Academic Senate
Career Education Committee Meeting Summary

March 13, 2023 1:00 p.m. to 2:00 p.m. (Zoom Virtual Meeting)

<u>Committee Members:</u> Gary Quire, Harriet Happel, Larry Alvarez, Jennifer Paris, SB Tucker, Jeff Baker, Mark Daybell, Regina Blasberg

<u>Guests:</u> Dr. Hency Chu, Justin Wallace, Marilyn Jimenez, Paula Hodge, Clinton Slaughter, Brittany Applen, Jon Amador, Dr. Kathy Bakhit, Heather Dotter, Jeff Gregor, Jon Greene, Justin Hunt, Nadia Cotti, Rick Ferree

<u>Start Time:</u> 1:02 pm

1) Approve Previous Minutes

   a) February 27, 2023, Meeting

      I. Motion to approve the minutes by Jennifer Paris, seconded by SB Tucker. Unanimous. Approved.

2) EON Reality Presentation – 30-minute Presentation with 10-minute Q&A (Harriet Introduce)

   a. **Introduction:** The district has been encouraged over the past year to consider virtual reality in the classroom. There is a difference between virtual and simulation. Virtual Reality is the headset concept, similar to that of Oculus and Microsoft. EON now works with higher education to integrate course content into the curriculum. Rick Ferree and Jon Green shared a presentation on EON Reality. This company is headquartered in LA and Orange County. This idea began in 1999 and technology is now faster, cheaper, smaller, and easier with mobile phones.

   b. **EON Demo Presentation:** This software can be used by students, teachers, content creators and faculty members. The software can be connected to mobile devices, headsets, desktop applications for a variety of experiences. Once faculty have access to the tools, they will have access to their own institutional library. This is where users can create an XR experience based on models which are based on 360 images. Lessons can be made public, private, or shared with specific groups of people.

   c. **Example of AI content and features:**

      I. <u>3D Models:</u> Auto maintenance mechanic class has models that are available with a 3D image. Users can have access to different annotation via touch mode. This content can be access via, "knowledge portals."

      II. <u>Audio:</u> Users can upload their own audio recording and assessment quizzes.

      III. <u>Video:</u> Faculty can watch a videos and upload images.

      IV. <u>PDF Docs:</u> Can upload a PDF document.

      V. <u>Avatars:</u> EON has partnered with Red Player to allow users to customize their own avatar.

      VI. <u>Assessment Activities:</u> This software can demo an experience and certain parts of a demo can be moved and reassemble. The software can give a report on how well a student did and have learners see the completion rate. This information goes into the recording and into an LMS environment.

      VII. <u>Environment Options:</u> Users can select different environments. For example, a user can enter a 3D lab, place an object down, access content, expand the screen and access activities. Different recordings can be added, and many students can do their recordings.

VIII. Languages: Different languages are available. Learners can be placed inside of an environment to make decisions and create content of their own.

IX. Meta Verse Builder: This feature can add AI tools such as placing an avatar in an intubation. A user can search a specific model and the software can integrate a sketch PAD. This tool generates guidance portals and can start asking questions, such as describe an intubation process? The AI will recognize tools in an environment and point to those objects. This experience will be saved into an AI report. Faculty can then find out if students accessed this information, save it or continue using it.

- Environment Example #1: Faculty can also add their own activities such as adding smoke that coming out of a machine. Learners can then tab in and be able to see that scenario. Faculty can create a quiz such as what would a student do in this scenario? Faculty can their own voice in the scenario. An avatar can move around the space for a step-by-step process.

- Environment Example #2: Faculty can place a mask on a patient and save the recording and play it back. This can be accessed via additional assets by the medical category. Faculty can access libraries and search sketch pad models and place objects. The AI can be used to find out more info on the medical ventilator. This can be saved as an experience to make private or public. This experience can also be placed on the marketplace and other institutions can access that experience and pay a fee.

- Environment Example #3: Faculty can bring into a learning management system, teaching photography. Faculty can input XR experience into course material. They can then download a QR code and integrate into individual experiences. Faculty can also access the desktop and access all file formats. For example, key words can be typed in such as Boeing and the software will generate many tools.

X. **Headset Technology:** Users can connect to a full VR via Meta Quest, Magic Leap and Microsoft to have a headset available across different content. This can be an assessment activity. There is a trail version of headset software via ER XR with sample lessons. The OCULAS software is on ION XR and can downloaded via an app on the headset. Does each student have to purchase their own code? This is a subscription model and faculty will activate access for students such as headsets and microphone, this is all on the cloud.

XI. **360 Images:** At LA City college, a 360 was camera was used in a hospital room. A virtual environment was created and all areas were labeled such as hospital bed and equipment, placing learners in an environment. Learners will learn Atrial Fibrillation in 2D and get hands-on experience. Another scenario is the Lewis Structure of a Molecules in XR and students can see how those molecules connect, can view from different angels and see different examples.

XII. **Scanning Objects via SCANAVERS:** Objects can be scanned via SCANAVERS and uploaded to the platform such as a super charge. Users can work with a digital pointer and place into the digital world to align that model into a real-world object. Another process is to build an object and tag to a location. The AI tool can take a photo of an object to find information. Images can be used to create key words and a user can move around a space such as in a real-world scenario.

XIII. **Collaboration in an AI Environment:** Collaboration can take place with others. An avatar can be customized with a person login ID to access an environment, objects and to invite others. An avatar can move around and faculty can ask students to see certain steps. Industry experts can be invited such as a pilot into a cockpit of an airplane. Live meetings can be done inside of a lab. Ruins of New Mexico can be scanned. Multiple environments

can be brought in such as x-ray machines. Learners can come in and locate objects, take them apart and put them back together. From an administrative point of view, learners can be tracked for status, access and to see categories they are in.

XIV. **Accessibility Questions:** Features have been added such as closed captioning, audition recording, seeing text and changing background colors.

XV. **Mobile Device Access:** Students can access this software via their cell phone. 90% of users are using their mobile devices and can be content creator.

XVI. **Creating Course Content:** An initial onboarding is done with an educator which consists of courses/workshops totaling 2 days 4 hours. Regarding content this is a matter of assembling, this is a micro learning system. After most faculty complete the workshops, they are able to create content. For example, for a Business Instructor, an environment can be created where students are taken to different areas of a school and they are asked to select a brand and set up a marketing tool for a business. An AI avatar can create certain movements, such demonstrating software negotiations. Students can be the creators and evaluate projects. The learner is learning by doing and explaining processes and faculty are evaluating.

XVII. **Physical Model Classroom Environment for ECE:** All institutions start by having access to the library and there are many experiences available for a K-12 environments and models to browse. It is recommended to go to ER XON. In K-12, can students build a classroom? Students can go into a classroom and take an image, it would need to be a 3D model scaled to size. A student can then access different assets.

XVIII. **Animation Students:** Can students create objects such as in animation? If students using software such Blender, 3dMAX or MAYA they can export those tools and can start building experiences based around those models.

XIX. **Funding:** There are a variety of funding structures, and this demonstration gives an example of what is available.

XX. **COC demo login:** Faculty can create their own account on their own computer and do trail versions. https://core.eon-xr.com/Identity/Account/Register

3) CCCAOE Spring 2023 Conference in Sacramento (Gary & Harriet)
   a. The CCCAOE Spring 2023 Conference starts on Wednesday with a pre-conference scheduled on Tuesday. If anyone is interested in attending, please reach out to Gary and Harriet. There are two hotels available the Hyatt Regency in Sacramento and Sheraton Grand Sacramento Hotel . The Hyatt is full, but the Sheraton is at 75% full, this hotel will fill soon. There had also been a CCCAOE Fall 2022 Conference scheduled at the Omni Rancho Las Palmas Hotel in Palm Springs.

4) CCCAOE Advocacy Day (Gary)
   a. There was the CCCAOE Advocacy Day 2023 scheduled for March 22, 2023, in Sacramento. The CCCAOE executive board did some advocacy. There are 22 new legislators in the CA state congress. Gary is trying to reach out to them as many weren't familiar with COC. The next meeting will focus on advocacy day will be run by the region. Gary met with Santa Clarita Valley Senator Scott Wilk. Gary is also reaching assembly members and scheduling meetings. The meeting will break up into the smaller groups. If there is anything that anyone wants to be brought up send an email to Gary as he will be in Sacramento on the 21st and 22nd.
   b. **SWF Funding Update:** There are no major changes, no major increases, funds will stay status queue. This will be a non-exciting budget year as CA taxes got pushed back to October. The state budget department is working with a limited budget.
   c. **Drop and Enrollment Update:** There is concern from CSU's, UC's and CCC's with the drop in enrollment. There are concerns with profit schools such as the University of Phoenix and National

University putting a dent on enrollment at all three levels. This is on their radar. They are looking at enrollment and the budget being the same. There might be an increase due to projected COLA. The hope is that some advocacy can be done so that COLA transfers to SWF funding to give COC an increase.

   d. **Reminder!** This Friday, March 17th is the PBL symposium, and this is a great opportunity to attend and understand what has been done at COC and see advancement with PBL. This event is from 9-4pm on Friday. People can attend partial day and there is no cost and are including much. Marilyn will send out the flyer again. There are speaker's nationwide that will be speaking on efforts at COC.

5) What's on your Mind? (Gary)

   a. The committee was asked if they like having brought in a speaker? Does the committee want to see more speakers geared toward education? Committee members overall liked having speakers however, many are wondering how to integrate this into the curriculum. The suggestion is that it may be more helpful to have time to review and bring questions to the meeting. The presentation can then be made based on questions. Some faculty feel they don't have the capacity to make some of this technology happen.

6) Other Topics (Harriet)

Announcements: Open Forum for Discussion Future Agenda Items:

Adjournment: 1:57 pm