Mission, Organizational Framework, & Functions

Mission:
The Learning and Teaching with Technology (LATTe) group is a collaborative community that explores and shares ideas, resources, and activities related to the use of instructional technologies which support the teaching and learning mission of The University of Arizona.

Membership:
Anyone with an interest in good teaching and learning practices and the effective and appropriate application of instructional technologies in classroom, blended, and fully online learning environments is invited to join. Representation from every college and support unit is encouraged so as to create a campus-wide and discipline-rich membership base upon which to create a synergistic community of technologists, educators, consultants, faculty, TA’s and/or students.

Structure:
A self-organizing structural model has been assumed for the group. A rotating steering or core group of members to better facilitate group activities and decisions will be assembled as needed. Membership on the steering group will be voluntary.

Sponsorship:
The group is sponsored and coordinated by the Office of Instruction and Assessment at the University of Arizona. Sue South serves as point of contact and primary coordinator for the group. Group meetings, communication and collaboration methods, and events shall be primarily coordinated and supported by the Office of Instruction and Assessment, however, all members are invited and encouraged to contribute ideas, host events or other activities, facilitate online or face-to-face meetings and discussions, and be empowered to contribute to group processes.

Group Functions and Activities:
LATTe functions and activities fall roughly into 3 categories; Best Instructional Practices, Economies of Scale, and Emerging and Existing Technologies. The following represents a more detailed organization of current and projected activities into these three categories.

Best Instructional Practices
- Disseminate articles and reports (Educause, Horizon Report, etc.)
  - Journal club on select articles/reports; potential initiation of campus projects
- Speaker series (faculty, students, and instructional consultants, designers, and technologists)
- Trouble-shoot/brainstorm ideas for tackling instructional problems/case studies
- “Group-only” show and tell/Q&A
- Quality Matters (sharing of criteria, organized effort to support certification process at UA)
- Host and attend webinars (prior critique of external webinars for possible re-broadcast to campus constituents)
- Recruit participants and help brainstorm themes and format of annual Instructional Technologies Showcase
- Assistance in developing standards for teaching and supporting classes (online best teaching practices, templates, assessments). What students and instructors need
- Learning space design, affordances and challenges
- Serve as ambassadors of best practices in instructional technologies; learning from other LATTe members and bringing ideas from home colleges and departments.
• Inventory of what we got….what are we doing now? So we don’t reinvent the wheel. Just to “know” what is going on!

Economies of Scale
• Share models of instructional and faculty development/collaborate on supporting initiatives
• Share information/participate in professional associations (Educause, ISTE, ELI, NMC, Sloan C, etc.)
• Collaborate on developing and hosting workshops, online training tutorials/resources, etc.
• Buying power (licensing such as Respondus, Turnitin, etc.)
• Collaborate on preparing grant proposals, other funded projects.
• Collaborate on publication proposals, conference presentations, papers, and poster sessions.
• Partner to conduct on-campus needs assessments, surveys, etc. as they relate to instructional technologies; ensuring results are openly shared among members and across campus.
• Leverage collective knowledge to make recommendations to campus administrators on adoption of instructional technologies, faculty incentives, and policies as they relate to instructional technologies.
• Leverage resources to support non or under-represented colleges and departments
• One meeting rather than many meetings – economizing communications.
• Using our collective knowledge to identify resources available and possible redundant services/technologies.

Emerging and Existing Technologies
• Share knowledge and testing of new, old, and existing technologies; including emerging use of existing technologies
• Assist in the testing, evaluation, and adoption of new instructional technologies.
• Assist in the retirement process of outdated and/or obsolete instructional technologies.
• Provide server space (sandbox) for development and playing with new technologies.
• Facilitate/empower sub-group exploration of emerging technologies/special projects.

Coordination of group activities, resources, and communications:
• Web presence that includes:
  o Discussion boards –public and private
  o Membership page with bios
  o Space for sharing UA best practices/examples (text, video, podcasts, etc.) – public
  o Elluminate session – perpetually open JIT collaborative space for all members to use
  o Links to professional associations - public
  o Links to resources/templates - public
  o Links to departmental/college websites, activities or other resources – public
• Meeting format, frequency, methods
  o 1x month face to face meeting (Elluminate remote presence/recording meeting)
    ▪ Announcements
    ▪ What’s New? - Small group, OIA, and/or college/dept. reports
    ▪ Brainstorm ideas, problem-solving, etc.
    ▪ Requests for assistance or participation in upcoming events/activities
  o As needed Elluminate sessions
    ▪ Presentations/show and tell
    ▪ Small group/special interest meetings