During 2012, the staff at the Center for Learning and Teaching worked hard to help faculty focus on teaching. As a result, the largest-ever group of faculty volunteers worked with CLT to reach out across the campus to share Best Practices in student engagement. CLT staff and members of the faculty led workshops and other events including the Provost’s Conversations on Teaching and Learning and the Faculty Summer Institute.

In addition, CLT initiated an advisory board of faculty from across the disciplines whose members serve as a primary and ongoing resource. This advisory board will assist CLT by providing consultation about programs and workshops, by helping to identify university and community resources, and by serving in a variety of other capacities to help facilitate community discussion about teaching among the members of the ODU faculty.

In an effort to offer the university’s burgeoning group of teachers of online courses a forum in which they could share ideas, CLT sponsored ODU’s first-ever Online Faculty Learning Community. This forum has generated great interest and enthusiasm from faculty eager to discuss and share ideas about the development and teaching of online courses.

Dr. Joyce Armstrong, Assistant Director, visited department chairs to share the many ways in which CLT can assist their faculty members, adjuncts, and TAs. From those visits came a number of classroom evaluations of teachers (including observations of every teacher in one department), and ideas for department-specific faculty development opportunities.

CLT continued efforts to provide collaborative interaction opportunities at which best practices could be shared, discussed, and strengthened. Yet again in 2012, the Provost’s Conversations on Teaching and Learning series, held during Spring and Fall semesters, featured thirteen (13) faculty members who stimulated thought and discussion on a variety of open topics. The annual Faculty Summer Institute on Teaching and Learning in May focused on the topic of Teaching and Learning Connections. The Institute’s program was well-attended, and the sessions were well-led by the Faculty of the Institute, a group of faculty and administrators committed to sharing their strengths in both teaching and advising. And, during the annual Faculty teachFAIR, more than a dozen faculty members shared their innovations using technology and other strategies in teaching.

In 2012, CLT awarded seven Faculty Innovator Grants to promote collaboration and innovation among the academic colleges and to encourage exploration of the use of technology in teaching and learning. During 2012, CLT made significant steps toward increasing the number of online offerings by the university by helping faculty members to complete or redesign 31 hybrid or online courses. And, to support the pedagogy of teaching online, the Foundational Strategies for Effective Online Teaching workshop was moved to an online format, allowing teachers of online courses the chance to take an online course, themselves, that acquaints them with the differences in online learning.

The Center for Learning and Teaching’s second annual retreat, held at the Virginia Beach Higher Ed Center in mid-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.

As Old Dominion University places its focus on students, CLT continues to support their teachers. Our team of talented and dedicated professionals puts faculty first, and works 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 a variety of activities that encourage a focus on teaching.

We at ODU’s Center for Learning and Teaching pledge to be of service to faculty throughout 2013 and beyond, in order to foster the culture of teaching excellence that will provide our students with memorable learning experiences.

M’hammed Abdous  
Director, Center for Learning and Teaching  
Assistant Vice-President, Teaching and Learning with Technology, Old Dominion University
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3.11 Evaluation of CLT’s Projects
The Center for Learning and Teaching (CLT) was established in 1994 as the University’s Center for Learning Technologies, and is part of the Office of Distance Learning, per the University’s Strategic Plan. Since then, it has served the University by assisting faculty members to develop courses in a variety of delivery modes and to integrate instructional technologies into their teaching, where appropriate.

In support of the Strategic Plan’s Goal One (to provide students with the tools to succeed by advancing an innovative and engaging learning environment for student success), CLT works to assist faculty members in using best practices in the teaching and learning process regardless of the delivery mode of the course material: face-to-face, or via two-way or satellite broadcast, the Web, portable media, or a mobile device.

CLT offers a wide variety of services designed to support the ODU faculty’s teaching and learning effort. Among those services are:

- Providing opportunities for the collegial sharing of ideas about teaching and learning
- Providing opportunities for evaluation and assessment
- Providing instructional design consultation for, and implementation in, course design
We are pleased to be the university’s Center for Learning and Teaching, and we pledge to be of service to faculty throughout 2013 and beyond.

- Facilitating course development and effective use of the learning management system
- Providing workshops and other events on teaching and learning and on instructional technologies
- Providing the graphic design of posters and instructional aids
- Participation in the evaluation and demonstration tools and technologies.

CLT also coordinates the Faculty Innovator Grant program, the Faculty Summer Institute on Teaching and Learning, and the Faculty teachFAIR.

CLT’s Welcome Center is located on the first 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 and Teaching is organized into several service units:

**Graphics:** graphic design services to faculty and administrative staff for teaching, research, scholarly publications, conferences, seminars, and meetings

**Instructional Design:** consultation and course development services for faculty members and their assistants to design and implement learning strategies and instructional technologies

**Multimedia Production:** complete multimedia design and production services for faculty and administrative staff

**Multimedia Duplication:** duplication services for audio, video, CD-ROM, and DVD

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

**Faculty Development Teaching Lab:** 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 2012 GOALS

To achieve this mission, the Center for Learning and Teaching focused on the following goals during 2012:

1. Assist the University with the implementation of strategic initiatives, including the research, planning and/or rollout of:
   - Teaching and learning enhancement initiatives
2. Continue production and maintenance of three-year Asynchronous Development Plan
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
   - 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 on Teaching and Learning
   - 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
- 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

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:

- Implement project management practices
- 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
1.3 2012 STAFF

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

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

Donald Emminger
Graphic Designer
BFA, Design and Illustration
Temple University

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

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

Joy Fisher-Sykes
Program Coordinator
BS, Business Administration/Marketing
Mercy College

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

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

Taya Barnett
Assistant Vice-President, Teaching and Learning with Technology
Director, Center for Learning and Teaching
PhD, School Administration and Policy
Laval University, Quebec, Canada

Donald Emminger
Graphic Designer
BFA, Design and Illustration
Temple University

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

Susan Boze
Faculty Support Services Manager
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Joy Fisher-Sykes
Program Coordinator
BS, Business Administration/Marketing
Mercy College

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

Stuart Gordon
Multimedia Production Manager
BA, Speech, Communications & Theatre Arts
Wake Forest University
Teach, engage, achieve, and collaborate in higher education.
1.4 ORGANIZATIONAL CHART

Assistant Vice President,
Center for Learning and Teaching
Mohammed Abbous

Multimedia Production Manager
Stuart Gordon

Multimedia Designer
Rosa “Jacky” Gray

Assistant Director
Jane Ritchie

Assistant Director
Joyce Armstrong

Instructional Designer
Deborah Norris

Instructional Designer
David Seeth

Instructional Designer
Loreta Umer

Instructional Designer
Glenda Warner

Instructional Designer
Vacant

Instructional Technology Specialist
Yong Chan

Instructional Technology Specialist
Helen Miller

Programmer
Deater Manulano

Instructional Technology Specialist
Daniel Greenwood

Instructional Programmer
Xuemei Li

Graphics Manager
Robert Jones

Faculty Liaison
Susan Boze

Program Coordinator
Jay Fisher-Symes

Technical Writer
Alison Schrew

Multimedia Duplication
Fred Huffman

Multimedia Duplication Assistant
Bertha Hezane
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
• 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

The Center for Learning and Teaching maintains membership in

- ELI (Educause Learning Initiative)
  www.educause.edu/eli
- New Media Consortium
  www.nmc.org

1.7 UNIVERSITY SERVICE

In 2012, members of the CLT staff were involved in the following University organizations and initiatives:

- Bookstore Policy Committee
- Asian Caucus
- Blackboard 9 Support Committee
- Campus Community Campaign
- Classroom Central Advisory Committee
- Course Evaluation Committee
- ePortfolio Committee
- Faculty Development Program for Learning Communities Committee
- The Great Computer Challenge
- HACE – Hourly and Classified Employees of Old Dominion University
- HLEA – Hispanic & Latino Employee Association
- Learning Technology Advisory Committee, State Council of Higher Education for Virginia (SCHEV)
- NSSE/FSSE Committee
- OCCS Help Desk Project
- Preparing Future Faculty Board
- Search Committee for Director of Writing and Faculty Development (QEP)
- Secular Student Alliance (Faculty Advisor)
- University Women’s Caucus
Like us on Facebook!

Scan QR Code:

facebook.com/cltodu

“Love the new resources and ideas! Great for implementing into any course!”

Center for Learning and Teaching (at ODU)
During 2012, 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, during 2012, members of the CLT staff made two presentations – one at a national and one at an international academic conference, had four articles published in refereed academic journals, served as reviewers for six academic journals, and taught three courses at Old Dominion University. See more specific information in sections 2.8 and 2.9.

In August, CLT staff members held their annual retreat at the Virginia Beach Higher Education Center, to strategize ways that we can pool our energies and talents to best serve the university’s mission.
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. In addition, CLT’s ongoing campus-wide faculty development program, teachODU, continued as a strategic part of the CLT mission.

Both CLT staff and ODU faculty members provided workshops and seminars on a regularly scheduled basis in Gornto Center. In addition, select events were held on request at other locations for the various colleges.

Some of the events offered during 2012 included:

- **Hands-on instructional technology workshops** held in our 16-seat faculty development lab to acquaint faculty members with the use of teaching and learning tools such as Blackboard, Adobe Connect, Respondus Lock-Down Browser, TurningPoint, ODUEdit, and iPads for academic uses.

- A new lecture series offered in Spring and Fall semesters, entitled **Connect with Colleagues**, which held its first two events:
  - a look at *A Few Things All Educators Should Know about Attention, Comprehension, and Memory* offered by Dr. Ivan Ash of ODU’s Psychology Department
  - a pro/con panel discussion about *Laptops and Mobile Devices in the Classroom* featuring four students (Janese Walker, sophomore, Biology/Chemistry; John Berry, senior, Mathematics and Statistics; Mike Harris, junior, Economics; and Jennifer Jackson, senior, Biology) and four members of the ODU faculty (Charles Gray of Sociology & Criminal Justice; Scott Sechrist of Medical Diagnostic & Translational Sciences; Tim Seibles of English; and Lynn Waltz of Communications & Theatre Arts)

- The first three of a series of six **Workshops for New Faculty**, which covered Student Engagement, Generational Learning Differences, and Objectives and Assessments: Do they Match? designed to help new teachers keep the focus on teaching and on engaging their students while they learn to navigate the many ways that ODU can help in that effort.
• A Spring semester pilot, **Workshop for Adjunct Faculty: Student Engagement in our Courses**, offered to encourage an innovative and engaging learning environment that will foster new adjuncts’ students’ success. After the initial pilot was offered, this workshop was incorporated into the larger New Faculty Workshop six-part series.

• Another Spring semester pilot, **Faculty Learning Community: The First Year at ODU**, a two-part workshop that introduced new members of the faculty to the many ways that ODU supports their teaching. This successful pilot was extended into the fall as part of the larger New Faculty Workshop six-part series.

• The **Foundational Strategies for Online Teaching and Learning workshop** to support the burgeoning number of instructors teaching online courses

• A pair of new **iPad workshops** to introduce faculty to a sampling of teaching apps available and the ways in which iPads can be used for storytelling

• CLT’s annual Faculty Summer Institute, **Teaching and Learning Connections**, a two-day event whose focus is to disseminate best practices in teaching

• The Faculty **teachFAIR**, a half-day event that encourages faculty members using innovative strategies or technologies in their courses to share them with colleagues

• **Orientations** for teachers of broadcast courses to provide guidance in managing their Distance Learning courses and suggestions for engaging their distance students.

In addition, several CLT staff members made presentations at the Graduate Teaching Assistant Instructor (GTAI) Institute and at the Provost’s Faculty and Adjunct Faculty Orientations.

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### Faculty Satisfaction with CLT services

**Satisfaction with teachODU and CLT events:**

During 2012, CLT delivered 117 different sessions of various events or workshops to the campus community. CLT staff members and ODU faculty taught more than 225 hours of workshops and seminars on behalf of the Center. Nearly 375 different faculty members, adjuncts, and graduate teaching assistants and more than 150 administrators and staff attended these sessions, over the course of the year.

Of the 1130 attendances at CLT events, CLT had 374 responses providing feedback about specific sessions attended. The overwhelming majority of those 374 respondents, on a rising Likert scale of 1-4, reported that they were “very satisfied” with their CLT workshop or event, earning CLT a score of 3.63. Over 3.6 scores were also received for “I would be interested in attending upcoming CLT activities”, and “I would recommend attendance to upcoming activities to my colleagues.” CLT earned a higher-than-3.5 score on each of these categories: “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”, and “The participants were actively involved in the session activities.”

Comments about CLT’s faculty development events include these: “Very personal attention”, “The instructor allowed ample time for questions. This gave us time to process what we learned”, “The hands-on work made the entire session wonderful”, “[appreciated] the desire of the instructor to repeat the same instructions until all interested were satisfied that the instructions were understood, because the participants were at such varying levels of understanding”, and “I am becoming more comfortable with technology with every CLT class. Thanks!”

**Satisfaction with CLT projects:**

In early 2013, CLT polled the faculty members with whom CLT had completed projects during 2012, in order to determine their satisfaction. Of the 272 projects completed during 2012, we received feedback for 127 projects (a 47% response rate).

On a rising Likert scale of 1-5, the “knowledge and ability of the CLT staff” received a 4.82 rating. The CLT staff’s “friendliness and courtesy” was rated 4.86. The “effort and willingness of the CLT staff to understand and solve problems” received a 4.82 rating. The “promptness and timeliness” of CLT’s services was rated 4.85, and respondents “satisfaction with the quality of the project” was rated 4.84. These findings mirror the tradition of excellence and expertise that the campus community has come to expect from CLT.

(See Table 11 for more specifics.)
Faculty teachFAIR

On October 24th, CLT sponsored a teaching and learning fair in the River Rooms at Webb University Center, at which more than a dozen exhibitors shared teaching and learning posters and instructional technology projects in an open house reception format. Participants discussed the goals, strategies, and implementation techniques of their projects with others in the teaching, adjunct, and research faculty.

Faculty Summer Institute on Teaching and Learning

The 2012 CLT Faculty Summer Institute, Teaching and Learning Connections, was held May 22-23 and engendered, among the participating faculty from ODU and from 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.

Participants were welcomed by Dr. M’hammed Abdous, Director of the Center for Learning and Teaching, and then enjoyed the keynote address, Excel at Teaching!, offered by Dr. Tara Gray, founding director of the Teaching Academy at New Mexico State University. Dr. Gray presented her 12 steps based on 20 years of full-time teaching experience and on her reading of the teaching and learning literature. Her interactive presentation sparked a number of discussions, as did the other presentations as the Institute continued on Tuesday and Wednesday:

- Perspectives on Student Learning, in which a panel of students shared their thoughts about good students, good learners, and ways that they connect with learning in their daily routine as university students
- Connecting with CLT, a presentation by Dr. M’hammed Abdous, who shared the philosophy behind CLT’s faculty development program as well as evaluation results and faculty feedback
- Five Easy Ways to Connect with your Students, an interactive workshop offered by Dr. Tara Gray in which she shared Vincent Tinto’s (2005) idea that connection with students can lead to the retention of students
- Inspiring Learning: The Driving Force Behind Motivating Students, offered by C.J. Butler, Communication Disorders and Special Education, who promoted providing consistent feedback, affirming learners’ responsibilities, and working toward a positive ending
- The Adjunct Faculty Member and Distance Teaching: Practical Methods for Overcoming Challenges offered by Rebekah Cole, Educational Foundations and Leadership, a roundtable discussion that focused on ways to integrate different teaching strategies into the distance learning environment
- A discussion of Open Content and Copyright: Legal Issues in Designing Your Own Teaching Materials offered by CLT’s own Susan Boze
- A breakout session about Learning Introductory Operations Management with Online Technology and Business Process Software led by Ling Li, Decision Sciences
- The Larger Mind: Thoughts about a University Education, a panel discussion led by Kimberly Adams Tufts, Nursing; David Basco, Civil and Environmental Engineering; Garrett McAuliffe, Human Services and Counseling; Anil Nair, Management; and Tim Seibles, English
• A look at Collaborative Student Projects Based on Corpus-Driven Research offered by Alla Zareva, English

• A group of ideas about how to use students’ blogs: Almost Blogspot On: Blogs as Electronic Portfolios offered by Ashley Green and Jamie Sturges of the English Language Center

• A visual tour of Collaboration Spaces in the Learning Commons @ Perry Library led by Kathryn Boone and Marissa Jimenez

• A discussion of Inverted Classroom Tools and Best Practices led by Nicholas Konrad Langlie, Jeannine Perry, and Jenny Provo Quarles of Longwood University

• An interactive workshop, Creating the Learning Experience: a Collaborative Learning Approach, led by Lynn Wiles, Donna Rose, and Kimberly Curry-Lourenco of Nursing, and by CLT’s own David Swift

• A problem-solving roundtable discussion devoted to identifying problems, issues, concerns, and solutions, the “PICS Carousel” led by CLT’s director, Dr. M’hammed Abdous

• Several hands-on Creative Multimedia Note-Taking Strategies offered by Shelley Rodrigo, English

• A look at Interactive Lectures and Collaboration through Voice Thread offered by Jennifer Kidd of Teaching and Learning

• Ways to Connect with Connect by using Adobe Connect to link faculty and students using text, audio, and video, offered by David Swift, CLT

Participants in the Faculty Summer Institute enjoyed continental breakfasts and buffet luncheons on Tuesday and Wednesday.

The more than 130 participants were asked to evaluate each session they attended; and overall, the sessions received a 3.48 rating (on a rising Likert scale of 1-4). Participants reported that they most liked “sharing ideas” and “the insights into personal teaching and learning experiences from the panelists” and “the idea generation/collaboration” and that “each viewpoint was unique and special.”

They also reported that they particularly enjoyed the “usable and concrete insights” and “the perspectives of the various faculty”, noting that the sessions left them with “increased passion.” The presenters’ “style with good humor and solid content” and their “excellent hands-on” workshops were saluted. One participant noted “Love the new resources and ideas! Great for implementing in any course!”

Thanking CLT for offering this chance for the faculty to share in a collegial way about teaching, participants saluted “sessions chock full of useful information”, hearing “the students’ perspective on group work and the use of social media”, the “interactivity”, the “sharing of ideas and suggestions that I can easily implement.”
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 2012, the Graphics Department at CLT produced 233 complete jobs (comprising a total of 464 individual job units) for faculty members, staff members, University organizations and groups, or students.

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.

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

Instructional Design / Instructional Technology
In 2012, 30 online and hybrid courses were completed for six colleges. In addition, one course was redesigned. Materials were created for an additional 21 courses.

As always, CLT’s instructional designers and instructional technology specialists were available to consult with 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 2012, the Multimedia Duplication Center staff processed 706 orders. Included were 640 orders from ODU faculty members and administrators. 65 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 filmed and edited six videos for CLT or for academic use, edited 21 other videos primarily for academic use, and made the Center’s Multimedia Duplication’s Viewing Room available for 22 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 university-requested, internal, and external projects during 2012. Among these:

CLT developed a virtual map of the campus which can be used by prospective students to offer a first-person view of campus buildings. 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.

And in anticipation of the transit of Venus across the face of the sun in the summer of 2012, CLT’s multimedia designers aggregated over 4,000 giant individual images and added audio to create a full-dome movie that was shown in ODU’s planetarium.

Faculty Multimedia Development Lab
In Gornto 411, CLT offers 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 2012, 11 multimedia conversions of documents and/or slides were made for faculty members by the Multimedia Development Lab.
2.3 COURSE DEVELOPMENT AND PRODUCTION

During 2012, CLT instructional designers initiated five degree programs for three colleges (see Table 4) and completed 30 online courses for six colleges (see Table 5), as well as one hybrid course (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 in offering faculty 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 2012, one course was redesigned (see Table 5), and 21 courses had new material added or were revised or updated (see Table 7).

During 2012, the migration of existing online courses developed by CLT to the Personal Learning Environment (PLE) interface was completed.
2.4 TECHNOLOGY INTEGRATION AND INNOVATION

In 2012, CLT published the **CLT ODU iPad app** to the Apple iTunes Store. The new app provides access from an iPad to many of CLT’s services and resources, including **teachBANK** (a repository of helpful ideas for interacting with others about teaching), **teachODU** (the faculty development program), archived conversations from the Provost’s Conversations on Teaching and Learning series, and the CLT Newsfeed.

**Features:**

- Provost’s Conversations on Teaching and Learning
- **teachODU**
- **teachBANK**
- News & Highlights

…and much more

DOWNLOAD CLT ODU APP!

Search for CLT in the App Store and select CLT ODU!
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 the faculty with best practice information that will enhance both their teaching and their students’ learning.

In addition to the already-mentioned annual Faculty Summer Institute on Teaching and Learning and the lecture series, Connect with Colleagues, several opportunities were provided:

**Provost’s Conversations on Teaching and Learning**

In 2012, 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 2012 series of Provost’s Conversations on Teaching and Learning featured Conversations led by faculty experts on the following topics:

- Understanding Chronology and its Importance in Understanding Content
  *Annette Finley-Croswhite, History*

- Using Prerequisite Diagnostic Assessment and Tutorials
  *Przemyslaw Bogacki, Mathematics and Statistics*

- Using Social Networking to Engage Students in Online Instruction
  *Gail Dickinson, Teaching and Learning*

- Developing Rapport with Students
  *Tami Al-Hazza, Language, Literacy, and Culture*

- How Digital Images are Transforming the Teaching of Art History
  *Robert Wojtowicz, Art History*

- Encouraging Community Engagement and Service Learning
  *Jennifer Fish, Women’s Studies*

- Using Humor in the Classroom
  *John Adam, Mathematics and Statistics*

- Common Factors in Great Teaching
  *Ed Neukrug, Counseling and Human Services*

- Constructing a Creative Environment
  *Jenifer Alonzo, Communication and Theatre Arts*

- Mentoring Graduate Student Teachers
  *Elaine Justice, Psychology*

- Implementing Master Learning to Foster Student Success
  *Jason Osborne, Educational Foundations and Leadership*

- The Past in the Present Tense
  *Maura Hametz, History*

- Fostering Community, Creativity, and Collaboration through Play
  *Kevin Moberly, Rhetoric, New Media, and Game Studies*

Past Provost’s Conversations (Watch Archives) and briefer nuggets of wisdom from the Conversations (Worth Sharing) can be found at http://clt.odu.edu/pctl.

**teachBLOG**

Available from CLT’s main portal: http://clt.odu.edu, in 2012, a new teachBLOG was offered, entitled Connect and Reflect. It provides a place for conversations about a variety of topics related to teaching and learning (from lectures to assessment to group work to the use of laptops in the classroom to mid-course evaluations).

**Orientation to Online Teaching**

Since several departments are currently moving toward offering more programs in an online format, CLT offered Foundational Strategies for Effective Online Teaching in two different formats.

**Online Faculty Learning Community**

To bring faculty members who are teaching online courses together in a forum in which they can learn, share, and exchange ideas, CLT has initiated an Online Faculty Learning Community. CLT coordinates meetings of the group and has provided a portal on the web (http://blog.clt.odu.edu/oflc/) so that members of the OFLC can share resources and best practices.

**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, many faculty members led discussions or presented either research or tools that they use with their students at CLT-sponsored events during 2012. The CLT team appreciates their willingness
to share their expertise, and thanks them for their enthusiasm and their participation.

Faculty of the 2012 Faculty Summer Institute, the teachFAIR, Connect with Colleagues, or the Provost's Conversations on Teaching and Learning:

Jenifer Alonzo, Assistant Professor, Communication and Theatre Arts
Ali Ardalan, Associate Dean, Business & Public Administration
Ivan Ash, Associate Professor, Psychology
David Basco, Professor, Civil and Environmental Engineering
Przemyslaw Bogacki, Associate Professor, Mathematics and Statistics
C.J. Butler, Senior Lecturer, Communication Disorders & Special Education

Rebekah Cole, Adjunct, Educational Foundations & Leadership
Kimberly Curry-Lourenco, Senior Lecturer, Nursing
Declan DePaor, Professor, Geophysics, Director of Pretlow Planetarium
Gail Dickinson, Associate Professor, Teaching & Learning
Joyce Downs, Assistant Professor, School of Dental Hygiene
Jill Dustin, Associate Professor, Counseling & Human Services
Annette Finley-Croswhite, Professor, History
Jennifer Fish, Associate Professor, Women’s Studies
Charles Gray, Lecturer, Sociology & Criminal Justice
Ashley Green, Lecturer, English Language Center
Maura Hametz, Associate Professor, History
Carla Harrell, Senior Lecturer, Communications & Theatre Arts
Elaine Justice, Associate Professor, Psychology
Jennifer Kidd, Lecturer, Teaching & Learning
Carolyn Lawes, Associate Professor, History
Jonathan Lester, Lecturer, Engineering Technology
Lynn Li, Professor, Decision Sciences
Garrett McAuliffe, Professor, Counseling & Human Services
Kevin Moberly, Assistant Professor, English
Suzanne Morrow, Lecturer, Psychology
Anil Nair, Professor, Management
Ed Neukrug, Associate Professor, Counseling & Human Services
Jason Osborne, Associate Professor, Educational Foundations and Leadership
Kay Palmer, Associate Professor, Nursing
Jack Robinson, Associate Professor, Educational Foundations & Leadership
Shelley Rodrigo, Assistant Professor, English
Donna Rose, Senior Lecturer, Nursing
Dawn Rothe, Associate Professor, Sociology & Criminal Justice
Karen Sanzo, Associate Professor, Educational Foundations & Leadership
Scott Sechrist, Associate Professor, Medical Diagnostic & Translational Sciences
Tim Seibles, Associate Professor, English
Jamie Sturges, Lecturer, English Language Center
Melvina Sumner, Associate Professor, Sociology & Criminal Justice
Steven Walk, Assistant Professor, Engineering Technology
Lynn Waltz, Visiting Assistant Professor, Communications & Theatre Arts
Lynn Wiles, Assistant Professor, Nursing
Robert Wojtowicz, Professor, Art History
Alla Zareva, Assistant Professor, English
2.6 UNIVERSITY-WIDE OR COLLEGE-WIDE SUPPORT PROJECTS

The Center for Learning and Teaching is often asked to support University projects. Below are several that CLT coordinated during 2012:

UNIVERSITY-WIDE:

Virtual Campus Map
CLT completed a virtual map of the campus that 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.

iPod Touch App for students with Asperger Syndrome (AS)
CLT developed and delivered an iPod Touch app that supports students with Asperger Syndrome by helping them organize themselves in space and time. The Office of Educational Accessibility, during 2013, is conducting a pilot test with a group of students to determine its effectiveness.

Faculty Activity System Tutorial
CLT assisted the Office of Academic Affairs to develop an online tutorial video that demonstrates the procedures/steps to review, edit, and complete faculty workshop reports in the Faculty Activity System (FAS).

Orientation for New Faculty and Administrators
This website (http://clt.odu.edu/fao), 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, and was updated during the summer of 2012.

RSVP for New Faculty Orientation
CLT developed a website, sent to all newly-hired faculty members during the summer, walks them through the process of getting their parking passes, UINs, IDs, and MIDAS identification as they RSVP to attend the face-to-face faculty orientation in late August, so that when they arrive on campus, they can begin the practice of teaching, having completed most of the new-hire processing.

COLLEGE-WIDE:

Batten College of Engineering and Technology:

ExCEED II Example
CLT assisted Carol Considine to develop an asynchronous online module, Linear Scheduling, utilizing the basic principles of EXCEED: Excellence in Civil Engineering Education (a comprehensive approach for face-to-face teaching) to demonstrate a model for teaching engineering students online.

College of Health Sciences:

Infection Control Module 3
CLT developed a third computer-based instructional lesson that teaches Health Sciences students how to perform infection control procedures
In 2012, the Center for Learning and Teaching at Old Dominion is proud to have awarded seven Faculty Innovator Grants for 2013. 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.

Recipients include:

**Betty Rose Facer, Foreign Languages and Literatures**  
Peter Schulman, Foreign Languages and Literatures  
Astrid Heinrich-Lamb, Foreign Languages and Literatures  
Steve Yetiv, International Studies – Political Science and Geography  
Lisa Mayes, Office of Academic Enhancement

**iComPADability: The Business of Faculty Mentoring and International Language Education with iPads**  
To address the concerns of foreign language enrollments, advanced-level language study, language proficiency, and career choices for foreign languages, this project proposes the iComPADibility Initiative to create and foster mentoring projects using the latest technology (iPad minis and iBooks Author app). This Initiative will (1) create the faculty mentor-student mentee relationship, (2) foster the student peer-peer mentorship and (3) create up-to-date faculty produced textbook materials for language business courses. The innovative technology and practical app features will hone undergraduate research projects and advanced language skills that give ODU students a competitive edge.

**Gail Grisetti, School of Physical Therapy**  
Jonna L. Bozien, Communication Disorders and Special Education

**Autism Spectrum Disorder - Integrating Theory and Clinical Practice Perspectives**  
Addressing the needs of children with Autism Spectrum Disorder requires a meaningful collaboration of members from interprofessional teams including teachers, rehabilitation professional and family members. At present, each discipline approaches the topic from a discipline specific perspective limiting the integration of concepts, goals and objective across disciplines. This project will use existing learning materials and develop new ones to create teaching modules to be used within the Autism Certification Program (ODU) and the School of Physical Therapy (ODU). Existing materials will be enhanced by the integration of videos and clinical cases where rehabilitation therapists work with actual clients.

**Rochelle (Shelley) Rodrigo, English**  
Megan McKittrick, English  
Matthew Beale, English Graduate Student

**The Learning to Learn Game: Traditional Teaching Levels Up**  
Faculty are charged with the responsibility of teaching course content while fostering effective skills that lead to a lifelong enjoyment of learning; however, these skills are often overlooked, and this enjoyment often hampered, by a deadline-driven grading environment. Games, however, cultivate a low-risk setting that promotes experimentation, problem-solving strategies, and collaboration in ways the grade book cannot. To facilitate a lifelong commitment to learning, we intend to design a digital gaming environment that allows faculty to associate specific learning skills with relevant course content while providing students with access and motivation to engage with alternative learning skills content.

**Tara L. Newcomb, Dental Hygiene**  
Ann M. Bruhn, Dental Hygiene

**Radiographic Imaging for Mass Fatality Training in Dental Hygiene Students**  
The American Board of Forensic Odontontology recommends utilization of dental hygienists on mass-disaster dental ID teams. Dental hygienists hold licensure in competencies directly benefiting dental forensics. Mass fatality preparedness is not widely included in dental hygiene curricula. This research supports computer based teaching and clinical practice on radiation technique and safety protocols when working with victim dental
remains; the primary learning outcome is safe exposure of quality oral radiographic images on simulated victim remains. Local and national continuing education courses for dental and dental hygiene faculty and practicing hygienists for mass fatality incidences could also be implemented.

Vukica Jovanovic, Mechanical Engineering Technology
Jennifer Michaeli, Mechanical Engineering Technology
Nathan Luetke, Mechanical Engineering Technology
Petros Katsiouloudis, STEM Education and Professional Studies

Online Modules for Computer Aided Drafting
The primary goal of this project is to improve success of students in freshman class MET 120 Computer Aided Drafting. This would be achieved by online modules that would be used by students asynchronously to bridge the gap related to things which they need to successfully complete their assigned projects in class and gain a broader understanding of Computer Aided Design technologies.

Wu He, Information Technology and Decision Science
Yaohang Li, Department of Computer Sciences

Using the Workflow Technology to Create Secure Software Engineering Scenario-based Workflows for Information Security Education
Teaching information security courses is technically challenging. In an information security course, students and instructors often end up struggling in low-level and complicated software installation, system setup, service configuration, and data manipulation while losing concentration in learning the important information security principles. To help students in information security courses learn information security principles more effectively and efficiently, we propose to use the workflow technology to create three secure software engineering scenario-based workflows. The intention is to improve the effectiveness of teaching and learning of several key information security principles and techniques.

Wu He, Information Technology and Decision Science
Silvana Watson, Communication Sciences and Special Education

A Searchable Field Experience Knowledge Base for Pre-Service Special Education Teachers
Field experience is an important component of teacher education programs. In the Department of Communication Sciences and Special Education, pre-service teachers are required to participate in field experience and teach students with disabilities in K-12 school settings. These pre-service teachers are required to submit their field experience activity reports to the instructors on a regular basis. However, the field experience knowledge stored in the reports is usually not shared on the Web and is not readily available to other students for learning and easy access. Thus, we propose to build a Web-based searchable knowledge base to disseminate the special education knowledge pre-service teachers learned from their field experience.
2.8 RESEARCH

Conference Planning:

Program Committee for Virginia’s First Annual Open and Digital Learning Resources Conference, http://openva.org

Presentations:


Armstrong, J.C. A Service Learning Project to Improve Literacy Abilities of Inner-City Children. Presentation at the Lilly Conference: College and University Teaching and Learning, International Teaching Learning Cooperative, Traverse City, Michigan, September 20-23, 2012 [Invited]

Articles in Refereed Publications:


Members of the CLT staff serve as reviewers for several academic journals:

Computers and Education Journal
http://www.journals.elsevier.com/computers-and-education/

International Journal of Educational Management

International Review of Research in Open and Distance Learning Journal
http://www.irrodl.org/

Journal of Asynchronous Learning Networks
http://sloanconsortium.org/publications/jaln_main

Journal of Excellence in College Teaching
http://celt.muhio.edu/ject/

Quality Assurance in Education Journal
http://www.emeraldinsight.com/journals.htm?issn=0968-4883

Members of the CLT staff serve as reviewers for several academic journals:
2.9 TEACHING

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

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 CLT ADVISORY BOARD

In 2012, the newly-founded CLT Advisory Board began its mission to assist in the development of policies, programming, and activities that strengthen and advance teaching at Old Dominion University. The Board serves as a primary and ongoing resource, providing consultation on programs and workshops, helping to identify university and community resources, and serving in a variety of other capacities to help facilitate community among the faculty.

The membership of the 2012-2013 Advisory Board includes:

Mariam Abdelhamid, Student Body President 2012-2013
   Student Government Association
M’hammed Abdous, Assistant Vice President for Teaching and Learning with Technology
   Office of Distance Learning
Joyce Armstrong, Assistant Director
   Center for Learning and Teaching
Remica Bingham-Risher, Director, Writing and Faculty Development
   Office of the Provost
Andrew Casiello, Associate Vice President
   Office of Distance Learning
Brent Edington, Director, Patents & Licensing
   Office of Research
Dave Hamel, Assistant Director, Network Support
   Office of Computing and Communications Services
Gene Hou, Professor, Department of Mechanical & Aerospace Engineering
   College of Engineering and Technology
Marissa Jimenez, Instructional Resource Specialist
   Honors College and Academic Enhancement
Karen Kott, Associate Professor, School of Physical Therapy and Athletic Training
   College of Health Sciences
Chris Osgood, Associate Dean
   College of Sciences
Richard Overbaugh, Professor, Department of Teaching & Learning
   College of Education
Julia Romberger-Depew, English Department
   College of Arts and Letters
Nancy Schafer, Head, Reference/Research Services
   Old Dominion University Libraries
Douglas Ziegenfuss, Professor, Accounting Department
   College of Business and Public Administration
3.1 GRAPHICS

- Table 1. Graphics Project Summary 2012

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

<table>
<thead>
<tr>
<th>College/Organization</th>
<th>2012</th>
<th>2011</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distance Learning</td>
<td>74</td>
<td>115</td>
<td>113</td>
</tr>
<tr>
<td>Administration</td>
<td>10</td>
<td>14</td>
<td>7</td>
</tr>
<tr>
<td>Arts and Letters</td>
<td>6</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>Business and Public Administration</td>
<td>4</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Education</td>
<td>21</td>
<td>27</td>
<td>28</td>
</tr>
<tr>
<td>Engineering and Technology</td>
<td>11</td>
<td>14</td>
<td>16</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>10</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Sciences</td>
<td>86</td>
<td>71</td>
<td>43</td>
</tr>
<tr>
<td>Library</td>
<td>5</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Campus Orgs</td>
<td>4</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Off Campus</td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>233</strong></td>
<td><strong>268</strong></td>
<td><strong>233</strong></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>2012</th>
<th>2011</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials Created for Faculty</td>
<td>640</td>
<td>732</td>
<td>609</td>
</tr>
<tr>
<td>Materials Created for Local Students</td>
<td>1</td>
<td>5</td>
<td>52</td>
</tr>
<tr>
<td>Materials Created for TTN Sites</td>
<td>65</td>
<td>84</td>
<td>211</td>
</tr>
<tr>
<td><strong>Total Materials Created</strong></td>
<td><strong>706</strong></td>
<td><strong>821</strong></td>
<td><strong>872</strong></td>
</tr>
<tr>
<td>Student Visits to View Class Archives</td>
<td>22</td>
<td>30</td>
<td>38</td>
</tr>
</tbody>
</table>

- In addition, the MMDV Center’s staff filmed and edited six videos for CLT or for academic use and edited 21 other videos primarily for academic uses (most of which are currently available at http://www.youtube.com/user/cltodu).

“This entire session was chocked full of useful information.”
### 3.3 Faculty Development Event Summary

- **Table 3. CLT Faculty Development Event Participants**
  - Session attendance records summarized by college for events offered through *teachODU*

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Letters</td>
<td>59</td>
<td>45</td>
<td>85</td>
<td>110</td>
<td>102</td>
<td>99</td>
<td>1</td>
<td>4</td>
<td>2</td>
<td>12</td>
<td>172</td>
<td>147</td>
<td>200</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business and Public Administration</td>
<td>23</td>
<td>44</td>
<td>32</td>
<td>28</td>
<td>16</td>
<td>29</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>5</td>
<td>53</td>
<td>61</td>
<td>68</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td>109</td>
<td>80</td>
<td>70</td>
<td>58</td>
<td>41</td>
<td>50</td>
<td>1</td>
<td>1</td>
<td>8</td>
<td>13</td>
<td>169</td>
<td>129</td>
<td>133</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engineering and Technology</td>
<td>18</td>
<td>16</td>
<td>22</td>
<td>12</td>
<td>22</td>
<td>21</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>30</td>
<td>38</td>
<td>43</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>28</td>
<td>25</td>
<td>29</td>
<td>58</td>
<td>41</td>
<td>29</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>86</td>
<td>69</td>
<td>60</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sciences</td>
<td>34</td>
<td>24</td>
<td>20</td>
<td>64</td>
<td>41</td>
<td>70</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>100</td>
<td>65</td>
</tr>
<tr>
<td><strong>Total Faculty</strong></td>
<td>271</td>
<td>234</td>
<td>258</td>
<td>330</td>
<td>263</td>
<td>298</td>
<td>5</td>
<td>1</td>
<td>18</td>
<td>32</td>
<td>610</td>
<td>509</td>
<td>606</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Staff</strong></td>
<td>120</td>
<td>130</td>
<td>71</td>
<td>251</td>
<td>159</td>
<td>229</td>
<td></td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>372</td>
<td>289</td>
<td>306</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Other</strong></td>
<td>88</td>
<td>57</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>148</td>
<td></td>
</tr>
<tr>
<td><strong>Overall Total</strong></td>
<td>479</td>
<td>364</td>
<td>329</td>
<td>638</td>
<td>422</td>
<td>527</td>
<td>6</td>
<td>1</td>
<td>19</td>
<td>7</td>
<td>12</td>
<td>37</td>
<td>1130</td>
<td>798</td>
<td>912</td>
</tr>
</tbody>
</table>

* Adobe Connect, Blackboard Series, Digital Learning Resources, iPad Series, ODUEdit, Respondus LockDown Browser
** Formerly "Special Events": Connect with Colleagues, Creating Online Activities, Faculty Summer Institute, Provost's Conversations on Teaching and Learning, *teachFAIR*, Workshops for New Faculty and New Adjuncts
*** Technology Classroom Orientation, Personal Response System (Clickers)
**** Broadcast and Video Streaming Course Management and Engaging Broadcast and Video Streaming Students
3.4 ONLINE PROGRAMS SUMMARY

- **Table 4. Online Programs Initiated during 2012**
- Online programs initiated during 2012

| Master of Engineering, System Engineering | Engineering and Technology |
| Online Maritime, Ports and Logistics Management Certificate | Business and Public Administration |
| Public Service Minor | Business and Public Administration |
| Graduate Certificate in Public Procurement | Business and Public Administration |
| Special Education Master’s Program | Education |

3.5 COURSE PRODUCTION: ONLINE COURSES

- **Table 5. Online Course Production Summary**
- Production of individual courses completed in the specified years

<table>
<thead>
<tr>
<th>College</th>
<th>2012</th>
<th>2011</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Letters</td>
<td>6</td>
<td>3*</td>
<td>5</td>
</tr>
<tr>
<td>Business and Public Administration</td>
<td>5</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td>15</td>
<td>11*</td>
<td>5</td>
</tr>
<tr>
<td>Engineering and Technology</td>
<td>2*</td>
<td>4*</td>
<td></td>
</tr>
<tr>
<td>Health Sciences</td>
<td>1</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>Sciences</td>
<td>1</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>23</td>
<td>18</td>
</tr>
</tbody>
</table>

**Online Course Production by College:**
- **Arts and Letters**: CRJS 340, ENGL 465, ENGL 791, ENGL 795/895, HIST 348, HIST 363
- **Business and Public Administration**: IT 360T, PADM 726, PAS 300, PAS 395, PORT 610
- **Education**: ELS 610, ELS 787, ELS 821, HMSV 341W, HMSV 344, HMSV 346, HMSV 368, HMSV 440W, HMSV 444, HMSV 491, SPED 406/506, SPED 626, SMGT 638, TLED 608, TLED 695
- **Engineering and Technology**: ENMA 600; ENMA 641*
- **Health Science**: DNTH 711/811
- **Science**: CS 334

*redesign:
- 2012: ENMA 641
- 2011: ARTH 435W/535, READ 680, ENMA 604
### 3.6 Course Production: Hybrid Courses

- **Table 6. Hybrid Course Production Summary**
- Production of individual hybrid courses completed in the specified years.

<table>
<thead>
<tr>
<th>College</th>
<th>2012</th>
<th>2011</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Letters</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business and Public Administration</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Education</td>
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<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Engineering and Technology</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Sciences</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sciences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1</td>
<td>5</td>
<td>2</td>
</tr>
</tbody>
</table>

**Hybrid Course Production by College:**
Health Sciences: PT 880
3.7 COURSE PRODUCTION: MATERIALS COMPLETED FOR EXISTING COURSES

Table 7. Materials Produced for Existing Courses

New learning activities or other new content produced for courses that are already in delivery

<table>
<thead>
<tr>
<th>College</th>
<th>2012</th>
<th>2011</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Letters</td>
<td>3</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Business and Public Administration</td>
<td>3</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Education</td>
<td>11</td>
<td>9</td>
<td>2</td>
</tr>
<tr>
<td>Engineering and Technology</td>
<td>1</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>1</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td>Sciences</td>
<td>1</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>University College</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
<td>32</td>
<td>14</td>
</tr>
</tbody>
</table>

2012 Production of Course Materials for Existing Courses by College:

Arts and Letters: CRJS 396, ENGL 336, PSYC 424
Business and Public Administration: OPMT 303, MGMT 325, FIN 331
Education: COUN 695/895, ELS 787, HMSV 341W, SPED 400/500, SPED 404/504, SPED 415/515, SPED 610, SPED 611, SPED 701/801, TLED 622, Professional Organization for Student Teaching
Engineering and Technology: MSIM 725
Health Sciences: MEDT 340
Sciences: BIOL 108
Other: Preview
### Table 8. Faculty Development and Support Projects in 2012

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>CLT Advisory Board</td>
<td>Initiated an advisory board of faculty from across the disciplines to serve as a primary and ongoing resource</td>
</tr>
<tr>
<td>Connect with Colleagues</td>
<td>Mounted a new lecture series with a focus on teaching. Spring’s offering was about students’ attention, comprehension, and memory. Fall brought a pro/con panel discussion featuring four students and four faculty members about the use of mobile devices in the classroom</td>
</tr>
<tr>
<td>Faculty Activity System Tutorial</td>
<td>Assisted Academic Affairs in the creation of an online tutorial video that demonstrates the procedures/steps to review, edit, and complete faculty workshop reports in the Faculty Activity System (FAS)</td>
</tr>
<tr>
<td>Faculty Development Workshops</td>
<td>Developed and offered an ongoing series of workshops, teachODU, designed to keep a focus on teaching</td>
</tr>
<tr>
<td>Faculty Orientation RSVP</td>
<td>Updated the website used by incoming faculty members to help them establish e-mail, ID Card, MIDAS, and parking pass before arriving on-campus, as they RSVP’d for August on-campus orientation</td>
</tr>
<tr>
<td>Faculty Summer Institute on Teaching and Learning</td>
<td>Held annual two-day event entitled Teaching and Learning Connections which got more than 130 participants talking about ways to engage their students in higher-level learning</td>
</tr>
<tr>
<td>Faculty Innovator Grants</td>
<td>Awarded seven 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>
<tr>
<td>Field Experience Program</td>
<td>Continued 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>iPad app: CLT ODU</td>
<td>Published a CLT ODU iPad app to the Apple iTunes Store to provide access on the iPad to CLT’s resources and services</td>
</tr>
<tr>
<td>New Faculty and Administrator Orientation</td>
<td>Updated the recordings and posted to the web twenty 10-minute vignettes with administrators and faculty describing their portions of the University in order 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>Online Faculty Learning Community</td>
<td>Fostered an Online Faculty Learning Community to encourage faculty members teaching online courses to share ideas. Developed portal for the OFLC at <a href="http://blog.clt.odu.edu/oflc/">http://blog.clt.odu.edu/oflc/</a></td>
</tr>
<tr>
<td>Orientation to Online Teaching</td>
<td>Converted face-to-face workshop for teachers of online courses to six-week online format, to allow teachers of online courses to experience participating in an online course themselves</td>
</tr>
<tr>
<td>teachBLOG: Connect and Reflect</td>
<td>Developed and offered a new blog designed to encourage conversations among faculty on topics related to teaching and learning. Available at <a href="https://blog.clt.odu.edu/tblog/">https://blog.clt.odu.edu/tblog/</a></td>
</tr>
<tr>
<td>Workshop for Adjunct Faculty</td>
<td>Developed new course to encourage an innovative and engaging learning environment that will foster adjunct instructors’ success</td>
</tr>
</tbody>
</table>
3.9 SPECIAL PROJECTS: UNIVERSITY AND COLLEGE PROJECTS

- Table 9. University and College Projects in 2012

- Contributions by CLT to the university at large

<table>
<thead>
<tr>
<th>Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXCEED II Example</td>
<td>Developed an asynchronous online module, Linear Scheduling, utilizing the basic principles of EXCEED for teaching engineering students</td>
</tr>
<tr>
<td>Great Therapists of the Twentieth Century</td>
<td>Developed and delivered a multi-media virtual portal that allows visitors to engage with psycho-social theories using wikis, audio, video, discussion forums, personal correspondences, biographies, links to sites, and interactive animations, built so that the managers of the portal can update it as needed, without CLT's assistance. View the portal at <a href="http://www.odu.edu/~eneukrug">http://www.odu.edu/~eneukrug</a>.</td>
</tr>
<tr>
<td>Infection Control -- CBT Module</td>
<td>Developed a third computer-based instruction (CBI) lesson that teaches Health Science students how to perform infection control procedures</td>
</tr>
<tr>
<td>iPod Touch App for Students with Asperger Syndrome</td>
<td>Developed and delivered an iPod Touch app that supports students with Asperger Syndrome by helping them organize themselves in space and time. The Office of Educational Accessibility is now conducting a pilot test with a group of students to determine its effectiveness</td>
</tr>
<tr>
<td>Provost’s Conversations on Teaching and Learning</td>
<td>Coordinated thirteen Conversations designed to engender discussion among the faculty about best practices in teaching and learning. Full-length archived Conversations and selected segments (called 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>Venus Transit Movie for Pretlow Planetarium</td>
<td>Aggregated over 4000 giant images (with added audio) and created full-dome movie shown in ODU’s planetarium</td>
</tr>
<tr>
<td>Virtual Campus Map</td>
<td>Completed a virtual map of the campus, accessible via standard web browser, which allows each user to “walk” through the campus to see the buildings as if they were standing before/amid them</td>
</tr>
</tbody>
</table>

3.10 SPECIAL PROJECTS: INTERNAL TOOLS AND APPLICATIONS

Table 10. Special Projects: Internal Tools and Systems Development in 2012

- Efforts to streamline work flow and processes for efficiency and quality

<table>
<thead>
<tr>
<th>Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Development System</td>
<td>Updated tracking, registration, and evaluation systems to streamline the registration and tracking process and to implement follow-up surveys to gather information about how the participants were utilizing the information in their daily teaching and professional activities</td>
</tr>
<tr>
<td>Personal Learning Environment</td>
<td>Continued to enhance the Personal Learning Environment used in online courses, in order to further develop the faculty and student interface</td>
</tr>
</tbody>
</table>
3.11 EVALUATION OF CLT’S PROJECTS

- Table 11. Evaluation of CLT’s Projects in 2012
- 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>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and ability of the CLT staff</td>
<td>127</td>
<td>3</td>
<td>5</td>
<td>4.82</td>
<td>0.51</td>
</tr>
<tr>
<td>Friendliness and courtesy of the CLT staff</td>
<td>127</td>
<td>3</td>
<td>5</td>
<td>4.86</td>
<td>0.483</td>
</tr>
<tr>
<td>Effort and willingness of the CLT staff to understand and solve problems</td>
<td>127</td>
<td>3</td>
<td>5</td>
<td>4.82</td>
<td>0.541</td>
</tr>
<tr>
<td>Promptness and timeliness of services provided by the CLT staff</td>
<td>127</td>
<td>2</td>
<td>5</td>
<td>4.85</td>
<td>0.521</td>
</tr>
<tr>
<td>Overall, how satisfied are you with the quality of this project?</td>
<td>127</td>
<td>3</td>
<td>5</td>
<td>4.84</td>
<td>0.495</td>
</tr>
</tbody>
</table>

**Hands-on instructional technology workshops are held in our 16-seat faculty development lab to acquaint faculty members with the use of teaching and learning tools such as Blackboard®, Adobe® Connect™, Respondus® LockDown Browser™, ODUEdit, and iPad® for academic uses.**
Throughout 2012, Old Dominion University’s Center for Learning and Teaching continued its mission: to support, promote, and enhance teaching, learning, and research; and to foster innovation.

CLT kept its focus on pedagogy by encouraging faculty interaction about topics related to teaching, by offering workshops designed to strengthen the focus on teaching, and by helping teachers to use the latest technologies in their courses. CLT’s effort is designed to help the University meet its first goal: to provide students with the tools to succeed.