
<tr>
<td>Joanne Carney</td>
<td>Elementary Education/IT</td>
</tr>
<tr>
<td>Lauren McClanahan Burgess</td>
<td>Secondary Education</td>
</tr>
<tr>
<td>Gabe Gossett</td>
<td>Librarian</td>
</tr>
<tr>
<td>Greg Hoffenbacker</td>
<td>Technology Services</td>
</tr>
<tr>
<td>Bridget Kelley</td>
<td>Special Education</td>
</tr>
<tr>
<td>Rick Nichols</td>
<td>ATUS</td>
</tr>
<tr>
<td>Linda Schleef</td>
<td>Special Education/E-ATRC</td>
</tr>
<tr>
<td>Sarita Shukla</td>
<td>Special Education</td>
</tr>
<tr>
<td>Carole Teshima</td>
<td>Dean’s Office</td>
</tr>
</tbody>
</table>
1. Information transfer for people who want it
2. Each of us can be conduit for our departments

ii. Issues facing WTC
1. Trainings were irregularly attended
2. People don’t see meeting as a priority
3. When there’s an issue with technology people speak out about it, if it’s working they take it for granted
4. People who don’t use technology don’t consider it important

iii. Ideas for Future of WTC
1. Could help write a grant
2. Considered changing the name so it doesn’t include the word committee
   a. “Committee” makes it officially sanctioned at the University
3. Make sure people know we do more than decide who gets computers
4. Have personal outreach to get more members
5. Fall workshop idea: benefits of having students on same email server as faculty & staff

c. Student email move over
   i. Everyone will be moved before fall quarter
   ii. Students have option to opt in for “upgrade” now, will be mandatory in the fall
      1. Getting 300 opt ins an hour
   iii. Emails automatically forwarding to new mailbox if they opted in, don’t need to check @students.wwu.edu ever again
   iv. Changed webpage to give options for logging in and opting in
   v. Can’t open @students.wwu.edu mailbox on their phone
   vi. After graduation students keep emails for a quarter and a half, can request to keep account longer

d. Students receiving too many emails & not reading their email
   i. Look at communication methods – email is old
   ii. Need group mail etiquette guidelines
iii. Benefits of having targeted email lines "WWU Official Communication"
iv. Need guidelines on how to write emails for students

5. **Paula Dagnon will offer a Hands-on Plickers workshop**
   
   a. Plickers is a powerfully simple tool that lets teachers collect real-time formative assessment data without the need for student devices.
   
   b. App & account are free, but need wifi or cell service for it to work
   
   c. Give students cards
      
      i. Print out cards from Plickers website
         
         1. Cardstock is best so cards aren’t flimsy and hard to read
         2. Laminated cards would be hard to read because of the glare
      
      ii. Can assign cards to students in app so they’ll always be the same number
   
   iii. Letters on the card are small, so students don't cheat – can print cards with different numbers
   
   iv. Each QR code is unique so students can’t cheat by looking at how the card is oriented
   
   v. Make sure scanning device is oriented correctly or it will skew answers
   
   vi. Can only have 60 students, must be separated enough so each card can be read
   
   vii. Can read cards from far away as long as there is no overlap
   
   d. Create an account on Plickers
      
      i. Can create classes
      
      ii. Put questions in question library and add to cue
         
         1. Questions have to be multiple choice, get creative in how you use it
      
      iii. Can add pictures to questions
      
      iv. Can download assessment data as excel file
      
      v. Can show graph of answers

6. **Other apps to use besides Plickers**
   
   a. Kahoot
      
      i. Game based
      
      ii. Has leader board
iii. Can incorporate video
iv. Fast readers have an advantage, some students to be discouraged and not try hard

b. Quizlet
i. Puts in random groups
ii. Presents the question, only 1 of 3 will have right answer
iii. Groups collaborate to find right answer

c. Go Formative
i. Go at own pace
ii. Can add drawing
iii. Can give feedback
iv. Can put in open text
v. Can add video & PowerPoint slide
vi. Can upload a pdf and embed questions in pdf
vii. Can give live feedback if logged in when student is logged in