to be CREATIVE
As 2011 began, the Center for Learning and Teaching was still known by its original name: the Center for Learning Technologies. At mid-year, following the focus of the university’s Strategic Goals, a targeted focus on learning and teaching, CLT became the Center for Learning and Teaching and continued to work with the faculty to support both institutional and individual efforts to enhance teaching and learning.

To this end, CLT was able to add a new Assistant Director, Dr. Joyce Armstrong, whose efforts to engage faculty and department chairs to reflect on their teaching and learning should encourage greater excellence. We at CLT continued our efforts to provide collaborative interaction opportunities such as the Provost’s Conversations on Teaching and Learning series and other faculty-led events at which best practices were shared, discussed, and strengthened.

In 2011, CLT awarded six Faculty Innovator Grants (to promote collaboration and innovation among the academic colleges) and held its annual Faculty Summer Institute on the topic of “teachODU: Facilitating Student Success.” The Institute’s workshops were well-attended and well-taught, aided by the Faculty of the Institute, a strong group of faculty and administrators committed to sharing their strengths in both teaching and advising.

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

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 and lessons learned.

As Old Dominion University places its focus on students, CLT continues to support their instructors. Our team of talented and dedicated professionals (instructional designers and technologists, graphic designers, multimedia developers, and others) put faculty first, and work to support faculty efforts to connect and engage students. In parallel to this, CLT continues to expand its network of experts by involving faculty in leading various CLT activities.

Our first annual retreat at Tri-Cities Center in August gave the CLT team a chance to strategize ways that we can pool our energies and talents to best serve the university’s mission.

We are pleased to be the university’s Center for Learning and Teaching, and we pledge to be of service to faculty throughout 2012 and beyond, in order to foster the culture of teaching excellence and to provide our students with memorable learning experiences.

Dr. M’hammed Abdous  
Director, Center for Learning and Teaching  
Assistant Vice-President, Teaching and Learning with Technology, Old Dominion University
# TABLE OF CONTENTS

## 1. Who We are
1.1 Mission 6
1.2 Goals 7
1.3 Staff 10
1.4 Organizational Chart 14
1.5 Facilities 15
1.6 Professional Memberships 16

## 2. 2011 Achievements
2.1 Faculty Development 19
2.2 Faculty Support 26
2.3 Course Development and Production 29
2.4 Technology Integration and Innovation 31
2.5 Best Practices Dissemination 32
2.6 Campus-wide Support Projects 36
2.7 Faculty Innovator Grants 37
2.8 Research 39
2.9 Teaching 41
2.10 Grants and Contracts from External Sources 41

## 3. Data
3.1 Graphics 43
3.2 Multimedia Duplication 43
3.3 Faculty Development Event Participant Summary 44
3.4 Online Programs Production 44
3.5 Online Course Production Summary 45
3.6 Hybrid Course Production Summary 45
3.7 Course Redesign Summary 46
3.8 Materials Produced for Existing Courses Summary 46
3.9 Faculty Development and Support Projects 47
3.10 Special Projects: University and College Projects 48
3.11 Special Projects: Internal Tools and Applications 49
3.12 Special Projects: External Projects 49
3.13 Evaluation of CLT’s Projects 50
WHO WE ARE

ABOUT CLT

The Center for Learning and Teaching (CLT) was established in 1994 as the University’s Center for Learning Technologies, part of the Office of Distance Learning, per the University’s Strategic Plan. It served the University by assisting faculty members to develop courses for delivery via new and different delivery modes.
Today, CLT provides that same level of service regarding technology, with an emphasis on teaching and learning. As ODU works to put student engagement first, CLT works to support that effort by assisting faculty members to use best practices in the teaching and learning process regardless of the delivery mode of the course material: face-to-face, or via satellite broadcast, Web, or mobile device.

CLT offers a wide variety of services designed to support the ODU faculty’s teaching and learning effort. Among those services are the collegial sharing of ideas, learning strategies, and assessment; instructional design, course development, and 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 Faculty Innovator Grant program and the Faculty Summer Institute on Learning and Teaching.

CLT’s Welcome Center is located on the first floor of Gornto Center, on the south side of the campus between the Batten Arts and Letters Building and Perry Library.

The Center for Learning and Teaching is organized into several service units:

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

- **Instructional Design**, which assists faculty members and their assistants with 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,

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

- **Faculty Development Teaching Lab**, which provides a hands-on environment for workshops, seminars, webinars, and other collaborative events to support the discovery and development of learning and teaching strategies, assessment strategies, and technology skills.
1.1 MISSION

The mission of The Center for Learning and Teaching is twofold: to support, promote, and enhance teaching, learning, and research; and to foster innovation.

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

- 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 of 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 2011 GOALS

To achieve this mission, the Center for Learning and Teaching focused on the following 2011 goals:

1. Assist the University with the implementation of strategic initiatives, including the research, planning and/or rollout of:
   - Teaching and learning enhancement initiatives
   - Course Management System Review (planning, piloting and evaluation)

2. Continue production and maintenance of online degree programs and courses

3. Provide a comprehensive and coherent faculty development program, to include:
   - Brown bag discussion sessions
   - Classroom observations
   - Faculty Innovator Grant program
   - Framework to evaluate CLT’s faculty development activities
   - Greater visibility of available resources and services
   - Individual teaching consultations
   - Orientations to appropriate technologies and common practices for new faculty, instructors, adjuncts, and teaching assistants
   - Faculty Summer Institute on Learning and Teaching
   - Surveys
   - Workshops by Old Dominion University faculty

4. Promote scholarship in teaching throughout the campus community via provision of or participation in:
   - Collegial dialogue and communication
   - Sharing of successful teaching practices with peers across disciplines
   - Faculty Innovator Grant program
   - Faculty Summer Institute
   - Faculty Development Program: teachODU, Integrating Technology into Teaching
   - Orientations for faculty, administrators, and teaching assistants
   - Committees related to faculty, teaching, and technology issues

5. Share research, evaluation, demonstration, and integration of appropriate learning tools and techniques through consultation on teaching, to include:
   - Review and analysis of course materials including syllabi, learning activities, and evaluation and assessment methods, and the application of quality assurance
   - Review and analysis of class and lecture organization
   - Strategies and tools for motivation and engagement
WHO WE ARE

- Strategies and tools for mid-semester and end-of-semester course evaluation
- Methods for providing and receiving student feedback

6. Share, research, evaluate, demonstrate, and integrate appropriate technologies

7. Disseminate best practices in teaching and learning by:
- Supporting faculty members to gather and analyze data about their effective teaching practices, using questionnaires, surveys, and fast feedback
- Supporting faculty members to engage students in practices that may improve effectiveness and efficiency in learning, including:
  • Study tips
  • Time management
  • Library usage
  • Computer literacy
  • Information literacy

8. Promote effective use of innovative instructional technologies to enhance teaching and learning through:
- Research and dissemination of information regarding best practices in technology and learning
- Identification of appropriate learning tools, strategies, and technologies
- Development and production of faculty support materials
- Provision of workshops, seminars, and demonstrations for a variety of applications and environments

9. Support curriculum and course development and production through:
- Development or conversion of course materials for a variety of delivery modes and formats
- Increased efficiency in the production of course materials during course development
- Development of tools and documentation of methods which will allow faculty members to become more self-sufficient in their own course development and production of their own content

10. Develop graduate student internship program by:
- Identifying opportunities for collaboration between CLT, departments, faculty members, and students that will facilitate course development, teaching, and learning
- Identifying or developing models for collaboration that can be utilized across disciplines
- Identifying tools to initiate and maintain communication and networking opportunities across disciplines

11. Promote faculty innovation and discovery:
- Support faculty innovators in the research and development of their innovations
- Provide limited assistance with the development of prototypes
- Provide limited assistance with grant activities in other departments
12. Develop and implement best practices and procedures within CLT:
   - Build repository of best practices
   - Implement project management practices
   - Implement a student worker development program
   - Implement a new communications plan
   - Strengthen public relations to publicize activities and services
   - Position CLT identity as a service organization for all faculty and communicate its message
   - Cultivate relationships with counterpart service organizations

13. Implement CLT Intranet, to include:
   - Integrated calendar of unit duties and requirements
   - Integrated project sites for Faculty Innovator Grant program, Faculty Summer Institute, and other special projects
   - Integrated meeting sites for staff meetings and special projects
   - Integrated calendars
1.3 2011 STAFF

Dr. M’hammed Abdous
Assistant Vice-President, Teaching and Learning with Technology Director, Center for Learning and Teaching
PhD, School Administration and Policy
Laval University, Quebec, Canada

Joyce Armstrong
Assistant Director
Ph.D., Curriculum and Instruction
University of Connecticut

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

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

Yong Chen
Instructional Technology Specialist
MA, Educational Technology
San Diego State University

Donald Emminger
Graphic Designer
BFA, Design and Illustration
Temple University
WHO WE ARE

Dexter Marcelino
Interface Designer
Old Dominion University

Bertha M. Mebane
Multimedia Duplication Assistant
AS, Business Administration
Tidewater Community College

Deborah Norris
Instructional Designer
MS, Business/Industry Training
Old Dominion University

June Ritchie
Assistant Director
MM, Mississippi College

Alison Schoew
Technical Writer
MA, Applied Linguistics
Old Dominion University

David Swift
Instructional Designer
MS, Educational Technology
Lehigh University
“To this date, I have not met any of the CLT staff unwilling to assist. Thank you for making our lives a little easier and better!”

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

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

Glenda Warner
Instructional Designer
BS, Special Education
Old Dominion University

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

Betsy von Reyn
Instructional Technology Specialist
BS, Mathematics,
Instructional Technology
Old Dominion University
1.4 ORGANIZATIONAL CHART
1.5 CLT FACILITIES IN GORNTO CENTER

Welcome Center (Gornto 138)
- Reception for CLT and for Distance Learning
- Assistance for faculty in determining who to talk with about their needs

Multimedia Duplication and Viewing (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
- Flatbed scanning
- 35mm 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

“I was impressed and very pleased with the timeliness of service.”
1.6 PROFESSIONAL MEMBERSHIPS

1.6.1 CLT MEMBERSHIPS

The Center for Learning and Teaching maintains membership in

- ELI (Educause Learning Initiative)
  www.educause.edu/eli

- New Media Consortium
  www.nmc.org

1.6.2 CLT STAFF MEMBERS’ INVOLVEMENT WITH ODU

In 2011, members of the CLT staff were involved in the following University organizations and initiatives:

- Classroom Central Advisory Committee
- Course Evaluation System Committee
- Dissertation Committee, Community College Leadership doctoral student
- The Great Computer Challenge
- HLEA Hispanic & Latino Employee Association
- Information Architecture Redesign 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
• Secular Student Alliance (Faculty Advisor)
• VCCS/ODU Joint Planning Team
2011 ACHIEVEMENTS:

During 2011, The Center for Learning and Teaching fulfilled major efforts in

- Faculty development (see section 2.1)
- Faculty support (see section 2.2)
• Course development and production (see section 2.3)
• Technology integration and innovation (see section 2.4)
• Best Practices dissemination (see section 2.5)
• Campus-wide support projects (see section 2.6)
• Grants made to faculty members (see section 2.7)

In addition, members of the CLT staff made three presentations at three national academic conferences, had eight articles published in refereed academic journals, co-authored one book, and taught a variety of courses at Old Dominion University. See more specific information in sections 2.8 and 2.9. CLT also completed a project for the US Navy on Expeditionary Logistics (see section 2.10).

In August, to inaugurate CLT’s new name and to strengthen the alignment of our departmental goals with the University mission and strategic plan, the CLT staff held their annual retreat at Tri-Cities Center.

2.1 FACULTY DEVELOPMENT

The Center for Learning and Teaching created opportunities for faculty members to explore new approaches to learning and teaching by encouraging the introduction and application of effective tools for pedagogy. During 2011, a new liaison to the faculty was added as Dr. Joyce Armstrong began, in her position of Assistant Director, to reach into the university’s academic departments to partner with them to teach their new adjuncts and faculty members to use best practices in teaching.

An ongoing Faculty Development Program, titled teachODU, continued as a strategic part of the CLT mission. Faculty technology surveys were conducted, and CLT workshops were continually re-evaluated in response to the faculty’s changing technology interests.
WORKSHOPS AND SEMINARS

CLT staff and faculty members provided 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 2011 included:

- A new workshop, Foundational Strategies for Online Teaching and Learning, offered to support the burgeoning number of instructors teaching online courses,
- Hands-on workshops held in CLT’s 16-seat faculty development lab to acquaint faculty members with the use of teaching and learning tools like Blackboard, Adobe Connect, Respondus LockDown Browser, TurningPoint (the personal response system used by the university), ODUEdit, and ways to use audio and video in courses,
- CLT’s annual Faculty Summer Institute, a two-day event whose focus is best practices in teaching,
- A teachFAIR, a half-day event that allowed faculty members using innovative strategies or technologies in their courses to share them with colleagues, and
- Orientations for teachers of broadcast courses in optimizing their content’s display and in managing their courses.

In addition, one CLT instructional designer offered a guest lecture entitled “Distance Learning: Technology and Budgeting Issues” for a doctoral-level seminar course on Community College Leadership; another was a guest speaker for a graduate course in psychology and in a human services course speaking on “Preparing to Develop Hybrid and Online Courses”; another took an Adobe Connect workshop “on the road” to Writing Tutorial Services; and several CLT staff members made presentations at the Graduate Teaching Assistant Instructor (GTAI) Institute, at the College of Education New Faculty Orientation, and at the Provost’s Faculty and Adjunct Faculty Orientations.
FACULTY SATISFACTION WITH CLT SERVICES

Satisfaction with teachODU and CLT events:

During 2011, CLT offered 151 different events or workshops to the campus community. CLT staff members and faculty taught more than 525 hours of workshops and seminars (and spent many more hours in individual faculty consultations). Nearly 300 faculty members (of the University’s 1200+) and well more than 100 administrators and teaching assistants attended events or workshops over the course of the year.

Of the 798 attendances at CLT workshops/events, 287 respondents completed CLT feedback forms at the end of their sessions. (That number excludes responses from participants in CLT’s Faculty Summer Institute, which are noted in their own category, below.) Of those 287 respondents, on a rising Likert scale of 1-4, those reporting that they were “very satisfied” with their CLT workshop or event gave CLT a score of 3.14. CLT earned a higher-than-3 score on each of these categories: “The session aims and objectives were clearly stated”, “I believe that the aims and objectives were achieved”, “The session was useful and relevant to my needs”, “The session material was well-organized and presented in an interesting manner”, “The hands-on training was helpful to me”, “The participants were actively involved in the session activities”, and “I would be interested in attending upcoming CLT activities.”

Satisfaction with CLT projects:

In early 2012, CLT polled the faculty members with whom CLT had completed projects in 2011, in order to determine their satisfaction. Of the 364 projects completed in 2011, we received feedback for 220 (a 60% response rate).

Fully 90% of respondents reported that they were “very satisfied” and an additional 8.2% reported that they were “satisfied” with the knowledge and ability of the CLT staff. Similarly, 89.5%
ACHIEVEMENTS

reported that they were “very satisfied” and 9.1% reported that they were “satisfied” with the quality of their projects. And fully 95.5% of respondents were either “very satisfied” or “satisfied” with the promptness and timeliness of services provided by the CLT staff.

In addition, on a rising Likert scale of 1 to 5, “friendliness and courtesy of the CLT staff” received a 4.89 rating. “Promptness and timeliness of services” received a 4.8 rating. These findings mirror the tradition of excellence and expertise that the campus community has come to expect from CLT.

(See Table 13 for more specifics.)

teachFAIR

On October 19th, CLT sponsored a Teaching and Learning Fair in the River Rooms at Webb University Center, at which a dozen exhibitors shared teaching and learning posters and instructional technology projects in an open house reception format, discussing the goals, strategies, and implementation techniques of their projects with the teaching, adjunct, and research faculty.
FACULTY SUMMER INSTITUTE

The 2011 CLT Faculty Summer Institute, teachODU: Facilitating Student Success, was held May 24-25 and engendered, among the attending faculty from ODU and other nearby universities, a vibrant discussion about campus climate, academic preparedness, and the classroom dynamic and experience. The institute was well-attended and well-received.

On Tuesday morning, May 24, participants were welcomed by Dr. M’hammed Abdous, Director of CLT, and Andy Casiello, Associate Vice-President for Distance Learning, and then enjoyed a panel discussion on Engaging Students with Content Material both Inside and Outside the Classroom. Next, institute participants had a chance to INTERACT! in small groups at roundtables on the topics of Integrating Social Media and Leveraging Small Groups for Student Success.

The Provost spoke during lunch. Her brief presentation gently exhorted faculty members to see their students as individuals and to encourage them in any way possible. On Tuesday afternoon, participants enjoyed a panel discussion on Empowering Students both Inside and Outside the Classroom.

On Wednesday morning, May 25, a video of students answering questions about their experiences at ODU was shown, and a student panel addressed the faculty’s questions. Next, several Shining Star Award winners hosted a panel. Then, CLT’s Dr. M’hammed Abdous led the faculty in a “PICS Carousel” – helping them to identify problems, issues, and concerns about their teaching, and helping them to identify solutions.

On Wednesday afternoon, participants enjoyed their choices of several roundtable discussion groups called the 3Ts – Tips, Tricks, and Tools – which offered hands-on technology training. Participants in the Faculty Summer Institute enjoyed continental breakfasts and buffet luncheons on Tuesday and Wednesday. Door prizes, including two FlipCams and two iPod Touches, were awarded at each half-day.
The more than 100 participants were asked to evaluate each session they attended, and overall, the sessions received a 3.59 rating (on a rising Likert scale of 1-4). Participants reported that they most liked hearing “others’ thoughts from different departments” and “the great ideas to incorporate students’ interests” and “teaching strategies – things I can repurpose”; and learning about “creative ways to engage students” and “translatable skills to multiple disciplines” and “the variety of topics – all were very helpful.”

They also reported that they particularly enjoyed the “sharing” and “getting insight into how students perceive their learning”, the “discussion of learning styles” and the “diversity in thought from each panelist.” They reported that they were helped by the “exchange of ideas/experiences” and “hearing the students’ perspective” and the “opportunity to share and brainstorm” and “understanding the faculty perspective on group work.”

Thanking CLT for offering this chance for the faculty to share in a collegial way about teaching, participants saluted “the engaging presenters” and “the instructor’s enthusiasm”, the “interactivity”, the sharing of “concrete examples” and “hearing the passion and love of teaching.” They left the CLT Faculty Summer Institute with the “inspiration to do new things in class” and with an “introduction to useful websites”, having had the ability to do a good bit of “networking with colleagues.”

What Faculty Have to Say: https://blog.clt.odu.edu/si/what-faculty-have-to-say
teachODU

In 2011, CLT continued to sharpen its teachODU faculty development program to focus on topics across the broad spectrum of teaching and learning issues. teachODU is offered to faculty members, adjunct faculty members, and teaching assistants at Old Dominion University.

In order to make the workshops even more available to faculty members, many are offered via video stream, via two-way interactive video, via Adobe Connect, or as a series of webinars. This diversity in delivery mode allows CLT to better serve the faculty by increasing reach.

As the university develops more online programs, CLT supports that effort by developing those online courses in coordination with the teaching faculty and departments, by enhancing the quality of and consistency between online courses for students, and by offering a workshop designed specifically to strengthen the teaching of online courses. This new workshop offering, entitled “Foundational Strategies for Effective Online Teaching”, has been well-received.

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 and Teaching 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.

Our service units include a graphics department, a team of instructional designers and instructional technology specialists, multimedia production and duplication facilities, and a faculty multimedia development lab.

GRAPHICS DEPARTMENT

During 2011, the Graphics Department at CLT produced 268 complete jobs (comprising a total of 687 individual job units) for faculty members, staff members, University organizations and groups, or students. (That is a 14% increase over 2010’s productivity.)

In addition to designing posters, the Graphics Department created maps, illustrations, charts, graphs, logos, displays, project-specific photography, and certificates used in books and scholarly journals, in PowerPoint presentations, and for grant proposals and websites.

INSTRUCTIONAL DESIGN / INSTRUCTIONAL TECHNOLOGY

In 2011, five new hybrid courses and 23 online courses were completed for six colleges. In addition, three courses were redesigned, and 15 online courses were moved to the newly-redesigned personal learning environment. Materials were created for an additional 32 courses, well more than double last year’s number of courses.

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

In 2011, a new Field Experience Program was developed. This initiative established a student practical internship agreement between CLT and the Department of Science, Technology, Engineering, Mathematics Education and Professional Studies (STEMPS) to benefit the STEMPS students’ education and to support CLT course production. Under this program, CLT Instructional Designers mentor training specialist students by matching students’ skills and goals with active CLT projects. This program provides STEMPS undergraduate and graduate students with
an opportunity to gain practical experience in a productive educational and training development environment. The program was initiated in the summer of 2011, and two students have successfully participated in the program pilot.

MULTIMEDIA DUPLICATION

CLT offers audio and video duplicating and playback services to the faculty, staff, and students of ODU.

During 2011, the Multimedia Duplication Center staff processed 821 orders. Included were 732 orders from ODU faculty members and administrators. Five orders were for local students who picked up DVDs at the center. 84 DVDs of classes were sent to ODU distance sites for students whose sites experienced human error, electrical/technical problems, or weather closures.

In addition, the center’s staff edited 31 CLT instructional videos for posting to YouTube, and made the center’s Multimedia Duplication’s Viewing Room available to 30 visits by on-campus students to view previously recorded distance learning classes.

MULTIMEDIA DEVELOPMENT

CLT’s Multimedia Development staff contributed to a wide variety of faculty-requested, internal, and external projects during 2011. Among these:

An informational kiosk was designed, developed, and deployed, giving all guests to the Gornto Building (where most of ODU’s Distance Learning courses originate) easy access to maps, personnel locations, and building floor diagrams.
ACHIEVEMENTS

A training module for the Desegregation of Virginia Education (DOVE) Project, designed to help find papers and artifacts relating to the segregation/desegregation of our area schools, was modified to offer a broader availability to trainees.

A virtual map of the campus, which can be used by prospective students to offer a first-person view of campus buildings, is almost complete. The new virtual map is accessible via a standard web browser and allows students to “walk” through the campus and see the buildings as if they were standing before or beside them.

The Multimedia Development staff also created an app, called HelloODU, now available for download in the Apple App Store, which allows any prospective student to learn more about the university and the surrounding area.

FACULTY MULTIMEDIA DEVELOPMENT LAB

In Gornto 411, a multimedia lab provides faculty members with file conversion services. Walk-in services 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 2011, more than 28 multimedia conversions of documents and/or slides were made for faculty members by the Multimedia Development Lab.
2.3 COURSE DEVELOPMENT AND PRODUCTION

During 2011, the staff at the Center for Learning and Teaching met the University's commitment to foster student engagement by producing courses designed to “support, promote, and enhance teaching, learning, and research, and to foster innovation.”

To this end, CLT instructional designers completed one degree program (see Table 4) and 23 online courses for six colleges (see Table 5), as well as five hybrid courses (see Table 6). As the University puts more effort into two areas (teaching and learning and the development of more online programs), the strength of CLT’s instructional designers in assisting departments and faculty with the development of new online courses and with training faculty in the best practices for delivering material in an online format is becoming more critical than ever.

In addition to the development of online courses, CLT designers worked to update and revise current courses. In 2011, three courses were redesigned (see Table 7), and 32 courses had new material added or were revised or updated (see Table 8).

To aid in the university's effort to increase the number and the quality of courses offered online, in 2011, CLT put its new Personal Learning Environment (PLE) into practice, and it has been adopted by Distance Learning as the primary design for courses in online degree programs.
Originally, in 2005, a synchronous integrated interface was developed to deliver online course materials. During the first phase of the 2011 transition, the content of online courses that had been developed between 2005 and 2011 was migrated to the new Personal Learning Environment and an online editor was deployed so that faculty developers can now edit their own content while teaching. A total of 15 courses were migrated to the new PLE: nine Arts and Letters courses, one Business course, and five Health Sciences courses.

Plans for 2012 include completing the migration of existing courses, adding new features to the faculty editor, and beginning to add personalized features for both students and faculty members to track their progress and utilize social media type interfaces.
2.4 TECHNOLOGY INTEGRATION AND INNOVATION

ACROBAT 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 Acrobat Connect.

SMART Board® in FACULTY DEVELOPMENT LAB
Dr. Jennifer Kingsley Green of Educational Foundations and Leadership, with the support of CLT, was the first to utilize the SMART Board® to capture lecture content and problem demonstration as online supplements to her face-to-face classes and online courses.

MID-SEMESTER COURSE EVALUATIONS
CLT continued to provide mid-semester course evaluations that can be deployed from Blackboard. Two different surveys are available – one for Student Feedback that can be used weekly (or after each teaching module) and one that offers a more complete course evaluation at mid-semester. Results are delivered anonymously, and faculty can view the collective results quickly and easily.

LMS REVIEW
In an effort to evaluate various learning management systems (LMS) currently on the market for the purpose of improving teaching and learning, OCCS and CLT worked together on a review, during which faculty members were offered the opportunity to utilize Moodle as well as to explore the next version of Blackboard.

FACULTY INNOVATOR GRANTS
CLT staff was available to the six 2011 Faculty Innovator Grant recipients, as needed, to assist in the design, development, and implementation of their projects, which were designed to enhance the teaching and learning effort. (See section 2.7 for more information.)
2.5 BEST PRACTICES DISSEMINATION

One of the most important facets of the mission of The Center for Learning and Teaching 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 tools were deployed:

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 2011 Faculty Summer Institute, teachODU: Facilitating Student Success, was well-attended, well-led (by a strong group of Faculty of the Institute), and well-received, and sparked an ongoing conversation about the use of advising, in conjunction with solid teaching skills, to engage students. (See more in 2.1, Faculty Development.)

Provost’s Conversations on Teaching and Learning
In 2011, 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 2011 series of Provost’s Conversations on Teaching and Learning featured Conversations about Relevance and Efficiency when Managing Student Workload, Using Social Media to Learn Beyond the Classroom, Advising Tips to Keep Students On-Track, Encouraging Student-to-Student Collaboration and Interaction, Advising Students as a Research Mentor, Peer Tutoring,
Understanding Students’ Academic Success and Difficulty, Inspiring / Motivating / Engaging Students, Developing Critical Thinking, and Partnering with Students for Publication. Archived Conversations can be found at “Watch Archives” and briefer nuggets of wisdom from the Conversations (“Worth Sharing”) can be found at http://clt.odu.edu/pctl.

This series of Provost’s Conversations continued into 2012, with CLT producing each event.

**teachBANK**
To elevate awareness of CLT’s comprehensive teachBANK filled with services and resources designed to help newer faculty members as well as to enable veteran faculty members to share their expertise, in 2011, teachBANK access moved to the main page of CLT’s portal: http://clt.odu.edu.

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.

**Orientation to Online Teaching**
Since several departments are currently moving toward offering more programs in an online format, CLT offered a new day-long workshop, Foundational Strategies for Effective Online Teaching.

The workshop, delivered in both a face-to-face format and via Adobe Connect, 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.
Faculty Collaborators
Part of CLT’s mission is to encourage dialogue about best practices in teaching and learning among ODU’s faculty members. In support of that mission, during 2011 at CLT-sponsored events, many faculty members led discussions or presented either research or tools that they use with their students. The CLT team appreciates the faculty members’ willingness to share their expertise, and thanks them for their enthusiasm and their participation.

Faculty of the 2011 Faculty Summer Institute, the teachFAIR, or the Provost’s Conversations on Teaching and Learning:

- **CJ Butler**, Senior Lecturer, Communication Disorders / Special Education
- **Michelle Carpenter**, Instructor of Marketing and ODU AMA Club Chapter Advisor
- **David Chapman**, Adjunct Professor, Urban Studies and Public Administration
- **Mona Danner**, Director, PhD, Sociology and Criminal Justice
- **Michele Darby**, Eminent Scholar, University Professor, and Chair, Dental Hygiene
- **Kevin Depew**, Assistant Professor, English
- **David Earnest**, Associate Professor, Political Science and International Studies
- **Betty Rose Facer**, Senior Lecturer, French
- **Jennifer Fish**, Chair, Women’s Studies
- **John Hackworth**, University Professor, Program Director, Electrical Engineering Technology
- **Janice Hawkins**, Lecturer, School of Nursing
- **Kim Herbert**, Director of Advising, College of Sciences / Adjunct Professor, Communications
- **Jennifer Kidd**, Senior Lecturer, Chief Departmental Advisor, Teaching and Learning
- **Nicole Kiger**, Director, Office of Student Activities and Leadership
- **Sue Kimmel**, Assistant Professor, Teaching and Learning
- **Kathleen Levingston**, Lecturer, Human Services
- **Yuping Liu-Thompkins**, Associate Professor, Marketing
- **Terri Mathews**, Assistant Dean, College of Sciences
- **Sueanne McKinney**, Associate Professor, Elementary Education
- Linda Miller-Dunleavy, Senior Lecturer, Communication Disorders and Special Education
- Kyle Nicholas, Lecturer, Communication and Theatre Arts
- Worth Pickering, Assistant Vice-President, Institutional Research and Assessment
- Karen Polonko, University Professor, Sociology and Criminal Justice
- Jennifer Poutsma, Associate Professor, Chemistry and Biochemistry
- Jack Robinson, Associate Professor, Early Childhood, Speech Pathology and Special Education
- Don Smith, Associate Professor, Sociology and Criminal Justice / Director, online program, Criminal Justice
- Scott Sechrist, Associate Professor and Program Director of the NMED Program
- Gary Schafran, Chair, Civil and Environmental Engineering
- Tim Seibles, Associate Professor, English
- Charles Sukenik, Associate Professor, Physics
- Althea Tait, Assistant Professor, Women’s Studies
- Lynn Wiles, Senior Lecturer, School of Nursing
- Hongwei Zhu, Assistant Professor, MIS/Decision Sciences

Administrators who presented at the 2011 Faculty Summer Institute or who led a Provost’s Conversation on Teaching and Learning:

- Andy Casiello, Associate Vice President for Distance Learning
- Beth Ann Dickie, Acting Director, Office of Educational Accessibility
- Beth Esinhart, Director of Interdisciplinary Studies, Teacher Preparation Program
- Lisa Hall, Director of First Year Academic Enhancement
- Marina Hill-Bartos, Site Director, ODU Richmond
- Judy Luedtke, Director, New Student and Parent Programs
- Billie Montgomery/Cook, Academic Advisor for Freshmen, College of Business and Public Administration
- Ann Pettingill, Associate University Librarian
- J. Worth Pickering, Assistant Vice President for Institutional Research and Assessment
- Jessica Ritchie, Elise N. Hofheimer Art Library Supervisor
- Jennifer Usis, Director, Undergraduate Advising, College of Business and Public Affairs
- Sandy Waters, Assistant Dean, Advising and Transfer Programs
- Jennifer Younkin, Chief Departmental Advisor, Department of Psychology
2.6 CAMPUS-WIDE SUPPORT PROJECTS

The Center for Learning and Teaching is often asked to support University projects. Below are several projects that CLT coordinated during 2011:

**Virtual Campus Map**
For prospective students, CLT’s virtual map of the campus is almost complete. It allows each user to determine the path through the campus that he or she will take. The new map is accessible via a standard web browser and allows students to “walk” through the campus to see the buildings as if they were standing before them.

**ODU Library’s Desegregation of Virginia Education (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 module, and, later, a less-interactive but more broadly accessible training system for the volunteer archivists who work with members of the community in the gathering of resources.

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

**Orientation for New Faculty and Administrators**
This website, developed by CLT, includes twenty ten-minute video recordings of ODU administrators, welcoming new faculty and administrators and explaining the various departments of the campus. http://clt.odu.edu/fao
2.7 FACULTY INNOVATOR GRANTS

The Center for Learning and Teaching at Old Dominion is proud to have awarded six Faculty Innovator Grants for the academic year 2011-2012. 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/awards.php)

Recipients include:

**Xixi Wang, Civil and Environmental Engineering**
*Integration of ePIV in Hydromechanics and Hydraulic Engineering Education*
Understanding fluid dynamics is fundamental for students in hydraulics-related engineering, mechanical engineering, and oceanography. Teaching fluid dynamics consists of a combination of theory and practice. Because such classes are conventionally taught in an abstractive way, which also is the case at ODU, students feel greatly challenged and can hardly correlate sophisticated differential equations with real flow phenomena. This proposed project will integrate the Educational Particle Image Velocimetry (ePIV) system of the CEE Hydraulics/Water Resources Laboratory in fluid dynamics classes. The direct outcomes will be positive change in students’ learning attitude and increased capability of students to apply flow principles.

**Pinky McCoy, Chemistry and Biochemistry**
*Craig Bayse, Chemistry and Biochemistry*
**Incorporating Technology into Non-Majors’ Chemistry Laboratories**
The Chemistry Department has recently purchased Venier LabQuest instrumentation which automates data collection and provides graphic capabilities in a handheld device. This proposal requests funds to expand the use of the PDA-like devices into non-majors chemistry (CHEM 106N) to enhance and modernize the lab experience through the real-time collection of data and direct interface with Windows and Macintosh software applications. This lab course is populated by a high percentage of nursing students who will gain experience using devices similar to those used in their upper level nursing clinic courses and healthcare settings.

**Matthew Hoch, Human Movement Sciences**
*Bonnie Van Lunen, Human Movement Sciences*  
*Andy Carter, Human Movement Sciences*  
*Scott Johnson, ODU Athletics Department*
**Improving Healthcare Informatics Competency in Post-Professional Athletic Training Students**
Students in the post-professional athletic training education program are required to have clinical experiences in which healthcare informatics are utilized in clinical decision making; however, several logistical barriers create challenges when integrating electronic medical record systems into the clinical education of these students. Integrating portable hand-held technology such as netbook computers may facilitate electronic medical record system usage and enhance the student’s clinical education competency in this area.

**Jong Chool Park, Accounting**  
*Yin Xu, Accounting*  
**Team-based Learning by Students’ Video Clips in Intermediate Accounting**  
The student learning experience can be enhanced by integrating accounting theory with the application of it through team-based problem solving. Specifically, students will be given a team-based project in which students discuss and solve a set of key problems on a team basis and produce teaching video clips for all questions. The submitted teaching video clips will be reviewed by the instructor. Some video clips will be chosen and posted online to be available to students in later semesters.

**Elizabeth Vincelette, English**  
*Tim Bostic, English*  
*Jennifer Kidd, Teaching and Learning*  
**Multi-Modal Assessment for the Millennial Student**  
Instructors and students will use screencast technology to provide feedback on writing. Screencasts improve upon traditional feedback by using aural and visual modalities, offering a multisensory approach unlike common methods of assessing student writing, which usually consist of handwritten comments (often editing marks with a narrative at the end); the Track Changes or Comments functions in Microsoft Word; or a typed, memo-style narrative separate from the document. Studies suggest that students perceive multisensory feedback as flexible and effective. Furthermore, improving writing overall can contribute to ODU’s Quality Enhancement Plan: Stretching the Human Mind through Learning and Writing.

**Declan De Paor, Physics**  
*Charles Sukenik, Physics*  
*Gail Dodge, Physics*  
*Dick Zimmerman, Ocean, Earth and Atmospheric Sciences*  
*Scott Sechrist, NMED*  
**Virtual Versus Real Prisms for Optics Education**  
Numerous science, engineering, and visual arts students need to understand light and spectroscopy. Glass prisms have long been used to teach about color, refraction, rainbows, etc. The PI previously created an interactive virtual prism (http://www.lions.odu.edu/~ddepaor/Site/Applets.html) using Flash. Advantages include the ability to change refractive index and shape and suitability for distance education or study after lab class. But do students learn from virtual vs. real prisms? We will find out using pre-post-tests, eye tracking, think-aloud protocols, and polling. Positive results will lead to an NSF TUES Type 1 proposal and on-campus dissemination.
2.8 RESEARCH

CONFERENCE PRESENTATIONS:


BOOK:


"...and the entire CLT staff is delightful to work with and very accommodating. Many thanks!"
ARTICLES IN REFEREED PUBLICATIONS:


2.9 TEACHING

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

Wu He
- IT 325  Website and Web Page Design
- IT 410  Object-Oriented Application Development – Visual Basic.Net
- IT 430  Object-Oriented Programming with Java

June Ritchie
- TLED 430  PK-12 Instructional Technology

Alison Schoew
- ENGL 350  Aspects of English

David Swift
- SEPS 400/500  Instructional Systems Development

Loreta Ulmer
- TLED 430/530  PK-12 Instructional Technology

2.10 GRANTS AND CONTRACTS RECEIVED FROM EXTERNAL SOURCES

A 2010-2011 Distance Learning project was completed in the late spring. CLT developed a 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 computer-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 allows them to refine logistic support operations and improves 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 the course has received praise and recognition by the Department of the Navy.
DISCOVER
### 3.1 Graphics

Table 1. Graphics Project Summary

*Projects that support faculty research, course production, and other university initiatives*

<table>
<thead>
<tr>
<th>COLLEGE/ORGANIZATION</th>
<th>2011</th>
<th>2010</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distance Learning</td>
<td>115</td>
<td>113</td>
<td>110</td>
</tr>
<tr>
<td>Administration</td>
<td>14</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>Arts &amp; Letters</td>
<td>7</td>
<td>9</td>
<td>12</td>
</tr>
<tr>
<td>Business and Public Administration</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td>27</td>
<td>28</td>
<td>22</td>
</tr>
<tr>
<td>Engineering and Technology</td>
<td>14</td>
<td>16</td>
<td>15</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>9</td>
<td>9</td>
<td>12</td>
</tr>
<tr>
<td>Sciences</td>
<td>71</td>
<td>43</td>
<td>44</td>
</tr>
<tr>
<td>Library</td>
<td>3</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Campus Orgs</td>
<td>5</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Off Campus / Other</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>268</td>
<td>233</td>
<td>228</td>
</tr>
</tbody>
</table>

### 3.2 Multimedia Duplication

Table 2. Multimedia Duplication and Viewing Summary

*Management of and access to multimedia related to special projects and distance course archives.*

<table>
<thead>
<tr>
<th>TYPE</th>
<th>2011</th>
<th>2010</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials Created for Faculty</td>
<td>732</td>
<td>609</td>
<td>919</td>
</tr>
<tr>
<td>Materials Created for Local Students</td>
<td>5</td>
<td>52</td>
<td>103</td>
</tr>
<tr>
<td>Materials Created for TTN Sites</td>
<td>84</td>
<td>211</td>
<td>1163</td>
</tr>
<tr>
<td><strong>Total Materials Created</strong></td>
<td><strong>821</strong></td>
<td><strong>872</strong></td>
<td><strong>2185</strong></td>
</tr>
<tr>
<td>Student Visits to View Class Archives</td>
<td>30</td>
<td>38</td>
<td>198</td>
</tr>
</tbody>
</table>

The Multimedia Duplication Center provided support for faculty and for on- and off-campus students taking distance courses. The center hosted 30 student visits to the on-campus viewing lab and sent more than 84 items to distance students’ sites. More than 732 items were made for faculty and administrators of ODU.
### 3.3 Faculty Development Event Participant Summary

**Table 3. CLT Faculty Development Participants**

<table>
<thead>
<tr>
<th></th>
<th>Educational Technologies</th>
<th>Special Events</th>
<th>Technology Classroom</th>
<th>TELETECHNET Series</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Letters</td>
<td>45</td>
<td>85</td>
<td>48</td>
<td>102</td>
<td>99</td>
</tr>
<tr>
<td>Business and Public Administration</td>
<td>44</td>
<td>32</td>
<td>11</td>
<td>16</td>
<td>29</td>
</tr>
<tr>
<td>Education</td>
<td>80</td>
<td>70</td>
<td>44</td>
<td>50</td>
<td>31</td>
</tr>
<tr>
<td>Engineering and Technology</td>
<td>16</td>
<td>22</td>
<td>14</td>
<td>22</td>
<td>11</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>25</td>
<td>29</td>
<td>25</td>
<td>41</td>
<td>29</td>
</tr>
<tr>
<td>Sciences</td>
<td>24</td>
<td>20</td>
<td>12</td>
<td>41</td>
<td>70</td>
</tr>
<tr>
<td>Total Faculty</td>
<td>234</td>
<td>258</td>
<td>154</td>
<td>263</td>
<td>298</td>
</tr>
<tr>
<td>Total Staff</td>
<td>130</td>
<td>71</td>
<td>60</td>
<td>159</td>
<td>229</td>
</tr>
<tr>
<td>Overall Total</td>
<td>364</td>
<td>329</td>
<td>214</td>
<td>422</td>
<td>527</td>
</tr>
</tbody>
</table>

1 Adobe Connect, ODUEdit, Respondus LockDown Browser, and Blackboard Series  
2 Foundational Strategies for Effective Online Teaching, Provost’s Conversations on Teaching and learning, Faculty Summer Institute, teachFAIR  
3 Technology Classroom Orientation, Personal Response System (Clickers)  
4 Broadcast and Video Streaming Course Management and Engaging Broadcast and Video Streaming Students

### 3.4 Online Programs Summary

**Table 4. Online Programs Completed in 2011**

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>COLLEGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>MS, Dental Hygiene</td>
<td>Health Sciences</td>
</tr>
</tbody>
</table>
3.5 Online Course Production Summary

Table 5. Online Course Production

<table>
<thead>
<tr>
<th>COLLEGE</th>
<th>2011</th>
<th>2010</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Letters</td>
<td>3</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Business and Public Administration</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td>11</td>
<td>5</td>
<td>13</td>
</tr>
<tr>
<td>Engineering and Technology</td>
<td>4</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Health Sciences</td>
<td>1</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>Sciences</td>
<td>3</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>23</strong></td>
<td><strong>18</strong></td>
<td><strong>32</strong></td>
</tr>
</tbody>
</table>

2011 Online Course Production by College:
Arts and Letters: CJRS 395, ENGL 327, HIST 356
Business and Public Administration: OPMT 303
Education: ELS 674, ELS 878, FOUN 641 (2), HMSV 339, HMSV 343, SPED 313, SPED 633, TLED 622, TLED 677, HMSV
Online Program Orientation
Engineering and Technology: ENMA 604, MSIM 601, MSIM 605, MSIM 641
Health Science: DNTH 660
Science: PSYC 317, PSYC 318, PSYC 325

3.6 Hybrid Course Production Summary

Table 6. Hybrid Course Production

Production of individual hybrid courses completed in the specified years
Hybrid courses are taught partially face-to-face and partially online

<table>
<thead>
<tr>
<th>COLLEGE</th>
<th>2011</th>
<th>2010</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Letters</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Business and Public Administration</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td>5</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Engineering and Technology</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Health Sciences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sciences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>5</strong></td>
<td><strong>2</strong></td>
<td><strong>4</strong></td>
</tr>
</tbody>
</table>

2011 Hybrid Course Production by College:
Education: COUN 645, HMSV 343, HMSV 444, SEPS 400/500, SEPS 402
3.7 Course Redesign Summary

Table 7. Course Redesign in 2011
Periodically, courses undergo redesign after they’ve been offered for several semesters

<table>
<thead>
<tr>
<th>COLLEGE</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Letters</td>
<td>1</td>
</tr>
<tr>
<td>Business and Public Administration</td>
<td>1</td>
</tr>
<tr>
<td>Education</td>
<td>1</td>
</tr>
<tr>
<td>Engineering and Technology</td>
<td>1</td>
</tr>
<tr>
<td>Health Sciences</td>
<td></td>
</tr>
<tr>
<td>Sciences</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>3</td>
</tr>
</tbody>
</table>

2011 Online Course Redesign by College:
Arts and Letters: ARTH 435W/535 (online)
Education: READ 680
Engineering and Technology: ENMA 604 (DVD)

3.8 Materials Produced for Existing Courses Summary

Table 8. Material Produced for Existing Courses

<table>
<thead>
<tr>
<th>COLLEGE</th>
<th>2011</th>
<th>2010</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Letters</td>
<td>1</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>Business and Public Administration</td>
<td>3</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Education</td>
<td>9</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Engineering</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>10</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Sciences</td>
<td>4</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Academic Enhancement</td>
<td>1</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
<td>14</td>
<td>27</td>
</tr>
</tbody>
</table>

2011 Production of Course Materials for Existing Courses by College:
Arts and Letters: HIST 104H
Business and Public Administration: ACCT 202, MKTG 311, PADM 671
Education: FOUN 812, SPED 400/500, SPED 406, SPED 610, SPED 630, SPED 631, TLED 301, TLED 302, TLED 468/568
Health Sciences: DNTH Program, DNTH 302, DNTH 415/515, DNTH 305, ENVH 602, ENVH 603, NURA 758, NURA 654, NURS 403, NURS 764
Sciences: PSYC 321, PSYC 413, PSYC 873, PSYC 896
Academic Enhancement (formerly University College): Preview
### 3.9 Faculty Development and Support Projects

Table 9. Faculty Development and Support Projects in 2011
*Projects completed in support of CLT’s mission to support faculty members in their teaching*

<table>
<thead>
<tr>
<th>PROJECT TITLE</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Development Workshops</td>
<td>Developed and offered an ongoing series of workshop on using technologies in teaching.</td>
</tr>
<tr>
<td>Provost’s Conversations on Teaching and Learning</td>
<td>Coordinated 13 Conversations designed to engender discussion among the faculty about best practices in teaching and learning. Full length archives and selected segments (Worth Sharing) are available for viewing online at <a href="http://clt.odu.edu/pctl">http://clt.odu.edu/pctl</a>.</td>
</tr>
<tr>
<td>Field Experience Program</td>
<td>Developed student practical internship agreement between CLT and the Department of Science, Technology, Engineering, Mathematics Education and Professional Studies (STEMPS) to support CLT course production.</td>
</tr>
<tr>
<td>Faculty Summer Institute</td>
<td>Held two-day seminar entitled <em>teachODU: Facilitating Student Success</em>, with more than 100 participants.</td>
</tr>
<tr>
<td>Faculty Innovator Grants</td>
<td>Awarded six new Faculty Innovator Grants to encourage the use of technology in teaching and worked with prior award-winners to bring their projects to completion.</td>
</tr>
</tbody>
</table>
### 3.10 Special Projects: University and College Projects

#### Table 10. University and College Projects in 2011

*Contributions by CLT to the university at large*

<table>
<thead>
<tr>
<th>PROJECT TITLE</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learn Earn Advantage Program (LEAP)</td>
<td>Worked with the Career Center to design a program designed to prepare students eligible for the student work program to become better workers. Involved ODU teachers, students, and employers. Designed presentation of content, assessments, and sequencing of supervisors.</td>
</tr>
<tr>
<td>New Faculty and Administrator Orientation</td>
<td>Designed, recorded, and posted to the web twenty 10-minute vignettes with administrators and faculty to acquaint newly-hired faculty and administrators with the workings of ODU. Available online at <a href="http://clt.odu.edu/fao">http://clt.odu.edu/fao</a>.</td>
</tr>
<tr>
<td>Faculty Orientation RSVP</td>
<td>Created a website for incoming faculty members to help them establish e-mail, ID Card, MIDAS, and parking pass, as they RSVP’d for August on-campus orientation.</td>
</tr>
<tr>
<td>Desegregation of Virginia Education (DOVE) Project Podcast</td>
<td>Worked with the Perry Library staff to create a video podcast of the DOVE project to serve as a training resource for volunteers interested in identifying, locating, and cataloging material for the preservation of Virginia’s desegregation process; hosted on ODU’s iTunes site. Available online through Old Dominion University on iTunes U (<a href="http://itunes.odu.edu">http://itunes.odu.edu</a>).</td>
</tr>
<tr>
<td>HelloODU</td>
<td>Created an app for Apple hand-held devices which introduces ODU and which any prospective student can download at the Apple App Store.</td>
</tr>
<tr>
<td>Virginia-Specific Ethics Course</td>
<td>Worked with Business and Public Affairs Department to develop the course exam of an online course for Virginia CPAs, CMAs, and CFMs, specific to Virginia. The course includes audio, checks on learning, and a multiple-choice test.</td>
</tr>
<tr>
<td>Infection Control -- CBT Module 2</td>
<td>Provided two additional computer-based instruction (CBI) lessons to augment the original CLT-designed program developed through a Faculty Innovator Grant awarded to faculty in the College of Health Sciences.</td>
</tr>
<tr>
<td>I-131 Iodine Training Project</td>
<td>For the School of Nursing, CLT worked with VMASC on a training module to teach nurses to administer radioactive iodine treatment to patients. CLT created the sets and the 3-D objects used in the virtual world that VMASC created to train the nurses.</td>
</tr>
</tbody>
</table>
3.11 Special Projects: Internal Tools and Applications

Table 11. Internal Tools and Systems Development in 2011  
Efforts to streamline workflow and processes for efficiency and quality

<table>
<thead>
<tr>
<th>TITLE</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standards for CLT Production</td>
<td>Updated standards to be met for any CLT production of audio, video, course materials, etc.</td>
</tr>
<tr>
<td>Gormto Kiosk Project</td>
<td>Developed software to drive Gormto building kiosks that include building/staff directory and building floor diagrams.</td>
</tr>
<tr>
<td>Web-based Quality Assurance Tools</td>
<td>Finalized an extensive quality assurance process to allow the faculty developer and CLT production team members to verify a high standard of development and production of online and hybrid courses. Began developing an online interface for implementation in calendar year 2012.</td>
</tr>
<tr>
<td>CLT Professional Development Program</td>
<td>Established a program to hone skills and knowledge, to share professional experiences, and to refine skills integration throughout CLT.</td>
</tr>
<tr>
<td>ODUShare Intranet for CLT</td>
<td>Established and implemented an intranet for CLT using ODUShare, the university’s SharePoint environment, for collaboration with staff members, other departments, and faculty course developers.</td>
</tr>
</tbody>
</table>

3.12 Special Projects: External Projects

Table 12. External projects Completed in 2011  
Serving the community at large through special projects on request

<table>
<thead>
<tr>
<th>TITLE</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>US Naval Expeditionary Logistics (EXLOG) course</td>
<td>Completed the development of, and delivered, Module 2, which consisted of 11 lessons (roughly a semester’s work) for an instructional 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>
### 3.13 Evaluation of CLT’s Projects

*Table 13. Evaluation of CLT’s Projects in 2011*

*Faculty reflections on CLT’s assistance with their projects*

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and ability of the CLT staff</td>
<td>220</td>
<td>1</td>
<td>5</td>
<td>4.87</td>
<td>0.44</td>
</tr>
<tr>
<td>Friendliness and courtesy of the CLT staff</td>
<td>220</td>
<td>1</td>
<td>5</td>
<td>4.89</td>
<td>0.363</td>
</tr>
<tr>
<td>Effort and willingness of the CLT staff to understand and solve problems</td>
<td>220</td>
<td>1</td>
<td>5</td>
<td>4.89</td>
<td>0.571</td>
</tr>
<tr>
<td>Promptness and timeliness of services provided by the CLT staff</td>
<td>220</td>
<td>1</td>
<td>5</td>
<td>4.8</td>
<td>0.652</td>
</tr>
<tr>
<td>Overall, how satisfied are you with the quality of this project?</td>
<td>220</td>
<td>1</td>
<td>5</td>
<td>4.87</td>
<td>0.454</td>
</tr>
</tbody>
</table>

“The hands-on help. Wonderful!”

"The hands-on help. Wonderful!"
In late Summer of 2011, Old Dominion University’s Center for Learning and Teaching (formerly the Center for Learning Technologies) kept its CLT acronym, but moved to a new name and a slightly refocused mission: to help the faculty with every kind of teaching tool. This effort is designed 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.