ANNUAL REPORT 2009
Throughout 2009, the Center for Learning Technologies continued to work to provide the kind of targeted faculty development and support called for in the University’s Strategic Goals.

CLT, part of the University's Distance Learning effort, helps faculty members integrate and use the variety of creative technologies available, and helps them understand the particular needs of teaching both a traditional and a non-traditional student population.

As the university strives for teaching excellence in classroom and distributed instructional models, CLT seeks to support that effort through its Faculty Innovator Grant awards and through its continued effort to engage faculty in a collegial dialogue about teaching and learning.

Our Provost’s Conversations on Teaching and Learning series is but one example of our commitment to providing forums that encourage faculty to engage with each other to share best practices for teaching and learning.

During the past year, CLT made significant steps in helping to increase the number of online courses offered by the university, completing 32 courses and putting the final touches on a new online degree program.

In its attempt to constantly improve and rethink internal practices, CLT redesigned its Web site (http://clt.odu.edu), adding more user-friendly navigation and tools, and instituted its Project Management site as the entry-point for faculty and administrators requesting its services.

In 2009, members of the CLT staff published eight papers in refereed journals, contributed to two book chapters, and gave three conference presentations on topics related to online course development, e-learning, and process re-engineering, while promoting ODU’s leadership nationally and internationally by sharing our best practices based on innovation, creativity, and teamwork.

CLT held its annual Summer Institute on the topic of Social Media and its potential applications in the academic arena, and discovered such an interest in the topic that staff members developed a series of six seminars on topics in social media. We at CLT are pleased to be assisting with Goal One of the University Strategic Plan, and will continue to do so in 2010.

I am privileged to lead a team of talented and dedicated professionals. My thanks go to the members of the CLT team (staff and students) – a group that makes positive things happen at the University every day.

M’hammed Abdous
Director, Center for Learning Technologies
Assistant Vice President, Teaching and Learning with Technology, Old Dominion University
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The Center for Learning Technologies (CLT), established in 1994 as part of the Distance Learning effort per the University’s Strategic Plan, began serving the University by assisting faculty to develop courses for delivery via new and different delivery modes.

Today, CLT assists faculty members to use and integrate technology into the teaching/learning process regardless of delivery mode: face-to-face, or via broadcast, web, or mobile device.

CLT offers a wide variety of services related to faculty support. Among those services are instructional design, course design and development, one-on-one consultation, course Web site development, workshops, 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 the Batten Arts and Letters Building 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 in all areas related to teaching and learning,

**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.

1.1 MISSION
The mission of The Center for Learning Technologies is two-fold: 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
To achieve this mission, 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 and the Course Management System
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
4. Promote collegial dialogue and communication within the campus community about teaching and learning
5. Provide consultation on teaching
6. Disseminate best practices in teaching and learning
7. Foster effective use of instructional technology tools to enhance teaching and learning
8. Support curriculum and course development and production
9. Build resources to foster faculty innovation and discovery
10. Pursue grants and contracts to develop products
11. Develop & implement best practices and procedures within CLT

For more details, visit the CLT Web site at http://clt.odu.edu
1.3 2009 STAFF

M’hammed Abdous
Assistant Vice-President, Teaching and Learning with Technology
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

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

Jacky Edwards
Multimedia Designer
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 Technology Specialist
PhD, Information Science & Learning Technologies
University of Missouri-Columbia

Fred Huffman
Multimedia Duplication and Viewing Manager
AAS, Radio and Television Production
Tidewater Community College

Robert Jones
Graphics Manager
York Academy of Arts

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

Carolyn Meyer
Instructional Designer
MEd, Education Leadership/Education and Training Management
University of West Florida
WHO WE ARE

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

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

June Ritchie
Assistant Director, Center for Learning Technologies
MM, Mississippi College

Eric Vetterick
Instructional Technology Specialist
BS, Communication Arts
James Madison University

Alison Schoew
Technical Writer
MA, Applied Linguistics
Old Dominion University

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

David Swift
Instructional Designer
MS, Educational Technology
Lehigh University

Michael Willits
Instructional Technology Specialist
MEd, College Student Personnel / Higher Education
Ohio University
1.5 CLT FACILITIES IN 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

1.6 PROFESSIONAL MEMBERSHIPS

1.6.1 CLT MEMBERSHIPS

During 2009, CLT maintained membership in
- 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.org

1.6.2 STAFF MEMBERS’ INVOLVEMENT WITH ODU

In 2009, CLT Staff Members were involved in the following University organizations and initiatives:

• Arts and Letters Dean Search Committee
• Classroom Central Advisory Committee
• Course Evaluation System Committee
• Cross-Campus Communication Committee
• Enrollment Management Committee

• The Great Computer Challenge
• Information Architecture Redesign Committee
• LADDERS (Let Academic Difficulties Disappear to Energize and Retain Students)
• Learning Technology Advisory Committee, State Council of Higher Education for Virginia (SCHEV)
• Math Curriculum Redesign
• ODU’s Destination ImagiNation Team
• Outstanding Faculty Awards Committee
• Strategic Planning Committee
• University Military Student Union
• VCCS/ODU Joint Planning Team
• Video Streaming Implementation Committee

And one member of the CLT staff, Terrell Perry, EdD, was honored as the J. Worth Pickering Administrator of the Year.
During 2009, 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, contributed to two book chapters, and taught a variety of courses at Old Dominion University. See more specific information in Section 2.3.
2.1 FACULTY DEVELOPMENT

The Center for Learning Technologies creates opportunities for faculty members to explore new approaches to teaching (and to learning, as well), 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, when needed).

Some of the events offered during 2009 included:

- A new series of workshops on Teaching Face-to-Face Courses
- Hands-on workshops to acquaint faculty members with the use of tools like Blackboard, EndNote, Acrobat Connect Professional, podcasting, using audio and video in their courses, eXe, StudyMate, Respondus, LockDown Browser, and ODUEdit
- In the last months of the year, workshops to prepare the faculty for the migration of the University to the next version of Blackboard
- A series of seminars designed to familiarize instructors teaching in Technology Classrooms
- Orientations for teachers of video streaming students
- In conjunction with ODU Distance Learning, a Web conference entitled “Helping Faculty Manage Online Workload” designed to assist faculty developers, teachers of online courses, and academic leaders to identify techniques and strategies that work
- In conjunction with ODU Distance Learning, an audio conference entitled “Facebook, MySpace, and Twitter: Keys to Stop Online Harrassment on Campus” to acquaint instructors and campus administrators regarding the ways that students are using (and occasionally misusing) social media in an academic setting.

Workshop Attendance by College

*Other includes: Academic Affairs, Career Management Center, Distance Learning, Institutional Advancement, Perry Library, Research Foundation, and unidentified

Workshop Attendance by Series

<table>
<thead>
<tr>
<th>Category</th>
<th>Topic</th>
<th>Number of attending faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Technologies Series</td>
<td>Acrobat Connect, EndNote, eXe, ODU Edit, Respondus, StudyMate, and Blackboard Series</td>
<td>214</td>
</tr>
<tr>
<td>Special Events</td>
<td>Teaching and Learning Series, Provost’s Conversations on Teaching and Learning, Faculty Forum, Technology Classroom Training, Emergency Readiness Blackboard Training, Summer Institute</td>
<td>199</td>
</tr>
<tr>
<td>Technology Classroom Series</td>
<td>Mediated/Technology Classroom Orientation</td>
<td>26</td>
</tr>
<tr>
<td>TELETECHNET Series</td>
<td>Orientation to Broadcast Classroom and Video Streaming</td>
<td>55</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>494</td>
</tr>
</tbody>
</table>
A vital portion of the CLT mission is the promotion of scholarship of teaching by engaging the faculty in self-reflection, analysis, and the sharing of successful teaching practices with their peers across the disciplines.

The 2009 Summer Institute, Web 2.0: Social Media and ODU, offered a focus on social media and on the technologies that our students are using to communicate with each other at home, at work, and at school.

CLT offered faculty members their choices among a series of hands-on workshops showcasing a variety of technologies: social networks, wikis and blogs, virtual worlds, and sharing. And CLT staff members facilitated faculty discussions as to what applications these popular social media may have in the academic arena.

On Monday afternoon, May 18th, a pre-Institute Technology Fair offered examples of the new technologies that a number of ODU faculty members have been utilizing in their courses. Refreshments were served, and Institute participants mingled among Faculty Innovator Grant recipients, online course developers, social media implementers, and others, observing and discussing the various projects.

On Tuesday and Wednesday mornings, May 19th and 20th, guests were invited to participate in a series of seminars, including a student panel, which introduced the social media and then addressed issues raised by their widespread use, including privacy, data mining, and intellectual property. In the afternoons, a series of hands-on workshops were offered, which gave faculty members a chance to try out a variety of social media to determine what possible academic applications social media may have in their personal teaching and research efforts.

Participants in the Summer Institute enjoyed continental breakfasts and luncheons on Tuesday and Wednesday, and door prizes were given at various times during both the Technology Fair and the Summer Institute.

Participants reported that they most liked “the engaging presenters,” the “interactivity,” the ability to do a good bit of “networking with colleagues,” and “seeing real applications of technology to education on campus.” They also reported that they would like more time for hands-on training in the new technologies that their students are using. So CLT developed and offered several workshops addressing social media in its teachODU Program.
teachODU

In 2009, CLT adopted teachODU as the theme for its faculty development program. teachODU is offered to faculty members, adjuncts, and teaching assistants at Old Dominion University, and addresses a number of topics on the spectrum of pedagogy, including teaching and learning concepts and strategies, developing a course, designing and producing content and assessment, course delivery, and evaluating effectiveness.

The mission of teachODU is the promulgation of best practices in teaching and learning, regardless of delivery mode: face-to-face, via broadcast, or via the Web or a portable device.

A series of workshops addressing the teaching of face-to-face courses was offered in 2009, spanning the spectrum from planning the course, to encouraging student interaction and community, to designing assessments, to evaluating effectiveness.

In 2009, ODU piloted a new online course designed to inform instructors about the pedagogical aspects of teaching online, to help them develop the best practices and skills need to be successful and effective. With feedback from this pilot, CLT plans to initiate an Online Teaching Certificate available to those ODU instructors teaching online courses.

CLT continues to support excellence in teaching and learning at Old Dominion. teachODU offers an opportunity for the teaching community to become more informed, to examine current practices, and to identify opportunities to integrate new or updated instructional strategies, regardless of course delivery mode.

2.2 FACULTY SUPPORT

The Center for Learning Technologies offers ongoing support to Old Dominion University’s 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 228 jobs (530 job units) for 102 faculty members across the University.

In addition to a number of posters, maps, illustrations, charts, graphs, and certificates used in books and scholarly journals, in PowerPoint presentations, and for grant proposals and Web sites, the Graphics Department created a new logo for the University’s Distance Learning programs, as well as a series of branding icons for each of Distance Learning’s different delivery modes.

During 2009, CLT’s Graphics Department added location, studio, tabletop, and photo illustration services, as well as a photo archive library featuring easily-accessible photos that can be used by faculty and staff.

A digital document in book format now serves as a portfolio of the wide variety of work that CLT’s Graphics Department produces.

Instructional Design

In 2009, 32 new courses were completed for five colleges (an increase of 25% over the number of courses developed during 2008). Materials were created for an additional 27 courses (an increase of nearly 40% over 2008).

A redesigned series of Faculty Development Workshops, teachODU, was offered and was well-attended. Workshops which encourage the use of new-to-campus technologies, including a series of workshops on teaching and learning regardless of delivery mode, were developed.

And, as always, consultations with CLT instructional designers and assistance from CLT’s instructional technology specialists were available to faculty members at any time.

Multimedia Duplication

CLT offers audio and video duplicating and playback services, so that students have the opportunity to view missed classes.
During 2009, 2185 orders were completed. Of those, 919 were orders from ODU faculty members and administrators. 103 orders were for local students who picked up DVDs at the Multimedia Duplication Center. 1163 DVDs of classes were sent to ODU distance sites for students whose sites experienced human error, electrical/technical problems, or weather closures. In addition, 198 visits were made to Multimedia Duplication's Viewing Room in Gornto by on-campus students.

Multimedia Development

CLT’s Multimedia Development staff contributed to a wide variety of faculty-requested, internal, and external projects, during 2009. Among these:

Multimedia designers assisted students in a news reporting course with hands-on training on ways to use audio and video podcasting for news dissemination.

For the History Department, video recordings were made of a Civil War expert, who gave six lectures that can be used in a variety of formats during upcoming semesters.

For a project for Health Sciences funded by Microsoft Research, a CLT multimedia designer created components (characters, animations, icons, images) for a game designed to teach diabetes management to the elderly in China.

For the Sociology Department, a video of visiting Danish students’ opinions on social issues was created.

Research into delivering courses via cell phone continued.

Faculty Multimedia Development Lab

In Gornto 411, a multimedia lab assists faculty members with file conversions. Walk-in services provided by the lab (in Gornto 411) include:

- Digital conversion of 35mm slides and paper documents to Powerpoint or JPEG
- Digital conversion of VHS tapes to Flash video, Windows Media Video, RealPlayer video, DVD-Video
- Conversion of CD audio and audio cassettes to RealAudio, MP3, Windows Media Audio
- Conversion of DVD video to Flash video, Windows Media Video, RealPlayer video

Faculty members can drop media off for processing, or walk in and use CLT’s hardware at their convenience.

During 2009, more than 40 multimedia conversions of documents and/or slides were made for faculty members by the Multimedia Development Lab.

2.3 RESEARCH

Conferences/Workshops


Presentations


Papers Published


Book Chapters


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 430 Object-Oriented Application Development – Java

IT 325 Web Site and Web Page Design

**Terrell Perry**

ECI 430/530 PK-12 Instructional Technology

UNIV 100 Academic Success

**June Ritchie**

ECI 430/530 PK-12 Instructional Technology

**Alison Schoew**

ENGL 350 Aspects of English

**Loreta Ulmer**

ECI 430/530 PK-12 Instructional Technology

2.5 COURSE DEVELOPMENT AND PRODUCTION

During 2009, 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 add flexible delivery to courses.

In addition, since one of the University’s Strategic Goals for 2009-2014 is to “provide students with the tools to succeed,” CLT worked with faculty members across the disciplines to encourage the use of creative methods of teaching and learning.

During 2009, CLT instructional designers completed 32 online courses for five colleges. The charts below illustrate the number of courses, but the impact to ODU is immeasurable.

The number of online courses whose development CLT completed during 2009 is 25% higher than the number completed during 2008. As the University puts more effort into two areas (teaching/learning and the development of more online programs), the strength of CLT’s instructional designers in assisting in the development of new online courses and in training faculty on the best practices for delivering material in this format becomes more critical than ever.

In addition to the development of online courses, CLT designers work to update and revise current courses. In 2009, 27 courses had new material added, or were revised or updated. The number is nearly 40% higher than the number of courses to which new material was added during 2008.
2.6 TECHNOLOGY INTEGRATION AND INNOVATION

CLT Web Site Redesign

In 2009, based on feedback from a faculty survey, CLT remodeled its Web site: http://clt.odu.edu. The new site offers enhanced navigation and a more intuitive feel for users, who can now customize the site to suit their needs.

Project Management Site

In 2009, CLT instituted its Project Management site as the entry-point for faculty and administrators requesting CLT services. It can be found at http://clt.odu.edu/pm.

Redesign of CLT Faculty Development Lab

In order to expand faculty access to the seminars and workshops, CLT refit its Faculty Development Lab to include coaching monitors and more ergonomically-designed workstations. These changes enabled CLT to offer many of its teachODU Faculty Development Workshops simultaneously in three different modes: face-to-face, via two-way broadcast, and via video streaming, broadening their reach.

Delivery Modes Matrix

CLT, in coordination with Distance Learning, developed an online interactive presentation depicting the strengths and challenges of each of the modes of delivery used by ODU to teach its students. Its goal is to inform faculty and administrators about the available options in course delivery. It can be found at http://clt.odu.edu/dm.

Blackboard Grade Center Training

In Fall 2009, just prior to the University’s move from Blackboard’s version 7 to version 8, CLT offered a series of workshops designed to acquaint faculty members with the changes in the new version, particularly to its enhanced Grade Center.

Summer Institute

Each May, CLT offers an event designed to foster collegial dialogue among faculty members from across the disciplines. The 2009 Summer Institute, Web 2.0: Social Media and ODU, was well-attended and well-received, and sparked an ongoing conversation about the use of social technologies in the academic arena.

Faculty Innovator Grants

CLT staff and faculty members worked with the six 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.)

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.
2009 ACHIEVEMENTS

Provost’s Conversations on Teaching and Learning
In 2009, to support the University’s Strategic Goal for 2009-2014 to “provide students with the tools to succeed,” CLT worked with faculty members across the disciplines to encourage the use of creative methods of teaching and learning. The Provost’s Conversations on Teaching and Learning series was initiated. This series offers award-winning members of the ODU faculty the chance to share their teaching philosophies and the techniques that have worked with their students. Conversation topics and leaders included “Understanding Faculty Teaching Styles” with Shaomin Li of the College of Business and Public Administration, “Engaging Students (the Art of Lecturing)” with John Toomey of the Department of Music, and “Ways to Foster Critical Thinking” with Lawrence Hatab of the Department of Philosophy.

This series of Conversations continued into 2010, with CLT producing each event.

Teaching and Learning Series
In Fall 2009, in response to the University Strategic Plan’s challenge to “advance an innovative and engaging learning environment for student success objectives”, CLT developed and offered a series of seminars on Teaching Face-to-Face Courses. This series’ success led to the offering of a six-part series offered in Spring 2010.

Pilot of Online Course for Teachers of Online Courses
In 2009, ODU piloted a new online course designed to inform instructors about the pedagogical aspects of teaching online, to help them develop the best practices and skills need to be successful and effective. With feedback from this pilot, CLT plans to initiate an Online Teaching Certificate opportunity for those ODU instructors teaching online courses.

2.8 CAMPUS-WIDE SUPPORT PROJECTS

The Center for Learning Technologies is often asked to support University projects. Below are several that CLT staffers coordinated during 2009:

Social Media
Because, more and more, our students are using social media to connect with their classmates and with their professors, the focus of CLT’s 2009 Summer Institute, Web 2.0: Social Media and ODU, addressed its use. Experts discussed the academic uses of social media. Campus administrators discussed FERPA, internet safety, and plagiarism.

Later in the year, CLT, in coordination with Distance Learning, offered an audio conference entitled “Facebook, MySpace, and Twitter: Keys to Stop Online Harassment on Campus.”

Emergency Readiness Blackboard Training
In Fall 2009, in response to a looming H1N1 epidemic and at the request of the Provost, CLT developed and offered a series of workshops offering Emergency Readiness Blackboard Training, designed to encourage the use of Blackboard as a course management system in the event of a pandemic or other emergency.

These workshops were the first to be taught simultaneously face-to-face in CLT’s Faculty Development Lab in Gornto and via video streaming to faculty and teaching assistants at ODU’s Higher Education Centers.
**Master Advisor Program**

With the help of University College, CLT developed an online Master Advisor Certificate program designed to improve academic advising to assist in student retention. The program is offered through Blackboard under the attendee’s My Professional Learning tab.

**ACES Workshop**

For University College, CLT instructional designers assisted in the development of the ACES workshop (Academic Continuance Experience for Success) to help students on probation to return to their courses. The workshop is available to them via the internet, on Blackboard.

**2.9 PURSUIT OF GRANTS AND CONTRACTS FROM EXTERNAL CUSTOMERS**

In 2009, for a Distance Learning project, CLT began development of the Naval Expeditionary Logistics (EXLOG) course for the U.S. Navy’s Naval Expeditionary Combat Command and the Naval Special Warfare Command. This course, created in coordination with ITA, Inc., consists of a series of four instructional modules (each equal to a semester-long course).

The EXLOG course is designed to provide mid-senior enlisted sailors and junior logistics officers with a broad understanding of expeditionary logistics systems and organizations. This knowledge will allow them to refine logistic support operations and will improve cooperation between commands, providing the best possible support for the deployed sailor.

The Navy has enthusiastically accepted CLT’s prototype lessons and has showcased them at Logistics Conferences. This early success has convinced both commands to expand the online course, enabling EXLOG to be available to logistics personnel worldwide.

**2.10 FACULTY INNOVATOR GRANTS**

The Center for Learning Technologies at Old Dominion is proud to have awarded, during 2009, six Faculty Innovator...
Grants, which encourage the University community in the use of technology in teaching, both in the classroom and beyond. Grant-winners’ descriptions of their projects are below.

Faculty Innovator Grant Recipients included:

- Betty Rose Facer, Foreign Languages and Literatures
- Peter Schulman, Foreign Languages and Literatures
- Paloma Sugg, Foreign Languages and Literatures
- Albert Marra, Foreign Languages and Literatures
- Dr. Alajandro Salgado Losada, Communications, Universidad Pontificia de Salamanca, Spain

Broadcast to Podcast, Video to Vodcast: Authentic Materials as Portable Foreign Language Content

This project plans to provide authentic materials as portable language content for all twelve languages offered in the Department of Foreign Languages and Literatures. It will be made available to the ODU community and foreign language educators in the Hampton Roads area. SCOLA (Satellite Communications for Learning) broadcasts and authentic Spanish video clips will be converted to podcasts and “vodcasts” for download to portable media devices. The latest developments in podcasting technology will enhance the study of foreign languages and provide a cost effective way to bring authentic materials to our students using MALL (Mobile Assisted Language Learning).

- Jennifer Kidd, Educational Curriculum and Instruction
- Peter Baker, Educational Curriculum and Instruction

Multimedia Projects for Multimodal Learning

Student-generated learning resources will be generated via computer-based webcams and microphones. During spring and summer 2009, students will develop, pilot and provide feedback toward the modification of projects that will subsequently be evaluated and modified. In fall 2009, students will complete required assignments with these technologies. Student perceptions and achievement will be measured with surveys and course assessments. It is hoped that participating
pre-service teachers enrolled in ECI 301 will develop an increased comfort level with developing technology-enhanced learning resources, benefiting tomorrow’s K12 learners. Likewise, we hope our model will be useful to other instructors at the university level.

- **Leanne Sutton**, College of Sciences Dean and Math and Science Resource Center (MSRC)
- **Lee Land**, Math and Statistics

**Just in Time Tutoring Educational Resource (JITTER)**
The College of Science sponsors free tutoring and study groups for Math 102 and 162 students. We will develop a training guide for student facilitators for use in conjunction with a faculty-led training program. We will use Blackboard’s blog and wiki technology to gather facilitator feedback and insights into how they apply the training they receive and the most effective techniques to use in a given type of study session. We will use this data to create a “JITTER” or Just-In-Time Tutoring Educational Resource, a searchable training database for use by future facilitators for training and reference.

- **Steven R. Walk**, Engineering Technology
- **Roland W. Lawrence**, Engineering Technology

**Online Critical Skills Evaluation and Improvement: A Retention-Centered Learning Program**
The objective of this project is to develop the first series of critical skills remedial learning modules to serve those students requiring extra-curricular learning support to enable their successful matriculation and retention in upper level courses. The modules will be designed to be self-starting, interactive, asynchronous, and include self-administered testing. Each module will contain embedded activity and outcomes monitoring for continuous module design, content, and outcomes evaluation and improvement.

- **Jin Wang**, Mathematical Engineering and Mathematics
- **Gene Hou**, Mathematical Engineering and Mathematics
- **Keijoo Lee**, Aerospace Engineering
- **Shizhi Qian**, Aerospace Engineering
- **Miltiadis Kotinis**, Mechanical Engineering

**Integrating Teaching, Research and Technology in Fluid/structure Interactions**
This project aims to meet the increasing needs of education and research in the fluid-structure interaction problems. Such problems arise in many applied fields such as ship industry, navy craft operations and design optimizations, and demand a large amount of efforts in education, research and technology development. This project represents a multidisciplinary effort and combines theory and computational methods in numerical analysis, fluid dynamics and solid mechanics, with an emphasis on fluid-structure interactions. The project will create an integrated teaching, research and technology platform in which students gain both knowledge and research training. This project will be available to both mathematics and engineering departments.

- **Tom Wunderlich**, Career Management Center
- **Laura Czerniak**, Career Management Center
- **Heidi McFerron**, Career Management Center
- **Alice Jones**, Career Management Center
- **Beverly Forbes**, Career Management Center
- **Amanda Griffin**, Career Management Center
- **Erin Mills**, Career Management Center

**Trip to the Virtual Career World**
The purpose of this project is to engage with virtual worlds to provide useful career interactions while limiting development costs. Major employers now have elaborate corporate sites developed in Second Life (SL) to support their personnel recruitment activities. In this project a protocol will be developed to prepare and move a group of students to the employer site, have them interact with the personnel and activities, collect artifacts and return as a group in the space of a class period.
3.1 Graphics

Table 1. Number of Faculty Members Supported by Graphics Department

<table>
<thead>
<tr>
<th>College</th>
<th>Number of Faculty</th>
<th>Number of Jobs*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Arts &amp; Letters</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>Business</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Campus Orgs</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Distance Learning</td>
<td>22</td>
<td>110</td>
</tr>
<tr>
<td>Education</td>
<td>17</td>
<td>22</td>
</tr>
<tr>
<td>Engineering</td>
<td>11</td>
<td>15</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>9</td>
<td>12</td>
</tr>
<tr>
<td>Library</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Off Campus</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Sciences</td>
<td>25</td>
<td>44</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>102</strong></td>
<td><strong>228</strong></td>
</tr>
</tbody>
</table>

* Most jobs contained several job units, for a total of 530

3.2 Multimedia Duplication

Table 2. Use of Multimedia Duplication

<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>919</td>
<td>103</td>
<td>1163</td>
<td>198</td>
</tr>
</tbody>
</table>

Multimedia Duplication provided support for on- and off-campus students taking distance courses. MMDV hosted nearly 200 student visits to the on-campus viewing lab and sent nearly 1200 items to sites, while duplicating over a hundred items for local students. More than 900 items were made for faculty and administrators of ODU.
### 3.3 Faculty Development Events Summary

Table 3. Participants in CLT Faculty Development Events by College

<table>
<thead>
<tr>
<th>FACULTY DEVELOPMENT EVENTS</th>
<th>Arts and Letters</th>
<th>Business and Public Administration</th>
<th>Education</th>
<th>Engineering</th>
<th>Health Sciences</th>
<th>Sciences</th>
<th>Other *</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Technologies Series</td>
<td>Acrobat Connect, EndNote, eXe, ODU Edit, Respondus, StudyMate, and Blackboard Series</td>
<td>48</td>
<td>11</td>
<td>44</td>
<td>14</td>
<td>25</td>
<td>12</td>
<td>60</td>
</tr>
<tr>
<td>Special Events</td>
<td>Teaching and Learning Series, Provost’s Conversations on Teaching and Learning, Faculty Forum, Technology Classroom Training, Emergency Readiness Blackboard Training, Summer Institute</td>
<td>45</td>
<td>16</td>
<td>31</td>
<td>11</td>
<td>9</td>
<td>16</td>
<td>71</td>
</tr>
<tr>
<td>Technology Classroom Series</td>
<td>Mediated/Technology Classroom Orientation</td>
<td>9</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>TELETECHNET Series</td>
<td>Orientation to Broadcast Classroom and Video Streaming</td>
<td>7</td>
<td>10</td>
<td>13</td>
<td>6</td>
<td>7</td>
<td>0</td>
<td>12</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>109</strong></td>
<td><strong>40</strong></td>
<td><strong>91</strong></td>
<td><strong>34</strong></td>
<td><strong>44</strong></td>
<td><strong>32</strong></td>
<td><strong>144</strong></td>
<td><strong>494</strong></td>
</tr>
</tbody>
</table>

*Other includes: Academic Affairs, Career Management Center, Distance Learning, Institutional Advancement, Perry Library, Research Foundation, and unidentified*
3.4 Course Production

Table 4. Online Course Production 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>COMM 340</td>
<td>ECI 432/532</td>
<td>CEE 458/558</td>
<td>CHP 773</td>
<td></td>
<td>CS 595</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CRJS 403</td>
<td>ECI 583</td>
<td>CEE 788</td>
<td></td>
<td>ENVH 443</td>
<td>PHYS 408</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CRJS 418</td>
<td>ELS 657</td>
<td>CET 301</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>CRJS 495</td>
<td>ELS 732</td>
<td></td>
<td>ENMA 601</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 335</td>
<td>ELS 754/854</td>
<td>ENMA 614</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>ESSE 404/504</td>
<td>ENMA 724</td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>RTS 441/541</td>
<td>ENMA 743</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>RTS 441/541</td>
<td>ENMA 771</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>RTS 461/561</td>
<td>MET 387</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>RTS 475/575</td>
<td>MSIM 651</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>RTS 616</td>
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</tr>
<tr>
<td></td>
<td>RTS 619</td>
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</tr>
<tr>
<td></td>
<td>RTS 650</td>
<td></td>
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<td>5</td>
<td>13</td>
<td>10</td>
<td>2</td>
<td>2</td>
<td>32</td>
<td></td>
</tr>
</tbody>
</table>

3.5 Online Course Production (Hybrid) by College

Table 5. Hybrid Course Production 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>ART 305</td>
<td></td>
<td>CEE 788</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CET 301</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td>MSIM 695</td>
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<td></td>
<td></td>
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<td></td>
<td>4</td>
</tr>
</tbody>
</table>
3.6 Course Production: Materials for Existing Courses

Table 6. Materials for Existing Courses

<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>COMM 472</td>
<td>DSCI 441</td>
<td>CCL 824</td>
<td>MSIM 725</td>
<td>CHP 646</td>
<td>PSYC 201</td>
<td>UNIV 110</td>
<td></td>
</tr>
<tr>
<td>CRJS 395</td>
<td>IT 201</td>
<td>ECI 680</td>
<td>CET 341</td>
<td>CHP 430W</td>
<td></td>
<td>UNIV 195</td>
<td></td>
</tr>
<tr>
<td>CRJS 401</td>
<td>OPMT 303</td>
<td>ECI 890</td>
<td></td>
<td>CHP 450</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CRJS 403</td>
<td>PORT 610</td>
<td>ELS 600</td>
<td></td>
<td>DNTN 414/514</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIST 356</td>
<td></td>
<td>ELS 732</td>
<td></td>
<td>HLSC 810</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IS 795/895</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOC 320</td>
<td></td>
<td>HMSV 341</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7 4 6 2 5 1 2 27

3.7 Special Projects: Faculty Development and Support

Table 7. Special Projects: Faculty Development

<table>
<thead>
<tr>
<th>Project Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>teachODU</td>
<td>Adopted teachODU as theme for ongoing faculty development program, which served nearly 500 faculty members in 2009; offered new Teaching and Learning Series under this new title</td>
</tr>
<tr>
<td>teachODU: Teaching Online Courses</td>
<td>Created and deployed the pilot for an instructor-led online course on the subject of teaching online courses</td>
</tr>
<tr>
<td>Provost's Conversations on Teaching and Learning</td>
<td>Coordinated the series, designed to afford ODU's award-winning faculty members the chance to share their teaching and learning successes</td>
</tr>
<tr>
<td>Faculty Development Workshops</td>
<td>Developed and offered new workshops on Teaching and Learning and offered preparatory seminars to ready the faculty for the new version of Blackboard adopted by ODU</td>
</tr>
<tr>
<td>Web-based Orientation for Faculty Teaching Video Streaming Students</td>
<td>To accompany its Online Orientation for video streaming students, CLT developed and deployed an online orientation designed to assist faculty with the mechanics of teaching video streaming students (<a href="http://clt.odu.edu/ofo/vsfac/">http://clt.odu.edu/ofo/vsfac/</a>)</td>
</tr>
<tr>
<td>Summer Institute</td>
<td>Held three-day seminar on Web 2.0: Social Media and ODU, engaging faculty in discussions of social technologies' use in academia</td>
</tr>
<tr>
<td>Faculty Innovator Grants</td>
<td>Awarded six Faculty Innovator Grants to encourage the use of technology in teaching, and worked with faculty to bring their projects to completion</td>
</tr>
</tbody>
</table>
### 3.8 Special Projects: Old Dominion University

#### Table 8. Special Projects: University Projects

<table>
<thead>
<tr>
<th>Project Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provost’s Conversations on Teaching and Learning</td>
<td>Coordinated a series of Conversations with award-winning members of the faculty on topics designed to enhance teaching and learning efforts on campus</td>
</tr>
<tr>
<td>Emergency Readiness Training</td>
<td>Developed and offered 14 workshops to acquaint faculty not using Blackboard in their courses with this course management system’s ability to assist them to continue their courses in the event of a pandemic or other emergency</td>
</tr>
<tr>
<td>Training on Using Technology Classrooms</td>
<td>Offered a series of conveniently-timed seminars designed to familiarize instructors to the workings of Technology Classrooms</td>
</tr>
<tr>
<td>School of Nursing New Undergraduate Student Orientation</td>
<td>Created a series of orientation presentations discussing various aspects of the program, allowing new students to access information prior to beginning classes in the Fall</td>
</tr>
<tr>
<td>RN to BSN Online Program Promotional Piece</td>
<td>Created a sampling of the online RN to BSN program to facilitate demonstration and marketing of the program</td>
</tr>
<tr>
<td>RN to BSN Journey</td>
<td>Developed animation for a video designed to offer RN to BSN students in the online program tips for success in completing the program</td>
</tr>
<tr>
<td>Health Resources and Services Administration Grant with School of Nursing</td>
<td>Multi-year Grant Project with School of Nursing</td>
</tr>
<tr>
<td>ACES Workshops</td>
<td>Worked with University College to develop Academic Continuance Experience for Success workshop to assist students on probation to return to their courses</td>
</tr>
<tr>
<td>Master Advisor Program</td>
<td>Coordinated with University College to develop online workshop available to faculty and departmental advisors to complete certificate program</td>
</tr>
<tr>
<td>Maurer Video Case Study</td>
<td>Developed short video demonstration to accompany a case study, to be used by a number of instructors in a variety of business courses</td>
</tr>
<tr>
<td>Praxis I Online Math Tutorial</td>
<td>Enhanced the videotaped module of the Praxis I tutorial for math for online delivery</td>
</tr>
<tr>
<td>Expansion of Counseling Master’s Degree Program at New College Institute</td>
<td>Assisted Distance Learning and the Counseling Graduate Program Director with the process of using two-way video to deliver the Counseling Master’s Degree Program courses from the New College Institute in Martinsville to students throughout the Commonwealth</td>
</tr>
<tr>
<td>Delivery Modes Matrix</td>
<td>Developed an easy-to-use flash presentation depicting the strengths (and challenges) of each of the modes of delivery used by ODU to reach its students. (<a href="http://clt.odu.edu/dm">http://clt.odu.edu/dm</a>)</td>
</tr>
<tr>
<td>Audio Conference on Online Harassment</td>
<td>CLT assisted Distance Learning in offering an audio conference entitled &quot;Facebook, MySpace, and Twitter: Keys to Stop Online Harassment on Campus&quot;</td>
</tr>
<tr>
<td>Teaching Online Courses</td>
<td>In conjunction with Distance Learning, CLT hosted a Web conference entitled “Helping Faculty Manage Online Workload” designed to assist faculty developers, teachers of online courses, and academic leaders to identify techniques and strategies that work</td>
</tr>
</tbody>
</table>
### 3.9 Special Projects: Internal Tools and Applications

#### Table 9. Special Projects: Internal Tools and Applications

<table>
<thead>
<tr>
<th>Project Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLT Web Site Redesign</td>
<td>Redesigned CLT Web site to include more intuitive navigation and more tools, including the ability for faculty to customize their use of the site</td>
</tr>
<tr>
<td>Project Management Site</td>
<td>Instituted Project Management site as the entry-point for faculty and administrators requesting CLT services</td>
</tr>
<tr>
<td>Faculty Development Workshops in a variety of delivery modes</td>
<td>Refit Gornto 411, the Faculty Development Lab, to include coaching monitors and to allow Faculty Development Workshops to be delivered in more than one delivery mode. Now, workshops and seminars can be delivered face-to-face, or via video streaming, two-way video, or the Web, to enhance reach</td>
</tr>
</tbody>
</table>

### 3.10 Special Projects: External Projects

#### Table 10. Special Projects: External Projects

<table>
<thead>
<tr>
<th>Project Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>U.S. Naval Expeditionary Logistics (EXLOG) Course</td>
<td>In coordination with ITA, Inc., began the development of a series of four instructional modules (each equal to a semester-long course)</td>
</tr>
</tbody>
</table>