Project Title: Torsh Video Annotation Platform

Department/Organization: Woodring College of Education

Project Applicant(s):
Principal Contact
Name Lauren McClanahan MS 9089 Email: lauren.mcclanahan@wwu.edu Phone x2067

Others
Name Matt Miller MS 9092 Email: matthew.miller@wwu.edu Phone x2628
Name Gail Coulter MS 9040 Email: gail.coulter@ww.edu Phone x2667
Name Email: Phone

Amount Requested for Project

Proposed Budget:
1. Equipment total $  
2. Plus site preparation (not STF funded) + $  
3. Total Project Cost (spreadsheet total from part III of this form, Total Project Budget) = $ 10,555.65
4. Less organization’s contribution – $  
5. Less site preparation – $  
6. STF Grant Request = $ 10,555.65

IMPORTANT NOTE

1. THE STF Committee will accept only complete proposals by the announced deadline. Every section (I–VIII) and all items of this proposal format must be addressed.

I. Relationship to STF Objectives / Impact on Current Academic Programs

The STF Committee will use as its primary assessment criteria the three objectives—quality, access, and integration—defined in the STF mission (above). Given this criteria, describe your proposed project in detail.

1. Tell us—focusing on what the students would gain from the project—how the project would provide positive benefits to specific courses or instructional programs. Specifically, answer at least one of a, b, and c below:

   a. How would this project broaden or enhance the quality of the student’s academic experience through the proposed technology?

   As a faculty member in the Secondary Education department, and as someone who has observed many student teachers in the field, I can say with certainty that a tool...
like the Torsh video annotation platform would help me to enhance the quality of instruction (namely quality feedback) to my students. Also, as a faculty member who teaches a pedagogy class that relies on video annotation, I have often wished that my students and I had access to such a platform. With Torsh, my students can teach a lesson in their practica sites (which are scattered all over the county), upload their videos to the Torsh platform, and receive feedback from multiple people, providing multiple levels of feedback on a single teaching event. There is also incredible potential for faculty to engage in research relating to pedagogic methods that students are engaging in already--project-based learning, dialogic teaching, incorporating technology into the K-12 classroom--that we can now study in-depth to improve our own teaching practice and program offerings. Also, Torsh subscribers gain access to a library of thousands of veteran teachers who provide demonstrations of specific teaching practices. There are just no downsides to using this type of annotation/feedback technology. All teacher certification programs within Woodring have tried using Canvas, Google, and other sharing platforms, but with very limited success. This platform has been designed specifically for the purpose of observing, annotating, and providing video-based feedback to teachers. It is intuitive, secure, and sorely needed. You can visit www.torsh.co for more platform details.

b. How would this project provide additional student access to technological resources?

All teacher education students (Secondary, Elementary, and Special Education) take courses that focus on their performance in their various field-based practica settings. With this STF grant money, instructors in those courses will be able to purchase "slots" in each of their field-based courses to allow students access to all that the Torsh platform provides. In our proposed budget, we are estimating that each department would receive 30 "slots" per year. Those "slots" will remain within the courses (they will not "travel" with the students) so that each student who takes their specific field-based methods course will have access to Torsh. Throughout the academic year, approximately 90 students in each department will have access, totaling 270 teacher education students.

c. How would this project increase integration of technology into coursework?

Simply put, adding Torsh to our technology toolbox will greatly increase the integration of technology into the curriculum across multiple departments in Woodring. Traditionally, capturing video of a teacher candidate conducting a lesson has been difficult. Having to coordinate camera check-out, mic set-up, and waiting (sometimes hours) for longer videos to upload/download can be frustrating. With Torsh, students simply capture video with their mobile devices, and upload instantly through the Torsh app. This will save students precious time, and lessen their anxiety. Additionally, given that the interface of Torsh is similar to that of the edTPA--the exam that all teacher education students must pass for state licensure--students will gain invaluable experience analyzing their own teaching practice before it becomes high-stakes. Not only will they gain experience analyzing their own practice, but the practice of their peers. Students will be able to track their progress towards benchmarks/standards that both Woodring and the state of Washington have set for all teacher candidates. Additionally, once our teacher candidates become licensed and are practicing teachers, they will need to apply for professional certification (Pro-Cert). Part of achieving Pro-Cert is analyzing your teaching practice through video (much like for the edTPA). The more practice our students get while in Woodring, the better their video analysis skills will become, and onerous tasks such as Pro-Cert will become a bit less onerous.

2. Would other departments be involved with this project?
No ☐ Yes ☒ If yes, describe.

The Torsh Video Annotation Software would be used by all teacher certification programs within the Woodring College of Education: Secondary, Elementary, and Special Education. Additionally, the platform could be utilized by the Office of Field experiences, which oversees all of our student teaching candidates (nearly 400 annually) across the state, nation and world.

3. Has any part of this project previously been funded by the Student Technology Fee?
   No ☐ Yes ☒ If yes, describe.

4. Is the proposed project a pilot project?
   No ☐ Yes ☒ If yes, describe.

Teacher certification faculty will be testing the Torsh video annotation software during the 2018-2018 AY to see if it is something we would like to adopt permanently as part of our teacher certification programs. After this initial pilot period, on-going costs would be paid for by instituting course fees.

II. Utilization

List the anticipated number of times and duration per each use—per quarter or per academic year—that students would use the proposed technology. The committee is looking for total student hours and total number of unique students who would use the technology in that period. Explain how you arrived at this utilization.

Each quarter, approximately 135 teacher certification students across Woodring are engaged in a field practica. Additionally, each year, the Office of Field Experiences places nearly 400 students in their student teaching internships. For this pilot project, each teacher education department would purchase 30 "slots" within Torsh that would remain tied to specific field-based methods courses. Therefore, depending on each department, each year, nearly 300 unique students within Woodring could interface with the Torsh video annotation software. Since this is a platform that students would engage with both inside and outside of class meeting hours, determining a total numbers of student hours would be difficult to say. I can provide a possible scenario from Secondary Education: We require that each of our students (undergraduate, post-bac and Masters in Teaching) video themselves at least two times during their practica each quarter. Those lessons may vary greatly in length, and may or may not be subject to further in-class review by instructors or peers.

III. Project Budget

This section details the estimated total cost of the project. Include costs that would be covered—by your department or another source—for ongoing costs such as personnel or operating expenses.

1. For assistance in preparing your budget, please consult with relevant campus support departments (Academic Technology & User Services, Budget Office, Purchasing, Space Administration, etc.).

2. For more information about these contacts and helpful tools/links: from the STF website home page (http://www.wwu.edu/stf), choose “STF Tech Initiatives” on sidebar, then section “II. Tech Initiatives Instructions and Forms.”

Attach an Excel spreadsheet if you have additional details.
<table>
<thead>
<tr>
<th>Item</th>
<th>Quantity</th>
<th>Item Cost</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Torsh &quot;slots&quot; for specific Secondary courses</td>
<td>30</td>
<td>$105</td>
<td>$3,150</td>
</tr>
<tr>
<td>Torsh &quot;slots&quot; for specific ELED courses</td>
<td>30</td>
<td>$105</td>
<td>$3,150</td>
</tr>
<tr>
<td>Torsh &quot;slots&quot; for specific SPED courses</td>
<td>30</td>
<td>$105</td>
<td>$3,150</td>
</tr>
</tbody>
</table>

Subtotal: $9,450

Allowance for price increases (3% of subtotal): $283.50

Shipping (taxable): $822.15

Tax (8.7%): $822.15

Total: $10,555.65

**Important Notes from the STF Committee:**

- We recognize your proposed budget as an estimate. Final funding for successful projects will be established after thorough technical review; some costs may need adjusting due to price changes.

- We recommend that you include a 3 percent cushion to allow for price increases.

- We may impose special conditions on a proposal before approval. See *STF Proposal Guidelines*.

- *Funding is not provided directly to departments for purchases. All purchasing is done via the Office of the VPIT/CIO and savings are retained in the Student Technology Fee fund.*

3. What funding or contributions are available from your department or other sources?

   **Note:** "Contribution" is defined as a monetary contribution. A vendor discount, for example, is not considered a contribution.

   None

4. Could this project be divided into discrete elements that could be funded separately?

   **Note:** A "no" response to this question creates an "all or nothing" proposal. That is, if the STF Committee decides against funding your entire proposal, it will not consider any elements for partial funding. If elements could be funded separately, the applicant is responsible for prioritizing them before submitting the proposal.

   No ☒ Yes ☐ If yes, summarize and prioritize project elements with cost estimate for each.

5. Are course or lab fees charged for any of the courses that will use this equipment?
No ☐ Yes ☐ If yes, describe. Please note: The total funding requested from the Student Technology Fee must reflect the amount collected from course fees for equipment replacement and/or equipment acquisition.

IV. Impact on Existing Resources

Your proposal must address the project’s potential impact on existing resources. Give special attention to the impact on data transmission networks (e.g., sources accessed, networking equipment, etc.), and personnel (e.g., staffing, administrative support, faculty support, etc.).

1. Describe how existing equipment is used. Contrast this to projected use if your project were funded.

Torsh is a video upload/annotation platform that students can access from any computer, or their phone. The money granted would go to purchasing a site license so that we may pilot this platform during the 2018-2019 academic year. It will have no impact on existing equipment.

2. Is similar equipment or technology available elsewhere on campus—such as the Student Technology Center, Classroom Services, Video Services, Western Libraries, a college lab?

No ☐ Yes ☐ If yes, describe why the existing equipment does not meet the needs outlined in this proposal.

3. If this project involves the replacement of equipment, including computers:
   a. Describe the “before and after” configuration changes. (A spreadsheet reflecting these changes may be attached.) Or, write “N/A.”

   N/A
   
   b. Describe the costs and benefits of replacing vs. upgrading. Or, write “N/A.”

   N/A

4. Would this equipment be available to students outside of your department?

No ☐ Yes ☐ If students outside of your department would use the proposed technology, describe how they would gain access, how equipment availability would be publicized, the hours/week when equipment would be available, and any costs that would apply.

The Torsh platform will be available to all teacher education students within Woodring, as part of specific courses where videotaping of practica is required. This included students in Secondary, Elementary, and Special Education.

5. Does this project involve the check-out of equipment to students?

No ☐ Yes ☐ If yes, discuss whether or not the Student Technology Center/ATUS Loan Pool could be assigned this task.

6. Does the department have adequate operating funds to provide ongoing maintenance and support?
No ☐ Yes ☐ If yes, describe.

7. Does the department have adequate personnel funds to provide ongoing staff support for the project?
   No ☐ Yes ☐ If yes, describe.

   Torsh will not require additional personnel.

V. Space and Site Information

This section addresses any space alteration or site preparation necessary for the proposed project. Site alterations include painting, holes in walls, security systems, carpeting, construction, lighting changes, or conversion of a lab or office.

Special Note: If this project would require any site preparation, or if this project would use any space not currently under your department’s control:

a. You must submit a draft proposal to Space Administration by March 12, 2018.

b. Space Administration and Facilities Management will then conduct a site survey and respond to you by March 23, 2018 about project feasibility, cost, and schedule.

c. You must include the site survey response with your final proposal.

1. Location for installation of equipment or technology:
   N/A

2. Would site modification be required?
   No ☐ Yes ☐ If yes, describe the modifications (e.g., electrical, air, painting, lighting, security, network access, etc.).

3. Would this project use space not currently assigned to your department or area?
   No ☐ Yes ☐ If yes, describe.

VI. Project Schedule

Describe your overall implementation schedule. (Remember that project awards are announced during spring quarter, and that projects are to be substantially completed by the end of the calendar year.) If any site preparation is involved (see section VI above), align your project schedule with the schedule provided by Space Administration and Facilities Management.

   Torsh trials would begin during Fall Quarter, 2018. The site license would run through Summer Quarter, 2019.

VII. Constraints

List or describe any external or internal factors/constraints that could affect your project schedule, project objectives, or the project budget (e.g., if external approval is required for curricular changes, or if funding must be received by a certain date).
There are no internal or external constraints.

VIII. Submitting the Proposal

1. Make sure your proposal does not exceed 12 pages (not including Tech Initiatives Summary Sheet).

2. Complete top portion of a 2018 Tech Initiatives Proposal Summary Sheet for the front of the proposal.

3. Electronically submit the proposal (Word version only) and the summary sheet (Word or PDF version) for prioritizing:
   a. **Students**: Submit by April 2 to AS VP for Academic Affairs at asvp.academics@wwu.edu.
   b. **Faculty and staff**: Submit by internal due date, per your unit’s process, which must be before proposal due date of April 4.

   **Note**: Step 4 is for the individuals prioritizing the submitted proposals.

4. Submit prioritized proposals:
   a. **(student proposals) AS VP for Academic Affairs**:
      i. Ensure AS President approval and priority are on Summary Sheet.
      ii. Email proposal (Word version only) and summary sheet (PDF only) to diane.bateman@wwu.edu (the STF Committee secretary) no later than April 4.
   b. **(employee proposals) College Dean/unit head**:
      i. Ensure appropriate approvals and priority are on Summary Sheet.
      ii. Email proposal (Word version only) and summary sheet (PDF only) to diane.bateman@wwu.edu (the STF Committee secretary) no later than April 4.

   **Note**: Paper copies of proposals are no longer required; please do not send.