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The Center for Learning Technologies (CLT) was established in 1994 as part of the University’s Strategic Plan. The Center’s primary purpose is to assist faculty with the use and integration of technology into the teaching/learning process.

CLT offers a wide variety of services related to faculty support and development. Services include one-on-one consultation, instructional design, course design and development, individual course management, course Web site development, workshops, proctored testing, and the demonstration and evaluation of tools and technologies. CLT also coordinates the Faculty Innovator Grants and the Summer Institute.

CLT is located on the third floor of the Gornto Building, which is on the south side of the campus between Batten Arts and Letters Building and Perry Library.

CLT is organized into several service units:

- **Graphics**, which provides professional design services to faculty, instructors, and adjuncts and administrative staff for teaching, research, scholarly publications, conferences, seminars, and meetings
- **Instructional Design**, which provides professional design services for faculty and administrative staff for teaching, research, scholarly publications, conferences, seminars, and meetings
- **Learning Assessment Lab**, which offers a proctored environment for academic testing, including online and computer-assisted testing
- **Multimedia Production**, which provides complete multimedia design and production services for faculty and administrative staff
- **Multimedia Duplication**, which offers audio, video, CD-ROM, and DVD duplication services to university students, faculty, and staff
- **Faculty Multimedia Development Lab**, which provides walk-in or drop-off services, as well as demonstrations and training, to university faculty on the use of new media tools, strategies, and technologies
The mission of The Center for Learning Technologies is twofold: to support, promote, and enhance teaching, learning, and research; and to foster innovation.

To achieve this mission, CLT provides programs, services, and information to Old Dominion University faculty, instructors, adjuncts, and teaching assistants for the

• support of University strategic planning and academic initiatives
• development of a comprehensive and coherent faculty development program
• promotion of scholarship of teaching by engaging faculty in self-reflection, analysis, and sharing of their successful teaching practices with their peers across disciplines
• research, evaluation, demonstration, and integration of appropriate learning tools and techniques
• dissemination of best practices in teaching and learning
• promotion of innovative instructional technologies
• support for curriculum and course development and production
• development of graduate student internship program
• expansion of inter-departmental research activities
• pursuit of grants and contracts to develop products
• development and implementation of best practices and procedures within CLT
1.2. GOALS

The Center for Learning Technologies is focused on the following goals:

1. Assist the University and Distance Learning with strategic initiatives implementation, including the research, planning and/or rollout of
   - Asynchronous course development
   - Course Management System
   - On-line and computer-assisted testing

2. Assist the University and Distance Learning by pursuing and executing contracts to develop knowledge products for external customers (military and corporate)

3. Offer a comprehensive and coherent faculty development program which includes
   - Workshops by Old Dominion University faculty
   - Workshops on campus by off-campus experts
   - Brown bag discussion sessions
   - Orientation to appropriate technologies and common practices for new faculty, instructors, adjuncts, and teaching assistants
   - Faculty Innovator Grants
   - Individual teaching consultations
   - Summer Institute
   - Greater visibility for available resources and services
   - A coherent and consistent framework for the evaluation of CLT faculty development activities

4. Promote collegial dialogue and communication within the campus community about teaching and learning

5. Provide consultation on teaching:
   - Course material review and analysis
   - Class and lecture organization
   - Tools for student motivation and engagement
   - Mid-semester evaluation
   - Student feedback

6. Disseminate best practices in teaching and learning:
   - Support faculty to document effective teaching practices
     - Gather and analyze evidence about effective teaching practices
     - Perform in-class surveys
     - Gather in-class student feedback
   - Support faculty to engage their students and help them learn more effectively and efficiently, using
     - Study tips
     - Time management
     - Library usage
     - Computer literacy
     - Information literacy
1.2. GOALS

7 Foster effective use of instructional technology tools to enhance teaching and learning, via
   • Conversion of individual course materials for various delivery modes or formats
   • Provision of workshops, seminars, and demonstrations for a variety of applications and environments
   • Identification of appropriate learning tools, strategies and technologies
   • Development and production of faculty support materials
   • Research and dissemination of information regarding best practices in technology and learning

8 Support curriculum and course development and production

9 Build resources to foster faculty innovation and discovery
   • Support faculty innovator projects
   • Provide limited assistance with grantsmanship

10 Pursue grants and contracts to develop products

11 Develop and implement best practices and procedures within CLT
   • Build repository for best practices (teaching, learning, instructional technology)
   • Implement project management practices
   • Build a student workers development program
   • Build and implement a communication plan
   • Strengthen public relations, to publicize activities and services
   • Communicate CLT identity as a service organization for all faculty
   • Build relationships with counterpart service organizations
   • Build a calendar of unit duties and requirements
1.3. STAFF

M’hammed Abdous  
Director of Center for Learning Technologies  
PhD, School Administration and Policy  
Laval University, Quebec, Canada

Larry Ashwood, Sr.  
CLT Evening and Weekend Supervisor  
MS, Adult Education  
Old Dominion University

Taya Barnett  
Graphic Designer  
BFA Art History/Studio Art  
Virginia Commonwealth University

Susan Boze  
Faculty Support Services Manager  
MSEd, Instructional Technology  
Louisiana State University

Jacky Edwards  
Multimedia Design  
BA, Visual Design  
Universidad de Caldas, Colombia

Donald Emminger  
Graphic Designer  
BFA, Design and Illustration  
Temple University

Stuart Gordon  
Multimedia Production Manager  
BA, Speech, Communications & Theatre Arts  
Wake Forest University

Wu He  
Instructional Technologist  
PhD, Information Science & Learning Technologies  
University of Missouri-Columbia
1.3. STAFF

Fred Huffman
Multimedia Duplication and Viewing Manager
Certificate, Television and Film Media
UCLA

Robert Jones
Graphics Manager

Dexter Marcelino
Interface Designer
Pursuing Bachelor’s, Biochemistry
Old Dominion University

David Masiello
Instructional Technology Specialist
BS, Computer Science
Old Dominion University

Julie Moustafa
Instructional Technology Specialist
MSEd, Instructional Design and Technology
Old Dominion University

Terrell Perry
Instructional Designer/Assistant Professor
EdD, Adult Education
Nova Southeastern University

June Ritchie
Senior Instructional Designer
MM, Mississippi College

Alison Schoew
Technical Writer
MA, Applied Linguistics
Old Dominion University
WHO we are

1.3. STAFF

David Swift
Instructional Designer
MS, Educational Technology
Lehigh University

Loreta Ulmer
Instructional Designer
EdD, Educational Leadership with specialization in Educational Technology
University of Delaware

Eric Vetterick
Instructional Technologist
BS, Communication Arts
James Madison University

Brian Williamson
Multimedia Designer
BA, Film and TV Production
The Ohio State University

Ray Zatt
Learning Assessment Lab Manager
AAS, Hotel/Restaurant Management
Nassau County Community College, NY
1.4. ORGANIZATIONAL CHART

Staff as of December, 2007

1.5. FACILITIES IN THE GORNTO CENTER

Multimedia Duplication and Viewing (Gornto 107)
- Audio and video duplicating and playback services
- Suite for students to view missed classes

Graphics Department (Gornto 129-131)
- Three complete design studios
- Large-format color printer which offers poster-making capability

Learning Assessment Lab (Gornto 101)
- 40 desks for student exams in a proctored environment

Multimedia Production (Gornto 328)
- Complete multimedia design and production services for faculty and administrative staff

Faculty Multimedia Development Lab (Gornto 411)
- Walk-in or reservation
- Flat bed scanning
- 35 mm slide scanning
- Document scanning
- Video conversion

Faculty Development Teaching Lab (Gornto 411)
- Workshops
- Seminars
- Individual or group consultation
- Access to applications used in CLT events
1.6. PROFESSIONAL MEMBERSHIPS

CLT Memberships

CLT maintains membership in:

- The Professional and Organizational Development Network (POD)
  www.podnetwork.org
- Teaching, Learning, and Technology Group (TLTR)
  www.tltgroup.org
- Educause (University Membership)
  www.educause.edu
- CTLSilhouette (Flashlight)
  http://ctlsilhouette.ctlt.wsu.edu
- New Media Consortium
  www.nmc.edu

Staff Members’ Involvement with ODU

CLT staff members are involved in the following University organizations and initiatives:

- Classroom Central Advisory Committee
- Cross-Campus Communication Committee
- Distance Learning Advisory Board
- OCCS’s eLearning Project Team for Blackboard, Questionmark, Adobe Connect, and iTunes U at ODU
- LADDERS (Let Academic Difficulties Disappear to Energize and Retain Students)
- Math Curriculum Redesign
- OCCS Student Notebook Committee
- Placement Exam Redesign: Writing Sample Placement Test
- Video Streaming Implementation Committee
ACHIEVEMENTS

During 2007, The Center for Learning Technologies fulfilled major efforts in:

- Faculty development
- Faculty support
- Course development and production
- Technology integration and innovation
- Best Practices dissemination
- Campus-wide support projects
- The pursuit of grants and contracts and the development of knowledge products for external customers
- Grants made to faculty members
- The piloting of new campus technologies

In addition, CLT staff members made presentations at a number of national and international academic conferences, submitted several papers to renowned peer-reviewed journals, and taught a variety of courses at Old Dominion University.
The Center for Learning Technologies creates opportunities for faculty to explore new approaches to teaching (and to learning, as well), by encouraging the introduction and application of effective pedagogical tools.

An ongoing Faculty Development Program is a strategic part of the CLT mission. Every other year, a faculty technology survey is conducted and CLT workshops are redesigned in response to the faculty’s changing technology needs and interests.

Workshops and Seminars

CLT staff and faculty members provide training offsite or at the Center. Some of the well-attended development events and workshops offered during 2007 included:

- The Blackboard Relays, designed to help faculty members new to using Blackboard, as well as those more accustomed to its use, by encouraging the addition of Blackboard resources (ex. interaction and collaboration, assessment and evaluation) to existing courses
- EndNote workshops, designed to acquaint faculty members with this helpful tool used by researchers, scholarly writers, students, and librarians to search online bibliographic databases, to organize their references, images, and PDFs in any language, and to create bibliographies and figure lists
- Orientations to the new Video Streaming Interface, designed to familiarize distance faculty members and teaching assistants with what they would be seeing in their Spring ’08 classrooms
- A customized workshop for Test Administrators, at which student test anxiety and the importance of testing standards were stressed

Workshop Attendance By College
2.1. FACULTY DEVELOPMENT

2007 Workshop Attendance

<table>
<thead>
<tr>
<th>Category</th>
<th>Topic</th>
<th>Number of attending faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Technologies</td>
<td>Blackboard, Digital Audio, Digital Video, EndNote, ODU Edit, PowerPoint Animation, Questionmark, Respondus, Acrobat, SPSS Basics</td>
<td>220</td>
</tr>
<tr>
<td>Emerging Technologies</td>
<td>Blogs, Podcasts, Wikis</td>
<td>4</td>
</tr>
<tr>
<td>Mediated Classroom Series</td>
<td>Orientation, Personal Response System</td>
<td>30</td>
</tr>
<tr>
<td>Teaching Online Series</td>
<td>Organizing Course Content, Engaging the Learner, Making the Grade, Feedback and Course Improvement</td>
<td>11</td>
</tr>
<tr>
<td>TELETECHNET Series</td>
<td>Teaching on Television, TELETECHNET TA Orientation</td>
<td>7</td>
</tr>
<tr>
<td>Special Events</td>
<td>Faculty Open Forum, Summer Institute</td>
<td>131</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>403</td>
</tr>
</tbody>
</table>

Summer Institute

Perhaps the most thought-provoking workshop offered in 2007 was the Summer Institute. A vital portion of the CLT mission is the promotion of scholarship of teaching by engaging faculty in self-reflection, analysis, and the sharing of successful teaching practices with their peers across the disciplines. The 2007 Summer Institute was open to guests from other Commonwealth universities, who, along with ODU faculty, shared new ways to use the latest technologies to improve teaching across Virginia.

The 2007 Summer Institute’s topic was pODUcation: All About Podcasting. The three-day event provided faculty members with cutting-edge research about the use of podcasting in higher education, and included a keynote speech on PODagogical Options offered by Lisa Star and Steve Gilbert of the TLT (Teaching, Learning, and Technology) Group, a panel discussion with several ODU faculty members who currently use podcasting as a part of their delivery method, and a series of informative educational sessions: To Pod or Not To Pod, Podbusters, Pod’s Anatomy, and MasterPOD Theatre.

Faculty members in attendance told CLT:

- *I enjoyed the experimental and narrative information about faculty use of technology.*
- *Collaboration among different university (staffers) is always positive, productive, and energizing. Thank you.*
- *Loved the keynote! Interactive sessions worked well.*
- *I picked up some strategies not dealing with podcasting.*
- *I would love to be invited next year to the 10th annual Summer Institute!*  

Piloting New Campus Technologies

In collaboration with OCCS’s e-Learning team and faculty volunteers, CLT piloted several new technologies, including Adobe Connect (formerly Macromedia Breeze), SafeAssign (a plagiarism detection tool), and ODU on iTunes U (podcasting). CLT contributed to the review and analysis, the internal testing, the implementation by faculty volunteers, and the development of documentation and workshops covering the new pilot technologies.
The Center for Learning Technologies offers ongoing support to ODU faculty members, both those teaching in a variety of distance formats and those teaching face-to-face courses.

Its service units include a graphics department, a team of instructional designers, a learning assessment lab, multimedia production and duplication facilities, and a faculty multimedia development lab.

Graphics Department

The Graphics Department at CLT produced 274 jobs for 103 faculty members across the University. In 2007, the Graphics Department’s number of jobs rose by 37% over its 2006 volume, and the number of individual work units rose by 120%, due in part to some very technical illustration and graph jobs for faculty publications, and to an increase in designed marketing materials needed for Distance Learning. In addition, photography and printing services were launched, resulting in an increase in traffic to the department.

In 2007, a research poster designed for Dr. Martha Walker won the John L. Echternach Award for Best Poster Presentation at the Virginia Physical Therapy Association Annual Conference in Roanoke.

Instructional Design

In 2007, 34 new online or hybrid courses were put into production for 15 different majors. Ten courses were revised and/or updated. Two workshops highlighting new campus technologies were developed. The Blackboard workshop series was expanded and was presented in both Marathon and Relay formats.
2.2. FACULTY SUPPORT

Learning Assessment Lab

CLT’s Learning Assessment Lab serves both students and faculty by making testing both easier and more secure. During 2007, 134 faculty members used the lab to proctor their test for their students, and 32,415 exams were proctored by the lab. The number of tests proctored in 2007 is more than 15% higher than the number proctored in 2006.

Learning Assessment Lab Use:
Number of Exams by College

Multimedia Duplication

CLT offers audio and video duplicating and playback services, so that students have the opportunity to view missed classes.

During 2007, 988 orders from faculty members were completed. 1093 students received tapes, CDs, or DVDs, and, in total, 6844 items were duplicated. In addition, nearly 1600 visits were made to Multimedia Duplication’s Viewing Room in Gornto by on-campus students, and more than 4000 videotapes or DVDs of classes were sent to ODU sites for students whose sites experienced weather closures, human error, or electrical/technical problems.
2.3. RESEARCH

Conference presentations:


Papers submitted:


Book Chapter:

Dissertation:
Several CLT staff members teach courses at Old Dominion, in addition to their work for the Center:

Wu He
IT 420   Object-Oriented Application Development Using Visual Basic .NET

Julie Moustafa
UNIV 100   University Orientation

Terrell Perry
ECI 304   Educational Applications of Computers

June Ritchie
ECI 304   Educational Applications of Computers

Alison Schoew
ENGL 350   Aspects of English

Loreta Ulmer
ECI 304   Educational Applications of Computers
2.5. COURSE DEVELOPMENT, PRODUCTION, AND MAINTENANCE

In 2007, the staff at the Center for Learning Technologies met the University’s commitment to “meet the challenges of the twenty-first century” by producing courses designed to “support, promote, and enhance teaching, learning, and research, and to foster innovation.”

CLT worked, as always, to support the University’s mission to increase enrollment and to diversify course delivery methods.

Online degree completion programs that lead to a BSN in Nursing and a BA or BS in Criminal Justice were supported by CLT staff members.

In addition, an online degree completion program leading to a BS in Dental Hygiene was initiated.

Two masters-level online programs were initiated, as well -- one leading to an MS in Simulation and Modeling, and one leading to an MSEd in Physical Education with an emphasis in Recreation and Tourism Studies.

CLT produced and/or was involved in the maintenance, development, and consultation for the creation of 34 online or hybrid courses. Ten courses were revised and/or updated. See the charts on pages 19, 31, and 32.

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1 Old Dominion University Mission Statement
2 The Center for Learning Technologies Mission Statement
2.5. COURSE DEVELOPMENT AND PRODUCTION

Online and Hybrid Course Production: Number of Courses by Major

*Early Childhood, Speech Pathology, and Special Education

In addition, 10 courses were updated.
In 2007, CLT’s mission to research, evaluate, demonstrate, and help integrate appropriate learning tools allowed it to play a key role in the development of the University’s video streaming initiative. CLT staff members designed a new student-centered interface which provided flexible access to live and archived streams to increase students’ interaction with both instructors and classmates.

CLT staff and faculty members worked with the winners of the Faculty Innovator Grants to develop a variety of projects designed to enhance the teaching and learning effort. (See Section 2.10 for more information.)

CLT’s Instructional Designers worked to enable faculty members to develop their own multimedia components for online use. Resources provided include an audio recording booth and access to computers equipped with scanners, converters, and software applications.
2.7. BEST PRACTICES DISSEMINATION

One of the most important facets of the mission of The Center for Learning Technologies is reflected in CLT’s effort to assist in the development of University faculty by providing them with best practice information that will enhance both their teaching and their students’ learning.

In an effort to be as responsive as possible to faculty members, to streamline CLT assistance operations, and to answer faculty questions on a variety of issues as quickly as possible, CLT staff members created a knowledge base called “How Do I?” which is now online 24 hours a day at http://clt.odu.edu/kb/. The site features live chat with CLT staff.
2007 Achievements

2.8. CAMPUS-WIDE SUPPORT PROJECTS

In late 2007, CLT staff members, in coordination with several department chairs and deans, created an Online Orientation for New Department Chairs, offering advice and insight on topics from curriculum development and faculty leadership to student advising and resource allocation. It is available at http://www.clt.odu.edu/chair/.

CLT staff members worked with the University Office of Equal Opportunity and Affirmative Action to create an online Faculty Development Workshop on Sexual Harassment, which will become mandatory training for all University faculty, staff, and administrators.

And, in conjunction with the Responsible Conduct in Research Committee of the Office of Graduate Studies, CLT is working to create a series of online instructional modules about Ethics in Research on a variety of topics (ex. legal and professional compliance standards, ethical theory and moral judgments, plagiarism, falsification) which can be used as stand-alone instructional pieces or can be incorporated into course content.

CLT staff and faculty members were involved in the University’s Math Curriculum Redesign and the Placement Exam Redesign, as well.

One of many interdepartmental projects created by CLT was the new Resource Scheduler, which is now used by the Office of Computing and Communications Services, by Academic Technology Services, and by CLT to manage physical and digital resources and classroom space in the Gornto Building.

For specific University departments, the CLT staff developed a number of projects, as well: a Physical Therapy Database, the HRSA Grant for Nursing, an online version of the Community Health Comprehensive Exam, and an online version of the Dental Hygiene Comprehensive Exam.

2.9. PURSUIT OF GRANTS AND CONTRACTS FROM EXTERNAL CUSTOMERS

In 2007, the Office of Distance Learning, in partnership with ITA, received a grant from the U.S. Navy’s Naval Expeditionary Combat Command (NECC) to develop a series of courses designed to increase sailors’ awareness of cultural issues in preparation for their deployment around the world. CLT, with the help of several ODU professors, developed both face-to-face and online versions of the Cultural Competency Foundations course.

In November 2007, CLT began the development and delivery of another series of courses which are designed to provide a focus on specific regions around the world.
The Center for Learning Technologies at Old Dominion is proud to have awarded, during 2007, eleven Faculty Innovator Grants, which encourage the University community in the use of technology in teaching, both in the classroom and beyond.

Recipients include:

**John Nunnery**, Educational Leadership and Counseling  
Gary Morrison, Educational Curriculum and Instruction  
Jaime Lester, Educational Leadership and Counseling  

**Asynchronous Introductory Statistics: An Individualized Approach**  
Proposal: This project will provide support for the development and piloting of two asynchronous instructional units in introductory social statistics. Formative feedback from the pilot will be used to modify the units, which will then serve as the template for development of a complete 12-unit course, which the department intends to offer asynchronously every semester beginning in Fall 2008.

**Molly Duggan**, Educational Leadership and Counseling  
Lee Belfore, Electrical and Computer Engineering  
Cheryl Latko, Educational Leadership and Counseling  
Amy Adock, Educational Curriculum and Instruction  

**CATHIE Revisited: Using Interactive Learning Modules to Teach Helping Skills**  
Proposal: This proposal describes the rationale for further expansion of CATHIE, a web-based animated agent environment designed to teach helping skills in a distance learning setting, by incorporating the agent into an environment containing Interactive Learning Modules (ILMs). These ILMs will provide experiential learning opportunities and include interactive games, simulations, and drills. Traditional methods for practicing these skills rely on face-to-face interactions with instructors and fellow students. Development of a series of Interactive Learning Modules incorporating animated agents will allow learners at a distance to better practice their skills in a realistic environment similar to that in face-to-face classrooms.

**John R. Hackworth**, Engineering Technology  

**Development of EET 350 in Podcast Format**  
Proposal: Develop all lectures of EET 350 Fundamentals of Electrical Technology so that the course can be heard and viewed on an Apple iPod. Part of this project involves research into how best to present engineering course material (circuit schematics, equations, charts, graphs) on the limited-resolution iPod screen such that no accompanying printed materials (i.e., PowerPoint handouts) will be required while viewing the lectures.

**Mary Ann Notarianni**, School of Nursing  

**Facilitating the Use of Technology for Student’s Patient Teaching Interventions**  
Proposal: The project will assist faculty to expose students to the use of technology to enhance patient teaching strategies. A template for use with a Tablet PC will allow content to be entered as video clips, still pictures, animated pictures, and/or text with audio narration so that the student can tailor teaching for the specific patient population. In addition, the template will be used to make a teaching tool with three to four examples of how different approaches to the presentation of content can be tailored to meet the needs of a particular patient population.
Gail C. Grisetti, School of Physical Therapy
David A. Lawrence, School of Physical Therapy
Ron Hopkins, School of Physical Therapy

**Rehabilitation of the Lower Limb Amputee: An Interactive Approach**
Proposal: Access to three dimensional and animated instructional materials would benefit the health care practitioner studying the biomechanical forces of prosthetics. An understanding of these forces and their relationship to the fit of the prosthesis, their contribution to effective gait patterns, and their role in improving functional outcomes for the amputation patient is critical. Through this project, animated, three-dimensional and interactive instructional materials would be developed for study and application to the team of health care providers working with prosthetic patients, including physicians, prosthetists, and physical therapists.

Stacey B. Plichta, School of Community and Environmental Health

**SPSS Interactive Modules**
Proposal: SPSS is a statistics software package used in health and social sciences. Students commonly struggle with using SPSS and interpreting output. This project will create interactive modules, each featuring a different statistic. These will illustrate using SPSS with animation and accompanying commentary. Effectiveness will be assessed by student evaluation and class performance. This project will help my department, college, and community by training graduate students to be proficient in data analysis. It will be useful to others on campus who teach SPSS.

Ed Neukrug, Educational Leadership and Counseling
Radha Horton-Parker, Educational Leadership and Counseling

**Stories of the Great Therapists**
Proposal: In the tradition of National Public Radio’s “StoryCorps Recording America,” this project will collect oral histories concerning famous theorists of counseling and psychotherapy. Therapists and faculty from around the country will be contacted and asked to submit oral stories concerning significant interactions they have had, or significant events of which they are familiar, concerning famous therapists. These oral histories will be documented and stored on the Internet as a teaching tool to be used in classes that teach about these famous therapists (e.g., a “Counseling Theories” class).

Dwight Allen, Educational Curriculum and Instruction
Patrick O’Shea, Educational Curriculum and Instruction

**Student Podcasting and Vlogging as Elements of a Student-Developed Textbook**
Proposal: We feel that students are ready to go beyond a limited and mostly passive technological capability, and thus enhance their future instructional practice and use of instructional technology. As their contributions to date are primarily text, it would be an important improvement to model the accommodations of various learning styles and help them learn to provide alternative versions of this material. We now have a plan to require each student to have the opportunity to construct and receive important course information in alternative formats and settings.
2.10. FACULTY INNOVATOR GRANTS

Catie Berkenfield, English
Teaching Grammar with Pop Culture Texts
Proposal: I will develop a series of course DVDs to enhance student learning of linguistic principles and analysis. The DVDs will include examples of language from popular culture sources - like television, film, and music - to invigorate the teaching of grammar and illustrate the complexities of analyzing language in rich contexts. As a practical pedagogical tool, the DVDs will provide opportunities for hands-on, inductive learning. Areas of linguistics addressed with this tool include traditional grammar, phonetics, morphology, syntax, semantics, pragmatics, discourse analysis, and language variation. I will provide a workshop for department instructors to develop their own media-based curricula and assignments.

Radha Horton-Parker, Educational Leadership and Counseling
Suzan Thompson, Educational Leadership and Counseling
The “Talking to God” Cards Instructional Video
Proposal: This proposal is to create a 60-minute video to be used to train counselors and human service workers in using the “Talking to God” Cards to address spiritual and existential issues with their clients. The combined video and “Talking to God” Cards (which have been developed already) will allow counselors to more effectively broach the topic of spirituality and explore their clients’ ultimate concerns. In addition, the video will illustrate effective listening and questioning skills that will generalize to other interviewing situations, and enable students to become more proficient and highly skilled helping professionals.

Betty Rose Facer, Foreign Languages and Literatures
Peter Schulman, Foreign Languages and Literatures
Rosa Motta, Foreign Languages and Literatures
Frederick Lubich, Foreign Languages and Literatures
Peiling Zhang, Foreign Languages and Literatures
Lee Slater, Foreign Languages and Literatures
The Pedagogical Effectiveness of Academic Podcasting: Progressive Technology for Foreign Language Study
Proposal: The key to achieving proficiency in speaking is developing proficiency in listening comprehension. As a result, it is up to instructors to provide students with essential listening activities as a substantial segment of the L2 curriculum. Academic podcasting technology will support this initiative by providing 24/7 accessibility and portability of the teaching and learning experience that expands the boundaries of the classroom. It will permit restructuring valuable classroom time and converting the popular iPod and other MP3 players into multi-purpose teaching and learning tools that can be used to reinforce class content, improve pronunciation and vocabulary, and improve oral and aural skills.
The pages which follow provide the detailed data used to create the charts and graphs contained within this Annual Report. The data was submitted by CLT staff, edited for clarity, consistency, and completeness, and audited for accuracy.

It is this data that is provided each year to Distance Learning’s senior management team to be used for resource allocation and planning and for future budget preparation. It is ultimately reported to the University’s administration for statistical analysis and then to the Commonwealth of Virginia.
3.1. Graphics

Table 1. Number of Faculty Members Supported by Graphics Department in 2007

<table>
<thead>
<tr>
<th>College</th>
<th>Number of Faculty</th>
<th>Number of Jobs*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distance Learning</td>
<td>18</td>
<td>101</td>
</tr>
<tr>
<td>Administration</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>Arts and Letters</td>
<td>17</td>
<td>24</td>
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<tr>
<td>Education</td>
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<tr>
<td>Engineering</td>
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</tr>
<tr>
<td>Health Sciences</td>
<td>14</td>
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<tr>
<td>Sciences</td>
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</tr>
<tr>
<td>Library</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Off Campus</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>103</td>
<td>274 jobs</td>
</tr>
</tbody>
</table>

* Most jobs contained several job units, for a total of 829.

3.2. Multimedia Duplication

Table 2. Number of Duplicated Items by Category

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Students</th>
<th>TTN Sites</th>
<th>ATS Projects</th>
<th>TLC</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>988</td>
<td>1093</td>
<td>4057</td>
<td>636</td>
<td>74</td>
<td>6844</td>
</tr>
</tbody>
</table>

Multimedia Duplication provided support for on- and off-campus students taking TELETECHNET courses solely by tape. 37 order students were served weekly during Spring 2007, 9 order students weekly during Summer 2007, and 33 order students weekly during Fall 2007.

The Multimedia Duplications Viewing Area offered more than 1200 viewings in 2007. Students can view TELETECHNET courses and tapes which face to face course instructors have placed in the lab for students to view out of class.
### 3.3. Learning Assessment Lab

**Table 3. Learning Assessment Lab Usage by College**

<table>
<thead>
<tr>
<th>Learning Assessment Lab Exams Proctored per College or Organization</th>
<th>Arts and Letters</th>
<th>Business</th>
<th>Education</th>
<th>Engineering</th>
<th>Health Sciences</th>
<th>Sciences</th>
<th>Other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Student Exams Using Blackboard</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2,864</td>
</tr>
<tr>
<td>Navy College Exams Proctored</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>212</td>
<td></td>
<td>212</td>
</tr>
<tr>
<td>Individual Student Exams Using Perception</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>575</td>
<td>3,647</td>
<td>4,222</td>
</tr>
<tr>
<td>Individual Student Paper Exams Completed</td>
<td>2,123</td>
<td>483</td>
<td>207</td>
<td>107</td>
<td>463</td>
<td>21,642</td>
<td>8</td>
<td>25,033</td>
</tr>
<tr>
<td>Individual Computer-based Exams</td>
<td>7</td>
<td>18</td>
<td></td>
<td></td>
<td>59</td>
<td></td>
<td></td>
<td>84</td>
</tr>
<tr>
<td>Number of Faculty Using the Lab During the Year</td>
<td>29</td>
<td>18</td>
<td>9</td>
<td>22</td>
<td>14</td>
<td>41</td>
<td>1</td>
<td>134</td>
</tr>
</tbody>
</table>
# 3.4. Faculty Development Events Summary

Table 4. Participants in CLT Faculty Development Events by College*

<table>
<thead>
<tr>
<th></th>
<th>Arts and Letters</th>
<th>Business</th>
<th>Education</th>
<th>Engineering</th>
<th>Health Sciences</th>
<th>Sciences</th>
<th>Other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Technologies: Blackboard, Digital Audio, Digital Video, EndNote, ODU Edit, PowerPoint Animation, Questionmark, Respondus, Acrobat, SPSS Basics</td>
<td>55</td>
<td>10</td>
<td>50</td>
<td>11</td>
<td>16</td>
<td>13</td>
<td>65</td>
<td>220</td>
</tr>
<tr>
<td>Emerging Technologies: Blogs, Podcasts, Wikis</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Mediated Classroom Series: Orientation, Personal Response System</td>
<td>6</td>
<td>7</td>
<td>9</td>
<td>3</td>
<td>0</td>
<td>4</td>
<td>1</td>
<td>30</td>
</tr>
<tr>
<td>Teaching Online Series: Organizing Course Content, Engaging the Learner, Making the Grade, Feedback and Course Improvement</td>
<td>1</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>11</td>
</tr>
<tr>
<td>TELETECHNET Series: Teaching on Television, TELETECHNET TA Orientation</td>
<td>2</td>
<td>0</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>Special Events: Faculty Open Forum, Summer Institute</td>
<td>24</td>
<td>7</td>
<td>34</td>
<td>9</td>
<td>10</td>
<td>2</td>
<td>45</td>
<td>131</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>88</strong></td>
<td><strong>27</strong></td>
<td><strong>101</strong></td>
<td><strong>27</strong></td>
<td><strong>28</strong></td>
<td><strong>19</strong></td>
<td><strong>113</strong></td>
<td><strong>403</strong></td>
</tr>
</tbody>
</table>

* Totals represent individual registrations. Workshop series comprise multiple workshops, and some series were offered multiple times. Some faculty members attended multiple workshops in any given series.
### 3.5. Course Production

#### Table 5. Online Courses by College*

<table>
<thead>
<tr>
<th>Arts and Letters</th>
<th>Business</th>
<th>Education</th>
<th>Engineering</th>
<th>Health Sciences</th>
<th>Sciences</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRJS 317</td>
<td>PE 327</td>
<td>ENMA 600</td>
<td>DNTH 412</td>
<td></td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>CRJS 319</td>
<td>ESSE 468/568</td>
<td>MSIM 605</td>
<td>DNTH 414</td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>CRJS 350</td>
<td></td>
<td>MSIM 601</td>
<td>DNTH 415</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>CRJS 418</td>
<td></td>
<td>MSIM 795</td>
<td>NURS 363</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>CRJS 427</td>
<td></td>
<td>MSIM 505</td>
<td>NURS 403</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>CRJS 462</td>
<td></td>
<td></td>
<td>NURS 464</td>
<td></td>
<td></td>
<td>6</td>
</tr>
<tr>
<td><strong>6</strong></td>
<td><strong>2</strong></td>
<td><strong>5</strong></td>
<td><strong>6</strong></td>
<td><strong>6</strong></td>
<td><strong>19</strong></td>
<td></td>
</tr>
</tbody>
</table>

* At time of printing, some courses were still in production.

#### Table 6. Hybrid Courses by College

<table>
<thead>
<tr>
<th>Arts and Letters</th>
<th>Business</th>
<th>Education</th>
<th>Engineering</th>
<th>Health Sciences</th>
<th>Sciences</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIV 100</td>
<td>ECI 605</td>
<td>CET 440</td>
<td>CHP 640</td>
<td>OEAS 442-443</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>POLS 412</td>
<td>ECI 640</td>
<td>MET 305</td>
<td></td>
<td></td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>POLS 420</td>
<td>ECI 615</td>
<td>MET 435</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>RTS 495</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>RTS 271</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>IDT 746</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>IDT 756</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td><strong>3</strong></td>
<td><strong>7</strong></td>
<td><strong>3</strong></td>
<td><strong>1</strong></td>
<td><strong>1</strong></td>
<td><strong>15</strong></td>
<td></td>
</tr>
</tbody>
</table>
Distance Learning Online Forms System -- updated
Implemented a new online system (http://www.clt.odu.edu/ofo/onestop.htm) to assist faculty to find and complete forms required for face-to-face, hybrid, online, and synchronous video courses.

Redesigned Web site (http://clt.odu.edu/facdev/) to provide advanced administrative options which facilitate flexible scheduling, data collection, and reporting related to faculty development workshops and seminars.

Implemented a central location in the Online Faculty Orientation and Resources Web site (http://clt.odu.edu/ofo) for faculty to access all materials related to course design and/or delivery, regardless of the delivery (http://clt.odu.edu/ofo/syncvideo.php?src=onestop).

Administered the Faculty Innovator Grant (FIG) program (http://clt.odu.edu/fig/07) which encourages Old Dominion University faculty to explore the use of technology in teaching and learning issues that are targets for improvement and innovation.

Introduced the Faculty Spotlight (http://clt.odu.edu/bb/) which encourages faculty to share their best practices in Blackboard.

Published the Summer Institute 2007 podcast, now available at ODU on iTunes U (http://itunes.odu.edu).

Created an online interactive knowledge base (http://clt.odu.edu/kb/) featuring live chat.

Implemented an internal wiki server (http://blog.clt.odu.edu/mediawiki/) for faculty and staff use during special interdepartmental projects.

Table 7: Revised/Updated Courses by College

<table>
<thead>
<tr>
<th>Arts and Letters</th>
<th>Business</th>
<th>Education</th>
<th>Engineering</th>
<th>Health Sciences</th>
<th>Sciences</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRJS 320</td>
<td>ECI 569</td>
<td>PHYS 408</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CRJS 436</td>
<td>ECI 605</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOC 337</td>
<td>ECI 642</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARTH 435W</td>
<td>ECI 676</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 110C</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>5</strong></td>
<td><strong>4</strong></td>
<td></td>
<td><strong>1</strong></td>
<td></td>
<td><strong>10</strong></td>
<td></td>
</tr>
</tbody>
</table>

3.6. Special Projects: Faculty Development and Support

Table 8. Special Projects Related to Faculty Development

<table>
<thead>
<tr>
<th>Project Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distance Learning Online Forms System -- updated</td>
<td>Implemented a new online system (<a href="http://www.clt.odu.edu/ofo/onestop.htm">http://www.clt.odu.edu/ofo/onestop.htm</a>) to assist faculty to find and complete forms required for face-to-face, hybrid, online, and synchronous video courses.</td>
</tr>
<tr>
<td>Faculty Development Website -- updated</td>
<td>Redesigned Web site (<a href="http://clt.odu.edu/facdev/">http://clt.odu.edu/facdev/</a>) to provide advanced administrative options which facilitate flexible scheduling, data collection, and reporting related to faculty development workshops and seminars.</td>
</tr>
<tr>
<td>Faculty Orientation &amp; Resources Web site -- updated</td>
<td>Implemented a central location in the Online Faculty Orientation and Resources Web site (<a href="http://clt.odu.edu/ofo">http://clt.odu.edu/ofo</a>) for faculty to access all materials related to course design and/or delivery, regardless of the delivery (<a href="http://clt.odu.edu/ofo/syncvideo.php?src=onestop">http://clt.odu.edu/ofo/syncvideo.php?src=onestop</a>).</td>
</tr>
<tr>
<td>Faculty Innovator Grant</td>
<td>Administered the Faculty Innovator Grant (FIG) program (<a href="http://clt.odu.edu/fig/07">http://clt.odu.edu/fig/07</a>) which encourages Old Dominion University faculty to explore the use of technology in teaching and learning issues that are targets for improvement and innovation.</td>
</tr>
<tr>
<td>Faculty Spotlight</td>
<td>Introduced the Faculty Spotlight (<a href="http://clt.odu.edu/bb/">http://clt.odu.edu/bb/</a>) which encourages faculty to share their best practices in Blackboard.</td>
</tr>
<tr>
<td>CLT Podcasts</td>
<td>Published the Summer Institute 2007 podcast, now available at ODU on iTunes U (<a href="http://itunes.odu.edu">http://itunes.odu.edu</a>).</td>
</tr>
<tr>
<td>How Do I? Knowledge Base</td>
<td>Created an online interactive knowledge base (<a href="http://clt.odu.edu/kb/">http://clt.odu.edu/kb/</a>) featuring live chat.</td>
</tr>
<tr>
<td>Wiki System</td>
<td>Implemented an internal wiki server (<a href="http://blog.clt.odu.edu/mediawiki/">http://blog.clt.odu.edu/mediawiki/</a>) for faculty and staff use during special interdepartmental projects.</td>
</tr>
</tbody>
</table>
### 3.7. Special Projects: Faculty Research

#### Table 9. Special Projects for Faculty Research

<table>
<thead>
<tr>
<th>Project Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Podcasting Projects</td>
<td>Produced podcasts for a variety of courses in the School of Education and for several foreign language courses</td>
</tr>
<tr>
<td>VHS to DVD Conversions</td>
<td>Digitized, edited and converted analog audio and video to digital formats for distribution on CD-ROM, DVD, podcast playback devices, and the internet</td>
</tr>
<tr>
<td>Physical Therapy Animation</td>
<td>Created 3-D animated piece for the School of Physical Therapy to encourage children to walk on a treadmill longer because they enjoy the new animated storyline</td>
</tr>
<tr>
<td>Troops to Teachers Video</td>
<td>Converted T2T commercial to multiple formats for use in US Navy movie theatres</td>
</tr>
<tr>
<td>Nursing Virtual Patient program</td>
<td>Created online program that allows students to interact with a virtual patient using video response of patient to unique student nurse queries</td>
</tr>
<tr>
<td>RealMedia Video streaming to MP4</td>
<td>Contributed new interface and other infrastructure components to the conversion from RealMedia video streaming to MPEG-4/H.264 format</td>
</tr>
<tr>
<td>ePortfolio Pilot</td>
<td>Developed and tested ePortfolio process to be piloted in 2008</td>
</tr>
<tr>
<td>Training Video</td>
<td>Created TTN training video for new DL faculty</td>
</tr>
<tr>
<td>Faculty Innovator Grant</td>
<td>Administered the Faculty Innovator Grant (FIG) program (<a href="http://clt.odu.edu/fig/08">http://clt.odu.edu/fig/08</a>) which encourages Old Dominion University faculty to explore the use of technology in teaching and learning issues that are targets for improvement and innovation</td>
</tr>
<tr>
<td>Ethics in Research instructional modules</td>
<td>Collaborated with the Office of Graduate Studies to create a series of online instructional modules on topics for Ethics in Research project</td>
</tr>
<tr>
<td>Faculty Workshop on Sexual Harassment</td>
<td>Collaborated with Equal Opportunity and Affirmative Action office to create a series of online instructional modules</td>
</tr>
<tr>
<td>HRSA Grant for Nursing</td>
<td>Completed Phase I of the School of Nursing’s three year grant to produce interactive activities for educating culturally competent student nurses.</td>
</tr>
<tr>
<td>Physical Therapy Database</td>
<td>Collaborated with the School of Physical Therapy to develop a clinical tracking system</td>
</tr>
<tr>
<td>Online version of Community Health exam</td>
<td>Collaborated with the School of Community and Environmental Health in the College of Health Sciences to implement new online version of Community Health Comprehensive Exam</td>
</tr>
<tr>
<td>Online version of Dental Hygiene exam</td>
<td>Collaborated with the School of Dental Hygiene in the College of Health Sciences to implement new online version of Dental Hygiene Comprehensive Exam</td>
</tr>
<tr>
<td>Online Department Chair Orientation</td>
<td>Created online site which includes yearly calendars and videos of current chairs giving advice to new chairs</td>
</tr>
</tbody>
</table>
3.8. Special Projects: Internal Tools and Applications

Table 10. Special Projects: Internal Tools and Applications

<table>
<thead>
<tr>
<th>Project Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resource and Event Scheduler -- update</td>
<td>Provided a central interface (<a href="http://clt.odu.edu/res/">http://clt.odu.edu/res/</a>) to schedule and monitor all DL classrooms and satellite channels usage</td>
</tr>
<tr>
<td>Wiki System</td>
<td>Implemented an internal wiki server for faculty and staff use during interdepartmental projects</td>
</tr>
<tr>
<td>Distance Learning Showcase</td>
<td>Compiled examples of graphic, video, and online course products for public view from an interactive kiosk in Gomto</td>
</tr>
<tr>
<td>TapeTracker</td>
<td>Created TapeTracker utility to maintain inventory of digital video tapes for internal CLT use</td>
</tr>
</tbody>
</table>

3.9. Special Projects: External Projects

Table 11. Special Projects: External Projects

<table>
<thead>
<tr>
<th>Project Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultural Competency Foundations – US Navy</td>
<td>Developed and created face to face course for US Navy on Cultural Competency for Naval Expeditionary Combat Command (NECC)</td>
</tr>
<tr>
<td>Cultural Competency Foundations – US Navy</td>
<td>Converted face-to-face course for US Navy on Cultural Competency for Naval Expeditionary Combat Command (NECC) to online version, accessible by personnel across the globe</td>
</tr>
<tr>
<td>Cultural Competency Regional Orientation - US Navy</td>
<td>Designed course and coordinated content for three regional overviews for Naval Expeditionary Combat Command (NECC)</td>
</tr>
<tr>
<td>Cultural Competency Regional Orientation - US Navy</td>
<td>Designed courses and coordinated content for twelve country studies for Naval Expeditionary Combat Command (NECC)</td>
</tr>
<tr>
<td>Distance Learning School Initiative</td>
<td>Provided consultation and assistance to help St. Patrick School utilize its DL equipment</td>
</tr>
</tbody>
</table>
This annual report is dedicated to the Center for Learning Technologies’ staff and student workers. It captures the essence of another year of hard work, creativity, and accomplishments by the CLT team.

The report, however, does not do justice to the ongoing support and services provided by the CLT to the campus community. With its unique mix of talent in the areas of instruction, design and technology, graphics, testing, and multimedia, the CLT team continues to advance the effective use of technology into both teaching and learning on the Old Dominion University campus and beyond.

By spearheading innovative design ideas, emerging technologies, and interactive learning environments, and by being responsive to the growing needs of our University in developing online courses and programs, the staff of the Center for Learning Technologies is a strong force for the future of Old Dominion University.

I continue to be very proud of our staff and its hard work, and I look forward to another exciting year of University-enhancing achievements from the Center for Learning Technologies. Stay tuned!

M’hammed Abdous