As 2010 dawned, the Center for Learning Technologies (CLT) broadened efforts to provide the kind of targeted focus on teaching and learning that is called for in the University’s Strategic Goals.

As the University strives for teaching excellence in both classroom and distributed delivery modes, CLT is supporting these goals with a sustained effort to engage faculty in a collegial dialogue about teaching and learning. To this end, the Provost’s Conversations on Teaching and Learning, the Faculty Innovator Grant program, the teachODU Faculty Development program, and the annual Faculty Summer Institute on Teaching and Learning are a reflection of CLT’s focused agenda to improve 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. Our teachODU faculty development program garnered record attendance in 2010, and the faculty’s evaluation of our work was extremely complimentary.

In 2010, CLT awarded ten Faculty Innovator Grants (which promote collaboration and innovation among the academic colleges) and held its annual Faculty Summer Institute on the topic of “Engaging Modern Minds: Actively Involving Students in Learning.” The Institute was well-attended and well-taught by the Faculty of the Institute.

Our staff at CLT helps faculty members to understand and to use the wide variety of creative teaching tools available and helps them to recognize and provide for the particular needs of their students – whether they are teaching a traditional or a non-traditional student population.

CLT made significant steps toward increasing the number of online courses offered by the university during 2010 by helping faculty members to complete twenty hybrid or online courses. And, to support the pedagogy of teaching online, a new day-long workshop called “Foundational Strategies for Effective Online Teaching” was offered.

In 2010 members of the CLT staff participated with other faculty members in scholarly publications or events 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 teamwork, personal accountability, responsiveness, and innovation.

I am privileged to lead a team of talented and dedicated professionals: instructional designers and technologists, graphic designers, multimedia developers, and others. I believe that our team continues to have a positive impact on the University, and I am proud to be a part of it. We at CLT are pleased to be assisting with Goal One of the University Strategic Plan and will continue to do so throughout 2011.

M’hammed Abdous
Director, Center for Learning Technologies
Assistant Vice President, Teaching and Learning with Technology, Old Dominion University
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ABOUT CLT

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 supports ODU’s faculty members in their teaching, scholarship, and research as consultants (helping with a variety of teaching and learning challenges), as partners (collaborating on projects and initiatives), and as facilitators and observers (offering forums for faculty discussion and for classroom observation).

CLT offers a wide variety of services related to supporting the faculty’s teaching and learning effort. Among those services are the collegial sharing of best practices, instructional design, course design and development, one-on-one consultation, learning management system course design and implementation, workshops and events on teaching and learning and on instructional technologies, the graphic design of posters and instructional aids, and the demonstration and evaluation of tools and technologies. CLT also coordinates the Provost’s Conversations on Teaching and Learning, the Faculty Innovator Grant program and the Faculty Summer Institute on Teaching and Learning.

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 graphic 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 teaching and learning strategies, instructional technologies, and course development,

**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 and technologies.
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 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.
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. Offer a comprehensive and coherent faculty development program
3. Promote collegial dialogue and communication within the campus community about teaching and learning
4. Provide consultation on teaching
5. Disseminate best practices in teaching and learning
6. Foster effective use of instructional technology tools to enhance teaching and learning
7. Support curriculum and course development and production
8. Build resources to foster faculty innovation and discovery
9. Pursue grants and contracts to develop products
10. Assist the University and Distance Learning by pursuing and executing contracts to develop knowledge products for external customers (military and corporate)
11. Develop and implement best practices and procedures within CLT

For more details, visit the CLT portal at http://clt.odu.edu > About > Mission
1.3. 2010 STAFF

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WHO WE ARE

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The Ohio State University
1.4. ORGANIZATIONAL CHART

1.5. CLT FACILITIES IN GORNTO CENTER

Multimedia Duplication and Viewing (MMDV, Gornto 104)
- 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

CLT maintains membership in

- Educause (University Membership)  
  www.educause.edu
- New Media Consortium  
  www.nmc.org

1.6.2 STAFF MEMBERS’ INVOLVEMENT WITH ODU

In 2010, CLT Staff Members were involved in the following University organizations and initiatives:

- Classroom Central Advisory Committee
- Course Evaluation System Committee
- Cross-Campus Communication Committee
- Dissertation Committee, Community College Leadership
- Enrollment Management Committee
- The Great Computer Challenge
- HLEA Hispanic & Latino Employee Association
- Instructional Services Librarian Search Committee
- Learning Management System Advisory Committee
- Learning Technology Advisory Committee, State Council of Higher Education for Virginia (SCHEV)
- ODU Information Architecture Committee
- SACS Committee on Library and Other Learning Resources
- SCHEV Outstanding Faculty Awards Committee
- VCCS/ODU Joint Planning Team
During 2010, The Center for Learning Technologies fulfilled major efforts in

- Faculty development
- Faculty support
- Research
- Teaching
- 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

**Scholarly Work and Publications**

During 2010, CLT staff members made presentations (including a keynote address) at three academic conferences, had seven articles published in refereed academic journals, edited one book, 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, newly titled teachODU, is a strategic part of the CLT mission. Faculty technology surveys are conducted and CLT workshops are continually 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 2010 included:

- A new series of workshops specifically geared toward Teaching and Learning, with offerings including Course Organization and Content, Assignments and Grading, Assessment Options, Engaging Students through Interaction and Collaboration, Teaching with Groups, and Online Lectures and Adaptive Release

- A new series of workshops about the use of Social Media in Teaching, including Student Perspectives, Assessing Learning, Integrating Blackboard and Social Media, Understanding the Social Networking Culture, and Sharing the Web

- Hands-on workshops held in our 16-seat faculty development lab to acquaint faculty members with the use of pedagogical tools like Blackboard, Adobe Connect, podcasting, using audio and video in their courses, StudyMate, Respondus, LockDown Browser, Personal Response Systems, and ODUEdit

- Orientations for teachers of broadcast courses in optimizing their content’s display and in managing their courses
During 2010, CLT offered 189 faculty development events to the campus community. Nearly 300 faculty members (of the University’s 1200+) and more than 100 administrators and teaching assistants attended an average of 2.14 workshops each, over the course of the year. CLT staff members and faculty taught nearly 310 hours of workshops and seminars (and spent as many or more hours in individual faculty consultations). The number of participants and the time spent teaching equate to CLT’s having taught 7.2 university courses, each with 55 students enrolled in each.

During the year, the number of faculty and teaching assistants attending Educational Technologies workshops increased by 153%. And overall attendance at 2010 Faculty Development Events increased by 184%. Similarly, the number of participants in the 2010 Summer Institute grew by 264% over 2009’s number.

In 2010, out of 400 workshop participants, 240 completed CLT feedback forms at the end of their sessions. Of that number, 94% percent reported they were satisfied or very satisfied with CLT events.

**CLT’s Tradition of Excellence in Faculty Support**

**teachODU and CLT Events**

During 2010, CLT offered 189 faculty development events to the campus community. Nearly 300 faculty members (of the University’s 1200+) and more than 100 administrators and teaching assistants attended an average of 2.14 workshops each, over the course of the year. CLT staff members and faculty taught nearly 310 hours of workshops and seminars (and spent as many or more hours in individual faculty consultations). The number of participants and the time spent teaching equate to CLT’s having taught 7.2 university courses, each with 55 students enrolled in each.

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In 2010, out of 400 workshop participants, 240 completed CLT feedback forms at the end of their sessions. Of that number, 94% percent reported they were satisfied or very satisfied with CLT events.
Faculty Satisfaction with CLT services

In March 2011, CLT polled faculty members about their overall satisfaction with CLT services. For the 363 completed projects in 2010, we received 153 responses. Among them, 94.17% of respondents reported they were satisfied or very satisfied with the quality of their projects. Similarly, 94.8% of the respondents reported that CLT staff members were friendly and courteous. 92.9% of the respondents reported that CLT staff members were knowledgeable and were able to complete various projects.

Overall, on a rising Likert scale of 1 to 5, “satisfaction with the quality of the project” received a 4.70 rating, and the “effort and willingness of the CLT staff to understand and solve problems” earned a 4.75 rating. These findings reiterate the tradition of excellence and expertise in serving faculty that the campus community has come to expect from CLT.

Faculty Summer Institute

The 2010 CLT Summer Institute, Engaging Modern Minds: Actively Involving Students in Learning, was held May 24-26 and engendered among the attending faculty and teaching assistants a vibrant discussion about ways to nurture a rich-learning environment that would keep their students engaged. The institute was well-attended and well-received.

On Monday afternoon, May 24, a two-hour event called Engage Backstage brought more than 80 attendees to talk, one-on-one, with ten particularly innovative ODU faculty members and administrators about new ways to use technology. Topics included The Intelligent Tutorial System, Turning your Living Room into a Classroom, Technology Classrooms and Clickers, E-learning Technologies, Distance Learning Delivery Modes, An Online French Course, Engaging Students using Video Creation, Online Discussion and Gaming, and A Trip to the Virtual Career World. Participants learned from particularly innovative members of the ODU faculty about ideas and technologies that have helped them to engage their students.
On Tuesday and Wednesday mornings, May 25 and 26, participants heard from students about what the Next Generation finds engaging; learned more about the trends and the culture of engagement; explored the results of the National Survey of Student Engagement; and got some hands-on experience using no-tech, low-tech, and hi-tech approaches to engagement.

In addition, the Faculty of the Institute (in multi-disciplinary panels) brought different perspectives about student engagement and shared expertise about ways to use assessment to engage students during learning. Participants appreciated discussions about the University’s initiative on Information Literacy and insights shared about new plagiarism issues (as the culture of interaction is ever-changing). Finally, faculty learned about the upcoming Learning Commons, an initiative of the university that supports real-time, active engagement at all levels - among students, with faculty, and in the learning process.

In the afternoons, a series of Roundtables on a variety of topics was facilitated by the Faculty of the Institute. Topics included Engaging Students using Video Creation, Math Idol, Library Information Literacy Modules and Other Resources, SCALE-UP (Student-Centered Activities for Large-Enrollment Undergraduate Programs), Engaging Distance Students, Trends in Student Engagement, Technology Classrooms and Clickers, and Delivery Modes for Distance Learning.

Following the Roundtables, Do-It Workshops, a series of hands-on workshops, were held in the conference meeting room, in the CyberLoft in Webb Center, and in CLT’s Faculty Development Lab in Gornto. These workshops allowed participants the opportunity to try, hands-on, new techniques that might work to help them engage their students. Topics included: Jigsaw Classroom: A Cooperative Learning Technique, CATs: Classroom Assessment Techniques, Designing an Engaging Course Site, Engaging Students with Each Other Using Internet Resources, and Engaging Students through Video Creation.

Participants in the Faculty Summer Institute enjoyed continental breakfasts and luncheons on Tuesday and Wednesday. Door prizes were awarded at various times.

More than 130 people participated in the Institute over three days, and comments from participants included “thanks for the practical ideas”, “very thorough”, and “outstanding job of engaging the audience.”

One respondent thanked CLT for “bringing advising to the forefront” and another said, of a technology-related session, “I learned more in 30 minutes than in 10 years of using Blackboard on my own.”
In 2010, CLT continued to sharpen its *teachODU* faculty development program to focus on topics across the broad spectrum of pedagogy. *teachODU* is offered to faculty members, adjuncts, and teaching assistants at Old Dominion University.

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

A series of workshops addressing the teaching of face-to-face courses was offered in 2010, spanning the spectrum from planning the course, to encouraging student interaction and community, to designing assessments, to evaluating effectiveness.

A new course was designed and offered which will support the University’s movement to increase the number of online courses that it offers. “Foundational Strategies for Effective Online Teaching” will continue to be offered over the next few years.

CLT piloted a new workshop called “Fresh Minds, Fresh Approach” which was designed to enable faculty teaching courses with large numbers of first-year students to develop effective pedagogical models and to support their teaching with the use of modern technologies.

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

During 2010, the Graphics Department at CLT produced 233 complete jobs (comprising a total of 656 individual job units) for 107 faculty members, staff members, University organizations and groups, or students. (That is an 8% increase over 2009’s productivity.)

In addition to designing a number of posters, maps, illustrations, charts, graphs, and certificates used in books and scholarly journals, in PowerPoint presentations, and for grant proposals and websites, the Graphics Department developed a new logo for the College of Sciences and adapted the Distance Learning logo to align with the new University logo.

During 2010, CLT’s Graphics Department designed a new showcase and mobile device demonstration area for Distance Learning (in the fourth floor lobby of the Gornto Center), and continued to offer 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 portfolio in book format showcases the variety of work that CLT’s Graphics Department can produce.

Instructional Design

In 2010, 20 new hybrid or online courses were completed for five colleges. Materials were created for an additional 14 courses.

A redesigned series of Faculty Development Workshops, teachODU, was offered and was well-attended.

Workshops which encourage the use of new-to-campus technologies, and 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 to the faculty, staff, and students of ODU.

During 2010, 872 orders were completed. Of those, 609 were orders from ODU faculty members and administrators. 52 orders were for local students who picked up DVDs at the Multimedia Duplication Center. 211 DVDs of classes were sent to ODU distance sites for students whose sites experienced human error, electrical/technical problems, or weather closures. In addition, 38 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 2010. Among these:

- For ODU’s Office of Educational Accessibility, CLT staff members developed and deployed a calendar-based iPad application for students with Asperger’s Syndrome, to help them organize themselves and their work in space and time.

- CLT staff developers created an Apple application designed to provide families of disabled persons with a series of checklists -- a home kit, a car kit, a pet kit -- which prompt them to take the proper equipment, medicines, and paperwork if they have to evacuate their homes.

- For prospective students, a virtual map of the campus is in the works, which will offer a real-time view of campus buildings from the visual perspective of the students. The new map is accessible via a standard Web browser (and, soon, via a hand-held device) and will allow students to “walk” through the campus and see the buildings as if they were standing before or beside them in real time.

Faculty Multimedia Development Lab

In Gornto 411, a multimedia development lab provides faculty members with various technology services. Faculty members can drop media off for processing, or walk in and use CLT’s resources at their convenience. 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, or DVD-Video
- Conversion of CD audio and audio cassettes to RealAudio, MP3, or Windows Media Audio
- Conversion of DVD video to Flash video, Windows Media Video, or RealPlayer video

During 2010, more than 40 multimedia conversions of documents and/or slides were made for faculty members by the Multimedia Development Lab.
2.3. RESEARCH

- Keynote Address:


- Conference / Workshop:


- Presentation:


- Book:


- Articles in Refereed Publications:


2.4. TEACHING

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

Wu He

- IT 210  Introduction to Information Systems
- IT 325  Website and Web Page Design
- IT 410  Object-Oriented Application Development – Visual Basic.Net

June Ritchie

- TLED 430  PK-12 Instructional Technology

Alison Schoew

- ENGL 350  Aspects of English

Loreta Ulmer

- TLED 430/530  PK-12 Instructional Technology

2.5. COURSE DEVELOPMENT AND PRODUCTION

During 2010, 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 2010, CLT instructional designers completed 18 online courses for four colleges (see Table 4, page 32), and two hybrid courses for two different colleges (see Table 5, page 32). As the University puts more effort into teaching and 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 and hybrid courses, CLT designers worked to update and revise current courses. In 2010, 14 courses had new material added, or were revised or updated (see Table 6, page 33).
Online Course Production by Department

- Education: 28%
- Health Sciences: 33%
- Arts and Letters: 28%
- Education: 28%
- Sciences: 11%
- Health Sciences: 33%
- Nursing: 11%
- Criminal Justice: 11%
- Dental Health: 21%
- Educational Curriculum and Instruction: 6%
- Educational Foundations and Leadership: 6%
- Political Science: 6%
- Communications: 6%
- Sociology: 6%
- Psychology: 11%

Online Course Production by College

- Health Sciences: 33%
- Arts and Letters: 28%
- Education: 28%
- Sciences: 11%
- Nursing: 11%
- Criminal Justice: 11%
- Dental Health: 21%
- Educational Curriculum and Instruction: 6%
- Educational Foundations and Leadership: 6%
- Political Science: 6%
- Communications: 6%
- Sociology: 6%
- Psychology: 11%
2.6. TECHNOLOGY INTEGRATION AND INNOVATION

Adobe Connect User Guide

Since it is becoming an increasingly popular delivery method for courses, CLT instructional technologists created a universally-available 24/7 online orientation to help faculty use Adobe Connect.
http://clt.odu.edu > Tools for Teaching

Activity Tool

CLT instructional designers created an interactive tool which takes faculty through the step-by-step process of developing interactive assignments for their students. It is awaiting final programming.

SMART Board in Faculty Development Lab

A SMART Board was installed in Gornto 411, and a new workshop to teach the faculty how to use interactive white boards in their classrooms was added to the teachODU events.

Mid-Semester Course Evaluations

CLT provided a mid-semester course evaluation that can be deployed from Blackboard. Two different surveys were made available – one for Student Feedback that can be used weekly or after each teaching module, and one for a more complete course evaluation at mid-semester. Results are delivered anonymously, and faculty can view the collective results quickly and easily.
http://clt.odu.edu > Tools for Teaching
LMS Review

In an effort to evaluate the Blackboard learning management system and open source learning management systems (LMS) currently on the market for the purpose of improving teaching and learning, OCCS and CLT worked together to begin a review process. In the review, faculty members were offered the opportunity to utilize Sakai and Moodle as well as to explore the next version of Blackboard. At the end of the pilot, the university will select which LMS to implement.

CLT Portal Updates

In 2010, CLT enhanced its Web portal to provide more tools and customization for a more faculty-centered experience for users.
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.

To that end, several events were held and several new tools were deployed during 2010:

Faculty Summer Institute on Teaching and Learning

In May, CLT offered its annual event designed to foster collegial dialogue among faculty members from across the disciplines. The 2010 Faculty Summer Institute, Engaging Modern Minds: Actively Involving Students in Learning, was well-attended, well-led (by CLT's first-ever group of Faculty of the Institute), and well-received, and sparked an ongoing conversation about the use of technologies to engage students. (See more in 2.1, Faculty Development.)
Provost’s Conversations on Teaching and Learning

In 2010, 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 Spring 2010 series featured Conversations about Managing Large-Sized Classes, Fostering Deep Learning, Designing Effective Activities, Using Technology in the Classroom, and Understanding Students’ Diversity. The Fall 2010 Series focused on Student Retention, Expectations, Engagement, Classroom Management, Learning Communities, and Advising for Diversity.

Archived Conversations and nuggets of wisdom from Conversations (called “Worth Sharing”) can be found online: http://clt.odu.edu > Events

This series of Conversations continued into 2011, with CLT producing each event.

teachBANK

During 2010, in order to continue to support faculty members 24/7, CLT opened a new teachBANK, filled with services and resources designed to help newer faculty members as well as to enable veteran faculty members to share their expertise.

Using the new teachBANK, faculty members can find or become a mentor, request observation of a class, collect feedback from students, establish a teaching portfolio, and take advantage of a variety of other options designed to increase the awareness and effectiveness of teaching and learning at ODU. The new CLT teachBANK is available from the Teaching and Learning menu on CLT’s portal http://clt.odu.edu > Teaching and Learning

Orientation to Online Teaching

In Fall 2010, CLT developed and began to offer a new day-long workshop, Foundational Strategies for Effective Online Teaching.

The workshop introduces faculty to a number of strategies foundational to effective online teaching. Based on the assumption that online teaching dynamics require different competencies and facilitation skills than those required in face-to-face teaching, this session guides participants through the steps of designing a learner-centered syllabus, understanding roles and responsibilities, establishing expectations, monitoring performance, engaging students, and evaluating effectiveness in 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 coordinated during 2010:

**ODU Library’s DOVE Project**

The DOVE Project was developed to identify, locate, catalog, and preserve records that document Virginia’s school desegregation process. Papers, photographs, existing oral histories, newspapers, and audio-visual materials are included.

CLT worked with the DOVE staff to create an electronic interactive training manual for the volunteer archivists who will work with members of the community in the gathering of resources.

More on the DOVE Project can be found online: http://www.lib.odu.edu/special/dove/.

**Sexual Harassment**

CLT assisted the Office of Institutional Equity and Diversity with the implementation of its online workshop in Blackboard for faculty members, which addresses the social and legal issues related to sexual harassment.

**Student Accommodations Workshop**

CLT assisted the Office of Educational Accessibility with the implementation of its online workshop in Blackboard for faculty members, which addresses the subject of student accommodations.

**PREVIEW Modules**

CLT assisted University College with the implementation of its online interactive training designed to assist new students with the registration process prior to their attending PREVIEW.

**Orientation for Teaching Assistants**

CLT worked with the Office of Graduate Studies to develop a four-chapter handbook which orients teaching assistants to the policies and procedures of ODU and which describes the teaching strategies which should guide students through a successful teaching assistantship.

**Cultural Competency Orientation for International Students**

CLT developed and deployed an online learning module designed to help students who have come to study in the US to understand the behaviors and values inherent in US culture. During Fall 2010, the course was completed by 125 students.
2.9. PURSUIT OF GRANTS AND CONTRACTS FROM EXTERNAL CUSTOMERS

In a 2010 Distance Learning project, CLT developed a Navy Expeditionary Logistics (EXLOG) course for the US Navy Expeditionary Combat Command and the Naval Special Warfare Command. This course, created in coordination with ITA International, LLC, consists of a series of web-based 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 showcased the course at Logistics Conferences and to higher commands, and it has received praise and recognition by the Department of the Navy. The Navy is making the course available to logistics personnel worldwide and CLT will continue to further expand and maintain the courseware as needed.

2.10. FACULTY INNOVATOR GRANTS

The Center for Learning Technologies at Old Dominion is proud to have awarded ten Faculty Innovator Grants (FIGs) for the academic year 2010-2011. These grants 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. (http://clt.odu.edu/fig/)

Recipients include:

Filip Cuckov, Political Science and Geography
Lee A. Belfore II, Electrical and Computer Engineering
Amy Adcock, STEM Educational and Professional Studies
Michele C. Weigle, Computer Science

Tutorials for Computer Aided Design Methodologies in Computer Engineering

The primary goal of this project is to improve ECE 241/CS 340 students’ understanding and familiarity with the CAD environment as a native platform for their future educational and professional development as computer engineers and scientists. Our aim is to highlight the relevance, power, and benefit of using CAD tools, both in the classroom and in the modern workplace.

David C. Earnest, Political Science and Geography
Jennifer N. Fish, Women’s Studies

VIGOR: Visuals and Imagery of Globalization Online Repository

We propose to create a website that contains images of globalization to aid students’ active learning. The website will use Flash-based visualization technologies to empower students to map conceptual and thematic interrelationships among images in the database. By facilitating nonlinear navigation, the site will encourage active learning by enabling students to direct their own learning about the social, economic, technological, cultural and normative dimensions of globalization. The proposed project builds on pedagogical techniques and a repository of imagery which the investigators have previously used in their graduate seminars about globalization.
Elaine M. Justice, Psychology  
Robert Wojtowicz, College of Arts & Letters  
Sharon Judge, College of Education  
Alice Jones, Career Management Center  
Suely Black, Norfolk State University

Preparing Future Faculty Academic Job Resource Modules  
Preparing Future Faculty is a University-wide initiative designed to support graduate students who are interested in academic careers. A job application workshop held three times (2007, 2008, & 2010) drew an average of 50 students. This proposal would make the workshop information and experience available asynchronously so that students may access it as needed. It would provide information on a diverse range of topics related to searching for, applying for, and interviewing for academic jobs. It would also provide opportunities to discuss the process with faculty and peers and to get developmental feedback on a job interview presentation.

Patrick O’Shea, Teaching and Learning  
Jennifer Kidd, Teaching & Learning  
Tami Al-Hazza, Teaching & Learning  
Megan Britt, Teaching & Learning  
Terrell Perry, College of Education/Institutional Research  
Jody Sommerfeldt, Teaching & Learning  
Erin Warham, Teaching & Learning

Web2Quest: Leveraging Web 2.0 Technology for a Digital-Age Learning Experience  
A WebQuest is the perfect teaching application for Web 1.0 technology, but it requires students only to be consumers of information. The goal of this FIG is to update the WebQuest model and to develop a supporting web-based application that asks students and teachers to collaborate in the production of a student-centered digital learning experience leveraging the authoring and sharing capabilities of Web 2.0 tools.

Sue Kimmell, Teaching & Learning  
Gail Dickinson, Teaching & Learning

Using Nooks and Kindles in School Libraries  
E Books are growing in popularity and their use in schools is rapidly gaining attention on listservs, in journals, and blogs. Through this grant, students in LIBS 679 and other Darden College of Education classrooms will have access to both the Nook and Kindle for sharing literature. Students in LIBS 679 will gain practice in selecting, evaluating, and acquiring titles for e-readers. They will compare the ease of use and appropriateness of these two popular devices for use in libraries and classrooms. The instructors will observe the use of the e-reader in graduate level classes as students participate in literature review.

Margaret Lemaster, Dental Hygiene  
Joyce Downs, Dental Hygiene  
Kristine Bond Morrow, Dental Hygiene

Modeling and Simulation to Improve Dental and Periodontal Identification by Dental Hygiene Students  
Using an existing head and neck simulator and reformulating standard mouth models into simulated mouth models will assist dental hygiene students in correctly identifying, verbalizing, and recording
will be developed to express various complex oral conditions currently not available for students to evaluate.

Edward Neukrug, Counseling and Human Services  
Robyn Blum, Philosophy & Religious Studies  
Deborah Sturm, University of South Carolina, Counseling Program

Great Social Scientists of the 20th Century  
GSSTC will be a multimedia virtual portal allowing students, professionals, scholars, and the public to interact with historically significant psychosocial theorists. Using wikis, audio and video stories, discussion forums, personal correspondences, biographies, links to sites, and interactive animations of theorists, this project will allow users to learn about: (i) the lives of these theorists; (ii) how their work was influenced by their cultural contexts; and (iii) how their work impacted American culture. This FIG grant will only focus on the initial building of the website. A grant proposal has been submitted to NEH for collection and placement of above artifacts.

Lynn Wiles, Nursing  
Donna Rose, Nursing  
Kim Curry-Lourenco, Nursing

Seeing is Believing: Teaching Infection Control to Nursing Students  
To illustrate the spread of infectious diseases resulting from the contaminated hands of healthcare workers, we propose using a simulated infectious disease scenario in the skills lab to mimic the spread of pathogens. Students will complete an on-line infection control learning module prior to their lab experience. In the lab, a non-toxic biosphere that fluoresces under ultraviolet light (UVL) will be placed on mannequins without the participants’ knowledge. By tracing student movements and the spread of the biosphere and using the UVL after the exercise, students will be able to visualize the ease by which infections can unknowingly spread.

Alla Zareva, English

Student Use of Corpora for Language Research Purposes  
The central idea of the project is to train students to use corpora to answer language-related questions in a scientific way. The project is also an attempt to promote corpus use as an analytical and language teaching tool. It will aim at creating a practical, informative, and user-friendly web-space for corpus-driven student research, containing 1) a user-friendly tutorial; 2) links to free-access corpora with a brief explanation of how to use them and practice activities; 3) projects that guide students through the process of carrying out a corpus-based language research; and 4) students’ data-based analyses of language issues.

Hongwei Zhu, Information Technology and Decision Sciences  
Yuzhong Shen, MSIM & ECE

Teaching Programming with Mobile Financial Literacy Games and Application  
Two thirds of students rely on student loans for their college education and many of them also have credit card debt. But most students lack the necessary financial knowledge to manage their debts. Given that debt management and financial literacy require information processing at which computer programs are most effective, programming courses are uniquely positioned to offer opportunities to introduce financial literacy. This project will incorporate financial applications and games into programming courses so that students can see how to use what they learn to address the challenges in their lives. This student-centered approach will significantly improve students’ learning effectiveness.
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

<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>23</td>
<td>113</td>
</tr>
<tr>
<td>Administration</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>Arts and Letters</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>Business</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Education</td>
<td>18</td>
<td>28</td>
</tr>
<tr>
<td>Engineering</td>
<td>14</td>
<td>16</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>Sciences</td>
<td>26</td>
<td>43</td>
</tr>
<tr>
<td>Library</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Campus Orgs</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Off Campus</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>107</td>
<td>233</td>
</tr>
</tbody>
</table>

* Most jobs contained several job units, for a total of 656.

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>609</td>
<td>52</td>
<td>211</td>
<td>38</td>
</tr>
</tbody>
</table>

Multimedia Duplication provided support for faculty and for on- and off-campus students taking distance courses. MMDV hosted nearly 40 student visits to the on-campus viewing lab and sent more than 200 items to sites, while duplicating over fifty items for local students. More than 600 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>ODU Staff and Administrators</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Technologies Series</td>
<td>Adobe Connect, EndNote, eXe, ODU Edit, Respondus, StudyMate, and Blackboard Series</td>
<td>85</td>
<td>32</td>
<td>70</td>
<td>22</td>
<td>29</td>
<td>20</td>
<td>71</td>
</tr>
<tr>
<td>Special Events</td>
<td>Teaching and Learning Series, Provost’s Conversations on Teaching and Learning, Technology Classroom Training, Summer Institute</td>
<td>99</td>
<td>29</td>
<td>50</td>
<td>21</td>
<td>29</td>
<td>70</td>
<td>229</td>
</tr>
<tr>
<td>Technology Classroom Series</td>
<td>Mediated/Technology Classroom Orientation</td>
<td>4</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>11</td>
<td>1</td>
</tr>
<tr>
<td>TELETECHNET Series</td>
<td>Orientation to Broadcast Classroom and Video Streaming</td>
<td>12</td>
<td>5</td>
<td>13</td>
<td>0</td>
<td>1</td>
<td>11</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>200</strong></td>
<td><strong>68</strong></td>
<td><strong>133</strong></td>
<td><strong>43</strong></td>
<td><strong>60</strong></td>
<td><strong>102</strong></td>
<td><strong>306</strong></td>
<td><strong>912</strong></td>
</tr>
</tbody>
</table>
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 372T</td>
<td>ECI 701/801</td>
<td>DNTH 412/512</td>
<td>PSYC 325</td>
<td>CRJS 395</td>
<td>ESSE 404/504</td>
<td>DNTH 416</td>
<td>PSYC 662</td>
</tr>
<tr>
<td>CRJS 495</td>
<td>FOUN 641</td>
<td>DNTH 440</td>
<td>POLS331</td>
<td>DNTH 604</td>
<td>SPED 610</td>
<td>NURS 458</td>
<td></td>
</tr>
<tr>
<td>SOC 340</td>
<td>SPED 637</td>
<td>NURS 464</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>13</td>
<td>6</td>
<td>2</td>
<td>18</td>
<td></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>IT 360T</td>
<td>OTS 351</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</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>ARTH 435W/535</td>
<td>MGMT 361</td>
<td>ELS 732</td>
<td>CEE 782</td>
<td>DNTH 305</td>
<td>PSYC 303</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CRJS/SOC 403W</td>
<td>MKTG 311</td>
<td>FOUN 722</td>
<td>CET 345</td>
<td>ENVH 603</td>
<td>PSYC 420/520</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>MSIM 601</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>PT 793</td>
<td></td>
</tr>
<tr>
<td><strong>2</strong></td>
<td><strong>2</strong></td>
<td><strong>2</strong></td>
<td><strong>3</strong></td>
<td><strong>3</strong></td>
<td><strong>2</strong></td>
<td><strong>14</strong></td>
<td></td>
</tr>
</tbody>
</table>
### 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>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>Worth Sharing</td>
<td>Created a repository of the best moments of the 2009-2010 Provost’s Conversations series and posted it on the CLT Web site.</td>
</tr>
<tr>
<td>Faculty Development Workshops</td>
<td>Developed and offered new workshops for teachODU on Teaching and Learning and on teaching online.</td>
</tr>
<tr>
<td>Faculty Summer Institute</td>
<td>Held three-day seminar on Engaging Modern Minds: Actively Involving Students in Learning, generating and facilitating a campus discussion of ways to involve students in their own learning while connecting them to the broader learning community.</td>
</tr>
<tr>
<td>Faculty Innovator Grants</td>
<td>Awarded ten Faculty Innovator Grants to encourage the use of technology in teaching, and worked with faculty to bring their projects to completion.</td>
</tr>
<tr>
<td>SMART Board and Workshops</td>
<td>Added a SMART Board to the Faculty Development Lab (Gornto 411) and began a series of workshops to teach the faculty how to use it.</td>
</tr>
<tr>
<td>Redesign of Bb course menu</td>
<td>Redesigned course menu in Bb.</td>
</tr>
<tr>
<td>Learning Management System Review</td>
<td>OCCS and CLT compared learning management systems to review the next release of the University’s current LMS system (Blackboard 9.x) and to compare it to two other widely used systems, Moodle and Sakai.</td>
</tr>
<tr>
<td><em>teachBANK</em></td>
<td>Developed new online <em>teachBANK</em>, designed to offer support on pedagogical topics, 24/7.</td>
</tr>
<tr>
<td>CLT Website Update</td>
<td>Enhanced CLT Web site to provide more tools and customization for a more faculty-centered experience for users.</td>
</tr>
<tr>
<td>Mid-Semester Evaluations</td>
<td>Developed and made available for deployment two different evaluation tools, one for weekly or post-module evaluation, and one for mid-semester evaluation.</td>
</tr>
</tbody>
</table>
### 3.8. Special Projects: Old Dominion University

**Table 8. Special Projects: University and College Projects**

<table>
<thead>
<tr>
<th>Project Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACADEMIC AFFAIRS</strong></td>
<td></td>
</tr>
<tr>
<td>Cultural Competency Orientation for International Students</td>
<td>Developed and deployed an online learning module designed to help students who have come to study in the US to understand the behaviors and values inherent in US culture. During Fall 2010, the course was completed by 125 students.</td>
</tr>
<tr>
<td><strong>LIBRARY</strong></td>
<td></td>
</tr>
<tr>
<td>DOVE project</td>
<td>Developed an online training manual to assist volunteers in the DOVE (Desegregation of Virginia Education) Project to identify, locate, catalog, and preserve records that document Virginia’s school desegregation process.</td>
</tr>
<tr>
<td><strong>HEALTH SCIENCES</strong></td>
<td></td>
</tr>
<tr>
<td>Get Prepared!</td>
<td>Developed, in conjunction with Gianluca DeLeo, an Apple application designed to provide families of disabled persons a series of checklists -- a home kit, a car kit, a pet kit -- designed to prompt them to take the proper equipment and medicines, etc. if they have to evacuate their homes.</td>
</tr>
<tr>
<td><strong>EDUCATION</strong></td>
<td></td>
</tr>
<tr>
<td>Orientation for Clinical Faculty Training Student Teachers</td>
<td>Designed, developed, and deployed an online Blackboard-based workshop to assist faculty who are supervising student teachers. Training describes ODU expectations, offers resources for both faculty and students, and describes how to evaluate the students.</td>
</tr>
<tr>
<td>Orientation to Student Teaching for Distance Teacher-Prep Students</td>
<td>Designed, developed, and deployed an online Blackboard-based orientation for student teachers receiving their degrees via distance learning. Provides information regarding classroom, management, student diversity, special needs and policies, and procedures in the Virginia education system.</td>
</tr>
<tr>
<td>Teaching Handbook for Graduate Assistants</td>
<td>Developed four-chapter handbook to orient teaching assistants to the policies and procedures of ODU and to describe the teaching strategies which should guide students through a successful teaching assistantship.</td>
</tr>
<tr>
<td><strong>DISTANCE LEARNING</strong></td>
<td></td>
</tr>
<tr>
<td>Foundational Strategies for Effective Online Teaching</td>
<td>Developed and offered a day-long workshop which focuses on the dynamics of teaching online and the different competencies and facilitation skills needed by teachers of online courses. Topics include designing a learner-centered syllabus, understanding roles and responsibilities, establishing expectations, monitoring performance, engaging students, and evaluating effectiveness.</td>
</tr>
</tbody>
</table>
Table 8. Special Projects: University and College Projects. Cont.

<table>
<thead>
<tr>
<th>Project Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>OFFICE OF EDUCATIONAL ACCESSIBILITY</td>
<td>Developed a calendar-based iPad application for the ODU Office of Educational Accessibility to support ODU students with Asperger Syndrome by helping them organize themselves and their work in space and time.</td>
</tr>
<tr>
<td>Asperger PIM (Personal Information Manager)</td>
<td></td>
</tr>
<tr>
<td>Online workshop for Faculty regarding Student Accommodations</td>
<td>Assisted the Office of Educational Accessibility with the implementation of its online workshop in Blackboard for faculty members, which addresses the subject of student accommodations.</td>
</tr>
<tr>
<td>ODU</td>
<td>Developed a virtual map of the ODU campus to be used by prospective students, from the student’s visual perspective. Map is accessible via a standard web browser (and, soon, a hand-held device) and will allow students to “walk” through the campus and view all of the buildings and environments surrounding them in real time.</td>
</tr>
<tr>
<td>ODU Virtual Tour</td>
<td></td>
</tr>
<tr>
<td>PREVIEW Module Revision: Preparing for Registration</td>
<td>Revised content and shortened/strengthened Blackboard module designed to teach incoming students about registration prior to their attending PREVIEW.</td>
</tr>
</tbody>
</table>

3.9. Special Projects: Internal Tools and Applications

Table 9. Projects: Internal Tools and Applications

<table>
<thead>
<tr>
<th>Project Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluation of CLT Project Management Services</td>
<td>Asked faculty who had completed projects with CLT from 2008 to 2010 for their feedback and received an overall score of 4.71 on a rising Likert scale of 1-5.</td>
</tr>
<tr>
<td>Gornto Kiosk Development</td>
<td>Created kiosk for Gornto that is easily updated by non-technical personnel that includes a building/staff directory, floor diagrams, etc.</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>US Naval Expeditionary Logistics (EXLOG) Course</td>
<td>In coordination with ITA International, LLC, developed two instructional modules (each equal to a semester-long course) designed to provide mid-senior enlisted sailors and junior logistics officers with a broad understanding of expeditionary logistics systems and organizations.</td>
</tr>
</tbody>
</table>

3.11. Evaluation of CLT’s Services

Table 11. Evaluation of CLT’s Services

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Min</th>
<th>Max</th>
<th>Mean</th>
<th>Std.Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and ability of the CLT staff</td>
<td>153</td>
<td>1</td>
<td>5</td>
<td>4.76</td>
<td>0.657</td>
</tr>
<tr>
<td>Friendliness and courtesy of the CLT staff</td>
<td>153</td>
<td>1</td>
<td>5</td>
<td>4.84</td>
<td>0.657</td>
</tr>
<tr>
<td>Effort and willingness of the CLT staff to understand and solve problems</td>
<td>153</td>
<td>1</td>
<td>5</td>
<td>4.75</td>
<td>0.71</td>
</tr>
<tr>
<td>Promptness and timeliness of services provide by the CLT staff</td>
<td>153</td>
<td>1</td>
<td>5</td>
<td>4.69</td>
<td>0.87</td>
</tr>
<tr>
<td>Overall, how satisfied are you with the quality of this project?</td>
<td>153</td>
<td>1</td>
<td>5</td>
<td>4.78</td>
<td>0.709</td>
</tr>
</tbody>
</table>
During 2010, Old Dominion University’s Center for Learning Technologies strove to help the University meet its first goal: to provide students with the tools to succeed.

To that end, CLT offered workshops and seminars about teaching and learning, provided forums at which faculty members were invited to exchange ideas and Best Practices, and supported its own mission: to support, promote, and enhance teaching, learning, and research; and to foster innovation.

In 2011, CLT will retain its acronym, but will change its name to better fit its mission. It will become ODU’s Center for Learning and Teaching, and will continue, under its new name, to proudly support the University’s Strategic Plan.