As the Director of the Center for Learning Technologies, I'm privileged to be leading a team of talented and dedicated professionals.

Over the last year, CLT team provided several series of workshops focused on helping instructors implement best practices and new technologies, and in doing so, increased the number of faculty members in attendance.

CLT made significant steps in helping to increase the number of online courses offered by the university, completing 25 courses and putting the final touches on a new online degree program.

In addition to this, CLT developed an interactive student-centered video streaming interface which allows students to communicate both with their professors and with each other, and which allows the instructors to see whether students have been attending class and/or have been watching archived classes.

In its attempt to constantly improve and rethink internal practices, CLT updated its project management site to facilitate faculty access to its services, and, in 2009, is instituting the PM site as the entry-point for faculty members and administrators requesting its services.

In 2008, members of the CLT staff published five papers in refereed journals and gave nine conference presentations on topics related to online course development, e-learning, and process re-engineering, while promoting ODU’s leadership nationally and internationally and sharing our best practices based on teamwork, personal accountability, responsiveness, and innovation.

CLT held its 10th annual Summer Institute and was honored to present Anesh Chopra, then Secretary of Technology for the Commonwealth of Virginia (now Chief Technology Officer of the United States) as our keynote speaker.

I look forward to another exciting year at CLT as we embrace the upcoming university strategic plan and play our role in its success.

My thanks go to the members of the CLT team – a group that makes positive things happen at the University every day.

M'hammed Abdous
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ABOUT CLT

The Center for Learning Technologies (CLT), established in 1994 as part of the University’s Strategic Plan, serves the University by assisting faculty members to use and integrate technology into the teaching/learning process.

CLT offers a wide variety of services related to faculty support. Among those services are instructional design, course design and development, individual course management, one-on-one consultation, course Web site development, workshops, proctored testing, the graphic design of posters and instructional aids, and the demonstration and evaluation of tools and technologies. CLT also coordinates the Faculty Innovator Grants and each year’s Summer Institute.

CLT is located on the third floor of the Gornto Building, on the south side of the campus between BAL and Perry Library.

The Center for Learning Technologies is organized into several service units:

- **Graphics**, which provides professional design services to faculty and administrative staff for teaching, research, scholarly publications, conferences, seminars, and meetings

- **Instructional Design**, which assists faculty members and their assistants with the use of technology for teaching

- **Learning Assessment Lab**, which offers a proctored environment for 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, and the

- **Faculty Multimedia Development Lab**, which provides walk-in or drop-off services, as well as demonstrations and training, to university faculty related to the use of new media tools, strategies, and technologies.
WHO WE ARE

1.1. MISSION

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 in teaching by engaging faculty in self-reflection, analysis, and the sharing of 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 focuses 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
   • The 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 and for Old Dominion University faculty
   • Workshops on campus by off-campus experts
   • Brown bag discussion sessions
   • Orientation to appropriate technologies and best practices for new faculty members, instructors, adjuncts and teaching assistants
   • Faculty Innovator Grants
   • Individual teaching consultations
   • Summer Institute
   • Greater visibility for available resources and services
   • A 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 evaluations
   • 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 members to engage their students to help them learn more effectively and efficiently
     • Study tips
     • Time management
     • Library usage
     • Computer literacy
     • Information literacy
WHO WE ARE

7. Foster effective use of instructional technology tools to enhance teaching and learning
   - Construction of course Web sites
   - 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 & 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 & 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 a communications plan and implement
   - Strengthen public relations, to publicize activities and services
   - Communicate CLT identity as a service organization for all faculty
   - Build relationships with counterpart service organizations
1.3. STAFF

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

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

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Multimedia Designer
BA, Visual Design
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BFA, Design and Illustration
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**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

**Fred Huffman**
Multimedia Duplication and Viewing Manager
Certificate, Television and Film Media
UCLA
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Graphics Manager
York Academy of Arts

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

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Instructional Designer
MEd, Education Leadership/Education and Training Mgmt
University of West Florida

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

June Ritchie
Senior Instructional Designer
MM, Mississippi College

Alison Schoew
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Instructional Designer
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WHO WE ARE

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Instructional Technologist
BS, Communication Arts
James Madison University

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

Michael Willits
Instructional Technology Specialist
MEd, College Student Personnel / Higher Education
Ohio University
1.4. ORGANIZATIONAL CHART

[Diagram showing the organizational chart of CLT staff]

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

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

Staff as of December, 2008
1.6. PROFESSIONAL MEMBERSHIPS

1.6.1 Center 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

1.6.2 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
- Learning Technology Advisory Committee, State Council of Higher Education for Virginia (SCHEV)
- Distance Learning Advisory Board
- Math Curriculum Redesign
- Video Streaming Implementation Committee
- Course Evaluation System Committee
- Enrollment Management Committee
- Strategic Planning Committee
- LADDERS (Let Academic Difficulties Disappear to Energize and Retain Students)
- University Military Student Union
- ODU’s Destination ImagiNation Team
- The Great Computer Challenge
ACHIEVEMENTS

During 2008, 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 to develop 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 academic conferences, submitted several papers to journals, won several Best Paper Awards and a second-place Best Poster Award, and taught a variety of courses at Old Dominion University.
2008 ACHIEVEMENTS

2.1. FACULTY DEVELOPMENT

The Center for Learning Technologies creates opportunities for faculty members to explore new approaches to teaching and learning by encouraging the introduction and application of effective tools for pedagogy.

An ongoing Faculty Development Program is a strategic part of the CLT mission. Faculty technology surveys are conducted and CLT workshops are re-evaluated in response to the faculty’s changing technology interests.

Workshops and Seminars

CLT staff and faculty members provide workshops and seminars on a regularly scheduled basis in Gornto Center as well as on request at other locations for the various colleges.

Some of the events offered during 2008 included:

- The Blackboard Olympics and Relays, designed to help faculty members new to using Blackboard, as well as those more accustomed to its use, by encouraging the addition of newer Blackboard resources 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 the preparation of materials to optimize the display of content; interaction and collaboration with and among students; distribution of materials; management of exams; use of the tools available in the classroom; and viewing lectures

- Hands-on workshops in Adobe Connect Professional, designed to encourage faculty use of this online meeting tool to engage in synchronous collaboration using text, audio, and video with their students, and

- Other hands-on workshops teaching Blackboard, Podcasting, eXe, StudyMate, Respondus, and ODUEdit
### 2008 Workshop Attendance by College and Series

<table>
<thead>
<tr>
<th>Category</th>
<th>Topics</th>
<th>A&amp;L</th>
<th>BPA</th>
<th>DCoE</th>
<th>BCoET</th>
<th>HS</th>
<th>SC</th>
<th>UC</th>
<th>Other *</th>
<th>Number of attending faculty</th>
</tr>
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<td>50</td>
<td>11</td>
<td>22</td>
<td>11</td>
<td>69</td>
<td>247</td>
<td></td>
</tr>
<tr>
<td>Special Events</td>
<td>Faculty Forum, Mediated Classroom, Summer Institute, Third Thursdays</td>
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<td>5</td>
<td>31</td>
<td>15</td>
<td>8</td>
<td>6</td>
<td>81</td>
<td>166</td>
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<tr>
<td>Technology Classroom Series</td>
<td>Mediated/Technology Classroom Orientation</td>
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<td>1</td>
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<td>3</td>
<td>4</td>
<td>1</td>
<td>15</td>
<td>51</td>
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<td>TELETECHNET Series</td>
<td>ATS Open House for Broadcast Faculty, Orientation to Video Streaming</td>
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<td>3</td>
<td>2</td>
<td>1</td>
<td>2</td>
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<td>96</td>
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<td>97</td>
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<td>36</td>
<td>20</td>
<td>169</td>
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*Other includes: Academic Affairs, Career Management Center, Distance Learning, Institutional Advancement, Other, Perry Library, Research Foundation, and unidentified*
Summer Institute

Perhaps the most thought-provoking workshop offered in 2008 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 2008 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 2008 Summer Institute’s topic was Making the Magic Happen: Integrating Technology into Teaching. Learning, teaching, and technology were the magic words at this three-day seminar which featured, as keynote speaker, The Honorable Aneesh P. Chopra, then Virginia’s Secretary of Technology, who discussed the Commonwealth’s strides in integrating technology into education.

In addition, participants were able to meet and learn from the winners of recent CLT Faculty Innovator Grants as well as other course developers, and to discuss new ways of using technology creatively in their teaching.
Some feedback from faculty members in attendance:

- It was very interesting to learn the innovative ways in which faculty are using technology.
- I liked seeing what new technology is coming and what is already available at ODU.
- I enjoyed seeing hands-on what faculty are working on, learning pros and cons, and seeing what others are doing.
- I enjoyed the sharing and networking.

**Piloting New Campus Technologies**

In collaboration with OCCS’s e-Learning team and faculty volunteers, CLT took part in ODU’s implementation of the Blackboard Content Collection and the Learning Objects Suite of products that are integrated into Blackboard. The Content Collection provides digital storage for materials that are utilized in more than one Blackboard course site during any given semester or over a period of time. The Learning Objects Suite consists of blog, wiki, podcast, and search tools that enable faculty members to take advantage of Web 2.0 technologies in their courses. Methods to implement these new tools in an academic setting were incorporated into the existing Blackboard workshops, a part of CLT’s Educational Technology Series.
2008 ACHIEVEMENTS

2.2. FACULTY SUPPORT

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 242 jobs (768 job units) for 127 faculty members across the University. In 2008, the number of faculty members using the Graphics Department grew by 9%.

The Graphics Department played a creative role in the production of “The 101’s”, a video series developed by ESSE’s Dr. Katherine Kersey. The program received the 2008 Videographer’s Award of Distinction, as well as the bronze Telly Award.

In Spring 2008, Graphics worked with Dr. John Adam, Mathematics and Statistics, on his new and highly-acclaimed book “A Mathematical Nature Walk.” More than 100 figures were created to illustrate the book.

Also in Spring 2008, a poster designed for Jill Jurgens, Human Services, entitled “Making a Difference: Improving Lives Through Service”, won the Second Place Award at the Southern Organization for Human Services Conference.

Two Graphics Department-designed posters received recognition at ODU’s Research Expo, as well. Joyce Downs, Dental Hygiene, received Honorable Mention for her poster authored with Deanne Shuman, Sharon S. Stull, and Robert E. Ratzlaff entitled “Bisphenol A: Blood and Saliva Levels Prior To and After Sealant Placement in Adults: An Exploratory Study”, and a poster designed for Brandi Blessett (Graduate Studies, Public Administration) titled “Assessing Community Needs to Coordinate Neighborhood Revitalization Initiatives” also received an Honorable Mention.

Instructional Design

In 2008, production for 25 new online courses was completed. Materials were developed, in collaboration with faculty, for an additional 16 courses.

New workshops highlighting new-to-campus technologies including Adobe Connect Professional, Blackboard’s Content Collection and Organization Leader, Video Streaming Orientation for Faculty, Podcasting with iTunesU, Respondus LockDown Browser, and eXe: the eLearning XHTML editor were developed and offered to the university community. An online tutorial for the new video streaming student interface was developed and deployed in an accessible part of the Distance
Learning Web site, and an online orientation for faculty members teaching video streaming students was made available to them.

As always, consultations with CLT’s instructional designers or just-in-time assistance from CLT’s instructional technology specialists were available at any time.

**Learning Assessment Lab**

CLT’s Learning Assessment Lab served students and faculty by making testing both easier and more secure. During 2008, 72 faculty members used the lab to proctor tests for their students, and 49,996 exams were proctored by the lab. The number of tests proctored in 2008 was more than 35% higher than the number proctored in 2007. During the Fall 2008 semester, CLT staff members prepared the Lab for its transition to the jurisdiction of University College, effective with the Spring 2009 semester.

**Multimedia Duplication**

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

During 2008, 2250 orders for media duplication from ODU faculty members and administrators were completed. In all, 6791 items were duplicated, of which 1080 were for students who picked up DVDs at the Multimedia Duplication Center. 3461 videotapes or DVDs of classes were sent to ODU distance sites for students whose sites experienced electrical/technical problems or weather closures. In addition, 1146 visits were made to Multimedia Duplication’s Viewing Room in Gornto by on-campus students.

**Multimedia Development**

In 2008, CLT’s Multimedia Development staff contributed to a wide variety of faculty-requested, internal, and external projects.

For the Nursing department, CLT developed an animated 3-D character for an interactive display, as well as interactive Flash movies for the Interactive Health History, a role-playing program. For a video training project for the Physical Therapy department, staff designers created 3-D models of prosthetic limbs and created a DVD of profiles of amputees coping with new prosthetic limbs. For the Chemistry department, CLT staff members edited videos of student-presented problems to help build a student-driven study aid. For the University, an autostart CD-ROM of the 2008 University catalogue was developed. And for an outside client, CLT staff members developed our first Apple iPhone application for course delivery, an accomplishment that opens up a new realm of delivery options for ODU.
2.3. RESEARCH

Conferences/Workshops


Papers published:


Book Chapter:


CLT faculty members served on Dissertation Committees for:

Heather Brown: *The Effects of Elaborative Interrogation and Summarization on Student Comprehension, Retention, and Satisfaction in Online, Self-Paced Instruction.*

Christine Nickel: *The Effects of Cooperative and Collaborative Strategies on Student Achievement and Satisfaction in Blended and Online Learning Environments.*

Bill Fiege: *Creation of an Online Learning Community at Germanna Community College.*
2.4. TEACHING

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

Wu He
   IT 410  Object-Oriented Application Development - Visual Basic .Net
   IT 310  GUI Programming with C++

Terrell Perry
   ECI 430/530 PK-12 Instructional Technology
   UNIV 100 Academic Success

June Ritchie
   ECI 430/530 PK-12 Instructional Technology

Loreta Ulmer
   ECI 430/530 PK-12 Instructional Technology
2.5. COURSE DEVELOPMENT AND PRODUCTION

In 2008, the staff at the Center for Learning Technologies met the University’s commitment to “meet the challenges of the twenty-first century”\(^1\) by producing courses designed to “support, promote, and enhance teaching, learning, and research, and to foster innovation.”\(^2\)

CLT worked, as always, to support the University’s mission to increase enrollment and to add flexible delivery to courses.

CLT collaborated with the College of Health Sciences to complement existing courses by developing new online courses to facilitate the completion of an online master’s degree in Dental Hygiene, and collaborated with the Darden College of Education on the initiation of an online master’s degree in Educational Leadership.

CLT staff worked with the College of Sciences to develop a technology-based supplemental instruction tool for Chemistry students, which identifies specific scientific concepts found to be difficult and creates word problems to illustrate their solutions. Then, CLT worked with Academic Technology’s video production team to tape students offering their solutions to over twenty chosen topics. The videos are now accessible online within Blackboard by all registered CHEM 115 students.

For the College of Business, CLT assisted in the development of an electronic lecture, now available on ODU on iTunes U and on ODU’s YouTube Channel.

For the College of Arts and Sciences, CLT developed the online delivery media used across several courses in Japanese and set up repositories for students to place their assignments in Blackboard and on ODU on iTunes U.

University College and CLT worked together to develop an online workshop that is now a required to be taken by students on probation to ensure that they are prepared to return to University life.

And CLT designers worked with the Darden College of Education to create the first two of three online tutorials designed to prepare students to take the Praxis Series assessment tests for their Teacher Licensure and Certification.

Twenty five new courses were put into production, and 16 courses were updated with new course materials.

\(^1\) Old Dominion University Mission Statement  
\(^2\) The Center for Learning Technologies Mission Statement
2008 ACHIEVEMENTS

Online Course Production: by Department

University College 2
Political Science 1
Modeling & Simulation 1
Human Services 3
Exercise Science 1
English 1
Business 1
Community Health Professions 1
Dental Hygiene 1
Criminal Justice 3
Educational Curriculum & Instruction 4
Educational Leadership & Counseling 6

Online Course Production: by College

Univ College 2
Health Sciences 2
Engineering 1
Arts & Letters 5
Business 1
Education 14
2.6. TECHNOLOGY INTEGRATION AND INNOVATION

In 2008, 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 provides flexible access to live and archived streams to increase students’ interaction with both instructors and classmates. In addition, CLT staff members enhanced the Virtual Instructional Assistant, the instructors’ live connection to the video streaming students in their courses.

When, in late June, the satellite used to broadcast ODU courses lost 50% of its power (and consequently 50% of its communications ability), CLT worked with the students affected to assure them that their courses would be available to them via video streaming during the outage, and worked with the instructional faculty to train them on how to work with the increased number of video streaming students in their classes. What had been expected to be a two-week outage became a two-day outage, and CLT played a major role in the effort to ensure continuity of course delivery for thousands of affected ODU distance students.

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

And CLT assisted Dr. Nancy Bagranoff in the development of an electronic lecture on the Introduction to Accounting Systems in formats compatible with podcast and online video, as a companion to ACCT 201-Principles of Accounting. Her lecture was published in both audio and video formats on ODU on iTunesU and as video on ODU’s YouTube channel, and has received much attention in both venues.
2008 ACHIEVEMENTS

2.7. BEST PRACTICES DISSEMINATION

One of the most important facets of the mission of The Center for Learning Technologies is its assistance in the instructional development of University faculty by providing them with best practice information that will enhance both their teaching and their students’ learning.

In 2008, CLT collaborated with Academic Television Services (ATS) to provide instructional tools for faculty members who teach video streaming students in order to foster interaction and collaboration in the teaching and learning process. Video streaming students are now able to communicate directly with their instructors through an interactive Web application (developed by CLT) during the live class session, so that they can participate in live class discussions and can pose questions.

Video streaming students are also able to communicate with one another during class, so that they can participate in small group activities. The recordings of each class are housed in an accessible archive. Both students and faculty can save bookmarks while watching the class video, and they now have the option to maintain their bookmarks privately or to share them with the rest of the class by making them public. ATS fitted each room with a dedicated monitor to enable communication with video streaming students through the CLT-developed Virtual Instructional Assistant (VIA) software which displays video streaming students’ communication throughout their classes.

2.8. CAMPUS-WIDE SUPPORT PROJECTS

In early 2008, a new CLT-created Online Orientation for New Department Chairs, offering advice and insight from current Department Chairs on topics from curriculum development and faculty leadership to student advising and resource allocation, went live. It is available at http://clt.odu.edu/chair/.

In the last quarter of 2008, CLT was requested to create a new Online Orientation for New Faculty and Administrators. Staff members worked with more than 20 university administrators to build a site that will be a useful resource for newly-hired administrators and newly-appointed faculty members. It is available at http://clt.odu.edu/fao/.

CLT staff members finalized work with the University Office of Equal Opportunity and Affirmative Action to create an online Faculty Development Workshop on Sexual Harassment, which is now a mandatory training module for all University faculty, staff, and administrators.

When the University changed its payroll procedures for classified personnel, CLT assisted in the implementation of an online training module designed to familiarize personnel with new methods of recording their hours worked.

And, in conjunction with the Office of Graduate Studies, CLT is working to create a series of online instructional ethics modules entitled Responsible Conduct in Research and Professional Development, which cover a variety of topics (including legal and professional compliance standards,
2008 ACHIEVEMENTS

ethical theory and moral judgments, plagiarism, and falsification) and which can be used as stand-alone instructional pieces or can be incorporated into course content.

CLT, having played an important role in the University's Video Streaming program upgrade, and having created the new interface used as the Spring '08 semester began, created online orientations for both students and faculty who are new to video streaming. The student orientation to video streaming can be found at the Distance Learning section of the ODU Web site (www.odu.edu).

CLT staff and faculty members were involved with the University's Placement Exam Redesign, and serve on the Classroom Central Advisory Committee, the Cross-Campus Communications Committee, the Distance Learning Advisory Board, the Course Evaluation System Committee, the Video Streaming Implementation Committee, the Enrollment Management Committee, and the Strategic Planning Committee.
2008 ACHIEVEMENTS

2.9 PURSUIT OF GRANTS AND CONTRACTS FROM EXTERNAL CUSTOMERS

In 2008, the Center for Learning Technologies continued its work, via contract from the U.S. Navy’s Naval Expeditionary Combat Command (NECC), to provide 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, provided several face-to-face offerings of the Cultural Competency Training course at the Virginia Beach Higher Education Center. Next, CLT converted the course to an online format so that the Navy could offer it to remotely deployed personnel.

The content developed for this course was repurposed into an online course, SOC 395 (Foundations of Cultural Competency), offered by ODU.

And, in an attempt to make this valuable course material as available to students as possible, CLT developed a shortened version of the Cultural Competency Training course for use as an audio/video podcast.

In a follow-on phase to the Cultural Competency effort, CLT, in conjunction with ODU faculty members, created the Regional Orientation Course, which spotlights the geopolitical, social, economic and cultural mores of twelve specific countries in three regions of the world. This course has been taught several times and has assisted newly-deployed personnel to understand the environment of the countries in which they find themselves, so that they can work more efficiently, safely, and successfully.
2.10. FACULTY INNOVATOR GRANTS

The Center for Learning Technologies at Old Dominion is proud to have awarded, during 2008, eleven Faculty Innovator Grants, which encourage the University community in the use of technology in teaching, both in the classroom and beyond.

Recipients include:

**Carol Considine**, Engineering Technology  
**Construction Project Portal**  
This project would create a construction project website that students in CET 460 Estimating, CET 445 Construction Project Scheduling, and CET 465 Construction Project Management would use for their courses. It would duplicate a project portal that construction companies use to provide access to project documents for all parties working on a construction project. This project website would provide students access to complete sets of construction documents, plans, and specifications, as well as standard documents used to manage construction projects.

**Dr. Kevin DePew**, English  
Dr. Joyce Neff, English  
Matt Oliver, English  
**Working Together: Using Conferencing Software to Facilitate Distance Collaborative Learning**  
This project will explore and evaluate the use of synchronous, two-way audio and video shared interface business conferencing software to facilitate teamwork and collaborative learning in student groups, instructor conferencing, and between WTS writing tutors and tutees.

**Gail Dickinson**, Educational Curriculum and Instruction  
**Integrating School Library 2.0 in the Preparation of School Librarians**  
This grant investigates the use of School Library 2.0 technologies in ECI 675 Administration, Management, and Evaluation of Libraries, the beginning course in ODU’s preparation program for school librarians. School Library 2.0, derived from Library 2.0 and Web 2.0, presents school librarians with the challenge of using and teaching highly integrated technology skills. This grant will present a model for the use of these technologies as a required element of the beginning course in school librarianship and will set the stage for the continued integration of these technologies in other courses.

**Betty Rose Facer**, Foreign Languages and Literatures  
Dr. Stephen Foster, Foreign Languages and Literatures  
Dr. Peter Schulman, Foreign Languages and Literatures  
Dr. Lee Slater, Foreign Languages and Literatures  
Michael Dean, Office of Study Abroad
iStudy Abroad: Portable Media Technologies to Enhance Language Acquisition and Promote Cultural Competency
The iStudy Abroad Initiative will make significant contributions to the study of foreign languages and the study abroad experience. It will address how ubiquitous technology, portable media in particular, can be used to transform the study-abroad experience with the potential for increasing the number of ODU students going abroad. The ability to interact instantaneously from anywhere with anyone expands the possibilities for language acquisition and a more successful experience abroad. The initiative plans to use podcasts and blogs to achieve the goal of community, connectivity, and competency, to enhance and promote the study abroad experience.

Jennifer Kidd, Educational Curriculum and Instruction
Joan Hecht, Teacher Education Program
Lynn Schultz, Educational Curriculum and Instruction
Erin Warham, Educational Curriculum and Instruction

Improving Students’ Information Literacy in the Age of Wikipedia
This project involves the collaboration of ECI faculty teaching introductory teacher education courses to assess and improve pre-service teacher’s information literacy skills. Participating faculty will use a pre-post measure to assess students’ information literacy skills and will develop and share instructional strategies designed to address student weaknesses. Results can be used to develop an integrated approach to addressing information literacy throughout the teacher education program.

Ling Li, Information Technology and Decision Sciences

Learning Introductory Operations Management with Online Technology and Business Process Software
Operations Management (OM) as a subject requires not only conceptual reasoning ability, but also quantitative skills. Many students have commented that OM courses are one of the most challenging courses in CBPA curriculum. The class GPA can be as low as 1.5. Often, students need additional assistance both in and after class.

Garrett J. McAuliffe, Educational Leadership and Counseling

Creating a Set of Four Interactive Video Demonstrations of Religion, Race, Ethnicity, and Gender Issues in Counseling
A four-part set of counseling demonstration videos will be created for use in Counseling and Human Services courses. There will be four 30-minute sessions demonstrated. Each will highlight one or more of the following cultural dimensions of clients’ lives: religion, race, ethnicity, and gender. These four sessions will model key multicultural counseling skills that students can aspire to. A Resource Guide will accompany the videos. These demonstration videos will be shown in class or used at home by students. Instructors will then lead discussions and practice sessions on the modeled material.
2008 Achievements

**Moustafa Moustafa**, Engineering Technology
Stella Bondi, Civil Engineering Technology

**Video Podcasting Accompanied by Embedded Learning Strategies Using SolidWorks Cosmos**

MET 305 and CET 220 Strength of Materials and MET 320 Design of Machine Elements courses can be delivered in a hybrid format by combining video podcast using SolidWorks Cosmos software that utilizes embedded learning strategies and traditional lecture. This software allows students to manipulate data in a 3-D visualization to increase student comprehension of core engineering principles of design used in both courses.

**Donna Rose**, Nursing

**Using Video to Enhance Patient Handoff and Student Nurse Simulation**

The proposal is to create a short video clip with a patient scenario, of a “nurse” giving report on a patient. The video clip will be used by sophomore nursing students to receive report about a patient they are to provide care for. In addition, the video clip will illustrate an effective report (a.k.a. effective hand-off) as well as help the students develop effective listening skills.

**John A Sokolowski**, VMASC-MSIM Graduate Program
Catherine M Banks, VMASC

**Modeling & Simulation for International Studies - new course**

This course introduces modeling and simulation as a tool for expanding one’s understanding of events that have shaped the global environment of the 21st century. The course will first provide a broad look at international politics through a review of select international incidents, military interventions, and homeland security issues. Second, select topics from these categories will serve as case studies to facilitate representing those events with the application of modeling, simulation, and visualization. Understanding how modeling and simulation can provide another method of analysis allows the student to delve deeper into his understanding of “what happened” and to explore his conception of “what if.”

**Jeffrey J Steckroth**, Educational Curriculum and Instruction
Natalie Hutchinson, Math and Statistics

**Dynamic Image Manipulation and Simulation in an Inquiry-based Geometry Course**

The power of visualization in mathematics has been underutilized historically because of the static nature of classroom presentations on chalkboards, whiteboards, or using overhead transparencies. Recent advances in technology have created opportunities for K-12 mathematics teachers to move from static to dynamic models in the whole-class instructional setting. Software and online simulations make it possible for students to observe relationships, collect data, and formulate and test hypotheses in real-time. This project will integrate technology into actual teaching episodes to produce a model of instruction that can be used both in math classrooms and as a resource for preservice mathematics teachers.
DATA

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 2008

<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>15</td>
<td>81</td>
</tr>
<tr>
<td>Administration</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>Arts and Letters</td>
<td>15</td>
<td>18</td>
</tr>
<tr>
<td>Business</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Education</td>
<td>23</td>
<td>27</td>
</tr>
<tr>
<td>Engineering</td>
<td>11</td>
<td>19</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>16</td>
<td>20</td>
</tr>
<tr>
<td>Sciences</td>
<td>33</td>
<td>60</td>
</tr>
<tr>
<td>Library</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Campus Orgs</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Off Campus</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>127</strong></td>
<td><strong>242 jobs</strong></td>
</tr>
</tbody>
</table>

* Most jobs (faculty or campus Graphics service requests) contained several different job units, for a total of 768 in 2008.

3.2. Multimedia Duplication

Table 2. Number of Duplicated Items by Category

<table>
<thead>
<tr>
<th>Faculty Use</th>
<th>Materials Created for local Students</th>
<th>Materials sent to TTN Sites</th>
<th>Student Visits</th>
</tr>
</thead>
<tbody>
<tr>
<td>2250</td>
<td>1080</td>
<td>3461</td>
<td>1146</td>
</tr>
</tbody>
</table>

Multimedia Duplication provided support for on- and off-campus students taking distance courses. MMDV hosted nearly 1150 student visits to the on-campus viewing lab and sent nearly 3500 items to sites, while duplicating 1080 items for local students. 2250 items were made for faculty and administrators of ODU.
### 3.3. Learning Assessment Lab

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

<table>
<thead>
<tr>
<th>Learning Assessment Lab Exams Proctored</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>Navy College Exams proctored</td>
<td></td>
<td></td>
<td></td>
<td>143</td>
<td></td>
<td></td>
<td></td>
<td>143</td>
</tr>
<tr>
<td>Individual Student Paper Exams Completed</td>
<td>501</td>
<td>78</td>
<td></td>
<td>444</td>
<td>34,082</td>
<td></td>
<td></td>
<td>35,105</td>
</tr>
<tr>
<td>Individual Computer-based Exams</td>
<td>365</td>
<td></td>
<td></td>
<td>91</td>
<td>14,150</td>
<td></td>
<td></td>
<td>14,606</td>
</tr>
<tr>
<td># of Faculty using the Lab</td>
<td>25</td>
<td>6</td>
<td>1</td>
<td>12</td>
<td>3</td>
<td>25</td>
<td>70</td>
<td>142</td>
</tr>
<tr>
<td>TOTAL</td>
<td>891</td>
<td>6</td>
<td>79</td>
<td>155</td>
<td>538</td>
<td>48,257</td>
<td>70</td>
<td>49,996</td>
</tr>
</tbody>
</table>

*in paper exam count*
### 3.4. Faculty Development Events Summary

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

<table>
<thead>
<tr>
<th>Category</th>
<th>Topics</th>
<th>A&amp;L</th>
<th>BPA</th>
<th>DCoE</th>
<th>BCoET</th>
<th>HS</th>
<th>SC</th>
<th>UC</th>
<th>Other *</th>
<th>Total Attending</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Educational Technologies Series</strong></td>
<td>Adobe Connect, EndNote, eXe, ODUEdit, Respondus, StudyMate, and Blackboard Series</td>
<td>59</td>
<td>25</td>
<td>50</td>
<td>11</td>
<td>22</td>
<td>11</td>
<td>6</td>
<td>69</td>
<td>247</td>
</tr>
<tr>
<td><strong>Special Events</strong></td>
<td>Faculty Forum, Mediated Classroom, Summer Institute, Third Thursdays</td>
<td>20</td>
<td>5</td>
<td>31</td>
<td>15</td>
<td>8</td>
<td>6</td>
<td>1</td>
<td>81</td>
<td>166</td>
</tr>
<tr>
<td><strong>Technology Classroom Series</strong></td>
<td>Mediated/Technology Classroom Orientation</td>
<td>13</td>
<td>1</td>
<td>14</td>
<td>3</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>15</td>
<td>51</td>
</tr>
<tr>
<td><strong>TELETECHNET Series</strong></td>
<td>ATS Open House for Broadcast Faculty, Orientation to Video Streaming</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>4</td>
<td>18</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td></td>
<td>96</td>
<td>34</td>
<td>97</td>
<td>30</td>
<td>36</td>
<td>20</td>
<td>169</td>
<td>482</td>
<td></td>
</tr>
</tbody>
</table>

*Other includes:* Academic Affairs, Career Management Center, Distance Learning, Institutional Advancement, Other, Perry Library, Research Foundation, and unidentified
### 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>Univ College</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRJS 401</td>
<td>OPMT 303</td>
<td>ECI 568</td>
<td>MSIM 601</td>
<td>CHP 773</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CRJS 427</td>
<td>ECI 605</td>
<td></td>
<td></td>
<td>DNT 414/514</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CRJS 462</td>
<td>ECI 676</td>
<td></td>
<td></td>
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<tr>
<td>ENGL 334W</td>
<td>ECI 890</td>
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</tr>
<tr>
<td>POLS 412</td>
<td>ELS 753/853</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>ELS 600</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>ELS 610</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>ELS 621</td>
<td></td>
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<tr>
<td></td>
<td>ELS 668</td>
<td></td>
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<td></td>
<td>ELS 669</td>
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<tr>
<td></td>
<td>ESPR 695</td>
<td></td>
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<tr>
<td></td>
<td>HMSV 341</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>HMSV 440W</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>HMSV 441</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>5</td>
<td>1</td>
<td>14</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>25</td>
</tr>
</tbody>
</table>
Table 6. 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>Univ College</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRJS 317</td>
<td>ACCT 201</td>
<td>ECI 677</td>
<td>ENMA 420</td>
<td></td>
<td>PHYS 408</td>
<td></td>
<td></td>
</tr>
<tr>
<td>JAPN 111</td>
<td></td>
<td>ELS 732</td>
<td></td>
<td></td>
<td>CHEM 115</td>
<td></td>
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</tr>
<tr>
<td>JAPN 211</td>
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<td>ESPR 634</td>
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<td></td>
</tr>
<tr>
<td>JAPN 310</td>
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<td>HMSV 341</td>
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<tr>
<td>JAPN 311</td>
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<td>HMSV 440W</td>
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<td></td>
<td></td>
<td></td>
<td>HMSV 468</td>
<td></td>
</tr>
<tr>
<td><strong>5</strong></td>
<td><strong>1</strong></td>
<td><strong>7</strong></td>
<td><strong>1</strong></td>
<td></td>
<td><strong>2</strong></td>
<td><strong>16</strong></td>
<td></td>
</tr>
</tbody>
</table>
### 3.6. Special Projects

#### Table 7. Faculty Development

<table>
<thead>
<tr>
<th>Project Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLT Podcast</td>
<td>Published Pedagogical Podcast for Professors, now available at ODU on iTunes U (<a href="http://itunes.odu.edu">http://itunes.odu.edu</a>)</td>
</tr>
<tr>
<td>Department Chair Orientation</td>
<td>Created online orientation for new Department Chairs (<a href="http://clt.odu.edu/chair/">http://clt.odu.edu/chair/</a>)</td>
</tr>
<tr>
<td>ePortfolio Implementation</td>
<td>Implemented Blackboard's ePortfolio into courses in Schools of Nursing and Dental Health</td>
</tr>
<tr>
<td>New Faculty and Administrator Orientation</td>
<td>Created online orientation for new faculty members and administrators (<a href="http://clt.odu.edu/fao">http://clt.odu.edu/fao</a>)</td>
</tr>
<tr>
<td>Faculty Development Workshops</td>
<td>Developed and offered new workshops highlighting new-to-campus technologies, including Adobe Connect Professional, Blackboard’s Content Collection and Organization Leader, a faculty orientation to video streaming, podcasting with iTunesU, Respondus LockDown Browser, StudyMate, and eXe: the eLearning XHTML editor</td>
</tr>
<tr>
<td>Responsible Conduct in Research and Professional Development</td>
<td>Worked with the Office of Graduate Studies to create a series of online modules regarding Ethics in Research and Professional Development to be used as stand-alone instructional pieces or incorporated into course content</td>
</tr>
<tr>
<td>Virtual Instructional Assistant Redesign</td>
<td>Redesigned the interface to assist instructors of video streaming students with communication, adding new capabilities</td>
</tr>
</tbody>
</table>
Table 8. University and College Projects

<table>
<thead>
<tr>
<th>Project Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>University:</strong></td>
<td></td>
</tr>
<tr>
<td>CD-ROM of 2008 University catalog</td>
<td>Created autostart CD-ROM of 2008 University catalog</td>
</tr>
<tr>
<td>Faculty Innovator Grant</td>
<td>Implemented the Faculty Innovator Program and worked with grant recipients to develop their projects</td>
</tr>
<tr>
<td>Video Streaming (VS) Upgrade</td>
<td>Redesigned student-centered interface to allow access to both live and archived VS courses: redesigned system to facilitate more effective methods of encoding and authentication in VS courses</td>
</tr>
<tr>
<td>Video Streaming Orientations</td>
<td>Created online orientations for faculty new to teaching video streaming students and for students new to video streaming</td>
</tr>
<tr>
<td>Web Time Entry Training</td>
<td>Assisted ODU's Human Resources Department in developing an online tutorial for University classified employees to assist them in the transition to online time-worked reporting</td>
</tr>
<tr>
<td><strong>College of Arts and Sciences:</strong></td>
<td></td>
</tr>
<tr>
<td>Japanese Language Media Resources</td>
<td>Converted media formats for online delivery of media used across several JAPN courses and by several JAPN faculty; set up repositories for students to place their assignments in Blackboard and ODU on iTunes U</td>
</tr>
<tr>
<td><strong>College of Business:</strong></td>
<td></td>
</tr>
<tr>
<td>Accounting Podcast</td>
<td>Assisted in the development of an electronic lecture entitled Introduction to Accounting Systems, now available on ODU on iTunesU and on ODU’s YouTube channel</td>
</tr>
<tr>
<td><strong>College of Education:</strong></td>
<td></td>
</tr>
<tr>
<td>Online master’s program in Educational Leadership</td>
<td>Initiated development of courses</td>
</tr>
<tr>
<td>Online PRAXIS exam tutorials</td>
<td>Developed two of three online tutorials to assist teacher candidates with preparation for their PRAXIS exams</td>
</tr>
<tr>
<td><strong>College of Health Sciences:</strong></td>
<td></td>
</tr>
<tr>
<td>HRSA Grant for Nursing</td>
<td>Completed Phase 2 of the School of Nursing’s three-year grant to produce interactive activities for educating culturally competent student nurses</td>
</tr>
<tr>
<td>Interactive Animation Projects for Nursing</td>
<td>Created animated 3-D character for an interactive display, as well as interactive Flash movies for the Interactive Health History, a role-playing program</td>
</tr>
<tr>
<td>Online master’s program in Dental Hygiene</td>
<td>Initiated development of courses</td>
</tr>
<tr>
<td><strong>College of Sciences:</strong></td>
<td></td>
</tr>
<tr>
<td>Instructional Chemistry Materials</td>
<td>Edited videos of student-presented problems to help build a student-driven study aid, and built technology-based supplemental instructional tool for students</td>
</tr>
</tbody>
</table>
Table 9. Internal Tools and Applications

<table>
<thead>
<tr>
<th>Project</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cost-Estimating Tool</td>
<td>Converted print-based tool for online use by CLT and others</td>
</tr>
<tr>
<td>Learning Assessment Lab</td>
<td>Transition of the Learning Assessment Lab from the CLT to University College and for the movement of the Learning Assessment Lab server from CLT to OCCS</td>
</tr>
<tr>
<td>Project Management</td>
<td>Designed and implemented a systematic approach to project requests, development, execution, and tracking, utilizing workflow, tools and templates, online forms, and online tracking</td>
</tr>
<tr>
<td>Research for Mobile Media</td>
<td>Developed interface as pilot project to allow students to view their lectures by iPhone</td>
</tr>
</tbody>
</table>

Table 10. External Projects

<table>
<thead>
<tr>
<th>Project Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultural Competency Foundations course</td>
<td>Converted face-to-face courses for the Naval Expeditionary Combat Command (NECC), designed to increase sailors’ awareness of cultural issues, in preparation for deployment to an online environment</td>
</tr>
<tr>
<td>iPhone Course Delivery</td>
<td>Developed our first course Apple iPhone application to facilitate delivery of course materials such as video lectures</td>
</tr>
<tr>
<td>Regional Orientation course</td>
<td>Developed courses designed to familiarize Naval Expeditionary Combat Command (NECC) sailors with the geopolitical, social, economic, and cultural mores of twelve specific countries in three regions of the world</td>
</tr>
</tbody>
</table>